

**SLIP OF TONGUE ON GEORGE W BUSH'S INTERVIEW AT
THE PRESIDENTIAL SCHOLAR GRADUATION**

THESIS

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In Partial Fulfillment of the Requirements
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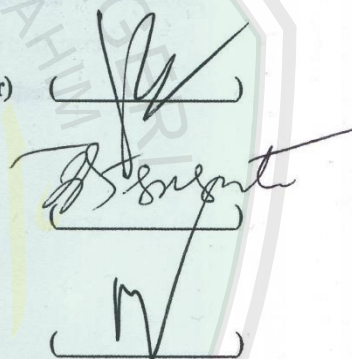
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This is to certify that Rodiya Ulfa's thesis entitled "*Slip of Tongue on George W Bush's Interview at the Presidential Scholar Graduation*" has been approved by the Board of Examiners as the requirement for the Degree of Sarjana Sastra (S. S) in English Language and Letters Department, Humanities Faculty, Maulana Malik Ibrahim State Islamic University, Malang.

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I declare that the thesis I wrote to fulfill the requirement for the Degree of *Sarjana Sastra (S.S)* in English Language and Letters Department, Faculty of Humanities at Maulana Malik Ibrahim State Islamic University, Malang entitled “*Slip of Tongue on George W Bush’s Interview at the Presidential Scholar Graduation*” is truthfully my original work. I did not perform any material previously written or published by another author or writer except those indicated in quotations, paraphrasing method and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, June 2016

Rodiya Ulfa



MOTTO

Allah does not burden a soul beyond that it can bear

(Surah Al Baqarah: 286)

DEDICATION

This paper is dedicated to my family. A special feeling of gratitude to my loving parents, Mustakim and Sumarni for their great loves, prayers and cares. My brother Nizar who became my mood booster. I also dedicate this dissertation to Karim, Irma, and Leli. Thanks for helping me in working on my thesis



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All praises due to Allah who has already given me the mercies and blessing during my thesis writing process. Peace and salutation may always be given to our Prophet Muhammad SAW. I would like to thank to several contributive people in finishing my thesis in the title Slip of Tongue on George W Bush's Interview at the Presidential Scholar Graduation.

First of all, my sincerely gratitude gives to my beloved parents, Mr. and Mrs. Takim who always give me dreams to be an excellent daughter. My second gratitude is to my advisor Drs. Basri. M.A., Ph.D who has provided motivation to this thesis until its completed. I extend my next gratitude to all the lectures that have generously taught me especially for my examiners H. Djoko Susanto, M. Ed., Ph.D and Abdul Aziz, M.Ed., Ph.D and all of students of English Letter and Department who have contributed to criticized my thesis in partcular my thesis partner, Lia, Sabrina, Fiqi, Zulfi, Sobib, Chichid, Muyas, Ayik, Lu'il, Indah, Fina, and Aam for always support me. And the last, I thanked to my house mate, Lely, Irma, Karim, and Lyza for always give me motivations to work on my thesis. Although, I truly realize that this thesis needs the constructive critic to be better research findings. I do hope that it can be useful for other people who read this thesis.

Malang, 21nd June 20

Rodiya Ulfa

ABSTRACT

Ulfa. Rodiya. 2015. *Slip of Tongue on George W Bush's Interview at the Presidential Scholar Graduation*. Thesis. Linguistics, English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: H. Basri Zain, M.A. Ph.d.

Key words: Slip of tongue, George W Bush.

Slip of tongue is one of speech error which is considered as simple mistake. Slip of tongue can be produced by everyone. The people producing slip of tongue actually have no problem with their speech production that make them have to speak using different way with others while speaking. Slip of tongue itself can attack everyone in any context. So, it may occur for all people whether they are fluent in speaking or not, where they speak.

Slip of tongue can be found in the George W Bush Video. The data are from Bush utterances and it was downloaded from YouTube on March 2016. The duration of video is about 35 minutes which consists about 5.151 words. It is analyzed using qualitative research. It is used qualitative research because this research deals with conversation.

