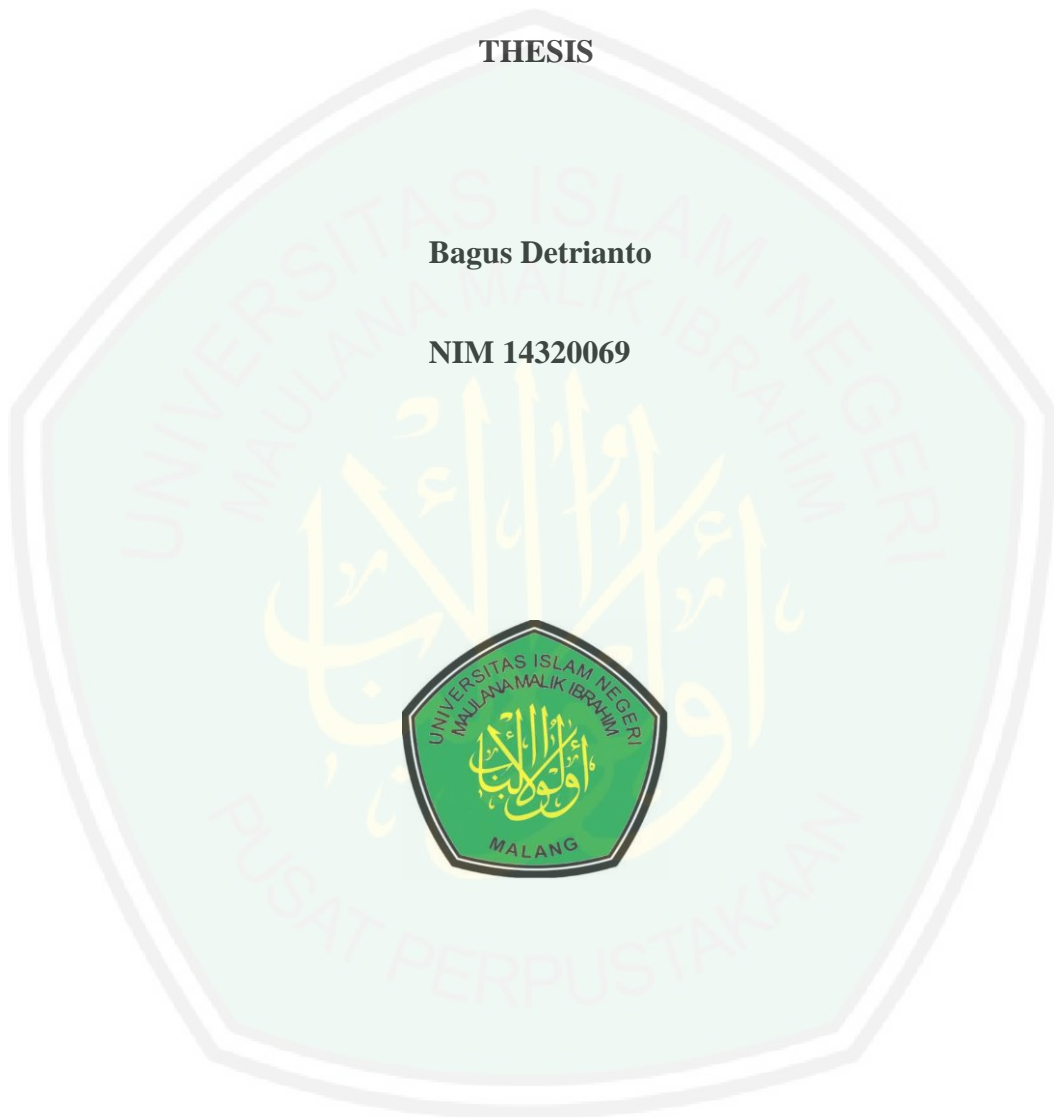


**SLIPS OF THE TONGUE OF INTERNATIONAL STUDENTS' UTTERANCES
IN UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

THESIS

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ENGLISH LETTERS DEPARTMENT

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2018

SLIPS OF THE TONGUE OF INTERNATIONAL STUDENTS' UTTERANCES IN
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

THESIS

Presented to Universitas Islam Negeri Maulana Malik Ibrahim Malang in partial
fulfilment of the requirements for the degree of *Sarjana Sastra*

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APPROVAL SHEET

This is to certify that the thesis of Bagus Detrianto, entitled “Slips of the Tongue of International Students’ Utterances in Universitas Islam Negeri Maulana Malik Ibrahim Malang” has been approved by the advisor for further approval by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in English Letters Department.

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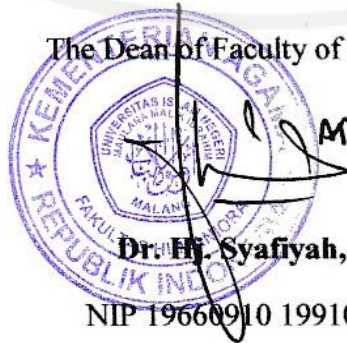
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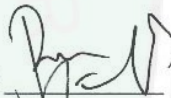
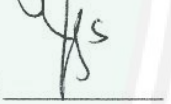
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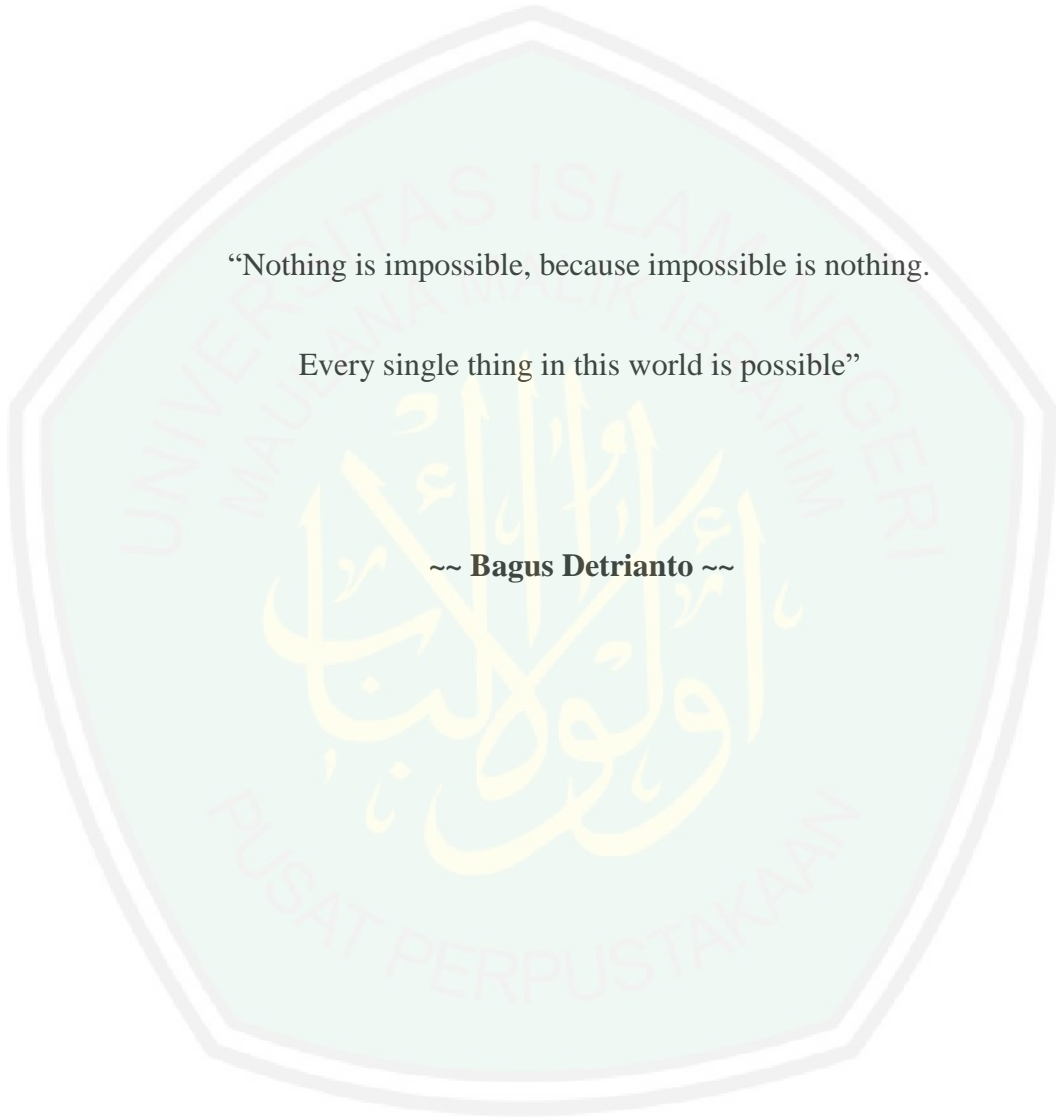
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MOTTO

“Nothing is impossible, because impossible is nothing.

Every single thing in this world is possible”

~~ Bagus Detrianto ~~



DEDICATION

This thesis is especially dedicated to:

My beloved mother Tri Handayani, my beloved father Dewanto,
and my beloved little sister Elsa Lia Detrianti.



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All my deepest gratitude and praise are always to Allah SWT, the Lord of the world, the Creator of every single thing in this universe, and the Hope of all oppressed. *Shalawat* and *Salam* are always delivered to Muhammad SAW, the prophet of *ummah* who has inherited Islam as a peace and blessing to the entire universe. Alhamdulillah Robbil Alamin, due to His mercies and blessings through His Prophet, I am able to accomplish my thesis entitled “Slips of the Tongue of International Students’ Utterances in Universitas Islam Negeri Maulana Malik Ibrahim Malang” as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.

Furthermore, I would like to express my best gratitude to people who have helped me to accomplish my thesis, especially Prof. Dr. H. Mudjia Rahardjo, M.Si as my advisor who is always willing to guide me, share his ideas, and spend his busy time for this thesis. I would like to extend my gratitude to:

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2. Rina Sari, M.Pd as the Head of English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
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7. My second family in Jejak Pengabdian Indonesia community (Indonesian Youths Educational Development) and my lovely little brothers and sister who live in orphanages.

Finally, I do realise that there are some imperfections and weaknesses in this thesis. Therefore, the criticism and suggestions are welcome to make it better. May this thesis be useful for all readers in order to deepen the understanding about slips of the tongue in order to conduct similar research which fulfilled the gaps.

Malang, May 21, 2018

The Researcher,



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ABSTRACT

Detrianto, B. 2018. *Slips of the Tongue of International Students' Utterances in Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Thesis. Linguistics, English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Key words : *Slips of the Tongue, International Students' Utterances, Universitas Islam Negeri Maulana Malik Ibrahim Malang.*

As a human being, everybody wants to be socially accepted and language has provided a perfect tool of communication. In practicing English as an international language, however, people seem to produce such slips of the tongue in their utterances. Slips of the tongue is the most common speech error that occurs unconsciously which causes the speaker to produce the unsuitable word(s) in morphological and phonological aspects. This research, therefore, aimed to analyse and observe the types of slips of the tongue of international students' utterances and the possible conditions which caused the international students produce slips of the tongue in their oral presentations at Universitas Islam Negeri Maulana Malik Ibrahim Malang (UIN Malang). Further, the researcher used descriptive qualitative approach since the data were derived from speakers' utterances which were transcribed. There are six speakers from different countries who were selected to be the research subjects due to several provided criteria. Furthermore, the data were collected from speakers' utterances when they did oral presentations from particular topics started from 26th April – 11st May 2018. This research applied the theories proposed by Fromkin (1973) about eight types of slips of tongue, and Clark (1977) about the factors which influenced the slips of tongue.

The result showed that there were 127 slips of the tongue found in international students' utterances in UIN Malang, those are: anticipations, preservations, substitutions, additions, deletions, and reversals/exchange. Whereas there were two types of slips of the tongue which did not occur in their utterances, those were blends/haplologies and misderivation/shifts. Further, the researcher found that Africa speakers who are from Libya (S1), Somalia (S2), and Sudan (S3) produced more slips rather than Asia speakers who are from Cambodia (S4), China (S5), and Thailand (S6). Africa speakers produced 73 slips of the tongue in total, whereas Asia speakers produced 54 slips of the tongue. In addition, the researcher found the fact that the typology of slips of the tongue mostly produced by Africa speakers was *substitutions* which occurred 30 times in total. On the other hand, the typology of slips of the tongue mostly produced by Asia speakers was *deletions* which occurred 27 times in total. Furthermore, the most possible factor which might influence slips of the tongue in international students' utterances was *situational anxiety*. Due to the fact that they felt tired because of their activities and assignments. Thus, it might influence them to produce such slips of the tongue when they did the oral presentations.

ABSTRAK

Detrianto, B. 2018. *Slips of the Tongue of International Students' Utterances in Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Skripsi. Linguistik, Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Kata Kunci: Selip Lidah, Ujaran Mahasiswa Asing, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Sebagai manusia, semua orang ingin diterima secara sosial dan bahasa telah menyediakan alat komunikasi yang sempurna. Namun, dalam mempraktekkan bahasa Inggris sebagai bahasa internasional, semua orang sepertinya menghasilkan selip lidah pada ujaran mereka. Selip lidah adalah kesalahan ujaran yang paling umum terjadi secara tidak sadar yang menyebabkan pembicara menghasilkan kata-kata yang tidak sesuai aspek morfologis dan fonologis. Oleh karena itu, penelitian ini bertujuan untuk menganalisis dan mengamati jenis selip lidah pada ujaran mahasiswa internasional dan kondisi yang menyebabkan mahasiswa internasional menghasilkan selip lidah dalam presentasi mereka di Universitas Islam Negeri Maulana Malik Ibrahim Malang (UIN Malang). Selanjutnya, peneliti menggunakan pendekatan deskriptif kualitatif karena data berasal dari ujaran-ujaran pembicara yang ditranskripsikan. Ada enam pembicara dari berbagai negara yang dipilih untuk menjadi subyek penelitian melalui beberapa kriteria yang telah ditentukan. Selanjutnya, data dikumpulkan dari ujaran pembicara ketika mereka melakukan presentasi dari topik tertentu mulai tanggal 26 April - 11 Mei 2018. Penelitian ini menerapkan teori yang diajukan oleh Fromkin (1973) tentang delapan jenis selip lidah, dan Clark (1977) tentang faktor-faktor yang memengaruhi selip lidah.

Hasil penelitian menunjukkan bahwa ada 127 selip lidah yang ditemukan dalam ujaran mahasiswa internasional di UIN Malang, yaitu: *anticipations, preservations, substitutions, additions, deletions, and reversals/exchange*. Sedangkan ada dua jenis tipe selip lidah yang tidak ditemukan pada ujaran mereka, ujaran-ujaran tersebut adalah *blends/haplogogies* dan *misderivation/shifts*. Selanjutnya, peneliti menemukan bahwa pembicara dari negara-negara Afrika yang berasal dari Libya (S1), Somalia (S2), dan Sudan (S3) menghasilkan lebih banyak selip lidah daripada pembicara dari negara-negara Asia yang berasal dari Kamboja (S4), China (S5), dan Thailand (S6). Pembicara Afrika menghasilkan 73 selip lidah secara total, sedangkan pembicara Asia menghasilkan 54 selip lidah. Selain itu, peneliti menemukan fakta bahwa tipologi selip lidah yang sebagian besar dihasilkan oleh pembicara Afrika adalah *substitutions* yang terjadi 30 kali secara total. Di sisi lain, tipologi selip lidah yang sebagian besar dihasilkan oleh pembicara Asia adalah *deletions* yang terjadi 27 kali secara total. Selain itu, faktor yang mungkin dapat mempengaruhi selip lidah dalam ujaran mahasiswa internasional adalah *situational anxiety*. Karena kenyataannya menunjukkan bahwa mereka merasa lelah karena kegiatan dan tugas mereka. Dengan demikian, hal tersebut mungkin mempengaruhi sehingga mereka menghasilkan selip lidah ketika melakukan presentasi.

مستخلص البحث

ديترييانتو، ب. 2018. *Slips of the Tongue of International Students' Utterances in Universitas Islam Negeri Maulana Malik Ibrahim Malang*. البحث. علم اللغة، قسم اللغة الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور موجيبا راجوا

الكلمات الأساسية: زلة اللسان، خطاب الطلاب الاجانب، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج

كإنسان، الجميع يريد أن يكون مقبولاً اجتماعياً وأن اللغة قدمت أداة التواصل المثالية ومع ذلك ، في ممارسة اللغة الإنجليزية كلغة دولية ، يبدو أن الجميع ينتج زلة اللسان في كلامهم. إن زلة اللسان هي خطأ غير واع عموماً يجعل خطيب تنتج كلمات لا تتوافق مع الجوانب المورفولوجية والصوتية. ، لذلك ، تهدف هذا البحث إلى تحليل وملاحظة نوع زلة اللسان الطلاب الدوليين والظروف التي تسبب الطلاب الدوليين لإنتاج زلة اللسان في تقديمهم في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج (UIN Malang). علاوة على ذلك ، يستخدم الباحث منهجاً وصفيًا نوعيًا لأن البيانات تأتي من نطق الكلام التي يتم نسخها. هناك ستة خُطباء من بلدان مختلفة تم اختيارهم ليكونوا موضوعات بحثية من خلال بعض المعايير المحددة سلفاً. وعلاوة على ذلك ، تم جمع البيانات من خطاب الخطباء عندما قدموا عرضاً حول موضوع معين من 26 أبريل إلى 11 مايو 2018. تطبق هذا البحث النظرية التي اقترحها فرومكين (Fromkin) 1973 على ثمانية أنواع من زلة اللسان ، وكلاارك (Clark) 1977 على العوامل تؤثر على زلة اللسان.

