

**“SLIPS OF TONGUE” IN TEACHING-LEARNING PROCESS
UTTERED BY TEACHERS OF SMPN 7 JEMBER**

THESIS

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

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UTTERED BY TEACHERS OF SMPN 7 JEMBER**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

By:

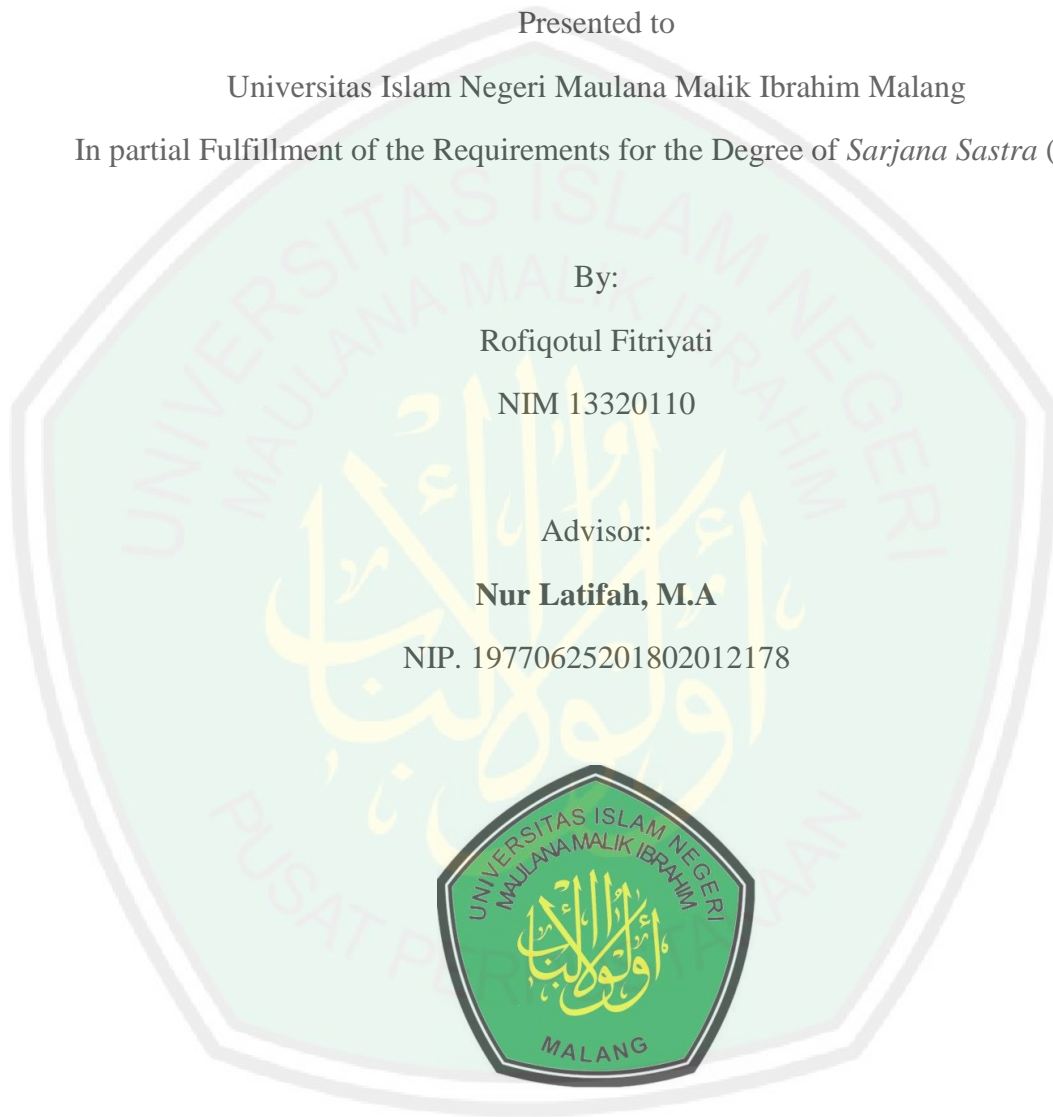
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2021

STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“Slips of Tongue in Teaching Learning Process uttered by Teacher of SMPN 7 Jember”** is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 26 February 2021

The researcher



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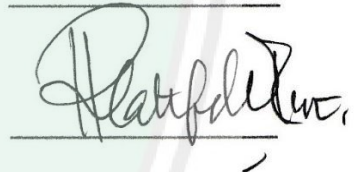
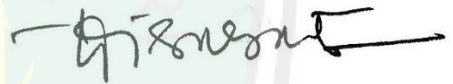
This is to certify that Rofiqotul Fitriyati's thesis entitled **Slip of Tongue in Teaching Learning Process uttered by Teacher of SMPN 7 Jember** has been approved by the board of Examiners as the requirement for the degree of *Sarjana Sastra* (S.S.) in English Letter Department.

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Motto

The slips of the tongue is more dangerous than the slip of the feet

- Utsman bin Affan -



DEDICATION

This thesis is dedicated to my beloved parents and my brother whom I thank the most, thank you for the support and thank you for your loves cares and prays. I am sorry for not being a good daughter and sister, and for not being able to match your expectation. Also to all of my friends especially *angkatan 26* thank you for always be my alarm.



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All praise and thanks to Allah SWT, the most gracious and the most merciful, who given me the mercy, chance, guidance and blessing until I can finish my thesis entitled “*Slips of Tongue in Teaching-Learning Process Uttered by Teacher of SMPN 7 Jember*”. Peace and salutation may always be granted to our Prophet Muhammad SAW who has brought us from the darkness to the lightness.

First of all, my sincerely gratitude gives to my beloved family, my parents who always give their best to support me. My second gratitude is to my advisor Nur Latifah, M.A. who has given me motivation and advice during the writing process of this thesis. I extend my next gratitude to all the lectures that have given me knowledge, experience and support. Furthermore, I would like to express my gratitude to all of member of English Literature 2013, thanks for the friendship and support. For all my partner and my lovely friends of *Angkatan26*, thanks for the togetherness, the friendship, and the prayer, that means a lot to me. Their sincere kindness, eternal loves and affections become my big motivation to achieve my best and bright future. I truly realize that this thesis needs constructive critic to be better research, but I do hope that it can be useful for other people who read this thesis.

Malang, 17 June 2020

Rofiqotul Fitriyati

ABSTRACT

Fitriyati, Rofiqotul. 2013. *Slips of the Tongue in Teaching-Learning Process Uttered by Teacher of SMPN 7 Jember*. Minor Thesis (Skripsi) Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Nur Latifah, MA

Keywords : Slips of the Tongue, Teaching-Learning Process

Slips of the tongue are the common occurrences that happen when people are speaking or communicating. According to Cambridge dictionary *Slips of Tongue* are 'something that you say by accident when you intended to say something else' (Definition of slip of the tongue from the Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press)*. (Sujatmoko: 2015). In the English Language Teaching process teacher seems to make some mistake when they speak and they did it unconsciously. Researcher use the theory of Fromkin (2006) that explain the slips of the tongue as the verbal or memory mistake that happen unconsciously. People did slips of the tongue sometime misinterpreting a written or spoken word.

In this study researcher analyzed about the kind of Slips of the tongue that uttered by the teacher during teaching-learning process and the factors that influence the teacher in producing Slips of the tongue. The researcher wants to give more explanation about the slips of the tongue that often happen in English Teaching Process.

This research used descriptive qualitative research method. The data taken from some utterances of English teachers during the teaching-learning process in the class. The researcher attends the class to take the data, record the teaching process and make a note of the important thing and the last is identify and analyze the data. The data source of this research are from the way teachers speak during teaching-learning process. Utterances that utter by the teacher are being the objects that will be observe by researcher.

The result of the study after analyzing and discussing of the data is that the most types of slips of tongue that uttered by the teachers of SMPN 7 Jember was substitutions (10 data) and the least was anticipation and blend (1 data for each of them). The researcher taught that the teacher of SMPN 7 Jember got difficulty in selecting the right word during teaching-learning process that makes this slips of tongue can be occurred. The factors that influenced teacher in producing slips during teaching-learning process are situational anxiety and cognitive difficulty. Whereas the social factor were not influenced the teacher slips.

ABSTRAK

Fitriyati, Rofiqotul. 2013. Selip Lidah dalam Proses Belajar Mengajar yang Disampaikan oleh Guru SMPN 7 Jember. Tesis Minor (Skripsi) Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Nur Latifah, MA

Kata Kunci : Selip Lidah, Proses Belajar Mengajar

Selip Lidah adalah kejadian umum yang terjadi ketika orang berbicara atau berkomunikasi. Menurut kamus Cambridge, Selip Lidah adalah ‘sesuatu yang anda ucapkan secara tidak sengaja ketika anda bermaksud mengatakan sesuatu yang lain’ (Definisi Selip lidah dari akus dan tesor lanjutan Cambridge, Cambridge & Tesaurus Cambridge University Press) *. (Sujatmoko: 2015). Dalam proses Pengajaran Bahasa Inggris, guru tampaknya membuat kesalahan ketika mereka berbicara dan mereka melakukannya secara tidak sadar. Peneliti menggunakan teori Fromkin (2006) yang menjelaskan selip lidah sebagai kesalahan verbal atau ingatan yang terjadi secara tidak sadar. Orang-orang tergelincir lidah kadang-kadang salah menafsirkan kata tertulis atau lisan.

