

# **SLIPS OF TONGUE OF NEWS ANCHOR**

## **THESIS**

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Maulana Malik Ibrahim State Islamic University of Malang  
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for the degree of Sarjana Sastra (S.S)**

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2015**

## **CERTIFICATE OF THESIS AUTHORSHIP**

I declare that the thesis I wrote to fulfill the requirement for the Bachelor Degree (S1) in English Language and Letters Department, Humanities Faculty, Maulana Malik Ibrahim State Islamic University of Malang entitled “*Slips of Tongue of News Anchor*” is truly my original work. I do not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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## MOTTO

“My future is My Unknown Paradise.....”

- Tess Marshal -



## DEDICATION



This thesis is a gift to

My beloved Mother **Chomsyah Rizkiyati**

My beloved Father **Muhammad Ridwan**

And

My beloved Brother **Reynanda Giffari Salfals**

Thank you for the supports, cares, loves and affections.

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Hopefully, Allah always blesses us in everything.

Malang, 09<sup>th</sup> of June 2015

*Nabillah*

## ABSTRACT

Putri, C.N.R. 2015. *Slips of Tongue of News Anchor*. Thesis. Linguistics. English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Dr. Rohmani Nur Indah, M.pd.

Key words : Slip of Tongue, News Anchor.

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Slips of tongue may be considered as simple mistakes or accidents, but everyone seems to produce such slips of tongue. Slips of tongue are kinds of speech errors that happen unconsciously and the speaker has difficulty in remembering the suitable word. It is a matter of confusion with words that have similar sounds, meanings and morphemes.

Slips of tongue phenomenon can be seen in the compilation videos by the news anchors in Great Britain when they broadcast the news in television. The videos show that the news anchors that are making a slip in their utterances have extreme social problems dealing with the audience surround.

The purpose of this study is to identify the kinds of slips of tongue appear in the utterances of news anchors and to describe how do the news anchor experience slips of tongue. This study employs descriptive qualitative design since it aims at developing a detailed understanding about a case on how the news anchor experienced slips of tongue. Besides, the collected data in this study are the utterances taken from the compilation videos by the news anchor in Great Britain. Therefore, the data is in descriptive form, so the reader can understand the slips of tongue phenomenon in depth based on the theory of Fromkin (1973).

The result of the analysis reports that not all of the types of slips of tongue are made by the news anchor in the compilation videos. Only six out of eight types of slips of tongue found. The context supported the slips are situation, limited duration, and spontaneity.

Finally, this study is expected to be the references of information for the readers who are interested in investigating the research on the same field. For the next researcher are expected to analyze in any other region object, since the result of this study only cover the phenomenon the slip of tongue in Great Britain.



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## ABSTRAK

Putri, C.N.R. 2015. *Slips of Tongue of News Anchor*. Skripsi. Linguistik. Bahasa dan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr. Rohmani Nur Indah, M.pd.

Kata Kunci : *Slip of Tongue*, Pembaca Berita.

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*Slips of tongue* dapat di kategorikan sebagai sebuah kesalahan kecil dalam berbicara, namun setiap orang mempunyai kesempatan yang sama dalam memproduksi sebuah kesalahan atau *slip of tongue*. *Slip of tongue* merupakan salah satu bagian dari speech error atau kesalahan dalam berbicara yang terjadi secara tidak sengaja dan pembicara mempunyai kesulitan dalam mengingat urutan kata. Dalam persoalan ini, biasanya pembicara di bingungkan dengan huruf, makna, dan morfem yang hampir sama.

Fenomena *slip of tongue* dapat di lihat dalam video kompilasi oleh pembaca berita di Inggris Raya ketika mereka menyiarkan berita di televisi. Beberapa video ini menunjukkan beberapa pembaca berita yang melakukan kesalahan dalam ucapan mereka sehingga menjadi masalah sosial yang ekstrim yang berhubungan dengan pendengar di sekitarnya.

Tujuan dari penelitian ini adalah untuk mengidentifikasi berbagai macam *slip of tongue* yang muncul dalam beberapa ucapan pembaca berita serta untuk mendeskripsikan bagaimana pengalaman pembaca berita yang melakukan *slip of tongue*. Penelitian ini menggunakan model deskriptif kualitatif karena bertujuan untuk mengembangkan penelitian yang lebih mendalam tentang kasus bagaimana pengalaman para pembaca berita tersebut. Di samping itu, pengumpulan data dalam penelitian ini adalah beberapa ucapan yang di ambil dari video kompilasi dari pembaca berita di Inggris Raya. Maka dari itu, data dalam penelitian ini berformat deskripsi, sehingga para pembaca dapat memahami fenomena *slip of tongue* secara mendalam sesuai dengan teori dari Fromkin (1973).

Kesimpulan dalam analisis melaporkan bahwa tidak semua tipe atau macam dari *slip of tongue* di buat oleh pembaca berita dalam video kompilasi. Hanya enam dari delapan tipe yang di temukan. Beberapa konteks yang mendukung terbentuknya *slip of tongue* adalah situasi, keterbatasan waktu, dan juga spontanitas.

Pada akhirnya, penelitian ini di harapkan dapat menjadi referensi informasi untuk pembaca yang tertarik dalam menginvestigasi penelitian di bidang yang sama. Untuk peneliti selanjutnya, di harapkan dapat menganalisis objek yang berbeda, karena hasil dari penelitian ini hanya mencakup fenomena *slip of tongue* di Inggris Raya.

## ABSTRACT

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Finally, this study is expected to be the references of information for the readers who are interested in investigating the research on the same field. For the next researcher are expected to analyze in any other region object, since the result of this study only cover the phenomenon the slip of tongue in Great Britain.

## CHAPTER I

### INTRODUCTION

This chapter explains about some important points related to the area of the research, namely the reason of choosing the topic in the background of the study which consists of previous study, problems of the study which are investigated, purposes of research are in the objectives of the study, expectation for some target readers in the significance of the study, scope and limitation and also some methodology used by the researcher in the research method.

#### **1.1 Background of the study**

This study investigates the slips of tongue of news anchor. It concerns some fails in speech production or slips of tongue when the news anchor reads the news on television. Slips of tongue may be considered as simple mistakes or accidents, but everyone seems to produce such slips of tongue. Slips of tongue are one kind of speech errors which are viewed mostly as errors of articulation and they can occur in everyday speech that causes many effects.

This study examines slips of tongue because it happens in almost daily conversation. Dell (1986) argued when people utter something other than what they really want to say, it happens accidentally and their unconscious thoughts broke their concentration while they are speaking.

The errors or the slips of the tongue are nonrandom and predictable. Even someone cannot predict when an error will appear or what the particular error will

be, someone can predict what kinds of error that will appear. Freud (as cited in Fromkin, 2006), as the first linguists who pays attention to slips of tongue as a psychological data argues that everyone seems to produce such slips of tongue and it is often the speaker tries to correct his or her error. He also claims that tongue slips have been resulted from repressed thoughts that revealed by the particular errors which a speaker makes.

Slip of tongue is a phenomenon that occurs in speech production with the result that what they 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. People who are speaking well (native speaker) 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).

This study focuses on analyzing the slips of tongue of the news anchor. The reason why this study takes the compilation of the news anchor fails/slips of tongue as the object because the slip of tongue does not only happen in the daily conversation but also in the public speaking or mass media. One of the examples is the slips of tongue of the news anchor while broadcasting the news. Even though the news anchor are reading a text while they are on scene but they had the slips of tongue.

This study uses the compilation of news anchor fails or slips of tongue videos as the object in Great Britain only. It can be the weakness of this study because there were no example or data comes from any other region. The second

one, this study only focuses, mentions, and describes about the type and the experience of news anchor, and does not mention about the other parts of speech errors like syntactical errors, grammatical errors, and so on.

Thus far, researchers have investigated about slips of tongue in various contexts, such as Rohmah (2005), who observed the slips of tongue of news presenters of Liputan 6 Surya Citra Televisi (SCTV). She focused on the slips of tongue as the part of speech errors. The result suggested that the slips mostly used reversals/exchange, perseverations and blend.

Stendebach (2010) in her journal observed slips of tongue as linguistics evidence: based on speech errors in *Friends* and *How I Met Your Mother* television series. She concerned with slips of tongue happened during shootings of the TV series. The result is there are two types of speech error occurred while shooting television series. They were assemblage errors and selection errors.