أوضحت نتائج البحث أن هناك 127 زلة اللسان وجدت في خطاب الطلاب الدوليين في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج ، وهي: التوقع (anticipations) ، التحفظات (preservations) ، البدائل (substitutions) ، الإضافات (additions) ، الحذف (deletions) ، والانعكاسات/التبادل (reversals/exchange). في حين أن هناك نوعين من أنواع زلة اللسان الذان لم يوجد في كلامهم، وهما مزيج (blends/haplogogies) وتحول (misderivation/shifts). علاوة على ذلك ، وجد الباحث أن الخطباء من الدول الأفريقية من ليبيا (S1) ، والصومال (S2) ، والسودان (S3) ينتجون زلة اللسان أكثر من الخطباء من الدول الآسيوية من كمبوديا (S4) ، الصين (S5) وتايلاند (S6). أنتج الخطيب الأفارقة 73 زلة اللسان في المجموع ، في حين أنتج خطيب آسيويون 54 زلة لسان. بالإضافة إلى ذلك ، وجد الباحث واقعة أن التصنيف زلة للسان المولدة إلى حد كبير من الخطيب الأفارقة هي بديل (substitutions) يحدث 30 مرة في المجموع. ومن ناحية أخرى ، فإن التصنيف زلة للسان الذي يتم الحصول عليه في الغالب من الخطيب الآسيويين هو حذف (deletions) يحدث 27 مرة في الإجمالي. بالإضافة إلى ذلك ، العوامل التي قد تؤثر على زلة اللسان في خطاب الطلاب الدوليين هي القلق الظرفية (situational anxiety). لأن الحقيقة تظهر أنهم يشعرون بالتعب بسبب أنشطتهم وواجباتهم. وبالتالي ، قد يؤثر ذلك حتى ينتج زلة اللسان عند التقديم.

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CHAPTER I

INTRODUCTION

This chapter covers the overview of research background and rationale for choosing the topic of slips of the tongue in international students' utterances in their presentations at Universitas Islam Negeri Maulana Malik Ibrahim Malang as well as the research questions and objectives. Further, the research significances are provided to show the benefits of this research. It is also followed by the description of the research method discussing the research design, research subject, data source, data collection, research instrument, and data analysis. Furthermore, some definitions of key terms are defined to ease the readers understanding the research.

1.1 Research Background

As social beings, people cannot live without others. They need to have interaction one another. In order to interact one another, people use language as one of the tools of their communication. It is obvious that interaction among people in society to negotiate, communicate, and work is totally needed. Basically, people are able to share information, feelings, expressions, and others through communication. It means that language can be used as a medium of communication to deliver human feelings and thoughts. Therefore, language is truly essential in life. Rahardjo (2004:1) states that people always try to get

mutual understanding in doing communication. It is because bad communication can lead to a complete breakdown in relationship, and causing misunderstanding which often leads to a conflict between elements in social structure. Therefore, the good way of delivering ideas and thoughts is indeed important. Communication itself can occur in all aspects of social life, such as at home with family and relatives, at school with students and other students or teachers, at shopping places between sellers and buyers, and others. From the communication, people are able to have social interaction with others as well. Thus, the role of language is obviously crucial, especially English as the international language since this is used as a second language almost in every country in the world. English is employed everywhere since this is a very effective and straight-forward language. This language is used for the need of education, literature, science, economics, and other aspects in every country. Due to its importance, the researcher aims to have a research concerning in English language.

However, there are some problems in practicing the second language. Sometimes, people get troubles and mistakes in their language productions which one of the most problems is slips of the tongue. (Fromkin, 1973 in Aitchison, 2007: 20) stated that the most often slip is when the tongue's owner is tired, a bit drunk, or little bit nervous. Further, slips of the tongue is speech phenomena about unintentional occurrence of some uttered mistakes which resulted utterances are different from intended messages. These phenomena may occur in one's speeches and in any situations, including international

students who share and present their opinion, ideas, and thoughts in the classroom or outside of classroom. Therefore the researcher investigated the language production concerning slips of the tongue in international students' utterances at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Further, the international students have to have good English proficiency as one of the requirements to apply in university abroad. However, the fact showed that their speeches still have many slips. Thus, the researcher focused on analyzing and identifying the slips of the tongue occurs in their utterances when they share their opinion and present particular topics by sing English as a foreign language.

Furthermore, this research is expected to give new insightful knowledge especially for the second language learners about slips of the tongue. Thus, if second language learners know about the most common slips of tongue, they will not do the same error in their utterances. As Popper (1992) stated that in order to know the truth, people should first know the false. Therefore, in this research, the researcher observed and investigated the slips of tongue found in international students' utterances produced by the speakers in presenting particular topics at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Therefore, this research is worth-doing.

In this research, the researcher focused on the types of slips of the tongue produced by the international students, and the possible conditions which cause the slips of the tongue. Further, the researcher took the data by using audio recording when the speakers do the oral presentations and

interview sections at Universitas Islam Negeri Maulana Malik Ibrahim Malang. In order to analyse the data, the researcher used the theories proposed by Fromkin (1973) about eight types of slips of the tongue, those are: anticipations, preservations, reversals or exchange, blends or haplologies, misderivations or shifts, substitutions, additions, and deletions. Further, the researcher also used theory proposed by Clark (1977) about the conditions which cause the slips of the tongue.

1.2 Research Questions

1. What types of slips of the tongue do international students produce in presenting particular topics by using English language at Universitas Islam Negeri Maulana Malik Ibrahim Malang?
2. What are the possible conditions which cause the slips of the tongue in international students' utterances in presenting particular topics by using English language at Universitas Islam Negeri Maulana Malik Ibrahim Malang?

1.3 Research Objectives

1. To find the types of slips of the tongue produced by international students in presenting particular topics by using English language at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

2. To find the possible conditions which cause the slips of the tongue in international students' utterances in presenting particular topics by using English language at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

1.4 Research Significances

Theoretically, the findings of this research are expected to be one of the sources focusing on the language production which leads to the discussion of slips of the tongue. Practically, this is expected to be useful for readers, lecturers, students, and the next researchers to have further research on this area. Furthermore, for the lecturers, the result of this research is expected to be an additional teaching material. For the students, the findings of this research are expected to give them the knowledge about the types of slips of the tongue and the possible conditions which cause the slips of the tongue.

1.5 Scope and Limitation

In this research, the researcher put the focus on the types of slips of the tongue found and the possible conditions which cause the slips of the tongue of international students' utterances in presenting particular topics at Universitas Islam Negeri Maulana Malik Ibrahim Malang. In addition, the researcher uses the theories proposed by Fromkin (1973) about eight types of slips of the tongue, and Clark (1977) about the conditions which cause the

slips of the tongue in order to support the data analysis. For observing this research, the researcher has set some criteria to select the International students to be observed. Those criteria are: 1.) the International students who currently study at Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2.) the students who used English language in presenting particular topics. In addition, those International students are from Libya, Somalia, Sudan, Cambodia, China, and Thailand.

1.6 Definition of Key Terms

In order to avoid misunderstandings, the terms are defined follows:

Slips of Tongue: A slip of the tongue is a type of speech error in which sounds or entire words are rearranged between two or more different words. It means that when speaker formulates sentences will be started at the word-meaning level. Then you start to represent the sentence at the sound level. When you are preparing to say words, you activate the sounds of the words you want to say and sometimes a similar sound is activated and said instead of the correct sound. In addition, slips of the tongue are speech phenomena about unintentional occurrence of some uttered mistakes which result utterances are different from intended message. These phenomena may occur in

everyone speeches and in any situations, including International students who present their ideas as presenters.

Utterance: Based on Oxford Learning Dictionary, it means something that you say (countable), the act of expressing something in words.

1.7 Research Method

This sub-chapter covers the explanation of research method which consists of the description about research design, research subject, data source, data collection, research instrument, and data analysis.

1.7.1 Research Design

This research focused on the study of slip of tongue in International students' utterances. Further, this research belongs to interpretive paradigm since it focussed on the understanding of phenomenon which are the types of slips of tongue, and the possible conditions which might influence it. Furthermore, the researcher used a descriptive qualitative approach since the data obtained are in the forms of words which were transcribed from the audio recorder of international students' utterances. It is used since the data are collected

in the form of words and phrases. Creswell (2009: 4) writes that qualitative research is a means for exploring and understanding the meaning individuals or groups describe to a social or human problem. This research attempted to describe the speech production which concerned on slips of the tongue in international students' utterances in presenting particular topics when having oral presentation at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Further, those international students are from Libya, Somalia, Sudan, Cambodia, China, and Thailand. They used English as their second language in their home countries. From those six participants, there are two participants who took English literature as their majors. They are from Thailand and Libya. Another one took English education as the major of the study. On the other hand, other participants are not majoring English literature nor English education but they use English language when they have lecturing in international classroom program. In this research, the researcher focused on the types of slips of the tongue produced and mostly produced by the selected international students. Another focus is the possible conditions which cause the slips of the tongue in international students' utterances in presenting particular topics when having oral presentation at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

1.7.2 Research Subject

The participants of this research are students who are from Libya, Somalia, Sudan, Cambodia, China, and Thailand. They are considered as the research subjects because they fulfill the criteria that had been set by the researcher in the scope and limitations. Those criteria are: 1.) the International students who currently study at Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2.) the students who used English language in presenting particular topics. Further, those International students are the selected students who currently study in Universitas Islam Negeri Maulana Malik Ibrahim Malang.

1.7.3 Data Source

The data of this research were taken from international students' utterances in presenting particular topics when having oral presentation at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Based on two criteria which were mentioned in the *scope and limitations*, there are six participants as the data sources: student 1 (Libya), student 2 (Somalia), student 3 (Sudan), student 4 (Cambodia), student 5 (China), and student 6 (Thailand). Thus, the researcher gained the data from those selected research participants started from

26th April – 11st May 2018 by using audio recording and field observations.

1.7.4 Data Collection

In order to get the data, the researcher had the interactions and conversations with the participants that later on the participant will be asked to present particular topics. There are several steps that were undergone to collect the data. Firstly, the researcher used the audio recorder to record all the selected research participants' presentations. Secondly, while recording the presentation, the researcher also took the pictures in order to know the situation surrounding and speakers' expressions. Thirdly, the researcher observed the situation when each speaker presents their ideas in particular topics, and doing note taking. Lastly, the researcher did deep interview sections.

1.7.5 Research Instrument

In order to collect the data, some instruments were employed. Those are: audio recorder, taking pictures, observations, field notes, and interview. Thus, the audio recorder was used to record the utterances produced by all the selected research participants when they present particular topics. Not only that, it was also used to record the interview

sections to those selected research participants. Whereas, the pictures were used to see the expression and situation when the speakers produce their utterances. While the observations and field notes were used to see directly how the setting and surrounded conditions in international students' utterances when they presented particular topics at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

1.7.6 Data Analysis

There are several steps that the researcher used to analyse the data. Firstly, the researcher analysed the data by doing coding and categorizing then analyse the type of slips of the tongue found in all selected research participants' utterances based on theory proposed by Fromkin (1973). After that, the researcher also analysed the data by categorizing the possible conditions which may influence slips of the tongue in all selected research participants' utterances based on theory proposed by Clark (1977). Further, the researcher discussed on the findings which are derived from the research questions. Finally, the conclusion was made in order to summarize the findings and discussion of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature, the theories employed as well as the elaboration of closely related previous studies conducted by previous researchers. The theories used by the researcher are to analyse the types of slips of the tongue produced by the international students which were proposed by Fromkin (1973), and the possible conditions which cause the slips of the tongue which were proposed by Clark (1977).

2.1 Slips of the Tongue

The type of speech error is commonly described as slips of the tongue. Slips of the tongue are speech phenomena about unintentional occurrence of some uttered mistakes which result utterances are different from intended message. According to (Jaeger 2005 in Asyura 2017: 188) stated that slips of the tongue is an error in discourse production planning. It is when the speaker wants to utter words, phrase, or sentences but the utterances results are different from the intended utterances. These phenomena may occur in everyone speeches and in any situations, including International students who present their ideas as presenters. In this research, the researcher chose the International students as the subjects of the research because as the international students,

they have to be able to speak English. Due to the fact that for the international students, the learning activities are conducted by using English language. Therefore, as the international students, being able to communicate by using English language is a must.

In addition, Popper (1992) stated that in order to know the truth, people should first know the false. Therefore, if second language learners have known about the most common of speech error which is slips of tongue, they will not do the same error or mistakes on slips of the tongue. Furthermore, Dell (1986) argues that when you are formulating a sentence you start at the word-meaning level. Then you start to represent the sentence at the sound level. When you are preparing to say words, you activate the sounds of the words you want to say and sometimes a similar sound is activated and said instead of the correct sound. From those statements, therefore, slip of the tongue is a type of speech error in which sounds or entire words are rearranged between two or more different words. Further, the common slips of the tongue usually found are:

2.1.1 Anticipations

Anticipations occur in the right place and earlier in the utterance. A unit occurs when a letter segment takes the place of an earlier segment. Jaeger (2005) proposes that some items planned for earlier in the utterance is anticipated and effects a unit planned for earlier in the utterance. They differ from shifts in that intrudes on another also

remains in its correct location and thus is used twice (Carrol, 1986: 254). *For example: Take my bike → bake my bike.*

2.1.2 Preservations

Perseverations occur in an earlier segment replaces a later items or it comes after the origin (Carroll, 1986: 254). It means that some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance. *For example: He pulled a tantrum → he pulled a pantrum.*

2.1.3 Reversals or Exchange

In reversals, two segments are interchanged and so the origin of one error is the target for the other. These errors are also known as spoonerism. According to Carrol (1986: 255), exchanges are, in effect, double shifts, in which two linguistics units exchange places. *For example: Katz and Fodor → Fats and Kodor.*

2.1.4 Blends or Haplologies

There are two linguistics units that are combined into one item. As Carrol (1986: 255) point out that blends apparently occurs when

more than one word is being considered and the two intended items fuse or blend into a single item. *For example: The children + young of today → the chung of today. Chung comes from the children and young.*

2.1.5 Misderivations or Shifts

Misderivations are one speech segment disappears from its appropriate action and appears somewhere else Carrol (1986: 255). It can be occurred when the speaker somehow attaches the wrong suffix or prefix to the word. *For example: That's so shall be ready in case she decide to hits it (decides to hit it).*

2.1.6 Substitutions

According to Carroll (1986: 256), substitutions occur when one segment is replaced by an intruder and differ from previously described slips in that the source of the intrusion may not be in the sentence. *For example: Before the place opens → before the place close.* According to Fromkin 1972 (cited in Clark, 1977) “in word substitutions, the speakers produce a word that is wrong, but typically related either semantically or phonologically to the word intended”.

2.1.7 Additions

According to Carroll (1986: 256), addition is an additional linguistic material. The speaker intended to utter the intended utterance, occasionally he/she adds linguistic material in his/her intended utterance which becomes slips. It is typically related to phonemes, morphemic affixes, articles, prepositions, conjunctions, whole words, or even phrases. *For example: I did not explain this carefully enough → carefully.*

2.1.8 Deletions

Deletion is whereas leave something out. The speakers wanted to utter the intended sentences, yet incidentally he/she leaves out linguistic material. It can be typically related to phonemes, morphemic affixes, articles, prepositions, conjunctions, whole words, or even say his/her intended utterance Carroll (1986: 257). *For example: The baby sees fireworks → the baby see fireworks (the affix deletion).*

2.2 Factors of Slips of the Tongue

The conditions which may influence slips of the tongue proposed by Clark (1977) are cognitive difficulty, situational anxiety, and social factor. Thus cognitive difficulty means people take longer time to produce sentences on topic

using the abstract words than the concrete words. While the situational anxiety means it happens due to a certain situation that makes a speaker become tense, anxious, or worries about it. Whereas social factor means speech plan seems difficult when conversation takes place under pressure.

2.3 English Oral Presentation

Oral performance is the actual observed use of language, which involves more factors than phonetic-semantic understanding. Thus, performance requires extra-linguistic knowledge such as an awareness of the speaker, audience and the context, which crucially determines how speech is constructed and analyzed. It is also governed by principles of cognitive structures not considered aspects of language, such as memory, distractions, attention. Further, in this research, the researcher analysed international students' utterances when they did oral presentations at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

2.4 Previous Studies

There are some studies which were conducted by researcher that are focusing on slips of the tongue. Karisman (2008) investigated about "*the slips of the tongue occurred in the speaking class of English letters and language department students of Universitas Islam Negeri Maulana Malik Ibrahim Malang*". In this undergraduate thesis, the researcher described about kinds of

slips of the tongue happened in the speaking class and kind of slips of the tongue which is most produced in the speaking class. In addition, the researcher used the theory which was proposed by Carroll (1986). The findings show that kinds of slips of the tongue which were occurred were shifts or misderivations, substitutions and exchange, reversals or exchanges and deletion. While the most slips of the tongue appeared were shifts or misderivations.

