

**SLIP OF TONGUE ON X GRADE STUDENTS AT INTERNATIONAL  
ISLAMIC BOARDING SCHOOL “TAZKIA” MALANG**

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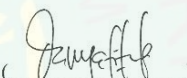
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## MOTTO

من سار على الدرب وصل

**Whoever walks on their own way, they will arrive**



## DEDICATION

The thesis cannot be finished without any support and love. I thank to lots of people who give affection and make me believe that nothing impossible. My praises belong to Allah SWT, the most Merciful who has given guidance and blessing to do my thesis. This thesis is dedicated to several special people, they are;

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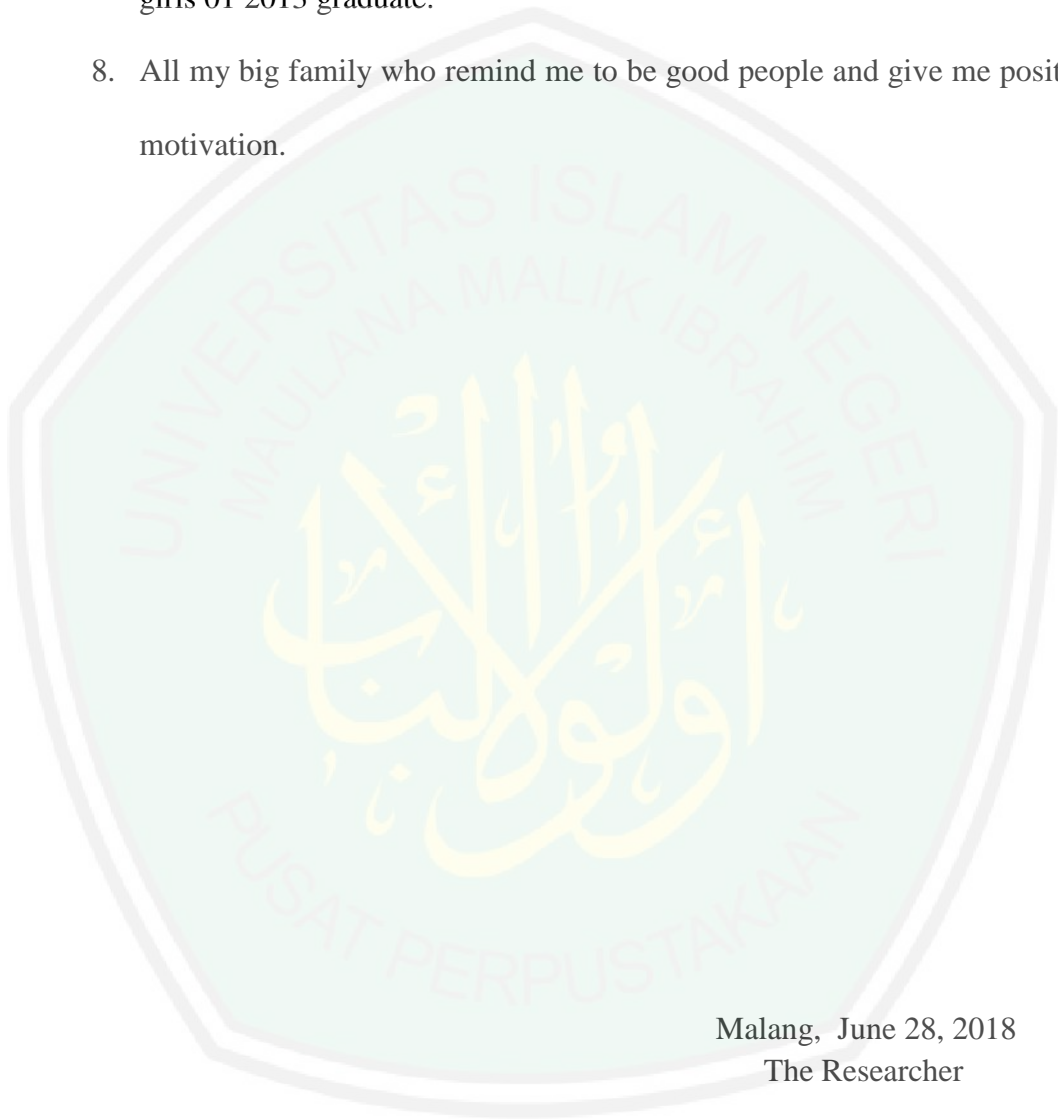
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## ABSTRACT

Nur Said, O.C.P. 2018. *Slip of Tongue on Students of X grade in International Islamic Boarding School "Tazkia" Malang: a case in Speech Presentation*. Thesis (Skripsi). Linguistics. Malang: English Letters Department, Faculty of Humanities, Universitas Islam Negeri Malang.

Advisor : Nur Latifah, M.A.

Definition of Key Terms: Slip of Tongue, Students on X Grade at International Islamic Boarding School "Tazkia" Malang, Speech Presentation.

Slip of tongue is one of speech error. Slip of tongue often seems simple, every people who speak often make slips. Many people considered slip of tongue is natural. In fact, slip of tongue happen unconsciously depends on psychological aspect.

In this case, the researcher takes the sample on students on X grade at International Islamic Boarding School "Tazkia" Malang as the subject of the research. The researcher finds students are making slip in their utterances because of several reasons. Furthermore, the researcher conducts a research about the effect for the listener also.

Slip of tongue is seemed natural. It is like simple problem. In fact, based on Carroll (2008) slip of tongue is unconscious mind which related with psychology of the speaker. Furthermore, the researcher interested in analyzing slip of tongue to prove that is a reason behind slip of tongue where pronounced and slip of tongue ought to be reduce. For example; "cap" become "cat".

The purpose of this study are to identify thetypes slip of tongue used by X grade students at Islamic International Boarding School "Tazkia" Malang, to comprehend the reasons why slip of tongue spoken by student of X grade at International Islamic Boarding School "Tazkia" Malang and to know the effects to the listeners of hearing slip of tongue in speech presentation spoken by students of X grade at International Islamic Boarding School "Tazkia" Malang.

In this occasion, the researcher takes International Islamic Boarding School "Tazkia" Malang as her object because this school used bilingual as their daily conversation. One week for Arabic language and one week for English language. The researcher interested to take her research because the students of International Islamic Boarding School used their active English language.

The data analysis presents type slip of tongue, the reason why do the speaker makes slips and the effect for the listeners happened on students of X grade at International Islamic Boarding School "Tazkia" Malang. The researcher found all slips, those are; shift, exchange, anticipation, perseveration, addition, deletion, substitution and blend. Lots of students made exchange on their utterance. Less of students on X grade made substitution and blend.

Based on the data, most of the students on X grade at International Islamic Boarding School "Tazkia" Malang made slips because nervous. Some of them made mistakes because the trouble in speech plan, lack of grammatical mastery and lack of vocabularies. In addition, the researcher made questionnaires for the

listener on X grade at International Islamic Boarding School “Tazkia” Malang.

The researcher expect this analysis will be beneficial reference to the reader, even the next researcher or the students of university who wants to know slip of tongue. The researcher suggests to the reader to develop and explore this study deeper on new theory or object



## ABSTRAK

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Advisor : Nur Latifah, M.A.

Kata Kunci: Terkilir lidah, murid kelas X di Sekolah Islam Internasional "Tazkia" Malang, Pidato.

Terkilir lidah merupakan salah satu dari kesalahan dalam berbicara. Terkilir lidah sering terlihat biasa, setiap manusia sering melakukannya. Banyak manusia meyakini bahwa terkilir lidah adalah hal yang alami. Nyatanya, terlikir lidah terjadi karna ketidaksengajaan yang berhubungan dengan psikologi.

Dalam hal ini, peneliti mengambil contoh dari beberapa murid kelas X di Sekolah Islam Internasional Tazkia Malang sebagai objek penelitian. Peneliti menemukan murid yang terkilir lidahnya disebabkan oleh beberapa alasan. Di lain sisi, peneliti juga melakukan penelitian tentang pengaruh apa yang diberikan oleh pengucap kepada pendengar.

Terkilir lidah sering terlihat alami. Terkilir lidah sudahlah menjadi masalah yang sederhana. Nyatanya, berdasarkan buku yang ditulis oleh Carroll (2008) terkilir lidah adalah ketidaksengajaan yang berhubungan dengan psikologi dari pengucap. Maka dari itu, peneliti tertarik untuk membuktikan adanya sebab terjadinya terkilir lidah dan terkilir lidah harus dikurangi. Contohnya; "cap" menjadi "cat".

Tujuan dari penelitian ini dibagi menjadi beberapa bagian. Hal pertama yaitu untuk mengidentifikasikan tipe dari terkilirnya lidah pada murid kelas X di Sekolah Islam Internasional Tazkia Malang. Hal kedua yaitu untuk mengetahui alasan mengapa terlikir lidah bisa terjadi pada murid kelas X di Sekolah Islam Internasional Tazkia Malang. Hal ketiga yaitu untuk mengetahui pengaruh yang diberikan oleh sang pembicara kepada pendengar di Sekolah Islam Internasional Tazkia Malang.

Dalam kesempatan ini, peneliti mengambil Sekolah Islam berbasis Internasional sebagai objek penelitiannya karna murid di sekolah ini menggunakan dua bahasa dalam percakapan sehari-harinya. Satu minggu untuk Bahasa Arab dan satu minggu untuk Bahasa Inggris. Peneliti tertarik untuk mengambil penelitiannya karena murid di Sekolah Islam berbasis Internasional aktif dalam menggunakan Bahasa Inggris sebagai bahasa mereka.

Dalam data analisis di penelitian ini membahas tipe dari terkilir lidah, alasan mengapa terjadi terkilirnya lidah dan pengaruh kepada pendengar yang terjadi pada murid kelas X di Sekolah Islam Internsional Tazkia Malang. Peneliti menemukan semua tipe pada penelitian ini, yaitu; shift, exchange, anticipation, perseveration, adition, deletion, substitution dan blend. Banyak dari anggota murid kelas X melakukan terkilirnya lidah pada tipe exchange. Sedikit dari murid kelas X melakukan terkilirnya lidah pada tipe substitution dan blend.

Menurut data penelitian, banyak dari murid kelas X di Sekolah Islam

Internasional Tazkia Malang melakukan terkilirnya lidah karna gerogi. Beberapa dari mereka melakukan kesalahan terkilirnya lidah karna mmepunyai masalah dalam persiapan pidato, kurang menguasai grammar, dan kurang menguasai kosakata. Peneliti juga menggunakan pertanyaan kuisisioner untuk pendengar dari kelas X di Sekolah Islam Internasional Tazkia Malang.

Peneliti berharap penelitian ini dapat sangat bermanfaat kepada pembaca, entah itu peneliti selanjutnya atau mahasiswa yang ingin tau tentang terkilirnya lidah. Peneliti menganjurkan kepada pembaca untuk lebih memperluas materi ini lebih dalam dengan menggunakan teori dan objek yang baru.





## ملخص

نور سعيد ، زلة اللسان على طلاب الصف العاشر في مدرسة مالانج الداخلية الإسلامية الدولية: حالة في تركيا خطاب العرض  
 . أطروحة. اللغويات. مالانج: قسم الرسائل الإنجليزية ، كلية العلوم الإنسانية ، الجامعة الإسلامية في مالانج.  
 المستشار: نور لطيفة

التواء من اللسان واحده من الأغلاط في يتكلم. التواء في كثير من الأحيان اللسان تبدو جيدة ، كل إنسان في من اللسان اللسان هو شيء طبيعي. في الواقع ، *terkilir* كثير من الأحيان. يعتقد العديد من البشر ان تحدث لان الحادث المتعلقة علم النفس

وفي هذه الحالة ، أخذ المحققون عينه من بعض طلاب الصف العاشر في المدرسة الإسلامية الدولية تازكيا مالانج كموضوع للبحوث. وقد وجد الباحثون ان الطلاب الذين خلعوا لسانه سببه عده أسباب. ومن ناحية أخرى ، يقوم الباحثون أيضا بأبحاث حول تأثير ما يعطيه البينجوكاب للمستمع التواء في اللسان غالبا ما تبدو طبيعيه. ناهيك عن اللسان أصبح خلع مشكله بسيطه. في الواقع ، استنادا إلى كتاب كتبه كارول (٢٠٠٨) التواء اللسان هو حادث يتعلق بعلم النفس من بينجوكاب. ولذلك ، والباحثين كاب" إلى " المثال. مهتمون في إثبات وجود سبب لحدوث التواء والتواء اللسان اللسان يجب ان تخفض "قطه"

الغرض من هذه الدراسة مقسم إلى عدة أجزاء. أول شيء هو تحديد نوع التواء اللسان في طلاب الصف العاشر في مدرسة Tazkia الدولية الإسلامية في مالانج. والشيء الثاني هو معرفة السبب في إمكانية حدوث اللسان في طلاب الصف العاشر في مدرسة Tazkia الدولية الإسلامية في مالانج. والشيء الثالث هو معرفة التأثير الذي يعطيه المتحدث للمستمعين في مدرسة تازكيا الإسلامية الدولية في مالانج.

في هذه المناسبة ، أخذ الباحثون المدرسة الإسلامية الدولية مقراً لغرض بحثهم لأن الطلاب في هذه المدرسة استخدموا لغتين في محادثتهم اليومية. أسبوع واحد للغة العربية وأسبوع واحد للغة الإنجليزية. يهتم الباحثون بأخذ أبحاثهم لأن الطلاب في المدارس الإسلامية الدولية ينشطون في استخدام اللغة الإنجليزية كلغتهم.

في تحليل البيانات في هذه الدراسة يناقش نوع التواء اللسان ، سبب خلع اللسان والتأثير على المستمع الذي يحدث في طلاب الصف العاشر في مدرسة Tazkia Malang الإسلامية الدولية. وجد الباحثون جميع الأنواع في هذه الدراسة ، وهي: التحول والتبادل والتوقع والمثابرة والعودة والحذف والاستبدال والمزج. يقوم العديد من طلاب الصف X بأداء اللسان في نوع التبادل. يقوم عدد قليل من طلاب الصف X بتحريف اللسان في نوع الاستبدال والمزج.

وفقا لبيانات البحث ، فإن العديد من طلاب الصف العاشر في مدرسة قاموا بتدريس لسان بسبب بشكل محزوز. وقد ارتكب بعضهم أخطاء في إلحاق ألسنتهم لأنهم واجهوا مشاكل في إعداد الخطب ، والنقص في القواعد ، وعدم وجود المفردات. كما استخدم الباحث أسئلة الاستبيان للمستمعين من الصف العاشر في مدرسة Tazkia الدولية الإسلامية في مالانج.