Based on the previous studies above, this study is significant to get more empirical finding about slips of tongue. Then this study attempts to obtain deeper understanding on the speech production especially slips of tongue based on Fromkin theory (1973).

## 1.2 Research Questions

This study focuses on how the slips of tongue appear in the utterances of the news anchors during the news broadcasting. Hence, the research questions proposed are:

1. What are the kinds of slip of tongue appeared in the utterances of news anchor in the compilation fails videos in Great Britain?
2. What are the linguistic contexts supporting the occurrence of slips of tongue?

## 1.3 Objective of the Study

This study gives descriptive knowledge on slips of tongue by the news anchor in the compilation fails video in Great Britain. Therefore, the objectives of the study are:

1. To identify the kinds of slips of tongue appear in the utterances of news anchor fails video.
2. To identify the linguistic contexts supporting the occurrence of slips of tongue.

## 1.4 Significances of the Study

The significances of the study are to give contributions both theoretically and practically pragmatic speech productions especially slip of tongue.



Theoretically, the findings of the research are expected to be the references and alternative information for the further research on speech production and slips of tongue. This research could enrich the theoretical framework for pragmatic study, especially on slips of tongue from different phenomenon and object.

Practically, this study is supposed to give comprehension description on the types of slips of tongue in news anchor's utterances. This research is not only useful for news anchor and news production but also for people in different areas to comprehend the phenomenon of slips of tongue.

### **1.5 Scope and Limitation**

This study focuses on pragmatic analysis on slips of tongue and focuses on the discussion about the kinds of slips of tongue generally, kinds of slips of tongue that is produced by the news anchor while they are on scene, and the factors, including the topics and reasons that supported the appearance of slips of tongue.

This study uses the compilation of news anchor fails or slips of tongue video as the object. This video consists of some scenes when the slips of tongue happen. The theories used in this study are the theory of Fromkin, 1973. This theory is about speech error especially on slips of tongue. This study focuses on the kinds of slips of tongue by the news anchor and does not mention about the other parts of speech error like syntactical error, grammatical error, and so on. In

addition it also explores the context supporting the slip of tongue as observed from the video.

## **1.6 Research Method**

This section explains the method and approach used in research design, data source, research instrument, data collection, and data analysis.

### **1.6.1 Research Design**

The method of this research is descriptive qualitative. This research describes speech production which concerns on slips of tongue and then it focuses on the kinds of slips of tongue that are used by the news anchor on the compilation news anchor fails videos and how it experience's. After that, it describes the contexts causing slips of tongue on the speech production by the news anchor.

This study is qualitative approach because it explores the language phenomenon happened in broadcasting field especially on news and television. This research is to get understanding of the phenomenon in the broadcasting field.

### **1.6.2 Data Source**

The main data source of this study is taken from the video of compilation news anchor fails/slip of tongue, obtained from Youtube which is available online. The data are in the form of the collection or compilation a cut of some scenes that includes the slips of tongue of the news anchor in Great Britain, which consists of the words and sentences. This study also collects the data and other supporting data from the internet which is related to slips of tongue. The secondary data are taken from any article, journal, electronic journal, textbook and other appropriate academic writing related to the speech production and slips of tongue.

### **1.6.3 Research Instrument**

Research instrument is very important to obtain the result of the study. It is a set of methods which is used to collect the data. The main instrument of this study is the researcher herself because it is impossible to analyse the data directly without any interpretation from the researcher since the data is in the form of transcript of utterances. Therefore, the researcher is the one who conducts analysis by interpreting the data objectively.

#### **1.6.4 Data Collection**

There are several steps for data collection. The first step is downloading the videos of the news anchor compilation assembly on November 13<sup>rd</sup> 2014 from *youtube* which is available online. The next step is watching videos many times to understand the utterances of the compilation fail videos. After that is transcribing the utterances from the video to get the script consisting of the slips of tongue. The researcher also takes notes on the context during the news broadcasting. Then, the final step is displaying the data which consists of the slips and context based on the order of the occurrence in the video.

#### **1.6.5 Data Analysis**

The analysis of the data is started after the data obtained. The data are identified and classified by using some steps. First, the compilations of the news anchor on the video are classified into kinds of slips of tongue. Second, the videos are analysed and explained based on the theory of Fromkin (1986) for knowing what the type of slips of tongue done by the news anchor in the compilation fails videos to answer the research question. The data are categorized into eight types of slips of tongue based on the theory. Third, discussing the data by using the context found in the news broadcasting. The last step is making conclusion based on the result of analysis to fine out the answer of the research question focus.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter reviews the underlying theories of the study; they are pragmatics, language production, speech error, and slip of tongue, and the previous study.

#### **2.1 Pragmatics**

Atikson, et al. (as cited in Grundy, 2000:3) define pragmatics as being concerned with the distinction between what a speaker's word (literally) mean and what speaker means by his words. It concerns the relationship between the speaker and the utterances which are produced by the speaker. It studies how the transmission of meaning depends not only on the linguistic knowledge such as grammar and lexicon of the speaker and listener, but also on the context of the utterances, knowledge about the status of those involved, the inferred intent of the speaker, and so on. In this case, pragmatics expands how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, or time of an utterance. The ability to understand another speaker's intended meaning is called pragmatic competence.

Furthermore, Yule (2006, p. 127) states that when we read a text, we normally try to understand not only what the words mean, but what the writer mean or speaker of those words intended to convey. Pragmatics refers to the study of intended speaker meaning. It is clear that how to understand an utterance or a sentence does not only need an understanding about the literal word. We also have

to understand what the speaker or writer means. We have to understand the knowledge out of the linguistics. There is an example of a sentence which can be analysed by using pragmatics study. For example, “WOMAN SERIES SALE”, that sentence is taken from an advertisement in clothes store.

If we just read the sentence, we will assume that the store sell the woman. If we read by considering the context people will assume that the store has not gone into the business of selling woman over the counter, rather than it is advertising clothes for woman. The word clothes do not appear, but our normal interpretation would be that the advertiser intended us to understand his message as relating to the sale of woman clothes (Yule, 2006).

Language is the core or the means of communications. We always use language to communicate, to convey messages to other people through speech or writing. Sometimes a speaker has an implied meaning beyond what the speaker meant in her or his speech. The study of invisible meaning or how we recognize what is meant when it is not actually said or written is pragmatics.

## **2.2 Language Production**

Language is an instrument to stimulate our mind. For the first time, it has born as an action from which is used to produce the strong feeling unconsciously, then this feeling handled by the brain and produced the language. Language production refers to the process involved in creating and expressing meaning through language. In linguistics, language production is the production of spoken

or written language. It describes all of stages between having a concept, and translating the concept into linguistic form (Levelt, 1989).

Levelt also argued the production of spoken language involves three levels of processing. The first is conceptualization. The speaker must decide the message to be extended. The second is formulation. In this stage, the speaker must extend their message into a linguistic form. The third is articulation/execution. The speaker must plan the motor movement needed to extend the message.

Taylor (1990:363) describes 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 than those acquired late. Itqiana (as cited in Taylor, 1990) said that language is a code that one learns to use in order to communicate ideas and express any wants and needs. The main topics in language production concern of the lexicalization process, the generation of syntactic structure (grammatical encoding), phonological encoding, the production of referential pronouns, and the computation of dependencies in sentence.

We sometimes still make some mistakes while we want to produce the language in our mind. Some people argue that speech production is more difficult than speech comprehension. When we are producing language we have to experienced language production and the mental process happen when we are speaking, listening, understanding and remembering something. It can be explained more clearly in the human's cognitive system (Taylor, 1980).

### 2.3 Speech Error

Speech errors are made by speakers unintentionally. They are very common and occur in everyday speaking. In formulation speech, we are often influenced by the sound system of language. Speech errors occur only infrequently, but they provide us with important information on how our brain operates.

Freud theory explained that speech errors are appeared from oppressed thoughts which are showed by the particular errors which a speaker makes. Freud (as cited in Fromkin, 1986) claimed that the object of linguistic study is unbroken successions of unrelated yet grammatical utterances generated by a system of rules. Actual speech is categorized by ungrammatical utterances, fragments, restarts, and errors.

There are eight types of speech error as mentioned below;

#### 1. *Silent pause*

According to Clark (1977:262), silent pauses are a period of no speech between words speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly they do hesitation a lot, and when they speed up their rate of words (Clark, 1977). For example: Turn on the // heater switch. On the other side, Gleason and Ratner (1986) explained that silent pauses or unfilled pauses occurs roughly every five words while people describe pictures.



