

SPEECH ERROR IN CNN BREAKING NEWS

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Abstrak

Artikel ini bertujuan untuk mengidentifikasi jenis kesalahan ucapan dan faktor penyebab kesalahan ucapan yang dilakukan oleh narasumber di CNN Breaking News. Penelitian ini menggunakan pendekatan kualitatif. Data diambil dari skrip video YouTube CNN Breaking News. Teknik pengumpulan data menggunakan teknik dokumentasi. Analisis data menggunakan analisis isi dan menggunakan kerangka teori Clark & Clark (1977) untuk menganalisis jenis kesalahan tutur dan kerangka kerja Kafifah & Aini (2020) untuk menganalisis penyebab kesalahan tutur. Hasil penelitian menunjukkan bahwa terdapat delapan jenis kesalahan tutur, jenis kesalahan terbanyak yaitu filled pause, silent pause, repeat, stutters, correction, false start (retraced), interjection, dan paling sedikit false start (unretraced). Penelitian ini juga menemukan faktor penyebab kesalahan bicara, yaitu faktor kognitif, faktor psikologis, dan faktor sosial. Kajian ini membawa implikasi pada produksi bahasa dalam interaksi di media sosial.

Kata Kunci: psikolinguistik, kesalahan berbicara, penyebab kesalahan berbicara, YouTube

Abstract

This article aims to identified the types of speech errors and factors that cause speech errors in CNN Breaking News. This study used a qualitative approach. The data was taken from the CNN Breaking News YouTube video script. The technique for collecting data was used documentation technique. Data analyzed using content analysis and using theoretical framework by Clark & Clark (1977) to analyzed type of speech error and Kafifah & Aini (2020) framework to analyzed the cause of speech error. The results showed that there were eight types of speech errors, the most type of error was filled pause, silent pause, repeat, stutters, correction, false start (retraced), interjection, and the least that was false start (unretraced). This study also found factors that cause speech errors, namely cognitive factors, psychological factors, and social factors. This study bring implication in language production in social media interaction.

Keywords: Psycholinguistics, speech error, cause of speech error, YouTube

1. INTRODUCTION

It is unavoidable that humans are social beings who need the help of other people to meet their needs, so to fulfill their needs humans need to communicate with others. Language is

the main source for communicating with others. In speaking, one must pay attention to the structure of the sentences issued so as not to cause misunderstandings in other people's understanding. According to Nurhadi & Kurniawan (2017), Communication can take place if the people involved have the same meaning and interpretation of the matter being discussed, in other words if the people involved in the communication understand each other what is being communicated, then it can be interpreted that the communication is successful.

Communicating is important because to show self-identity, through language we can also show our point of view, our understanding of something, the origin of the nation and state, our education, even our character. Language is a reflection of ourselves, language must be a sound produced by the human speech organ. In order for the communication to run smoothly and well, the recipient and sender must master the language. According to Noermanzah et al., (2022) Language as a communication tool implies that language is a systemic series of sounds in the form of symbols that are subjective, relevant, familiar, distinctive, broadly applicable, constructive, diverse, vibrant, compassionate, and a method of interpersonal communication that displaces people in expressing something. or expression to a communicator in a social circle as a communication tool and the speaker's identity.

Errors in language are consequences that cannot be avoided by someone who is speaking, especially when speaking at length and in front of many people. Speech errors are sometimes made by all speakers. According to Alderte (2014), Speech disfluencies are defined as "the speakers' statements with the criteria of pauses, repetition, false start, & filter words like um, well, or you know." Such "speech disfluencies" are assumed can provide important insights into the unit of speech production and allow the evaluation of how many speeches is mentally planned from its production speech. Speech errors are unintentional, non-habitual variances from a speech plan. Therefore, according to Fauziati (2008) states that speaking seems to be divided into two types of planning and executing activities. Speakers first plan what they want to say based on what the listener wants to hear. They then carry out their plan, speaking the segments, words, phrases, and sentences that make up the plan. However, the division between planning and implementation is not

easy. At any time the speaker usually does a little of both. They plan what to say next while carrying out what they planned moments before. Not infrequently people do not plan when they are going to speak. Despite these issues, planning and executing is a convenient label for speech production.