This research disclosed that six types of *SOT* (perseveration, anticipation, substitution, deletion, misderivation, addition) are found in the utterances which are produced by President George W Bush. The most dominant type of slip of tongue in this research is substitution. It occurred five times in this video. In the other side, there are various kinds of factors influencing the occurrence of slip of tongue. Those factors were proposed by Clark and Clark theory (1977). The most dominant factor which influenced President Bush's slip of tongue is cognitive difficulty. This condition highly effect President Bush's slip of tongue.

The researcher suggest to the next researcher to conduct study on slip of tongue which is found in broad situation and context such as in the movie or natural conversation. She also suggests to develop and explore this topic deeper in different object or theory.

ألف. رؤديا . ٢٠١٦ . زلة لسان في مقابلة مع جورج دبليو بوش في تخريج الباحث الرئاسية أطروحة. اللغويات واللغة الإنجليزية وخطابات الإدارة، كلية العلوم الإنسانية، جامعة مولانا مالك إبيراهيمستاتي الإسلامية في مالنج. مستشار: الحاج البصري زين، شهادة الماجستير شهادة الدكتوراه.

الكلمات الرئيسية: زلة لسان، جورج دبليو بوش

زلة لسان هو واحد من الخطأ الكلام الذي يعتبر خطأ بسيط. يمكن أن تنتج زلة اللسان بالجميع. زلة لسان الشع المنتجة فعلا ليس لديهم مشكلة مع إنتاجها الكلام التي تجعلهم يستطيعون التحدث باستخدام طريقة مختلفة مع الآخرين بينما كان يتحدث. زلة اللسان نفسها يمكن أن تهاجم الجميع في أي سياق. ولذلك، فإنه قد تح. دت لجميع الناس ما إذا كانوا يجيدون التحدث أو لا، حيث أنهم يتكلمون.

يمكن الاطلاع على زلة لسان في "الفيديو جورج دبليو بوش" البيانات من تصريحات بوش وتنزيله من موقع يوتيوب في آذار/مارس عام 2016. مدة الفيديو والي 35 دقيقة التي يتكون عبارة عن 5151. فإنه يتم تحليلها باستخدام البحث الن. عي. ويستخدم نوعية البحث نظراً لأن هذا البحث يتعامل مع المحادثة.

وكشف هذا البحث أنه تم العثور على ستة أنواع من زلة لسان (perseveration, anticipation, substitution, deletion, misderivation, addition) في التصريحات التي تصدر عن الرئيس جورج دبليو بوش.

أن النوع السائد أكثر من زلة لسان في هذا البحث استبدال. وقعت خمس مرات في هذا الفيديو. في الجانب الآخر، هنا ك أنواع مختلفة من العوامل المؤثرة في حدوث زلة لسان. هذه العوامل قد اقترحه كلارك وكلارك نظرية. أن العامل الأبرز الذي يتأثر زلة اللسان في الرئيس بوش صعوبة (1977). المعرفي شدة تأثير هذا الشرط زلة لسان للرئيس بوش.

إقترح الباحث أن الباحث القادم إجراء دراسة بشأن زلة اللسان الذي تم العثور على في حالة واسعة النطاق والسياق كما هو الحال في فيلم المحادثة الطبيعية. وتقتراح أيضا لتطوير واستكشاف هذا الموضوع أكثر عمقا في نظرية أو كائن آخر

ABSTRACT

Ulfa. Rodiya. 2015. *Slip of Tongue on George W Bush's Interview at the Presidential Scholar Graduation*. Skripsi. Linguistik, Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora, UIN Maulana Malik Ibrahim Malang. Dosen Pembimbing: Drs. H. Basri Zain, M.A. Ph.d.

Key words: Selip Lidah, George W Bush.

Selip lidah adalah gangguan berbahasa yang sering di anggap sebagai kesalahan. Selip lidah bisa di alami oleh semua orang. Orang yang mengalami gangguan ini sebenarnya tidak mengalami masalah pada alat komunikasi mereka yang dapat membuat cara bicara mereka menjadi berbeda. Maka dari itu, hal ini bisa saja terjadi pada siapa saja baik mereka yang lancar berbahasa inggris ataupun tidak.