## 2. *Filled pause*

According to Clark (1977:264), filled pause is a gap filled by *ah*, *er*, *uh*, *hmm*, or *the like*. The fast speakers are fluent because they do not hesitate much, and slow speaker are not fluent because they hesitate a great deal in filled pauses. The slow speakers filled their pauses by saying the words *ah*, *er*, *uh*, *hmm*, or *the like*. For Example: Turn on, *uh*, the heater switch. Pauses are happened commonly when the speaker is hesitation (Dardjowidjojo, 2003: 144).

## 3. *Repeats*

Repeats are repetitions of one or more words in a row. The speakers intend to utter something. Yet they make speech error. They make repetition of one or more words in row. For example: Those/those dirty cups. Almost 90 percent of all words repeated were function words, like articles (the/the neighbor), prepositions (in/in the garden), conjunction (and/and the neighbor), and pronouns (he/he didn't go) (Clark, 1977:265).

## 4. *False start (unretraced)*

False starts (unretraced) corrections of a word is included. When the speakers have speech error, they make corrections of a word but they do not repeat on or more words before the corrected words. For example: These/those dirty cups.

### 5. *False start (retraced)*

False starts (retraced) are corrections a word also included the repeating of one or more words before the correct word (Clark, 1977). When the speakers realize that they make speech error, they make correction of their word. They make repetitions of one or more words before they correct the words. For example: Turn on the stove / the heater switch. Repeats, false starts, and corrections, provide excellent that speakers consider the constituents a basic unit of execution (Clark, 1977:264).

### 6. *Correction*

There are many reasons why speakers may stop in the middle of the sentence. They may have forgotten something they wanted to refer to, they may be searching for just the right word, or they may be selecting which of several examples they could mention. English has two remarkable devices by which speakers can signal just why there are stopping, the interjections (*oh, ah, well, say, etc.*) and the correction (*I mean, that is, well, etc.*). For example: Turn on the stove, I mean the heater switch. Moreover, these two devices provide further evidence that the constituent is an important unit of planning (Clark, 1977:265).

### 7. *Interjections*

Interjections, hesitation pauses, indicate that speakers have to stop to think about what to say next. They select a particular interjection to signal why they have to stop. The interjections *oh, ah, well, and say* are illustrated in the

following sentences: Bambang would like, oh, carrots >oh: *referent selection*.

It indicates the speakers stop to pick out carrots as just one of several possibilities he could mention.

#### 8. *Stutters*

Chaer (2003) states that stutter are speeches or utterances that are choked of again, after several second the speaker can finish the utterances that s/he wants to say (intended utterances). The speakers can utter the first syllable repeatedly but difficult to continue the next syllable so s/he only says the first letter of the next syllable. For example: Turn on the h-h-h-h heater switch.

#### 9. *Slips of tongue*

Slips occurred when the speakers actual utterances differs in some way from the intended utterance. It involves 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, 1973). Slip of tongue is presented in the next section in detail.

### 2.4 Slips of Tongue

Other type of speech error is commonly described as a slip of tongue. A slip of tongue is a type of speech error in which sounds or entire words are

rearranged between two or more different words. 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.

Dell (1986) also proposed that there are three common types of slips of tongue. The first one is *sound errors* which occurred when sounds in nearby words are exchanged. For example: '*red flowers* becomes *fled rowers*'. The letter 'f' and 'r' are interchanged. The second one is *morpheme error* which occurred when morphemes or the smallest meaningful units of language, are exchanged in nearby words. For example: '*self-destruct instruction*' becomes '*self-instruct destruction*'. The last one is *word errors* which occurred when words are exchanged. For example: '*buying a plate for my kitchen*' becomes '*buying a kitchen for my plate*'.

Most everyday slips of tongue, however, are not as entertaining. They are often simply the result of a sound being carried over from one word to the next or a sound used in one word in anticipation of its happen in the next word. It has been argued that slips of tongue are never random, that they never produce a phonologically unacceptable sequence, and that they show the existence of different stages in the articulation of linguistic expression. Even the slips are mostly related to errors of articulation, it has been suggested that they may result from 'slips of the brain' (Yule, 2006).

The commonest types of slips of tongue are listed below:

### 1. *Anticipations*

Anticipations occur in the right place and earlier in the utterance. A unit occurs when a later segment takes the place of an earlier segment.

Jaeger (2005) proposed 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 use twice (Carroll, 1986: 254).

For example:

- a. Take my bike > bake my bike
- b. Also share > alsho share
- c. Tab stops > tap stobs ([^Voiced])

Consider anticipations, for example *take my bike* > *bake my bike*, the speaker intended to say *take my bike*, but said instead *bake my bike*, “anticipating” the b at the beginning of bike in his pronunciation of take, (the arrow means “was mispronounced as”). In this example take is said to be the target word, and bike is said to be the origin of the error (since that is where the b came from). For anticipations the tongue-slip comes before the origin (based on Fromkin, 1973 cited in Clark, 1977).

## 2. *Perseverations*

Perseverations occur when an earlier segment replaces a later item or it comes after the origin (Carroll, 1986). It means that some linguistic unit planned for and executed earlier in the utterance perseverates and effects a unit planned for a later in the utterance.

For example:

- He pulled a tantrum > He pulled a pantrum
- John gave the boy a ball > John gave the goy a ball

The speaker intended to say 'pulled a tantrum', but he said instead 'pulled a pantrum', the speaker has perseveration the 'p' at the beginning of 'pulled' in his pronunciation of 'tantrum'. In this example 'pulled' is said to be the target word and 'tantrum' is said to be the origin of the error since that is where the 'p' of 'pantrum' came after the origin ('tantrum' > 'pantrum') (an earlier segment that is 'pulled' replaces a later item).

## 3. *Reversals/Exchange*

For 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, after William A. Spooner, an English clergyman who is reported to have made such errors often, wittily, but probably deliberately. According Carroll (1986), exchange is, in effect, double shifts, in which two linguistic units exchange places.

For example:

- Katz and Fodor > Fats and Kodor
- Fancy getting your model remosed > getting your nose remodeled
- Do you feel really bad? > do you *reel feally* bad? (phoneme/onset exchange)

In the second example shows that there are two phonemes which exchanged places. In this example, the word 'feel' exchange into the word 'really'. So the words become 'reel feally bad' (Carroll, 1986).

#### 4. *Blends/Haplologies*

There are two linguistics units that combined into one item. As Carroll (1986), proposes 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 (word blend)

The speaker intends to utter "the children young" but unintentionally s/he blends the word 'children' and 'young' become one item 'chung' which are blended from phoneme 'ch' and 'ung'.

Other examples of blend

- Grizzy + ghastly > grastly
- Post Toasties > Posties
- Breakfast and lunch > brunch

### 5. *Misderivations/shifts*

*Misderivations* are one speech segment disappears from its appropriate action and appears somewhere else (Taylor, 1990). It can be occurred when the speaker somehow attaches the wrong suffix or prefix to the word.

For example:

- That's so she'll be ready in case she decide to hits it (decides to *hit* it)
- I haven't satten down and writ it (I haven't *sat* down and *written* it)

The speaker puts the suffix in the wrong place. In the example above, the suffix 's' is put in the 'hit' which become wrong grammatical since after to infinitive should be put verb 1 or bare infinitive (Azar, 1989). It is not allowed to put suffix 's'.

### 6. *Substitutions*

According to Carroll (1986), 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
- At low speeds it's too light > at low speeds it's too heavy
- Give me a spoon > give me a fork



Fromkin 1973 (cited in Clark, 1977), states that in word substitutions, the speakers produces a word that is wrong, but typically related either semantically or phonologically to the word intended. Slips of tongue also tell us a great deal about the structure and organization of the mental dictionary.

Substitutions are semantically motivated. There are some kinds of substitutions from semantics descriptions, *oppositeness* of meaning and *incompatibility* of meaning. Those are substitutions by synonym (same meaning), hyponym (included meaning) and substitutions by the same initial/final linguistics materials, syllable structure, stress pattern and grammatical class (Fay and Culter as cited in Michael, 1990) called malapropism.