Other previous study is a research which was conducted by Putri (2015), she investigated about “*the slips of the tongue in the news anchor from the compilation videos*”. In this undergraduate thesis, the researcher identified kind of slips which were occurred and describes the contexts which cause slips of the tongue in the speech production. In addition, the researcher used the theory which was proposed by Fromkin (1973) that people who are speaking well or native speakers are possible to make slips in their utterances. The findings showed that the kind of slips appeared were perseverations, deletions, anticipations, additions, blends, and exchanges. Moreover, the type of slips of the tongue such as misderivations and substitutions were not found. In addition, the conditions which were caused the slips were the situation, duration, spontaneity, and linguistics features surrounding the news anchor.

The other previous study is a research which was conducted by Ulfa (2016), she investigated about “*slips of the tongue on George W Bush’s interview at the presidential scholar graduation*”. The researcher investigated about the types of slips of the tongue found and the possible conditions which influenced the slips of the tongue. In this research, the researcher used the

theories which were proposed by Fromkin theory (1973) about eight types of slips of the tongue, and Clark theory (1977) about the conditions which influenced the slips of the tongue.

The other previous study is “*Slips of the Tongue in the Utterances of Preschoolers Aged 4-6 Years Old in Surabaya while Conversing with their Mothers using Bahasa Indonesia*” written by Saputri (2017). In this research, the researcher intended to identify and categorize types of slips of the tongue appeared in preschoolers’ conversations with mothers in Bahasa Indonesia and discover the most frequent type of their slips. The researcher used 12 preschoolers, consisting of 4 preschoolers for each age of 4,5, and 6 years old, who live in Surabaya. Each participant was recorded for 3 times by using an audio-visual recording with the duration of 5-7 minutes per recording. By using a qualitative approach, the data were analyzed based on Harley’s (2001) slips of the tongue. The result reveals that totally 64 slips appeared in preschoolers’ utterances. From the total slips, there are 47 slips categorized into Harley’s types, such as phoneme anticipation, phoneme perseveration, affix deletion, phoneme deletion and word substitution. Word substitution is the most frequent type of the preschoolers’ slips occurred for 18 times. Besides, the researcher also found some slips in other types, such as phoneme insertion, affix addition and feature substitution. In addition, when slips appeared, the preschoolers sometimes realized their slips and sometimes did not.

Another previous study is “*Slips of the Tongue Produced by Indonesian College Debaters in The Indonesian Debate Competition*” written by Sudibjo

(2017). In this research, the researcher aimed to investigate the types of slips of the tongue and find out the dominant type produced by Indonesian college debaters in the debate competition in Islamic University of Sunan Ampel Surabaya. The data was collected in one day using qualitative approach and recorded in Islamic University of Sunan Ampel Surabaya. The researcher applied 13 combined types of slips of the tongue proposed by Fromkin (1973) and Harley (2001). As the result, there were 143 slips of the tongue found. 100 of them belonged to the types of slips of the tongue proposed by Fromkin (1973) and Harley (2001), while the other 43 slips did not belong to the categorization. From 13 types of slips of the tongue, the researcher only found 9 types belong to the combined types of slips of the tongue: (1) Phoneme anticipation, (2) Phoneme perseveration, (3) Phoneme exchange, (4) Word exchange, (5) Word blend, (6) Word substitution, (7) Misderivations, (8) Affix deletion, and (9) Phoneme deletion. Moreover, the most frequent or dominant type was word substitution with a total of 52 slips or about 36.36% of the data. However, the researcher also found 7 types beyond the classification proposed by Fromkin (1973) and Harley (2001): (1) Syllable insertion, (2) Phoneme change, (3) Phoneme insertion, (4) Syllable deletion, (5) Misinflection, (6) Word deletion, and (7) word insertion. Concerning to the most dominant type, word substitution often substituted with the same word class.

However, there are some differences between Kharisman, Putri, Ulfa, Berliana, and Sudibjo researches and this research. In this research, the researcher focused on the utterances of the international students where they

are demanded to communicate and share their ideas by using English language in international classroom program. In addition, the researcher analysed the types of slips of the tongue from the international students' utterances when they did the presentation, and the possible conditions which cause the slips of the tongue in their utterances. By doing that so, this research is expected to give deep understanding about the common speech error in language production that is *Slips of the Tongue* to all the readers, both Indonesian and international students. Furthermore, this research is expected to give new knowledge especially for the second language learners about slips of tongue. As Karl Popper (1992) stated that in order to know the truth, people should first know the false. Thus, if second language learners have known about the most common of speech error which is slips of tongue, they will not do the same error or mistakes. Therefore, this research is very worth-doing.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion based on the explanation from the literature reviews in previous chapter. In this chapter, the data were taken from the international students' utterances in their presentations at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Importantly, the findings are based on the result of the data analysis about types of the slips of tongue found in international students' utterances, and possible conditions that might cause the international students produced the slips of the tongue. Furthermore, the discussion explores the analysis of findings found in depth.

3.1 Research Findings

This section consists of the data analysis and findings of the research. There are 127 data found in the international students' utterances when they presented particular topics. Further, the data are described based on the theory proposed by Fromkin (1973) about eight types of slips of the tongue, those are: anticipations, preservations, reversals or exchange, blends or haplogogies, misderivations or shifts, substitutions, additions, and deletions. Furthermore, the data are also described based on the theory proposed by Clark (1977) about the conditions which influenced the slips of the tongue. The data are defined as

follows: student 1 (S1) is from Libya, student 2 (S2) is from Somalia, student 3 (S3) is from Sudan, student 4 (S4) is from Cambodia, student 5 (S5) is from China, and student 6 (S6) is from Thailand.

3.1.1 Types of Slips of the Tongue

This section covers the description from the data found which are related to the research question number one, which is the types of slips of the tongue found in international students' utterances.

Datum 1 – 20 are found in S1's utterances.

In this context, the researcher had a conversation with the speaker 1, who is from Libya at the faculty of humanities in Universitas Islam Negeri Maulana Malik Ibrahim Malang. Then, the speaker shared the opinions about some topics. Further, the speaker is currently majoring English literature. In this case, the researcher asked the speaker to tell the opinion about some particular topic which is related to major of the study as showed in *excerpt one*. In addition, the speaker also shared about Indonesian culture, food and drinks as showed in *excerpt two*. The data are shown in the form of numbers below.

Excerpt 1

Yeah.. actually aa.. I am not in Indonesia.. (1) and *I decide to come* (2) because I follow my husband not *for any academic reason*.. for the first. Then I decided to have UIN Maulana Malik Ibrahim University as my college to be studied in. (3) *Because I have heard that is.. the oldest..* one of (4) the oldest campus *in this city or in this.. aa.. in this country actually*. And because it's Islamic.. (5) Islamic university so *it provides that is Islamic environment* which I believe and I feel it's comfortable for me as Muslim. This is for the first. And then.. aa.. it provides (6) the majors that *I do like that is Linguistics*. Actually my department is Linguistics.. and I am choosing Linguistics (7) because I am more curious about the language from *how it was produce* or how it was found and (8) from how those.. those people among all over the world can produce the sound in *different shape and different way*. (9) And *they still each group can still understand each other*.. because this is the language. So that's why I do like Linguistics. And I am now doing my thesis which is in Sociolinguistics. (10) This is one of my favorite subjects *in Linguistics aa.. department or Linguistics branch*.. because Sociolinguistics means that the dealing language with the society. (11) What the use of the language in the society *as I say before that every group of people have their own sounds or their own language to speak with*. (12) And *these.. group.. those group of people the friend between one another*. Even though.. some of them are from the same country or the same even city but they still have that variable.. even sounds or even words..

even structure.. grammatical structure.. (13) but *they still differentiate* and they still can contact with each other.

From the speaker's utterances in *datum 1* above, the researcher found that S1 said "*Yeah.. actually aa.. I am not in Indonesia.. and I decide to come....*", but actually what the speaker has to say "*Yeah.. actually aa.. I am not in Indonesia.. and I decided to come....*". In this case, the S1 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the suffix "d" to indicate the past form from the word *decide*. Due to the fact that the speaker told the researcher about something happened in the past, therefore it should use past tense. Further, from the speaker's utterances in *datum 2* above, the researcher found that S1 said "*...because I follow my husband not for any academic reason...*", but actually what the speaker has to say "*...because I follow my husband not for any academic reasons...*". In this case, the S1 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the suffix "s" to indicate plural form from the word *reason*. Due to the fact that the speaker told the researcher about something which indicated several reasons. It can be indicated from the word *any* which should be followed by plural form.

Furthermore, from the speaker's utterances in *datum 3* above, the researcher found that S1 said "*Because I have heard that is.. the oldest.. one of the oldest campus...*", but actually what the speaker has to say "*Because I*

have heard that it is.. the oldest.. one of the oldest campus...". In this case, the S1 did one of the types of slips of tongue called **deletions**. Since the speaker's utterance missed a linguistics material out which was the pronoun "it" to replace the previous word "UIN Maulana Malik Ibrahim University". Due to the fact that the speaker told the researcher about something which refers to the subject being told. Therefore, the pronoun "it" makes the sentences are understandable. Further, From the speaker's utterances in **datum 4** above, the researcher found that S1 said "...one of the oldest campus **in this city or in this.. aa.. in this country actually.**", but actually what the speaker really wanted to say was "...one of the oldest campus **in this country actually**". In this case, the S1 did one of the types of slips of tongue called **anticipations**. Since the speaker's utterance did not occur in a right place, but earlier in its utterance. Thus, a unit occurred when a letter segment took a place of an earlier segment.

Furthermore, From the speaker's utterances in **datum 5** above, the researcher found that S1 said "...Islamic university so it provides **that is Islamic environment which I believe and I feel it's comfortable for me as Muslim.**", but actually what the speaker has to say "...Islamic university so it provides Islamic environment which I believe and I feel it's comfortable for me as Muslim.". In this case, the S1 did one of the types of slips of tongue called **additions**. Since the speaker added a linguistics material which was not really needed. **Further,** From the speaker's utterances in **datum 6** above, the researcher found that S1 said "...the majors that I do like **that is Linguistic.**",

but actually what the speaker has to say “...*the majors that I do like is Linguistic.*”. In this case, the S1 did one of the types of slips of tongue called **additions**. Since the speaker added a linguistics material which was not really needed.

Furthermore, From the speaker’s utterances in **datum 7** above, the researcher found that S1 said “...*because I am more curious about the language from how it was produce...*”, but actually what the speaker has to say “...*because I am more curious about the language from how it was produced...*”. In this case, the S1 did one of the types of slips of tongue called **deletions**. Since the speaker’s utterance missed a linguistics material out which was the suffix “d” to indicate past form from the word *produce*. Due to the fact that the speaker told the researcher about something which happened in the past, therefore it should use past tense. Further, From the speaker’s utterances in **datum 8** above, the researcher found that S1 said “...*how those.. those people among all over the world can produce the sound in different shape and different way.*”, but actually what the speaker has to say “...*how those.. those people among all over the world can produce the sound in different shape and way.*”. In this case, the S1 did one of the types of slips of tongue called **additions**. Since the speaker added a linguistics material which was not really needed which was the repetition of the word *different*.

Furthermore, From the speaker’s utterances in **datum 9** above, the researcher found that S1 said “*And they still each group can still understand each other.*”, but actually what the speaker has to say “*And each group can*

still understand each other.”. In this case, the S1 did one of the types of slips of tongue called **additions**. Since the speaker added a linguistics material which was not really needed which made the sentence was not understandable. Further, From the speaker’s utterances in **datum 10** above, the researcher found that S1 said “*This is one of my favorite subjects in Linguistics aa.. department or Linguistics branch.*”, but actually what the speaker has to say “*This is one of my favorite subjects in Linguistics branch.*”. Thus, the speaker perhaps was in hurry or nervous then there was slip occurred. Therefore, in this case, the S1 did one of the types of slips of tongue which called **substitutions**. Since the utterance of the speaker was wrong and irrelevant to the context.

Furthermore, From the speaker’s utterances in **datum 11** above, the researcher found that S1 said “*What the use of the language in the society as I say before that every group of people...*”, but actually what the speaker has to say “*What the use of the language in the society as I said before that every group of people...*”. In this case, the speaker changed the word “*said*” become “*say*”. Thus, it should be in past form because the speaker presented something which happened in the past. Therefore, the S1 did one of the types of slips of tongue which called **substitutions**. Since the speaker changed the main verb which actually indicate the past form. Further, From the speaker’s utterances in **datum 12** above, the researcher found that S1 said “*And these.. grou.. those group of people the friend between one another.*”, but actually what the speaker really wanted to say was “*And those group of people the friend between one another*”. In this case, the S1 did one of the types of slips of tongue

called *anticipations*. Since the speaker's utterance did not occur in a right place, but earlier in its utterance. Thus, a unit occurred when a letter segment took a place of an earlier segment. Whereas, From the speaker's utterances in *datum 13* above, the researcher found that S1 said "...but *they still differentiate and they still can contact with each other.*", but actually what the speaker has to say "...but *they can still differentiate and they still can contact with each other.*". In this case, the S1 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the modal auxiliary "can". Thus, by doing that so makes the sentence understandable.

Excerpt 2

Indonesia is a very good country.. friendly.. helpful. (14) *People of Indonesia cheerful...* Yeah.. (15) I think *because* even though (16) *because* (17) *it different* from my country some in the west and some in the east so big different in the language in the face shape.. maybe culture.. in everything.. in the food.. drinks.. yeah everything different from my country. (18) *At the first I feel very difficult* but then I get used to it.. I am fine. (19) *My favorite shoes.. food.. sorry hehehe (laughing).* My favorite food is Nasi Goreng I think.. Martabak.. Soto yeah I do like it.. Ayam.. Mie Ayam or something.. And drink I don't have specific.. No I don't.. I don't like ice tea.. (20) *I don't like it but which I like I don't have I think.*

From the speaker's utterances in *datum 14* above, the researcher found that S1 said "*People of Indonesia cheerful.*", but actually what the speaker has to say "*People of Indonesia are cheerful.*". In this case, the S1 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the modal auxiliary verb "*are*". Thus, by doing that so makes the sentence understandable. Further, From the speaker's utterances in *datum 15* above, the researcher found that S1 said "*Yeah.. I think because even though because it different from my country...*", but actually what the speaker has to say "*Yeah.. I think even though it is different from my country...*". In this case, the S1 did one of the types of slips of tongue called *additions*. Since the speaker added a linguistics material which was not really needed which made the sentence was not understandable.

Furthermore, From the speaker's utterances in *datum 16* above, the researcher found that S1 said "*Yeah.. I think even though because it different from my country...*", but actually what the speaker has to say "*Yeah.. I think even though it is different from my country...*". In this case, the S1 did one of the types of slips of tongue called *additions*. Since the speaker added a linguistics material which was not really needed which made the sentence was not understandable. Further, from the speaker's utterances in *datum 17* above, the researcher found that S1 said "*Yeah.. I think even though it different from my country...*", but actually what the speaker has to say "*Yeah.. I think even though it is different from my country...*". In this case, the S1 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed

a linguistics material out which was the auxiliary verb “*is*”. Thus, by doing that so makes the sentence understandable.

Furthermore, From the speaker’s utterances in *datum 18* above, the researcher found that S1 said “*At the first I feel very difficult but then I get used to it.. I am fine...*”, but actually what the speaker has to say “*At the first I feel very difficult but then I get used to it.. I am fine...*”. In this case, the speaker changed the word “*felt*” become “*feel*”. Thus, it should be in past form because the speaker presented something which happened in the past. Therefore, the S1 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the main verb which actually indicate the past form. Further, From the speaker’s utterances in *datum 19* above, the researcher found that S1 said “*My favorite shoes.. food.. sorry hehehe*”, but actually what the speaker really wanted to say was “*My favorite food..*”. In this case, the S1 did one of the types of slips of tongue called *anticipations*. Since the speaker’s utterance did not occur in a right place, but earlier in its utterance. Thus, a unit occurred when a letter segment took a place of an earlier segment. Whereas, from the speaker’s utterances in *datum 20* above, the researcher found that S1 said “*...I don’t like ice tea.. I don’t like it but which I like I don’t have I think...*”, but actually what the speaker has to say “*...I don’t like ice tea.. I don’t like it but the drink which I like I don’t have I think...*”. In this case, the S1 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the phrase “*the drink*”. Due to the

fact that it refers to the drink. Thus, by doing that so makes the sentence understandable.

Datum 21 – 32 are found in S2's utterances.

In this context, the researcher had a conversation with the speaker 2, who is from Somalia at Ma'had of Universitas Islam Negeri Maulana Malik Ibrahim Malang. This speaker is currently majoring Information & Technology. In this case, the researcher asked the speaker to tell the opinion about some particular topic which is related to major of the study as showed in *excerpt one*. In addition, the speaker also shared about Indonesian food and drinks, Indonesian tourist sites as showed in *excerpt two*. The data are shown in the form of numbers below.