Dalam penelitian ini, selip lidah di temukan pada vidio Presiden George W Bush yang di unduh di YouTube pada bulan Maret 2016. Dari sekitar 35 menit, vidio ini terdiri dari 5.151 kata. Penelitian ini di analisis menggunakan pendekatan deskriptif kuantitatif arena datanya berupa percakapan.

Penelitian ini menghasilkan enam tipe selip lidah (perseveration, anticipation, substitution, deletion, misderivation, addition) pada ujaran yang di ucapkan oleh Presiden George W Bush. Selip lidah yang paling sering terjadi pada Bush adalah Substitution yang saat itu terjadi lima kali dalam satu kali interview. Selain membahas tipe selip lidah, dalam skripsi ini juga menganalisis tentang faktor yang menyebabkan terjadinya selip lidah yang menggunakan teori Clark dan Clark (1977). Faktor yang paling dominan dalam penelitian ini adalah cognitive difficulty. Kondisi ini sangat mempengaruhi selip lidah yang terjadi pada Presiden George W Bush.

Peneliti menganjurkan pada peneliti selanjutnya yang akan meneliti tentang selip lidah agar meneliti pada data yang memiliki situasi dan konteks yang lebih luas, seperti pada film atau pembicaraan sehari-hari. Selain itu penggunaan teori yang lebih baru juga merupakan masukan dari penulis, agar selip lidah dapat diteliti dari berbagai konteks.

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CHAPTER I

INTRODUCTION

This chapter covers about background of the study, research problems, and objectives of the study, significance of the study, scope and limitation, definition of the key terms, and research method.

1.1 Background of the Research

Communication is the way people interact and influence each other, either intentionally or unintentionally. Intentional or unintentional, involve conventional or unconventional signals, take linguistic or non-linguistic forms, and occur through spoken or other modes may be communication (Valentzas & Broni, 2016:117). This quotation implies that communication among people can be undertaken in many ways with or without speaking. However, this act of transferring information is done possibly through the use of voice, printed or digital media (e.g. books, magazines, websites or emails), visual (e.g. videos, maps, or graphs) even by using body language, gestures and the tone and pitch of voice. The ability to communicate is one of the best life skills a person can develop. Someone who can effectively communicate thoughts, ideas, and feelings is better equipped for success both in the job and in personal relationships. In Speech, language and communication play a vital role in our lives because we live in a world of language. Without being able to talk to, and understand other people they cannot do small things like buying soap or some foods.

Language is also taking a big role in this process because in communication the important point is the language used by the speakers.

The purpose of using language is to communicate each other. Without using language people cannot understand other people. The possession of language, perhaps more than any other attributes, distinguishes human from other animals. To understand our humanity, one must understand the nature of language that makes us human (Fromkin, Rodman, & Hyams, 2003). As a social person, human beings are always interrelated with others. The special thing on human language is that people can express their thought using words in which they use the words to do a talk. Languages as used by human being as a means for inter similar speech community. Language is an oral or the oral symbol, it represents meaning as they are related to real life situation and experiences. It is used in their daily lives. People interact with each other through language. However, the centrality of language in our daily lives means that any disruption to our ability to use it may be keenly felt. Besides, people use language to express their expression without using a spoken language, such as sign language. But the common language used by people is spoken language.

In the age of two or three, children are taught to speak. Meanwhile, in the age of five, children are nearly proficient at speaking and understanding as their parents because all normal humans master the system by age five without explicit instruction (like learning to walk, but it takes longer), suggesting to many linguists that much of the system is innate. That's why the spoken language is a key form of communication, underpinning the development of reading and writing. People use this activity in their daily life in order to explore what they want, what they feel and what they need.

Although speaking is an effective way to communicate with others, it is not the single way to do communication. There are many other ways that can be used to communicate with others such as writing and body language, but still speaking is the main ways to communicate.

