THE ANALYSIS OF SPEECH ERRORS USED BY STUDENTS' IN

ENGLISH DEBATE CLASS

SKRIPSI

Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

MEDAN

2018

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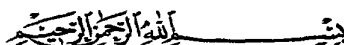
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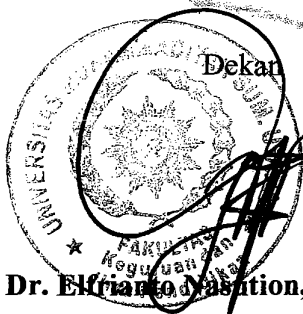
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
28/02/2018	Revise Chapter 1-3	
02/03/2018	Revise Chapter 4 ex	
06/03/2018	Revise Chapter 5 abstract, acknowledgement	
09/03/2018	Revise the whole chapter	
13/03/2018	Acc for the examples	

Medan,   Maret 2018

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Dosen Pembimbing
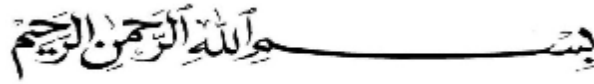
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ABSTRACT

Maimunah, Siti. 1402050182. "The Analysis of Speech Errors Used by Students in English Debate Class". Skripsi. English Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.

The aim of this study were to describe the types of speech errors, the frequency of errors, the dominant errors, and the causes of speech errors made by debaters in English Debate Class. The type of this research was descriptive qualitative. The twenty-four debaters in English Debate Class were the sources of the data. The data were the utterances containing speech errors. The researcher founds nine types of speech errors based on the theory of Clark and Clark (1977). There were 447 speech errors uttered by twenty-four debaters with the frequencies as follows: Silent Pause (168 or 37.5%), repeats (167 or 37.3%), Filled Pause (74 or 16.5%), Retraced False Start (12 or 2.6%), Un-retraced False Start (9 or 2%), Interjection (8 or 1.7%), Slip of the Tongue (6 or 1.3%), Correction (2 or 0.4%), and Stutter 91 or 0.2%). The most dominant errors was silent pause. The errors produced by debaters were caused by cognitive reason, anxiety and social reason. There were many speech errors committed by twenty-four debaters which mean that debaters need to increase their ability in conveying opinion smoothly and clearly.

Keywords: *debaters, speech production, speech errors.*

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

3. Mandra saragih, Spd, M.Hum, the head of English Education Program and Pirman Ginting, S.Pd, M.Hum, the secretary of English Education Program for their suggestion and administrative help in the process of completing the necessary requirements.

4. Yusriati, SS, M.Hum, her supervisor who has given her suggestions, ideas, criticism, and guidance in writing this research.

5. Dr. Bambang Panca S, M.Hum, the researcher's reviewer who had given suggestion advise and comment for the researcher.

6. All of lecturers especially those of English Education Program who have given their valuable knowledge during academic year in UMSU.

7. Muhammad Arifin, S.Pd, M.Pd, the head library of UMSU at Jl. Muchtar Basri No. 3 Medan, who has allowed her to collect the data in the library.

8. The employees in English Administration FKIP UMSU who had given help in administrative system servise of completing necessary requiretments, so all administrative system could be resolved easily.

9. Her beloved young brother Zulhamdi Nasution and Ahmad Baihaqi Nasution and sister Khairan Nur Lubis and her big family who have given support, pray, and advices, may Allah SWT blessing them.

10. Her beloved friends especially Risnanda Rahayu, Deviana Sari Sinurat, Lisa Winarti, Inka Pricilia, Mina Masniari Pane, Anisah Hanum Lubis, Halima Tussakdiah Batubara, and especially those English Education program Class B-Afternoon FKIP UMSU 2014-2018 who have given help, support, motivation and given much knowledge and great experience.

11. Her beloved boarding house, Desi Purnama Sari, Sri Wahyuni, Nining Andini, Deviana, Risnanda, Raya, Nurul thanks for giving support, experience, motivation, and spent a lot of time.

12. All people who loves, helps, and supports the researcher during this study, May Allah SWT bless them all, Amin.

Finally, the researcher hopes that her research will be useful for the readers, especially the students of English Education Program and also for the researcher. May Allah bless all of us. Aamiin yarobbal'alamin.

Medan, Maret 2018
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CHAPTER I

INTRODUCTION

A. The Background of the Study

One of the ways to communicate using language was by speaking. Speaking was more than sound flows from speaker's mouth, but it was a complex system which involves complicated choices related to selection and ordering of meanings, sounds, and larger units and arrangements. Speaking was actually not such a simple thing since it involves a complex process of thinking about language aspects and skills. As it was stated by Rogers et al. (2010), the capability to speak clearly involved the complex system of the brain which was not fully understood. In speaking, people not only expected to think how to deliver their message to others, but also how to produced their message clearly and smoothly. In speaking process, the speaker must have the message to be transferred to the listener, so that speaking and listening were two activities which seemed to be ordinary skills. When people speak, actually the arrange linguistic symbols in their mind (brain) and then produce them in the form of language by using their organs of speech. That was why we cannot separate speech with rhe processof thought.

In producing language, actually people strive for what we call "ideal delivery" in uttering the words or sentences to the listener or addressee to be understood well. Clark and Clark (1977) say that ideal delivery was the correct

way of executing a sentence where the speaker know what they really want to say and say it fluently. However, in fact of reality some speakers fail to get ideal delivery and almost every speaker makes errors unconsciously. These errors were called comon types of speech errors which appear sometimes in daily conversation, in makes errors unconsciously. These errors were called comon types of speech errors which appear sometimes in daily conversation, in formal meetormal meeting and seminars.

Clark (1977) says, "The common speech errors that are often made by the speakers who broadcast are related to the psychological principles which can be applied to the practical problem of speech, for instance, speech errors". It proves that be process of speech production was closely related to the process of thought. Frish and Wright (2002) state the speech the psychological principles which could be applied to the practical problem of speech, for instance, speech errors". It proves that be process of speech production is closely related to the process of thought. Frish and Wright (2002) state the speech errors traditionally been used to provide evidence for models of speech production that utilize the constructs of linguistics theory as psychologically real components of linguistic performance. Cowles (2001) defines speech errors as a mistakes that speakers make when they intend to say one thing but something else comes out instend.

According to Clark and Clark (1977), there were nine types of common speech errors, namely silent pause, filled pause, bes bessituation pause, repeats (the repetitituation pause), repeats (the repetition of one or more words in a now), and then false starts (the corrections of a word), retraced false starts (the

repetition of one or more words before the corrected words), then, there are corrections, interjections, strutters, and slip of the tongue or tongue slips.

Example 1 :

"Probably she is the first nun to compete in such a [//] way, and she won".

From sentence above, we could saw that the speakers produce silent pause because if they wait too long in planning the next utterance they know that the listener will think that they have finished their contribution and will begin to take their turns.

Example 2 :

"These are to help the [/] the patient to understand the important of breastfeeding".

From conversation above, we could saw that the speakers repeats his conversation in the sentence "the [/] the", So, this was speech error and it was called repetition. Furthermore, Clark and Eve (1977) have discovered that planning can become difficult for cognitive reasons, from anxiety, and for social reasons.

Debate could be found in the class, especially in debate courses. In debates have many types but are studied in anglish debate class there are only two British Parliamentary Debate and Asian Parliamentary Debate. It was very important thing in teaching learning process. In English debate has many benefits for students that was to improved the ability to respond to a problem (rebuttal)

because here there was a process of mutual defense between the two parties and Train Students to break the opponent's opinion and dare to express his opinion. Through debate we could know the ability of the debaters in delivering their arguments in accordance with the motion that has been determined by the lecturer. In addition, debate also provides information to listeners so as to increase knowledge for students. In addition, through English debate was expected for debaters in conveying their arguments clearly and well with regard to speech errors in order to avoid errors in conveying the argument. Debates should avoid speaking errors in their arguments in the English debate class is silent pause, filled pause, bessituation pause, repeats (the repetition of one or more words in a now), and then false starts (the corrections of a word), retraced false starts (the repetition of one or more words before the corrected words), then, there were corrections, interjections, stutters, and slip of the tongue or tongue slips

In reality, the debaters still make a lot of mistake in passing their arguments during the debate, they produce speech errors produced by the debaters. In the debating done by debaters of English debate class, it is seen that they frequently have problems of speech production-speech. In develoving and debating the motion, debaters also make errors while speaking because of various reasons. The errors made by debaters will give effects in the debaters performance and may create misunderstanding among the listeners related to the content of the news. The errors made by speakers do not always create misunderstanding, but sometimes it just disturbs the listeners 'hearing and speakers' performance.

Based on the explanation above, the researcher was interested to do a research entitled "The Analysis of Speech Errors Used by Students in English Debate Class".

B. The Identification of Problem

Related to the background above, the problems could be identified as follow:

1. The debaters fail to get ideal delivery

2. Debaters still make a lot of mistake in passing their arguments during the debate.

C. The Scope and Limitation

In this research, the focus of analysis concerned with the common types of speech errors produced by debaters in English debate class, the frequency of the types of speech errors, and the causes of speech errors. The study was analyzed by using Clark and Clark(1977) theory. This study does not discuss about the tips to minimize the errors produced by the debaters.