Excerpt 1

(21) Aa.. my opinion of Indonesia.. (22) Indonesia is largest the country of Islam. And.. when I am in here.. (23) I am very happy because I have aa.. more friend this.. (24) more teacher for aa.. near for me.. (25) when I study Indonesia language like my teacher Budi. So the second.. aa.. the second in UIN. I am a student of UIN. (26) UIN aa.. is Islamic university of aa.. Indonesia. (27) And.. aa there is some more subjects.. Islamic like aa.. Tarbiyah.. like lughatul Arabiah Bahsa Arab.. Like aa.. aa.. Syariah.. and aa..

Hadits.. I like all subjects of IT, Economy and more I think. (28) *And I have some student from Somalia*. When I am come in here.. Aa.. We have aa.. one major in IT. And the second.. (29) *the third.. my major aa..* (30) *Saintek.. aa.. IT* and (31) *I have an aa.. good subject.. Network..* I like networking and how the hoax and not hoax.. I like.

From the speaker's utterances in *datum 21* above, the researcher found that S2 said "*Aa.. my opinion of Indonesia...*", but actually what the speaker has to say "*Aa.. my opinion about Indonesia...*". In this case, the speaker changed the proposition "*about*" become "*of*". Therefore, the S2 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the preposition in the sentence. Further, from the speaker's utterances in *datum 22* above, the researcher found that S2 said "*Indonesia is largest the country of Islam.*", but actually what the speaker has to say "*Indonesia is the largest country of Islam.*". In this case, the speaker did one of the types of slips of tongue which called *reversals/exchange*. Since two segments are interchanged and so the origin of one error is the target for the other.

Furthermore, from the speaker's utterances in *datum 23* above, the researcher found that S2 said "*And.. when I am in here.. I am very happy because I have aa.. more friend this...*", but actually what the speaker has to say "*And.. when I am in here.. I am very happy because I have aa.. more friend...*". In this case, the S2 did one of the types of slips of tongue called

additions. Since the speaker added a linguistics material which was not really needed in the sentence. Further, from the speaker's utterances in *datum 24* above, the researcher found that S2 said "...*more teacher for aa.. near for me...*", but actually what the speaker has to say "...*more teacher for aa.. close to me...*". In this case, the speaker changed the phrase "*close to*" become "*near for*". Therefore, the S2 did one of the types of slips of tongue which called **substitutions**. Thus, it makes the sentence more understandable.

Furthermoe, from the speaker's utterances in *datum 25* above, the researcher found that S2 said "...*When I study Indonesia language like my teacher Budi...*", but actually what the speaker has to say "...*When I study Indonesian language like my teacher Budi...*". In this case, the speaker changed the phrase "*Indonesia language*" become "*Indonesian language*". Therefore, the S2 did one of the types of slips of tongue which called **substitutions**. Thus, it makes the sentence more understandable. Further, from the speaker's utterances in *datum 26* above, the researcher found that S2 said "*UIN aa.. is Islamic university of aa.. Indonesia.*", but actually what the speaker has to say "*UIN aa.. is Islamic university in aa.. Indonesia.*". In this case, the speaker changed the proposition "*in*" become "*of*". Therefore, the S2 did one of the types of slips of tongue which called **substitutions**. Since the speaker changed the preposition in the sentence.

Furthermore, from the speaker's utterances in *datum 27* above, the researcher found that S2 said "*And.. aa there is some more subjects Islamic like aa.. Tarbiyah.. like lughatul Arabiah Bahsa Arab...*", but actually what the

speaker has to say “*And.. aa there are some more subjects Islamic like aa.. Tarbiyah.. like lughatul Arabiah Bahsa Arab...*”. In this case, the speaker changed the auxiliary verb “*are*” become “*is*”. Therefore, the S2 did one of the types of slips of tongue which called *substitutions*. Since the word “*some*” should be followed by the plural form. Therefore, the auxiliary verb used has to indicate the plural form. Further, from the speaker’s utterances in *datum 28* above, the researcher found that S2 said “*And I have some student from Somalia.*”, but actually what the speaker has to say “*And I have some students from Somalia.*”. In this case, the S2 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the suffix “*s*” to indicate plural form from the word *student*. Due to the fact that the word “*some*” has to be followed by plural form.

Furthermore, from the speaker’s utterances in *datum 29* above, the researcher found that S2 said “*And the second.. the third.. my major aa.. Saintek.. aa.. IT.*”, but actually what the speaker has to say “*And the second.. the third.. my major is Saintek.. aa.. IT.*”. In this case, the S2 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the auxiliary verb “*is*” in order to make the sentence more understandable. Further, from the speaker’s utterances in *datum 30* above, the researcher found that S2 said “*And the second.. the third.. my major aa.. Saintek.. aa.. IT.*”, but actually what the speaker has to say “*And the second.. the third.. my major is IT.*”. In this case, the S2 did one of the types of slips of tongue which called *preservations*. Due to the fact that in S2

utterance, some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance. Whereas, from the speaker's utterances in *datum 31* above, the researcher found that S2 said "...and I have an aa.. good subject...", but actually what the speaker has to say "...and I have a good subject....". In this case, the speaker changed the article "a" become "an". Therefore, the S2 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the article used in the sentence.

Excerpt 2

(32) *And I tourism in Indonesia* (33) *more places..* like aa.. like aa.. what is.. like aa.. Surabaya.. and another cities like aa.. Tuban, Jakarta. And the sea.. like aa.. I don't.. I forget the name of sea. Then aa.. my favorite food is aa.. aa.. nasi goreng and other foodies. This is my opinion.. Thank you brother..

Furthermore, from the speaker's utterances in *datum 32* above, the researcher found that S2 said "*And I tourism in Indonesia more places...*", but actually what the speaker has to say "*And I visited tourism in Indonesia more places...*". In this case, the S2 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the main verb "visited" in order to make the sentence more understandable. Further, from the speaker's utterances in *datum 33* above, the

researcher found that S2 said “*And I visited tourism in Indonesia more places...*”, but actually what the speaker has to say “*And I visited tourism in Indonesia...*”. In this case, the S2 did one of the types of slips of tongue called **additions**. Since the speaker added a linguistics material which was not really needed in the sentence.

Datum 34 – 73 are found in S3's utterances.

In this context, the researcher had a conversation with the speaker 3, who is from Sudan at Ma'had of Universitas Islam Negeri Maulana Malik Ibrahim Malang. This speaker is currently majoring Pharmacy. In this part, the researcher asked the participant to tell the opinion about some particular topic which is related to the university life and the major of the study as showed in *excerpt one*. Further, the speaker also shared about Indonesian food and drinks, and Indonesian tourist sites as showed in *excerpt two*. The data are shown in the form of numbers below.

Excerpt 1

I come from Sudan to study here in Indonesia to continue my study. (34) Because ***I am study in Sudan three years ago*** in Pharmacy.. and come here to continue my study in Pharmacy. Aaa.. my opinion about this country. I think this country is very beautiful.. and.. aa.. (35) ***people in this country is very very***

very good.. (36) Maybe I am not feel in out my country. (37) I feel in my country because no one feel you.. (38) you out (39) you country. (40) Any place when you go.. (41) you will.. aa.. know each.. each each every every every person in this country feel you in your country.. (42) because this country have aa.. peace.. yeah.. And I think that is good.. (43) And about this university.. aa.. when I am in Sudan.. aa.. (44) I have teach.. aa.. teacher in here.. aa.. (45) He is teach Arabic language.. (46) his name Faisol.. I asked him.. I asked him about this.. this university when I am.. (47) when I am in Sudan.. (48) he give me a lot of information about this university.. (49) because I am come to study here.. (50) University Islamic is very good in science.. (51) and especially your faculties (52) and your collage Pharmacy.. yeah. (53) My favorite subject (54) to my collage (55) aa.. Pharmacology. Yeah Pharmacology.. Pharmacology here is speak about drugs.. how can.. (56) how you.. how you can makes drugs.. and how drugs is working in body. (57) And how.. how you can description for the patient (58) how who can take this drugs.. that is.

From the speaker's utterances in *datum 34* above, the researcher found that S3 said "*Because I am study in Sudan three years ago in Pharmacy...*", but actually what the speaker has to say "*Because I was studying in Sudan three years ago in Pharmacy...*". In this case, the speaker changed the auxiliary and main verbs "*was studying*" become "*am study*". Therefore, the S3 did one of the types of slips of tongue which called

substitutions. Since the speaker intended utterances was to show something happened in the past. Further, from the speaker's utterances in *datum 35* above, the researcher found that S3 said "*I think this country is very beautiful.. and.. aa.. people in this country is very very very good...*", but actually what the speaker has to say "*I think this country is very beautiful.. and.. aa.. people in this country are very very very good...*". In this case, the speaker changed the auxiliary verbs "*are*" become "*is*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to show plural subject "people", therefore, it should be followed by auxiliary verb which indicates its plural form.

Furthermore, from the speaker's utterances in *datum 36* above, the researcher found that S3 said "*Maybe I am not feel in out my country.*", but actually what the speaker has to say "*Maybe I do not feel in out my country.*". In this case, the speaker changed the auxiliary verbs "*do not*" become "*am not*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to show speaker's feeling by using a verb "feel". Therefore, the auxiliary verb should be *do or does*. Further, from the speaker's utterances in *datum 37* above, the researcher found that S3 said "*I feel in my country because no one feel you...*", but actually what the speaker has to say "*I feel in my country because no one makes you feel...*". In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out

which was the main verb “makes” in order to make the sentence more understandable.

Furthermore, from the speaker’s utterances in *datum 38* above, the researcher found that S3 said “*I feel in my country because no one makes you feel.. you out...*”, but actually what the speaker has to say “*I feel in my country because no one makes you feel.. you are out...*”. In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the auxiliary verb “are” in order to make the sentence more understandable. Further, from the speaker’s utterances in *datum 39* above, the researcher found that S3 said “*I feel in my country because no one makes you feel.. you are out.. you country.*”, but actually what the speaker has to say “*I feel in my country because no one makes you feel.. you are out.. your country.*”. In this case, the speaker changed the possessive pronoun “your” become “you”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to say “your country”.

Furthermore, from the speaker’s utterances in *datum 40* above, the researcher found that S3 said “*Any place when you go...*”, but actually what the speaker has to say “*Any place where you go...*”. In this case, the speaker changed the the word “where” become “when”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to show the location. Therefore, the word “where” is more suitable to represent and show the place. Further, from the speaker’s

utterances in *datum 41* above, the researcher found that S3 said “*you will.. aa.. know each.. each each every every every person in this country feel you in your country...*”, but actually what the speaker has to say “*you will.. aa.. know each.. each each every every every person in this country makes you feel in your country...*”. In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the main verb “makes” in order to make the sentence more understandable.

Furthermore, from the speaker’s utterances in *datum 42* above, the researcher found that S3 said “*...because this country have aa.. peace.. yeah...*”, but actually what the speaker has to say “*...because this country has aa.. peace.. yeah...*”. In this case, the speaker changed the main verb “has” become “have”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to show the singular form of the word “country”. Further, from the speaker’s utterances in *datum 43* above, the researcher found that S3 said “*And about this university.. aa.. when I am in Sudan...*”, but actually what the speaker has to say “*And about this university.. aa.. when I was in Sudan...*”. In this case, the speaker changed the auxiliary verb “was” become “am”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to show something happened in the past, therefore, it has to use the auxiliary verb “was”.

Furthermore, from the speaker's utterances in *datum 44* above, the researcher found that S3 said "...I have **teach.. aa.. teacher** in here...", but actually what the speaker has to say "...I have **teach.. aa.. teacher** in here...". In this case, the S3 did one of the types of slips of tongue which called *preservations*. Due to the fact that in S3 utterance, some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance. Further, from the speaker's utterances in *datum 45* above, the researcher found that S3 said "**He is teach** Arabic language...", but actually what the speaker has to say "**He is teaching** Arabic language...". In this case, the speaker changed the main verb "*teaching*" become "*teach*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to show something which is still ongoing by using present continuous tense. Therefore, the main verb should be followed by the suffix "-ing".

Furthermore, from the speaker's utterances in *datum 46* above, the researcher found that S3 said "...**his name Faisol**...", but actually what the speaker has to say "...**his name is Faisol**...". In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the auxiliary verb "is" in order to make the sentence more understandable. Further, from the speaker's utterances in *datum 47* above, the researcher found that S3 said "*I asked him.. I asked him about this.. this university when I am.. when **I am** in Sudan.*", but actually what the speaker has to say "*I asked him.. I asked him about this.. this university*

when I am.. when I was in Sudan.”. In this case, the speaker changed the auxiliary verb “*was*” become “*am*”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker intended utterances was to show something happened in the past, therefore, it has to use the auxiliary verb “*was*”.

Furthermore, from the speaker’s utterances in *datum 48* above, the researcher found that S3 said “*He give me a lot of information about this university...*”, but actually what the speaker has to say “*He gives me a lot of information about this university...*”. In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the suffix “*s*” to indicate the main verb in present tense from the word *give*. Further, from the speaker’s utterances in *datum 49* above, the researcher found that S3 said “*Because I am come to study here...*”, but actually what the speaker has to say “*Because I come to study here...*”. In this case, the S3 did one of the types of slips of tongue called *additions*. Since the speaker added a linguistics material which was not really needed in the sentence.

Furthermore, from the speaker’s utterances in *datum 50* above, the researcher found that S3 said “*University Islamic is very good in science...*”, but actually what the speaker has to say “*Islamic University is very good in science...*”. In this case, the speaker did one of the types of slips of tongue which called *reversals/exchange*. Since two segments are interchanged and so the origin of one error is the target for the other. Further, from the speaker’s

utterances in *datum 51* above, the researcher found that S3 said “...and especially *your faculties.*”, but actually what the speaker has to say “...and especially *your faculty*”. In this case, the S3 did one of the types of slips of tongue called *additions*. Since the speaker added the suffix “-ies” which was not really needed in the sentence.

Furthermore, from the speaker’s utterances in *datum 52* above, the researcher found that S3 said ...and your *collage Pharmacy...*”, but actually what the speaker has to say ...and your *major Pharmacy...*”. In this case, the speaker changed the word “major” become “collage”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Thus, it makes the sentence more understandable because Pharmacy is one of the name of majors in UIN Malang. Further, from the speaker’s utterances in *datum 53* above, the researcher found that S3 said “My favorite subject *to my collage aa.. Pharmacology.*”, but actually what the speaker has to say “My favorite subject *in my collage aa.. Pharmacology.*”. In this case, the speaker changed the proposition “in” become “to”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the preposition in the sentence.

Furthermore, from the speaker’s utterances in *datum 54* above, the researcher found that S3 said “My favorite subject *in my collage aa.. Pharmacology.*”, but actually what the speaker has to say “My favorite subject *in my major aa.. Pharmacology.*”. In this case, the speaker changed the word “major” become “collage”. Therefore, the S3 did one of the types of slips of

tongue which called *substitutions*. Further, from the speaker's utterances in *datum 55* above, the researcher found that S3 said "*My favorite subject in my major aa.. Pharmacology.*", but actually what the speaker has to say "*My favorite subject in my major is Pharmacology.*". In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the auxiliary verb "is" in order to make the sentence more understandable.

Furthermore, from the speaker's utterances in *datum 56* above, the researcher found that S3 said "...*Pharmacology here is speak about drugs.. how can.. how you.. how you can makes drugs...*", but actually what the speaker has to say "...*Pharmacology here is speak about drugs.. how can.. how you.. how you can make drugs...*". In this case, the S3 did one of the types of slips of tongue called *additions*. Since the speaker added the suffix "-s" which was not really needed in the sentence. Due to the fact that after the modal auxiliary should be followed by base verb (verb 1). Further, from the speaker's utterances in *datum 57* above, the researcher found that S3 said "*And how.. how you can description for the patient...*", but actually what the speaker has to say "*And how.. how you can describe for the patient...*". In this case, the speaker changed the word "*describe*" become "*description*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Due to the fact that after the modal auxiliary should be followed by base verb (verb 1). Whereas, from the speaker's utterances in *datum 58* above, the researcher found that S3 said "*And how.. how you can describe for the patient how who*

can take this drugs...”, but actually what the speaker has to say “*And how.. how you can describe for the patient who can take this drugs...*”. In this case, the S3 did one of the types of slips of tongue which called *preservations*. Due to the fact that in S3 utterance, some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance.

