

AN ANALYSIS OF THE SPEECH ERRORS UTTERED IN HIHO KIDS YOUTUBE VIDEOS

Annisa Chairunnisa¹, Ahmad Talib^{2*}, Muh. Tahir³

^{1,2,3}English Department, Universitas Negeri Makassar, Indonesia

E-mail: 1annisachairunnisa320@gmail.com, 2*ahmadtalib@unm.ac.id, 3muh.tahir@unm.ac.id

*corresponding author

Abstract

This study aimed to find what types of speech errors uttered and investigate the dominant types of speech errors were uttered in HiHo Kids YouTube videos. This research approach was descriptive qualitative. The data sources in this study came from fifteen videos on HiHo Kids YouTube. Data were described based on the theory of Clark and Clark (1977). The results of the research showed that: (1) There were seven types of speech errors based on Clark and Clark's theory. There were 98 speech errors uttered by 15 videos, consisting of 23 silent pauses, 27 filled pauses, 21 repeats, 1 retraced false start, 3 corrections, 2 stutters, and 21 interjections. (2) The most dominant error was filled pause, which consists of 27 utterances. Based on the results above, it can be concluded that speech errors uttered by the kids were normal because they did not use any script, they spoke spontaneously, and the listener can understand what the speaker said.

Keywords — *Speech errors, HiHo, kids, YouTube Videos.*

INTRODUCTION

Speech is conveying the expression of ideas and thoughts through voice or the ability to express ideas and thoughts. Speech is not as easy as we think because we have to think about how to make the message we want to convey can be understood by the other person. For example, when composing a speech, the speaker must first decide what he wants to say, depending on the type of discourse he wants to say. In the process of composing a speech, sometimes everything does not go according to our wishes. Usually, we make mistakes without realizing it, such as pausing between sentences or repeating the same sentence or word, or they may stutter and their tongue slips, a known condition as a language disorder.

The process by which a human being produces a language is called speech production. According to Griffin and Ferreira, there are three steps in speech production (cited in Traxler,

2012) conceptualization, formulating, and Articulation. Conceptualization is a planning activity in which we plan something we want to say. The next is formulating, and we should be able to find an excellent way to express that idea in language. The last is Articulation. In this process, we need to move our muscles to make a sound wave that a listener can perceive (Traxler, 2012). Speech error refers to an error that occurs during production communication (Fromkin & Ratner, 1998).

Speech errors often occur in speakers. Speech errors generally occur when what we have in mind does not match what we are talking about. Speech usually causes a person to hesitate in expressing his thoughts in language. The speaker wants to produce many words, phrases, or sentences, but an error happened in the planning process so production is not following the plan (Jeager, 2005). People who are speaking well (Native speakers) are possible to make slips (Fromkin, 2006). Speech errors usually occur in spontaneous or planned conversations. Based on Clark and Clark (1977:263), there are nine common types of speech errors, namely: silent pause, filled pause, repeats, retraced false starts, untraced false starts, corrections, stutters, interjections, and slip of the tongue. When someone feels anxious, tired, insecure, and awkward, speech errors can happen to anyone, both children and adults.

Therefore, the researchers were interested in conducting a study of speech errors on the HiHo Kids YouTube videos. The reason why the researchers chose this title is that speech errors can also have an impact on misunderstandings that cause miscommunication, and miscommunication usually occurs without the speaker knowing it. According to (Galantucci & Roberts, 2014), "people are sometimes not even aware that miscommunication has occurred." The frequency of speaking errors also makes the audience feel bored and not interested in listening to what the speaker has to say. Furthermore, the researchers took the title, "an analysis of the speech errors uttered in HiHo kids YouTube videos."