#### 7. Additions

According Carroll (1986), addition is additional linguistic material. The speaker intended to utter the intended utterance; occasionally s/he adds linguistic material in his/her intended utterance becomes slip. It is typically related to phonemes, morphemic affixes (prefix and suffix), articles, prepositions, conjunction, whole words, or even phrases.

For example:

- I didn't explain this clarefully enough (carefully enough)
- Wittch out the snack in front of you (watch out)

- She is preatty woman (pretty woman)

Additions deals with phonemes, prefix and suffix, article, prepositions, conjunction, whole words or even phrases. These additions are comments on why speakers happened to say what they said and are not part of the direct message itself. Speakers know a good deal about how they select the words they are going to say.

#### 8. *Deletion*

Deletion is whereas leave something out. The speakers wanted to utter the intended sentences, yet incidentally she/he leaved out linguistic material. It can be typically related to phonemes, morphemic affixes (prefix and suffix), article, prepositions, conjunctions,, whole words, or even in saying his/her intended utterance.

For example:

- I'll just gets up and mutters intelligibly (unintelligibility)
- The chimney catcheses fire > the chimney catch.... fire (affix deletion)

In genetics, a deletion (also called gene deletion, deficiency, or deletion mutation) I a mutation (a genetic aberration) in which a part of a chromosome or a sequence of DNA is missing. Deletion is the loss of genetic material. Any number of nucleotides can be deleted, from a single base to an entire piece of

chromosome. Deletions can be caused by errors in chromosomal crossover during meiosis. This causes several serious genetic diseases (Carroll, 1986).

## 2.5 Previous Studies

There are many researchers that have conducted in slips of tongue. Thus far, researchers have investigated about slips of tongue in a variety context, such as Warren (1986) has observed about slips of tongue in very young children. His research has investigated the difference in the frequency with which adult and young children make slips of tongue. The slips analysed were taken from two corpora of speeches. The first consists of the speech of one child in interaction with her mother. The second consists of the speech of eight children in interaction with her teacher. The result suggests that young children make significantly fewer slips than do adults. This finding is consistent with a psychoanalytic understanding of slips.

Poulisse (1999) also has observed about slips of tongue in first and second language. Many of us have experienced these types of speech blunder at one point or another and one language or another. These verbal behaviour mistakes can be exquisitely funny for the listener, but deeply embarrassing for the perpetrator. Slips of tongue come in many different shapes and sizes, in both first (L1) and second language (L2) speech although not must research has been done in the latter.

Versprekingen (2003) observed about slips of tongue in producing normal idiomatic speech. In producing normal idiomatic speech, every now and again something goes wrong. For example, someone say I want to be up frank with you intending to say I want to be up front with you. The frank is a synonym for up front and has been inserted in an idiom or expression, which, in, is its synonym. Such events are often termed slips of tongue but are usually slips of the brain. The aim is to test current models of speech production against this data in order to assess the role played by idioms in speech production.

Rahmah (2005), observed about the slips of tongue on news presenters of Liputan 6 Surya Citra Televisi (SCTV). She focused on the slips of tongue as the part of speech errors. She classified the slips of tongue which were found in Liputan 6 SCTV into six categories, they were anticipation, deletion, addition, blend, shift, and substitution. The result suggested that slips of tongue on news presenters of Liputan 6 SCTV mostly used reversals/exchange, perseverations and blend.

Stendebach (2010), researched on slips of tongue as linguistics evidence: based on speech errors in *Friends* and *How I Met Your Mother* television series. She concerned with slips of tongue that happened during shootings of the TV series. She analyses with her own transcription of those speech errors in regard to how the mental lexical works. Due to the small number of examples dealt with in her study. The result is there are two types of speech error that occur while shooting television series. They were assemblage errors and selection errors.

From the previous study which is done by Rahmah, there are some types of slip of tongue appeared in the utterances of the news presenters of Liputan 6 Surya Citra Televisi (SCTV). There are also some aspects that support the slips, for example the condition of the news anchor itself. Besides, the relationship between the news anchor as the speakers and audience also influence the made of slips of tongue. However, the difference between the research done by Rahmah and this research is the about the language used by the news anchor as the object of this study. In Rahmah's study, she researched the types of slips of tongue and the factors or aspect through the habitual in *bahasa* Indonesia because of her subject is in *bahasa*. Moreover, in this study examines the types of slips of tongue produced by the news anchor in Great Britain where English as their first language, also the linguistic features and surrounding supported the use of slip of tongue generally.

Therefore, in this research the analysis concerns slips of tongue happened in the news anchor compilation videos. Based on the previous studies above, this study is significant to get more empirical finding on slips of tongue.

## **CHAPTER III**

### **FINDING AND DISCUSSION**

This chapter clarifies the data findings and discussion based on the explanation of the previous chapters. Importantly, the findings are discussed to answer the research question. Therefore, the findings are based on the results of the data analysis of the compilation videos of news anchors slip of tongue video by using Fromkin (1973) theory is used to analyze the data. Furthermore, the discussion basically explores the analysis of research findings in depth.

This study focuses on identifying the kinds of slip of tongue and the way the slip are made by the news anchors in the Great Britain. Then, the main purpose of this chapter is to answer the questions presented in chapter I.

#### **3.1. Research Findings**

This section contains of the data analysis and the findings. The data are described by using the theory proposed by Fromkin (1973). This theory is related to speech error especially on slips of tongue. There are 25 data which are taken from the collection or compilation of some scenes that exposes the slips of tongue of the news anchors in Great Britain. Next, those data are 6 types from 8 types of slips of tongue. The findings are described only 16 data of all in detail.

### Datum 1

*Peter Peck Plasse believes the **pollution** is to develop responsible and entrepreneurial young leaders today.*

Context : The news anchor tells the audience about the topic on the debate.

Analysis :

The news anchor intended to say the word 'solution', yet it pronounced 'pollution'. This slip referred to the second type of slips of tongue, called *perseveration*. For example, 'solution' is said to be the target word and 'Peter Peck Plasse' are said to be the origin of the error since the 'P' of 'pollution' came after the origin (like the word 'solution' become 'pollution'). As Carroll (1986: 254) said, *perseverations* occurred when an earlier segment replaces a later item or it comes after the origin.

The slip appeared spontaneously because of linguistic surrounding by the news anchor that confused by a lot of letter 'P' in the beginning of the sentences. The words 'pollution' uttered as the result because of the influences of the exceedingly letter in front. He tried to focus more on the audience and unfortunately a slip occurs in his utterances. It is also caused by the setting of situation where the debate indoor is held in a formal condition which triggers the news anchor to make a slip unintentionally. In this context, the news anchor did not revise the word pollution with the word he should utter in his utterances, 'solution'. He even did not realize when he made a slip until the end of the news and he closed his speech or news in the videos.

## Datum 2

*The team that everybody's going to see is the **SoulSin** team. This Korean team is in the top of the mountain.*

Context : The news anchor in sport news stands in front of the camera to deliver the name of the best team in the competition.

Analysis :

In this case, the news anchor made *blend/haplology*, the fourth type of slips of tongue. This data shows that the words 'soulsin' is slip of tongue because the news anchor combined the words 'Seoul Assassin' into one item/word. According to Carroll (1986: 254), *blend* apparently occurs when the two intended items, like 'Seoul Assassin', is considered into a single item, like 'soulsin'. *Blend* occurred when the speaker leaves out a short stretch of speech (Taylor, 1990). There were two reporters in sport news and one of them made a slip while he delivered the name of the best team in the competition. He seemed to try to be more active in front of the audience and he did not realize that he made a slip in his utterances.

The slip of tongue made by the news anchor in this context is influenced by several factors. The most influence factor slip appeared spontaneously by the linguistic surrounding of the news anchor because he combined and made the words 'Seoul Assassin' easier than the target of the word become 'Soulsin'. There were too many letter 'S' in the target word, and the news anchor did not realize and revise his utterances until the end of the video. In fact, the error word by the news anchor is



easier than the target word. That is why the news anchor made a slip in his utterances unintentionally. However, this utterance happened when the news anchor guided the competition on air. Therefore, the news anchor may not wish this situation happened.

### Datum 3

*The enduring impact of these different legacies can be seen in the fact that the Unistate States much less per capita on social welfare programs .....*

Context : The news anchor talks to the informant at the interview.