Excerpt 2

(59) Yeah maybe.. *maybe different food from between Sudan and Indonesia*. But hmm.. maybe Ayam Crispy.. Yeah.. no no no.. in my country no rice.. my country bread.. (60) *but in my country I eat rice but not all time*. Maybe in month one time or two months one time. But in here everyday hehehe.. (laughing). (61) *I already go to Bromo..* (62) *I visit Bromo*. (63) *I am visit Malang beach*. Yeah like tiga warna.. and like Goa Cina. (64) *Yeah I am go to Batu also*. Like Paralayang and selecta. Yeah.. garden flower.. (65) *I am already visit* (66) *these places*. But I want to visit another places like Bali, Lombok.. Yeah.. (67) *I wants* (68) *visit in my next holiday InshaAllah..* I will go to there. Malang beach.. yeaahh.. aa.. Goa Cina.. Because I.. think this.. I feel aa.. (69) *I feel.. I comfortable in this place..* I feel relax in this place.. (70) *I am already* (71) *go to* (72) *for two.. Goa Cina and tiga warna..* Very very good people.. very kind people.. and.. aa.. what I want to say.. (73) *Indonesian people is very very good people..* aa.. no.. Indonesian people no fighting.. no..

aa.. very safety.. very safety in Indonesian people.. and they respect other.. each other.. by way.. crazy yeah.. crazy respecting Indonesian .. I love this.. I love respecting for Indonesian people.

From the speaker's utterances in *datum 59* above, the researcher found that S3 said "*Yeah maybe.. maybe different food from between Sudan and Indonesia.*", but actually what the speaker has to say "*Yeah maybe.. maybe different food between Sudan and Indonesia.*". In this case, the S3 did one of the types of slips of tongue which called *preservations*. Due to the fact that in S3 utterance, some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance. Further, from the speaker's utterances in *datum 60* above, the researcher found that S3 said "*...in my country no rice.. my country bread.. but in my country I eat rice but not all time.*", but actually what the speaker has to say "*...in my country no rice.. my country bread.. but in my country I eat rice but not all times*". In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the suffix "s" to indicate the plural form of the word "time".

Furthermore, from the speaker's utterances in *datum 61* above, the researcher found that S3 said "*I already go to Bromo...*", but actually what the speaker has to say "*I already gone to Bromo...*". In this case, the speaker changed the main verb "*gone*" become "*go*". Therefore, the S3 did one of the

types of slips of tongue which called *substitutions*. Thus, by doing that so makes the sentence more understandable. Further, from the speaker's utterances in *datum 62* above, the researcher found that S3 said "...*I visit Bromo.*", but actually what the speaker has to say "...*I visited Bromo.*". In this case, the speaker changed the main verb "*visited*" become "*visit*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Due to the fact that the speaker told something happened in the past.

Furthermore, from the speaker's utterances in *datum 63* above, the researcher found that S3 said "*I am visit Malang beach.*", but actually what the speaker has to say "*I visited Malang beach.*". In this case, the speaker changed the main verb "*visited*" become "*am visit*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Due to the fact that the speaker told something happened in the past. Further, from the speaker's utterances in *datum 64* above, the researcher found that S3 said "...*like tiga warna.. and like Goa Cina. Yeah I am go to Batu also.*", but actually what the speaker has to say "...*like tiga warna.. and like Goa Cina. Yeah I am going to Batu also.*". In this case, the speaker changed the main verb "*am going to*" become "*am go to*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Thus, by doing that so makes the sentence more understandable.

Furthermore, from the speaker's utterances in *datum 65* above, the researcher found that S3 said "*Like Paralayang and Selecta. Yeah.. garden flower.. I am already visit...*", but actually what the speaker has to say "*Like*

*Paralayang and Selecta. Yeah.. garden flower.. I have already visited... ”. In this case, the speaker changed the main verb “have already visited” become “am already visit”. Therefore, the S3 did one of the types of slips of tongue which called **substitutions**. Thus, by doing that so makes the sentence more understandable. Further, from the speaker’s utterances in **datum 66** above, the researcher found that S3 said “Like Paralayang and Selecta. Yeah.. garden flower.. I have already visited **these places**. ”, but actually what the speaker has to say “Like Paralayang and Selecta. Yeah.. garden flower.. I have already visited **those places**. ”. In this case, the speaker changed the main verb “those” become “these”. Therefore, the S3 did one of the types of slips of tongue which called **substitutions**. Due to the fact that the things which were mentioned by the speaker was not close to him. Therefore, it should use “those” rather than “these”.*

Furthermore, from the speaker’s utterances in **datum 67** above, the researcher found that S3 said “*But I want to visit another places like Bali, Lombok.. Yeah.. I wants... ”, but actually what the speaker has to say “But I want to visit another places like Bali, Lombok.. Yeah.. I want... ”. In this case, the S3 did one of the types of slips of tongue called **additions**. Since the speaker added the suffix “-s” which was not really needed in the sentence. Further, from the speaker’s utterances in **datum 68** above, the researcher found that S3 said “*But I want to visit another places like Bali, Lombok.. Yeah I want visit in my next holiday InshaAllah... ”, but actually what the speaker has to say “But I want to visit another places like Bali, Lombok.. Yeah I want to visit in**

my next holiday InshaAllah...”. In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the preposition “*to*” after the word *want*. Thus, by doing that so makes the sentence understandable.

Furthermore, from the speaker’s utterances in *datum 69* above, the researcher found that S3 said “...*Goa Cina.. Because I.. think this.. I feel aa.. I feel.. I comfortable in this place...*”, but actually what the speaker has to say “...*Goa Cina.. Because I.. think this.. I feel aa.. I feel.. I am comfortable in this place...*”. In this case, the S3 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the auxiliary verb “*am*”. Thus, by doing that so makes the sentence understandable. Further, from the speaker’s utterances in *datum 70* above, the researcher found that S3 said “*I feel relax in this place.. I am already go to...*”, but actually what the speaker has to say “*I feel relax in this place.. I have already gone to...*”. In this case, the speaker changed the main verb “*have already gone*” become “*am already go*”. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Thus, by doing that so makes the sentence more understandable.

Furthermore, from the speaker’s utterances in *datum 71* above, the researcher found that S3 said “*I feel relax in this place.. I have already gone to for two ...*”, but actually what the speaker has to say “*I feel relax in this place.. I have already gone to two ...*”. In this case, the S3 did one of the types of slips of tongue called *additions*. Since the speaker added the preposition “*for*”

which was not really needed in the sentence. Further, from the speaker's utterances in *datum 72* above, the researcher found that S1 said "*I feel relax in this place.. I have already gone to two.. Goa Cina and tiga warna...*", but actually what the speaker has to say "*I feel relax in this place.. I have already gone to two beaches.. Goa Cina and tiga warna...*". In this case, the S1 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the word "*beach*". Thus, by doing that so makes the sentence understandable. Whereas, from the speaker's utterances in *datum 73* above, the researcher found that S3 said "...*Indonesian people is very very good people...*", but actually what the speaker has to say "...*Indonesian people are very very good people...*". In this case, the speaker changed the auxiliary verb "*are*" become "*is*". Therefore, the S3 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the word "*people*" indicates the plural form. Therefore, the auxiliary verb should use "*are*".

Datum 74 – 87 are found in S4's utterances.

In this context, the researcher had a conversation with the speaker 4, who is from Cambodia at Ma'had of Universitas Islam Negeri Maulana Malik Ibrahim Malang. This speaker is currently majoring Arabic education. In this occasion, the researcher asked the speaker to tell the opinion about some particular topic which is related to the university life, major of the study,

Indonesian food and drinks as showed in *excerpt one*. Further, the speaker also shared about Indonesian tourist sites, and Indonesian people characteristic as showed in *excerpt two*. The data are shown in the form of numbers below.

Excerpt 1

(74) *I am study a course of education of Arab*. So this now I am studying at UIN Maulana Malik Ibrahim Malang. (75) *So I very happy* (76) *study at Maulana Malik Ibrahim* because this is of university of Malang of education of high in Indonesia. So of different of Cambodia and Indonesia.. so Indonesia of very good of high education.. so and full class.. (77) *and teacher are good* of teaching student.... (78) *the course my* (79) *like history of Arab*.. history of Islam.. because I like story in the children.. because story of in background of (80) *the president to management* (81) *of country*.. the golden age.. the partner of in the people..

From the speaker's utterances in *datum 74* above, the researcher found that S4 said "*I am study a course of education of Arab*.", but actually what the speaker has to say "*I am studying a course of education of Arab*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was suffix "ing" after the word "study". Further, from the speaker's utterances in *datum 75* above, the researcher found that S4 said "*So I very happy study*

at *Maulana Malik Ibrahim.*”, but actually what the speaker has to say “*So I am very happy to study at Maulana Malik Ibrahim.*”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was auxiliary verb “am”.

Furthermore, from the speaker’s utterances in *datum 76* above, the researcher found that S4 said “*So I very happy study at Maulana Malik Ibrahim.*”, but actually what the speaker has to say “*So I am very happy to study at Maulana Malik Ibrahim.*”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was preposition “to” after the word “happy”. Further, from the speaker’s utterances in *datum 77* above, the researcher found that S4 said “*...and teacher are good of teaching student...*”, but actually what the speaker has to say “*...and teachers are good of teaching student...*”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was suffix “s” after the word “teacher” in order to indicate the plural form.

Furthermore, from the speaker’s utterances in *datum 78* above, the researcher found that S4 said “*...the course my like history of Arab.. history of Islam...*”, but actually what the speaker has to say “*...the course I like is history of Arab.. history of Islam...*”. In this case, the speaker changed the pronoun “I” become “my”. Therefore, the S4 did one of the types of slips of tongue which called **substitutions**. Further, from the speaker’s utterances in *datum 79* above, the researcher found that S4 said “*...the course my like*

history of Arab.. history of Islam...”, but actually what the speaker has to say “...*the course I like is history of Arab.. history of Islam...*”. ...”. In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was auxiliary verb “is” after the word “like” in order to make the sentence understandable.

Furthermore, from the speaker’s utterances in *datum 80* above, the researcher found that S4 said “...*background of the president to management of country...*”, but actually what the speaker has to say “...*background of the president to manage the country...*”. In this case, the speaker changed the word “manage” become “management”. Therefore, the S4 did one of the types of slips of tongue which called *substitutions*. Further, from the speaker’s utterances in *datum 81* above, the researcher found that S4 said “...*background of the president to management of country...*”, but actually what the speaker has to say “...*background of the president to manage the country...*”. In this case, the speaker changed the word “the” become “of”. Therefore, the S4 did one of the types of slips of tongue which called *substitutions*.

Excerpt 2

(82) *I ever (83) to visit beach.. beach.. mountain at Mojokerto.. and the beach at Asmoro.. is very good... I think people in Indonesia so have people of Akhlak.. of Obey.. Obey of other people.. especially in country’s side.. (84) because my friend study in Indonesia also.. So I study this year.. I apply.. I*

apply with my friend.. (85) *he apply for me* especially in Indonesia.. especially in UIN Maulana Malik Ibrahim.. to support sponsor.. sponsor of scholarships of other country of student.. (86) *I hope maybe* (87) *teacher*.. maybe in Cambodia inshaAllah.

From the speaker's utterances in *datum 82* above, the researcher found that S4 said "*I ever to visit beach...*", but actually what the speaker has to say "*I ever visited beach...*". Thus, it should not be without preposition "*to*". Therefore, in this case, the S4 did one of the types of slips of tongue which called *additions*. Since the speaker added a linguistics material which was not really needed. Further, from the speaker's utterances in *datum 83* above, the researcher found that S4 said "*I ever to visit beach...*", but actually what the speaker has to say "*I ever visited beach...*". Thus, it should not be without preposition "*to*" and the speaker changed the word "*visited*" become "*visit*". Therefore, the S4 did one of the types of slips of tongue which called *substitutions*.

Furthermore, from the speaker's utterances in *datum 84* above, the researcher found that S4 said "...*because my friend study in Indonesia also...*", but actually what the speaker has to say "...*because my friend studies in Indonesia also...*". In this case, the speaker changed the word "*studies*" become "*study*". Due to the fact that the subject is a singular form, therefore, the verb should be added "s/es" (present form). Therefore, the S4 did one of

the types of slips of tongue which called *substitutions*. Further, from the speaker's utterances in *datum 85* above, the researcher found that S4 said "...**He apply** for me especially in Indonesia.", but actually what the speaker has to say "...**He applies** for me especially in Indonesia". In this case, the speaker changed the word "*applies*" become "*apply*". Due to the fact that the subject is a singular form, therefore, the verb should be added "s/es" (present form). Therefore, the S4 did one of the types of slips of tongue which called *substitutions*.

Furthermore, from the speaker's utterances in *datum 86* above, the researcher found that S4 said "**I hope maybe teacher.. maybe in Cambodia inshaAllah.**", but actually what the speaker has to say "**I hope maybe to be a teacher.. maybe in Cambodia inshaAllah**". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was auxiliary verb "to be" after the word "maybe" in order to make the sentence understandable. Further, from the speaker's utterances in *datum 87* above, the researcher found that S4 said "**I hope maybe teacher.. maybe in Cambodia inshaAllah.**", but actually what the speaker has to say "**I hope maybe to be a teacher.. maybe in Cambodia inshaAllah**". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was auxiliary verb "to be" after the word "maybe", and the article "a" after the before the word "teacher" in order to make the sentence understandable.

Datum 88 – 117 are found in S5's utterances.

In this context, the researcher had a conversation with the speaker 5, who is from China at Ma'had of Universitas Islam Negeri Maulana Malik Ibrahim Malang. This speaker was majoring Arabic education then changed into English education. In this occasion, the researcher asked the speaker to tell the opinion about some particular topic which is related to the university life and major of the study as showed in *excerpt one*. Further, the participant also shared about Indonesian halal food and drinks as showed in *excerpt two*. The data are shown in the form of numbers below.

Excerpt 1

(88) I was not alone. I have companied. *Her name was Maa Lin*, two of us. Then we arrived to Surabaya. (89) *There is some (90) lecturer from UIN..* pick us from airport. (91) *Then they drives us to his home.* (92) *it mean we didn't come here directly..* just go to his house.. with that time we haven't enrolled.. and I was enrolled in 2016 August, right?. August is enroll the time. This time (93) *I was stay in Khadijah..* And the.. (94) *first time I arrive (95) to Indonesia* it was Surabaya. It is so hot, it is really hot but Malang is not. I was living with my friend in the lecturer home, right? (96) *so we like eat every day* is from his house cooking or something.. so it is kind of bias. And when I enrolled here, (97) *I wasn't tadrís bahasa inggris.* Because you know this department is new from latest semester. So the time I was enrolled in Pendidikan Bahasa Arab.

(98) *Because my parent* (99) *I was discuss about this* but they say just choose Arab. They want me to be Arabic teacher.. something like this.. (100) *then after three semester* (101) *I really* (102) *really.. like you know exhausted..* how do we call this.. exhausted... (103) *Then I talk to my wali dosen.* (104) *She says okay*, you can transfer to another department. So why I choose this tadriz department not BSI. Because you know the same reason.. I like to.. How do you call this.. (105) *my ambitious..* is to be.. It is about education.. and.. that is the reason I choose tadriz bahasa inggris not sastra... TBI is new department here, right? (106) *So it only has semester two*, semester one and semester two. But before I was in PBA.. I was semester 3.. third semester.. (107) *it mean I have to* (108) *go repeat..* (109) *so I think my parent not really happy* about this that I have to repeat.. because I have to take long time.. I think now.. I think my favorite subject is listening.. and living in Khadijah.. (110) *first I moving* (111) *Khadijah..* I was living with Murabiah.. her name is hanny.. murabiah.. four all us.. and two murabiah.. I think one or two murabiah.. then after that (112) *I moving* (113) *this room* before it was Thailand.. It is nice to live inside.. inside campus.

From the speaker's utterances in *datum 88* above, the researcher found that S5 said "*I was not alone. I have companied. Her name was Maa Lin, two of us*", but actually what the speaker has to say "*I was not alone. I have companied. Her name is Maa Lin, two of us*". In this case, the speaker changed "*is*" become "*was*". Thus, it should be in present form because the

person who has that name does not change her name. Therefore, the S5 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the auxiliary verb to mention somebody's name. Further, from the speaker's utterances in *datum 89* above, the researcher found that S5 said "...Then we arrived to Surabaya. **There is** some lecturer from UIN.. pick us from airport...", but actually what the speaker has to say "...Then we arrived to Surabaya. **There are** some lecturer from UIN.. pick us from airport...". In this case, the speaker changed "are" become "is". Thus, it should be in plural form because the following word is "some" which indicates plural. Therefore, the S5 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the auxiliary verb to indicate the plural form.

Furthermore, from the speaker's utterances in *datum 90* above, the researcher found that S5 said "...Then we arrived to Surabaya. **There are some lecturer** from UIN.. pick us from airport...", but actually what the speaker has to say "...Then we arrived to Surabaya. **There are some lecturers** from UIN.. pick us from airport...". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was the suffix "s" to indicate the plural forms of lecturers. Further, from the speaker's utterances in *datum 91* above, the researcher found that S5 said "...Then **they drives** us to his home...", but actually what the speaker has to say "...Then **they drove** us to his home...". In this case, the speaker changed "drove" become "drives". Thus, it should be in past form because the speaker presents something which happened in the past.

Therefore, the S5 did one of the types of slips of tongue which called *substitutions*. Since the speaker changed the main verb to indicate the past form.