D. Formulation of the problem

1. What were the types of speech errors made by debaters in english debate class?

2. How often does debaters produce speech errors in English debate class?

3. What were the causes of speech errors that showed up in english debate class?

E. The Objective of The Study

1. To identify the types of speech eroors made by debaters in English debate class.

2. To describe the frequency of each types of speech errors and the highest frequency of speech error produced by debaters in English debate class.

3. To describe the causes of speech errors produced by the debaters in English debate class.

F. The Significance of The Study

The findings of this study were expected to provide information which may have theoretical as well as practical values or significance. Theoretically, the findings of the study will provide information about speech errors made by speakers, especially debaters in English debate class.

Practically, the usefulness of the findings is described as the following :

1. For the readers, this research was expected to give knowledge about speech errors especially in English debate class, so that the readers know the reason why the debaters in English debate class make the errors.

2. For the next researchers, this research was expected to give more understanding about psycholinguistics, speech production, and speech errors, especially for those who are interested in speech errors.

3. For the english literature students, this research was very useful for those who interested in journalism, because they have the knowledge about speech errors and the reason, so that they could avoid in making errors while speaking.

4. For the debaters, this research was very useful to give them more understanding about the types of speech errors and its causes, so they could avoid in making errors while debate in English class.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Psycholinguistics

Psycholinguistics was a field that combines methods and theories from psychology and linguistics to derive a fuller understanding of human language. From psychology, it inherits experimental methodology and a body of knowledge about process in perception, memory, attention, learning, and problem solving. From linguistics, it derives detailed descriptions og specific languages, rigorous accounts of the shape of grammar, and ideas about the nature of human language. The basic issue that motivated the establishment of psychilinguistics as a separate field of the study was the problem of the 'psychological reality' of linguistics concepts.

Some of linguists have made their own definitions of psycholinguistics in different points of view : Stem (1983) cities : "psycholinguistics deals directly with the process of encoding and decoding as they relate states of message to state communicators". This definition emphasizes on the process of encoding and understanding to the codes delivered between speaker and listener. These processes take place in human mind which means that the speakers and listeners hold an important role in this case. The speakers deliver their messages codes, and then it would be perceived by the listeners to get the meaning codes. That is why the mutual understanding was needed between speaker and listener.

Aitchinson (2003) states that psycholinguistics was branch of study which combines the disciplines of psychology and linguistics. It was concerned with relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving both written and spoken discourse. How people process this phenomenon in their brain was not only merely about the description of producing and perceiving language but also about the description of what they have learned as background knowledge to interpret.

According to Hartmann (1973), psycholinguistics refers to the efforts of both linguists and psychologists to explan whether certain hypotheses about language acquisition and language competence as proposed by contemporary linguistic theories have a real basis in terms of : perception, memory, intelligence.

Hartley (1982) explains that psycholinguistics investigates the correlation between language and mind, in processing and producing utterances in language acquisition. While Gleason and Ratner (1998) state that psycholinguistics or the psychology of language is related to the discovering the psychological processes in which human acquire and use language. Psycholinguistics discussed three major concerns; they are comprehension, speech production, and acquisition.

1.1 Comprehension

Comprehension discusses about how people understand spoken and written language. This was a broad area of investigation that involves scrutiny of the comorehension process at many levels, including investigation of how speech signals were interpreted by listeners (speech perception), how the meaning of

words were determined (lexical access), how grammatical structure of sentences was analyzed to obtain larger unit of meaning (sentence processing) and how longer conversations or texts were appropriately formulated and evaluated (discourse).

1.2 Speech Production

Speech production was about how people produce language. This major learns speakers' mistakes (speech errors) and from breaks in the ongoing rhythm of connected speech (hesitation and pausal phenomena or speech dis-fluencies). In producing a speech, there were two possibilities happen; they were ideal delivery and speech errors.

1.2.1 Ideal Delivery

The ideal delivery was a term which is the opposite of speech errors. The ideal delivery was defined as the correct way of executing a sentence. According to Clark and Clark (1977), "we can call one sentence as the ideal delivery when it is executed in a single fluent speech train under one smooth intonation contour". Ideal delivery could be settled if the speakers know what they really want to say and say it fluently except in what we call as Grammatical Juncture. This was because in the ideal delivery speakers could breathe at juncture but not within clauses.

a. Grammatical Junctures

Grammatical junctures was the logical place to stop and to plan the sentences skeleton and the first constituent of the upcoming sentence. Pause at these junctures tend to be long and frequent.

a. Other constituent boundaries

Within sentences these boundaries are the approrpiate place to stop and to plan details of the next major constituent. This sropping place typically marked by a filled pause.

b. Before the first content word within a constituent

This stopping place, like the privious kind gives speakers time to plan the very next major constituent. It was typically marked by a silent pause or by a repeat of the beginning of the constituent.

From the three hesitation points above, it could be found that in ideal delivery, Grammatical Juncture was the only place in sentences where speakers may pause to take a breath before continuing the sentence without interrupting fluent speech. Besides, there was another obligatory pause that was called conventional pauses that serves a specific linguistics purpose. For example :

a) Her brother the dentist is as ugly a a mule.
b) Her brother, the dentist, is as ugly as a mule.

From the example above, the "comma pauses" in example number two gives a different interpretation from example number one and must therefore be presented to signal this interpretation. So, ideal delivery has these characteristics.

In speaking activity, everyone wants to make that ideal delivery. One of the reasons was to make them better understood because if there were so many breaks in speech, and not in constituent boundaries, speech was very difficult to

understand (Clark and Clark 1977). This was because in ideal delivery, all breaks will be at grammatical junctures not within clauses. Other reason was that people who speak fluently were very likely judged cleverer, abler, and more effective than the people without the same fluency. So, it was natural, in most circumstances, to strive for the ideal delivery although it was very difficult to make it in the process of speaking. So even if they should run into difficulty planning a constituent, they should try to execute it as much as a single unit as they could.

Clark and Clark (1977) also add that there are two possible places which enable a speaker to do pauses. The first was at grammatical junctures, and the second was within phonemic clause stretches of speech spoken under one intonation contour between two successive grammatical junctures. The following table would show the average length pause of those two places :

No.	Places	The average length of pauses
1.	At grammatical juncture	1.03 seconds
2.	Within phonemic clause	0.75Econds

Table 2.1. Duration of Pause

1.2.2 Speech Errors

Speech Errors were some errors made in the process of speech production which occur regularly in normal conversation so that speech errors were the opposite of ideal delivery. Gleason and Rather (1998) stated that "when we think in words, the thoughts come in grammatical from with subject, verb, object, and

modifying clauses falling into place without our having the slightest perception of how the sentence structure was produced." Although it was basically correct, it was not always that the thoughts come in correct grammatical from or that we always select the right words to express the meaning we wish to convey. All of us have experienced, either as speakers or hearers, utterances that seem to have gotten mixed up on their way out. Such errors in speech production were called speech errors.

Speech errors were also known as speech dis-fluencies, Gleason and Ratner (1998) define speech dis-fluencies as the speakers utterances with the characteristics of hesitations, repetition, false starts, and filter words such as um, well, or you know which can occur every five to eight words and be assumed to provide valuable insights into the unit of speech production and permit the evaluation on how much speech was mentally planned in advance of its production.

There were some patterns of speech errors according to some experts. For example, Gleason and Ratner (1998) state that hesitation (unfilled pause) was more likely to occur before content words such as nouns, verbs, and modifiers, than before function words such as articles, helping verbs, and so forth. It was of interest to note that in the study of the speech produced in seminars, classes, business meetings, and similar context, in both planned talks and spontaneous conversation.

In addition to speech errors, many utterances were characterized by hesitations, repetitions, false starts and filler words such as um, well or you know which were sometimes called filled pauses (Gleason and Ratner, 1998). Such disfluencies were actually more common. Hesitations or unfilled pauses occurs roughly every five words when people describe pictures. If speakers were conversing naturally, hesitations may appear every seven to eight words.

There were also some opinions about the terms of speech errors. Some experts like Gleason and Ratner called speech errors as slips of the tongue and some other used the term speech dis-fluencies to call this errors. While in Clark and Clark (1977), slips of the tongue or tongue-slips are one of the types of common speech errors itself. Yule (1985) says,"in exploring what it was that we know about taking part in conversation, or any other speech event (e.g. debate, interview, various types of discussions), we quickly realize that there was enormous variation in what people say and do in different circumstances". This was the reason why there many be speech dis-fluencies or speech errors that occur in speeches.

1.2.3 Common Types of Speech Errors

When people speak, they tend to make speech errors and seem almost every speaker makes these errors. Thus these speech errors were called " Common Speech Errors" by Clark and Clark (1977). The common types of speech errors were :

a) Silent Pause

Silent pause means a priod of no speech between words. Speed of taking was almost entirely determined by the amount of such pausing. People who speak slowly hesitate a lot, when they speed up their rate words; they do it by eliminating the pauses, not by shortening the words. According to Maclay and Osgood (1959) in Clark and Clark's (1977), fast speakers were fluent because they hesitate a great deal. Silent pause was symbolized by [//]. For example :

(1) Give me some **//** cake now!