Some errors may occur when people speak. The aspects which influence the speaking errors can be internal aspect including the impairment of speech production or external aspect such as an anxiety. This error makes some people speak in different ways like other people, or even use a different language like others. For example deaf person produces and understands sign languages just like hearing person who produces and understands spoken language. Speech errors have been used to explore the nature of the mental lexicon, words and phrase store and retrieved in the mind (Moser, 1991). He also states that cognitive scientist is also interested in error-making because error can reveal much about how people can reveal, form concept and categorization, make analogies and judgments, even on how their mind interprets and makes sense of the world. When we produce the language, it reflects the understanding of how and why the language changes. It will lead us to the question of how such phenomenon can happen. One of the speech error phenomena is slip of tongue.

The people producing slip of tongue actually have no problem with their speech production that make them have to speak using different way with others while speaking. Slip of Tongue may be considered to be simple mistakes or accidents, but everyone seems to produce such slip of tongue although they can speak normally. So that's why the study examines slip of tongue. The example of slip of tongue is when person said "John gave the goy a ball" whereas, what she/he intends to utter is "John

gave the boy ball”. It occurs when an earlier segment replaces a letter item or come after origin (Carroll, 2007). Everyone either use his first language and second language has a tendency to produce slip of tongue. In addition, it may occur in any condition.

Slip of tongue itself can occure everyone in any context. So, slip of tongue may occur for all people whether they are fluent in speaking or not, where they speak and when they speak. Because as Fromkin (2006) revealed that people who are speaking well (native speaker) are possibly to make a slip. It may because the speech they produce is not in hand with what in their tongue. It’s a condition when people make mistakes in their speech.

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. Moreover, it might occure when the speaker’s actual utterance differs in some way from the intended utterance (Fromkin, 2006). It involves unintentional movement, addition, blending, or substitution of material within an utterance and includes phonological, morphological, lexical or syntactic. This kind of condition is also undergone by George W Bush on The Presidential Leadership Scholars Graduation interview.

The researcher is interested in investigating about the slip of tongue on George W. Bush on –an 43th president of America known very controversial – his interview at The Presidential Leadership Scholars Graduation. This study refers to Sigmund Freud (1901) that everyone seems to produce such slips of tongue and it is often the speaker tries to correct his or her error, and tongue slips have been resulted from repressed thoughts that revealed by the particular errors which a speaker makes. In this regard, Fromkin (2006:1) indicates that "It is normal to activate a number of words in the area

of the required word and suppress those which are not wanted". Sometimes when the speaker makes a slip, words are easily aroused in relation to the one is thinking about.

The researcher investigates slip of tongue on George W. Bush's interview at The Presidential Leadership Scholars Graduation is because of some reasons. First, leader or public figure has big power domination toward the society and everything they do or even they say means many things for the society. Therefore, the researcher tries to make them aware of being more careful on every single word on their speech. Second, to make people understand that there is no the strongest, greatest, smartest people in the world because every person must make mistakes in their life because nobody is perfect. Third, many people love to talk over George W. Bush because they think that George W. Bush is the most controversy president of United State which are some of people interested in watching his speech.

Thus far, researchers have investigated slip of tongue in various contexts, such as Lika Rahmawati (2009) who observed the slip of tongue in the speaking class at fantastic English for better Malang. She focused on the kinds of slip tongue which appeared. The result suggested that slips mostly used are substitution and addition.

Claudya Nabilla Riza Putri (2015) observed slip of tongue on Great Britain, the news anchor compilation video. She focused on the context of making slip tongue from that video. The result suggested that slip tongue mostly used are perseveration and deletion.

Based on those explanations above, this study is significant to get more empirical finding about slip of tongue. Then, this study attempts to get deeper

understanding of the speech production especially slip of tongue based on Fromkin Theory (1973) about eight types of slip of the tongue. And Clark and Clark theory (1977) about the factors which influenced the slips tongue.

1.2 Research Questions

This research focuses on how the slip tongue appears and occurs in the utterances of George W. Bush's interview at The Presidential Leadership Scholars Graduation 2015. The research questions proposed are;

1. What types of slips of tongue found in George W Bush's interview?
2. What are the possible factors that influence George W Bush in making slip of tongue?