Furthermore, from the speaker's utterances in *datum 92* above, the researcher found that S5 said "...*it mean we didn't come here directly...*", but actually what the speaker has to say "...*it means we didn't come here directly...*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was the suffix "s" to indicate the presents forms in the word "mean". Further, from the speaker's utterances in *datum 93* above, the researcher found that S5 said "...*This time I was stay in Khadijah.. And the...*", but actually what the speaker has to say "...*This time I was staying in Khadijah.. And the...*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was the suffix "ing" to indicate the past participle forms in the word "stay".

Furthermore, from the speaker's utterances in *datum 94* above, the researcher found that S5 said "... *First time I arrive to Indonesia it was Surabaya ...* ", but actually what the speaker has to say "... *First time I arrived to Indonesia it was Surabaya ...* ". In this case, the speaker changed the verb "*arrived*" become "*arrive*". Thus, it should be in past form because the speaker presents something that happened in the past. Therefore, the S5 did one of the types of slips of tongue which called *substitutions*. Further, from the

speaker's utterances in *datum 95* above, the researcher found that S5 said "... *First time I arrived to Indonesia it was Surabaya ...*", but actually what the speaker has to say "... *First time I arrived in Indonesia it was Surabaya ...*". In this case, the speaker changed the preposition "in" become "to". Thus, it should be arrived in. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*.

Furthermore, from the speaker's utterances in *datum 96* above, the researcher found that S5 said "...*So we like eat every day is from his house cooking or something...*", but actually what the speaker has to say "...*So we eat every day is from his house cooking or something...*". Thus, it should be without a morpheme "like". Therefore, in this case, the S5 did one of the types of slips of tongue which called *additions*. Since the speaker added a linguistics material which was not really needed. Further, from the speaker's utterances in *datum 97* above, the researcher found that S5 said "...*And when I enrolled here, I wasn't tadrís bahasa inggris...*", but actually what the speaker has to say "...*And when I enrolled here, I wasn't in tadrís bahasa inggris...*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was the preposition "in".

Furthermore, from the speaker's utterances in *datum 98* above, the researcher found that S5 said "...*Because my parent I was discuss about this but they say just choose Arab...*", but actually what the speaker has to say "...*Because my parent and I discussed about this but they say just choose*

*Arab... ”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was the conjunctions “and”. Further, from the speaker’s utterances in **datum 99** above, the researcher found that S5 said “...*Because my parent and I was discuss about this but they say just choose Arab...*”, but actually what the speaker has to say “...*Because my parent and I was discussing about this but they say just choose Arab...*”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was the suffix “ing” to indicate the past participle forms in the word “discuss”.*

Furthermore, from the speaker’s utterances in **datum 100** above, the researcher found that S5 said “...*then after three semester I really really.. like you know exhausted...*”, but actually what the speaker has to say “...*then after three semesters I really really.. like you know exhausted...*”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was the suffix “s” to indicate the plural form in the word “semester”. Further, from the speaker’s utterances in **datum 101** above, the researcher found that S5 said “...*then after three semesters I really really.. like you know exhausted...*”, but actually what the speaker has to say “...*then after three semesters I was really really.. like you know exhausted...*”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was the auxiliary verb “was”.

Furthermore, from the speaker's utterances in *datum 102* above, the researcher found that S5 said "...then after three semesters **I really really.. like you know exhausted...**", but actually what the speaker has to say "...then after three semesters **I was.. like you know exhausted...**". Thus, it should not be without double morphemes "*really*". Due to the fact that exhausted means very tired, therefore, it does not need the word really. Moreover, it was repeated twice in a sentence. Therefore, in this case, the S5 did one of the types of slips of tongue which called *additions*. Since the speaker added a linguistics material which was not really needed. Further, from the speaker's utterances in *datum 103* above, the researcher found that S5 said "...I am gonna try to transfer to this department. Then **I talk to my wali dosen...**", but actually what the speaker has to say "...I am gonna try to transfer to this department. Then **I talked to my wali dosen...**". In this case, the speaker changed the verb "*talked*" become "*talk*". Thus, it should be in past form because the speaker presents something which happened in the past. Therefore, the S3 did one of the types of slips of tongue which called *substitutions*.

Furthermore, from the speaker's utterances in *datum 104* above, the researcher found that S5 said "**She says okay, you can transfer to another department**", but actually what the speaker has to say "**She said okay, you can transfer to another department**". In this case, the speaker changed the verb "*said*" become "*says*". Thus, it should be in past form because the speaker presents something which happened in the past. Therefore, the S5 did one of the types of slips of tongue which called *substitutions*. Further, from the

speaker's utterances in *datum 105* above, the researcher found that S5 said "...*my ambitious.. is to be.. It is about education...*", but actually what the speaker has to say "...*my ambition.. is to be.. It is about education...*". In this case, the speaker changed the verb "*ambition*" become "*ambitious*". Thus, it should be in noun form rather than adjective. Therefore, the S5 did one of the types of slips of tongue which called *substitutions*.

Furthermore, from the speaker's utterances in *datum 106* above, the researcher found that S5 said "*TBI is new department here, right? So it only has semester two, semester one and semester two*", but actually what the speaker wanted to say was "*TBI is new department here, right? So it only has two semesters, semester one and semester two*". In this case, the S5 did one of the types of slips of tongue which called *preservations*. Due to the fact that in S5 utterance, some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance. Further, from the speaker's utterances in *datum 107* above, the researcher found that S5 said "*But before I was in PBA.. I was semester 3.. third semester.. it mean I have to go repeat...*", but actually what the speaker has to say "*But before I was in PBA.. I was semester 3.. third semester.. it means I have to go repeat...*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was suffix "s" in the word "mean".

Furthermore, from the speaker's utterances in *datum 108* above, the researcher found that S5 said "*But before I was in PBA.. I was semester 3..*

third semester.. it means I have to go repeat...”, but actually what the speaker has to say “*But before I was in PBA.. I was semester 3.. third semester.. it means I have to repeat...*”. Thus, it should not be without double morphemes “*go*”. Therefore, in this case, the S3 did one of the types of slips of tongue which called **additions**. Since the speaker added a linguistics material which was not really needed. Further, from the speaker’s utterances in *datum 109* above, the researcher found that S5 said “*...so I think my parent not really happy about this that I have to repeat...*”, but actually what the speaker has to say “*...so I think my parent was not really happy about this that I have to repeat...*”. In this case, the speaker did one of the types of slips of tongue which called **deletions**. Since the speaker utterance missed a linguistics material out which was auxiliary verb “was” in the sentence.

Furthermore, from the speaker’s utterances in *datum 110* above, the researcher found that S5 said “*...and living in Khadijah.. first I moving Khadijah.. I was living with Murabiah...*”, but actually what the speaker has to say “*...and living in Khadijah.. first I moved Khadijah.. I was living with Murabiah...*”. In this case, the speaker changed the verb “*moved*” become “*moving*”. Therefore, the S3 did one of the types of slips of tongue which called **substitutions**. Further, from the speaker’s utterances in *datum 111* above, the researcher found that S5 said “*...and living in Khadijah.. first I moved Khadijah.. I was living with Murabiah...*”, but actually what the speaker has to say “*...and living in Khadijah.. first I moved to Khadijah.. I was living with Murabiah...*”. In this case, the speaker did one of the types of slips of

tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was preposition “to” after the word “moved”.

Furthermore, from the speaker’s utterances in *datum 112* above, the researcher found that S5 said “...then after that *I moving this room before it was Thailand...*”, but actually what the speaker has to say “...then after that *I moved this room before it was Thailand...*”. In this case, the speaker changed the verb “*moved*” become “*moving*”. Therefore, the S5 did one of the types of slips of tongue which called *substitutions*. Further, from the speaker’s utterances in *datum 113* above, the researcher found that S5 said “...then after that *I moved this room before it was Thailand...*”, but actually what the speaker has to say “...then after that *I moved to this room before it was Thailand...*”. In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was preposition “to” after the word “moved”.

Excerpt 2

The food.. I think my favorite food is Mc D.. because you know why in China you cannot find the halal KFC. There is no halal.. actually like in Malaysia.. About Indonesian.. Every teacher.. some teacher I don’t understand them.. But it is fine.. I don’t have to understand right.. and then my classmates.. (114) *I was.. International class ICP.. (115) I have this I was in PBA.. (116) So we*

not change the classmates.. It is same.. and it is quite nice because few people..
But Khodijah.. (117) *it change every year right.*

From the speaker's utterances in *datum 114* above, the researcher found that S5 said "...and then my classmates.. *I was.. International class ICP...*", but actually what the speaker has to say "...and then my classmates.. *I was in International class ICP...*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was preposition "in" after the auxiliary verb "was". Further, from the speaker's utterances in *datum 115* above, the researcher found that S5 said "*I have this I was in PBA..*", but actually what the speaker has to say "*I have this when I was in PBA..*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was "when" in order to make the sentence understandable.

Furthermore, from the speaker's utterances in *datum 116* above, the researcher found that S5 said "*So we not change the classmates.*", but actually what the speaker has to say "*So we do not change the classmates.*". In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was auxiliary verb "do" before "not" in order to indicate the negative sentence. Further, from the speaker's utterances in *datum 117* above, the researcher

found that S5 said “...and it is quite nice because few people.. But Khodijah.. **it change** every year right...”, but actually what the speaker has to say “...and it is quite nice because few people.. But Khodijah.. **it changes** every year right...”. In this case, the speaker did one of the types of slips of tongue which called *deletions*. Since the speaker utterance missed a linguistics material out which was suffix “s” after the word “change”.

Datum 118 – 127 are found in S6’s utterances.

In this context, the researcher had a conversation with the speaker 6, who is from Thailand at Ma’had of Universitas Islam Negeri Maulana Malik Ibrahim Malang. This speaker is currently majoring English literature. In this occasion, the researcher asked the participant to tell the opinion about some particular topic which is related to the university life, major of the study, as well as Indonesian food and drinks as showed in *excerpt one*. Further, the participant also shared about the reason why she had chosen to study at Universitas Islam Negeri Maulana Malik Ibrahim Malang, and the favourite food as showed in *excerpt two*. The data are shown in the form of numbers below.

Excerpt 1

(118) *Indonesia has many island (119) and city..* a every province really unique has different local language and of a culture... (120) *Because most of Indonesia are Muslim..* but not.. but not.. what is that.. an Islamic country.
 (121) *So food here seem like Thailand mostly..* but the taste is different like in my country Thailand.. aa people like spicy and sours.. but I think in Indonesian like sweet so when I am homesick for Thailand.. for Thailand taste.. I will cook by myself.

From the speaker's utterances in *datum 118* above, the researcher found that S6 said "*Indonesia has many island...*", but actually what the speaker has to say "*Indonesia has many islands ...*". In this case, the S6 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the suffix "s" to indicate plural form from the word *island*. Due to the fact that the word "many" has to be followed by plural form. Further, from the speaker's utterances in *datum 119* above, the researcher found that S6 said "*Indonesia has many island and city*", but actually what the speaker has to say "*Indonesia has many islands and city*". In this case, the S6 did one of the types of slips of tongue called *deletions*. Since the speaker's utterance missed a linguistics material out which was the suffix "s" to indicate plural form from the word *island*, and suffix "es" after the

word *city*. Due to the fact that the word “many” has to be followed by plural form.

Furthermore, from the speaker’s utterances in *datum 120* above, the researcher found that S6 said “*Because most of Indonesia are Muslim...*”, but actually what the speaker has to say “*Because most of Indonesia are Muslim...*”. In this case, the speaker changed the phrase “*most of Indonesian*” become “*most of Indonesia*”. Therefore, the S6 did one of the types of slips of tongue which called *substitutions*. Thus, by doing that so makes the sentence more understandable. Further, from the speaker’s utterances in *datum 121* above, the researcher found that S6 said “*So food here seem like Thailand mostly...*”, but actually what the speaker has to say “*So food here seems like Thailand mostly...*”. In this case, the S6 did one of the types of slips of tongue called *deletions*. Since the speaker’s utterance missed a linguistics material out which was the suffix “s” after the word *seem*.

Excerpt 2

And important I choose Indonesia to study because here is a lot Muslim.. Of course I feel very good.. actually.. actually I don’t know this university but **(122) my teacher suggest me to study here**. He said Malang is beautiful city.. city of.. aa.. tourist attraction.. and UIN Malang famous on English department.. aa.. so yeah that is the reason why I choose here.. So and UIN Malang has so many foreign students.. **(123) like Thailand, Cambodia,**

Malaysia, Philippine, Sudan, Russia, China, and many other.. And I know that UIN Malang the only one that *(124) all of students at the first year force to learn Arabic..* so it was good for me and everyone also I think.. So I love this UIN Malang very much.. *(125) I can know and see many things* that I never know and friends that *(126) I cannot forgettable..* Of course I choose English department.. my favorite subject is speaking.. because I can practice my skill as well.. *(127) I like fry rice.. fried rice..* because I think it has a special and.. drink is ice lemon tea.

From the speaker's utterances in *datum 122* above, the researcher found that S6 said "...*actually I don't know this university but my teacher suggest me to study here.*", but actually what the speaker has to say "...*actually I don't know this university but my teacher suggested me to study here.*". In this case, the speaker changed the main verb "*suggested*" become "*suggest*". Therefore, the S6 did one of the types of slips of tongue which called *substitutions*. Due to the fact that the speaker told something which had happened in the past. Further, from the speaker's utterances in *datum 123* above, the researcher found that S6 said "...*UIN Malang has so many foreign students.. like Thailand, Cambodia, Malaysia, Philippine, Sudan, Russia, China, and many other.*", but actually what the speaker has to say "...*UIN Malang has so many foreign students.. like Thailand, Cambodia, Malaysia, Philippine, Sudan, Russia, China, and many other.*". In this case, the S6 did one of the types of slips of tongue called *deletions*. Since the speaker's

utterance missed a linguistics material out which was the suffix “s” to indicate plural form from the word *other*. Due to the fact that the word “many” has to be followed by plural form.

Furthermore, from the speaker’s utterances in *datum 124* above, the researcher found that S6 said “... *all of students at the first year force to learn Arabic...*”, but actually what the speaker has to say “... *all of students at the first year are forced to learn Arabic...*”. In this case, the speaker changed the main verb which is in the passive form “*are forced*” become “*force*”. Therefore, the S6 did one of the types of slips of tongue which called *substitutions*. Due to the fact that the speaker told something which was in a passive voice form. Further, from the speaker’s utterances in *datum 125* above, the researcher found that S6 said “*I can know and see many things that I never know...*”, but actually what the speaker has to say “*I can know and see many things that I never known...*”. In this case, the speaker changed the main verb “*known*” become “*know*”. Therefore, the S6 did one of the types of slips of tongue which called *substitutions*.

Furthermore, from the speaker’s utterances in *datum 126* above, the researcher found that S6 said “...*and friends that I cannot forgettable.*”, but actually what the speaker has to say “...*and friends that I cannot forgettable.*”. In this case, the speaker changed the main verb “*forget*” become adjective which is “*forgettable*”. Therefore, the S6 did one of the types of slips of tongue which called *substitutions*. Due to the fact that after modal auxiliary should be followed by base verb (verb 1). Further, from the speaker’s utterances in *datum*

127 above, the researcher found that S6 said " *I like fry rice.. fried rice...* ", but actually what the speaker has to say "*I like fried rice...*". In this case, the S6 did one of the types of slips of tongue which called *preservations*. Due to the fact that in S6 utterance, some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance.

From the data analysis above, the researcher found that there were 127 data of slips of the tongue produced by the international students who are from Libya (S1), Somalia (S2), Sudan (S3), Cambodia (S4), China (S5), and Thailand (S6). The findings can be seen in the table below.

Types	S1	S2	S3	S4	S5	S6	Total
Anticipations	3	-	-	-	-	-	3
Preservations	-	1	3	-	1	1	6
Blends/haplologies	-	-	-	-	-	-	-
Misderivations/shifts	-	-	-	-	-	-	-
Substitutions	3	6	21	6	10	5	51
Additions	6	2	5	1	3	-	17
Deletions	8	3	10	7	16	4	48
Reversals/exchange	-	1	1	-	-	-	2
Total for each Speaker	20	13	40	14	30	10	
Total of the data							127

Furthermore, based on the findings, the types that were occurred in their utterances were anticipations, preservations, substitutions, additions, deletions, and reversals/exchange. Whereas there were two types of slips of the tongue which did not occur in their utterances, those were blends/ haplogies and misderivations/shifts. In addition, the most type of slip of the tongue occurred was *substitutions* which was occurred 51 times. The most slips of the tongue was produced by speaker 3 (S3) who is from Sudan which has 40 slips. It was influenced by the speaker's background of the study which is not in English education or letters department, but Pharmacy. On the other hand, the speaker who has a few slips is speaker 6 (S6) who is from Thailand which has only 10 slips. It is because the speaker's background of the study is English literature. Therefore, S6 uses English language in daily communication more than other speakers especially speaker 3 who, produced most slips. Further, the researcher found that African speakers; Libya (S1), Somalia (S2), and Sudan (S3) produced more slips rather than Asian speakers; Cambodia (S4), China (S5), and Thailand (S6). African speakers produced 73 slips of the tongue in total, whereas Asian speakers produced 54 slips of the tongue. It is the fact that African speakers seldom use English in their daily communications even at school. They tend to use Arabic language in order to communicate with others in public area or school.