As it is well known that speech errors are a natural thing for everyone to do, even if they are a native speaker. These mistakes can be in the form of too long pauses as in the sentence *"Very sadly, she died peacefully // at Balmoral this afternoon."* In this utterance the speaker makes a silent pause. In addition, a mistake that speakers often make is adding the word *"eem, uhm, aaa, etc"* to a utterance known as a filled pause, such as in the utterance *"I like banana [ehm] apple"*. The speaker also repeated a few words as in the utterance *"You'll see that the flag over Buckingham Palace has been lowered to symbolize / symbolize the Queen's death."* Speech errors do not only occur due to language skills, but also external factors such as nervousness, fear of speaking, pressure when speaking, and so on. According to Kafifah & Aini (2020) explained that there are three types of errors in speaking, namely cognitive reasoning, situational reasoning, and social reasoning.

There are many researcher who have examined research related to speech error. Pravitasari et al., (2021) conducted research to determine STMIK Sinar Nusantara students' English speech errors; Kafifah & Aini (2020) conducted research compares the categories of errors, the relative abundance, the dominant classification of errors, the differences, and similarities among errors, and the cause of errors at STKIP Kumala Metro English Education Course; Hidayati (2011) investigate the errors created by a certain Indonesian school in interacting in an offered short speech task of foreign language student studying vocabulary in Australia; Ts (2019) conducted another study to explain the kinds of errors or their intensity, the dominant inaccuracy, similarities and distinctions, and error cause made student in the first and third semesters of the English Education Sector.

Another study, Tampubolon & Lubis (2021) conducted research to identify the causes of speech errors, as seen on YouTube playlist Get Real Giving Thanks with Sam Kim Episode 22; Wijayanti (2012) conducted research to investigate the various kinds of errors, the most common speech errors, and also the source materials of speech errors in Metro TV's Face to Face with Desi Anwar; Abdulaal & Abuslema (2020) conducted

research aims for using speech errors as just a verbal communication tool to explain the psychosocial factors of character George W. Bush's; Muthmainnah (2014) conducted research to determine the types of errors and also the dominant kinds of speech errors made by main actors in the film *Bad Boys I*; Sitorus (2021) conducted research aims to investigate participants' errors English Department colleges.

Based on this description, this research is different from previous research. The difference found in the research subjects. In this study, the research subjects were character in movie and students who study English as foreign learners. Moreover, in previous studies only a few research that analyzed the cause of speech error. Therefore, this research not only determines the types of speech error but also the cause of speech error. Thus, is hoped that this research can contribute to explaining the types and the causes of speech error. This research was conducted because the phenomenon related to the speaker's mistakes in public speeches. The aim of thi research is to find out the types os speech errors and the causes of speech error in CNN Breaking News. Reasearcher use the theory of Clark & Clark (1977) to analyze the types of speech error and use theory of Kafifah & Aini (2020) to analyzed causes of speech error.

2. METHOD

To research speech error, this study used a qualitative approach to find types of speech error in the subject of the research. According to Busetto et al. (2020), qualitative research is "the investigation of the nature of occurrences," which involves "their value, various kinds, the significance in which they appear, or the viewpoints from that they are interpreted," but exempts "their scope, regularity, and role in devices are required chain of reason and consequence."

The the data are the utterance containing speech error during the conversation and 135 data are taken from YouTube with the title "*Queen Elizabeth II dies at 96*" (https://youtu.be/24Bpi_P5flo), "*Queen's Personal Chef Shares Funny Story From When They First Met*" (<https://youtu.be/5zx1hSP8P60>), and "*Queen's Doctors are Concerned For Her Health, Palace Says*" (<https://youtu.be/p8GP0mchlec>). The technique for collecting data were using documentary analysis method to support the research question

and the data will be taken from speech error in CNN Breaking News that is from YouTube and reading the transcript. The data were analyzed with interactive models that are proposed by Miles, Huberman, and Saldana (Miles, M. B., Huberman, A. M., & Saldaña, 2014). Miles, Huberman, and Saldana (Miles, M. B., Huberman, A. M., & Saldaña, 2014) models as follows: (1) The researcher will watch the News that was taken from Youtube with the title of the movie is *Queen Elizabeth II Dies at 96* and *Queen's Personal Chef Shares Funny Story From When The First Met*, and "*Queen's Doctors are Concerned For Her Health, Palace Says*". (2) Second, the researcher will write the news script of the news that has been transcribed, (3) Then, the researcher will selected utterance that have speech error and selected through the conversation, (4) The last, researcher analyzed the data to explain the types of speech error and the causes of speech error.