1.3 Objectives of the Study

The study aims at investigating on slip of tongue produced by George W. Bush's interview. Therefore, the objectives of study are:

1. To indentify the kinds of slip tongue used by George W. Bush
2. To analyze the possible factors influence slip of tongue on George W. Bush's interview.

1.4 Significance of the Study

The result of this research will give benefits to the readers especially for those who take interest in speech error especially slip tongue. There are some specific significances of this research as follow;

1. To give contributions both theoretically and practically for people who reach this research about speech productions especially slip of tongue.

2. To give useful information about the kinds of slip tongue in George W. Bush
3. To show how the factors influence George W. Bush's slip of tongue
4. To be beneficial references for the next researcher who will analyze about slip of tongue.

1.5 Scope and Limitation

The study focused on psychological analysis on slip of tongue, kinds of slip of tongue and the factors influenced the slip tongue which produced by the George W. Bush aspect affecting George W. Bush's slip of tongue on The Presidential Leadership Scholars Graduation interview.

The theory used by the researcher is Fromkins' (1973) theory about slip of tongue this theory is about eight types of slip tongue those are anticipation, perseveration, reversals, blends, misderivation, substitution, addition and deletion. And Clark and Clark's theory (1977) about the factors which are influenced the slip of the tongue; cognitive difficulty, situational anxiety, and social factors. So, in this study the researcher focused on the slip of the tongue produced by George W. Bush without mentioning the grammatical error, and syntactic error and so on.

1.6 Definitions of Key Terms

1. Slip of tongue: An error that occurs in spoken language, sign language, written language, and typed language (Indah, Rohmani, Nur and Rohman. Abd. 2008).
2. Communication: communication a systemic process in which individuals interact with and through symbols to create and interpret meanings (Julia Wood: 2004)
3. George W. Bush is a 43rd American President from 2001 to 2009. He is son of George H.W. Bush

1.7 Research Method

This session discusses about the research method applied in the current research. It consists of research design, research instrument, data source, data collection, and data analysis.

1.7.1 Research Design

This research employed qualitative research design to understand, learn about slip tongue and its types in George W. Bush's interview in George W Bush in The Presidential Leadership Scholars Graduation. The qualitative research attempt to arrive at a rich description of people, objects, events, places, conversations, and so on.

As Ary (1972:259) stated that the descriptive researches are designed to obtain information concerning the current status of the phenomenon and are directed toward determining the nature of the situation as it exists at the time of the study. There are two kinds of research methods, namely qualitative and quantitative. This research used qualitative design, as its method of data analysis.

This research described speech productions which concern on slip of tongue. Then, the kinds of slip tongue that occurs and its possible context causes which made slip tongue.

1.7.2 Research Instrument

Considering that this study was qualitative, the main instrument of this particular research was the researcher herself. The researcher obtained the the data by using observation from the video of George W. Bush during his interview in The Presidential Leadership Scholars Graduation 2015 to get the description about slips of the tongue.

1.7.3 Data Source

The data are gotten from YouTube on March 2016. The transcripts have already existed on the video. The duration of this video is about 35 minutes, which consists about 5.151 words

1.7.4 Data Collection

To get the data needed by the researcher, there are some steps that are done to complete the data. First, the researcher downloaded data of the video from you tube. Then, checked the whether the data source contains slip tongue or not. Then classified the speech error after classifying the speech error there will be slip tongue by using Fromkin and Clark Theory. So, the researcher classified the slip tongue and what was influenced the slip of tongue.

1.7.5 Data Analysis

The researcher used descriptive techniques in analyzing the data. After collecting the data the researcher analyzed the data by using following steps. Those are:

1. Identifying and classifying the data, based on the eight types of slips of the tongue using Fromkin (1986) theory for knowing what kinds of slip tongue done by George Bush to answer the research question..
2. After discussing the findings that related to the objective of the study was the next technique.
3. Checking the data whether there something missing or not. Collect the data the researcher rechecked the data in order to avoid missing data.