(2) Please send this email to **//** my friend in Jakarta!

b) Filled Pause

Filled pause was a kind of hesitation pause. Filled pause means the pause or a gap filled by "ah", "err", "uh", "mm", or the like when the speaker speaks slowly. Filled pause was symbolized by [,....,]. Clark and Clark (1977) in Dardjowidjojo (2005) state that there were several words that were usually used by speakers to fill pauses such as :

(3) Oh, for example : I would like,oh, a cake.

(4) Ah, for example : I would like,ah, a cake.

(5) Well, for example : I would like,well, a cake.

(6) Say, for example : I would like,say, a cake.

Other example :

(7) Let's go to,mm, the mosque!

(8) Please, open,err, the refrigerator!

c) Repeats

Repeats was the situation where speaker repeats one or words in a row. It was symbolized by [/]. For example :

(9) Turn on the heater / the heater switch.

(10) Those / those awesome pictures.

d) Retraced False Start

Retraced false start was the correction of a word. Retraced false start also includes the repetition of one or more words before the corrected word. Retraced false start was symbolized by [\]. For example :

(11) Let's go to the school \ the garden!

(12) Please, open the oven \ the refrigerator!

e) Un-retraced False Start

Un-retraced false start was similar to retraced false start, un-retraced false start does not include the repetition of the one or more words before the corrected word. The speaker changes corrected words to the right ones directly without repeating the words before the corrected words. Un-retraced false start was symbolized by [\\]. For example :

(13) Let's go to the school \\ the garden!

(14) Please, open the oven \\ the refrigerator!

f) Correction

Correction occurs bacause speakers know a good deal about how they select the words they were going to say. In each correction, speakers replace certain old

words with the new ones, indicating that the old words had been mis-planned. Correction phrases were signal why speakers were interrupting themselves. Clark and Clark (1977) have noted several types of correction such as "that is": reference editing. "or rather": nuance editing, "I mean": mistake editing, "well": claim editing. Correction symbolized by [-]. For example :

(15) Please, open the oven-I mean, the refrigerator!

g) Stutter

Learning to talk was not always easy. Some people have difficulty combining sounds into words. They repeat or prolong the beginning sounds of many words, which were furtheremore called dis-fluency, because they break up the smooth flow of speech. More specifically a people who has such a dis-fluency stutter, which by definition, was speech characterized by abnormal hesitations, repetitions, and prolongations that may be accompanied by gestures, grimaces, or other bodily movements indicating a struggle tom speak, blocking of speech, anxiety, or avoidance of speech. It was disorder, which we have all heard and recognized, or perhaps even experienced before : its the most frequent type of fluency disorder.

Speakers does the stutters because they were hesitant, stumbling, tense, jerky or nervous. Stutter was signed by repeating one letter or syllable for many times before a certain word that will say next. Stutters frequently occur when people give the speech in the spontaneous situation because they have to plan the expressions in words in mind before delivery.

The types of dis-fluencies in stuttering may also be different. Sound or syllable repetitions, silent "blocks", and prolongations (unnatural stretching out of sound) and facial grimaces could be presented. Stuttering has a strong genetic link. People who stutter were very likely to have inherited their "stuttering potential" or "stuttering predisposition" from their mother, father, grandmother, and grandfather, with 50 up to 75% of people who stutter having at least one relative who also stutters. Stutters or stammers were caused by :

a) A history of stammering in the family.

b) Some delay in acquiring language or articulation.

c) Considerable emotional stress.

Strutter was sybolized by [---]. For example :

(16) Please, open the d-d-d-door!

(17) Let's go to the ci-ci-ci-cinema!

h) Interjection

Interjection occurs when speakers remember about something which was still related to the topic of the speaking suddenly. It was symbolized by [*....*]. For example :

(18) Let's go to the *eh*, hotel!

(19) Please, open, *ah*, the door!

Interjection it also inserted into a sentence to convey surprise, strong emotions, or to gain attention. Interjection was usually placed at the beginning of a sentence. In addition, if an interjection was mild, it is followed by a comma. If it

was strong, it was followed by an exclamation point. Examples include words like : oh, Darn, Hey, and Well. The following were two examples of the proper usage of interjectins in sentences.

    a) Well, I think I need to take a rest today in my home.

    b) Darn! I broke my phone.

i)   Slip of the Tongue

Jannedy (1994) said, "By slips of the tongue we mean any inadvertent flaws in a speakersuse of his or her language". Slip of the tongue was one of the common speech errors as Scovel (1998) states that slip of the tongue or typographical mistakes are normal, everyday occurrences which pervade our speaking and our writing. Slip of the tongue was symbolized by [→]. Slip of the tongue could be distinguished into a number of subtypes (Clark and Clark,1977).

a. Anticipation was the speaker intended to say "get me the pen", but said instead "pet" me the "pen", anticipating the "p" at the beginning of "pen" in this pronounciation of "get". This type of errors involves the substitution or addition of the one sound which comes later in an utterance for one which comes earlier. (Jannedy,1994).

b. Perseveration was the opposite of anticipation. It involves the substitution or addition of sound which has occured earlier in the phrase being uttered.

    e.g. Get me the pen → get me the gen

c. Reversal was the interchange of two segments. Reversal occured in two syllables. E.g. Radio →Dario

d. Blend was the speaker blends two words together taken the first half of one, and the second half of the other. E.g. Ladies and Gentlemen → lateleman.

e. Haplogy was the speaker leaves out a short strech of speech it could omit on syllable. E.g. beautiful girl → beauful girl.

f. Misderivation was the speaker attaches a wrong suffix or frefix to the words. E.g. Unbelievable → misbelievable.

g. Word substitution was the speaker produces the word that was wrong difficulty related idea semantically or phonologically to the word intended. E.g. the shops are open → the shops are close.

No.	Common Speech Errors	Symbols	Examples
1.	Silent Pause	//	Please open the // door!
2.	Filled Pause	,....,	Please, open, er, the door!
3.	Repeat	/	Please, open the door / the door!
4.	Retraced False Start	\	Please, open the window \ the door!
5.	Un-retraced False Start	\\	Please, open the window \\ door!
6.	Correction	-	Please, open the window – I mean, the door!
7.	Stutter	---	Please, open the d-d-d-door!
8.	Interjection	*....*	Please, open, *ah*,the door!
9.	Slip of The Tongue	→	Close the door! →open the door!

Table 2.2. The common types of Speech Errors

1.3 Acquisition

It was how people learn language. The major focus in this domain has been on how children acquire a first language (developmental psycholinguistics). Scovel (1998) says, " Psycholinguists have become excited about a new way of discovering how we put words into our mouths". There are several processes that must first be acknowledged by psycholinguist who wishes to understand how a sentence was processed. As mentioned by Gleason and Ratner (1998) the processes are :

a. The sounds of the message must be isolated and recognized

b. The words must be identified and associated with their meanings

c. The grammatical structure of the message must be analyzed sufficiently to determine the roles played by each word

d. The resulting interpretation of the message must be evaluated in the light of past experience and current context

2. Competence and Performance

Competence was personals ideal knowledge of a language, whike performance was the specific way in which it was used. Gleason and Ratner (1998) state that languages does not vary infinitely; there appear to be constrains on the nature of possible linguistic rules that reflect the nature of human cognition. It was important to analyze language in it was form which was isolated from it was social context as stated by Halliday (2007) that in philosophical linguistics, language was isolated from it was social context and studied in an

idealized form, with a sharp boundary bound drawn between the system and the use of the system as what Chomsky called 'competence' and 'performance'.

There was a question made by Hartley (1982) which was, "what data does the learner need in order to acquire communicative competence?' Then it was answer stated by Hartley was that the rules of grammar produce sentences free from slips of the tongue and sudden changes of construction or topic. Real speakers produce utterances, containing many or few blemishes, in real situations and for a purpose. The language learner was faced with the problem of filtering out-on the basis of nonnative intuitions – what was patinent and what was not in order to extend his knowledge of the systems which underlie performance. This means being attentive not only to what was said and what was not said, but also to the actions and intentions of the persons involved and the situation in which communication takes place.

3. Speech

According to Siahaan(2008), speech was productive language skill which in cludes a mental process. This means that it was a psychological process where a speaker puts a mental concept into some linguistic form, such as word, phrases, and sentences used to convey a message to a listener. As Siahaan(2008) cities: "A spoken utterance was mental concept turned by a speaker in speaking," it means that the speech production is where speakers change their mental concept into their spoken utterances convey a message to their listeners in the communicative interaction (Gleason and Ratner,1998).

Based on the purpose of the speakers who want to convey their ideas, there were certain basic types of speech according to Monroe (1999). They were : the speech to entertain, the speech to inform, the speech to stimulate, the speech to convice, and answering question and objection.