Dalam penelitian ini peneliti menganalisis tentang jenis Selip Lidah yang diucapkan oleh guru selama proses belajar mengajar dan faktor-faktor yang mempengaruhi guru dalam memproduksi Selip Lidah. Peneliti ingin memberikan lebih banyak penjelasan tentang Selip Lidah yang sering terjadi dalam Proses Pengajaran Bahasa Inggris.

Penelitian menggunakan metode penelitian kualitatif deskriptif. Data diambil dari beberapa ucapan guru Bahasa Inggris selama proses belajar mengajar di kelas. Peneliti menghadiri kelas untuk mengambil data, mencatat proses pengajaran dan membuat catatan tentang hal yang penting dan yang terakhir adalah mengidentifikasi dan menganalisis data. Sumber data penelitian ini adalah dari cara guru berbicara selama proses belajar mengajar. Ucapan yang diucapkan guru adalah objek yang akan diamati oleh peneliti.

Hasil penelitian setelah menganalisis dan mendiskusikan data adalah bahwa sebagian besar jenis Selip Lidah yang diucapkan oleh guru-guru Bahasa Inggris SMPN 7 Jember adalah Pengganti (10 data) dan yang paling sedikit adalah Antisipasi dan Campuran (masing-masing 1 data). Peneliti menemukan bahwa guru Bahasa Inggris SMPN 7 Jember mengalami kesulitan dalam memilih kata yang tepat selama proses belajar mengajar yang membuat selip lidah ini terjadi. Faktor-faktor yang mempengaruhi guru dalam menghasilkan selip lidah selama proses belajar mengajar adalah kecemasan situasional dan kesulitan kognitif. Sedangkan faktor sosial tidak mempengaruhi guru.

مستخلص البحث

الفطرية، رفيقة. 2013. تحليل زلات اللسان في عملية التدريس والتعلم المقدمة من قبل معلمي SMPN 7 Jember. أطروحة صغيرة (أطروحة) قسم الأدب الإنجليزي، كلية العلوم الثقافية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانغ.

مشرف : نور لطيفة، ماجستير

الكلمات المفتاحية: زلات اللسان، عملية التعليم والتعلم

زلات اللسان هي الأحداث الشائعة التي تحدث عندما يتحدث الناس أو يتواصلون. وفقاً لقاموس كامبريدج، فإن Slips of Tongue هي "شيء تقوله بالصدفة عندما تنوي أن تقول شيئاً آخر" (تعريف زلة اللسان من قاموس & Cambridge Advanced Learner's Thesaurus © Cambridge University Press). (سوجاتموكو: 2015). في عملية تدريس اللغة الإنجليزية، يبدو أن المدرس يرتكب بعض الأخطاء عندما يتحدث ويفعل ذلك دون وعي. استخدم الباحث نظرية فرومكين (2006) التي تفسر زلات اللسان على أنها خطأ لفظي أو في الذاكرة يحدث دون وعي. فعل الناس زلات لسانهم في وقت ما أساءوا تفسير كلمة مكتوبة أو منطوقة.

في هذه الدراسة قام الباحث بتحليل نوع زلات اللسان التي ينطق بها المعلم أثناء عملية التعلم والتعليم والعوامل التي تؤثر على المعلم في إنتاج زلات اللسان. يرغب الباحث في تقديم المزيد من الشرح حول زلات اللسان التي تحدث غالباً في عملية تدريس اللغة الإنجليزية.

استخدم هذا البحث المنهج الوصفي النوعي. البيانات مأخوذة من بعض أقوال معلمي اللغة الإنجليزية أثناء عملية التدريس والتعلم في الفصل. تحضر الباحثة الفصل لأخذ البيانات وتسجيل العملية التدريسية وتدوين الشيء المهم وآخرها تحديد وتحليل البيانات. مصدر بيانات هذا البحث من الطريقة التي يتحدث بها المعلمون أثناء عملية التدريس والتعلم. الألفاظ التي ينطق بها المعلم هي الأشياء التي سيراقبها الباحث.

كانت نتيجة الدراسة بعد تحليل البيانات ومناقشتها أن أكثر أنواع زلات اللسان التي نطق بها مدرسو SMPN 7 Jember كانت عبارة عن استبدالات (10 بيانات) وأقلها ترقب ومزج (1 بيانات لكل منها). علمت الباحثة أن مدرس SMPN 7 Jember واجه صعوبة في اختيار الكلمة الصحيحة أثناء عملية التدريس والتعلم التي تجعل زلات اللسان هذه تحدث. العوامل التي أثرت على المعلم في إنتاج الزلات أثناء عملية التدريس والتعلم هي القلق الظرفية والصعوبة المعرفية. بينما لم يتأثر العامل الاجتماعي بزلات المعلم.

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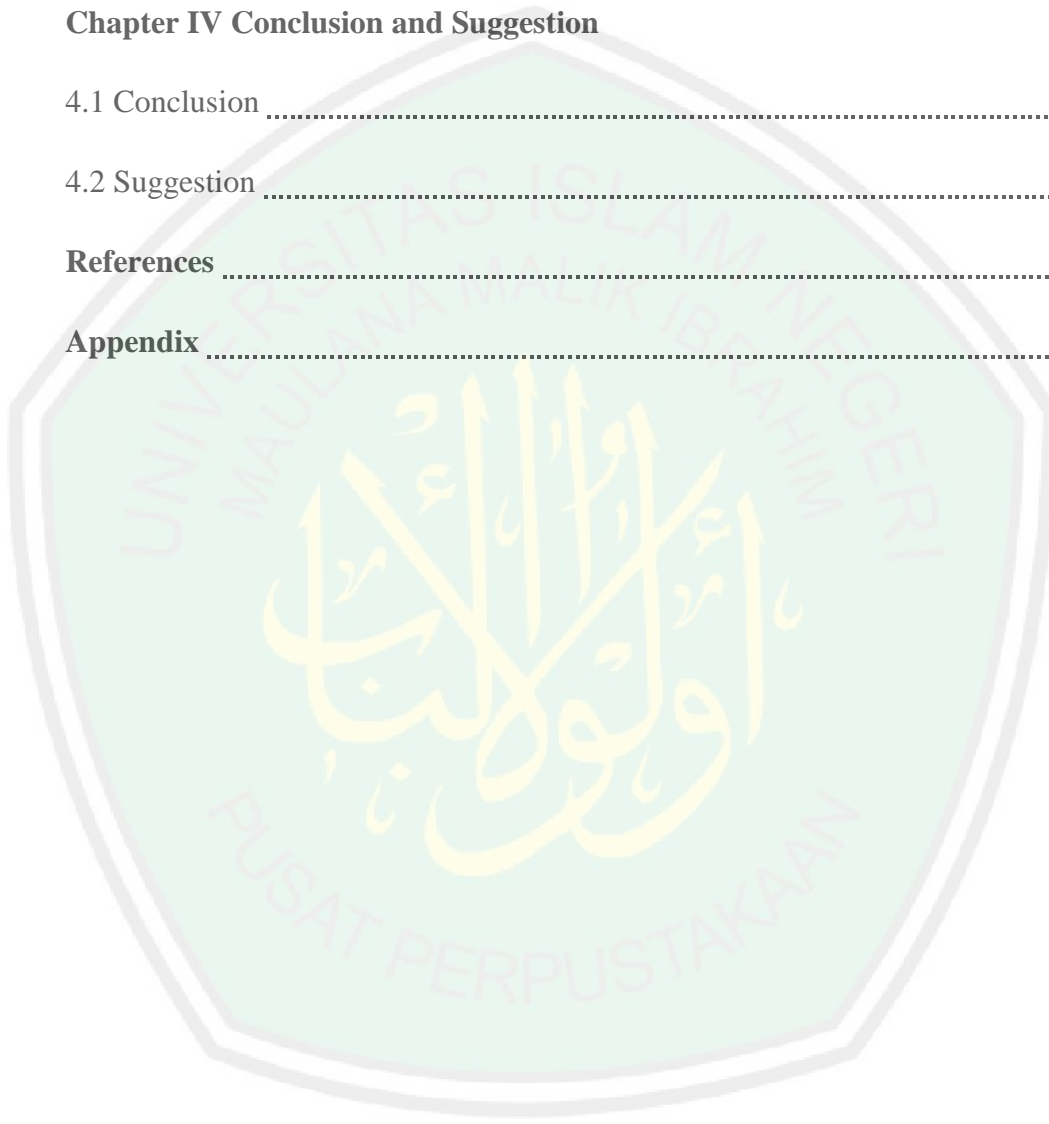
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CHAPTER I

INTRODUCTION

This chapter explain about the background of the study, problem of study, objective of the study, significance of the study, scope and limitation, definition of the key terms and research method. The research method included; research design, data sources, research instrument, data collection and data analysis.

