

## ABSTRACT

Febrianti, Della. 2022. 18033007. *Speech Errors Analysis Produced by Debaters in Novice Grand Final of National University Debating Championship (NUDC)*. Thesis. Faculty of Teacher Training and Education of English Department. Islamic University of Darul Ulum Lamongan.

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The way human beings use their language involves some psycholinguistics processes in their minds; they are acquiring, comprehending, and producing language. Producing spoken language is the most challenging process since humans are required to produce ideal delivery. However, most speakers produce speech errors when speaking, especially in a debate competition. If the errors occur in crucial components, there will be a greater possibility that they will not win the debate. Therefore, this study is carried out to analyze 1) the types of speech errors, 2) the most dominant speech error, and 3) debate component that dominates the occurrence of speech errors produced by debaters in the novice grand final of National University Debating Championship (NUDC).

This study used descriptive qualitative research design. The data were derived from debaters' utterances that were transformed into a written transcript. The researcher collected the data by downloading the video and its automatic subtitle, then rechecked and corrected the subtitle while watching the video. She also reduced the data by selecting only the utterances containing the nine common speech errors, highlighting and giving signs on them as well. Finally, the data could be analyzed.

The findings of this study stated that the debaters produced all nine common speech errors. Among 852 errors found, each speech error has its own frequency: silent pause 2,1%, filled pause 31,7%, repeats 15,1%, retraced false starts 8,2%, unretraced false starts 5,2%, corrections 3,7%, stutters 24%, interjections 5,9%, and slip of the tongue 4,1%. Thus, it could be said that filled pause was the most dominant speech error. Furthermore, the debate component that dominated the occurrence of speech errors was rebuttal, which consisted of 318 speech errors, in which it was caused by social circumstances factor. Therefore, it could be concluded that most debaters were not aware of speech errors and their causes.

The researcher suggested English lecturers and debate coaches teach their students about speech errors and debate components through this study. The students and the readers could also entrust this research to broaden their knowledge, so they could reduce their speech errors production. The researcher also invited other researchers to do research that is in line with this study, such as analyzing the other variables of speech errors in the field of psycholinguistics.