LITERATURE REVIEW

1. Speech

Speech is conveying the expression of ideas and thoughts through voice or the ability to express ideas and thoughts. Speech is not as easy as we think because we have to think about how to make the message we want to convey can be understood by the other person. For example, when composing a speech, the speaker must first decide what he wants to say,

depending on the type of discourse he wants to say. In the process of composing a speech, sometimes everything does not go according to our wishes.

a. Speech comprehension

Speech comprehension is the process by which we perceive and comprehend speech. There are two types of comprehension, according to Clark and Clark (cited in Dardjowijoyo, 2003). The first is comprehension, which is concerned with understanding the speech that we heard. Second, comprehension refers to the activity that occurs after the speech is delivered.

b. Speech Production

Speech production is a process that starts when a speaker composes an idea or the process of composing the words that he will speak and then converting them into speech through language. Speech can be produced both spontaneously and consciously. Language production in linguistics, (Levelt, 1989), describes all of the stages between having a concept and translating that concept into linguistics. Griffin and Ferreira (cited in Traxler, 2012) define speech production as three steps: conceptualization, formulating, and articulation.

c. Speech error

A speech error, commonly called a slip of the tongue, is an error in a speech that usually occurs accidentally or intentionally. According to Goldrick and Daland (2007), Speech errors are unintentional deviations from the target form one intends to produce. Based on Clark and Clark (1997:263), there are nine common types of speech errors, namely:

1) Silent pause

A silent pause is a period of no speech between words. The pauses occur only briefly or immediately and do not last long (Clark & Clark, 1977: p262). This type of silent pause in speech is usually represented by [/].

2) Filled pause

The period of no word between the speeches is filled up by the expressions such as "ah," "uh," "mm," "ee," or any others that fill the gap when the speaker is speaking. This type of filled pause in speech is usually represented by [...].

3) Repeats

Repeats occur when the speakers repeat more than one word in an utterance. This type of repeat in speech is usually represented by [/].

4) Retraced false starts

Retraced false starts occur when a speaker realizes they have made a speech error and corrects the incorrect words. This type of retraced false starts in speech is usually represented by [\].

5) Unretraced false starts

Unretraced false starts differ because they do not include the repetition of one or more words in a sentence before the words are corrected. The words preceding the corrected words are not repeated. This type of unretraced false starts in speech is usually represented by [\].

6) Corrections

Corrections occur when the speaker says something wrong or forgets something. Corrections differ in that they include an explicit "I mean," "or rather," "that is," or "well" to identify the phrases as a correction.

7) Stutters

Stuttering is defined by repetitions, abnormal hesitations, and prolongations, which gestures, grimaces may accompany, or other bodily movements indicating a struggle to speak, anxiety, avoidance of speech, or speech blocking. This type of stutter in speech is usually represented by [- - -].

8) Interjections

Interjections are words or expressions used in a sentence to express surprise, intense emotion, or to draw attention. Interjections are classified into four types: oh, ah well, and say (Clark & Clark, 1977: p268).

9) Slip of the tongue

Slips of the tongue are one of the common speech errors as Scovel (1998:31) states that slip of the tongue or typographical mistakes are normal occurrences that pervade our speaking and our writing.

2. The Cause of Speech Errors

There are three factors why the speaker can produce speech errors (Clark and Clark,1977), there are:

a. Cognitive Difficulty

The cognitive difficulty is a disorder that can affect a person's thinking ability or difficulty describing something.

b. Situational Anxiety

Situational anxiety occurs when the speaker feels nervous, anxious, and tense, which causes the speaker to be more silent or make speech errors.

c. Social Factors

According to some factors why the speaker can produce speech errors (1977), the researchers focus solely on cognitive difficulty because social cognitive is more common in children. The cognitive difficulty occurs when a person learns new things and has difficulty concentrating and remembering things.

METHODS

1. Research Design

The descriptive qualitative method is an appropriate design for this study because it aims to describe speech errors created on the HiHo Kids YouTube channel. This method adapted to the problems stated in the first chapter. Furthermore, the supporting theory interpreted and display the data descriptively and methodically.

2. Research Variable and Operational Definition

In this study, the researchers used a single variable that is speech errors. Speech errors are speech errors that usually occur spontaneously. Speech errors can also happen to anyone when someone feels anxious, tired, insecure, and awkward.