Analysis :

There were two types of slip of tongue that happened in this case, it can be *anticipation* as the first type or *addition* as the seventh type of slips of tongue. The news anchor intended to say the words 'United States', but she had tongue-slip and said 'Unistate States'. Based on Fromkin (1973) as cited in Clark (1977: 274) *anticipations* comes before the origin. In this data, 'United' is said to be the target word, and 'States' is said to be the origin of the error, since that is where the 'state' of 'unistate' came from. Alongside, this data showed an *addition*. As Carroll said, *addition* is additional linguistics material. One of the materials is added a word in the sentence. In this example, the word 'United' is added by a linguistic material, that is a letter 's', and the result become 'unistate'.

The news anchor as the speaker added a word in the word 'United' become 'Unisted'. Besides *anticipation* and *addition*, the utterance by the news anchor in this context also can be included into *blend*, because the news anchor combined the word

‘united’ and ‘states’ into one item, ‘unistate’. He made a slip in his utterances because he was younger than the informant and the informant had very deep knowledge about the topic. Linguistic feature can be seen in this utterance because the wrong utterances or the origin of the error came because of the addition by the word ‘states’ in the next utterance. This utterance is peculiarity because the words ‘United states’ are customary said and people are rarely making a slip in that word. However, the news anchor did not revise the word in her utterances when she made a slip until the end of the video. On the other, in the middle of her utterances, she made a silent pause after utter the wrong word because she realized that she made a slip.

#### **Datum 4**

*If no candidate receives **a majorities** the election is decided in the house of representative.....*

Context : The news anchor stands in front of some people before debate began.

Analysis :

*Addition* as the seventh type of slips of tongue is appeared in this situation.

The news anchor wanted to say ‘a majority’, but he pronounced and added a word in the utterance become ‘a majorities’. *Addition* is additional linguistic material. It is typically related to phonemes, morphemic affixes (prefix and suffix), article, propositions, conjunction, whole word, or even phrases (Carroll, 1986). The slip of tongue that made by the news anchor in this situation caused by some effects. It is caused by the setting of the situation of the debate.

The debate is held in the formal meeting room in the big indoor hall.

Furthermore, the context happens in front of so many people who are expert in the field of the topic. Linguistic feature can be seen in this context because the news anchor adds the suffix 's' in the last of her error word, whereas she also added the article 'a' in the beginning of the word. In this situation, the news anchor did not revise her word until the end of the video.

#### **Datum 5**

*In 2008, Obama selected Delaware senator Joe Biden who had the foreign policy experience that **Black** Obama lacked.*

Context : The news anchor reads news about Barack Obama.

Analysis :

The news anchor had tongue-slip *blend* when he uttered the word as the fourth type of slips of tongue. The slip was uttered when the news anchor wanted to say 'Barack Obama lacked', but unhappily he uttered 'Black Obama' as the result.

*Blends* are the conditions where two words are amalgamated into one occurring most often when there are two or more words which concerned to the same thing and either word would have been appropriate (Shutter, 2004). On the other hand, the utterance above is also categorized as *anticipation* because the news anchor has already read the origin of the error, 'lacked' and has terrible focused on the target word, 'barrack'.

In this case, the news anchor made a slip in his utterances because of there were an influence by the word 'lack' in the last of the sentence. Fortunately, he

realized and revised his sentence just a second after he made a slip in his utterances. The slip of this situation frequently happened because the news anchor should read the script of the news quickly. It also caused by the limited duration when the news anchor delivered the news.

#### **Datum 6**

*Conversation is more than an issue of protecting nature's unspoiled beauty. **Alvo involved** is the protection of species that cannot survive outside their natural habitat.*

Context : The news anchor gives some closing sentences after doing the interview with the informant.

Analysis :

*Anticipation*, the first type of slips of tongue was made by the news anchor in this data. Considered as *anticipation* because the speaker said 'alvo involved', instead of 'also involved', anticipating the 'v' at the word 'involved' in his pronunciation of 'also'. In this data, 'also' is said to be the target word, whereas 'involved' is said to be the origin of the error, since that is where the 'v' came from. *Anticipations* of slip of tongue come before the origin (Fromkin, 1973, as cited in Clark, 1977).

In this situation, the news anchor made a slip because of a linguistic surrounding such as the transformation from the letter 's' in the word 'also' to the word 'involved' is a little bit confusing and hard to transform. Spontaneously, the news anchor changed the letter 's' in the word 'also' become 'alvo' to make it better. On the other hand, the slip occurs because the news anchor is doing live performance

in front of the audience after the interview in the studio television finished. He made a slip spontaneously and realized that he made a slip and then revised his word (error word) in the next utterances on the video.

### Datum 7

*Grafted onto the largely familiar array of agencies that regulate **blanks** is a council of top economic officials tasked.....*

Context : In front of the bridge, when the news anchor as the reporter reports the news to the audience.

Analysis :

The word 'blanks' is indicated as slip of tongue because the news anchor intended to say 'banks' instead of 'blanks'. This slip referred to the fourth type of slips of tongue, named *addition*. In this context, the speaker intended to utter the word 'banks', yet she added linguistics material (a word) into her intended utterance which became the word 'blanks'. *Addition* dealt with the additional letter in the middle of the target word which sounds weird because the speakers do not know how to select the words that he is going to say (Carroll, 1986).

The news anchor was doing live report in front of the bridge in the location where the case happened. He has to quickly report his information to the news anchor on the studio because of the limited duration. Spontaneously, he made a slip in his sentence. He did not realize when he made a slip in his utterances, so that is why he did not revise his utterances until the end of the video.

### Datum 8

*The German settlers reinforced this individualistic orientation while the Mexican American and **African African** populations contributed to the strong traditionalistic view of government.*

Context : at the interview, that is held in the TV studio.

Analysis :

The slip in this data referred to the second type of slips of tongue, called *perseveration*. The words 'African African' is slip of tongue because the news anchor actually wanted to say 'African American', but he unfortunately said 'African' for twice as the result. In this case, the first 'African' in the utterance becomes the origin of the error and the second 'African' becomes the target word that should be spoken as 'American'. As Carroll (1986) said, *perseveration* is happened when a unit occurs both in the right place and later in the utterance or a sound which is produced early reappears in the next word, like 'African African' in the example data. Furthermore, the data can also be categorized as *repeats*. *Repeats* are repetitions of one or more words in a row (Clark, 1977).

The news anchor confused about what has been said by the partner, so she directly repeated the target word with the same utterances like the origin of the error. Then, spontaneously he made a slip in his utterances. The news anchor repeated the word 'African' for twice and made a slip in his utterances. He is confused by a lot of people country's names that he should mention, like 'Mexican', 'American', and

‘African’. He did not realize when he makes a slip and even revise his utterance until the end of the video.

### Datum 9

**TomPat** agrees that most of the fats in food are in the form of triglycerides which are composed.....

Context : The news anchor repeats the sentences or utterances by the interviewee

Analysis :

The fourth type of slips of tongue, *blend/haplology*, is made in this context. There are two linguistic units that combined into one item (Carroll, 1986). In this case, the news anchor wanted to say the name of someone ‘Thomas Patterson’, but she coupled the words into one word, ‘TomPat’. *Blend* have two target words, here ‘Thomas’ and ‘Patterson’, which the speaker *blends* together by taking the first half of one and second half of the other and becomes ‘TomPat’ (Carroll, 1986: 254).

The news anchor did not want the slip happened when she delivered the news. It is spontaneously happened in certain conditions. In this context, the slip happened when the news anchor was doing an interview in front of the interviewee and the audience in the television studio. However, linguistic features can be seen in this utterance because the *blend* that made by the news anchor. She combined two words of ‘Thomas Patterson’ into one item because she felt that the word ‘Tompat’ is easier

to say. She did not revise her utterances because she did not realize that she made a slip and was confident also comfortable with her utterances until the end of the video.

### Datum 10

*About one in five **death** from cardiovascular disease or we called CVD can be attributed to smoking....*

Context : In the garden park, when the news anchor opening the health news.

Analysis :

The utterances above belonged to *deletion*, the eighth type of slips of tongue. The news anchor intended to say the word 'deaths', incidentally he leaved cut linguistics material that is the affix 's'. According to Levelt (1989) *deletion* is a unit which is missed out from the intended target. For example, the speaker missed utter "s", 'five deaths' becomes 'five death'. This slip happened because the news anchor could not focus to the topic when she reports the news in the garden park. The situation is too annoying for the news anchor. Therefore, the news anchor made a slip not only in the formal situation but also in too crowded situation like what has happened in this context. Until the end of the videos, the news anchor did not realize when he made a slip. He also did not revise his utterance.