1.1 Background of the Study

People are talking and conversing with their friends or sometimes in their mind in the process of language production. As Levelt (1989) said “Talking is one of our dearest occupations. We spend hours a day conversing, telling stories, teaching, quarreling, and of course speaking to ourselves. Speaking is moreover, one of our most complex cognitive, linguistic, and motor skills.” (Carroll, 2007, p. 186). In the process of language production people cannot avoid to make the mistake. People are talking for hours in a day that in some point they make some mistakes or errors.

Mistakes or errors that made by people in their speech or conversation named as speech error. Some researchers divide “Speech Error” into some types. According to Clark and Clark (1977) theory, speech error classified into nine types, they are silent pause, filled pause, repeat, false start (unretracted), false start (retracted), correction, interjection, stutter and slips of tongue.

In this study researcher will analyze about one of Speech Errors that usually occur during language production that called “Slips of Tongue”. We sometimes find the phenomenon of Slips of Tongue in daily conversations and it happen unconsciously. Slips of Tongue that happen during conversation can change the meaning of spoken words of speakers that cause misunderstanding between the speaker and the opponent talk.

Freud (1922) is the first person who pays attention to “Slips of tongue” as 'psychological data'. He gives the tongue slips a scientific name which is called 'parapraxes' and subsumed them to his famous hypothesis 'Freudian slips'. In his hypothesis, Freud believes that "every slip was a consequence of deeper unconscious motivations that were allowed expression through such error". In some research also stated that, "the mistake of talking is a significant contribution to understanding the processes of speech and language development. Speakers make mistakes that bring up more about the field of Linguistics. In this case, Donovan (as cited in Ali: 2007, 2) states that a person who does ' slips ' cannot create "Slips Tongue ' in terms of linguistic unless they have studied such matters."

In the great Indonesian Language Dictionary (2008), *Kilir Lidah* (Slip of the Tongue) has the meaning of '*salah mengucapkan; salah mengatakan*'. Meanwhile, in the Cambridge dictionary “Slips of tongue” is 'something that you say by accident when you intended to say something else'(Cambridge Advanced Learner's Dictionary Thesaurus © & Cambridge University Press).

Shutter (as cited in Ali: 2007, 14) also states that “Slips of tongue” is a complex mental processes that occur under conscious, so we are not aware of anything except when we hear ourselves saying something funny, and it all happened very quickly as we are not aware of any person”.

From the definition above we know that the phenomenon of “Slips of tongue” occur when someone made the mistake when they speak, which is happen under the subconscious, it also can result in the replacement of the words. Slips of tongue become phenomenon that occurs in speech production with the result that what people say is not really what they mean or they want to. Slips of tongue may occur for all people whether they are fluent in speaking or not. Even native speakers are possible to make a slip. It can be caused that the speech they produce is not in hand with what in their tongue (Fromkin, 2006).

Fromkin (2006:1) states that "it is normal to enable a number of words in the required area and eliminate the words that are not desirable". In addition, Crystal (as cited in Ali: 2007, 15-16) also states that "the main linguistic findings is that “Slips of tongue” does not happen at random and it regularly as we speak". The word affect (influencing word) is often the most powerful among the units of the tone and the most “Slips of tongue” involving the replacement of the symmetric between a syllable with syllable more, for example the segment early in the word affect (influencing word) replacing the initial segment in a word that is affected.

Speech Error or “Slips of tongue” can happen during small talk between some students in the class, utter by the news anchor and on the speech of the President. Those are some cases that happen. There are many people or researchers are discussing on Speech Error or “Slips of tongue” that often happen in our environments.

“Slips of Tongue” not only occur in the daily conversation but also in the formal speech. During teaching learning process teachers are leaning to explain the subject of study, therefore, teacher speaks more than the students. This case can lead the teacher to produce some slips of tongue during the teaching-learning process.

Slips of tongue are phenomenon that occurs unconsciously during conversation or speech. It will be serious matter if the teacher often made the mistake, because students imitate the teacher. Students will utter the words wrongly during the class and in their daily conversation.

The phenomenon of slips of tongue seems simple and does not have serious consequences, but it is not. Slips of tongue can refers to the replacement of the word (word substitution) that change the meaning of the words. This case can cause the credibility of the speaker or writer to go down. (Sujatniko, 2015, para. 7)

In producing some utterances, people will think before they say what are in their mind. When they does not produce utterance correctly they will be produce slips of tongue. Slips of tongue that occurs unconsciously influenced by some

factors. According to Ulfa (2016:22) Clark and Clark has discovered three possible sources of planning difficulty, they are cognitive reasons, anxiety and social reasons. Those three factors are influencing people in the process of speaking.

Karisman (2008) in his study was investigated about a Psychological Research on Slips of tongue Occurred in the Speaking Class of English Letters and Language Department Student of UIN Malang. Karisman analyzed the kind of slips of the tongue that uttered during the speaking class. Anshori (2014) examined the self-repair of host and guest of Talk Asia program in CNN TV on their speech error. Amalia (2014) examine about Slips of tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo. The result of the study, slips of tongue always occur in daily activity and the students of English Conversation Club (ECC) often do wrong pronunciation when they are speaking English. Study that carried out by Putri (2015) was investigated about “Slips of tongue” that made by News Anchor. On her study, the frequent slips occurred by news anchor are perseverations and deletions. Ulfa (2015) examined about the slips of tongue and the factors that influence slips of tongue occur in the George W Bush interview at the presidential Scholar Graduation. The researcher found that the most dominant slips that occur is substitution and the most dominant factor that influence the slips of tongue is cognitive difficulty.

The researches above discussed about slips of tongue that happen in various field such as in the broadcast, speech, news and study. Most of the objects of researches are the native speaker of English Language. Karisman (2008) on his

research discussed about the slips of tongue that occur in the speaking class of English Letters and Language Department Student of UIN Malang” where they study English Language as the Foreign language. It is similar with the research that conducts by Amalia (2014) which the object is non-native speaker that study English as foreign language. From those research we know that slips of tongue occur in any field and any condition.

Based on the previous study above, researcher wants to discuss about the slips of tongue that occur during teaching-learning process that utter by teacher of “English Language” lesson. Which the teachers are teaching English as the foreign language.

1.2 Problem of the Study

This study focuses on the “Slips of tongue” that produce by teachers in Teaching-Learning process. Writer also wants to analyze about the factor that influence the teacher in making “Slips of tongue”. Therefore, the research questions that proposed by writer are:

1. What are the types of “Slips of tongue” produced by teacher on Teaching-Learning process?
2. What kinds of factors which influence the teacher in making “Slips of tongue” during Teaching-Learning process?

1.3 Objective of the Study

Based on the problem of the study above, this research has two objectives of the study:

1. To identify the kinds of “Slips of tongue” produced by the teacher in the Teaching-Learning process.
2. To identify the possible factors that influence the teacher in making “Slips of tongue” during Teaching-Learning Process.

1.4 Significance

This study expected to enrich the theoretical perspective on “Slips of tongue” that uttered by teachers in Teaching-Learning process.

The function of that would be developed the understanding of readers about the teacher’s “Slips of tongue” in Teaching-Learning process. The study will describe teacher’s “Slips of tongue” in the classroom during the teaching process. Writer expects that this research is useful for other researcher who interested in studying about psycholinguistics especially about “Slips of tongue”. Practically, the study will help the reader and other researcher in analyzing teacher’s “Slips of tongue” in English Teaching-Learning class.

1.5 Scope and Limitation

The focus of this study is “Slips of tongue” that utter by teacher on the Teaching-Learning process. This study gained the data from the teacher’s “Slips of tongue” in the classroom during the teaching-learning processes. This study used Fromkin (2006) theory to identify the types of “Slips of tongue” during the teacher speech and Clark and Clark (1977) theory to identify the factor which influence slips of tongue that utter by the teachers.

1.6 Definition of Key Terms

1. Slips of tongue is an error in speaking in which a word is pronounced incorrectly, or which the speaker say something unintentionally.
(<https://idioms.thefreedictionary.com/slip+of+the+tongue>)
2. English teachers of SMPN 7 Jember are teaching English and using English during Teaching-Learning process.

1.7 Research Method

The research method contains of research design, data sources, research instrument, data collection and data analysis.

1.7.1 Research Design

This research is using the descriptive qualitative method to analyze data because this research analyze about the types of “Slips of tongue” and factors which influence slips of tongue that utter by the teachers. The

data of this research consist of words, phrases and utterances that will be analyzed using descriptive qualitative method without statistically analyze.