4. The Causes of Speech Errors

Clark and Clark (1977) argue that there were two causes of speech errors. They were as follows :

4.1 Cognitive Difficulty

Every speakers has different response when they tried to produce between concrete and abstract words. Clark and Clark (1997) state that it took longer time to produce the first word of the sentence for an abstract than for concrete topics. It took them longer to pick appropriate words to express the abjects that were going to be explained. For example, when someone was asked to describe something, there were more hesitations scattered through the explanations than through the description, presumably because it was harder to come with the explanations and right words to express it. At the level of word selection, hesitation should appear when the speakers difficult to find the right word

4.2 Social Factors

1) Situational Anxiety

When people talk about topics they were anxious about, they tend to produce more silent pauses and other speech errors (Clark and Clark,1997). It occurs because one possibility was that anxiety disrupts the planning and

execution process generally. Speakers become tense and their planning and execution become less efficient. Another possibility was what people talk about would be more difficult cognitively when they were anxious and worry. Thus, they spent more time to plan and group the right words.

2) Social Circumtances

Under a press of conversation, speakers must make clear when they still have something to say. If they hesitate too long, their addressees make tahe over the conversation. In fact, this may push speakers into starting the first word of the constituent before having the constituent all planned out. It may push them to use more filled pause like *uh* to fill spaces where the other speakers may take over. It happens because they were more careful to select word or because they were executing it to make the audience comprehend their speech.

5. Debate

According Austin J. Freeley (2005) Debate was the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition. Individuals may use debate to reach a decision in their own minds; alternatively, individuals or groups may use it to bring others around to their way of thinking.

Debate provides reasoned arguments for and against a proposition. It requires two competitive sides engaging in a bipolar clash of support for and against that proposition. Because it requires that listeners and opposing advocates comparatively evaluate competing choices, debate demands critical thinking. Society, like individuals, must have an effective method of making decisions. A free society was structured in such a way that many of it was decisions were

arrived at through debate. For example, law courts and legislative bodies were designed to utilize debate as their means of reaching decisions. In fact, any organization that conducts it was business according to parliamentary procedures has selected debate as it was method. Debate pervades our society at decision-making levels.

Another example of a formalized debate was a debate between legislative and debate candidates among general presidential candidates / vice-presidential candidates a head of general elections. Competitive debates were debates in the form of games that are usually done at the school and university level. In this case, the debate was conducted as a match with the clear and strict rules ("format") between the two parties who each support and oppose a statement. The debate was witnessed by one or several appointed judges to determine the winner of a debate. The winner of the competitive debate was a successful team that demonstrates better knowledge and debate capabilities.

In English debate class only two types of debate studied namely Asian Parliamentary Debate and British Parliamentary Debate, so who wanted to be analyzed by the author was British Parlimentary Debate. This study focus to British Parliamentary Debate that use in english debate class course. British parliamentary debate style was widely in England but also popular in many countries, because this was the format used at the world championships WUDC. In this format, four member team of two people each compete in one debtae, two teams representing the government and the other two opposition, with the following composition :

Opening Government : Opening Opposition :

1. Prime Minister – Leader of the Opposition

2. Deputy Prime Minister – Deputy Leader of the Opposition

Closing Government : Closing Opposition :

3. Member of the Government – Member of the Opposition

4. Government Whip – Opposition Whip

The order of speaking is as follows :

1. Prime Minister – 7 minutes

2. Leader of the Opposition – 7 minutes

3. Deputy Prime Minister – 7 minutes

4. Deputy Leader of the Opposition – 7 minutes

5. Member of the Government – 7 minutes

6. Member of the Opposition – 7 minutes

7. Gevernment Whip – 7 minutes

8. Opposition Whip – 7 minutes

Each speaker was goven seven minutes to delover his speech. Between minute 1 and 6, the speaker of the opposite party may file an interruption (Points of Information). If accepted, the requesting interrupt the speaker was given a maximun time of 15 seconds to convey a question that must then be answered by the speaker before continuing his speech earlier.

B. Relevant Studies

Several researches related to speech errors had been made before this analysis was made. Some of the researches were as follows:

First, *speech errors in interviews of Metro TV's Indonesia This Morning News Program, written by Ivan C.H. Lumbantobing in 2009.* This thesis analyzed the pronounciation mistakes made by reporter and guest star in the English interviews on Metro TV. The purpose of this analysis was to determine and observe the pronounciation mistakes made by the reporter and guest star as television viewers are often not aware of the faulty pronounciation conducted by a reporter and guest stars. From the analysis, it was found that the dominant errors made by reporter and guest star were Filled Pause.

Second, *A Psycholinguistics Analysis of Speech Errors Produced by Main Characters in Finding Nemo Movie Written By Wahyu Pamuji in 2010.* This research was a psycholinguistic study of the speech errors produced by main characters in finding Nemo Movie. This research employs a descriptive qualitative research. The findings of this research shows that there are 203 data of speech errors produced by main characters in Findings Nemo Movie.

Based on the researches above, the writter has different focus on the research, although the writer concerns the same object that was speech errors. The difference between this research and the first and the second previous research was the first and the second previous research took news program and movie radio as the subject, in this research used english debate class as the subject. As

we know that debate is an argumentation between two or more parties, either individually or in groups, in discussing and deciding on issues and differences. In the debate, the speaker directly conveys arguments or opinions on the subject matter of debate. Debaters, as people who argue arguments give clear opinions in order to be well understood by the audience. That was why this research differs with does previous researches.

C. Conceptual Framework

This research focused on speech production, especially on the speech errors of debaters in english debate class. In this study, the writer would analyze the errors produced by debaters in English debate class. The kind of errors or also knows as speech disfluencies could be identified by using the theory of Clark and Clark. His theory divides errors into nine types : they were silent pause, filled pause, repeats, un-retraced false starts, retraced false starts, corrections, interjections, stutters, and slips of the tongue or tongue-slips.

By recording the English debate class and recreate the notes about everything that the debaters say as data, the writter then would analyze the script based on the theory of Clark and Clark as what have been written above to find out the types of errors produced by the debaters in English class and to find what was the most frequent error produced by the debaters.
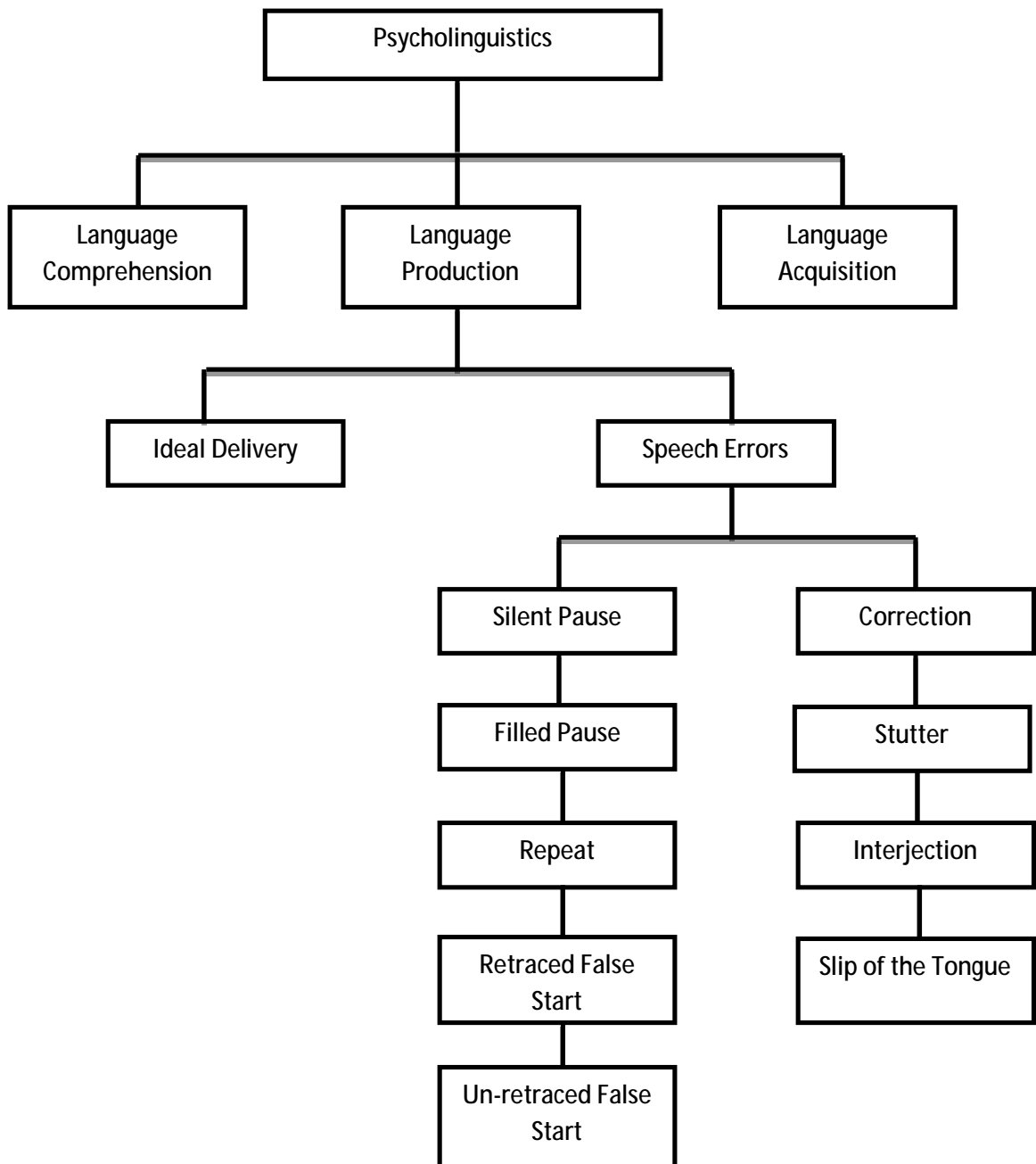
2.1. Figure of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The study was conducted by using descriptive qualitative research in conducting this research. It was called descriptive qualitative research because it just collect the data, classifies the data, and then analyze them and the writer draws conclusion about the data as the end of it. Moleong (2004) said that, "Descriptive qualitative is a type of research which results the descriptive data in the form of written or oral words from abserved object or the data source".