يأمل الباحثون أن يكون هذا البحث مفيداً جداً للقارئ ، سواء كان الباحث أو الطلاب القادمين الذين يرغبون في معرفة اللغة المصابة بالتواء. يشجع الباحثون القراء على توسيع هذه المادة بشكل أكثر عمقا باستخدام النظريات والأجسام الجديدة.



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## CHAPTER I

### INTRODUCTION

This section discusses several important points deals with the area of the research, such as the reasons why the researcher takes this topic, the problem that would be observed, scope and limitation, the method that be used by the researcher, the aims of the research and expectation from this research.

#### 1.1. Research Background

Most of people make similar errors from time to time. Anecdotal evidence indicates that such errors are more common when we are nervous or under stress, as when performers appear on live television and radio shows; programs devoted to television's best "bloopers" never seem to run out of material. It seems probable that errors are more likely to occur when speakers are tired, anxious, or nervous.

The holy Qur'an was explained the importance of language;

خلق الانسان علمه البيان

In the aayah above, Allah, S.W.T said that human being has the highest position in the world. Human being was created in many differences. Language is the protrude characteristics of human being. In other hand, Aristoteles stated that human being is spoken animal. It means human was created different from their language.

Hadist was explained about the importance of communication;

عن أبي هريرة رضي الله عنه قال : قال رسول الله صلى الله عليه وسلم : (من كان يؤمن بالله واليوم الآخر فليكرم ضيفه, و من كان يؤمن بالله واليوم الآخر فليصل رحمه, و من كان يؤمن بالله واليوم الآخر فليقل خيرا أو ليصمت) رواه البخاري

We can see from the point two of hadist above that explained about the Moslem who believes in God and judgement day should have a good communication with others. Communication is important to deliver human's mind.

People use language as main tool of communication because it represents speaker intentions. Actually, many people have experienced human's speech error when they communicated with others. They do several mistakes in pronunciation like slip of tongue. Slip of tongue is one of the human's speech errors.

Lots of slips of tongue are interchange among two initial sounds. This fact caused by the unconscious in speaker's mind. People commonly spoke in slips of tongue over the one word to another. For example; make a long story short became "make a long shory stort". Another example of slips of tongue; fifty-pound food of dog bag became "fifty-pound dog of bag food". The kind of slip of tongue is called spoonerisms where William Spooner (Anglican clergyman at Oxford University) found his slips of tongue (Yule, 2010).

This study attempts to identify slip of tongue toward student of X class at International Islamic Boarding School "Tazkia" Malang. The student of X grade is the highest grade in this school. They have practice their English skill at the first time in the school, it means they have used English language as their daily

conversation since four ears ago. Slip of tongue is common human error speech. It concerns some fails in speech production when the student of X class have speech presentation. There is several kinds of other language connected errors, for instance; errors made when writing (slips of the pen), errors made in signed languages (slips of the finger), errors made when typing (slips of the key) and errors made while using Braille (slips of the dot) (Jensen, 2007).

Dell (1986) defines this mistake as “unintended, nonhabitual deviation(s) from a speech plan”. Slips of the tongue is not incorrect system of language, it concerns with the problem of language process. Actually, this kind of errors not only about sound units, but also the meaning where changed. “The speaker decides not to put it into words and after that the slip of the tongue occurs: after that, that is to say the purpose which has been forced back, is put into words against the speaker’s mind, either by altering the expression of the intention which he has permitted; or by mingling with it; or by actually taking its place. This, then, is the mechanism of a slip of the tongue (Freud XV, p. 65).” Some people are more prone to speech errors than others. The legendary Dr. William Spooner, infamous for his tendency to say such things as sentence (1) to an ungrateful college class, gave speech researchers more than his share:

(1) You have hissed my mystery lectures. I saw you fight a liar in the back quad. In fact, you have tasted the whole worm.

Study on slip of tongue has been studied by some researchers. The first researcher Karisman (2008) observed about type slip of tongue happened on

speaking class of English Letters and Language Department students of UIN Malang and what type of slip of tongue where most happened in the speaking class on English Letters and Language Department students of Islamic University Malang. The finding of the research is the researcher found six types from eight types of slip of tongue, they are; exchanges, blends, shifts, substitutions, additions and deletions. Anticipations and perseverations were not found in speaking class on English Letters and Language Department students of Islamic University Malang. The theory that used to support the analysis of this research is taken from Carroll's theory slip of tongue. The slip of tongue caused by speech disfluency such as echolalia and hesitation are not analyzed on this research.

This second researcher Widyawati (2013) found seven types of *slip of tongue* in her research; there are, perseveration, anticipation, substitution, deletion, blend, exchange, misderivation. The researcher found in the utterances that produced by the news anchors of Metro TV and TV One. The most common errors found in this research is substitution. Finding of the research is various kinds of factors influencing the occurrence of *slips of tongue*. The most dominant factors influencing Metro TV and TV One news anchors experiencing the *slips of tongue* are internal and external difficulties which are proposed by Saksomo (2010).

The third researcher Oktaviani (2014) investigated a psycholinguistics analysis on slip of tongue in English conversation club (ECC) of Islamic high school 2 Probolinggo. The conclusion is the researcher found the utterances which



relate to slip of tongue. They are; anticipations, blends, shifts, substitutions, additions and deletion. This research used Sigmund Freud theory.

The fourth researcher Claudya (2015) analyzed slip of tongue on news anchor. According to the results of analysis, it can be conclude that slips of tongue on news anchor consists of several types and contexts which involve perseverations, deletions, anticipations, additions, blends, and exchanges. In other hand, the types of misderivations and substitutions are not found in all of the data. The frequent slips occurred are perseverations and deletion. The theory that used in this research is Fromkin's theory.

The fifth researcher Rodiya (2016) discusses about slip of tongue on George W Bush's interview at the presidential scholar graduation. The researcher's finding that slip of the tongue of George W. Bush divided into several types; such as anticipations, perseverations, misderivations, additions, deletions, and substitution. The types of reversals (exchanges) and blends are not found in all the data. The frequent slip was found are substitutions. While the fewer slip are misderivations, additions, and deletions. This research used Fromkin's theory.

The differences between those researchers with the author's research are that all the researchers have the different object and theory with the author. In addition, the researcher took listener opinion about the effect on the hearer of slip tongue. Thus, the previous research used Fromkin's theory on their research. The researcher uses Sigmund Freud that renewed on Carroll's book (2008) and Reason (2000) about slip of the tongue as theory.

## 1.2. Research Question

The researcher would like to discuss several problems:

1. What types of slip of tongue producing by students of X grade at International Islamic Boarding School “Tazkia” Malang?
2. How is slip of tongue made by students of X grade at International Islamic Boarding School “Tazkia” Malang?
3. How is the effect of hearing slip of tongue in speech presentation made by students of X grade at International Islamic Boarding School “Tazkia” Malang?

## 1.3. Objectives of the Research

The research investigates slip of tongue on X grade at International Islamic Boarding School in case of their speech presentation. The objectives of the research are:

1. To identify kinds of slip tongue used by X grade students at Islamic International Boarding School “Tazkia” Malang.
2. To comprehend the reasons why slip of tongue spoken by student of X grade at International Islamic Boarding School “Tazkia” Malang.
3. To know the effects to the listeners of hearing slip of tongue in speech presentation spoken by students of X grade at International Islamic Boarding School “Tazkia” Malang.

#### **1.4. Significance of the Research**

The researcher expects this research will give contributions to the reader both theoretically and practically. Theoretically, the researcher expects the findings of this research will be one of the sources in psycholinguistics. Practically, the researcher expects the finding will help the reader or next researcher in their research.

#### **1.5. Scope and Limitation**

The researcher only takes slip of tongue occurred in English speech presentation at International Islamic Boarding School Tazkia Malang spoken by students X grade as the object on the research. The study focuses on slip of tongue analysis, there are: types of slip of tongue, the factors that cause slip of tongue spoken by student of X grade at International Islamic Boarding School Tazkia Malang and the effect for the hearer.

The researcher used Sigmund Freud that renewed on Carroll's book (2008) and Reason theory (2000). In this case, the researcher focuses on English speech presentation on X grade of Islamic International Boarding School Malang.

#### **1.6. Definition of Key Term**

1. Slip of tongue: kind of speech error which a word or sound is produced in the wrong articulation, as in black boxes, actually "black boxes" (Yule, 2010).

2. Speech errors: slip of tongue is verbal errors. These are errors in speech (or memory and physical action) that are said to occur due to the interference of an unconscious wish, need, or thought. For example, a man calling his spouse by the name of his previous partner (Freud, 1895).
3. Student of X grade: student who gets their advanced education after junior high school, they have applied English language since VII grade.
4. International Islamic Boarding School Tazkia Malang: Islamic School which has international standardization in the curriculum. Therefore, the students of this school ought to use English and Arabic language as their daily conversation.

### **1.7. Research Method**

This section discusses about the method that used in this research. The objective of this study is analyzing speech error that happen in senior high school, especially on X grade when having speech presentation. This study will use descriptive qualitative approach. The data on this research will be analyzed by using Psycholinguistics theory of Sigmund Freud that renewed on Carroll's book (2008) and Reason (2000)

#### **1.7.1 Research Design**

This study uses descriptive qualitative approach because the researcher attempts to have a rich description for this research, such as the people, conversations, time and so on. Therefore, the researcher needs lots of information about the students and appropriate situation to conduct this

research. The result of this research should be a description of slip of tongue happened on students of X grade at International Islamic Boarding School on their way of speaking English language in case speech presentation.

### **1.7.2 Data Source**

The data of the research is taken from the students on X grade at Islamic International Boarding School. Tazkia boarding school is an International School where located in Landungsari, Malang. The school use English and Arabic language for communication, thus this school is called by bilingual school. The researcher takes speech presentation as the main target of the research.

In addition, the researcher makes questionnaires for the students of X grade at International Islamic Boarding School “Tazkia” Malang. The questionnaires consist of two type; five points for open question and ten points for close question. The participant of the questionnaires is all of the member of X grade at IIBS Tazkia Malang.

### **1.7.3 Data Collection**

In this study, the researcher collects the data by doing following steps. First, the researcher joins the speech presentation class on X grade of the school and record the speech presentation. Second, the researcher transcribes the video or the recorder from the speech presentation.



#### **1.7.4 Data Analysis**

The next step is analyzing the data. The researcher determines and interprets the data related on speech error on students of X grade at International Islamic Boarding School “Tazkia” Malang. The researcher analyzes the data viewed from Psycholinguistics theory of Sigmund Freud that renewed on Carroll’s book (2008) and Reason (2000). Lastly, the researcher concludes about the analysis of the study to answer the problem of the study.

The researcher has done several steps to analyze the data. First, the researcher identifies the speech into part of slip of the tongue. Second, the researcher select types of slip of tongue that found in the speech. Third, the researcher analyzes the factors that cause slip of tongue spoken by students of X grade at International Islamic Boarding School “Tazkia” Malang. Fourth, the researcher identifies the effects for the hearer of slip of tongue. Fifth, the researcher rechecks the identified data with the expert.

#### **1.8. Research Subject**

The Subject of the data is the students of X grade at International Islamic Boarding School “Tazkia” Malang. The researcher chose X grade at International Islamic Boarding School “Tazkia” Malang because they were highest grade who use English language in their daily conversation. It will be interesting research when the researcher investigates slip of tongue



on student who used English language as their daily conversation. Tazkia uses English and Arab language as their main language. The researcher will focus on English speech on X class student.

The researcher takes twenty four students to conduct her analysis. Nine students have taken while having speech presentation in their weekly class of public speaking and fifteen students while they having examination of speech presentation.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section discusses about review of related literature. It contains a description from the general to the specific discussion, there are: linguistics, psycholinguistics, speech production, speech error, common speech error, and slip of tongue.

#### 2.1.Linguistics

Linguistics is the study of human language in all its aspects. Linguistics investigates the universal of human language. How some languages became different all the time, how deep the differences of language among society, how they speaks, how the language be used, and how the language is learnt.

Many linguists discuss about linguistics. Saussure arguing that a language imposes an arbitrary structuring on the intrinsically unstructured domains of sound and meaning. The main function of human language itself is communication. So there is particular way of communicating in human psychology which explains lots of features of human language (Tomasello, 2008). There are many known cases where, because of the vicissitudes of history, groups belonging to the same race speak unrelated languages, or a single language is spoken by men of great ethnic diversity; and similarly speakers of one family of languages sometimes belong to very diverse cultural groups and vice versa.

Therefore, although one may recognize that the peoples of the technologically advanced West are in some sense superior to the inhabitants of many other parts of the world (whether that superiority is purely cultural, as it has become fashionable since Boas's time to believe, or is partly also genetic), one is not entitled to infer that the languages of different peoples can similarly be classified as 'advanced' versus 'primitive' - and in fact they cannot.

## 2.2 Psycholinguistics

Psycholinguistics is interdisciplinary in nature and is studied by people in a variety of fields. Psycholinguistic or psychology of language is the study of the psychological and neurobiological factors that enable humans to acquire, use, and understand language.

The term psycholinguistics was introduced by American psychologist Jacob Robert in his book *An Objective Psychology of Grammar* (1936). Herbert H. Clark and Mija M. Van Der Wege reveal that Psycholinguistics is the study of the processes by which people use language. In conversation, people engage in actions that range from producing and interpreting speech to steering the course of the conversation.

Psycholinguistic research concerned with the mental reality of linguistic units has long relied on speech error data which are traditionally collected by means of impressionistic transcription (Louis Goldstein, 2004). Psycholinguistics was found in the beginning of twentieth century. Wilhelm wundt reveal that language can be explain by principles of psychology. In America continent can be

found the correlation among language and science begun to grow. It is divided into four stages; the formative stage, the linguistics stage, cognitive stage and psycholinguistics theory stage (Kess, 1992). Language always changes based on time. Psychology has not focuses on cultural historical phenomena which influence language, but the processes that generate historical changes in language structure over time clearly have bases in fundamental processes of psycholinguistic processing, human cognition and social interaction (Tomasello, 2014).

### **2.3 Speech Production**

From the linguistics phonetic point of view, the production of speech is regarded as a superposition of initiation, phonation, articulation and prosodic organization processes (Laver, 1994:116). The study of speech production is concerned with how a speaker turns a mental concept into a spoken utterance.