4. After the researcher found kinds of slip tongue on the data, the researcher identified the slip tongue based on Clark's theory (1977) in order to find the possibly influence which make George W. Bush made slip of tongue
5. The last step is making the general conclusion by relating the finding to the theory.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents language production, common speech errors, types of common speech errors, slips of the tongue, types of slips of the tongue and previous study.

2.1 Psycholinguistics

Hartley (1982: 16) explains that psycholinguistics investigates the interrelation of language and mind, in processing and producing utterances and in language acquisition. While Gleason and Ratner (1998: 3) state that psycholinguistics or the psychology of language is concerned with discovering the psychological processes by which humans acquire and use language. Psycholinguistics addresses three major concerns:

2.1.1 Comprehension.

It is how people understand spoken and written language. This is a broad area of investigation that involves scrutiny of the comprehension process at many levels, including investigation of how speech signals are interpreted by listeners (speech perception), how the meanings of words are determined (lexical access), how grammatical structure of sentences is analyzed to obtain larger units of meaning (sentence processing) and how longer conversations or texts are appropriately formulated and evaluated (discourse).

2.1.2 Speech Production.

It is how people produce language. This major learns speakers' mistakes (speech errors) and form breaks in the ongoing rhythm of connected speech (hesitation and pause phenomena or speech disfluent).

2.1.3 Acquisition

It is how people learn language. The major focus in this domain has been on how children acquire a first language (developmental psycholinguistics) Scovel (1998: 31) says, "Psycholinguists have become excited about a new way of discovering how we put words into our mouths". There are several processes that must first be acknowledged by psycholinguist who wishes to understand how a sentence is processed. As mentioned by Gleason and Ratner (1998: 8) the processes are:

1. The sounds of the message must be isolated and recognized.
2. The words must be identified and associated with their meanings.
3. The grammatical structure of the message must be analyzed sufficiently to determine the roles played by each word.
4. The resulting interpretation of the message must be evaluated in the light of past experience and current context.

2.2 Language Production

Language production is the main thing in producing spoken or written. It describes all of the stages between having a concept, and translating the concept into linguistic form. (Levitt, 1989). Language production refers to the process involved in creating and expressing meaning through language.

Every person need to interact each other. So that's why they communicate each other. To convey the message to another people they need to produce their speech as Fromkin and Ratner (1998). According to Wilson in Ratjcazak (1994) state that vocabulary is the main thing to process the language. The producing of word or even morpheme it arranged in our speech production. The processes of language production can be divided into those that create the skeleton of an utterance and those that flesh the skeleton out. This means that it cannot store the infinite number of sentences that we may ever need to produce. So, there is stringing together, arranging, and rearranging a limited number of stored items. But when people speaking are not always have a good ways, because everything is not always be okay. Sometimes there will be speech error happen in the communications. Therefore, to produce a language that can bear our mind we should think first. However, we still often make mistake. Even, people think that speech production more difficult than speech comprehension. When we are bearing our mind we have experienced language production and the mental process happen when we are speaking, listening, understanding and remembering something. It can be explain in the human's cognitive system.

2.3 Speech Error

Speech errors as linguistic evidence, Victoria Fromkin made the case that speech errors are a product of linguistic knowledge. Linguistic units of all sizes can slip, and the resulting slips are profoundly sensitive to linguistic constraints. 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. For example, *big and fat--- pig fat; fill the pool---fool the pill*.

Freud theory claimed that speech errors are resulted from repressed thoughts which are revealed by the particular errors which a speaker makes. While it is possible that Freud is correct in some cases, such errors reveal as much more about the structure of language as they do about repressed thoughts.

2.3.1 Common Speech Error

According to Fromkin and Ratner (1998) such errors in production is called speech error. It regularly occurs in normal conversation. Errors in speech are natural. Speech errors may be used intentionally for humorous effect, as with spoonerism. Within the field of psycholinguistics, speech errors fall under the category of language production.