The objective of the research were the utterances containing errors by the students of English Department of UMSU in English debate class in 2017/2018 academic years. In this research, the writer wants to describe speech errors which occur in english debate class, the frequency of each type of errors, and the sources of speech errors that occured.

B. Source of Data

The data of this research were in the form of utterances containing errors taken from transcription of English debate video. The writer took the data from the video English debate class especially in class VIIB afternoon. The numbers of the data were 3 videos consits 24 debaters of English debate class.

C. Technique of Collecting Data

The writer applies documentation technique in collecting the data. The documents were english debate class videos of debaters and it was transcripts. In collecting the data, the writer commits several steps bellows :

1. Recording the video in English debate class.

2. Making the script from the video

3. Reading the script and identifying the data that include to utterance containing errors.

4. Selecting the data based on the type of errors.

5. Classifying the type of errors in speaking English.

6. Every utterance containing speech errors in the english debate class were notated by numbering.

D. Technique of Analyzing Data

After collecting the data from the English debate class, the data will be analyzed by using Miles & Hubermann (2004) that involves, (a) data reduction, (b) data display, (3) conclusion. Those were explained briefly as follows:

a. Data Reduction

The first step of data analysis was data reduction. It was the process of reducing the data occuring repeatedly. Reducing the data means summarizing,choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher get the data from analysis documents about in speech errors fond in English debate class. In this step, the

researcher only focuseson speech errors. The irrelevant data will be reduced and the usefull data are included.

b. Data Display

The second step of data analysis was data display. It was process of displaying data in the form of table and used the checklist mark to analyze the data so that more to understanding. Looking at displays help us to understand what was happening and to do something. In this research, the researcher would use table and checklist mark in displaying the data, because it was most common data display used in qualitative research.

c. Conclusion

The last step of data analysis was conclusion. Here, the researcher begins to see what the data are. The researcher would classify the data with the same code, and merge the categories and finds the kind among the categories. Then, it continues to give the explanation and description. Finally, the researcher would get the result and conclusion of the research.
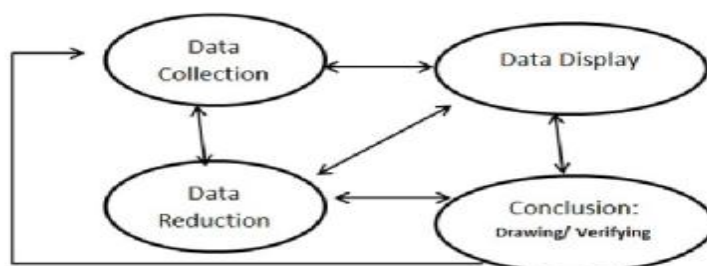
Figure 3.1. Interactive Models taken From Miles & Huberman

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were analylized based on the types of speech errors purpose Clark and Clark theory. The data were collected from the focuses speech errors which were found in English Debate Class. There were 447 data was found produced by 24 debaters in English Debate Class.

B. Data Analysis

This parts of the study presents reaserch findings and further data analysis related to the research problems. In addition, this research has specific purpose to describe the types of speech errors appearing in English Debate Class, it was frequency and the sources of speech errors. Firstly, the writer analyzes the data to investigate the types of speech errors appearing in English Debate Class committed by 24 debaters. The next step, the writer counts of frequency of each types of speech errors by using certain formula. And the last, the witer presents the sources why those speech errors probably happen.

In analyzing the data and findings the types of the speech errors appearing in English Debate Class, the writer uses the theory of common speech errors by Clark and Clark. According to Clark and Clark (1977) about common speech errors, there are nine types of speech errors: silent pause, filled pause, repeat, unretraced false start, retraced false start, correction, interjection, stutter and slip of the tongue.

1. Types of Speech Errors Made by Debaters

In analyzing, the writer would not present all of the data to be analyzed in this chapter, but the writer only took some of them. For example, if there were 452 utterances produced by 24 debaters dealing with filled pause, the writer took 1-5 utterances to be analyzed, because it could represent the analysis of the whole utterances, we could said that the analysis would be the same. The list of the data was enclosed in the appendix. The writer finally finds 9 types of speech errors, the types of speech errors as follows:

a. Silent Pause

Silent pause means a priod of no speech between words. Speed of taking was almost entirely determined by the amount of such pausing. Among the twenty-four debaters, the researcher founds 168 utterances commited by all debaters dealing with silent pause. Some of the utterances containing silent pause errors and the analysis were presented below:

(1) The death penalty is a punishment or verdict handed down by *[///]* the court as the heaviest punishment imposed on a person by his deeds.

(2) Crimes that can not be torelated with money or anything in this world *[///]* can be avenged.

(3) We are from government groups as a *[///]* second speakers and then we agree with the motion "the death penalty"

(4) Because the crime of psychotropic is *[///]* not just killing life but killing human life not only killing human life but society the next generation of the nation.

In the first example (1) of debaters utterances above, we could see that Opening Government: WT utters *by,* she stop or pauses for a moment before continuing to the next word *the*. The same thing also happen in her second example (2), after uttering *world*, she stops or pauses for a while before moving on the next word, that is, *can be*.

The same case also happens in the last two examples by Second Speakers Government : ZL. In his utterance (3) Second Speakers Government : ZL stop or pauses for a while between two words *a* and *second*, while in the next example (4), after uttering *is* he also stops for a while before going on to the word *not just*.

b. Filled Pause

 Filled pause was a kind of hesitation pause. Filled pause means the pause or a gap filled by "ah", "err", "uh", "mm", or the like when the speaker speaks slowly.. There were fifteen debaters who commit 74 utterances dealing with filled pause. The example and analysis of this error were presented below:

(5) and wreaked hate of the **,[ee],** surrounding society environment and make the society thinking that polygamy is bad family.

(6) In addition **,[ee],** polygamy is inhumane actions because of the woman who become victims and husband is not necessarily fell what by his wife.

(7) Of course, the rights of men **,[ee],** have also been kept in mind.

(8) And then **,[emm],** Islam tolerates polygamy however, it has placed various canditions for it that.

The writer presents the two examples of Opening Opposition : RR utterances which contain filled pause. In the first examples (5), after RR says *the*, she stops for a while and fills the stop by saying *eee*, before continuing to *surrounding society environment and make the society thinking that polygamy is bad family.* In this utterance, there is a gap between *the* and *surrounding society environment and make the society thinking that polygamy is bad family*, which is filled by the filler *eee*. The second example of RR (6) shows the same thing. When she says *In addition*, there was also a gap which was filled by the same filter *eee*, before moving to *polygamy is inhumane actions because of the woman who become victims and husband is not necessarily fell what by his wife.*

Not only RR, but also another debater— from Second Speakers Government : ASP commits filled pause. His utterance (7) shows us that there was filled pause. After uttering *Of course, the rights of men,* he utters filler *eee* before moving on to the next words, *have also been kept in mind.* In his second utterance (8), he says *And then,* which was followed by the same filler *emm* before saying the next words, *Islam tolerates polygamy however, it has placed various canditions for it that.*

c.   Repeat

Repeats was the situation where speaker repeats one or words in a row. In this research, the researcher finds 167 utterances by all debaters dealing with repeat error. The data were presented below:

(9) Marriage is meant to show commitmen to your one **[/]** one and only loves as well as it meant to bind them together.

(10) If people were allowed to have more than one partner, this would just **[/]** would just make the problem worse.

(11) But with the elective procedures that people don't need the risks **[/]** the risks can't be justified.

(12) And can prevent the early detection of breast cancer as doctors often think that real lumps **[/]** lumps are the sillicone leakage.