Speech production performance was related to perception performance in the audition-plus-vision condition, both nasality and voicing features yielded significant relationships. No significant relationships emerged when production was correlated with perception performance in the vision-only condition (Linda Spencer, 1995).

Dardjowidjojo (2008) stated that speakers are not aware the way they produce language. Producing language require detailed mental planning from discourse until execution of articulation. The process of utterance divided into four sections; message, functional stage where lexical was chosen to be syntactic function,

positional stage where constituents are formed and affixation are added, phonology stage where the structure of phonology are spoken.

Speech production grows into new term. Grammar arises historically from language use. All human beings conceptualize the world in term of certain configurations of space of time and language as symbolic systems designed to communicate about this world (Tomasello,2014).

## **2.4 Speech Error**

Speech errors are a critical source of data on the tacit knowledge that underlies our creative use of language (Matthew Goldrick). Errors in production were classified as either phonemic, involving language-based deformations that nevertheless result in possible sequences of English speech segments; or phonetic, involving a motor planning deficit and resulting in non-English speech segments (Brain and Language, vol. 113, Issue 1, April 2010. Pages 13-20). In Psycholinguistics study, speech error related to the brain. Lots of people do mistakes on their language, besides of that people can prevent it.

The low incidence of speech errors not amounting to more than about 1 in every 1000 words of normal speech. (Leuninger 1993) demonstrate that the production of speech is a highly skilled behavior with low susceptibility to interference. The capability of speakers to detect and correct some of their errors even before they are produced, as suggested by early interruptions of unintended utterances (Levelt 1989; Blackmer and Mitton 1991), speak for the existence of mechanisms allowing for the self-monitoring of ones own speech production even

before articulation. Levelt, Blackmer and Mitton claim that self-monitoring of one own speech production even before articulation, it means the word which produce by people have articulation. From the evidence above, it can be ascertained that awareness in speaking a word is very important to prevent speech errors.

The type of speech errors:

Type	Utterance	Target
Feature perseveration	Turn the knop	Knob
Phoneme anticipation	The mirst of May	First
Phoneme perseveration	God rest re merry gentlemen	Ye
Phoneme exchange	Do you reel feally bad?	feel really bad
Affix deletion	The chimney catch fire fire	catches fires fires
Phoneme deletion	Background lighting	Background
Word blend	The chung of today	children+young
Word exchange Guess	whose mind came to name?	whose name came to mind
Morpheme exchange	I randomed some samply	I sampled some randomly
Word substitution	Get me a fork	Spoon
Phrase blend	Miss you a very much	very much + a great deal



## 2.5. Common Speech Error

Word errors due to the misrecognition of an utterance are still not very well understood. Many simple factors influence word recognition accuracy, such as model parameters (e.g. language model scaling factors, word insertion penalties, etc.), speech fluency or disfluency, and items missing from the recognition model's vocabulary. Other factors are more complex, such as the influence of vocal prosody, or vowel devoicing. Tuning these recognition tools requires extensive analysis, experimentation, and testing (David McKoskey and Daniel Boley, 2000). One useful technique for analyzing word errors is linguistic analysis.

David McKoskey and Daniel Boley in which one inspects the available data in search of word error exemplars that adequately represent the more general case. Filled pauses ("um" or "ah"), for example, have been successfully modeled using this technique, and have been shown to "follow a systematic distribution and well defined functions". As a result recognition accuracy for medical dictation is enhanced by representing the frequency of filled pauses in the recognition model's training data.

There are several common types of slip of tongue:

1) Silent pause<sup>1</sup> is a period of no speech between words. Speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly hesitate a lot and when they speed up their rate of words they do it by

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<sup>1</sup>According to Clark and Clark (1977: 262)

eliminating the pauses, not by shortening the words. When do silent pauses, the speakers no speech at all, they just keep silent between their words. For instance; Next, twommm second stock up on high fat snack.

2) Filled pause<sup>2</sup> is a gap filled by *ah, uh, like, mm, or er*. The fast speaker are fluent because they do not hesitate much, and slow speaker are not fluent because they hesitate a great deal in filled pauses. The slow speakers filled their pauses by saying the words *ah, uh, like, er or mm*. For instance; Four, sandwich with mayonais. *This is mmmm – can can give you to gain a weight*. Next, twommm second stock up on high fat snack.

3) Repeat is the repetition happened when the speaker utter more than once in same word. For instance; we need aaaevery single of one everysingle of us to provide our skills, intellect and talent to help helphelphelptohepsolpmost difficult problem and mmmwe need need.

4) Unrestricted<sup>3</sup> well known as false start is corrections of a word is included. When the speakers have speech error, they make corrections of a word but they do not repeat the word before the correction word. For instance; “We need critical thingthinking that we learn in history and social studies and we need good skill that we learn from science and math”.

5) Retraced well is correction word and repeating a wrong word. When the speaker aware that the word they make false utterance, then they make correction of it and repeat the wrong word. For instance; “Next skip junk food fokyusfocus on preparing your own food if you have a time”.

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<sup>2</sup>According to Clark (1977:264)

<sup>3</sup>According to Ulfa (2016)

6) Correction is the awareness of the speaker's word. Then, the speaker may correct the wrong word they make. For instance; we need our talents, skill or intellect so we can halfhelp aimostalmost difficult problem.

7) Interjection<sup>4</sup> happen when the speaker have to stop in the middle of speaking in order to think the word after. The speakers choose a particular interjection to signal the reason they have stop. The interjections *well, say, oh and ah* are the common word which speaker say for interject. For instance; "I would like, oh,carrots\_ah: referent selection".

8) Stutter happens when the hesitate appear in speaker's condition. It not only hesitate, but also stumbling, jerky, nervous or tense. Stutter<sup>5</sup> is speeches or utterances that are chocked of again, after several second the speaker can finish the utterance they want to say (intended utterance). For instance; "go to t-t-t-t-t the market".

9) Slip of tongue is the last common speech error. The scientific analysis of speech errors usually called "slip of tongue" reemerged with the seminal publication of an article by Fromkin that examined the way speech errors may be used in the construction of linguistic arguments<sup>6</sup>. This study is interesting to determine whether there are consistent patterns in when and how they occur.

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<sup>4</sup>According to Oktaviani (2014)

<sup>5</sup>According to Chaer (2003)

<sup>6</sup>According to Carroll (2008)

## 2.6.Slips of tongue

In psycholinguistics, slips of tongue are generally considered as speech errors. Serendre Shutter in 2004 stated that it is a complicated mental processing which is happening entirely below the level of consciousness, so we're not aware of doing anything except when we hear ourselves saying something funny, and its all happening at such lighting speed that we're not aware any time these steps are talking. 'A suppression of a previous intention to say something is the indispensable condition for the occurrence of a slip of the tongue' (Freud, 1922, p.52).

Jean Aitchison (2000) gave us a very good metaphor. He said that speech was like an ordinary household electrical system, which was composed of several relatively independent circuits. We could hardly discover about these circuits when all the lamps and sockets were working perfectly. But if a mouse gnawed through a cable in the kitchen, and fused one circuit, then we could immediately discover which lamps and sockets were linked together under normal working conditions. In the same way, it might be possible for us to find how people produce speech by studying speech errors. Fortunately, some of the findings do help a lot in constructing the models of development of speech production.

Slip of tongue seemed normal because people often produce wrong words. In fact, there are some reasons why slips of tongue happen everywhere and every time. Slip of tongue could happen to every human being. For instance, "Romney who was speaking at hall of commerce meeting in Greenwood, S.C., was referring to an audiotape broadcast Monday on Al Jazeera, especially of bin Laden, calling

for insurgents in Iraq to unite. Romney spokesman Kevin Madden. It can be explained; Governor Romney simply misspoke. He was referring to the recently released audiotape of Osama bin Laden and misspoke when referencing his name. It was just a brief mix-up." (Marcella Bombardieri, "Romney Mixes Up Osama, Obama During S.C. Speech (*The Boston Globe*, October 24, 2007)."

The novel of Richard Sheridan, *The Rival* cited in Dardjowodjojo (2008) explained the instance of slips of the tongue. There was Mrs. Malaprop who is came from the elite class said several errors in her words such as; alligator became allegory, apprehend became reprehend, ravenous became ravishing.

There are two sources of error found on slips of tongue's spoken, they are; cognitive reason and situational anxiety.

a. Cognitive Reason is people who obtain longer time to construct sentences which is deal with conceptual things than real (Fauziati, 2013). In the case of this research, the researcher found that the students made errors causes by the cognitive difficulty such as lack of vocabularies and lack of grammatical mastery. For instance; "And I know school here is not cheap and I know my father job is not easy. Aaaa bu he always do everything to his family. Hero. If I say he always make me happy and lesson to me about religion and help me in all condition and he is aaacrazier imour family. Give a love to your father". The example was taken from the students on X grade at International Islamic Boarding School "Tazkia" Malang on her examination of speech presentation.

The next example is the lack of grammar mastery. For instance; "First put it in your navigation until hemand then application it to your face tillfive minutes.



Next for oily skin you can use mix of honey and banana and lime, and then application to your face. For freckles in your face you can use milk and then honey everyday into your face”. Students may speak up in front of their friends without grammatical structure because they focus on their content of speech presentation.

b. Situational Anxiety frequently becomes the cause trouble in speech plan. When people nervous they become stressed, and their planning and implementation of speech become less efficient (Fauziati, 2013). The students made error in their speech production and the result becomes the source of difficulty of situational anxiety. The students who felt anxiety, they felt nervous and hesitation. The student who got nervous when presenting in front of friends common commit errors in their speech. For instance; “We want to be a doctor, we want to be a teacher, we want to be tobea business woman. We will need a good education for every single of everysingleofone of those carrier. We cantcant just jump into a good jobbut we gave. We have got work for it, learn for it and trainfor it”. The student hesitates in their speech production when they did not believe in their sentences that will be uttered.

Based on Fromkin on Carroll’s book (2008), slip of tongue can be classified into eight types,they are:

- a. Shift is when one segment disappears from its appropriate location and appears somewhere else. For instance; “that’s so she’ll be ready in case she decide to hits it”. The correct word is “decides to hit it”.



- b. Exchange is double shift which two linguistic units exchange places. For instance ;“fancy getting your model renosed”. The correct word is “getting your nose remodeled”.
- c. Anticipation is happen when a later segment takes place of an earlier one they differ from shifts in that the segment that intrudes on another also remains in its correct location and thus its used twice. For instance; “bake my bike”. The correct word is “take my bike”
- d. Perseveration is happen when an ealier segment replaces a later item. For instance; “he pulled a pantrum”. The correct word is “tantrum”.
- e. Addition is the addition on linguistics material. : For instance; “I didn’t explain this clarefully enough”. The correct word is “carefully enough”.
- f. Deletion is leaves some words out. For instance; “I’ll just get up and mutter intellibly”. The correct word is “unintellibly”
- g. Substitution is happen when one segment is replaced by an intruder. This differs from previously describe slips in that the source of the intrusion may not be in the sentence. For instance; “at low speeds it’s too light”. The correct word is “heavy”.
- h. Blend is happen when more than one word is being considered and the two intended items “fuse” or “blend” into a single item. For instance; “that child is looking to be spaddled”. The correct word is “spankled/paddled”.

### **CHAPTER III**

#### **FINDING AND DISCUSSION**

Slip of tongue can be classified into several studies, such as Pragmatics, Sociolinguistics, and Psycholinguistic. In this term, the researcher would like to use Psycholinguistics as her study.

When adult pursuit something that require huge attention, the basis of function and origin of motor action have gone unexplored (Givens, 2002). Furthermore, tongue protrusions concentrates on involuntary tongue called by tongue thrust. Tongue thrust can be included with psychopathology which considered an orofacial muscular imbalance within tongue (Council on Children with Disabilities, 2006).

The researcher takes speech presentation on students of X grade to conduct the research. In this case, speech presentation will be scored by several aspects, they are; content, fluency, mastery, pronunciation and performance skill. Every single of aspects has four criteria, they are; minimum which require point 0 until 5, basic which require point 6 until 10, proficient which require point 11 until 15 and advance which require point 16 until 20. Every single of criterions has 20 points.

### 3.1. Finding

The transcript was taken on May, 2018 produced by students on X grade at International Islamic Boarding School “Tazkia” Malang.

The researcher found all the types of slip of tongue produced by X grade students at International Islamic Boarding School “Tazkia” Malang while they having speech presentation. Based on Carroll’s book slip of tongue divided into eight types, there are; Exchange, Deletion, Addition, Perseveration, Shift, Blend, Substitution and Anticipation. The researcher classified the errors into the type on Carroll’s book.

1. Exchange;

- a. *“First, important. He is so important, if yuulhas problem and doubt he always support me.”*

The first slip found in the word “*has*”. The speaker ought to use “have” because the subject is plural. Then, the speaker ought to use “have”. This type of slip tongue is exchange because the speaker replaces to be “have” to “has”. “

- b. *“So fast we move, we can use lemon, toothpaste, and aiskyu. So if you use lemon you can place it and you application to your face and wait until three minutes.”*

The first slip is “*aiskyu*”. The correct word is “ice cube” because she has explains in the sentence below this error. In addition, in the next paragraph

the speaker told the listener about ice cube. The type of slip is exchange where the speaker changes the place of word.

- c. *“Next remove acne scars you can use tometo.”*

The second slip is “*tometo*”. It should be “tomato” because the speaker has speech presentation under the theme “several tips to care our skin face”. The type of slip is exchange where the speaker change syllable “a” to “e”.

- d. *“Attitude is where someone to another people have manners. Attitude whole speaking and joking.”*

The first slip is “*have*”. The correct word is not “have” but “has” because the context is refers to someone. The type of slip is exchange where the syllable “ave” replaces “as”. The second slip of tongue “*whole*”. The correct word is “while” because the context is to explain the sentence after “while”, they are “speaking and joking”. The type of slip is exchange where the syllable “ole” replaces “ile”.

- e. *“You kan be another person. So, if your friend always tell them what them want, it is not fair if you do not tal what happen in your life.”*

The first slip is “*kan*”. The correct word is “can” because the appropriate context. This type of slip is called exchange where the syllable “k” replace “c”. lots of student made slip of tongue on

exchange because the students is not native speaker. The second slip is “*tal*”. The correct word is “tell”. It can be seen from the phrase before the wrong pronunciation. The type of slip is exchange where the syllable “a” replace “a”. Most of speaker has trouble in pronouncing the vowel word. Lots of them change the vowel syllable in a word.