A speech error is a pattern that differs from some standard pattern. Speech errors are common among children who have yet to refine their speech, and can frequently continue into adulthood. They sometimes lead to embarrassment and betrayal of the speaker's regional or ethnic origins. However, it is also common for them to enter the popular culture as a kind of linguistic "flavoring".

2.3.2 Types of Speech Error

a. Silent Pause

According to Clark, 1977: 262 Silent pauses is a period of no speech between words speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly and hesitate 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. Besides Gleason and Ratner (1986) claimed that silent

pauses or unfilled pauses occurred roughly every five words when people describe pictures. If the speakers are conversing naturally, hesitation may appear every seven words to eight words. However their presence is rarely noted.

For example:

- Turn on the//heater switch

b. Filled Pause

The speakers produce 99 utterances containing 143 filled pauses. The speakers obviously don't have everything planned before they talk so that they commit filled pause errors. Furthermore, they need to breathe between utterances while searching for just the right word to be executed next. The fast speaker are fluent because they do not hesitate much, and slow speaker are not fluent because they hesitate a great deal in filled pauses. The slow speakers filled their pauses by saying the words *ah*, *er* *uh*, *mm*, or *the like*.

For example:

- turn on, uh, the heater switch

The most frequent silent pauses (//) in twelve types of constituents are:

For Examples:

the // house

the // big house

the // manor house

Pauses are happened commonly when the speaker is hesitation. Exception if those utterances have memorized before, or those utterances have prepared well, usually 30-50% utterances are signed by pauses.

c. Repeat

Repeat means speaker makes the repetition of one or more words in a row. It usually happens when people speak spontaneously and fast. Repeat is symbolized by [/].

For examples:

Those/those girls

Usually all repeated words are in the function words, like article (*the / the house*), prepositions (*in / in park*), conjunction (*and / and the neighbor*), and pronouns (*she / she does not love*). On the other hand, most of the words corrected in the false starts are content words: nouns (*the man / the lady*), adjective (*the silvery / the shiny tray*), verbs (*can be moved / can be viewed*), and adverbs (*the very / the rathernice houeses*).

d. False Start (Retracted)

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

For Example:

-turn on the stove / the heater switch

- Let's go to the school \ the bedroom!
- Please, open the window \ the door!

e. Correlation

There are many reasons why speakers may stop in middle 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 interjection (oh, ah, well, say, etc) and the correction (I mean, that is, well, etc).

For Example:

Turn on, oh, the heater switchCorrection

f. Correction

According to Clark there are many reasons why speakers may stop in the middle of the sentence. They may have forgotten something. They want to refer to; they may be searching for just the right words; or they may be selecting which of several examples they could mention. English has two remarkable devices by which speakers can signal just why they are stopping; the interjection (oh, ah, well, say etc) and the correction (I mean, that is, well etc)

g. Stutter

Stutters happen when the speaker feels hesitate, stumbling, tense, jerky or nervous. Stutters are signed by repeating one letter or syllable for many times before a certain word that will be said next. It is symbolized by [---]

For Example:

Please, open the d-d-d-door!

Let's go to the ci-ci-cinema!

h. Slip of the Tongue

Slip of tongue is said to have occurred when the speaker's actual utterances differs in some ways 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 syntactic. It is not the product of intentional ungrammaticality, ignorance, language play, or motor dysfluencies.

2.4 Slip of the Tongue

Slip of tongue is an anomalous, unintentionally produce utterance. A representative definition is given by Boomer and Laver "A slip of the tongue is an involuntary deviation in performance from the speaker's current phonological, grammatical, or lexical intention." (Boomer and Laver 1973:123)

Baars (in Poulisse, 1999: 1) has characterized slip of tongue as "inadvertent errors which are beyond the speakers control, which are not representative of their ordinary language use and which can be corrected by them are asked to do so. Slip of tongue is one type of speech error which appears to be more complex compared with another common speech error.