### Datum 11

*Fats in the diet help your body **to add** fat-soluble vitamins **and absorb** important flavor and texture to foods.*

Context : At morning news in front of the camera.

Analysis :

The news anchor made one of type of slip of tongue in this context, which is called *reversal/exchange*. *Reversal* happened when two units of the utterances are swapped over. The news anchor intended to say ‘your body to absorb fat-soluble vitamins and add important flavor’, but unintentionally the verb ‘absorb’ are interchanged with the verb ‘add’ and become a slip as the result. The definition of *exchange* is when there are two elements exchanged their position each other. This includes both metathesis, in which contiguous units exchange and reversal in which noncontiguous units exchange (Jaeger: 2005).

This situation happened when the news anchor opening the news in front of the camera. Occasionally, the news anchor made a slip spontaneously when they are broadcasting the news. Linguistic features can be seen in this data, because the news anchor only exchanged the two verbs in her utterances. There was no other word that is exchanged by the news anchor. Until the end of the video, the news anchor did realize that he made a slip and did not revise his utterances.

### Datum 12

*High **employment** and low production are only two of the economic problems that government is called on to solve.....*

Context : At the interview with the informant.

Analysis :

In this utterance, the news anchor made *deletion* as the eighth type of slips of tongue. The speaker wanted to utter the word 'unemployment', but she cut the prefix 'un' in the target word and become 'employment' as the result. *Deletion* means that there is something lost (in this case is prefix 'un') or leaves something out. The speaker wanted to utter the intended sentences, yet incidentally the speaker leaved out linguistic material (Clark, 1977). The slip in this situation happened because the limited duration or time and also the condition of the interview. In this context, the interviewee made the news anchor felt nervous then made a slip spontaneously. The news anchor did not revise the wrong utterances to the target word until the end of the video.

### Datum 13

*As more and more companies **ear year** attempt to bust through the advertising and marketing clutter by resorting....*

Context : In front of the camera at the studio television.

Analysis :

The utterance 'ear year' is included as slips of tongue because the word that the speaker wanted to say is different with what they uttered. In this case, the news anchor made *anticipation* as the first type of the slips of tongue. Jaeger (2005) proposed that some items planned for letter in the utterance is anticipated and affect a unit planned for earlier in the utterance. It is also similar with what Carroll (1986) argued that *anticipation* occurs when a later segment takes the place of an earlier segment. There are some reasons why the news anchor made a slip and one of them is because they should make the limited time while they are broadcasting the news in front of the camera. Sometimes it is confusing the news anchor him/herself because of that situation. Therefore, the news anchor made a slip spontaneously when they read the news.

#### **Datum 14**

*In recent year the use of **spokenspersons** to promote products has increased....*

**Context** : The news anchor tries to start a conversation in the interview with the informant. The news anchor gives the advanced opening to the audience before she asks to the informant about the topic.

**Analysis** :

The word 'spokenspersons' is slip of tongue because the news anchor as the speaker actually intended to say 'spokespersons'. This type of slip is included in seventh type of slips of tongue named *addition*. As Carroll (1986) said, *addition* is additional linguistic material. It is typically related to phonemes, morphemic affixes

(prefix and suffix), article, propositions, conjunction, whole word, or even phrases. In this context, the news anchor added the letter 's' in the middle of the target word.

The slip happened to the news anchor because of the influence of some aspects. First, the situation of the interview is formal situation. It makes the news anchor could not explore himself and could feel nervous at the beginning. Second, the news anchor makes a slip because there is a limited time or duration which makes him a little bit confused with the given topic. Until the end of the video, the news anchor did not revise his utterances because he did not realize when he made a slip.

#### **Datum 15**

*Rogue websites must also be monitored by the organizations they attack. They seek to confront an organization by **presening** negative information....*

*Parent reports child has **esperienced**... experienced one or more of a list of typical child behavioral.....*

Context : In front of the camera at the studio television.

Analysis :

*Deletion*, as the eighth type of slips of tongue is appeared in this situations.

The first situation, the news anchor deleted the letter 't' in pronouncing 'presenting' (presenting > presening). Then, the second situation, the news anchor replaced the letter 'x' with 's'. It makes the pronunciation of 'eks' (eksperiens) becomes 'es' (esperiens). Levelt (1989) argues, *deletion* is a unit missed out from the intended target. It can be typically related to phonemes, morphemic affixes (prefix and suffix), article, preposition, conjunction, whole words, or even in saying his/her intended

utterance. The slip in these contexts happened because the news anchor could not focus on the topic and made a slip spontaneously.

Linguistic features can be seen in this context, because the news anchor made her utterances or the pronunciation of the error words easier than the target word. In this case, she deleted the letter 't' and 'x' in the middle of the words 'presenting' and 'experience'. Unfortunately, she did not realize and revise her utterances until the end of the video.

#### **Datum 16**

*When parents **successfully** meet the demands of their new rules, they feel competent and effective....*

*Thank you so **muh** for watching and don't forget to subscribe our videos....*

Context : In front of the camera at the studio television.

Analysis :

*Deletion*, as the eighth type of slips of tongue, was made by the news anchor in these two utterances. The first context happened when the news anchor wanted to say the word 'successfully' but she deleted one linguistic material, it was a letter 'f' on the middle of the word which becomes 'successully'. On the second context, deletion happened when the news anchor intended to utter the word 'much' in the utterances 'thank you so much'. Unfortunately, he made a slip and uttered the word 'muh' for the result. There are some reasons why the news anchor made a slip in front of the camera. One of them is the limited duration that given to them. As we know

that, the news anchors have to arrange their time as good as possible when they are broadcast the news in front of the camera.

Thus, sometimes they made a slip unintentionally on the real scenes without editing. Besides, the news anchor made a slip in this context because of the linguistic features that influence him to make a slip of his utterances easier than the target word. The word 'succesully' and 'muh' are pretentious to be said because he missed and deleted the word 'c' in the middle of the word. Unfortunately, he did not realize if he made a slip until his partner admonished his utterances and revised them into the utterances should he utter.

### 3.2 Discussion

After the research finding and its analysis are presented, the discussions of the findings are very important to be conducted after the data are obtained and analyzed. There are two research problems must be answered in this section. The first problem is “What kinds of slips of tongue appeared in the utterances of news anchor?”, and the second problem is “How do the news anchors experience slips of tongue?”.

Further, in presenting the section, the discussions are related to the associated theories, the previous studies, or the significance of the study. Hopefully, the reader would clearly get the essential of the finding data in the utterances of the news anchor in this kind of presentation. The whole discussion would be described as follows:

#### 3.2.1 Types of Slip of Tongue by News Anchor

There are many types of slips of tongue that have been argued by many linguists, such as, *anticipation*, *perseveration*, *exchange*, *blend*, *misderivation*, *substitution*, *addition*, and *deletion*. According to the analysis of the data above, the researcher only found six types of slip of tongue on the all twenty three or twenty five data (there are two data which contained two types of slip of tongue). Those are *anticipation*, *perseveration*, *exchange*, *blend*, *addition* and *deletion*.

*Perseveration* is the type of slip of tongue which is mostly used by the news anchor. There are six data which showed the news anchor made a *perseveration* when they are doing the report, interview, or guide some programs in front of the audience. The examples data of *perseveration* can be seen in the examples, “pollute on” (datum 1) and “African African” (datum 8).

Beside *perseveration*, *deletion* is the type of slip of tongue which is also mostly used by the news anchor. As many as *perseverations*, there are six data which also showed that the news anchors experienced the *deletion* in their utterances when they are doing their job as a news anchor on the studios or reporter on the news location. The examples data of *deletion* can be seen in the examples, “death” (datum 10), “employment” (datum 12), “presening” (datum 15), and “successully” (datum 16).

The next data that appeared in the utterances of the news anchor are *anticipations*. There are five data which showed in the data collection that the news anchor made *anticipation*. The data can be seen in the “Unistate State” (datum 3), “alvo involved” (datum 6), and also “ear year” (datum 13). In those all data, the news anchor made a slip as *anticipation* because the slip comes before the origin of the error words.

Other type of slip of tongue that is found in the all data finding is *addition*. *Addition* appeared in five contexts in all data finding. It can be seen in the “Unisted



State” (datum 3), “a majorities” (datum 4), “blanks” (datum 7), and “spokenspersons” (datum 14).