3. RESULT AND DISCUSSION

In this chapter the researcher presents the result of the study which is used to answer the research question of the study.

3.1 Types of Speech Error

This part present eight classifications of speech error from the watching and listening the video namely; Silent Pause, Filled Pause, False Start (retraced), Filled Pause (unretraced), Correction, Repeat, Interjection, and Stutters. Each categorization is explained one by one.

3.1.1 Silent Pause

Silent pause is a pause between words while speaking. A silent pause occurs for a few seconds while the speaker is thinking about what word to say next. So that the speaker is silent for a moment when he wants to speak but not to take a breath. From the three video interviews, the researcher found 60 sentences containing silent pauses. One of the example of silent pause error is when the he utters "I want to bring in Darren Mc Grady because he served as personal chef to Queen Elizabeth and her family for // 15 years. Darren, I'm sorry for your loss.". After the he said and *her family for*, he kept silent and stop for 4 seconds. Then the he continued by saying 15 years. From this example, the he might to think or forget what was going to be conveyed, so he stopped for a while to think and remember it

again. From this phenomenon is an example of an error in speaking in the form of a silent pause.

3.1.2 Filled Pause

Filled pause is a gap when the speaker says something. Filled pause is generally done by the speaker when the speaker is about to say the next word but is interrupted by the word “umm”, “eem”, “aaa”, and etc. From the three video interviews that the researchers obtained, there were 80 sentences containing filled pauses, for example when the speaker said “The queen has died. Very sadly. [*Eem*] *she died peacefully at Balmoral this afternoon.* The King and Queen Consort referenced there to Charles, he automatically becomes King, will remain at Balmoral this evening and will return to London tomorrow”. From this example the speaker after completing the previous sentence “Very sadly” then the speaker thinks about what will be conveyed in the next sentence by saying the word “eem” to plan the words to be said.

3.1.3 False Start (Retraced)

False Start (retraced) is seen when the speaker makes a mistake while speaking, then repeats one or two words before saying the correct word. The speaker makes a false start (retraced) when he realizes that what has been said is wrong and then repeats the word correctly. From the data, the researcher found 4 utterances containing false starts (retraced). One example of a false start (retraced) error is utterance “*Oh Sorry, king \ the king \ the new king, because for 70 years, this country in the world has only known a queen, queen Elizabeth.*”. In this sentence, the speaker repeats three words. The first word “king” becomes “the king” is a false start (retraced) because the speaker repeats the same word before and after it, namely the word “king”. Then the second mistake was when the speaker said the word “the king” to “the new king”.

3.1.4 False Start (Unretraced)

Unlike the false start (retraced). False start (unretraced) is an error that does not need to repeat the previous word or two. Errors of this type usually immediately replace the wrong word with a new word. From these data, the researcher found three utterances that contain false start (unretraced). First data that containing false start (unretraced) yaitu “*But we'll be see \ hearing more details about that.* I'm sure, as the evening progresses.”. this utterance

are included in false starts (unretraced) because the speaker says the wrong word at the beginning, namely "see" and then justifies it with the word "hearing" without repeating the previous word.

3.1.5 Repeat

Repeat is a form of error in speech error that occurs when the speaker repeats one or two words in one sentence. Speakers usually do this because they forget what will be conveyed. Researchers found as many as 28 sentence data containing repetition. One form of example of repeat is in sentences "And it was just amazing to see how she was, in her own way, really on the curve of important issues like the climate. *Her / Her husband her late husband, Prince Philip, was very much on that issue as well.* I think we saw the Queen's decline in terms of morale and health ee when her husband, Prince Philip, died." In this example the speaker repeats one word "her" in one sentence. However, not all repetitions of words are part of repeats as in the sentence "Christian, it is very very extraordinary to hear Max describe what's happened and keep using the word King Charles." The word "very" in the sentence does not include repeat because the speaker repeats the word to emphasize the important part of the word and usually to attract the listener's attention.