The theory that used in this research is Fromkin (2006) theory to analyze the types of “Slips of tongue” and to analyze the factors which influence slips of tongue that utter by the teachers during Teaching-Learning process.

1.7.2 Data Sources

The data source of this research are from the way teachers speak during teaching-learning process. Utterances that utter by the teacher are being the objects that will be observe by researcher. The teachers are being the object of this research because it is never analyze before. Therefore it is become the newest object.

1.7.3 Research Instrument

The main instrument in this research is the researcher herself because the researcher who is collecting and analyzing the data. Besides, the researcher will record all of the utterances and situation during the teaching-learning process. The researcher will analyze by listening to the recordings that have been recorded.

1.7.4 Data Collection

The data of this research was taken at the teaching-learning process since 13th till 20th of January 2018. This research’s data taken from all

utterances of English teachers during the teaching-learning process in the class. To investigate about “Slips of tongue” the researcher does several steps. First, the researcher attends 13 classes, they are VII A, VII D, VII F, VII H, VIII A, VIII B, VIII E, VIII F, VIII G, VIII I, IX A, IX C and IX E to collect the data by recording teachers utterance during teaching-learning process and make a note of the important thing. Second, the researcher listens to all the recording and makes a script.

1.7.5 Data Analysis

After collecting the data, researcher analyzes the data through some steps. First, researcher identifying and classifying the data based on the theory about slips of tongue by Fromkin (2006). Second, researcher also identifying and classifying the factor that influence teachers doing Slip of the Tongue during teaching-learning process. Last, researcher draws the conclusion as the result of the analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explained about review of related literature. It contains language production, speech error, slips of tongue, types of slips of tongue, factor which influence the teachers doing slips of tongue and previous studies.

2.1 Language Production

Speaking is one of the most complex cognitive operations that human beings perform. A normal speech rate in English is around 150 words a minute. This means that a speaker retrieves two or three words per second from everyday vocabulary of about 30,000. What is more, they continue to do so over much extended periods of time and with remarkable accuracy (about one slip per 1000 words).

Research in speech production has aimed to identify the stages through which a speaker passes in assembling an utterance. Evidence has been sought in “Slips of tongue” (SOTs), inadvertent speech errors which, by showing us the system malfunctioning, can provide insights into the choices that a speaker makes.

Taylor (1990:363) describe that process of the language can be selectively impaired in brain damage. When the language is impaired, linguistics items acquired early in childhood tend to be preserved better that those acquired late.

Levelt (1989) (as cited in Carroll, 2007: 186) said “Talking is one of our dearest occupations. We spend hours a day conversing, telling stories, teaching, quarreling, and of course speaking to ourselves. Speaking is moreover, one of our most

complex cognitive, linguistic, and motor skills. Articulation flows automatically, at a rate of about fifteen speech sounds per second, while we are attending only to the ideas we want to get across to our interlocutors”.

2.2 Speech Error

People communicate by producing language that helped them to understand each other purpose. Speech error is one of the language production phenomenon's that happen in the communication. People are producing speech error unconsciously, without they realize what was they talked about.

There are nine types of speech errors as mentioned below:

1. Silent Pause

Silent pause is a period of no speech between words. The speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly hesitates a lot, and when they speed up their rate of words. They do it by eliminating the pauses, not by shortening the words. The silent pauses, the speakers no speech at all, they just keep silent between their words.

For example: turn on the // heater switch (Clark, 1977:262)

2. Filled Pauses

Filled pause is a gap filled by saying *ah, er, uh, um, or the like*. The fast speakers are fluent because they do not hesitate much, and slow speakers filled their pauses by saying the words *ah, er, uh, um, or the like*.

For example: turn on 'uh' the heater switch (Clark, 1977:264)

3. Repeat

Repeats are repetitions of one more words in arrow. The speakers intended to utter something, yet they make speak error. They make repetitions of one more words in a row.

For example: he/he didn't go (Clark, 1977:265)

4. False Start (Unretraced)

False start (unretraced) correction of a word is included. When the speakers have speech error, they make corrections of a word but they do not repeat of one or more words before the corrected word. They continue saying or speaking the next word without repeating the wrong word.

For example: these/those dirty cups

5. False Start (retraced)

False start (retraced) is correction of word also included the repeating of one more words before the corrected word. When the speakers realized that they make speech error, they make correction of their word. They make repetition of one or more words before the corrected word.

For example: those clean/those dirty cups (Clark, 1977:264)

6. Correction

Clark and Clark (1977) state that correction is almost the same as false starts but the differences are that they contain an explicit "*I mean, or rather, that is, well*" to mark the phrase as a correction.

For example: turn on the stove switch – I mean, the heater switch (Clark, 1977:265)

7. Interjection

In this case, the speakers have to stop to think about what they will say next. They utter some interjection to inform why they have to stop. Interjections also like hesitation pauses, the interjections oh, ah, well, and say are illustrated in the following sentences (Kifli, 2008):

1. John would like, oh, carrots : oh; referent selection
2. John would like, ah, carrots: ah; memory success

8. Stutters

Chaer (2003:153) states that stutters are speechless or utterances that are choked off again, after several seconds the speaker can finish the utterances that he/she wants to say (intended utterances). The speaker can utter the first syllable repeatedly but difficult to continue the next syllable so he/she only says the first letter of the next syllable.

For example: turn on the h-h-h heater switch

9. Slips of tongue

That is said to have occurred when the speaker's actual utterance differs in some way from the intended utterance. It involves the unintentional movement, addition, deletion, blending or substitution of material within an utterance and can be phonological, morphological, lexical or syntactical. It is not product of intentional ungrammaticality, ignorance, language play, or motor dysfluencies (Fromkin, 2006).

2.3 Slips of tongue

“Slips of tongue” occur as spontaneous speech error that caused of tired, anxious, drunk, etc. “Slips of tongue” happen infrequently but imply regular pattern that also may involve phonetic segments which are similar to environment, exchange consonant or produce novel linguistics items. It also produced relating to the topic speaker/writer have been thinking or concurrent action of 2 different intensions.

In majority there are eight types of Slips of tongue:

a. Misderivation/shifts

Misderivation are one speech segment disappears from its appropriate action and appears somewhere else (Taylor, 1990:103). According to Fromkin (in Clark, 1977:274), shift is the speaker somehow attaches the wrong suffix or prefix to the word.

For example:

She decide to hits it --- she decides to hit it

Its mean that it can --- it means that it can

b. Reversal/exchange

According to Carroll (2007) exchange is, in effect, double shift, in which two linguistic units exchange places.

For example:

It'sfancy getting your model renosed--- it's fancy getting your nose remodeled

Hil yang mustahal--- hal yang mustahil (bahasa)

Silakan depan je tampil--- silakan tampil kedepan (bahasa)

c. Substitution

According to Carroll (2007), this slips 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:

At low speed it's too light --- at low speed it's too heavy

Thank you for the meal, in the name of cheeses... Amen --- thank you for the meal, in the name of jesus

Tikus internet --- situs internet

d. Blend/haplogies

Blend occurs when more than one word blends into a single item, the speaker “blends” together the two words by taking part of them.

For example:

That child is looking to be spaddled --- that child is looking to be spanked/paddled

e. Anticipation

Anticipation occurs when a later segment takes places of an earlier segment.

For example:

Bake my bike --- take my bike (English)

Berpartisipasi tanpa horor--- berpartisipasi tanpa honor (bahasa)

Vixal--- fiscal (bahasa)

f. Preservations

Preservations occur when an earlier segment replaces a later item or it comes after the origin (Carrol, 2007).

For example:

He pulls a pantrum--- he pulls a tantrum

Ngaler, ngilen, ngidel--- ngaler, ngilen, ngidul (Javanese language)

g. Addition

Addition is additional linguistic material (Carroll, 2007). Additions deals with phonemes, prefix and suffix, article, prepositions, conjunction, whole words or even phrases.

For example: *I didn't explain clarefully enough* --- I didn't explain carefully enough

She is a preatt woman --- she is a pretty woman

h. Deletion

Deletion is whereas leave out linguistic material or leaving something out.

Deletion can be caused by errors in chromosomal crossover during meiosis.

This causes several serious genetic diseases (Carroll, 2007)

I just got up and mutter intelligibly --- I just got up and mutter unintelligibly

Thank you for the meal, in the name of cheese... Amen --- thank you for the meal, in the name of Jesus

2.4 Factors which influence slips of tongue

Clark and Clark found three factors which influence slips of tongue that utter by people. There are cognitive difficulty, situational anxiety and social reasons.

a. Cognitive Difficulty

People take longer time to produce sentences on topic using the abstract words than the concrete words. Moreover, there are more hesitations scattered through the explanations than through descriptions, presumably because it is harder to come up with explanation and the right words to express them. In addition, at the level of word selection, hesitation appears when the speaker has difficulty finding just the right word.

b. Situational Anxiety

This happens because a certain situation that makes a speaker become tense, anxious or worries about it. Then, they tend to produce the hesitation in speaking. The anxiety breaks up the planning and execution that become less efficient.