3. Subject

The sample is a small part of the population or the subject is not greater than the population. The subjects of the study were 15 videos on HiHo Kids YouTube Channel. This channel was first joined on January 28, 2017, under the name HiHo Kids which is a variety style. This channel provided various kinds of videos starring Kids Try, Kids Meet, Kids Learn, and Kids Explain. This channel has 5.12 million subscribers. In collecting the required data, this study used purposive sampling, because of the criteria of respondents required by these researchers.

4. Research Instrument

The instrument of this research was the video documenter. The research collected the data sourced from YouTube and write video transcripts using notes, and then classified speech error data by playing several videos and then noting what types of errors were produced by the speaker.

5. Technique of Data Collection

The technique of data collection is to describe the steps that must be taken in collecting research data so that the researchers can easily research regularly. The steps in collecting data in this study are downloading the video on the HiHo Kids YouTube channel and then watching the video several times. When watching the video, the researchers also observed who made speech errors and then transcribed the utterances from the video based on the type of speech error produced by the speaker.

6. Technique of Data Analysis

After collecting the data, the researchers classified the speech errors performed by speakers according to their type, based on Clark and Clark (1997:263) there are nine types of speech errors namely, silent pause, filled pause, repeat, untraced false start, retraced false start, correction, interjection, stutter and slip of the tongue. After that, the researchers determined which speakers made the most mistakes. In analyzing data, the researchers used the descriptive qualitative technique in Miles and Huberman, 1994. The stages are:

- a. Data reduction is selecting, focusing, simplifying, abstracting, and transforming data that appears in notes, transcripts, documents, and so on. It includes identifying the data, selecting it, eliminating irrelevant data, and focusing on only relevant data to this research.
- b. Data displays are an organized method of compressing and assembling the information in ways that aid in concluding. Describing the data based on the type of error using speech error theory, counting the number of each type of error, selecting the dominant of the error based on the frequency of the errors data, and explaining the source of each utterance containing an error in the data is all part of the data display.
- c. Drawing conclusions entails taking a step back to consider what the analyzed data mean and how they relate to the questions. Verification, inextricably linked to conclusion drawing, entails returning to the data as often as needed to cross-check or verify the emergent conclusion.

RESULTS

1. The Types of Speech Errors Uttered in HiHo Kids YouTube Videos

a. Silent Pause

In the silent pause, there were 9 videos. In the first video with the title Kids Meet Flight Attendants, there were two utterances of speech errors. In the second video with the title Kids

Build with the Lego Expert, there were four utterances of speech errors. In the third video, with the title Kids Describe Their Dream Day Out of Quarantine to an Illustration (Koji), there were three utterances of speech errors. In the fourth video, with the title Kids Try Cafeteria Food from Around the World, there was one utterance of speech errors. In the sixth video, with the title Kids Try School Launches from Around the World, there were two utterances of speech errors. In the tenth video, with the title Kids Meet a Ten with a Rare Genetic Condition, there were five utterances of speech errors. In the thirteenth video, with the title Kids Try Strange Popsicles, there were two utterances of speech errors. In the fourteenth video, with the title Kids Try Pizza from Across America, there was one utterance of speech errors. In the fifteenth video, with the title Kids Try Hot Chips, there were three utterances of speech errors.