2. Deletion;

- a. “*First, nut butter, joy frut fruits, cheese and crackers and nuts.*”

The context of utterances above is about several steps for health. In this case, the speaker makes slip of tongue on word “*frut*”. The correct word is “*fruit*”. Actually, the word “*frut*” is heard like correct word. But, when the listener pays full attention to the speaker, the syllable “*t*” is lost. This type of slip is deletion because the speaker deletes “*t*” on her speaking.

- b. “*And you have to work hard to achieve your dream because that dream will not be achif if you not try and try again.*”

There is only one slip of tongue on the sixth speaker. The slip is “*achif*”. The correct word is “achieve” because the context. In the sentence before, the speaker spoke “achieve”. Then, the type of slip is deletion where the speaker delete syllable “eve” in the end of the word.

- c. “How to disclose lies? Firstly look at heed her eyes.”

The first slip is “*heed*”. The correct word is “head” because the speaker talks about human body. The type of is called deletion where the syllable “a” lost and replace with syllable “e”. Sometimes, deletion is can not be seen because the syllable almost sounds same.

- d. “You can use yogurt and and hen application it to your face until thirty minutes.”

The third slip is “*hen*”. The correct word of this context is “then”, and then the type of slip is deletion where the syllable “t” lost from the word. Lots of the speaker omits several syllable in their speech presentation. In this case, the speaker omits one syllable.

- e. “In frong of public like me to speech and modere in front of many people.”

The next slip of tongue is “*modere*”. The correct word ought to use is “moderate”. The type of slip is deletion where the syllable “ate” in the end of word is lost. When the syllable “ate” lost from the word, it sounds totally different which the native speaker pronoun it clearly.



### 3. Addition;

- a. *“In frong of public like me to speech and modere in front of many people.”*

The researcher finds several slip of tongue in ninth speaker. The first slip of tongue is “*frong*”. The correct word ough to be “front” because the context is refers to place. The type of slip is addition where the speaker add syllable “g” behind the word.

- b. *“We should be we have good at something and edukation that provide and discover ats it.”*

The third slip is “*ats*”. The correct word is “at”. It can be seen from the context. The word needs “preposition” to connect the word “discover” and “it”. The type of slip is addition where syllable “s” in the end of the word.

- c. *“Every single of us has somet something good right? That’s our responsibility to disresponsibility ourselves to discover wate what the at there the opportunity opportunity and education can provide.”*

The second slip is “*disresponsibility*”. The correct word is “responsibility”. It can be seen from the context in the sentence. In this case, the speaker repeat the word she said with prefix. But, the researcher knows the correct word from the context that correct

answer belong to “responsibility” not “disresponsibility”. The type of slip is addition where the prefix is added.

- d. *“We need aaaadiseducation to do it. We want to be a doctor, a teacher or businessman.”*

The second slip is “*diseducation*”. The correct word is “education”. the correct word can be seen from the context. The speaker talk about the thing we need. Of course the correct answer after “need” is “education”. The type of slip is addition where the prefix “dis” is added.

- e. *“And may mind we could a director in a company or president but we might may know it until we prefom our best at public speaking program.”*

The third slip is “*prefom*”. The correct word is “perform”. The type of slip is addition where the syllable “r” before “e” is added and deletion where the syllable “r” before “m” is omitted.

#### 4. Perseveration;

- a. *“Mmm maybe you can try cheese and kraker crackers and full fat yogurt to height to gain weight.”*

The second slip word about food because the speech is still under the topic healthy. The slip of tongue placed on “*kreker*”. It must be

cracker. The second error is perseveration because an earlier segment replaces a later item.

- b. *“We need our and no matters what we want to do in our life we need we need aaaaducation to do it.”*

The third slip is “*aducation*”. The correct word is “education”. It can be seen from the context in the previous sentence. The type of slip is perseveration where an earlier segment “*aaa*” replaces a later item. The syllable “*a*” seemed follow the “*a*” in the syllable behind.

- c. *“Secondly, look at her gestur.”*

The third slip is “*gestur*”. The correct word is “gesture”. The type of slip is deletion where syllable “*e*” is lost and not be read. The last slip is “*ifek*”. The correct word is “effect”. The type of slip is perseveration where an earlier segment replaces.

##### 5. Shift;

- a. *“If her eyes clins to everywhere it mean she is lying.”*

The second slip is “*mean*”. The correct word is “means” because “mean” is refer to “eyes”. This type of slip is called shift where one segment disappears from its appropriate location and appears somewhere else.

- b. *"We feel like other peoples has given up on us."*

The third slip is "peoples". The correct word is "people" because people is plural. The speaker ought to use word "person" when it refer to singular. The type of slip is shift where one segment disappears from its appropriate location "other".

- c. *"I thank you very much for the master ceremony who give me a time."*

The fourth slip of tongue is "give". The correct is "gives" because the subject is singular. The type of slip is shift where one segment disappears from its appropriate location.

#### 6. Blend;

- a. *"And if we work we can get be invite us to singing for singing sontrak more."*

There is few slip tongue on the eighth speaker. The slip of tongue is "sontrak". The correct word is "soundtrack". The type of slip is blend where the word "sound" and "track" become "sontrak".

- b. *"And may mind we could a director in a company or president but we might may know it until we prefom our best at public speaking program."*

The sixth slip is "mind". The correct word is "may". The type of slip is blend where the speaker cannot distinguish among modal "could"

after “may”. The speaker try to produce “might”, then it becomes “mind”.

7. Substitution;

- a. *“That’s no excuse for divdating our task as a student or having a bad attitude and that’s no excuse for not trying but the truth they successful is hard.”*

The seventh slip is “*they*”. The correct word is “their” becuae of the context. The type of slip is substitution where one segment is replaced by an intruder.

8. Anticipation;

- a. *“Dear friends, maybe we cen we could be a good writer but we might now know it until we write assay essay in our class.”*

The fourth slip is “*now*”. The correct word is “not”. The type of slip is anticipation where a later segment takes place of an earlier one.

After having the finding on types of slip tongue, the researcher going to the next point. Based on Reason (2000) there are several reason that makes students produced slip of tongue, there are; nervous, lack of grammatical mastery, lack of vocabulary and less of speech plan. When the students felt nervous, it will affect the word which is produced while having speech presentation. Furthermore, the students will not focus to the word they plan before. But they will focus in their

listener attention. The researcher identified several aspects that made students felt nervous and other aspects that made the students produced slip of tongue.

#### 1. Nervous

In this case, the common reason why the speaker makes slip of tongue is nervous. Nervous can be seen from the way speaker deliver her speech presentation. The speaker does several filled clause. Filled pause is period when the speaker does not producing a word between words for a while. Speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly means hesitate a lot and when they speed up their rate of words they do it by eliminating the pauses, not by shortening the words. From the explanation above, he researcher conclude that the reason of slip of tongue in the first speech presentation's speaker is nervous.

#### 2. Trouble in Speech Plan

The second reason why does the speaker utter slip is the trouble in speech plan. The speakers felt nervous when they have no preparation yet while having speech presentation. It can be seen from the filled pause. While the speakers do several filled pause, nervous can be seen from their body language. In other hand, the speaker does several repetitions. One of the negative value which found by researcher is deletion. For instance, in the word "hero". The second speaker ought to



explain her word deeply. She thought to explain what hero it is. She may explain about the second criteria about her father, and then it can be “second is hero”. In addition, all types of slip tongue gave negative value for the listeners who do not know the correct word. They will pronounce the same wrong word in their daily conversation and speech presentation.

### 3. Lack of Grammatical Mastery

The reason why does the speaker utter slip is lack of grammar mastery. Lack of grammar mastery is cognitive difficulty. It can be seen from the word choices the speaker’s use. The speaker often uses the word “application”. The word “application” is not appropriate because the content after subject need verb, not noun. For instance; “So if you use lemon you can place it and you application to your face and wait until three minutes”. The word application is not appropriate to be used because “application” here is not verb. Then, it must be “applicate”. In addition, the speaker still learns how to speak formally. There is an example of non-formal language in this speech presentation, there is “till”. The correct answer is “until”. The speaker also does several filled pauses but less than before. The speaker utters some unclearly words.

#### 4. Lack of Vocabularies

The last reason of slip is lack of vocabulary. It can be seemed from the speech presentation where same as the text and several repeats. The speaker is seemed memorizes the text. The speaker does not deliver the speech presentation by her language. For instance; “That’s our responsibility *that’s our responsibility to dis*discover what that is”. The speaker try to deliver speech based on the text of speech presentation.

### 3.2.Discussion

After analyzed the data and classified the type of slip based on Carroll’s (2008) and Reason (2000) the researcher going to discuss the finding which investigated in this chapter in order to answer the research question. Based on the transcript on speech presentation, the X grade students produced all the type of slip.

The researcher has found ninety seven slips on X grade students at International Islamic Boarding School Malang a case in speech presentation. The researcher only taken twenty four students. In addition, the researcher made questionnaires which answered by whole of listener who present in speech presentation class.

In this case, the most common slip happen is Exchange which produced fifty two times. The second common slip happen is Deletion which produced eighteen times during speech presentation. The third common slip happen is Addition

which produced eleventh times in speech presentation. The fourth common slip happen is Shift, Blend and Perseveration which produced four times. The next slip is Substitution where produced twice in the speech presentation. The last is Anticipation which produced once in the speech presentation.

The researcher found that the dominant factor which made students produced slip of tongue is nervous. The second reason why slip of tongue occurred is less of speech plan. The third reason is lack of grammatical mastery and the last reason that affect students slip of tongue is lack of vocabularies.

In addition, the researcher found the effect of slip tongue that listened by the listeners. First, The researcher takes several questionnaires from the listeners. The result of the questions is almost the slip of tongue are affects the listeners. Lots of the listeners answer that they give bad affect to the listeners. The listener should not know the correct pronunciation when their environment often speaks wrong pronunciation. The wrong pronunciation will be the right word for the listener. In other hand, several students do not matter with slip of tongue because this speech error has positive effect. The listener can learn from the speaker and try to reduce the slip of tongue. When the other students do slip of tongue, some of listener can take a note and reduce the common word often spoken as slip of tongue.

Second, lots of students do nervous on their speaking. The most they practice, the most they learn how to control their nervous. The listener learn how to control their own nervous when they see their friend. Based on the questionnaires, lots of students tell that the cause of slip tongue while having speech presentation is

nervous. The second reason is not ready completely and the last reason feeling ashamed in front of public.



## **BAB IV**

### **CONCLUSION AND SUGGESTION**

This section discusses about the answer from the data on the previous chapter. It contains the conclusion of the thesis and suggestion which given from the researcher. The findings are based on the result of the data analysis on students X grade at International Islamic Boarding School “Tazkia” Malang.

#### **4.1. Conclusion**

The researcher finds several utterances which relate to all the type of slips of tongue. After having the data, the researcher classifies into the type which has been explained on Carroll’s book (2008). Then, the researcher identifies the reason why does the speakers make slips of tongue based on Reason’s theory (2000). The last, the researcher analyze the effect for the listener based on the data on questionnaires.

The first data is taken from speech presentation on students of X grade at International Islamic Boarding School “Tazkia” Malang, the researcher found “exchange” is the most dominant type often the students spoke. The second type the students often spoke is “deletion”. The third type the students often spoke is “perseveration”. Shift and addition were in the third position. “Anticipation” and “substitution” were not found in the speech presentation.

The next data is taken from the examination of speech presentation on students of X grade at International Islamic Boarding School “Tazkia” Malang. The audience is not the students of X grade, but the examiner. “Exchange” is the dominant type on this data. The students on X grade uttered type of slip “addition” and “deletion” in the same level. The third slip often found is “blend”. The fourth type of slip is “substitution” and “shift”. The fourth slip is “anticipation”. “Perseveration” is not found on examination of speech presentation.

Based on the data, the researcher conclude that the dominant reason why students on X grade at International Islamic Boarding School “Tazkia” Malang makes slip is nervous. The second reason is trouble in speech plan. The next reason is lack of grammatical mastery. Few of students makes slip because lack of vocabulary.

#### **4.2.Suggestion**

Slip of tongue often seems simple. The higher level students on their school cannot guarantee their fluent on speaking. Slip of tongue can be reduce when the speaker have more practice. In fact, the student on X grade at International Islamic Boarding School “Tazkia” Malang make slip of tongue unconsciously. Lots of students makes slip of tongue on their daily conversation.

The researcher suggests for next researcher to analyze this study use the current theory. Lots of previous researcher used Fromkin’s theory, therefore the researcher suggest the next researcher to use current theory. In addition, the



researcher suggest for the reader to learn about several theory of slip tongue deeper to add more knowledge.



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## APPENDIX

The data is divided into two type. The first data is consist of nine datum and the second data is consist of fifteen datum.

The first data was taken from weekly speech presentation;

- **Datum 1**

Assalamualaikum warohmatullahi wabarokatuh. My name is Alisia Safira and here I want to tell you how to gain a weight. First, add calories to the meal you make. First, epp apples slice with peanut butter. Second, vegetable with cheese. Three, with butter. Four, sandwich with mayonais. *This is mmmm – can can give you to gain a weight.* Next, two second stock up on high fat snack. First, nut butter, joy frutfruits, cheese and crackers and nuts. Mmm maybe you can try cheese and kraker crackers and full fat yogurt to height to gain weight. Next, third drink milk and other high calories beverages. Drinking water is good for you but it can bloom you upp appetite. Next, get your proteins aa you can try salmon because salmon is hair highest calories and healty fats. Next eat vegetables with some *have*, emmmmm for example fish, butter nut, avocado, cort carrots and beans. Next, getenjoy your breads with butter, sugar, jam and olive oil. Next, have some dessert. For re example, you can eat chocolate for the dessert. Next skip junk food fokyus focus on preparing your own food if you have a time. Talk to doctor and the last is maybe you have a wrong health so you can talk to doctor to check your health.