Beside the speakers are simply more difficult to talk cognitively when they are anxious. When people anxious about topic that will be delivered, they tend to be more careful in choosing the words that will be organized to be a sentence. They pay attention in the diction they are going to say.

c. Social Reasons

Speech plan seems difficult when conversation take place under pressure.

Under the press of a conversation, speakers must make clear when they still

have something to say and when they are not finish yet. If they hesitate too long at any point, someone else may take over the conversation.

Clark and Clark said under the press of a conversation speakers must make clear when they still have something to say and they are finished. It indicates that the speaker try to be conducive in speaking a word with selecting the word they will used. But when speakers try to speak intelligibly they often do slips if the tongue. The limited time of speech also can make the speaker do a slip.

2.5 Review of Related Literature

There are many studies about speech errors notably about “Slips of tongue” that can happen in any occasion. Some researchers are curious about how the speech error or “Slips of tongue” produced by the speaker.

Karisman (2008) in his study was investigated about “A Psychological Research on “Slips of tongue” Occurred in the Speaking Class of English Letters and Language Department Student of UIN Malang”. Karisman found that out of the eight types of “Slips of tongue”, the students did six of them. Most case of Slips of tongue happened is shifts that followed by addition, substitutions, deletions, reversals, and blends. In this research Karisman suggest that the next researcher should analyze different form of the field by using different theory.

Anshori (2014) examined the self-repair of host and guest of Talk Asia program in CNN TV on their speech error. The types of self-repair that found in the study are editing terms, interrupting the utterances and correction it is relating to the original utterance. Anshori also found that they made self-repair of the utterance that they forget to say which is incur the speech error on their conversation.

Amalia (2014) was investigated about the Psycholinguistic analysis on Slips of tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo. On the study, found that the Slips of tongue always occur in daily activity. There are six types of tongue-slips that found in this research: anticipations, blends/haplologies, misderivations/shifts, substitutions, additions and deletions. The researcher also found that the students often do wrong pronunciation when they are speaking English.

Other study that carried out by Putri (2015) was investigated about “Slips of tongue” that made by News Anchor. On her study, the frequent slips occurred by news anchor are perseverations and deletions. While the types of miss derivations and substitutions are not found. Putri also found that situation, duration and spontaneity are the context that support the news anchors slips. This study was lack on the subject that only cover the “Slips of tongue” of news anchor in Great Britain which actually the native speaker.

Ulfa (2015) investigated Slips of tongue on George W. Bush’s Interview of the Presidential Scholar Graduation. Ulfa used the theory of Clark and Clark

(1977) to analyze the subject. The result of this research, found that 6 types of Slips of tongue are utter by George W. Bush. The most dominant type is substitution and the most dominant factor that influenced George W. Bush's Slips of tongue is cognitive difficulty. The researcher suggests that the next researcher should study on Slips of tongue in broad situation and context, develop and explore the topic in different object and theory.

From those previous study writer examine the same field as other researchers and there are some similarities on the study. Although there are some similarities, the writer examines the different object. This research occur the teacher's "Slips of tongue" that utter in the English Teaching-Learning proocess. Writer also wants to examine the factor that influences the teacher in making "Slips of tongue".

CHAPTER III

FINDING AND DISCUSSION

This chapter presents the data finding and discussion based on explanation of the previous chapter. The findings are to answer questions in the first chapter about the slips of tongue uttered by teachers of SMPN 7 Jember. The research findings are based on the results of the data analysis of teacher's utterances during teaching learning process. Fromkin's (2006) theory used to analyze the data of this research. Furthermore, the discussion explores the analysis of research finding in depth. The study focuses on the kinds of slips of tongue and factors which influence slips of tongue that uttered by the teacher. The purpose of this chapter is to answer the research question on chapter I.

3.1 Research Findings

This section consists of the data analysis about the type of slips of tongue uttered by the teacher that analyzed by using Fromkin's (2006) theory. The data also described the factor that influence teacher's slips of tongue based on Clark (1977) theory. There are 23 data found in this study and the researcher found six types from eight types of slips of tongue. The findings are presented as follows.

3.1.1 Data found from Teacher Utterances

The data in this research obtained from four English teachers of SMPN 7 Jember. Researcher takes the data from utterances that uttered by the teacher during teaching-learning process. The researcher attended four classes for every teacher to

get the data by recording the teaching-learning process. From that processed researcher found 23 data that presented below.

Teacher 1

Datum 1:

There are 4 dialog here. For the first dialog at school, you know at school? And the second in Lina's room, and the third in Beni's living room and the last in Siti's kitchen.

Context : in the beginning of the lesson the teacher told students to open the textbook and said to the students that there are more than one dialog that they will discuss that day

Analysis :

The teacher has tongue slips anticipation when she uttered the word as one of the types of slips of tongue. The slips was uttered when the teacher wanted to say the word '**dialogs**' but she uttered as '**dialog**'. She intended to say 'dialogs' but she has already ready to say the next sentence '*For the first dialog at school, you know at school?*' and did not focus on the target word 'dialogs'.

Datum 2

lina's room is very unique, it's ok.. lina's room, lina's room is,.. it has, it has things with many different color and shapes. Lina's room is very unique, terus gimana lanjutannya. It has things in any different color, gimana? It has things with many

*different color and shapes. It has, it refer to, it itu menunjukkan apa? Benda apa yg dimaksud? It refers to, to room. Iyakan? **Lina's, your** room is very unique, it has things with many different color and shapes.*

Context : in the beginning of teaching-learning process the teacher reads the text in the form of a direct sentence which tells Lina that her room is very unique

Analysis :

The teacher has tongue slips when she wanted to say 'Lina, your room...' but she uttered 'Lina's, your room...' as the result. This kind of slip of tongue categorized as preservation, because before the teacher say the target words 'Lina, your room...' she said the words 'Lina's room' several times. Therefore when the teacher should say the target words, she unconsciously said the previous words that she said for several times.

Datum 3

*Whose house is far? Whose house is far? Siti's, Siti's house. Rumah siapa yang jauh? Whose house is far? Siti's house. Jadi gimana kalimatnya? Mau dibuat seperti ini juga percakapan itu. Tadi percakapannya apa yg dibicarakan? **Siti's, your** house is far from here, but you always come on time.*

Context : while continuing reading the text, the teacher reads the text in the form of a direct sentence which tells Siti that her house is far

Analysis :

The teacher has tongue slips when she wanted to say ‘Siti, your house...’ but she uttered ‘Siti’s, your house...’ as the result. This kind of slip of tongue categorized as preservation, because before the teacher say the target words ‘Siti, your house...’ she said the words ‘Siti’s room’ several times. Therefore when the teacher should say the target words, she unconsciously said the previous words that she said for several times.

Datum 4

*Edo says, look **there are two butterfly**, what does it mean there are two butterfly?*

***There are two butterfly**, there are two ... **there are two butterfly**, what does it mean?*

Context : while continuing reading the text, the teacher reads the text in the form of a direct sentence which tells that there are many butterflies

Analysis :

The teacher has tongue slips when she wants to say ‘there are two butterflies’ but as the result she uttered ‘there are two butterfly’. This kind of slip of tongue categorized as deletion, because the teacher leave out a linguistic material. Deletion is whereas leave out linguistic material or leaving something out. (Carroll, 2007)

Datum 5

*Beny says, **there are garbage can**, what is it garbage can? **There are garbage can too**, it can keep the park clean. It can keep the park clean. **There are garbage can**,*

*it can keep the park clean. Ya, **there are garbage can**, jadi apa, ada tempat sampah juga, there are garbage can too. Ada tempat sampah juga. We can keep the park clean.*

Context : while continuing reading text in the textbook, the teacher reads the text in the form of a direct sentence which tells that there are many garbage cans.

Analysis :

The teacher has tongue slips while she read the text, when she should say ‘there are many garbage cans’ but as the result she uttered ‘there are many garbage can’. The teacher unconsciously uttered the wrong phrase several times. This kind of slip of tongue categorized as deletion, because the teacher leave out a linguistic material. Deletion is whereas leave out linguistic material or leaving something out. (Carroll, 2007)

Datum 6

There are three tree, there are three tree.** Ada tiga pohon, gimana mengucapkannya? **There are three tree.

Context : while continuing reading text in the textbook, the teacher reads the text in the form of a direct sentence which tells that there are three trees

Analysis :

The teacher has tongue slips when she wants to say ‘there are three trees’ but as the result she uttered ‘there are three tree’. The teacher unconsciously uttered the wrong phrase several times. This kind of slip of tongue categorized as deletion, because the teacher leave out a linguistic material. Deletion is whereas leave out linguistic material or leaving something out. (Carroll, 2007).