b. Filled Pause

In the filled pause, there were thirteen videos. In the first video, with the title Kids Meet Flight Attendants, there was one utterance of speech error. In the second video, with the Kids Build with the Lego Expert, there were two utterances of speech errors. In the third video, with the title Kids Describe Their Dream Day Out of Quarantine to an Illustration (Koji), there were three utterances of speech errors. In the fifth video, with the title Kids Try Tiktok Food Trends, there were two utterances of speech errors. In the sixth video, with the title Kids Try School Launches from Around the World, there was one utterance of speech errors. In the seventh video, with the title Kids Try Funeral Food from Around the World, there were three utterances of speech errors. In the eighth video, with the title Kids Try 90's Ice Cream, there were two utterances of speech errors. In the ninth video with the title Kids Try 1960's Recipes, there was one utterance of speech errors. In the tenth video, with the title Kids Meet a Ten with a Rare Genetic Condition, there were four utterances of speech errors. In the eleventh video, with the title Kids Try Food from the Best Restaurants in the U.S., there were three utterances of speech errors. In the twelfth video, with the title Kids Try Soups from Around the World, there was one utterance of speech error. In the thirteenth video, with the title Kids Try Strange Popsicles, there were two utterances of speech errors. In the fifteenth video, with the title Kids Try Hot Chips, there were two utterances of speech errors.

c. Repeats

In the repeats, there were twelve videos. In the first video, with the title Kids Meet Flight Attendants, there were two utterances of speech error. In the second video, with the Kids Build with the Lego Expert, there were two utterances of speech errors. In the third video, with the

title Kids Describe Their Dream Day Out of Quarantine to an Illustration (Koji), there were three utterances of speech errors. In the fourth video, with the title Kids Try Cafeteria Food from Around the World, there were three utterances of speech errors. In the fifth video, with the title Kids Try Tiktok Food Trends, there was one utterance of speech error. In the sixth video, with the title Kids Try School Lunches from Around the World, there was one utterance of speech error. In the seventh video, with the title Kids Try Funeral Food from Around the World, there was one utterance of speech error. In the eighth video, with the title Kids Try 90's Ice Cream, there were two utterances of speech errors. In the tenth video, with the title Kids Meet a Teen with a Rare Genetic Condition, there was one utterance of speech error. In the twelfth video, with the title Kids Try Soups from Around the World, there was one utterance of speech error. In the thirteenth video, with the title Kids Try Strange Popsicles, there was one utterance of speech error. In the fifteenth video, with the title Kids Try Hot Chips, there were four utterances of speech errors.

d. Retraced False Starts

In the Retraced False Starts, there was only one video, with the title Kids Try 90's Ice Cream, with one utterance of speech errors.

e. Corrections

In the corrections, there were three videos. In the fifth video, with the title Kids Try Tiktok Food Trends, there was one utterance of speech errors. In the tenth video, with the title Kids Meet a Teen with a Rare Genetic Condition, there was one utterance of speech errors. In the fourteenth video, with the title Kids Try Pizza from Across America, there was one utterance of speech error.

f. Stutters

In the stutters, there were two videos. In the second video, with the title Kids Build with the Lego Expert, there was one utterance of speech error. In the ninth video, with the title Kids Try 1960's Recipes, there was one utterance of speech errors.

g. Interjections

In the interjections, there were eleven videos. In the second video, with the Kids Build with the Lego Expert, there were three utterances of speech errors. In the third video, with the title Kids Describe Their Dream Day Out of Quarantine to an Illustration (Koji), there was one utterance of speech errors. In the fourth video, with the title Kids Try Cafeteria Food from Around the World, there was one utterance of speech errors. In the fifth video, with the title

Kids Try Tiktok Food Trends, there were three utterances of speech errors. In the sixth video, with the title Kids Try School Launches from Around the World, there were four utterances of speech errors. In the eighth video, with the title Kids Try 90's Ice Cream, there were two utterances of speech errors. In the ninth video, with the title Kids Try 1960's Recipes, there was one utterance of speech error. In the tenth video, with the title Kids Meet a Ten with a Rare Genetic Condition, there were two utterances of speech error. In the twelfth video, with the title Kids Try Soups from Around the World, there were two utterances of speech error. In the thirteenth video, with the title Kids Try Strange Popsicles, there was one utterance of speech error. In the fifteenth video, with the title Kids Try Hots Chips, there was one utterance of speech error.