- **Datum 2**

Assalamualaikum warohmatullahi wabarokatuh. Let me introduce myself. My name Laocean Putri Emaida. Today I am going to explain about father. First, important. He is so important, if yuulhas problem and doubt he always support me. And I know school here is not cheap and I know my father job is not easy. Aaaa bu he always do everything to his family. Hero. If I say he always make me happy and lesson to me about religion and help me in all condition and he is aaacrazier imour family. Give a love to your father. For example, help him, pray for him and you do not show your aurat cause if you show your aurat aaa your father can fault Jahannam. How to be a good daughter ?.pray for him and make him proud of you and do not forget obey obey him and make him smile every time. Mmm how if your father pass away. If your father pass away you must pray for him and then pay him debt. Mmm so I hope you understand. I hope you always obey with your father and you but you do not obey to (eh) with your father, but you must obey to your mom too. Thank you for your attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 3**

Assalamualaikum warohmatullahi wabarokatuh. Please enjoy. Fist first natural ingredients for skincare. So fast we move, we can use lemon, toothpaste, and aiskyu. So if you use lemon you can place it and you application to your face and wait until three minutes. If you used toothpaste, you can used it as a mask in your face and use for three minutes. If you used ice cube you can pour it in your face and wait for five minutes. Next remove acne scars you can use tometo. First

you press the tomato until became a jell and then application to your face until five minutes. To remove *mmm* first you can used cucumber. Cut cucumber until zero five point centimeter and then pour it in your eyes until thirty minutes and *aiskyu* application it to your face until thirty minute. And then you can use tea pot and *uuu first you face to your eyes*. Next remove dulskin. You can use yogurt and *andmmm* application it to your face until thirty minutes. If you use for *act*. First put it in your navigation *until hem* and then application it to your face *till* five minutes. Next for oily skin you can use mix of honey and banana and lime, and then application to your face. For freckles in your face you can use milk and then honey everyday into your face. For *fretten* skin tones you can use lemon and rice floor and then olive oil. For skin you can use tummeric and milk and coconut. Thank you. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 4**

Assalamualaikum warohmatullahi wabarokatuh. How to disclose lies? Firstly look at *heed* her eyes. If her eyes clins to everywhere it *means* she is lying. Secondly, look at her *gestur*. If she is shake hand or wiping face, it *mean* lying too. Look at the way she talk. If she talk fastly *mmm* maybe she is lying. *Mmm* there is big probability she is lying and the subject, maybe she not interest with the subject. The *ifek* that you are lying. First, your friend is not trusted you anymore. Second, there is no friend want to play with you again. Rasulullah said when a person tells a lie, the bad smell that comes out of keeps the angles one milles away, so do not lie. *That* all from me. Wassalamualaikum warohmatullahi wabarokatuh.



- **Datum 5**

Assalamualaikum warohmatullahi wabarokatuh. I thank you very much for the master ceremony who give me a time. Thank you for the judges and thank you my lovely friend. I will share my slideshow about attitude. Attitude is where someone to another people have manners. Attitude wholespeaking and joking. Do not adding any bad sides on someone and do not giving loud and do not laugh loudly. Mmm attitude when you eat. You can see they are big difference between this era and the old era. Even now people more fukusto their phone rather than eating. So this attitude when we using cloth. In my opinion, we should use long dress beside it would be Tabarruj too. And the last one, attitude when you sneeze. Keep your ethics. For your intention, sorry for my mistake. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 6**

Assalamualaikum warohmatullahi wabarokatuh. Believe in yourself. Believe that you can everything. Never listen to what you see and find a mentor or a teacher. Try to find someone who can be good model and then someone who can support to reach. Think big. Think big and do not think on one thing only. But you have. Find you love to do and to do it because everything you love will you get. Learn how to balance life. You must be balance in your life. Make your dream be your motivation to do it better. And you have to work hard to achieve your dream because that dream will not be achif if you not try and try again. From it you can learn and be better and always pray to Allah because Allah will give your dream. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 7**

Assalamualaikum warohmatullahi wabarokatuh. Be honest and gently. Be a good friends with your good attitude. People in this world so many. Be yourself. You is you. You can be another person. Just the way you are. All people in this world are can not be selfish. They need life with other. So, if your friend always tell them what them want, it is not fair if you do not talwhat happen in your life. My best friend is the one who is out of the best. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 8**

Assalamualaikum warohmatullahi wabarokatuh. My name is Nafila Malihatun Nisa. You can call me Nafila. I want to tell you about how to have a good voice. Number one, it can make us happy in everyday condition. If we have a good voice we can join some competition. And if we work we can get beinvite us to singing for singing sontrakmore. Your favorite song depend on your gender. If you guys, you can follow. Sing everywhere and everytime. Sing it in your phone and listen your voice. And chose the best voice like children, your sister and your brother. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 9**

Assalamualaikum warohmatullahi wabarokatuh. I want to tell about this school. First is adaptation. We need to adapt with our new condition. We are now in boarding and should to adapt. Second is understand the theory because every time pealways with our friend, so we must understand our friend. Because Tazkia is International school, we go to use International language Arabic and English. In

frongof public like me to speech and moderein front of many people. We must lerby ourself. So we must study religion like Al-Qur'an, Hadist and other. Wassalamualaikum warohmatullahi wabarokatuh.

The second data was taken while the students of X grade having examination of speech presentation;

- **Datum 1**

Assalamualaikum warohmatullahi wabarokatuh. We should be *we have* good at something and edukationthat provide and discover atsit. Aaahere I speak about the important of educating ourself. If you want to be good at something we need wenwe need to trying a skill and and no matter what we want to do with our life. If you want to be a good doctor, president *on* or others we need need education to do it. We need critical thingthinking that we learn in history and social studies and we need good skill that we learn from science and math. We can not just jump into a god job. We have to bothwork work , try it and learn it. Aaamaybe just that I can deliver to you. Thank you. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 2**

Assalamualaikum warohmatullahi wabarokatuh. Every single of every single of us have something good right? Today todayI will be speaking about the importimportimportance of education. *But* but butwe might not know until we write essays *for essays* for our English class. And maybe we could be innovator but we wemignot know it until mmmwe speak in public speaking program.Aaaand not matter what matter with our life mmm we need education we need educationto

do it. Mmmwe will need *will need* knowledge and we will need problem solving we learn at science and math to cure dishlike cancer and aids and to devlopenergienergy and You will need insight and critical thinking skills we gain we gain we gain we gainin storyand social studies to tommmwe need every single of us to develop talent, skill. So we can develop our most difficult problem but the *trust* is successful is hurt. We want love every subject we study when study and we want succeed mmmthank you for your attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 3**

We should be have good at something. What it is right? Here I will be speaking about aboutthe importanceimportanceof edukatidourselves. If we want to be tobetobgood at something we have to try our skills and no matter what we want to do in our life. We can not just jump into a good *into a good* job. We need every single of us to develop our salentsand mmmmmmwe need every single of us to develop our talents skills and intelects. So we can solve our difficult problems but the fact is being suksesfulis hurt. Not every effort will seem willseemeasy to our life. We feel like other peopleshas given up on us. Don't ever give up on ourselves. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 4**

Assalamualaikum warohmatullahi wabarokatuh. Today I will be speaking todayIwillbespeaking that the eeeimportant of education ourselves. Dear friends, what we want to wewanto a good job it means we should to be a good education. Maybe we could be a good writer. May be we could an inventor. May be we could a directorin a company or mmmpresident but we might not know until our perform on the best of public speaking program. We need our and no matters what we want to do in our life we need we need aaaaducation to do it. We want to be a doctor, a teacher or businessman we will going to education every single of those studies. We have got to we have got to werkfor it, learn for it and try for it. We need we need aasingle of us can provide. We need our talents, skill or intellect so we can halfhelp aimostalmost difficult problem. The third being successful is hard. We want success at every time and everykindat the first time we are struggling even when you are disturb and ever ever give up for ourself. That's all from me, thank you for your nice attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 5**

Assalamualaikum warohmatullahi wabarokatuh. Everybody has something we get at good right? Now its our responsibility to discover what it is. That's the opportunity and education we can provide. So today I will be speaking about the important of educating ourselves. Dear friends, maybe we cenwe could be a good writer but we might nowknow it until we write assayessay in our class. Maybe we could be a direktorin a company or president but we might know it until we do until bestpreperform in public speaking program and no matter we will do with



our live I guaranty with education to do it. If you want to be a doctor, a teacher, or others we will going to need a good education for it. We can just jump to a good job. We have got to work for it, learn for it and try for it. We need a knowledge and problem solved skill in math and science subject to kill disease like cancer or AID and to develop the technology and protect environment so we have to develop our skill, our talent, and our intellect. So we can help solve a most difficult problem. Now I know its not always easy to do well in our school but what feel, what we look like, where we come from and how much many, we have. That's no excuse for divdatingour task as a student or having a bad attitude and that's no excuse for not trying but the truth theysuccessful is hard. We want to learn the subject, the study. We want to click our every teacher even we're struggling or were discourage and if we feel like other people have given up on us please don't give up on our self. Maybe that's all thank you for your nice attention. Wassalamualaikum warohmatullohi wabarokatuh.

- **Datum 6**

Assalamualaikum warrohmatullohi wabarokatuh. Every single of us has something. That's our responsibility that's our responsibility to disdiscover what that is. That's our opportunity opportunityand edukationcan provide mmm. Today I will be speaking about the imimportant of edukatingour self. Dear friends maybe we could a good writer but we musmay not know it until we write essay for our English class and maybe we kouldbe a director of a derektorin a company and Aaapresident, but we might not know until mmmuntil Mmm until we mmmperform our best in front of public speaking program and no matter what we want to do



with our live. Maybe you want to be a doctor or a teacher or bisnisman. Will will the instinc and critical thinking skills and we need every single of us to develop our telensskill and our intelej. So we cant can help solve our difficoltpproblem. And knowI know its not always easy. Now I know a lot of us have talents in our live right? Now that make it hard to fokyuson our school. That's not excuse for complaining or talking bag to our teacher. That no excuse for not trying. Mmmwe feel like mmmmmmother people have given up on us. Don't even give up on ourselves. Thank you for your nice attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 7**

Assalamualaikum warohmatullahi wabarokatuh. Every single of us has something somethingwith a good at right? That's oursetresponsibility to discover what that is. And that opportunity and education can provide. So today I will be speaking about improtanimportant. Dear friends, maybe we kudcould be a good writer but we may kudwe might not know it until we makemight butessesfor our speaking class. Maybe we could be an inventor but we might not know it until we do our project for our as science class. And maybe we could be a director or a president untilbut we might not know it until we weperpromour best on public speaking program. And no matter what whatwe want to do with our life, I guarantee you need an education to do it. You will be a doctor or a teacher or a bisniswoman. You will going need a good edukationone of those subject. We cant jejump into a good job, you have to learn for it, and try for it. You need a knowledge and problem solversskills we learn in science and math to cure

dishes like cancer and aids. You will need insight and critical thinking skill we gain in social and history subject to flight fight poverty, crime and discrimination and also proto make our standing more free. We need every single of us to develop your talent skills and intellect. So we can solve our most difficult problem. Know i now now i know is not always easy to do well in school. I know lot of us have challenge in our lie fight now. That can make it hard to fokyus school work. But what you look like, where you come from, how much money you have. What what we have got. going at home there is not excuse excuse for talking back our teacher. There is no excuse for not trying but the truth is being successful is hard. We won't love it. We want love every second we learn. We want click with every teacher. We want necessarily success at everything with that first time we try. When we feel like every person have give up on us. Don't ever give on ourself. Thank you for your nice attand attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 8**

Assalamualaikum warohmatullahi wabarokatuh. Every single of us has a were at good right? And the responsibility to discover what is that is. And to opportunity and edukation that opportunity and education provet. Here i will be speaking the importance educate educate educating ourself. Dear my friends, maybe we could be a good writer. But we may not know it until we write essay in english class and maybe we can be an inventor or inovator but we might not is do our project in our science class. We can could be a president but we might know it until we do our best in public speaking program. No matter what we want to do it,

we need a good education to be a doctor or to be a teacher or to be a businessman. And and we we won't just jump into a good job. You must to hurt and work hard. We need a knowledge and problem solving skills that we learn in science and math to cure dishes like cancer and aids to develop the new energy energy, technology and to protect our environment and to provet environment. We need every single of one every single one of us to provet our skills, our intellect to have solve to help solve most difficult prof problem and and aaa we need and I know not in skot school and I know a lot of us have have has a challenge in our life. But what we look like and were we come from and how many we have and that not excuse to complain with our teacher or talking bag to our teacher. And do you know that's the truth to be a successful is so hard so we must have edukat a good education and we must trying so hard and learn so hard and don't give up to be success. Thank you. Wassalamualaikum warohmatullahi wabarkatuh.

- **Datum 9**

Assalamualaikum warohmatullahi wabarokatuh. Today mm I will be speaking aaa aaa that eh that the important of education ourselves. Dear friends, what we want want mmm to a good job it means we should be a good education. Maybe maybe we could be a good writer, maybe we could be aaa inventor, maybe we could be a director in a company or a president. But we might not know that until we perform on on the on the best our public speaking program. The we need our and no matters what we want to do in our life , we need a diseducation to do it. We want to want to be a doctor or a teacher or a businessman. We will were going to education every single of those studies. We have got to to

word eat learn. We need single of us can provide and we need provide our talent, skill and intellect. So we can help difficult problem. But the third is being successful is hurt. Don't ever give up on ourselves. That's all for me. Thank you for your nice attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 10**

Assalamualaikum warohmatullahi wabarokatuh. Every single of us has somet something good right? That's our responsibility to disresponsibility ourselves to discover wate what the at there the opportunity opportunity and education can provide. Today I will be talking about the important of education educating ourselves. Dear friends, I want want to give you, maybe we could be an innovator or inventor but we might not know it until we do science project. That's the example whats what we discover to be good at. No matter what we need, no matter what you do in our life. I guarantee that you that I will need a education for to do it. We need a education for every single one of carriers. We cant just jump in a good job. We have got trying and learn for it. We will need mmm knowledge and problem solving skills we learn from science and math. We need aaa we need insight and critical thinking we gain in history and social. We need all of we need every single of of us aaa to develop our talents, skills and intellectual. So we can we can solve moss most difficult problem of difficult problem of. now I now now I know that's no easy to do well in apschool. Every one every one has challenge in our life but there is no reason butthereisnoreason to have a bad bad attitude.