3.1.6 Stutters

Stutters can occur when a speaker has difficulty pronouncing a word due to speaking too fast. In addition, it can also occur because the speaker has difficulty in pronouncing the word. Stutters are seen when the speaker pronounces one syllable at the beginning of a word like "y - y - yes". From the data, the researcher found 8 sentences containing stutters. For example, "*that I imagine are hap - happening right now among medical professionals*" from the sentence it can be seen that the speaker repeats the syllable "hap" in the word "happening". The following are some of the other stutter errors found in the interview sessions on the news.

3.1.7 Interjection

Interjection is a pronunciation error that the speaker makes when adding a word to confirm what is said, the interjection is usually placed at the beginning of the sentence. In an interjection error, the speaker usually adds the word "yeah", "well", "darn", "oh", and etc. From the data obtained, the researcher found four injections. One of them is contained in

the utterance “*Yeah*, it did cross my mind today when I’m seeing all of these photographs of the flowers building up outside Windsor castle, Buckingham Palace”. From this example the speaker says the word “yeah” at the beginning of the sentence which shows strong emotion, and justifies the statement.

From the examples above, the speaker says the word “well” at the beginning of the sentence. It is because the word “well” spoken words are used to convey surprise or show strong emotions, or can also be used to get the attention of listeners. The word “well” used in all of these examples has no connection with the sentence before or after it, therefore the word “well” is usually accompanied by a comma or exclamation point.

3.1.8 Correction

Correction which means to justify. In this case the speaker justifies the sentence he is saying by using words such as “I mean, rather, sorry, and etc”. which is used to justify the wrong phrase with the correct sentence, so that the listener knows that the speaker made an error and tries to say the correct sentence.

From the data obtained, the researcher found 5 utterances containing corrections. First, when the speaker says “You’ll see that the flag over Buckingham Palace has been lowered to symbolize the Queen’s death. *I mean, this is the news we were dreading*, but obviously what happened this afternoon was the Queen died and the family were informed and they headed up to Balmoral and they are there to pay their respects. There’s a very clear process that follows.”. From this example it can be seen that, at first the speaker said that the flag being lowered indicated that the queen had died, then the speaker made a correction by saying “I mean” followed by a sentence confirming that the news of the queen’s death occurred this afternoon.

3.2 Cause of Speech Error

There are several reasons that might occur when a speaker delivers his speech, including: cognitive reason, psychological reason, and social reason.

3.2.1 Cognitive Reason

Cognitive is a human mental activity whose job is to connect, assess, consider an event, so that humans gain knowledge. Researchers found cognitive causes that lead to speech errors,

namely forgetfulness, lack of knowledge of the information, and difficulty pronouncing words.

a. Forgetfulness

The first cause is memory problems or forgetting, in this case it often happens to speakers who don't prepare their words before starting a conversation. Forgetting can occur when the speaker speaks in a hurry. Forgetfulness is usually marked by the speaker pausing to think about what to say. From the data obtained, researchers found forgetfulness as a cognitive cause that causes speakers to make speech errors. For example, when the speaker said *"I want to bring in Darren McGrady because he served as personal chef to Queen Elizabeth and her family for // 15 years"*. In this utterance, it can be seen that the speaker forgot how long the incident took place. The speaker experiences forgetfulness because the brain fails to retrieve memories that have previously been stored. The memory is in the form of information that is being explored by the brain to be recalled.