*Blend* occurs in three contexts of all 23 data in the data tabulation or all data finding. It can be seen in the examples, “soulsin” (datum 2), “Black Obama lacked” (datum 5), and also “Tompat” (datum 9). Moreover, the last type of slip of tongue that is made by the news anchor in this study is *exchange*. Only one data of all 23 data in the data tabulation is analysed as *exchange*. It can be seen in the example of datum 11 in the utterance “Fats in the diet help your body to add fat-soluble vitamins and absorb important flavour and texture to foods”, when the news anchor exchanges their utterances while they are broadcasting the news in front of the camera.

Furthermore, there are two types of slip of tongue that is not used by the news anchor on the all data in the data tabulations. From those detail information, it can be conclude that there are no data which analysed as *misderivation* and *substitution* at all. Beside the six data which analysed in the utterances by the news anchor above, there are two data which are analysed as two types of slips of tongue. The first data can be seen in the datum 3 in the words “Unisted State”. In this context, the utterance which is made by the news anchor can be included as both *anticipation*, *addition* and *blend* also. This utterance is *anticipation* because the slip which made by the news anchor comes before the origin of the error. ‘United’ become the target word and ‘State’ become the origin of the error since that is where the ‘s’ of ‘Unstate’ came from. While, it is *addition* because the news anchor adds the additional word in his

utterance (the word 's' in 'Unisted'), then he made a slip in his utterances as the result. On the other, it should be *blend/haplology* because the news anchor combined the word 'united' and 'states' into one item, 'unistate'.

Moreover, the second data which included as two types of slip of tongue can be seen in the datum 5 in the example 'Black Obama Lacked'. In this context, the utterance which is made by the news anchor can be included as both *anticipation* and also *blend*. It is included as types of *blend* because the news anchor combines the three words of the target words become two words as the result ('Barrack Obama Lacked' become 'Black Obama'). This utterance is *anticipation* because the slip that made by the news anchor comes before the origin of the error words.

There are some linguistic contexts supporting the occurrence of slips of tongue. Linguistic features and linguistic surrounding can be seen in almost all the data finding. Linguistics features can be seen in the 'Unistate State' (datum 3). This utterance consists of linguistic feature because the word 'United State' are customary said and people are rarely making a slip in this word. Linguistic feature can be seen in the 'a majorities' (datum 4) also. For news anchor in Great Britain as the native speaker, added the article 'a' in the beginning of the word and also the suffix 's' in the last of word are rarely making by the native speaker.

Linguistic surrounding can be seen in the word 'pollution' (datum 1).

Linguistic surrounding done by the news anchor that confused by a lot of 'P' in the

beginning of the utterances. Other example can be seen in the word ‘Soulsin’ (datum 2). Linguistic surrounding done by the news anchor because he combined and made the words ‘Seoul Assassin’ easier than the target word becomes ‘Soulsin’. Not all the news anchor realized that they made a slip. Most of them are continuing their news without knowing that they made a slip in their utterances. Moreover, there are some news anchors that realized and directly revised their wrong utterances.

### **3.2.3 The Slip of Tongue by the News Anchor**

From the analysis above we can conclude that there are several reasons which are influence the use of slip of tongue by the news anchor in Great Britain. The conditions that may influence and support the slip of tongue by the news anchor are situation, limited duration, and spontaneity. Situations of the news anchor while they are delivering or reading the news are very important for them. The news anchor should be very careful about pronunciation, choice of words, and sentence structure, because frequently they have to be in frame and broadcast the news directly to the audience in the same time and place. The slip are made by the news anchor caused by the situation can be seen in the datum 12, the news anchor are doing an interview with the interviewee in the studio in the formal situation. The interviewee is a great man who has very good intelligence about the topic of the interview. This kind of

situation is the bad situation because the news anchor may afraid if she/he has some mistakes while they are doing an interview.

In the television, the news anchor has limited time to broadcast the news in front of the audience. Sometimes, it made the news anchor itself felt nervous and made a slip in their utterances. Limited time and duration could not be avoided by the news anchor because it has been determinate by the television program and also the company. The context of the news anchor when they made a slip because of the limited of the time or duration can be seen in the datum 5 when the news anchor reads the news in front of the camera. The scripts of the news are running quickly and the time also. The news anchor cannot focus on the script only. That is why he/she made a slip.

The bad situation of feeling may cause the production of spontaneous words. The news anchors mostly produced spontaneous words in a bad situation rather than in a good feeling. It can be seen in almost all the data in the research finding. The news anchor made a slip spontaneously because they do not want to utter the word as the result. In all condition, the news anchor may utter the similar utterances with the words they want to utter. Most of the news anchor had spontaneous slips of tongue when they are doing live on air or live report.

Besides, there were linguistics features and also linguistics surrounding that can be the factors of a slip made by the news anchor. It could be the funniest

part or embarrassing moment of the news anchor when she or he made a slip while they utter or broadcast the news on television. Not the entire news anchor that realize when they made a slip. Most of them did not realize until the end of the news. Some news anchor that realized, they usually directly revised the error word to the target word that should they utter. In some cases, the news anchor needs to revise their utterance to make understand the audience of them. On the other hand, without revising the error words that they made, the audience will understand what intended words or sentences that should the news anchor said.

In summary, making a slip by the news anchor cannot be seen by the age, gender, or language style or choice that is used by the news anchor. Slips can be made in all condition and situation, either formal or informal, men or women, even junior or senior news anchor. The news anchor show qualitative different of error types of slips of tongue in which some cases. Through this research, the researcher focuses on investigating the types of slip of tongue by the news anchor and how could it be. Based on the finding and analysis, the researcher found new things in slip of tongue types in two data which is contain of two until three types of slip of tongue. Therefore, the new finding found on this research can be followed up by the next researcher to strengthen the analysis of slip of tongue in order to get completed data which contain of slip of tongue to be analysed.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter provides the conclusion based on the result of the findings and the discussions presented in the preceding chapter. The conclusion is drawn based on the formulated research problem and the suggestion is expected to give some information for the next researchers who are interested in conducting a research in the same field.

#### 5.1 Conclusion

According to the results of analysis presented in previous chapter, it can be concluded that the slip of tongue of the news anchor consists of several types and contexts which involve *perseverations*, *deletions*, *anticipations*, *additions*, *blends*, and *exchanges*. Whereas, the types of *misderivations* and *substitutions* are not found in all of the data. The frequent slips occurred are *perseverations* and *deletions*. While, the fewer slips are *blends* and *exchange*.

The slips made by the news anchors are influenced by the background situations while they utter the news. All slips occurred in several context of the news anchor. The situation, duration, and spontaneity become the context which support

the slips. Linguistic features and surrounding also supported the slip by the news anchor.

## **5.2 Suggestion**

Considering the importance of analyzing the slips of tongue by the news anchor, there are several things to be suggested which related to this study. The result of this study only covers the slips of tongue in Great Britain which actually as the native speaker of English Language. Therefore, the next researchers are expected to analyze slips of tongue used by the news anchor in any other region or district object such as in this country, Indonesia or Asian news anchor. Besides, for the readers, the use of slip of tongue can be applied and it depends by the news anchor as the speaker as well.