There is no reason for complaining no reason to complaining and talking back our teacher. there is no reason for not trying .the toke being success is not is hurt. But we want love every subject we learn, we want click every teacher and not every homework seems seems aaa relevant relevant in our life. And when we are struggling and we feel like we feel people aaa have given up on us. The last don't mmm don't give up on ourselves. Thank you for your attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 11**

Assalamualaikum warohmatullahi wabarokatuh. Everybody has something were good right? That's our responsibility to discover what thisis. And that's the opportunity and education can provide. I will be speaking speakingabout the importance of educating ourselves. Dear friends, we could be a good writer but maywe might not know it until you wrieessays for our English class. Maybe we could be an innovator and inventors but we might not know it until we do a project for our science. Maybe we could be a director in a company or a president but we might not know it until we perform our best on the public speaking program. And no matter what we want to do forwith our life, I guarantee that we will needaaaeducation. We want to be a doctor, we want to be a teacher, we want to be tobea business woman. We will need a good education for every single of everysingleofone of those carrier. We cantcant just jump into a good jobbut we gave. We have got work for it, learn for it and trainfor it. We will need a knowledge and problem solving skills we learn in science and math to cure dishescancerlike cancer and aids to develop new energies and technologies and



protect our environm. We will need insight and critical thinking skills we gain in history and social studies to fight poverty, crime and discrimination and make our standing more free. We will need every single of us to develop our talent our skill and our intellect to help solve the most difficult problems. Being successful is hard. So I hope you never stop to try and try. So don't ever give up on ourself. Thank you for your nice attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 12**

Assalamualaikum warohmatullahi wabarokatuh. Today I will be speaking *that eh* that the important of education ourself. Dear friends, whatwewantwewant good job it means we have a good education. Maybe we might be a good writer, maybe we should be an inventors, maybe we could be a director in company or president but we may no know that until we perform on the onthebest public speaking problem. The we need our and no matter what we want to do our life. We need aaaadiseducation to do it. We want to be a doctor, a teacher or businessman. We were going to be good education every single of those studies. We have to *got* to work, learn for it and try for it. We need aaasingle of us provide that pause maybe we need every single of us provide talents, skills or intellect so we can helps solve almost problem difficult problem. The but the third is being successful is hard. We want success everytime, at everytime ateverytime at the first time we try. Even you want to struggling even when we are tired and don't ever give up for ourself. Mmm thank you for your nice attention. Wassalamualaikum warohmatullahi wabarokatuh.



- **Datum 13**

Assalamuallaikum warohmatullahi wabarokatuh. Every single of us has a write good right? And the responsibility to discover what it is. At to opportunity and education and that can provide. Here I will speaking the important aducationedueducatededucatededucating ourselves. Dear my friends, maybe we could be a good writer but we might no know it until we write an essay in our English class and maybe we can be aaaaan inventor or innovator but we might not know it until we do a project in science class and we can we could be aaawe could be president but no know it until we perform ours best in public speaking program. No matter what we want do it. We need a good education to be a doctor, to be a teacher, to be we we wont just jump into a good job but we must learn nata and train trying and werk work hard. We need knowledge and problem solving we learn we learn in science and math to cure disease like cancer and aids. To dee develop the new energy to develop new energy technologies and to protect our invironmen and we need aaa every single of one every single of us to provide our skills, intellect and talent to help help help help to help most difficult problem and mmm we need need I know there is no easy to do well school in school and no I know lot of us have have has a challenge in our life but what we look like, where we come from and how many we have. There is no excuse for complaining to our teacher or talking back tour teacher and and do you know that is the true being succees success successful is so hard so we must have a good education and try so hard and learn so hard. Don't give up to be success to be a

girl success. Thank you for your attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 14**

Assalamualaikum warohmatullahi wabarokatuh. Every single of us has something something good right? That's our serresponsibility to discover what that is and that's opportunity and education can provide. So today I will be speaking about imported importance of educating ourselves. Dear friends, maybe we kud could be a good writer but we may could wemaycould we might no know it until we write essay for our English class. Maybe we could be an inventor but we might no know it until we do our project for science class. And may mind we could a director in a company or president but we might may know it until we prefom our best at public speaking program. And no matter what what we want to do with our life. I guarantee you will education to do it. We will to be a doctor or a teacher or a business woman. We will going to need a good education for single one of those subject. We can jjjj jump into a good job, you have to work for it, learn for it and try for it. We will a knowledge and problem solver solving skills we learn in science and math to cure deases like cancer and aids. You will the insight and critical thinking skills you gain in social and history subject to fright poverty, crime and discrimination and also make our surrounding more free. We need every single of us to develop our talent, skill and intellect. So we can solve the most beautiful the most difficult problem. Now I know know its not always easy to do well at school. I know lot of us have challenge in our life right now that can make it hurt to fokyu at school work. But what do you look like, where you come

from and how much money we have. What aaawhat what we got, going at home there is no excuse therenoexcuse for complaining or talking back our teacher that no excuse for not trying. But the truth is being successful is hard. We want love it every second we learn, we want click with every teacher. We are nesessary succeed at the first time we try. Even when we struggle but discourage and feel like every single has given up on us. Don't even give up for ourselves. That's all from me. Thank you for your nice attention. Wassalamualaikum warohmatullahi wabarokatuh.

- **Datum 15**

Assalamualaikum warohmatullahi wabarokatuh. Every single of us has something were at good right? That's our responsibility ourresponsibility to discover what that is. That's the opportunity that'stheopportunity and education can provide. Today I will be speaking about about the important of educating ourselves. Dear friends, maybe we could be a good writer but we may might know it until we write essay for our English class. And maybe we could be a director of a director in a company or a president but we might know it until we we perform our best in front of public speaking program and no matter what we want to do in our life, maybe you want to be a doctor, a teacher or business man. We will need the insight and critical thinking skills and we need every single of us to develop our talent, skill and our intellej. So you can help self our diffical difficult problems. And now I know it not always easy to do school. I know lot of us have challenge in our life right? How that can make it hard to fokys our school work. There is no excuse for complain us talking back in front of teacher. There is no excuse for not

trying. Mmmwe feel like other people has given up on us. Don't ever give up yourself. Thank you. Wassalamualaikum warohmatullahi wabarokatuh.

In addition, the researcher makes questionnaires for students on X grade at International Islamic Boarding School "Tazkia" Malang in order to answer the third research question.

**QUESTIONNAIRES FOR STUDENTS OF X GRADE AT  
INTERNATIONAL ISLAMIC BOARDING SCHOOL "TAZKIA"  
MALANG**

Slip of tongue is one of speech error. It is a mistake that happens during oral communication. Slip of tongue may be occurred when the speaker's actual utterance differs in some ways from the intended utterance. It involves unintentional movement, addition, deletion or blending within an utterance and can be phonological, morphological, lexical or syntactic.

Dear students of X grade,

The researcher asks your answer to compete the final assignment from university. Through this brief survey, your answer will be helpful for the researcher. These questionnaires will be divided into two sections. The first section is question and answer and the second section will be multiple choices. Then, you need to choose one of them.

**Please answer the questionnaires below!**

1. Have you ever met a friend who made a mistake on their speaking?  
(Pernahkah kalian menjumpai teman yang melakukan kesalahan pada saat berbicara?)

Answer:

2. Do you aware when your friends pronounce the wrong pronunciation?  
(Apakah kalian sadar ketika teman kalian mengucapkan lafal yang salah?)

Answer:

3. Mention the wrong pronunciation that often happened with your friends!  
(Sebutkan lafal yang salah yang sering kalian jumpai pada teman kalian!)

Answer:

4. Do you think speech error is natural? (Apakah menurut kalian kesalahan dalam pelafalan itu wajar?)

Answer:

5. Does slip of tongue affect the meaning of the sentences? (Apakah terkilir lidah mempengaruhi arti dari kalimat yang diucapkan?)

Answer:

6. Does your friends' speech error affect you as listener? (Apakah pelafalan yang salah pada teman kalian dapat mempengaruhi kalian?)



- a. Yes (benar)
  - b. No (tidak)
  - c. Exactly no(tidak sama sekali)
7. What kind of effect you (listener) got from speech error's speaker?  
( Pengaruh apa yang kalian (pendengar) dapatkan ketika mendengar pelafalan yang salah?)
- a. Bad effect (efek yang buruk)
  - b. Good effect (efek yang bagus)
8. In what situation do you often meet your friends make speech error?  
( Kesalahan berbicara pada saat apakah yang sering kalian jumpai pada teman kalian?)
- a. On daily communication (pada komunikasi sehari-hari)
  - b. On certain event, for instance on a speech presentation (pada acara tertentu contohnya berpidato)
9. What's the cause of speech error while having speech presentation?  
(Apakah penyebab utama terjadinya kesalahan pelafalan pada saat berpidato?)
- a. Feeling nervous (grogi)
  - b. Not ready completely (belum siap sepenuhnya)
  - c. Feeling asshame in front of public (malu berbicara di depan umum)



10. Which part of the error do you often find while having speech presentation?

(Pada bagian apa kesalahan pelafalan yang lebih sering dijumpai ketika berpidato?)

- a. Opening (bagian pembuka)
- b. Content (bagian isi)
- c. Closing (bagian penutup)

11. What kind of response do you give when you listen your friends make speech error in pronouncing sentences? (Tanggapan apa yang kalian berikan ketika mendengar teman kalian melakukan kesalahan dalam pelafalan kalimat?)

- a. Let them speak out (membiarkan)
- b. Laugh of them (mentertawakan)
- c. Remind them (menegur)
- d. Remind and correct them (menegur dan membenarkan)

12. Is there any lesson for the listener when your friends make speech error?

(Adakah hikmah yang kalian dapatkan ketika mendengar teman melakukan pelafalan yang salah?)

- a. Yes, there is (ada)
- b. No, there is not (tidak ada)

13. What will you do (listener) to reduce wrong pronunciation? (Cara apa yang kalian (pendengar) lakukan untuk mencegah terjadinya pelafalan yang salah?)

- a. Taking a note (Mencatat kalimat yang biasanya salah dilafalkan)
- b. Being careful in pronouncing words (Lebih berhati-hati dalam melafalkan kalimat)
- c. Having more exercises (lebih banyak latihan)

14. Do you think that a mood may affect in making speech error? ( Apakah suasana hati dapat mempengaruhi terkilirnya lidah dalam pelafalan suatu kata?)

- a. Yes, I do (benar)
- b. No, I don't think so (tidak)
- c. Definetely no (tidak sama sekali)

15. Do you think that environment may affect in making speech error?

( Apakah lingkungan mempengaruhi terkilirnya lidah dalam suatu kata?)

- a. Yes, I do (benar)
- b. No, I don't think so (tidak)
- c. Definitely no (tidak sama sekali)

In addition, the students on X grade have several requirements for having a great point of speech presentation.

The researcher analyzed all the slip of tongue based on personal speech presentation. In this occasion, the researcher explained detail about the slip of personal speech presentation, the reason why the students produced slip of tongue and the effect for the listeners based on speech presentation.

The first speech presentation;

Analysis:

- Deletion;

1. *“First, nut butter, joy frut fruits, cheese and crackers and nuts.”*

The context of utterances above is about several steps for health. In this case, the speaker makes slip of tongue on word “*frut*”. The correct word is “*fruit*”. Actually, the word “*frut*” is heard like correct word. But, when the listener pays full attention to the speaker, the syllable “*I*” is lost. This type of slip is deletion because the speaker deletes “*I*” on her speaking.

- Perseveration;

1. *“Mmm maybe you can try cheese and kraker crackers and full fat yogurt to height to gain weight.”*

The second slipword about food because the speech is still under the topic healthy. The slip of tongue placed on “*kreker*”. It must be cracker. The second error is perseveration because an earlier segment replaces a later item.

2. *“Mmm maybe you can try cheese and kraker crackers and full fat yogurt to height to gain weight.”*

The third word is “*height*”. It must be “*weight*” because the content about healthy again. This type of slip is calls perseveration because an earlier segment replaces a later item. The syllable “w” in “weight” replaces “h” in “height”.

- The reason why the speaker makes slip of tongue is nervous. Nervous can be seen by the way speaker deliver her speech presentation. The speaker does several filled clause. Filled pause is period when the speaker does not speak between words for a while. Speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly means hesitate a lot and when they speed up their rate of words they do it by eliminating the pauses, not by shortening the words. From the explanation above, he researcher conclude that the reason of slip of tongue in the first speech presentation’s speaker is nervous.
- The researcher takes several questionnaires from the listeners. The result of the questions is almost the slip of tongue are affects the listeners. Lots of the listeners answer that they give bad affect to the listeners. The listener should not know the correct pronunciation when their environment often speaks wrong pronunciation. The wrong pronunciation will be the right word for the listener. In other hand, several students do not matter with slip of tongue because this speech error has positive effect. The listener can learn from the speaker and try to reduce the slip of tongue.

When the other students do slip of tongue, some of listener can take a note and reduce the common word often spoken as slip of tongue.

The second speech presentation;

Analysis;

- Exchange;

1. *"First, important. He is so important, if yuuhas problem and doubt he always support me."*

The first slip found in the word "*has*". The speaker ought to use "have" because the subject is plural. Then, the speaker ought to use "have". This type of slip tongue is exchange because the speaker replaces to be "have" to "has".

2. *"If I say he always make me happy and lesson to me about religion and help me in all condition and he is aaa crazier im our family."*

The second slip of tongue is "*im*". The correct word ought to be use is "in" because "in" is connector between word and word. The type of slip is exchange because the speaker replaces syllable "n" with "m".

- The reason why does the speaker utter slip is the trouble in speech plan. The second speaker feels nervous less than the first speaker. It can be seen from the filled pause. Even the second speaker does several filled pause, but the second speaker utter it less than the first speaker. In other hand, the speaker does several repetitions, but she utter more fluent than the first speaker. The negative value



which found by researcher is deletion. For instance, in the word “hero”. The second speaker ought to explain her word deeply. She ought to explain what hero it is. She may explain about the second criteria about her father, and then it can be “second is hero”.

- The speaker has a fluent speaking in front of her friends. She just stops at few points of the speech presentation. The fluent of the speech presentation may give the positive effect to the listener. The listener can learn how to reduce slip of tongue from the second speaker.

The third speech presentation;

Analysis;

- Exchange;
1. *“So fast we move, we can use lemon, toothpaste, and aiskyu. So if you use lemon you can place it and you application to your face and wait until three minutes.”*

The first slip is “*aiskyu*”. The correct word is “ice cube” because she has explains in the sentence below this error. In addition, in the next paragraph the speaker told the listener about ice cube. The type of slip is exchange where the speaker changes the place of word.

2. *“Next remove acne scars you can use tometo.”*

The second slip is “*tometo*”. It should be “tomato” because the speaker has speech presentation under the theme “several tips to care our skin face”. The type of slip is exchange where the speaker change syllable “a” to “e”.

- Deletion;

1. “*You can use yogurt and and mmm application it to your face until thirty minutes.*”

The third slip is “*hem*”. The correct word of this context is “them”, and then the type of slip is deletion where the syllable “t” lost from the word. Lots of the speaker omits several syllable in their speech presentation. In this case, the speaker omits one syllable.