In addition, the researcher found the fact that the typology of slips of the tongue mostly produced by African speakers was *substitutions* which occurred 30 times in total. According to expert opinion in review of related

literature, Carroll (1986: 256) stated that *substitutions* occurs when one segment is replaced by an intruder and differ from previously described slips in that the source of the intrusion may not be in the sentence. Thus, the speakers produce a word which is wrong, but typically related either semantically or phonologically to the intended word. *For example: Before the place opens → before the place close.* On the other hand, the typology of slips of the tongue mostly produced by Asian speakers was *deletions* which occurred 27 times in total. According to expert opinion in review of related literature, Carrol (1986: 257) stated that *deletion* is when the speaker leaves something out. Thus, the speakers wanted to utter the intended sentences, yet incidentally he/she leaves out linguistics material. It can be typically related to phonemes, morphemic affixes, articles, prepositions, conjunctions, whole words, or even say his/her intended utterance. *For example: The baby sees fireworks → the baby see fireworks (the affix deletion).*

3.1.2 Possible factors or condition which cause slips of the tongue

This section covers the description from the data found which are related to the research question number two, which is possible factors or conditions which cause slips of the tongue in international students' utterances. From the interview sections the researcher found that all the speakers mostly having same problem which is *situational anxiety*. According to expert opinion in review of related literature, Clark (1997)

stated that *situational anxiety* means slips happens due to certain situations that make a speaker become tense, anxious, or worries about it. For the speakers who have this conditions were speaker 1, 3, 4, and 5. Due to the fact that they told the researcher in the interview sections that they have many activities or even homework to be done. Therefore, they said that they are very tired.

Whereas for speaker 2, the possible factors or conditions which might influence was *cognitive difficulty*. According to expert opinion in review of related literature, Clark (1997) stated that *cognitive difficulty* means people take longer time to produce sentences on topic by using either the abstract words or the concrete words. Due to the fact that S2 took long time to think when doing the presentations. It seems like the speaker found it difficult to choose proper word, therefore, there are many pauses and hesitations in S2's utterances. While for speaker 6, the possible factors or conditions which might influence was *social factor*. According to expert opinion in review of related literature, Clark (1997) stated that *social factor* means speech plan seems difficult when conversation takes place under pressure. Due to the fact that S6 told the researcher in the interview section that S6 is like writing by using English language rather than speaking. Moreover, when the presentations took place in front of many people. Therefore, the researcher found that the possible condition or factor that influenced S6 is social factor because the speaker might feel under pressure at the time.

3.2 Discussions

This section elaborates the discussion on the findings which has been found. The types of slips of the tongue is based on the theoretical framework proposed by Fromkin (1973), and possible factors or conditions which might cause slips of the tongue which is based on the theoretical framework proposed by Clark (1977). In this research, the researcher found that there are 127 data of slips of the tongue produced by the international students who are from Libya (speaker 1 / S1), Somalia (speaker 2 / S2), Sudan (speaker 3 / S3), Cambodia (speaker 4 / S4), China (speaker 5 / S5), and Thailand (speaker 6 / S6). Further, S1 produced 20 slips of the tongue when presenting the topic, those types of slips are started from datum 1 – 20. The types that S1 produced were 3 times anticipations, 3 times substitutions, 6 times additions, and 8 times deletions. Whereas for S2, the speaker produced 13 slips of the tongue started from datum 21 - 33. Those were: 1 time preservations, 6 times substitutions, 2 times additions, 3 times deletions, and 1 time reversals/exchange.

Further, for S3, the speaker produced 40 slips of the tongue started from datum 34 - 73. Those were: 3 times preservations, 21 times substitutions, 5 times additions, 10 times deletions, and 1 time reversals/exchange. Furthermore, for S4, the speaker produced 14 slips of the tongue started from datum 74 - 87. Those were: 6 times substitutions, 1 time addition, and 7 times deletions. For S5, the speaker produced 30 slips of the tongue started from datum 88 - 117. Those were: 1 time preservations, 10 times substitutions, 3 times additions, and 16 times deletions. In addition, for S6 the speaker produced 10 slips of the tongue started from datum

118–127. Those were: 1 time preservations, 5 times substitutions, and 4 times deletions.

On the other hand, the possible factors which might influence the speakers producing slips of the tongue was mostly *situational anxiety*. It is one of the possible factors or conditions proposed by Clark (1977) which means slips happens due to certain situations that make a speaker become tense, anxious, or worries about it. Further, such as in the speaker 1 from Libya. In the interview section, S1 told the researcher that S1 was tired and need some sleep. Here is the S1's utterance "*For today, I feel tired all the times. I need to sleep hehehe*". Therefore, it might influence the speaker to produce some slips when the speaker presented the particular topics. It also happens to speaker 3 from Sudan. When the researcher asked, "*Do you have enough sleep?*". S3 answered "*No*". It is because S3 had many homework to deal with. Furthermore, the same situation happened to speaker 4 from Cambodia. S4 told the researcher in the interview section that S4 felt tired after playing futsal at the time. As well as the speaker 5 from China. The speaker told the researcher that S5 was so tired because of the daily routine in Ma'had and after hanging out of the town.

In addition, different from those four speakers, the possible factor or condition which might influence the speaker to produce such slips of tongue in speaker 2 from Somalia and speaker 6 from Thailand, they said that they were not tired at that time. Thus, for the speaker 2, the possible factor or condition was *cognitive difficulty*. Due to the fact that the speaker takes long time to think when doing the presentations. It seems like the speaker found it difficult to choose proper

word, therefore, there are many pauses and hesitations in S2's utterances. Whereas for speaker 6, the possible factor or conditions was *social factor*. In the interview section, when the researcher asked about "*Are you having a problem in saying what is in your mind when you are in front of lots of people?*". Then, the speaker said that "*Absolutely, for me myself I like to write in English more than speak*". From that point, the researcher found that S6 would probably have a problem when presenting something in front because S6 might feel under pressure.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter sums up the result of the research based on the findings and discussion presented in previous chapter. Further, the conclusion is drawn based on the formulated research problem. In the end of this chapter is followed by suggestion for other scholars to have further researches in similar topic in order to fulfil the gaps.

4.1 Conclusion

According to findings and discussion, the research reveals that the types of slips of the tongue produced by international students when they did the presentations were anticipations, preservations, substitutions, additions, deletions, and reversals/exchange. Whereas there were two types of slips of the tongue which did not occur in their utterances, those were blends/haplogies and misderivations/shifts. Further, the most type of slips of the tongue occurred was *substitutions* which was occurred 51 times. The researcher also found the fact that African speakers who are from Libya (S1), Somalia (S2), and Sudan (S3) produced more slips of the tongue rather than Asian speakers who are from Cambodia (S4), China (S5), and Thailand (S6). African speakers produced 73 slips of the tongue in total, whereas Asian speakers produced 54

slips of the tongue. It is because African speakers tend to use Arabic language in their daily interaction even at collage or Ma'had.

In addition, the researcher found the fact that the typology of slips of the tongue mostly produced by African speakers was *substitutions* which occurred 30 times in total. On the other hand, the typology of slips of the tongue mostly produced by Asian speakers was *deletions* which occurred 27 times in total. Furthermore, the most possible factor which might influence slips of the tongue in international students' utterances was *situational anxiety*. Due to the fact that they felt tired because of their activities and assignments. Thus, it might influence them to produce such slips of the tongue when they did the presentations.

4.2 Suggestion

Since this research put the focus on slips of the tongue in international students' utterances who presented particular topics by using English language, the researcher suggests that for second language learners especially English learners to concern more on slips of the tongue in order to avoid it when they need to have presentations. Thus, they will be able to improve their English, especially on speaking skills. Further, the researcher also has some suggestions to the other researchers who are interested in having research on slips of the tongue. The next researchers are suggested to gain more knowledge about slips of the tongue from different experts' perspectives. Thus, the result of the

research later on would be comparable. Furthermore, the next researchers are also suggested to fill in the gaps on what are the possible strategies to overcome the slips of the tongue.



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APPENDIX 1

The transcript of presentation sections.

- The transcriptions of speaker 1 (S1) who is from Libya.

Bismillahirohamani rohim..

Yeah.. actually aa.. I am not in Indonesia.. and I decide to come because I follow my husband not for any academic reason.. for the first. Then I decided to have UIN Maulana Malik Ibrahim University as my college to be studied in. Because I have heard that is.. the oldest.. one of the oldest campus in this city or in this.. aa.. in this country actually. And because it's Islamic.. Islamic university so it provides that is Islamic environment which I believe and I feel it's comfortable for me as Muslim. This is for the first. And then.. aa.. it provides the majors that I do like that is Linguistics. Actually my department is Linguistics.. and I am choosing Linguistics because I am more curious about the language from how it was produce or how it was found and from how those.. those people among all over the world can produce the sound in different shape and different way. And they still each group can still understand each other.. because this is the language. So that's why I do like Linguistics. And I am now doing my thesis which is in Sociolinguistics. This is one of my

favorite subjects in Linguistics aa.. department or Linguistics branch.. because Sociolinguistics means that the dealing language with the society. What the use of the language in the society as I say before that every group of people have their own sounds or their own language to speak with. And these.. group.. those group of people the friend between one another. Even though.. some of them are from the same country or the same even city but they still have that variable.. even sounds or even words.. even structure.. grammatical structure.. but they still differentiate and they still can contact with each other.

Indonesia is a very good country.. friendly.. helpful. People of Indonesia cheerful. And I like the atmosphere here sometimes. Because sometimes I don't because it's very wet.. and it's very hot and I am not used to that too much. Aa.. actually the nature in Indonesia is amazing.. yeah.. and what else.. because I like it. Yeah.. I think because even though because it different from my country some in the west and some in the east so big different in the language in the face shape.. maybe culture.. in everything.. in the food.. drinks.. yeah everything different from my country. At the first I feel very difficult but then I get used to it.. I am fine. My favorite shoes.. food.. sorry hehehe (laughing). My favorite food is Nasi Goreng I think.. Martabak.. Soto yeah I do like it.. Ayam.. Mie Ayam or something.. And drink I don't have specific.. No I don't.. I don't like ice tea.. I don't like it but which I like I don't have I think.

- **The transcriptions of speaker 2 (S2) who is from Somalia.**

Bismillahi rohmani rohim..

Aa. Assalamualaikum wr. wb.

My name is _____. I am from Somalia. I am student of UIN.

Aa.. my opinion of Indonesia.. Indonesia is largest the country of Islam. And.. when I am in here.. I am very happy because I have aa.. more friend this.. more teacher for aa.. near for me.. when I study Indonesia language like my teacher Budi. So the second.. aa.. the second in UIN. I am a student of UIN. UIN aa.. is Islamic university of aa.. Indonesia. And.. aa there is some more subjects Islamic like aa.. Tarbiyah.. like lughatul Arabiah Bahsa Arab.. Like aa.. aa.. Syariah.. and aa.. Hadits.. I like all subjects of IT, Economy and more I think. And I have some student from Somalia. When I am come in here.. Aa.. We have aa.. one major in IT. And the second.. the third.. my major aa.. Saintek.. aa.. IT and I have an aa.. good subject.. Network.. I like networking and how the hoax and not hoax.. I like. And I tourism in Indonesia more places.. like aa.. like aa.. what is.. like aa.. Surabaya.. and another cities like aa.. Tuban, Jakarta. And the sea.. like aa.. I don't.. I forget the name of sea. Then aa.. my favorite food is aa.. aa.. nasi goreng and other foodies. This is my opinion.. Thank you brother..

Wassalamualaikum

- **The transcriptions of speaker 3 (S3) who is from Sudan.**

Bismillah..

Assalamualaikum..

My name _____. I am.. I am from Sudan. I come from Sudan to study here in Indonesia to continue my study. Because I am study in Sudan three years ago in Pharmacy.. and come here to continue my study in Pharmacy. Aaa.. my opinion about this country. I think this country is very beautiful.. and.. aa.. people in this country is very very very good.. Maybe I am not feel in out my country. I feel in my country because no one feel you.. you out you country. Any place when you go.. you will.. aa.. know each.. each each every every every person in this country feel you in your country.. because this country have aa.. peace.. yeah.. And I think that is good.. And about this university.. aa.. when I am in Sudan.. aa.. I have teach.. aa.. teacher in here.. aa.. He is teach Arabic language.. his name Faisal.. I asked him.. I asked him about this.. this university when I am.. when I am in Sudan.. he give me a lot of information about this university.. because I am come to study here.. University Islamic is very good in science.. and especially your faculties and your collage Pharmacy.. yeah.

My favorite subject to my collage aa.. Pharmacology. Yeah Pharmacology.. Pharmacology here is speak about drugs.. how can.. how you.. how you can makes drugs.. and how drugs is working in body. And how.. how

you can description for the patient how who can take this drugs.. that is. Yeah maybe.. maybe different food from between Sudan and Indonesia. But hmm.. maybe Ayam Crispy.. Yeah.. no no no.. in my country no rice.. my country bread.. but in my country I eat rice but not all time. Maybe in month one time or two months one time. But in here everyday hehehe.. (laughing).

I already go to Bromo.. I visit Bromo. I am visit Malang beach. Yeah like tiga warna.. and like Goa Cina. Yeah I am go to Batu also. Like Paralayang and selecta. Yeah.. garden flower.. I am already visit these places. But I want to visit another places like Bali, Lombok.. Yeah.. I wants visit in my next holiday InshaAllah.. I will go to there. Malang beach.. yeaahh.. aa.. Goa Cina.. Because I.. think this.. I feel aa.. I feel.. I comfortable in this place.. I feel relax in this place.. I am already go to for two.. Goa Cina and tiga warna.. Very very good people.. very kind people.. and.. aa.. what I want to say.. Indonesian people is very very good people.. aa.. no.. Indonesian people no fighting.. no.. aa.. very safety.. very safety in Indonesian people.. and they respect other.. each other.. by way.. crazy yeah.. crazy respecting Indonesian .. I love this.. I love respecting for Indonesian people.

- **The transcriptions of speaker 4 (S4) who is from Cambodia.**

Assalamualaikum Warahmatulahi Wabarakatuh.

My name is _____, from Cambodia. And now twenty years old.. aa.. emm.. I am study a course of education of Arab. So this now I am studying at UIN Maulana Malik Ibrahim Malang. So I very happy study at Maulana Malik Ibrahim because this is of university of Malang of education of high in Indonesia. So of different of Cambodia and Indonesia.. so Indonesia of very good of high education.. so and full class.. and teacher are good of teaching student.. so this uin maulana malik Ibrahim to pay of cheap.. so teacher and my friend other friend to obey of students.. and so full class.. Favorite in Indonesia I like fried rice.. fried rice.. I am very like.. so the food.. different of food Indonesia and Combodia.. maybe the same.. but this is hot.. the Cambodian not hot.. is simple.. the taste I have taste the same.. the drink.. the same of the food of Cambodian.

This course.. my like.. the course my like history of Arab.. history of Islam.. because I like story in the children.. because story of in background of the president to management of country.. the golden age.. the partner of in the people.. I ever to visit beach.. beach.. mountain at Mojokerto.. and the beach at Asmoro.. is very good.. landscape is good MasyaAllah.. Mountain Penggunaan at Mojokerto.. bromo never.. InshaAllah next holiday inshaAllah.. I think people in Indonesia so have people of Akhlak.. of Obey.. Obey of other people..

especially in country's side.. because my friend study in Indonesia also.. So I study this year.. I apply.. I apply with my friend.. he apply for me especially in Indonesia.. especially in UIN Maulana Malik Ibrahim.. to support sponsor.. sponsor of scholarships of other country of student.. I hope maybe teacher.. maybe in Cambodia inshaAllah.