The first example (9) was Third Speaker Opposition : SA's utterance. He says *Marriage is meant to show commitmen to your one [/] one and only loves as well as it meant to bind them together.* The utterance above contains a repetition, repetition of the word *one.* he says *one* and then he repeats it again for twice. This was what we called as repeat error. It actually does not need an action of repeating, he just need to utter *Marriage is meant to show commitmen to your one and only loves as well as it meant to bind them together* without any repetition of word *one.* In the second example (10), he repeats a word *would just* in *If people were allowed to have more than one partner, this would just [/] would just make the problem worse.* The repetition of *would just* actually does not necessary to be said. In the third example (11) is Opening Government: NAY, she says *But with the elective procedures that people don't need the risks [/] the risks can't be*

justified. The utterances above contains a repetition, repetition of the words *the risks*. She says *the risks* and then repeats it again for twice. It actually she just to utter *But with the elective procedures that people don't need the risks can't be justified.*

In the last example (12), she says *And can prevent the early detection of breast cancer as doctors often think that real lumps [/] lumps are the sillicone leakage.* The repetition of *lumps* actually does not necessary to be said.

d. Retraced False Start

Retraced false start was the correction of a word. Retraced false start also includes the repetition of one or more words before the corrected word.The data of the retraced false start appearing in English Debate Class are 13 utterances. Each of nine debaters utters this kind of error. Some of them are presented below:

(13) And sometimes when the results of the surgary *as not [\] are not* as good as the patients expected

(14) Human rights activitis argue that death penalty is a form revenge againts oofenders and revenge is *necessities [\] not neccessarily* abou social justice

The data (13) above presents the retraced false start commited by Second Speaker Government:ND. The utterance *And sometimes when the results of the surgary as not [\] are not as good as the patients expected,* has a retraced false start error but the error is corrected from *as not* to *are not* by repeating the words *as not* and change *as* becomes *are.*

The second data (14) by Third Speaker Opposition : MMP also indicate the retraced false start error in the utterance *Human rights activitis argue that death penalty is a form revenge againts oofenders and revenge is* <u>*necessities [\] not*</u> <u>*neccessarily*</u> *about social justice,* there was an addition of word <u>*not*</u> in this error and a repetition of word <u>*nececessarily*</u> after the addition word.

e. Un-retraced False Start

Un-retraced false start was similar to retraced false start, un-retraced false start does not include the repetition of the one or more words before the corrected word. The researcher finally found 8 utterances dealing with unretraced false start in English Debate Class. Those 8 utterances come from four debaters; they are third speaker government:ABK, fourth speaker opposition:RYP, fourth speaker opposition: ZL and fourth speaker opposition:ASH. Some of them are presented below:

(15) for example if the defendant eventually died, and not <u>*ream [\\] roaming*</u> in the society, then the comminity will become more calm and peaceful which affects the public psychologist.

(16) And make <u>*effect [\\] impact*</u> with the children because children can feel after second marriage takes place.

This example (15) *for example if the defendant eventually died, and not* <u>*ream [\\] roaming*</u> *in the society, then the comminity will become more calm and peaceful which affects the public psychologist,* presents the unretraced false start. We can see that ABK firstly says <u>*ream*</u> and then she changes it by uttering the

complete word, *roaming*. This correction error without any repetition of another word is called as unretraced false start error.

The data (16) above also presents the existing of unretraced false start error. It happens when ASH utter *effect* and changes it by uttering *impact*. The *And make effect [\\] impact with the children* is a kind of unretraced false start error.

f.   Correction

Correction occurs baecause speakers know a good deal about how they select the words they were going to say. In this research, the researcher finds 2 utterances by two debaters dealing correction errors. They are: fourth speaker opposition:RYP and second speakers opposition:EMS. Some of them were presented below:

(17) Perhaps *is the stage-I mean is the latest* in the emancipation of women

and their ability to decide what happents to their bodies

She creates correction error as a result of misplanned utterance by saying unclearly word **is the stage** and she tries to emphasize the word **is the stage** that she want to say is the is **is the latest stage**. The corrected words are the words to replace what was said earlier. It happens becuse what the she says previously is not obviously so that she tries to take over for correcting an out and out mistake in wording, one that would have left the utterance with a significantly wrong meaning.

g. Stutter

Learning to talk was not always easy. Some people have difficulty combining sounds into words. They repeat or prolong the beginning sounds of many words, which were furtheremore called dis-fluency, because they break up the smooth flow of speech. There was just one stutter errors existed come from opening speaker opposition: AAN. There is presented below;

(18) In Indonesia **d-d-death [stutter]** penalty is done in private, so how to warn potential criminals for show how fell will hurt the suffering.

The example containing stutter error was from AAN's utterance (18). *He say In indonesia **d-d-death [stutter]** penalty is done in private, so how to warn potential criminals for show how fell will hurt the suffering.* The stutter error happens because he speak rapidly the sound <u>d</u> in word <u>death</u> for many times.

h. Interjection

Interjection occurs when speakers remember about something which was still related to the topic of the speaking suddenly. In this research, the researcher finds 8 interjection errors. Those 8 interjection errors are uttered by six debaters. Here, the researcher presents the two of them to be analyzed:

(19) ***Oke*[interjection],** now islam is allows polygamy under specific circumtances.

(20) ***Oke*[interjection],** This freedom issue is particularly important to woman, who have historically been subjugated by men

The examples of interjection were presented in data 1 and 2 above. The data (19) was second speaker opposition: IF's utterance. *When he says, oke, now islam is allows polygamy under specific circumtances,* she starts the utterance by saying oke, as the filler and starts uttering words. Move to the next data (20), the case also same. We can see that there was interjection too in second speaker epposition: EMS's utterance. She starts the speech by the filter *oke, before uttering This freedom issue is particularly important to woman, who have historically been subjugated by men.*

i. Slip of the Tongue

Slip of the tongue was one of the common speech errors as Scovel (1998) states that slip of the tongue or typographical mistakes are normal, everyday occurrences which pervade our speaking and our writing. In this research, the researcher finds 6 slip of the tongue. The 6 utterances containing slip of the tongue uttered by three debaters namely opening speaker government:WTS, opening speaker opposition:AA and opening speaker opposition:LH. Some of the data of slip of the tongue are presented below:

(21) Need to know by us together the first functions of **pushment [slip of the tongue]** so that the realization of sense of prosperity and security for the community

(22) and the scare story that the **proposition [slip of the tongue]** says is the worst example of thirty years ago has nothing to do with cosmetic surgary today.

The data (21) uttered by WTS, *Need to know by us together the first functions of pushment so that the realization of sense of prosperity and security for the community* shows that he makes a mistake by uttering *pushment* that must be *punishment*. The second data (22) shows that LH is also make a mistake in pronunciating the word. It happens when she utter *and the scare story that the proposition says is the worst example of thirty years ago has nothing to do with cosmetic surgary today,* the word *proposition* should be changed to *proportion*.

2. The Frequency of Speech Error Made by Debaters

The researcher founds nine types of errors among those nine types of errors in English Debate Class. The types of errors were based on Clark and Clark theory about common speech error. The frequency of each type of speech errors was different and the frequency of common speech error uttered by the twenty-four debaters was also different. So, the writer needs to calculate of count the frequency of common speech errors to know how often the twenty-four debaters commit the errors.

Debaters	Types of Speech Errors									Total	(%)
	SP [//]	FP [,..,]	R [/]	RFS [\]	UFS [\\]	C [--]	S [- -]	I [*.*]	SOT [→]		
I	5		10						4	19	4,2%
II	4		5				1		1	11	2,4%
III	4	10	5							19	4,2%
IV	2		6							8	1,7%

									Total	Percentage
V	4		6		5				15	3,3%
VI	9	4	6	2					21	4,6%
VII	3		2		1				6	1,3%
VIII	3	4	5	2		1			15	3,3%
IX	16	9	6	2	1		2		36	8%
X	10	1	3	1				1	16	3,5%
XI	2	3	2	3					10	2,2%
XII	8		2			1	2		13	2,9%
XIII	9	2					1		12	2,6%
XIV	4	1	4						9	2%
XV	7	4	6						17	3,8%
XVI	4	7	4		1		1		17	3,8%
XVII	9		2						11	2,4%
XVIII	11	3	15						29	6,4%
XIX	13	6	12	1					32	7,1%
XX	6	3	21				1		31	6,9%
XXI	14	11	17				1		43	9,6%
XXII	17	6	15	1					39	8,7%
XXIII	2		7						9	2%
XXIV	2		6		1				9	2%

Total Utterances = 447

Table 4.2 The Percentage of Speech Errors Produced by Debaters

The researcher elaborates the frequency of speech errors by referring to the theory of Bungin's theory (Bungin 2011). This theory was used to count the frequency of each type of speech errors of twenty-four debaters in English Debate Class. The results of the counting were elaborated below.

Opening speaker gevernment:WTS commits the total utterances containing speech errors were 19 utterancess, repeat was located in the first place of the dominant errors, the total utterances containing repeats were 10 (or 52.6% of her whole speech errors) and the silent pause was located in the second place of her whole speech errors, she commits 5 utterances containing with it (or 26.3% of her whole speech errors). And the last position was slip of the tongue which have 4 utterances (or 21 %).