Teacher 2

Datum 7

Do you still remember what is narrative text? Look up your notebook what is text narrative raise your hand. What is narrative text? Wait..wait.. raise your hand, what narrative, what is narrative text?

Context : in the beginning of the class, the teacher asked students the lesson in the previous meeting. The teacher asked the students about the definition of narrative text

Analysis :

The teacher has tongue slips when she wants to say ‘what is narrative’ but as the result she uttered ‘what narrative’. This kind of slip of tongue categorized as deletion, because the teacher leave out a linguistic material. Deletion is whereas leave out linguistic material or leaving something out (Carroll, 2007). Although the teacher unconsciously made a slip of tongue, she realized the mistake she did and corrected it directly.

Datum 8

We are going to characteristic of language features, **what is the, what are the language features of narrative text?**

Context : after explaining about the narrative text, the teacher ask the students kinds of the characteristics of language features

Analysis :

In this context the teacher intended to say 'are' but she uttered as 'is'. This slips categorized as substitution. The teacher substitute the word 'are' by the word 'is' that may not be in the sentence. Substitution 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 (Carrol, 2007). Although the teacher made a slip of tongue, she realized the mistake and corrected it directly.

Datum 9

*the last one we are going to generic structure, paragraph one is called ... orientation. Paragraph two is called ... and then the last paragraph is called So narrative text usually **consist of three paragraph** orientation, complication and resolution. But sometimes in certain stories there are the fourth paragraph called?*

Context : for the last discussion, the teacher explained about the kind of paragraphs in narrative text

Analysis :

The teacher has tongue slips when she wanted to say ‘there are three paragraphs...’ but she uttered ‘there three paragraph...’ as the result. This kind of slip of tongue categorized as preservation, because before the teacher say the target words ‘there three paragraphs...’ she said the words ‘paragraph’ several times. Therefore when the teacher should say the target words, she unconsciously said the previous words that she said for several times.

Datum 10

Practice nine page 80. Number 1 until number 6. You have to fill, ee.. You have to decide whether the statement is true of false.

Context : for the practice session after teacher explanation about the subject they learn, the teacher commanded the students to work on the question in their textbook and gave the way how to did it

Analysis :

In this context the teacher intended to say ‘decide’ but she uttered as ‘fill’. This slips categorized as substitution. The teacher substitutes the word ‘decide’ by the word ‘fill’ that may not be in the sentence. Substitution 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 (Carrol, 2007). The teacher unconsciously utters the wrong words because there are some ways to work on the question in the text book. Such as fill the blank section, matches between words and the meaning, choose the answer between multiple choices and

etc. Although the teacher made a slip of tongue, she realized the mistake and corrected it directly.

Datum 11

*ya number one is (a) friendly to others, baik pada orang lain. Number 2 **which are**, **which is**ya..... B, bobby ya B, like very much*

Context : during the discussion about the question the students worked on before, the teacher asked to the students about the answer of question number 2

Analysis :

In this context the teacher intended to say 'is' but she uttered as 'are'. This slips categorized as substitution. The teacher substitute the word 'is' by the word 'are' that may not be in the sentence. Substitution 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 (Carrol, 2007). Although the teacher made a slip of tongue, she realized the mistake and corrected it directly.

Datum 12

*and then you have paragraph **three line wine, line one**, terrified, ayo diulangi lagi terrified*

Context : in the beginning of the lesson the teacher told one of the students to read the text in the textbook and the teacher tells students about the wrong word they uttered in the line one of the paragraph.

Analysis :

The teacher has tongue slips when she wanted to say 'line one' but she uttered 'line wine' as the result. This kind of slip of tongue categorized as preservation, because the earlier segment 'line' replace a later item 'one', and become 'line wine'. Preservations occur when an earlier segment replaces a later item or it comes after the origin (Carrol, 2007).

Teacher 3

Datum 13

Finish ya... ok, my question it, what is the text about, what is the text about?

Context : after one of the student read the text, the teacher asks the students about the topic of the text that they discuss before

Analysis :

In this context the teacher intended to say 'is' but she said 'it'. This slips referred to the third kind of slips of tongue that is substitution. The teacher substitute the word "is" by the word "it" that may not be in the sentence. Substitution 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 (Carrol, 2007).

Datum 14

Number 17, what is the answer 17 halloo? **The water describ,,, the writer describe Bram as a... si penulis menggambarkan Bram sebagai orang yg bagaimana?**

Context : during the discussion about the text they read before, the teachers asked students about how the writer describe the person in his work

Analysis :

In this context the teacher intended to say 'writer' but she uttered as 'water'. This slips categorized as substitution. The teacher substitutes the word 'writer' by the word 'water' that may not be in the sentence. This slip happens because both of the words are having the similar characters. Substitution 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 (Carrol, 2007). Although the teacher made a slip of tongue, she realized the mistake and corrected it directly.

Datum 15

*Why do you think the writer knows Bram very well? A, B, C or D? B. the writer spend **much time,,, much** of his time with him.*

Context : during the discussion about the question sheet in the textbook, the teacher read the answer of question that they discussed

Analysis :

The teacher has tongue slips when she wants to say ‘much of his time’ but as the result she uttered ‘much time’. This kind of slip of tongue is categorized as deletion, because the teacher leave out a linguistic material ‘of’ and ‘his’ from the sentence. Deletion is whereas leave out linguistic material or leaving something out. (Carroll, 2007). Although the teacher made a slip of tongue, she realized the mistake and changes it directly.

Teacher 4

Datum 16

*Okay, make sentences five in one **letter**, in one piece of letter, make past continuous tense on form positive, negative and interrogative. Oke now, lima, five. In one **piece letter**, satu lembar kertas disobek dikumpulkan yok.*

Context : after explaining about past continuous tense, the teacher instructed students to write five sentences in one piece of paper

Analysis :

The teacher has tongue slips when she intended to say “one piece of paper” but the result turn as “one piece of letter”. This slips categorized as substitution. The teacher substitutes the word ‘paper’ by the word ‘letter’ that may not be in the sentence. This slip happens because both of the words are having the similar characters. Substitution 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 (Carrol, 2007). In this context the teacher unconsciously said

the wrong words twice when she gave instruction to the students and she did not correct it.

Datum 17

Okay now please make sentences, ten sentences with positive, negative and interrogative in the your paper.

Context : in the middle of lesson, after explaining about past continuous tense, the teacher instructed the students to write ten sentences on the paper

Analysis :

The words “the your paper” belongs to slips of tongue. In this context the word “the” and “your” cannot blended together. The teacher intended to say “the paper” or “your paper” but the result turned out as “the your paper”. She blended those two phrases into one phrase. Blend occurs when more than one word blends into a single item, the speaker “blends” together the two words by taking part of them.

Datum 18

Make sentences 10 past tense with positive negative interrogative in your paper.

*Dalam sobekan, sobek bukunya. Then **your** collect to me. 10 sentences with v2, regular verb or irregular verb.*

Context : the teacher instructed students to collect their papers when they finish their tasks.

Analysis :

The phrase “then your collect” belongs to slips of tongue. In this context the word “your” and “collect” cannot be blended together. The teacher intended to say “collect your paper” but the result turned out as “then your collect”. She blended those two phrases into one phrase. Blend occurs when more than one word blends into a single item, the speaker “blends” together the two words by taking part of them.

Datum 19

Okay, the sentence used past continuous tense, also called past progressive tense.

*Jadi past continuous tense juga disebut **past progressive tes***

Context : in the beginning of the teaching-learning process, the teacher explained about past progressive tense to the students

Analysis :

The teacher has tongue slips when she wants to say ‘past progressive tense’ but as the result she uttered ‘past progressive tes’. This kind of slip of tongue is categorized as deletion, because the teacher leaves out a linguistic material ‘n’ and ‘e’ from the word ‘tense’. Deletion is leaving out linguistic material or leaving something out. (Carroll, 2007).

Datum 20

*Jadi past continuous tense juga disebut past progressive tes. Is commonly used in any for action which were going on **have on, had not** finish at a particular time in the past.*

Context : after explaining about the formula of past progressive tense, the teacher explained about the usage of “past progressive tense”

Analysis :

The teacher has tongue slips when she intended to say “had not” but the result turn as “have on”. This slips categorized as substitution. The teacher substitutes the word ‘had not’ by the word ‘have on’ that may not be in the sentence. This slip happens because both of the words are having the similar characters. Although the teacher made a slip of tongue, she realized the mistake and changes it directly.

Datum 21

*Okay, What about Ms. Tri Ayu **weres, was** cutting vegetable in the kitchen last week.*

Context : after explaining about the formula and the usage past progressive tense, the teacher read an example of the sentence and asked students opinion about it.