b. Lack of Information

The second cause is the lack of knowledge of the information to be conveyed to the general public so that the speaker looks confused. When a speaker does not know the information to be conveyed, this will allow the speaker to be confused in the conversation. From the data obtained, the researchers found a lack of information as a cognitive cause that made the speaker make speech errors. For example, in the statement *"You'll see that the flag over Buckingham Palace has been lowered to symbolize the Queen's death. [Eem] I don't know quite what to say"* In this utterance the speaker hums "eem" and then hesitates when he says the next sentence, which means that the speaker is not sure about what he is saying because he lacks the correct information to convey. The word "eem" raised by the speaker is used by the speaker to think about what will be conveyed. There is a lack of information that the speaker has so that in the next sentence he says "I don't know quite what to say".

c. Difficulty to Pronouncing a Word

The third cause is difficulty pronouncing vocabulary. Sometimes there are vocabulary words that are quite difficult to pronounce because word processing in the brain is quite difficult. Even though the speaker is a native speaker, it is possible to also experience

difficulties in pronouncing a word. This is not only difficult for word processing in the brain, but also because the speaker speaks in a hurry.

From the data obtained, the researcher found that the speaker had difficulty pronouncing a word. As contained in the utterance "*You're a royal cor – cor – correspondent, you have watched the Queen in good times and in bad times.*" From this example it can be seen that the speaker has difficulty pronouncing the word "correspondent" so he has to repeat the syllable "cor".

3.2.2 Psychological Reason

Psychological aspects that might affect it are when someone is grief, nervous, and anxiety.

a. Nervousness

The first cause is nervous. Humans will tend to experience nervousness when speaking in public, especially if the person is not used to speaking in public. A state of nervousness makes a person appear unsure of what he is saying. From the data obtained, researchers found nervousness as a psychological factor that causes speakers to make speech errors. As in the statement "*Her / Her husband \ her late husband, Prince Philip, was very much on that issue as well.*" (R, and FSR). When the speaker said the utterance, he looked nervous so he repeated the word "Her" three times, and changed it to the word "her late husband". From this example, the speaker's planning and execution are different, causing nervousness while speaking.

b. Grief

The second cause of the state of grief, the state of grief makes it look as if the speaker is not ready to speak. The speaker is in a state of mourning following the death of Queen Elizabeth. This state of grief is a psychological factor that causes the speaker to make a speech error. From the data obtained, the researcher found that there was grief as seen in the utterance "*The Queen has // died. [eeem] very sadly.*" This utterance contains silent pauses and filled pauses. In this utterance, it can be seen that the speaker is experiencing sadness as seen from the sentence "very sadly" and the facial expressions of the speaker that describe sadness.

c. Anxiety

The third cause is anxiety. The speaker feels anxious or afraid if something goes wrong with what he says. Anxiety can also occur because the speaker is speaking in public. In general, speakers who rarely speak in public will easily get anxious when speaking. From the data found, the researcher found the anxiety factor which is the cause of psychology in speech errors. As in the statement *“Christian, it is very extraordinary to hear Max describe what happened and keep using the word King Charles. Oh Sorry, king \ the king \ the new king, because for 70 years, this country in the world has only known a queen, queen Elizabeth.”* From this utterance, the speaker looks worried when he utters the wrong word, so he says "oh sorry" and repeats the word repeatedly.

3.2.3 Social Reason

The cause of this occurred due to environmental factors during the interview.

a. Noise of vehicle

The possible cause is the sound of a lot of vehicles passing by during the interview, this noise can distract the speaker from concentrating on his speech. In the first video, the interview was conducted outside an open room. In the video, you can often hear the sound of vehicles passing around the interview location. This condition is a social reason for making mistakes in interviews. Because of the noise, the speaker was unable to focus on what he was saying and it was seen that the speaker was not looking at the camera from time to time.

b. Technical error during online interview

The second reason is the interview session conducted online. Online interviews require a lot of preparation from before to after the interview, it is not uncommon for a loss connection to occur in the middle of the interview. In the videos of the two interviews, it can be seen that the speaker experienced two loss connections, so that there was some information that was not well heard by the speaker.

c. The microphone used was not right and almost fell off

The third cause is that the microphone used by the speaker is often detached during the interview, and then replaced but not quite right. In the third video, the speaker uses the microphone but it's not quite right, so the sound is sometimes not clear. So that the listeners

and viewers in the video have to raise their voice to hear it. In addition, the microphone used was not properly positioned and almost fell off several times.