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## Appendix 1

### Data Tabulations

No.	Error Sentences	Context	Target Sentences	Ant	Pers	Exc	Ble	Mis	Subs	Add	Del
1.	<i>Peter Peck Plasse believes the <b>pollution</b> is to develop responsible and entrepreneurial young leaders today.</i>	The news anchor tells the audience about the topic on the debate.	<i>Peter Peck Plasse believes the <b>solution</b> is to develop responsible and entrepreneurial young leaders today.</i>		√						
2.	<i>The team that everybody's going to see is the <b>SoulSin</b> team. This Korean team is in the top of the mountain.</i>	The news anchor in sport news stands in front of the camera to deliver the name of the best team in the competition.	<i>The team that everybody's going to see is the <b>Seoul Assassin</b> team. This Korean team is in the top of the mountain.</i>				√				
3.	<i>The enduring impact of these different legacies can be seen in the fact that the <b>Unistate States</b> much less per capita on social welfare programs.....</i>	The news anchor as the speaker one talks to the informant at the interview.	<i>The enduring impact of these different legacies can be seen in the fact that the <b>United States</b> much less per capita on social welfare programs.....</i>	√						√	
4.	<i>If no candidate receives <b>a majorities</b> the election is decided in the house of representative.....</i>	The news anchor stands in front of some people before debate was started.	<i>If no candidate receives <b>a majority</b> the election is decided in the house of representative.....</i>							√	
5.	<i>In 2008, Obama selected Delaware senator Joe Biden who had the foreign policy experience</i>	The news anchor reads news about Barrack Obama.	<i>In 2008, Obama selected Delaware senator Joe Biden who had the foreign policy experience that Barrack</i>	√			√				

	that <b>Black</b> ..... Barrack Obama lacked.		Obama lacked.								
6.	Conversation is more than an issue of protecting nature's unspoiled beauty. <b>Alvo involved</b> is the protection of species that cannot survive outside their natural habitat.	The news anchor gives some closing sentences after doing the interview with the informant.	Conversation is more than an issue of protecting nature's unspoiled beauty. <b>Also involved</b> is the protection of species that cannot survive outside their natural habitat.	√							
7.	Grafted onto the largely familiar array of agencies that regulate <b>blanks</b> is a council of top economic officials tasked.....	In front of the bridge, when the news anchor as the reporter reports the news to the audience.	Grafted onto the largely familiar array of agencies that regulate <b>banks</b> is a council of top economic officials tasked.....						√		
8.	The German settlers reinforced this individualistic orientation while the Mexican American and <b>African African</b> populations contributed to the strong traditionalistic view of government.	The news anchor looks confused about what has been said by the assistance so that she directly repeats the utterances.	The German settlers reinforced this individualistic orientation while the Mexican American and <b>African American</b> populations contributed to the strong traditionalistic view of government.	√							
9.	<b>TomPat</b> agrees that most of the fats in food are in the form of triglycerides which are composed.....	The news anchor repeats the sentences or utterances by the informant in the interview.	<b>Thomas Patterson</b> agrees that most of the fats in food are in the form of triglycerides which are composed.....			√					
10.	About one in five <b>death</b> from cardiovascular	In the garden park, when the news anchor	About one in five <b>deaths</b> from cardiovascular disease								√

	disease or we called CVD can be attributed to smoking....	opening the health news.	or we called CVD can be attributed to smoking....								
11.	Fats in the diet help your body <b>to add</b> fat-soluble vitamins <b>and absorb</b> important flavor and texture to foods.	At morning news in front of the camera.	Fats in the diet help your body <b>to absorb</b> fat-soluble vitamins and <b>add</b> important flavor and texture to foods.			√					
12.	High <b>employment</b> and low production are only two of the economic problems that government is called on to solve.....	At the interview with the informant.	High <b>unemployment</b> and low production are only two of the economic problems that government is called on to solve.....								√
13.	Such weaponry could make <b>takes</b> as obsolete as the horse cavalry they replaced....	The news anchor stands in front of the audience.	Such weaponry could make <b>tanks</b> as obsolete as the horse cavalry they replaced....		√						
14.	Communication enables a free people to keep in <b>kouch</b> with one another, with their leaders, and with important events....	The news anchor speaks and gives comment at the debate about communications.	Communication enables a free people to keep in <b>touch</b> with one another, with their leaders, and with important events....		√						
15.	Carries are expanding the market beyond the young and restless who are most likely to snap cell <b>phone phics</b> and buy ring tones by cozying up to other low-hanging fruit...	The news anchor is in the meeting room together with some people, discussing about the topic.	Carries are expanding the market beyond the young and restless who are most likely to snap cell <b>phone pic</b> and buy ring tones by cozying up to other low-hanging fruit...		√						
16.	Marketers trust them because <b>feesback</b> from	At the interview in the studio.	Marketers trust them because <b>feedback</b> from them		√						

	<i>them is instantaneous....</i>		<i>is instantaneous....</i>								
17.	<i>As more and more companies <b>ear year</b> attempt to bust through the advertising and marketing clutter by resorting....</i>	In front of the camera at the studio television.	<i>As more and more companies <b>each year</b> attempt to bust through the advertising and marketing clutter by resorting....</i>	√							
18.	<i>In recent year the use of <b>spokenspersons</b> to promote products has increased....</i>	The news anchor tries to start a conversation in the interview with the informant. The news anchor gives the advanced opening to the audience before she asks to the informant about the topic.	<i>In recent year the use of <b>spokespersons</b> to promote products has increased....</i>							√	
19.	<i>Rogue websites must also be monitored by the organizations they attack. They seek to confront an organization by <b>presening</b> negative information....</i>	In front of the camera at the studio television.	<i>Rogue websites must also be monitored by the organizations they attack. They seek to confront an organization by <b>presenting</b> negative information....</i>								√
20.	<i>While maintaining traditions, Native Americans <b>alfo</b> feel the pressures of contemporary life...</i>	In front of the camera at the studio television.	<i>While maintaining traditions, Native Americans <b>also</b> feel the pressures of contemporary life...</i>	√							
21.	<i>Parent reports child has <b>esperieneced</b> one or more of a list of typical child</i>	In front of the camera at the studio television.	<i>Parent reports child has <b>experienced</b> one or more of a list of typical child</i>								√

	<i>behavioral.....</i>		<i>behavioral.....</i>								
22.	<i>When parents <b>successfully</b> meet the demands of their new rules, they feel competent and effective....</i>	In front of the camera at the studio television.	<i>When parents <b>successfully</b> meet the demands of their new rules, they feel competent and effective....</i>								√
23.	<i>Thank you so <b>much</b> for watching and don't forget to visit our website at.....</i>	When the news anchor closes the news at the television.	<i>Thank you so <b>much</b> for watching and don't forget to visit our website at.....</i>								√

**Ant** : Anticipations

**Pers** : Perseverations

**Exc** : Reversals/Exchange

**Ble** : Blends/Haplologies

**Mis** : Misderivations/shifts

**Subs** : Substitutions

**Add** : Additions

**Del** : Deletions



## APPENDIX 2

### Background of Situation

#### Datum 1 and Datum 4



Context: The news anchor tells the audience about the topic on the debate.

*“Peter Peck Plasse believes the **pollution** is to develop responsible and entrepreneurial young leaders today.”*

#### Datum 2



Context: The news anchor in sport news stands in front of the camera to deliver the name of the best team in the competition.

*“The team that everybody’s going to see is the **SoulSin** team. This Korean team is in the top of the mountain.”*



**Datum 3 and Datum 8**



Context: The news anchor talks to the informant at the interview.

*“The enduring impact of these different legacies can be seen in the fact that the **Unistate States** much less per capita on social welfare programs.....”*

**Datum 5**



Context: The news anchor reads news about Barrack Obama.

*“In 2008, Obama selected Delaware senator Joe Biden who had the foreign policy experience that **Black**..... Barrack Obama lacked.”*

### Datum 6



Context: The news anchor gives some closing sentences after doing the interview with the informant.

*“Conversation is more than an issue of protecting nature’s unspoiled beauty. **Also involved** is the protection of species that cannot survive outside their natural habitat.”*

### Datum 7



Context: In front of the bridge, when the news anchor as the reporter reports the news to the audience.

*“Grafted onto the largely familiar array of agencies that regulate **blanks** is a council of top economic officials tasked.....”*

### Datum 9



Context : The news anchor repeats the sentences or utterances by the interviewee

*TomPat* agrees that most of the fats in food are in the form of triglycerides which are composed.....

### Datum 10



Context : In the garden park, when the news anchor opening the health news.

About one in five **death** from cardiovascular disease or we called CVD can be attributed to smoking....

### Datum 11



Context : At morning news in front of the camera.

*Fats in the diet help your body **to add** fat-soluble vitamins **and absorb** important flavor and texture to foods.*

### Datum 12 and Datum 14



Context : At the interview with the informant.

*High **employment** and low production are only two of the economic problems that government is called on to solve.....*



### Datum 13



Context : In front of the camera at the studio television.

*As more and more companies **ear year** attempt to bust through the advertising and marketing clutter by resorting....*

### Datum 15



Context : In front of the camera at the studio television.

*Rogue websites must also be monitored by the organizations they attack. They seek to confront an organization by **presening** negative information....*

*Parent reports child has **esperien ced**... experienced one or more of a list of typical child behavioral.....*

**Datum 16**



Context : In front of the camera at the studio television.

*When parents **successfully** meet the demands of their new rules, they feel competent and effective....*

*Thank you so **muh** for watching and don't forget to subscribe our videos....*