2. The Dominant Types of Speech Errors

Based on the data in findings, from 15 videos on HiHo Kids YouTube Videos, there were 98 data taken from the 15 videos based on Clark and Clark's theory. The dominant type of speech error was a filled pause with 27 utterances. A filled pause is the dominant type of speech error because it is difficult to think and speak spontaneously at the same time, so that is why there are expressions between words, followed by 23 utterances silent pause, 21 utterances repeat, and 21 utterances interjections.

DISCUSSIONS

1. The Types of Speech Errors Uttered in HiHo Kids YouTube Videos

a. Silent Pause

Based on the data in the findings, it showed that the speaker made silent there is no word between words while thinking about the next word they wanted to say. This silent pause in the video happened when the kids hesitated to say something while they were thinking because, in the process of composing the idea, they hesitated to make a mistake based on the topic. Someone had a silent pause, according to Dardjowidjojo (2010: 144) is because the speaker has already started his speech when he is fully unprepared, forgets the words he wants to say, be careful in choosing words to avoid problems that may occur if there is an error in the conversation. The most silent pause occurred in the tenth video with the title Kids Meet a Rare Genetic Condition, and there were five utterances of silent pause. In the thirteenth video, Ethan was silent for a moment after he said to make it taste, and before he said rich, it showed that

he tried to remember the taste of popsicles, so he was silent before continuing the word. This is what is called a silent pause.

b. Filled Pause

In this study, the data showed in the findings that the speakers frequently made a filled pause. The most filled pause occurred in the tenth video with the title Kids Meet a Rare Genetic Condition, there were four utterances of filled pauses. Filled pauses were almost similar to silent pauses. They made a pause when the speaker was anxious and hesitant to share their idea. In the third video, Jackson used the expression ahh before saying Thailand. After saying I miss seeing, it showed that he was thinking about what words he will say after saying I miss seeing, by saying the expression ahh.

c. Repeats

The speakers made repeats when they talked very fast and hesitated to say something. Based on the data above, the speakers repeated the same words twice and three times. The most repeats occurred in the fifteenth video with the title Kids Try Hot Chips, there were four utterances of repetitions. In the sixth video, the speaker repeats twice the word I before the speaker said know the hardboiled egg. It occurs when the speaker speaks spontaneously.

d. Retraced False Starts

The retraced false starts occurred when the speaker realized that they made speech errors and when they appeared in public for the first time. According to Cowles (2011:161), speech errors that speakers make when they intend to say one thing, but something else comes out instead. Based on the data in the findings, when Crystal said because I don't know much before she continued, she corrected the wrong words. In the data above, the speakers said the wrong words. Still, the speakers realized the mistake and then corrected the wrong word of many celebrities immediately.

e. Corrections

The speakers corrected the words using an explicit I mean, which occurred when they searched for the right words or forgot what they wanted to say. Most of the speakers used correction, which showed in the fifth video with the title Kids Try Tiktok Food Trends and the tenth video with the title Kids Meet a Ten with a Rare Genetic Condition. In the fifth video, Olivia said it does not deserve the hype. Still, the speaker corrected it to be I am not a fan of it using an explicit I mean. It showed the speaker searched for the right words, and this utterance was categorized as a correction.

f. Stutter

Based on the data in the findings, showed that stutters occurred when the speakers felt nervous. Stutter was found in the second video with the title Kids Build with the Lego Expert, and in the ninth video with the title Kids Try 1960's Recipes, they repeated the word "a" more than once. The ninth video showed that the interviewer said wanna-a-a-a, categorized as stutter because the interviewer repeated one letter many times. This situation occurs when the speaker speaks spontaneously, quickly, or does not concentrate. And the case in this video shows that the interviewer said spontaneously.

g. Interjections

According to the data in the findings, interjections occurred when the speakers conveyed surprise, strong emotion, and to gain attention. Most of the interjections used the expressions, oh and followed by a comma. In that case, the interjection was mild. The most interjection occurred in the sixth video with the title Kids Try School Launches from Around the World, there were four utterances of interjections. In the twelfth video, Austin said, Oh, soup, soup is my favorite food, and the expression Oh was an interjection. This occurred when the speaker conveyed surprise, strong emotion, or gained attention. Suppose a comma follows an interjection. In that case, the interjection is mild, and if the interjection is followed by an exclamation point, the interjection is strong. This video showed that he said oh to gain attention, and the interjection is mild because it is followed by a comma.