3.3 Discussion

This explanation of finding, there are types of speech error and causes of speech errors. The results of this study found eight types of speech errors, namely: silent pauses, filled pauses, false starts (retraced), false starts (unretraced), repeats, corrections, interjections, and stutters. The results of this study are in line with the results of research belonging to Annisa (2021) which found eight types of speech errors, namely; silent pauses, filled pauses, false starts (retraced), false starts (unretraced), repeats, corrections, interjections, and stutters. This is probably because the researchers used the same research framework, namely Clark & Clark (1977) which stated that there were eight types of speech errors, namely silent pauses, filled pauses, false starts (retraced), false starts (unretraced), repeats, corrections, interjections, and stutters.

However, if examined more deeply, the results of this study are not in line with the results of research by Tampubolon & Lubis (2021), Wijayanti (2012), Pravitasari et.al (2021), and Girsang & Angelia (2019). The difference in the results of this study is found in the frequency of the number of types of speech errors found by the researchers. In the results of research belonging to Tampubolon & Lubis (2021), Wijayanti (2012), Pravitasari et.al (2021), and Girsang & Angelia (2019) found nine types of speech errors namely; silent pauses, filled pauses, false starts (retraced), false starts (unretraced), repeats, corrections, interjections, stutters, and slips of tongue. While this study only found eight types of speech errors namely; silent pauses, filled pauses, false starts (retraced), false starts (unretraced), repeats, corrections, interjections, and stutters. The difference in the frequency of speech errors is probably due to differences in subject. The research by Tampubolon (2021), Wijayanti (2012), Pravitasari et.al (2021), and Girsang & Angelia (2019) used student research subjects who were not native speakers, so they found more types of errors. Whereas in this study the research subject was a native speaker, so there were fewer speech errors. It can be assumed that native speakers are more proficient in language. Therefore, the results of this study can provide a new understanding of the types of speech errors made by native speakers.

Based on these findings, the researcher found three factors for the occurrence of speech errors, namely cognitive factors, psychological factors, and social factors. The results of this study are in line with the results of the property Muyassaroh (2022) who also found three factors for the occurrence of speech errors, namely cognitive factors, psychological factors, and social factors. This is because the researcher uses the same research framework as the previous research framework, namely Kafifah & Aini (2020) which states that there are three factors for the occurrence of speech errors, namely cognitive factors, psychological factors, and social factors.

However, if examined more deeply, the results of this study are not in line with those of Sitorus (2021), Sholihah (2019), Tampubolon & Lubis (2021), and Annisa (2021). The difference in the results of this study is found in the frequency of the number of causes of speech errors found by researchers. The research results belonging to Sitorus (2021), Annisa (2021), and Sholihah (2019) found only two factors, namely cognitive factors and social factors, while the research results of Tampubolon & Lubis (2019) found two speech error factors, namely internal factors and external factors. While the results of this study are deeper, namely finding 1) cognitive factors which have three aspects, namely forgetfulness, lack of information, and difficulty to pronounce a word, 2) psychological factors there are three aspects, namely nervousness, grief, and anxiety, 3) social factors there are three aspects, namely noise of vehicles, technical errors during online interviews, and the microphone used was not right and almost fell off. Therefore, it can be assumed that this may be due to differences in the situations experienced by the speakers. In the results of previous studies the speaker was in a normal situation, whereas in this study the speaker was in a situation of deep sadness.

4. CLOSING

From the data analyzed, it can be concluded that there are eight types of speech error, namely silent pause, filled pause, false start (retraced), false start (unretraced), repeats, corrections, interjection, and stutters. The author also found three causes of speech error, namely cognitive factors that require brain processing before speaking, such as forgetting, confusion, and difficulty pronouncing a word. Then psychological factors such as

nervousness, in a state of sadness, and a state of worry. And the last is social factors which include vehicle noise, technicians talking online, and microphone that almost fall. Based on the explanation above, it can be concluded that speech error is an inevitable process in communication even by native speakers; silent pause and filled pause show that the speaker is constrained by psychological causes in planning speech plan.

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