Analysis :

The word “weres” belongs to slips of tongue. In this context the word “weres” has no meaning. The teacher intended to say “was” but the result turned out as “weres”. She blended those two phrases into one phrase. Blend occurs when more than one word blends into a single item, the speaker “blends” together the two words by taking part of them. Although the teacher made a slip of tongue, she realized the mistake and changes it directly.

Datum 22

*Do you understand? Okay now please aaaa on **one piece letter**, satu lembar saja make 10 sentences about past continuous tense. By using positive, negative, interrogative sentences.*

Context : in the teacher gave the instruction to the students to write 10 sentences on one piece of paper based on the teacher explanation

Analysis :

The teacher has tongue slips when she intended to say “one piece of paper” but the result turn as “one piece of letter”. This slips categorized as substitution. The teacher substitutes the word ‘paper’ by the word ‘letter’ that may not be in the sentence. This slip happens because both of the words are having the similar characters. Substitution 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 (Carrol, 2007). In this context the teacher unconsciously said the wrong words twice when she gave instruction to the students and she did not correct it.

Datum 23

*Fussy – egois, sombong – conceited, marah – angry, ramah – friendly, sedih – sad, senang – happy, besar – big, ???, jahil, Who is jahil, who is **read jahil, write jahil?***

Okay please write in your book.

Context : the teacher read words that wrote by students on the whiteboard.

Analysis :

The teacher has tongue slips when she intended to say “write” but the result turn as “read”. This slips categorized as substitution. The teacher substitute the word ‘read’ by the word ‘write’ that may not be in the sentence. This slip happens because both of the words are having the similar characters. Substitution 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 (Carrol, 2007). In this context the teacher unconsciously said the wrong words twice when she gave instruction to the students and she did not correct it.

3.1.2 Types of Slips of Tongue

This section covers the types of Slips of Tongue that uttered by the teacher during teaching-learning process. According to Fromkin (2006) there are 8 types of Slips of Tongue. They are, Anticipation (the slips occur when a later segment takes places of an earlier segment), Preservation (the slips occur when an earlier segment replace a later item), Reversal/exchange (occur when two linguistic unit

exchange places), Blends/haplologies (more than one word blend into a single item, the speakers ‘blends’ together the two words by taking part of them), Misderivations/shifts (speaker somehow attaches the wrong suffix or prefix to the word), Substitutions (one segment replaced by an intruder which may not be in the sentence), Additions (additional linguistic material) and Deletions (leave out linguistic material or leaving something out).

From the data in the previous segment, the researcher found that there were 23 data of Slips of Tongue produced by teachers of SMPN 7 Jember. The data was taken from four English teacher of SMPN 7 Jember. Researcher attended four classes from every teacher to record the teaching-learning process to obtain the data. The finding can be seen in the table below.

Types	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Total
Anticipation	1	-	-	-	1
Preservations	2	2	-	1	5
Reversals/exchange	-	-	-	-	-
Blends/haplologies	-	-	-	1	1
Misderivations/shifts	-	-	-	-	-
Substitutions	-	3	2	5	10
Additions	-	-	-	-	-
Deletions	3	1	1	1	6
Total for each speaker	6	6	3	8	
Total of the data					23

Based on the table above, each of the teacher happened to make the slips during teaching-learning process. During the teaching-learning process that recorded by researcher, the first teacher uttered 6 slips, the second teacher uttered 6 slips, the third teacher uttered 3 slips and the fourth teacher uttered 8 slips. The types of Slips of the Tongue that were occurred in teacher's utterances were anticipations, preservations, blends, substitutions, and deletions. Whereas the types of Slips of Tongue that did not occur in teachers utterances were reversal/exchange, misderivations/shifts and additions.

The most types of slips of tongue that uttered by English teachers of SMPN 7 Jember were substitutions (10 data) and the least were anticipation and blend (1 data for each of them). The researcher taught that the English teacher of SMPN 7 Jember got difficulty in selecting the right word during teaching-learning process that makes this slips of tongue can be occurred.

3.1.3 Factors that influenced the teacher in making slips of tongue

This section covers the factors that influence the teacher in making slips of tongue during teaching-learning process. Clark and Clark (1977) found three factors which influence slips of tongue that utter by people. There are cognitive difficulty, situational anxiety and social reasons.

a. Cognitive Difficulty

The teacher take longer time to produce sentences on topic using the abstract words than the concrete words. Moreover, there are more hesitations scattered through the explanations than through descriptions, presumably because it is harder to come up with explanation and the right

words to express them. In addition, at the level of word selection, hesitation appears when the speaker has difficulty finding just the right word.

Among 23 data in this study, researcher found that this factor shown in three data below.

Datum 10

Practice nine page 80. Number 1 until number 6. You have to fill, ee.. You have to decide whether the statement is true of false.

Datum 14

Number 17, what is the answer 17 halloo? The water describ,,, the writer describe Bram as a... si penulis menggambarkan Bram sebagai orang yg bagaimana?

Datum 15

Why do you think the writer knows Bram very well? A, B, C or D? B. the writer spend much time,,, much of his time with him.

From the three data above researcher found that the teacher were take some times to found the right word when they explain the subject during teaching-learning process and it leads the teacher to produce some slips of tongue. Teacher hesitate when they think that the word they said before were not the right word to describe the subject they mean.

b. Situational Anxiety

This happens because a certain situation that make the speaker become tense, anxious or worries about it. Then, they tend to produce the hesitation in speaking. The anxiety breaks up the planning and execution that become less efficient.

Beside the speakers are simply more difficult to talk cognitively when they are anxious. When people anxious about topic that will be delivered, they tend to be more careful in choosing the words that will be organized to be a sentence. They pat attention in the diction they are going to say.

Among 23 data in this study, researcher found that this factor shown in 20 data below.

Datum 1

There are 4 dialog here. For the first dialog at school, you know at school? And the second in Lina's room, and the third in Beni's living room and the last in Siti's kitchen.

Datum 2

lina's room is very unique, it's ok.. lina's room, lina's room is,.. it has, it has things with many different color and shapes. Lina's room is very unique, terus gimana lanjutannya. It has things in any different color, gimana? It has things with many different color and shapes. It has, it refer to, it itu menunjukkan apa? Benda apa yang dimaksud? It refers to, to

room. Iyakan? **Lina's, your** room is very unique, it has things with many different color and shapes.

Datum 3

Whose house is far? Whose house is far? Siti's, Siti's house. Rumah siapa yang jauh? Whose house is far? Siti's house. Jadi gimana kalimatnya? Mau dibuat seperti ini juga percakapan itu. Tadi percakapannya apa yang dibicarakan? **Siti's, your** house is far from here, but you always come on time.

Datum 4

Edo says, look **there are two butterfly**, what does it mean there are two butterfly? **There are two butterfly**, there are two... **there are two butterfly**, what does it mean?

Datum 5

Beny says, **there are garbage can**, what is it garbage can? **There are garbage can** too, it can keep the park clean. It can keep the park clean. There are garbage can, it can keep the park clean. Ya, there are garbage can, jadi apa, ada tempat sampah juga, there are garbage can too. Ada tempat sampah juga. We can keep the park clean.

Datum 6

*There are three tree, there are three tree. Ada tiga pohon, gimana mengucapkannya? **There are three tree.***

Datum 7

*Do you still remember what is narrative text? Look up your notebook what is text narrative raise your hand. What is narrative text? Wait..wait.. raise your hand, **what narrative, what is narrative text?***

Datum 8

*We are going to characteristic of language features, **what is the, what are the language features** of narrative text?*

Datum 9

*the last one we are going to generic structure, paragraph one is called ... orientation. Paragraph two is called ... and then the last paragraph is called So narrative text usually consist of **three paragraph** orientation, complication and resolution. But sometimes in certain stories there are the fourth paragraph called?*

Datum 11

*ya number one is (a) friendly to others, baik pada orang lain. Number 2 **which are, which is ya..... B, bobby ya B, like very much.***

Datum 12

*and then you have paragraph three **line wine, line one, terrified, ayo** diulangi lagi terrified*

Datum 13

*Finish ya... ok, **my question it**, what is the text about, what is the text about?*

Datum 16

*Okay, make sentences five **in one letter, in one piece of letter**, make past continuous tense on form positive, negative and interrogative. Oke now, lima, five. In one piece letter, satu lembar kertas disobek dikumpulkan yok*

Datum 17

*Okay now please make sentences, 10 sentences with positive, negative and interrogative **in the your paper**.*

Datum 18

*Make sentences 10 past tense with positive negative interrogative **in your paper. Dalam sobekan, sobek bukunya. Then your collect to me. 10** sentences with v2, regular verb or irregular verb.*

Datum 19

*Okay, the sentence used past continuous tense, also called past progressive tense. Jadi past continuous tense juga disebut **past progressive tes***

Datum 20

*Jadi past continuous tense juga disebut **past progressive tes**. Is commonly used in any for action which were going on **have on, had not finish** at a particular time in the past.*

Datum 21

*Okay, What about Ms. Tri Ayu **weres, was** cutting vegetable in the kitchen last week*

Datum 22

*Do you understand? Okay now please aaaa **on one piece letter, satu lembar saja** make 10 sentences about past continuous tense. By using positive, negative, interrogative sentences.*

Datum 23

Fussy – egois, sombong – conceited, marah – angry, ramah – friendly, sedih – sad, senang – happy, besar – big, ???, jahil, Who is jahil, who is read jahil, write jahil?. Okay please write in your book.

c. Social Reasons

Speech plan seems difficult when conversation take place under pressure. Under the press of a conversation, speakers must make clear when they still have something to say and when they are not finish yet. If they hesitate too long at any point, someone else may take over the conversation.