2. The Dominant Types of Speech Errors

The data showed in the findings that the dominant error was filled pauses. It showed that when the speakers tried to remember the following words they wanted to say, they made filled pauses because it was a little difficult for kids to think and speak at the same time. The pause in the videos made by the speakers was normal because they spoke spontaneously without any script, and the listener understood what the speakers said.

CONCLUSIONS

Based on the result of the findings in this research, the researchers conclude that: 3. speech errors are committed by the participant on HiHo Kids YouTube videos. In the fifteen videos, the researchers found only seven types of speech errors based on Clark and Clark's theory, those errors are silent pause, filled pause, repeats, retraced false start, correction, stutter, and interjection. There are 98 utterances of speech errors, consisting of 23 silent

pauses, 27 filled pauses, 21 repeats, 1 retraced false start, 3 corrections, 2 stutters, and 21 interjections. Therefore, the most dominant type of speech error is a filled pause with 27 utterances.

REFERENCES

- A. Oun, M., & Bach, P. C. (2014). Qualitative Research Method Summary. *JMEST*, 252-257.
- Bailey in Ulas Sonata. (2011). *Highly Skilled Labor Migration*. New Brueswick (U.S.A) and London (UK): Transaction Publisher.
- Bungin, Burhan. (2001). *Metodologi Penelitian Sosial: Format-Format Kuantitatif dan Kualitatif*. Surabaya: Airlangga University Press.
- Clark, H. H. and Clark, E. V. (1977). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich.
- Clark, H. H., Wasow, T. (1998). *Repeating Words in Spontaneous Speech*. Stanford University.
- Dardjowijojo, S. (2010). *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Indonesia: Yayasan Pustaka Obor Indonesia.
- Fromkin, V. A., dan Ratner, N. B. (1998). *Language Acquisition dalam Gleason, J.B., dan Ratner, N.B., (Edts). Psycholinguistics*. Orlando: Harcourt Brace College Publishers.
- Galantucci, B., & Roberts, G. (2014). Do we notice when communication goes awry? An investigation of people's sensitivity to coherence in spontaneous conversation. *PloS one*, 9(7), e103182.
- Goldricks, M and Daland, R. (2007). *Linking Speech Error and Phonological Grammar: Insights from Harmonic Grammar Networks*. Presented paper at the Experimental Approaches to Optimality Theory workshop of National Institutes of Health.
- Harley, T. A. (2006). *Speech Errors: Psycholinguistic Approach*. *ResearchGate*.
- Hockett. Charles F. A. (1963). *Course in Modern Linguistics*. New York: The MacMillan Company.
- Indah, R. N. (2018). *Language Production and Speech Error*. *Repository UIN Malang*, 5.
- Indrawan, R., & Yuniawati, P. (2014). *Metode Penelitian*. Bandung: PT. Refita Aditama.
- Jeager, J. G. (2005). *Kid's Slips: What Young Children's Slip of the Tongue, Reveal about Language Development*. New Jersey: Lawrence Erlbaum.
- Levelt, W. (1989). *Speaking: From Intention to Articulation*. Cambridge, MA: MIT Press.
- Mathew B. Miles & A, M. H. (1994). *Qualitative Data Analysis*. London: International Educational and Profesional.
- Moleong, L. J. (2011). *Metodologi Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT. Remaja Rosdakarya.
- Scovel, T. (1998). *Psycholinguistics*. Oxford: *Oxford University Press*.
- Traxler, M. J. (2012). *Introduction to Psycholinguistics; Understanding Language Science*. UK: Willey-Blackwell.