Opening speaker opposition:ANA commits all utterances containng speech error are 11 utterances. She commits 5 utterances of repeats as the dominant error (or 45.4%), then followed by silent pause in the second position (4 or 36.3%), the last position were stutter and slip of the tongue which also have the same frequency (1 or 9% of each)

Second speaker government:ZL commits all utterances containing speech error were 19 utterances. Filled pause was located in the first place of dominant error. She commits 10 utterances containing of it (52.6%) and the repeat errors was located in the second place (5 or 26.3%), then the last position were silent pause (4 or 21%).

The fourth reporter was second speaker opposition:RRN. She commits 8 utterances containing speech errors. For many times, repeat located in the first place of the dominant error, the total utterances containing filled pause are 6 (or 70% of her whole speech errors). And the last position was silent pause(2 or 25%).

The next debaters was third speaker government:ABK. She commits the total utterances containing speech errors were 15 utterances. Repeat was located in the first place of the dominant error, the total utterances containing filled pause were 6 (or 40% of his whole speech errors). The second position was taken by Un-retraced false start (5 or 33.3%) and the last was silent pause (4 or 26.6%).

Third speaker opposition: MMP commits the total utterances containing speech errors were 21 utterances. Sillent pause was located in the first place of the dominant error, the total utterances containing silent pause were 9 (42.8% of his whole speech errors). The second position was repeat 6 or (28.5%) and the next was Filled pause 4 or (19%) and the last position was retraced false start errors 2 (9.5%).

Fourth speaker government:NSD commits the total utterances containing speech errors were 6 utterances. Silent pause was located in the first place of the dominant error, the total utterances containing silent pause were 3 (or 50% of her whole speech errors) and the repeat was located in the second place of her whole speech errors, she commits 2 utterances containing with it (or 33.3% of her whole speech erors). The next was Un-retraced false start (1 or 16.6%).

Fourth speaker opposition: RYP commits the total utterances containing speech errors were 15 utterances. repeat was located in the first place of the dominant error, the total utterances containing silent pause were 5 (33.3% of his whole speech errors). The second position was filled pause 4 or (26.6%) and the next was silent pause 3 or (20%) and retraced false start were 2 or (13.3%). The last position was correction errors 1 (6.6 %).

Opening speaker government:NAY commits the total utterances containing speeah errors were 36 utterances. Silent pause was located in the first place of the dominant error, the total utterances containing silent pause were 16 (or 44.4% of her whole speech errors) and the filled pause was located in the second place of her whole speech errors, she commits 9 utterances containing with it (or 25% of her whole speech erors). The third position was repeat with 6 utterances (or 16.6%). And the last position were retraced false start and interjection (2 of each or 5.5%).

Opening speaker gevernment:LH, she commits the total utterances containing speeah errors were 16 utterances. It was the same then previous debaters which could be seen from the dominant error. Sillent pause was located in the first place of the dominant error, the total utterances containing silent pause were 10 (or 62.5% of her whole speech errors). The second position was repeat with 3 utterances(or 18.7%), and filled pause, retraced false start and interjection were located in the last place of her whole speech errors (1 of each or 6.2%).

The next debaters was second speaker government:ND commits all utterances containing speech error were 10 utterances. Filled pause and retraced false start were located in the first place of dominant error. She commits 3 utterances containing of it (3 of each 30%) and then the last position were silent pause and repeat (2 of each or 20%).

Second speaker opposition:EMS commits the total utterances containing speeah errors were 13 utterances. Sillent pause was located in the first place of the dominant error, the total utterances containing silent pause were 8 (or 61.5% of her whole speech errors). The second position are repeat and interjection (2 of each or 15.3%) and then the last position was correction with 1 utterance (or 7.6%).

The third speaker government:AAY commits the total utterances containing speeah errors were 12 utterances. Sillent pause was located in the first place of the dominant error, the total utterances containing silent pause were 9 (or 75% of her whole speech errors). The second position was repeat (2 or 16.6%) and then the last position was interjection with 1 utterance (or 8.3%).

The next debater was third speaker opposition:SR. His utterances containing speech error were 9 utterances. Silent pause and repeat were located in the first place of dominant error (4 of each or 44.4%). And then the last position filled pause with 1 utterance (11.1%).

Fourth speaker government:RWP commits the total utterances containing speech errors were 17 utterances. Silent pause was located in the first place of the

dominant error, the total utterances containing silent pause were 7 (or 41.1% of her whole speech errors) and the repeat was located in the second place of her whole speech errors, she commits 6 utterances containing with it (or 35.2% of her whole speech erors). The last was filled pause (4 or 23.5%).

Fourth speaker opposition:ZL commits the total utterances containing speech errors were 17 utterances same with the previous debaters. Filled pause was located in the first place of the dominant error, the total utterances containing silent pause were 7 (or 41.1% of her whole speech errors) and the sillent pause and repeat are located in the second place of her whole speech errors, she commits speech errors (4 of each or 23.5%). The next was unretraced false start and interjection (1 of each or 5.8%).

The opening speaker government:IP commits the total utterances containing speech errors were 11 utterances of two kind of speech errors, they were sillent pause and repeat. The first position was sillent pause with 9 utterances (or 81.8%). And the second position was repeat with 2 utterances (or 18.1%).

The opening speaker opposition:RR. She commits 29 utterances containing speech errors. For many times, repeat located in the first place of the dominant error, the total utterances containing repeats were 15 (or 51.7% of her whole speech errors). Next, silent pause (11 or 37.9%), and the last position were filled pause (3 or 10.3%).

Second speaker government:ASP. She commits 32 utterances containing speech errors. For many times, silent pause located in the first place of the

dominant error, the total utterances containing filled pause were 13 (or 40.6% of her whole speech errors). Next, repeat (12 or 37.5%), filled pause (6 or 18.7%), and the last position was retraced false start (1 or 3.1%).

The next debaters was second speaker opposition;IF. She commits the total utterances containing speech errors were 31 utterances. repeat was located in the first place of the dominant error, the total utterances containing filled pause were 21 (or 67.7% of her whole speech errors). The second position was taken by silent pause (6 or 19.3%), next was filled pause (3 or 9.6%), and the last was interjection (1 or 3.2%).

The third speaker government:SMN. Among all of debaters SMN most produce the utterances containing speech errors. The total utterances she commits 43 utters. Repeat located in the first place of the dominant error, the total utterances containing repeats were 17 (or 39.5%). The second position was taken by silent pause (14 or 32.5%), next was filled pause (11 or 25.5%), and the last was interjection (1 or 2.3%).

The third speaker opposition group:SA commits the total utterances containing speech errors were 39 utterances. silent pause was located in the first place of the dominant error, the total utterances containing silent pause were 17 (or 43.5% of her whole speech errors) and the repeat was located in the second place of her whole speech errors, she commits speech errors (15 or 38.4%). The next was filled pause with 6 utterances (or 15.3%), and the last was retraced false start (1 or 2.5%).

The next debaters was fourth speaker government;MRS. He commits the total utterances containing speech errors were 9 utterances. repeat was located in the first place of the dominant error, the total utterances containing filled pause were 7 (or 77.7% of her whole speech errors). The last position was taken by silent pause (2 or 22.2%).

And the last debaters was fourth speaker opposition:ASH. He commits 9 utterances containing speech errors. For many times, repeat located in the first place of the dominant error, the total utterances containing repeat were 6 (or 66.6% of her whole speech errors). Next, silent pause (2 or 22.2%), and the last position was unretraced false start (1 or 11.1%).

3.   The Causes of Speech Errors Made by Debaters

The researcher also presents the analysis of sources of the speech error appearing in twenty-four debaters in English debate class. The source of speech error could be caused by planning difficulty; they were cognitive reason, anxiety and social reason related to the data of speech error in English debate class. As it has mentioned in the previous chapter, there were two precesses of producing speech, they were planning and execution. Planning process was a process when the speakers plan speech before uttering.

In planning the speech, speakers need time and in several different situations it takes more times than in usual situation. It was easier for them to speak in daily conversations that in formal situation that they need to perform perfectly. This situation could possibly make the speakers commit speech errors.

There were three possible sources of planning difficulty; cognitive reason, anxiety and social reason related.

a.   Cognitive Reason

The first source of planning difficulty was cogvitive reason. A cognitive factor could be a problem in uttering speech because people usually take longer time to produced sentence or word dealing with something difficult to recall from their cognition, such as the abstract thing, names, steps, and etc.

(23) The death penalty *is [///] already* set since the days of the prophet Muhammad's life.

(24) It's important to know that the islamic religion does not *forbid and [///] forbids* the death penalty as the *serverest [///] punishment* for the defendant some evidenie to support that the death penalty is not prohibited in islam.

The case of source of planning difficulty dealing with cognitive reason reflectedin NSD's utterances. Seen from the data (23-24) above, there were some indicators that NSD feels difficult when he wants to utter *already*), *forbids*(refuse allow something), and *punishment* (the infliction or imposition of a penalty as retrebution for an offense). Those difficulties could be considered as the cognitive sources of planning difficulty, because the speaker needs longer time to recall name of thing and name of place from his cognition to be speech.

b.   Anxiety

The second source of planning diffculty was anxiety. When the speakers feel anxious they become tense and their planning and execution become less

efficient. The kind of anxiety may be reflected in the utterances of fourth speaker opposition:RYP and third speaker government:SMN. These utterances below were indicated as a result of anxiety when they are uttering it.