- The reason why does the speaker utter slip is lack of grammar mastery. Lack of grammar mastery is cognitive difficulty. It can be seen from the word choices the speaker’s use. The speaker often uses the word “application”. The word “application” is not appropriate because the content after subject need verb, not noun. For instance; “So if you use lemon you can place it and you application to your face and wait until three minutes”. The word application is not appropriate to be used because “application” here is not verb. Then, it must be “applicate”. In addition, the speaker still learns how to speak formally. There is an example of non-formal language in this speech presentation, there is “till”. The correct answer is “until”. The speaker also does several filled

pauses but less than before. The speaker utters some unclearly words.

- The slip often happens to X grade of International Islamic Boarding School “Tazkia” Malang. The third speaker does lack of grammar mastery on her speech presentation. The researcher takes a question of several students on X grade at Tazkia Malang. Some of X class answer they will remind and correct their friend’s wrong word, some of them answer they will let their friend speak out and a few of students answer they will laugh of them.

The fourth speech presentation;

Analysis;

- Deletion;

1. “How to disclose lies? Firstly look at heed her eyes.”

The first slip is “heed”. The correct word is “head” because the speaker talks about human body. The type of is called deletion where the syllable “a” lost and replace with syllable “e”. Sometimes, deletion is can not be seen because the syllable almost sounds same.

- Shift;

1. “If her eyes clins to everywhere it mean she is lying.”

The second slip is “mean”. The correct word is “means” because “mean” is refer to “eyes”. This type of slip is called shift where one segment disappears from its appropriate location and appears somewhere else.

- The reason why the speaker makes slip is trouble in speech plan. The speaker makes error in her speech production and the result becomes the source of difficulty of situational anxiety. From the speech presentation above, the researcher find several filled pause.

The fifth speech presentation;

Analysis;

- Exchange;

1. *“Attitude is where someone to another people have manners. Attitude whole speaking and joking.”*

The first slip is “*have*”. The correct word is not “have” but “has” because the context is refers to someone. The type of slip is exchange where the syllable “ave” replaces “as”.

2. *“Attitude whole speaking and joking.”*

The second slip of tongue “*whole*”. The correct word is “while” because the context is to explain the sentence after “while”, they are “speaking and joking”. The type of slip is exchange where the syllable “ole” replaces “ile”.

3. *“Even now people more fukus to their phone rather than eating.”*

The third slip of tongue is “*fukus*”. Most of speakers utter the word “focus” in a wrong word. The correct answer is “focus”. The type of slip is exchange where the syllable “u” replace “o”.

- The reason why the speaker does slip of tongue is lack of grammar mastery. It can be seen from several mistakes the speaker makes. For instance; “Attitude is where someone to another people have manners”. “have” ought to be “has” because the context above is singular. The second instance; “And the last one, attitude when you sneeze”. The word “and” is conjunction which functions as connector, but there is no sentence or word will be connected.

When the speaker uses conjunction in her word, the speaker ought to connect two word or sentence because the word “and” is equivalent. For instance; “the sun was shining, and the sky was blue”. The word “and” is followed by subject and verb because the sentence before comma is constructed by noun and verb too.

- Some of the listener aware when the speaker makes slip of tongue because grammar mastery, but lots of the students are not. In addition, the listener will have more exercise to reduce slip of tongue.

The sixth speech presentation;

Analysis;

- Deletion;.

1. “ *And you have to work hard to achieve your dream because that dream will not be achif if you not try and try again.*”

There is only one slip of tongue on the sixth speaker. The slip is “*achif*”. The correct word is “achieve” because the context. In the sentence before, the speaker spoke “achieve”. Then, the type of slip is deletion where the speaker delete syllable “eve” in the end of the word.

- The reason of the speaker makes slip of tongue is less of speech plan. The speech will be very good when the speaker not makes any slip of tongue. In addition, the sentence “Find you love to do and to do it because everything you love will you get”. The word



“you” here is ambiguity because the reader will not knowing the word refer to. It should be addition in front of “you”, for instance; “something” or “that”.

- The listener listen well while speech presentation. It caused the speaker speak out loudly and confident.

The seventh speech presentation.

Analysis;

- Exchange;

1. *“You kan be another person.”*

The first slip is “*kan*”. The correct word is “can” because the appropriate context. This type of slip is called exchange where the syllable “k” replace “c”. lots of student made slip of tongue on exchange because the students is not native speaker.

2. *“So, if your friend always tell them what them want, it is not fair if you do not tal what happen in your life.”*

The second slip is “*tal*”. The correct word is “tell”. It can be seen from the phrase before the wrong pronunciation. The type of slip is exchange where the syllable “a” replace “t”. Most of speaker has trouble in pronouncing the vowel word. Lots of them change the vowel syllable in a word.

- The reason why the speaker makes slip of tongue is nervous. As Fauziati (2013) reveals when people nervous they became stressed, and their planning and implementation of speech become less

efficient. In this occasion, the speaker seems nervous because the words which utter become less efficient. The sort of speech presentation is can be categorize to “nervous” when speaker wants to end her speech quickly.

- Lots of students do nervous on their speaking. The most they practice, the most they learn how to control their nervous. The listener learn how to control their own nervous when they see their friend. Based on the questionnaires, lots of students tell that the cause of slip tongue while having speech presentation is nervous. The second reason is not ready completely and the last reason feeling ashamed in front of public.

The eighth datum is speech presentation.

Analysis;

- Blend

*“And if we work we can get be invite us to singing for singing sontrak more.”*

There is few slip tongue on the eighth speaker. The slip of tongue is “*sontrak*”. The correct word is “soundtrack”. The type of slip is blend where the word “sound” and “track” become “sontrak”.

- The speaker does speak fluently. the speaker makes slip just once while speech presentation. The listener listen well on the speaker.

In other hand, there is grammar error in her speech, for instance; “Your favorite song depend on your gender”. The correct word is “depends” because it refers to singular “song”.

- The speaker gives good effect for the reader because the speaker speak fluently while speech presentation. Unfortunately the speaker speak less than the other.

The next datum is speech presentation;

Analysis;

- Addition;

1. “*In frong of public like me to speech and modere in front of many people.*”

The researcher finds several slip of tongue in ninth speaker. The first slip of tongue is “*frong*”. The correct word ought to be “front” because the context is refers to place. The type of slip is addition where the speaker add syllable “g” behind the word.

- Deletion;

1. “*In frong of public like me to speech and modere in front of many people.*”

The second slip of tongue is “*modere*”. The correct word ought to use is “moderate”. The type of slip is deletion where the syllable “ate” in the end of

word is lost. When the syllable “ate” lost from the word, it sounds totally different which the native speaker pronoun it clearly.

- The reason the speaker makes slip of tongue is hesitation. Hesitation is the type of situational anxiety which cause trouble in speech plan. The students who felt hesitation commit errors in their speech and make their speech shorter than her plan.
- The effect of the listener is the lesson they takes. Based on the questionnaires, the researcher finds there any lesson for the listener when the speaker makes slip of tongue.

In other hand, researcher takes the sample of speech presentation when students of X grade have examination of speech presentation.

The datum is taken while examination of speech presentation.

Analysis;

- Exchange;

1. “We should be we have good at something and edukation that provide and discover ats it.”

The first slip is “*edukation*”. The correct word is “education” because the context refers to study. The type of slip is exchange where syllable “k” replaces “c”. As the previous explanation, the speaker ought to practice more to makes the utter word correct.

2. “We need critical thing thinking that we learn in history and social studies and we need good skill that we learn from science and math.”

The second slip is “*thing*”. The correct word is “thinking”. The correct word can be seen from the repetition in the previous sentence. The type of slip is exchange where the syllable “ng” replaces “nk”.

- Addition;

1. “*We should be we have good at something and edukation that provide and discover ats it.*”

The third slip is “*ats*”. The correct word is “at”. It can be seen from the context. The word needs “preposition” to connect the word “discover” and “it”. The type of slip is addition where syllable “s” in the end of the word.

- The reason why the speaker makes slip is nervous. Nervous can be seen when the speaker makes several repetition such as; “If you want to be good at something we need wen we need to trying a skill and and no matter what we want to do with our life. If you want to be a good doctor, president on or others we need need education to do it. We have to both work work, try it and learn it.”. The speaker repeats the word “and”, “work” and “need”. In addition the speaker makes filled pause in several case, for instance; “Aaahere I speak about the important of educating ourself” and “Aaamaybe just that I can deliver to you”.

The second is the examination of speech presentation.

Analysis;

- Exchange;

1. “*Mmm we will need will need knowledge and we will need problem solving we learn at science and math to cure dish like cancer and aids.*”

The first slip is “*dish*”. The correct word is “disease”. It can be seen from the type of illness, they are; cancer and aids. The type of slip is exchange where the syllable “sease” is omit and replaces by “sh”.



- Deletion;

1. “And maybe we could be innovator but we wemig not know it until mmm we speak in public speaking program.”

The second slip is “mig”. The correct word is “might”. It can be seen from the previous word “we” and the word “mig” does not has a meaning. The type of slip is deletion where “ht” is lost from the word.

- Deletion;

1. “todevelopenergii energy and You will need insight and critical thinking skills we gain we gain we gain we gain in story and social studies to tommm we need every single of us to develop talent, skill.”

The third slip is “devlop”. The correct word is “develop”. It can be seen from the next context “energy”. The type of slip is deletion where the syllable “e” is lost from the word. The syllable “e” cannot be found when the listener does not listen clearly because the pronunciation is almost same with the correct word.

- The reason of slip is caused by nervous. It can be seen from several repetitions, such as; Every single of every single of us have something good right? Today today I will be speaking about the importimport importance of education. But but but we might not know until we write essays for essays for our English class”. From the example above, the speaker repeats almost of the sentence. In addition, the speaker makes several filled pauses, such as; “And maybe we could be innovator but we wemig not know it until mmm we speak in public speaking program. Aaa and not matter what matter with our life mmm we need education we need education to do it. Mmm we will need will need knowledge and we will need problem solving.”

The third speech is taken while examination of speech presentation.

Analysis;

- Exchange;

1. *“Here I will be speaking about about the importanceimportance of edukatidourselves.”*

The first slip is “*edukatid*”. The correct word is “education”. The correct word can be seen from the context. The type of slip is exchange where the syllable “k” replaces “c” and syllable “t” replaces “e”. In this case, the speaker changes two syllable in one word.

2. *“So we can solve our difficult problems but the fact is being suksesful is hurt.”*

The second slip is “*suksesful*”. The correct word is “successful”. The speaker utters Indonesian accent. The native speaker pronouns differently by use “c” in the middle of word. The type of slip is exchange where the syllable “k” replaces “cc”.

- Shift;

1. *“We feel like other peoples has given up on us.”*

The third slip is “*peoples*”. The correct word is “people” because people is plural. The speaker ought to use word “person” when it refer to singular. The type of slip is shift where one segment disappears from its appropriate location “other”.

- The reason why the speaker makes several slip of tongue is lack of grammar mastery. The speaker obtains longer time to construct sentences. For instance; “peoples”. People are plural, then addition “s” is not appropriate. The speaker makes filled pause, such as; “We need every single of us to develop our salentsand mmmmmmwe need every single of us to develop our talents skills and intelects”. In addition the speaker makes several repetition, such as; “Here I will be speaking about aboutthe importanceimportanceof edukatidourselves. If we want to be tobetobegood at something we have to try our skills and no matter what we want to do in our life. We cannot just jump into a good into a good job”.

The fourth datum is examination of speech presentation.

Analysis;

- Exchange;

1. “We have got to we have got to werk for it, learn for it and try for it.”

The first slip is “werk”. The correct word is “work”. It can be seen from the context of the sentence and previous sentence. The type of slip is exchange where the syllable “e” replaces “o”.

2. “We need our talents, skill or intellect so we can half help aimost almost difficult problem.”

The second slip is “aimost”. The correct word is “almost”. It can be seen that the speaker makes slip of tongue clearly because “aimost” has no meaning. The type of slip is exchange where the syllable “i” replaces “l”.

- Perseveration;

1. “We need our and no matters what we want to do in our life we need we need aaaaducation to do it.”

The third slip is “aducation”. The correct word is “education”. It can be seen from the context in the previous sentence. The type of slip is perseveration where an earlier segment “aaa” replaces a later item. The syllable “a” seemed follow the “a” in the syllable behind.

- The reason of slip is nervous. It can be seen from the way speaker talks and responds, such as; “Today I will be speaking todayIwillbespeaking that the eeeimportant of education ourselves. Dear friends, what we want to wewantto a good job it means we should to be a good education”. The speaker seems nervous because the eye contact which appears from the first speech presentation.

The fifth datum is examination of speech presentation.

Analysis;

- Exchange;

1. “Dear friends, maybe we cen we could be a good writer but we might now know it until we write assay essay in our class.”

The first slip is “*cen*”. The correct word is “can”. The correct word can be seen from the context in the sentence. The type of slip is exchange where the syllable “e” replaces “a”.

2. “Dear friends, maybe we cen we could be a good writer but we might now know it until we write assay essay in our class.”

The second slip is “*assay*”. The correct word is “essay”. It can be seen from the meaning. The word “assay” has no meaning. The type of slip is exchange where the syllable “a” replaces syllable “e”.

3. “Maybe we could be a direktor in a company or president but we might know it until we do until best pre perform in public speaking program and no matter we will do with our live I guaranty with education to do it.”

The third slip is “*direktor*”. The correct word is “director”. It can be seen from the pronunciation that speaker utters. The type of slip is exchange where the syllable “k” replaces “c”.

- The reason of slip is nervous. It can be seen from the way speaker talks and responds, such as; “Dear friends, maybe we cen we could be a good writer but we might now know it until we write assay essay in our class. Maybe we could be a direktor in a company or president but we might know it until we do until best pre perform in public speaking program and no matter we will do with our live I guaranty with education to do it. If you want to be a doctor, a teacher, or others we will going to need a good education for it”.

The sixth datum is examination of speech presentation.

Analysis;

- Exchange;

1. “That’s our opportunity opportunity and edukation can provide mmm.”

The first slip is “*edukation*”. The correct word is “education”. It can be seen from the context on the sentence. The type of slip is exchange where the syllable “k” replaces “c”.



2. “Today I will be speaking about the im important of edukating our self.”