- **The transcriptions of speaker 5 (S5) who is from China.**

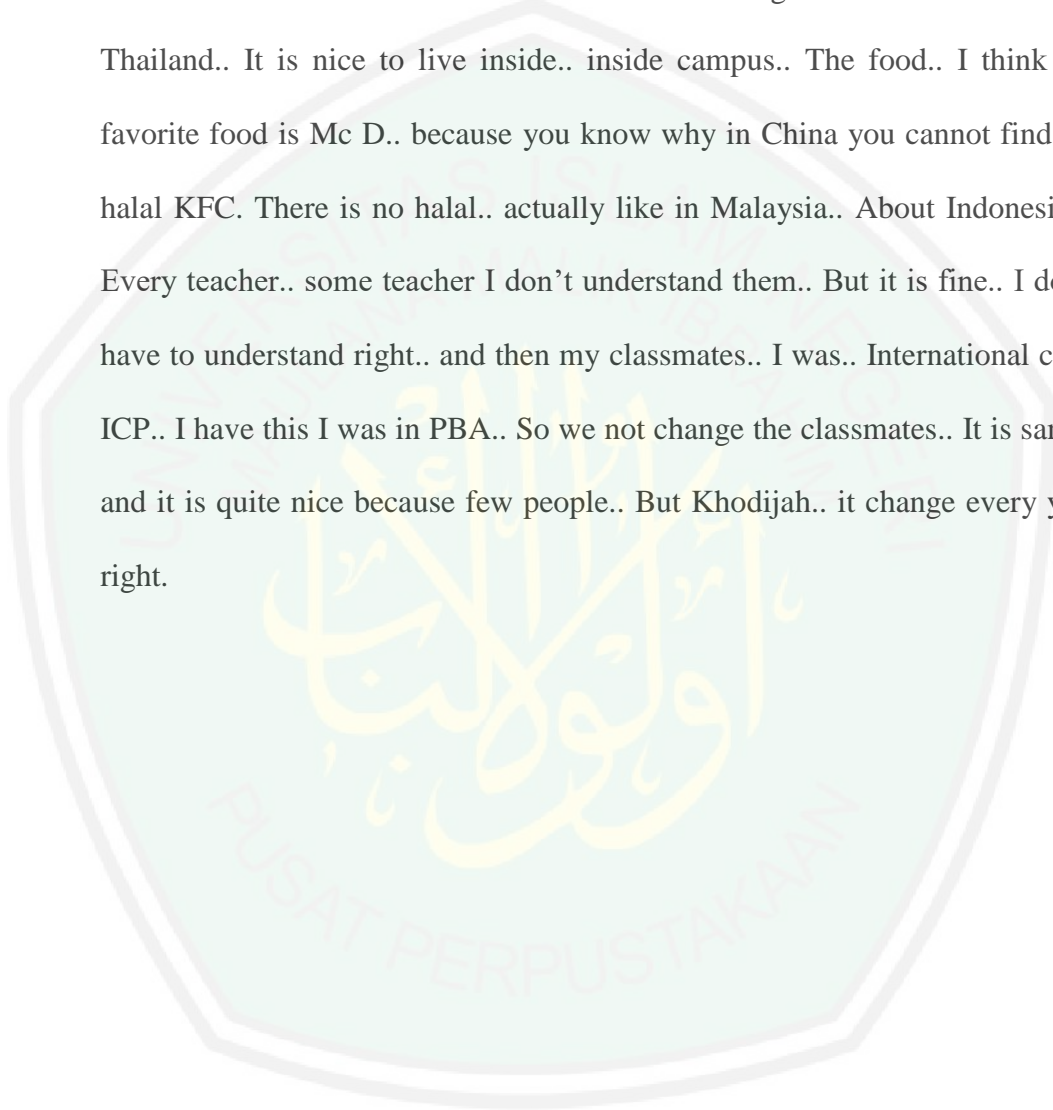
First, I came to Indonesia, right? It was 2015. It was 2015, in December.. oh.. November.. ya November. And.. aa.. but.. I was.. How do you call this.. from china to Singapore.. transfer.. and Surabaya. I was not alone. I have companied. Her name was Maa Lin, two of us. Then we arrived to Surabaya. There is some lecturer from UIN.. pick us from airport. Then they drives us to his home. it mean we didn't come here directly.. just go to his house.. with that time we haven't enrolled.. and I was enrolled in 2016 August, right?. August is enroll the time. This time I was stay in Khadijah.. And the.. first time I arrive to Indonesia it was Surabaya. It is so hot, it is really hot but Malang is not. I was living with my friend in the lecturer home, right? so we like eat every day is from his house cooking or something.. so it is kind of bias.

And when I enrolled here, I wasn't tadrif bahasa inggris. Because you know this department is new from latest semester. So the time I was enrolled in Pendidikan Bahasa Arab. Because my parent I was discuss about this but they say just choose Arab. They want me to be Arabic teacher.. something like this.. then after three semester I really really.. like you know exhausted.. how do we call this.. exhausted.. because Arabic language is very hard.. and I cannot understand in the class.. and the grammar is really hard.. everything is so hard.. but the teacher is really nice.. everyone is so nice. And so why I choose TBI after all.. there is new department TBI in my faculty, right? Then I was thinking maybe I am gonna try to transfer to this department. Then I talk to my wali

dosen. She says okay, you can transfer to another department. So why I choose this tadriz department not BSI. Because you know the same reason.. I like to.. How do you call this.. my ambitious.. is to be.. It is about education.. and.. that is the reason I choose tadriz bahasa inggris not sastra.

Then, how do I feel I study UIN.. actually it is really different when you study in bahasa arab and the English. So it is really different. Actually I.. when I study Arabic it is really hard.. because I am not good Arabic.. and the.. How do you call this.. I don't have.. how do you call this.. something like.. you really like to do something.. interesting.. but my parent force to choose Arab, but it is fine. And after TBI, I do call my parent, and they say okay fine if you don't want continue Arabic.. it is okay you can choose for other one.. then you know it is new right, so now I am in semester.. in second semester.. before I am in third semester.. it mean I have to go down.. Tbi is new department here, right? So it only has semester two, semester one and semester two. But before I was in PBA.. I was semester 3.. third semester.. it mean I have to go repeat.. so I think my parent not really happy about this that I have to repeat.. because I have to take long time.. because like this.. now I am twenty two years old.. one I arrive to Indonesia is 2015.. untill I enrolled I was spend one year to study bahasa Indonesia.. I was study bahasa Indonesia.. it already one years I was ninety I came here.. now I study one year bahasa Indonesia.. I was twenty.. and I enrolled PBA like almost two years.. I was twenty one and a half.. now I am twenty two.

What is my favorite subject.. I think now.. I think my favorite subject is listening.. and living in Khadijah.. first I moving Khadijah.. I was living with Murabiah.. her name is hanny.. murabiah.. four all us.. and two murabiah.. I think one or two murabiah.. then after that I moving this room before it was Thailand.. It is nice to live inside.. inside campus.. The food.. I think my favorite food is Mc D.. because you know why in China you cannot find the halal KFC. There is no halal.. actually like in Malaysia.. About Indonesian.. Every teacher.. some teacher I don't understand them.. But it is fine.. I don't have to understand right.. and then my classmates.. I was.. International class ICP.. I have this I was in PBA.. So we not change the classmates.. It is same.. and it is quite nice because few people.. But Khodijah.. it change every year right.



- **The transcriptions of speaker 6 (S6) who is from Thailand.**

Assalamualaikum Warahmatulahi Wabarakatuh.

My name is _____, I am from Thailand. Aa.. and I have been in here for three years. So for the first question's what do you think about Indonesia. Indonesia has many island and city.. a every province really unique has different local language and of a culture.. and Indonesia of course allows and recommendations about most things in Indonesia.. like as matter of fact Indonesia is often very much kind of place.. some.. a something like when you want to do something that is some cannot. because most of Indonesia are Muslim.. but not.. but not.. what is that.. an Islamic country. So food here seem like Thailand mostly.. but the taste is different like in my country Thailand.. aa people like spicy and sours.. but I think in Indonesian like sweet so when I am homesick for Thailand.. for Thailand taste.. I will cook by myself.. And.. I feel very good because the first one is here is no uniform.. so I can dress up what I need but still polite.. And I feel in Indonesia has a lot of knowledge materials as well as Islam.

And important I choose Indonesia to study because here is a lot Muslim.. Of course I feel very good.. actually.. actually I don't know this university but my teacher suggest me to study here. He said Malang is beautiful city.. city of.. aa.. tourist attraction.. and UIN Malang famous on English department.. aa.. so yeah that is the reason why I choose here.. So and UIN

Malang has so many foreign students.. like Thailand, Cambodia, Malaysia, Philippine, Sudan, Russia, China, and many other.. And I know that UIN Malang the only one that all of students at the first year force to learn Arabic.. so it was good for me and everyone also I think.. So I love this UIN Malang very much.. I can know and see many things that I never know and friends that I cannot forgettable.. Of course I choose English department.. my favorite subject is speaking.. because I can practice my skill as well.. I like fry rice.. fried rice.. because I think it has a special and.. drink is ice lemon tea.



APPENDIX 2

The transcript of interview sections.

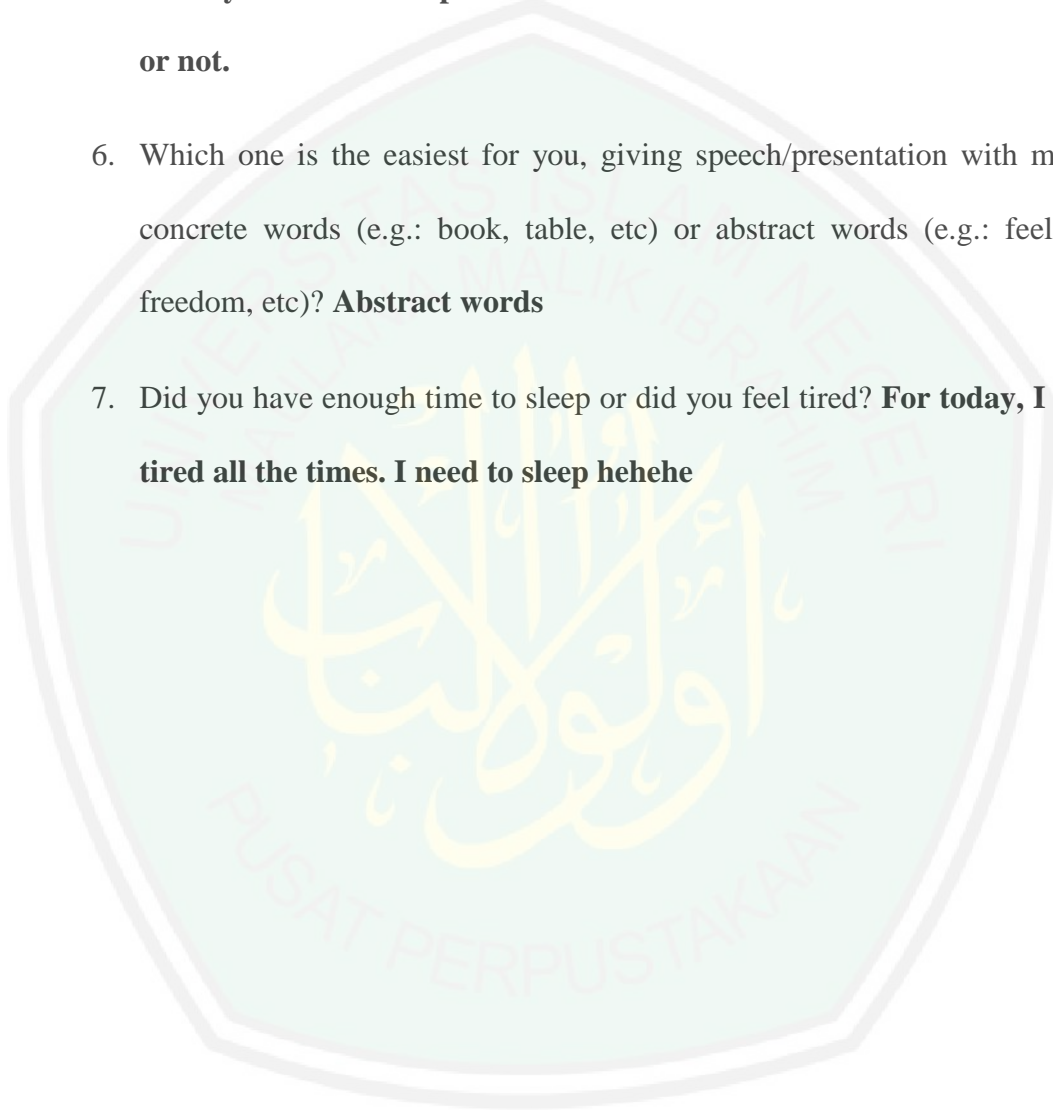
- The transcriptions of speaker 1 (S1) who is from Libya.

1. Is English your first language? **No.**

If it is not, since when did you learn English? **I learn English from 2010**

2. Is this your first time to present a particular topic in English? **No, I have before**
3. Are you having a problem in saying what is in your mind when you are in front of lots of people? **Actually not, but sometimes in a group of people so I feel hesitate sometimes.**
4. How do you feel when you need to present a particular topic in front of lots of people? **Hmm okay, my personality actually when I am in front of people, I feel shame. And I prefer to sit down to present. I feel more comfortable. So I don't prefer that much presented my topic in front of people**

5. Did you find any difficulties in choosing and producing proper words when you present a particular topic? **Yeah sometimes, words fly and I cannot catch them. But sometimes and.. a term that I can just catch it up from the anywhere. So it depends on the situation whether I am comfortable or not.**
6. Which one is the easiest for you, giving speech/presentation with many concrete words (e.g.: book, table, etc) or abstract words (e.g.: feeling, freedom, etc)? **Abstract words**
7. Did you have enough time to sleep or did you feel tired? **For today, I feel tired all the times. I need to sleep hehehe**



- **The transcriptions of speaker 2 (S2) who is from Somalia.**

1. Is English your first language? **No, in Somalia we have a language, Somalia language. The first language is Arabic.**

If it is not, since when did you learn English? **I study in high school**

2. Is this your first time to present a particular topic in English? **No no no, in Somalia.**

3. Are you having a problem in saying what is in your mind when you are in front of lots of people? **No no no, relax. Indonesian people very kind.**

4. How do you feel when you need to present a particular topic in front of lots of people? **I feel good.**

5. Did you find any difficulties in choosing and producing proper words when you present a particular topic? **Maybe sometimes.**

6. Which one is the easiest for you, giving speech/presentation with many concrete words (e.g.: book, table, etc) or abstract words (e.g.: feeling, freedom, etc)? **Maybe, same for me. Sometimes abstract. Maybe the abstract, feeling.**

7. When you need to present something in front of people, do you need some time to prepare? **Yes, because sometimes it is difficult.**

8. How if someone suddenly ask you to speak in front of a lot of people? **Maybe different, like aa.. in major.. like aa.. in my IT.**

- **The transcriptions of speaker 3 (S3) who is from Sudan.**

1. Is English your first language? **No.**

If it is not your first language, since when did you learn English? **In my country. Yeah in secondary school**

2. It is also your first time to present something by using English language? **No. Maybe in my country when I am in secondary school and when I am in my collage I give presentation by English language**

3. When you want to present something, do you get any difficulties to say what is in your thought, what it is in your mind? **Yeah I have, sometimes. When I am want to speak quickly I cannot find many.. many words I want to say**

4. It that because you are tired or maybe nervous or what? **No, because maybe I am not very I am not speak very well. But because I am not speak very well. I want to speak very well inshaAllah. I want to speak like English people.**

5. Which one is the easiest for you, giving speech/presentation with many concrete words (e.g.: book, table, etc) or abstract words (e.g.: feeling, freedom, etc)? **Abstract word**

6. Did you feel tired? **Yeah I feel tired, because I have I have so many homework.. everyday hehehe (laughing)**

- **The transcriptions of speaker 4 (S4) who is from Cambodia.**

1. Is English your first language? **First language Cambodian and English.**

English is second

If it is second language, since when did you learn English language? **I**

learn.. I had been to learn English at Cambodia. Maybe six months.

Yeah senior high school.

2. Is this your first time to present something by using English? **Aa.. no no first time**

3. Are you having a problem when you present something to express your ideas by using English? **Maybe difficult also**

4. Are you feeling nervous when you present something by using English language? **Afraid also.**

5. Which one is the easiest for you, giving speech/presentation with many concrete words (e.g.: book, table, etc) or abstract words (e.g.: feeling, freedom, etc)? **Hmm the concrete.**

6. Are you tired now? **Tired also, because I had been to play futsal hehehe (laughing)**

- **The transcriptions of speaker 5 (S5) who is from China.**

1. Is English your first language? **No.**

If it is not, since when did you learn English? **I was middle school**

2. Is this your first time to present a particular topic in English? **I think it is not. Of course not because I am in English department right.**

3. Are you having a problem in saying what is in your mind when you are in front of lots of people? **No. No problem.**

4. How do you feel when you need to present a particular topic in front of lots of people? **Yeah sure, first nervous.**

5. Did you find any difficulties in choosing and producing proper words when you present a particular topic? **Sometimes. Sometimes in the class, sometimes talking to people.**

6. Which one is the easiest for you, giving speech/presentation with many concrete words (e.g.: book, table, etc) or abstract words (e.g.: feeling, freedom, etc)? **I think just the same. Both not hard, just easy.**

7. Did you have enough time to sleep? **Yeah I have enough time to sleep**

8. Do you feel tired? **Sometimes you go outside play, sometimes you know you go to mall. It is really tired.**

- **The transcriptions of speaker 6 (S6) who is from Thailand.**

1. Is English your first language? **English isn't my first language.**

If it is not, since when did you learn English? **Of course in my high school**

2. Is this your first time to present a particular topic in English? **No, it is not.**

3. Are you having a problem in saying what is in your mind when you are in front of lots of people? **Absolutely, for me myself I like to write in English more than speak.**

4. How do you feel when you need to present a particular topic in front of lots of people? **I was so excited.**

5. Did you find any difficulties in choosing and producing proper words when you present a particular topic? **Yes, I did, I found many difficult such as difficult word that I don't understand.**

6. Which one is the easiest for you, giving speech/presentation with many concrete words (e.g.: book, table, etc) or abstract words (e.g.: feeling, freedom, etc)? **Yes, for example, a like sleep, eat, walk, run, pen, pencil, something like that.**

7. Did you have enough time to sleep or did you feel tired? **Yes, I did. I have enough time to sleep.**