(25) It was *estalb [\] established* centuries age and has been accepted by society.

(26) Polygamy is permitted in Indonesia but with such *strict [/] strict* and sensitive requirements that it is *not possible [/] not possible* for the polygamist apply it arbitrarily.

Both of those debaters express their own opinions or refute the opinions of another debaters in front of lecturer, other debaters, and students who were in the class. They know and realize it, that make them feel nervous and anxious because there was psychological burden they felt.

c. Social Reasons

A social factor of planning difficulty was a situation when the speakers feel difficult to plan a speech because they feel on pressure or uncomfort situation when the speech or conversation takes place. The indication that the utterances were caused by this social factor were presented in Opening speaker opposition:ANA's utterance below.

(27) About the different effect how can the **d-d-death [stutter]** penalty canm give different effect meanwhile.

When the condition of our society was not comfortable to us, in this case ANA expressed his opinion when the audience was not conducive in the room at the time. This situation makes her commit stutter error in a row.

C.   Research Findings and Discussion

A.   Research Findings

After analyzing the data were obtained from speech errors in English debate class, The finding were:

1. There were nine types of speech errors used by debaters in English debate class namely silent pause, filled pause, repeats, retraced false start, unretraced false start, corrections, stutter, interjection and slips of the tongue.

2. The dominant type of speech errors produced by debaters in English Debate Class was Silent Pause namely 37.5% in 168 utterances.

3. The speech errors commited by twenty-four debaters in English Debate Class were caused by cognitive reason, anxiety and social reason.

B.   Discussion

The writer has found nine types of speech errors among the nine types of speech errors based on Clark and Clark's theory produced by twenty-four debaters in English Debate Class. The types of speech errors which appear were silent

pauses, filled pauses, repetitions, retraced false starts, unretraced false starts, correction, stutters, interjections and slips of the tongue.

In the silent pause, the writer found 168 utterances dealing with it. Silent pause commited by all of debaters. In filled pause, the writer found 74 data of filled pause which were committed by fiveteen debaters. In the repetition, there were 167 utterances dealing with it commited by all of debaters. In retraced false starts, there were found 12 utterances dealing with this kind of error commited by six debaters. In unretraced false starts, there were 9 utterances dealing with it which were produced by five debaters. In correction, there were only two utterances dealing with it produced by two debaters. There was only one utterances dealing with stutter errors commited by a debaters.

The next was interjection. There were 8 utterances dealing with interjection which were committed by six debaters. The last type of speech errors was slip of the tongue. There are 6 utterances dealing with this error which was commited by three debaters.

Among the nine types of speech errors produced by twenty-four debaters, the most dominant error was silent pause (168 times or 37.5%), then repeats (167 times or 37.3%), filled pause (74 times or 16.5%), retraced false start (12 times or 2.6%), un-retraced false start (9 times or 2%), interjection (8 times or 1.7%), slips of the tongue (6 times or 1.3%), correction (2 times or 0.4%), and stutter (1 time or 0.2%).

The errors produced by debaters were caused by three sourced of planning difficulties; they were cognitive reason, anxiety and social reasons.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

After analyzing the data, conclusion were drawn as the following:

1. There were nine types of speech errors found in this research, namely silent pause, filled pause, repeats, retraced false start, unretraced false start, corrections, stutter, interjection and slips of the tongue. There are 447 speech errors found in English Debate Class, inculude nine types of speech errors. Namely Silent Pause there were 168 or 37.5%, Filled Pause there were 74 or 16.5%, Repeats there were 167 or 37.3%, Retraced False Start there were 12 or 2.6%, Un-retraced False Start there were 9 or 2%, Corrections there were 2 or 0.4%, Stutter 1 or 0.2%, Interjection there were 8 or 1.7%, and Slips of the Tongue there were 6 or 1.3%.

2. The dominant type of speech errors produced by debaters in English Debate Class was Silent Pause namely 37.3% in 168 utterances.

3. The causes of speech errors produced by debaters in English Debate Class were cognitive reason, anxiety and social reason.

B. Suggestion

After drawing the conclusion above, the researcher gives the suggestions as follows:

1. It is suggested for the English literature student who were interested in journalism, especially for them who want to be a good debaters need to have more understanding on this case.

2. It is suggesed for the debaters need to increase their ability in order to give the understandable information to the audience, because the purpose of speech was to communicate and it was effectiveness must be judged by the reaction of the audience.

3. It is suggested for the next researcher, based on the scope of the study, the researcher limits the study on the types of speech errors, it was frequency and it was causes of speech errors. The researcher also only takes the debaters as the subject of the study. Thus, the next researcher was expected to give the tips in order to minimize the errors produced by the speaker. So that, by the tips given, the speakers could make better and fluent speaking. The researcher also suggest to the next researcher to find another object of their research and find and explore the new one, such as comparing the speech errors produced by native and non-native speaker, black and white man, or from the gender and age.

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APPENDIX 1

Speech Errors Produced by Debaters in English Debate Class

SP: Sillent Pause(//)   RFS: Retraced False Start(\)   S: Stutter(- - -)

FP: Filled Pause(,...,)   UFS: Unretraced False Start(\\)   I: Interjection(*...*)

R: Repeat (/)   SOT: Slips of the Tongue(→)   C: Correction(---)

No.	Utterances	SP	FP	R	RFS	UFS	C	S	I	SOT	Code
1.	The death penalty is a punishment or verdict handed down by **[//]** the court as the heaviest punishment imposed on a person by his deeds.	√									SE1.SP
2.	Crimes that can not be torelated with money or anything in this world **[//]** can be avenged.	√									SE1.SP
3.	We are from government groups as a **[//]** second speakers and then we agree with the motion "the death penalty"	√									SE3.SP
4.	Because the crime of psychotropic is **[//]** not just killing life but killing human life not only killing human life but society the next generation of the nation.	√									SE3.SP
5.	and wreaked hate of the **,[eee],** surrounding society environment and make the society thinking thinking that polygamy is bad family.		√								SE18.FP
6.	In addition, **,[eee],** polygamy is inhumane										

No.											
	inhumane actions because because of the woman who become victims and husband is not necessarily fell what by his wife.	√									SE18.FP
7.	Of course, the rights of men **,[eee],** have also been kept in mind.	√									SE19.FP
8.	And then **,[ehm],** Islam tolerates polygamy however however, it has placed various canditions for it that	√									SE19.FP
9.	Marriage is meant to show commitmen to your one **[/]** one and only loves as well as it meant to bind them together.		√								SE22.R
10.	If people were allowed to have more than one partner, this would just **[/]** would just make the problem worse.		√								SE22.R
11.	But with the elective procedures that people don't need the risks **[/]** the risks can't be justified.		√								SE9.R
12.	And can prevent the early detection of breast cancer as doctors often think that real lumps **[/]** lumps are the sillicone leakage.		√								SE9.R
13.	And sometimes when the results of the surgary _as not [\] are not_ as good as the patients expected				√						SE11.RFS

No.	Data										Code
14.	Human rights activitis argue that death penalty is a form revenge againts oofenders and revenge is *necessities [\] not neccessarily* abou social justice			√							SE6.RFS
15.	for example if the defendant eventually died, and not *ream [\\] roaming* in the society, then the comminity will become more calm and peaceful which affects the public psychologist.				√						SE5.UFS
16.	And make *effect [\\] impact* with the children because children can feel after second marriage takes place				√						SE24.UFS
17.	Perhaps *is the stage-I mean is the latest* in the emancipation of women and their ability to decide what happents to their bodies					√					SE12.C
18.	In Indonesia **d-d-death [stutter]** penalty is done in private, so how to warn potential criminals for show how fell will hurt the suffering.						√				SE2.S
19.	***Oke*[interjection],** now islam is allows polygamy under specific circumtances.							√			SE20.I
20.	***Oke*[interjection],** This freedom issue is particularly important to woman, who have historically been subjugated by men							√			SE12.I

No.	Sentence										Code
21.	Need to know by us together the first functions of **pushment [slip of the tongue]** so that the realization of sense of prosperty and security for the community									√	SE1.SOT
22.	and the scare story that the **proposition [slip of the tongue]** says is the worst example of thirty years ago has nothing to do with cosmetic surgary today.									√	SE10.SOT
23.	The death penalty *is [///] already* set since the days of the prophet Muhammad's life.	√									SE7.SP
24.	It's important to know that the islamic religion does not *forbid and [///] forbids* the death penalty as the *serverest [///] punishment* for the defendant some evidenie to support that the death penalty is not prohibited in islam.	√									SE7.SP
25.	It was *estalb [\] established* centuries age and has been accepted by society.			√							SE8.RFS
26.	Polygamy is permitted in Indonesia but with such *strict [/] strict* and sensitive requirements that it is *not possible [/] not possible* for the polygamist apply it arbitrarily.			√							SE21.R