The second slip is “edukating”. The correct word is “educating”. As same as previous word, the correct word can be seen based on the context. The type of slip is exchange where the syllable “k” replaces “c”. Students often makes little wrong pronunciation and change the syllable.

3. “Dear friends maybe we could a good writer but we mus may not know it until we write essay for our English class and maybe we kould be a director of a derektor in a company and Aaa president.”

The third slip is “kould”. The correct word is “could”. The correct word can be seen from the meaning. There is no meaning for “kould”. The type of slip is exchange where the syllable “k” replaces “c”. The third mistake is same as the second slip of tongue.

- The reason of slip is lack of vocabulary. It can be seemed from the speech presentation where same as the text and several repeats. The speaker is seemed memorizes the text. The speaker does not deliver the speech presentation by her language. For instance; “That’s our responsibility that’s our responsibility to disdiscover what that is”. The speaker try to deliver speech based on the text of speech presentation.

The seventh datum is examination of public speaking.

Analysis;

- Exchange;

1. “Dear friends, maybe we kud could be a good writer but we may kud we might not know it until we make might butesses for our speaking class.”

The first slip is “kud”. The correct word is “could”. As the same as before the correct word can be seen from the context of the sentence. The type of slip is exchange where the syllable “k” replaces “co”.

2. “Dear friends, maybe we kud could be a good writer but we may kud we might not know it until we make might butesses for our speaking class.”



The second slip is “esses”. The correct word is “essay”. The speaker produce slip of tongue clearly. It sounds like Indonesian language. The type of slip is exchange where the syllable “es” replaces “ay”.

3. “You need a knowledge and problem solver skills we learn in science and math to cure dishes like cancer and aids.”

The third slip is “dishes”. The correct word is “disease”. It can be seen from the meaning. Kind of dishes is food, while kind of disease is several illnesses. The type of slip is exchange where the syllable “shes” replaces “sease”.

- The reason of slip is the trouble in speech plan. The speaker less in preparation. The speaker tries harder to deliver her speech well. It can be seemed from several text she try to memorize it. For instance; “So today I will be speaking about improtanimportant. Dear friends, maybe we kudcould be a good writer but we may kudwe might not know it until we makemight butessesfor our speaking class”. The sentence above, the researcher finds several corrections and repeats. The word “kud” is corrected by “could”. The word “improtan” is corrected by “important”. The word “make” is corrected by “might”. In addition, the speaker aware her slip. It seemed because of speech plan.

The eighth datum is examination of speech presentation.

Analysis;

- Exchange;

1. “And to opportunity and edukation that opportunity and education provet.”

The first slip is “edukation”. The correct word is “education”. The correct word can be seen from the meaning where “edukation” is not an English word. The type of slip is exchange where the syllable “k” replaces “c”. lots of students pronouns “c” not correct. They often spoke “c” by “k”.

2. *“And to opportunity and edukation that opportunity and education provet.”*

The second slip is “*provet*”. The correct word is “provide”. The correct word can be seen from the meaning. The word “provet” is Indonesian accent. The type of slip is exchange where “t” replaces “de”.

3. *“We need every single of one every single one of us to provet our skills, our intellect to have solve to help solve most difficult proflem problem and andaaa we need and I know not in skot school and I know a lot of us have have has a challenge in our life.”*

The third slip is “*proflem*”. The correct word is “problem”. The common slip after “education” and “focus” is “problem”. The type of slip is exchange where the syllable “f” replaces “b”.

- The reason of slip is trouble in speech plan. It can be seemed from the utterance in the last sentence. The speaker less focus on her last speech presentation. The opening of the speech is flaw well. The speaker begins to lost her focus in the middle of the speech presentation. In the end of speech, the speaker begins to lost the vocabulary based on the text. Then, the reason of slip is located on speech plan.

The ninth datum is examination of speech presentation.

Analysis;

- Exchange;

1. *“But the third is being successful is hurt.”*

The first slip is “*third*”. The correct word is “truth”. The correct word can be seen from the theme where the theme was taken is struggle of life. The type of slip is exchange where the syllable “ird” replaces “uth”. The word third and truth is similar. Lots of students makes slip in a similar word.

2. *“But the third is being successful is hurt.”*

The second slip is “*hurt*”. The correct word is “hard”. The correct word can be seen from the context in a sentence. The sentence is deal with struggle of life, then the word should be “hard” no “hurt”. The type of word is exchange where the syllable “u” replaces “a”.

- The reason of slip is nervous. It can be seemed from several words the speaker produces and repetitions. For instance; “Today mmmI will willbe speakingaaaaathat ehthat the important of education ourselves”. The speaker begins her speech by filled pause “mmm”. Then, the speaker repeats the same word in order to memorize the next word. The speaker seems hesitate on utters several words. From instance; “Maybe maybe we could be a good writer, maybe we could be a aainventor,maybe we could be a director in a company or a president. But we might not know that until we perform on on the on thebest our public speaking program.” The speaker repeats the word “maybe”, and “on the”.

The tenth datum is examination of speech presentation;

Analysis;

- Exchange;
1. “Today I will be talking about the important of edukation educating ourselves.”

The first slip is “*edukation*”. The correct word is “education”. The word “education” is almost spoken by wrong pronunciation. Several students pronounce “c” by “k”. The type of slip is exchange where the syllable “k” replaces “c”.

- Addition;
1. “Every single of us has somet something good right? That’s our responsibility to disresponsibility ourselves to discover wate what the at there the opportunity opportunity and education can provide.”

The second slip is “*disresponsibility*”. The correct word is “responsibility”. It can be seen from the context in the sentence. In this case, the speaker repeat the word

she said with prefix. But, the researcher knows the correct word from the context that correct answer belong to “responsibility” not “disresponsibility”. The type of slip is addition where the prefix is added.

- Deletion;

1. “now I nownow I now that’s no easy to do well in ap school. Every one every one has challenge in our life but there is no reason butthereisnoreason to have a bad bad attitude.”

The third slip is “now”. The correct word is “know”. The correct word can be seen from the meaning of the sentence. As the same as before, students often makes slip while two similar word often they spoke. The type of slip is deletion where the syllable “k” is added in front of word.

- The speaker makes slip because lack of grammar. The speaker often makes slip in her speech presentation. As same as the previous speakers, the speaker makes filled pauses and repetitions. For instance; “We need all of we need every single of of us aaato develop our talents, skills and intellectual. So we can wecansolvemos most difficult problem of difficultproblem of. now I nownow I know that’s no easy to do well in apschool”. The speaker repeats the phrase “we need”, “of”, “we can”, “difficult problem”, and “now”. The lack of grammar can be seemed from several sentences, such as; “That’s our responsibility to disresponsibility ourselves to discover wate what the at there the opportunity opportunity and education can provide”. The word “ourselves” is not needed because “ourselves” is possessive. Then, “ourselves” needs noun.

The eleventh datum is examination of speech presentation.

Analysis;

- Exchange;

1. *"We will need a knowledge and problem solving skills we learn in science and math to cure dishescancer like cancer and aids to develop new energies and technologies and protect our environm."*

The first slip is "dishes". The correct word is "dieses". The correct word can be seen from the meaning. Dishes will give example of fod, while dieses will give a kind of illness. The type of slip is exchange where the syllable "shes" replaces "eses".

- Deletion;

1. *"Dear friends, we could be a good writer but maywe might not know it until you wriee essays for our English class."*

The second slip is "wriee". The correct word is "write". The correct word can be seen from the meaning of the word. In other hand, there is no meaning in the word "wriee". The type of slip is deletion where the syllable "t" is omitted.

2. *"We will need a knowledge and problem solving skills we learn in science and math to cure dishescancer like cancer and aids to develop new energies and technologies and protect our environm."*

The third slip is "environm". The correct word is "environment". The correct word can be seen from the context while "environm" has no a meaning. The type of slip is deletion where the syllable "ent" is omitted.

- The reason of slip is hesitation. The speaker makes slip in her speech presentation and the result becomes the source of difficulty of situational anxiety. For instance; "That's our responsibility to discover what thisis. And that's the opportunity and education can provide. I will be speaking speakingabout the importance of educating ourselves. Dear friends, we could be a good writer but maywe might not know it until you wrieeessays for our English class". The speaker seemed hesitate for uttering several words, such as; "it becomes this", and write becomes wriee".

The twentieth datum is examination of speech presentation.



Analysis;

- Exchange;

1. “The but the third is being successful is hard. We want success everytime, at everytime ateverytime at the first time we try.”

The first slip is “*third*”. The correct word is “truth”. The correct word can be seen from the context. It is impossible the speaker put nominal word in the middle of sentence without intend to anything else. The type of slip is exchange where the syllable “ird” replaces “uth”.

- Addition;

1. “We need aaaadiseducation to do it. We want to be a doctor, a teacher or businessman.”

The second slip is “*diseducation*”. The correct word is “education”.the correct word can be seen from the context. The speaker talk about the thing we need. Of course the correct answer after “need” is “education”. The type of slip is addition where the prefix ”dis” is added.

- The reason of slip is nervous. The speaker makes several repetitions and filled paused as the same as the previous speakers. Nervous can be seemed from the eye contact and the way speaker deliver her speech presentation. For instance; “Today I will be speaking *that eh* that the important of education ourself. Dear friends, whatwewantwewantgood job it means we have a good education”. The speaker feels nervous from the first sentence on her speech presentation. It can be seemed from the word “that eh”. In addition, the speaker makes repetition “we want to” in this phrase.

The thirteenth datum is examination of speech presentation.

Analysis;

- Exchange;

1. “Here I will speaking the important aducationedueeducatededucat educating ourselves.”

The first slip is “*aducation*”. The correct word is “education”. The type of lip is exchange where the syllable “a” replaces “e”.

2. “*We need a good educationto be a doctor, to be a teacher, to be a bisnismen and and wewe wont just jump into a good job but we must learn nata and train trying and werk work hard.*”

The second word is “*train*”. The correct word is “trying”. The type of word is exchange where the syllable “ain” replaces “ying”.

3. “*We need a good educationto be a doctor, to be a teacher, to be a bisnismen and and wewe wont just jump into a good job but we must learn nata and train trying and werk work hard.*”

The third slip is “*bisnisman*”. The correct word is “businessman”. The type of word is exchange where the syllable “isnis” replaces “iness”.

- The reason of slip is lack of grammar. It can be seen from several sentence, such as; “*At* to opportunity and education and that can provide”. The word “at” cannot be placed as subject. Then, the word “at” need noun. “*we could be* president but no know it until we perform *ours* best in public speaking program. No matter what we want do it”. The word “ours” cannot be used because “ours” is possessive. “we need *aaa* every single of one *every single ofus* to provide our skills, intellect and talent to help *help help help to hep solp* most difficult problem and *mmm* we need *needI* know there is no easy to do well *school* in school and no I know lot of us have *have has* a challenge in our life but what we look like, where we come from and how *many* we have”. The speaker cannot distinguish “to be” plural. The correct word is “have”, but the speaker cannot distinguish between “has” and “have”. In addition, the speaker makes several repetitions and filled pauses. For instance; ” There is no excuse for complaining to our teacher or talking back tour teacher and *and* do you know that is the true being *succees success* successful is so hard so we must have a good

education and try so hard and learn so hard. Don't give up to be success tobeagirlsuccess". The speaker repeat the word "to be success", "and", "help", need", and "have".

The fourteenth datum is the examination of speech presentation.

Analysis;

- Exchange;

1. "So today I will be speaking about imported importance of educating ourselves."

The first slip is "imported". The correct word is "importance". The type of slip is exchange where the syllable "ed" replaces "ance".

2. "Dear friends, maybe we kud could be a good writer but we may could wemaycould we might no know it until we write essay for our English class."

The second slip is "kud". The correct word is "could". The type of slip is exchange where the syllable "k" replaces "cou".

- Addition;

1. "And may mind we could a director in a company or president but we might may know it until we prefom our best at public speaking program."

The third slip is "prefom". The correct word is "perform". The type of slip is addition where the syllable "r" before "e" is added and deletion where the syllable "r" before "m" is omitted.

- The reason of slip is trouble in speech plan. It can be seemed from the speaker who tries to deliver all the text she memorizes. In other hand, the speaker lost several words she memorizes. For instance; "Dear friends, maybe we kud could be a good writer but we may could we may could we might no know it until we write essay for our English class". The speaker correct several words, such as; "kud" and "may". Other example; "What aawhat what we got,

going at home there is no excuse therenoexcusefor complaining or talking back our teacher that no excuse for not trying”. From the sentence above, the researcher finds filled pause “aaa” and repetition “no exuce” and “what”.

The fifteenth datum is the examination of speech presentation.

Analysis;

- The researcher finds several slips on the last speaker.

1. “*. Dear friends, maybe we could be a good writer but we may might know it until we write essay for our English class.*”

The first slip is “*may*”. The correct word is “*might*”. The correct word can be seen from the repetition the speaker made. The type of slip is exchange where the syllable “ay” replaces “ight”.

2. “*We will need the insight and critical thinking skills and we need every single of us to develop our talent, skill and our intellej.*”

The second slip is “*intellej*”. The correct word is “*intellect*”. The type of slip is exchange where the syllable “j” replaces “ct”.

3. “*So you can help self our diffical difficult problems.*”

The third slip is “*diffical*”. The correct word is “*difficult*”. The correct word can be seen from the meaning. There is no meaning for “*diffical*”. Students makes slip of tongue while nervous. The type of slip is exchange where the syllable “a” replaces “u”.

- The speaker makes several slip because trouble in speech plan. It can be seemed from several repetitions where repeat slowly. The speaker may afraid pronounce the wrong word. For instance;”That’s our responsibility ourresponsibilityto discover what that is. That’s the opportunity that’s theopportunityand education can provide”. The speaker repeats the phrase “that’s the opportunity” in the next sentence.

In this case, the listener is the examiner. The students of X grade deliver their speech presentation in a room with an examiner. Based on the data, the listeners get bad effect from slip of tongue's speaker. The speakers often makes slip of tongue on their daily conversation, not in certain event such as speech presentation. The students who makes slip of tongue while speech presentation has several problems. The first problem is nervous, the second problem is not ready completely, and the last problem is feeling ashamed in front of public.

The students often makes slip of tongue in the content of the speech rather than opening and closing. The listener gives positive respond to the speaker. The listener reminds and corrects the speaker. In addition, the listener get any lesson when their friends makes slip of tongue. Lots of listeners having more exercises to reduce slip of tongue. The listeners argue that mood may affect in making slip of tongue. In addition, the listeners argue that slip of tongue affect their social life.