Clark and Clark (1977) said under the press of a conversation speakers must make clear when they still have something to say and they are finished. It indicates that the speaker try to be conducive in speaking a word with selecting the word they will used. But when speakers try to speak intelligibly they often do slips if the tongue. The limited time of speech also can make the speaker do a slip.

Based on data finding above, researcher found the factors that influenced teachers slips of tongue were cognitive difficulty and situational anxiety. The most factors that influence the teachers' slips of tongue were situational anxiety. Among 23 data, there are 20 data that are influenced by situational anxiety. The other 3 data were influenced by cognitive difficulty that can be seen in the three datum below.

From the three datum above researcher found that the teachers were hesitated to utter the words to express the error that they made. They have difficulty finding just the right words. Due to the fact that sometimes the teacher takes long time to think during teaching-learning process, I seems like

the teacher found it difficult to choose proper word. Therefore, there are some pauses and hesitations.

3.2 Discussion

In this subchapter, the researcher will discussed about the finding which have been presented in the previous section.

Based on the finding, there are 23 data found in this study and the researcher found six types from eight types of Slips of Tongue that uttered by English Teachers of SMPN 7 Jember. The types of Slips of the Tongue that were occurred in the teacher's utterances were anticipations, preservations, blends, substitutions, and deletions. The English teachers produced 1 time anticipations, 5 times preservations, 1 times blends, 10 times substitutions and 6 times deletions. Whereas the types of Slips of Tongue that did not occur in teachers utterances were reversal/exchange, misderivations/shifts and additions.

The most types of slips of tongue that uttered by the teachers of SMPN 7 Jember was substitutions (10 data) and the least was anticipation and blend (1 data for each of them). The researcher taught that the teacher of SMPN 7 Jember got difficulty in selecting the right word during teaching-learning process that makes this slips of tongue can be occurred.

The factors that influenced teacher in producing slips during teaching-learning process are situational anxiety and cognitive difficulty. Whereas the social factor were not influenced the teacher slips.

The most factor that influence the teachers in producing the slips was situational anxiety. From the 23 data that found by the researcher, 20 of them were influenced by it. The remaining 3 data are influenced by cognitive difficulty. Situational anxiety being the most factor that influenced teacher's slips of tongue because the teachers were anxious during teaching-learning process. They have to speak carefully to make the students understand the topic that they speak about during the class. The teachers are simply more difficult to talk cognitively when they are anxious. They anxious about topic that will be delivered, they tend to be more careful in choosing the words that will be organized to be a sentence.

In 3 data researcher found that the teacher take longer time to produce some words. They have difficulty finding just the right words. Due to the fact that sometimes the teacher takes long time to think during teaching-learning process, the teacher found it difficult to choose proper word. Therefore, there are some pauses and hesitations.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter explained about the conclusion and suggestion from the researcher. The conclusion of the research based on the findings and discussion explained in the previous chapter. Meanwhile, the suggestion explained about the suggestion to the other researchers who want to do the research in similar topic.

4.1 Conclusion

Based on the previous chapter, this research reveals that six types from eight types of Slips of Tongue that uttered by English Teachers of SMPN 7 Jember. The types of Slips of the Tongue that were occurred in the teacher's utterances were anticipations, preservations, blends, substitutions, and deletions. Whereas the types of Slips of Tongue that did not occur in teachers utterances were reversal/exchange, misderivations/shifts and additions.

The most types of slips of tongue that uttered by the teachers of SMPN 7 Jember was substitutions (10 data) and the least was anticipation and blend (1 data for each of them). The researcher taught that the teacher of SMPN 7 Jember got difficulty in selecting the right word during teaching-learning process that makes this slips of tongue can be occurred.

The factors that influenced teacher in producing slips during teaching-learning process are situational anxiety and cognitive difficulty. Whereas the social factor were not influenced the teacher slips.

4.2 Suggestion

Based on the finding of this research, there are several thing that suggested by the researcher for the next researcher to analyze slips of tongue in any other field or other object. The researcher also suggest the next researcher to gain more knowledge about slips of tongue from different theory and expert.

This thesis found that the teacher slips are influenced by the situational anxiety and cognitive difficulty. These two factors made the teacher stutter and difficult in selecting some word during teaching-learning process. Researcher also found that the teacher speaks too fast that made the slips of tongue happen during the teaching-learning process. Therefore the teacher should speaks slowly and carefully to avoid the occurrence of slips of tongue during teaching-learning process.

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CURRICULUM VITAE



Rofiqotul Fitriyati was born in Jember on April 6, 1993. She graduated from MAS Al Mawaddah Ponorogo in 2012. During her study at the Senior High School she actively participated in Boarding School Students Organization as the Treasurer of Security Section. She started her higher education in 2013 at the Department of English Literature UIN Maulana Malik Ibrahim Malang. During her study at the university, she actively participated in Organization of Scout Movement (UKM Pramuka).

5.	<i>Beny says, there are garbage can, what is it garbage can? There are garbage can too, it can keep the park clean. It can keep the park clean. There are garbage can, it can keep the park clean. Ya, there are garbage can, jadi apa, ada tempat sampah juga, there are garbage can too. Ada tempat sampah juga. We can keep the park clean.</i>								√
6.	<i>There are three tree, there are three tree. Ada tiga pohon, gimana mengucapkannya? There are three tree.</i>								√
2 nd Teacher									
7.	<i>Do you still remember what is narrative text? Look up your notebook what is text narrative raise your hand. What is narrative text? Wait..wait.. raise your hand, what narrative, what is narrative text?</i>								√
8.	<i>We are going to characteristic of language features, what is the, what are the language features of narrative text?</i>					√			
9.	<i>the last one we are going to generic structure, paragraph one is called ... orientation. Paragraph two is called ... and then the last paragraph is called So narrative text usually consist of three paragraph orientation, complication and resolution. But sometimes in certain stories there are the fourth paragraph called?</i>		√						
10.	<i>Practice nine page 80. Number 1 until number 6. You have to fill, ee.. You have to decide whether the statement is true of false.</i>						√		
11.	<i>ya number one is (a) friendly to others, baik pada orang lain. Number 2 which are, which isya..... B, bobby ya B, like very much.</i>						√		
12.	<i>and then you have paragraph three line wine, line one, terrified, ayo diulangi lagi terrified</i>		√						

	3 rd Teacher								
13.	<i>Finish ya... ok, my question it, what is the text about, what is the text about?</i>						√		
14.	<i>Number 17, what is the answer 17 halloo? The water describ,,, the writer describe Bram as a... si penulis menggambarkan Bram sebagai orang yang bagaimana?</i>						√		
15.	<i>Why do you think the writer knows Bram very well? A, B, C or D? B. the writer spend much time,,, much of his time with him.</i>								√
	4 th Teacher								
16.	<i>Okay, make sentences five in one letter, in one piece of letter, make past continuous tense on form positive, negative and interrogative. Oke now, lima, five. In one piece letter, satu lembar kertas disobek dikumpulkan yok</i>								
17.	<i>Okay now please make sentences, 10 sentences with positive, negative and interrogative in the your paper.</i>				√				
18.	<i>Make sentences 10 past tense with positive negative interrogative in your paper. Dalam sobekan, sobek bukunya. Then your collect to me. 10 sentences with v2, regular verb or irregular verb.</i>		√						
19.	<i>Okay, the sentence used past continuous tense, also called past progressive tense. Jadi past continuous tense juga disebut past progressive tes</i>								√
20.	<i>Jadi past continuous tense juga disebut past progressive tes. Is commonly used in any for action which were going on have on, had not finish at a particular time in the past.</i>						√		
21.	<i>Okay, What about Ms. Tri Ayu weres, was cutting vegetable in the kitchen last week</i>						√		
22.	<i>Do you understand? Okay now please aaaa on one piece letter, satu</i>						√		

	<i>lembar saja make 10 sentences about past continuous tense. By using positive, negative, interrogative sentences.</i>								
23.	<i>Fussy – egois, sombong – conceited, marah – angry, ramah – friendly, sedih – sad, senang – happy, besar – big, ???, jahil, Who is jahil, who is read jahil, write jahil?. Okay please write in your book.</i>						√		