2.4.1 Types of Slip of The Tongue

Based on Fromkin (1973) commonest types of slip of the tongue are listed:

a. Anticipation

Anticipation is where an early output item is corrupted by an element belonging to a later one. In the case of anticipations a linguistics unit is substituted by one occurring later in the utterance. Jeager (2005) proposed that some items planned for earlier in the utterance is anticipated and effects a unit planned for earlier in the utterance. The differ from shifts in that intrudes on another also reminds in correct location and thus is use twice (Carroll, 1986:254)

For example:

Reading list → leading list.

Tab stops → tap stobs

b. Perseveration

Perseveration is the opposite of anticipation. It involves the substitution or addition of a sound which has occurred earlier in the phrase being uttered. It's slip of tongue in which a linguistics unit is substituted by occurring earlier in the utterance. (Nanda Poulisse: 1999)

For example: Get me the pen → get me the gen

c. Reversals/Exchange

For reversals, two segments are interchanged, and so the origin of one error is the target for the other, and vice versa. 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: 254) Exchange is, in effect, double shifts, in which two linguistic units exchange places.

For Example: radio →dario

d. Blends/Haplology

Blends are the speaker blends two words together taken the first half of one, and the second half of the other. Blends are the simplest kind of slip the tongue, it is formed from two other words (very rarely more than two) by dividing each of the two original words into two parts, and combining one part from each original word into the new word called the blend. (Fromkin: 1973)

For example: ladies and gentlemen → ladlemen

e. Misderivation/shifts

Misderivation is the speaker attaches a wrong suffix and prefix to the word.

Taylor (1990) argue that misderivations are those segment disappear from its appropriate action and appears somewhere else.

For example : unbelievable → misbelievable

From that example the speaker put a wrong prefix. When the speaker try to say 'unbelievable' with prefix 'un' but accidentally the speaker put the prefix 'mis' become 'misbelievable' which has no meaning.

f. Substitution

According to Carroll (1986: 254) 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: Some swimmers sink → Some swimmers drown

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

g. Addition

According Carroll (1986: 254) Addition is additional linguistic material. The speaker intended to utter the intended utterance; occasionally he/she adds linguistic material in his/her intended utterance becomes slip.

For example: The mainly point → The main point

Addition deals with phonemes, prefix, suffix, articles, prepositions, conjunctions, 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. Speaker knows a good deal about how they select the words they are going to say.

h. Deletion

Deletion is whereas leave something out. The speaker wanted to utter the intended sentences, yet incidentally he/she 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 (unintelligibly).

2.4.2 Factors Influencing Slip of the Tongue

In the processing the utterance people will think first in their mind about what is going to say. Instead of that there are four factors which make the utterance can be speech successfully. Those are conceptualization, formulation, articulation, and self-monitoring. In sum when people cannot produce utterance correctly will be produce a slip tongue.

Slip of the tongue reveals when we formulate speech, we are not only influenced by the sound system by the language we are speaking, we are also conditioned by the way words are put together in that language (Scovel 1998). Clark and Clark (1977:271) have discovered three possible sources of planning difficulty are cognitive reasons, anxiety, and social reasons.

a. Cognitive Difficulty

Firstly, regarding with *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, hesitations appear when the speaker has difficulty finding just the right word.

b. Situational Anxiety

Secondly, *Situational Anxiety* is happened 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 the 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 more in the diction they are going to say

c. Social Factors

Thirdly, speech errors are caused by *Social factors*. Speech plan seems difficult when conversation takes 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 finished 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

speaker try to speak intelligibly they often do slip tongue. The limited time of speech also can make the speaker do a slip.

2.5 Previews Study

Study on Slip tongue has been done by member of researchers. Rahmawati (2009) observes about the type of slip tongue and the utterance utterances which relate to slips of the tongue. The conclusion of this research is the substitution became dominant because it frequently appeared, whereas anticipation, misderivation and blend were rarely found in this study. The theory used by the researcher is Fromkin theory that is Slip of the tongue is occurred when the speaker's actual utterance differs in some way from the intended utterance. It involves unintentional movement, addition, blending, or substitution of material within an utterance and can be phonological, morphological, lexical or syntactic.

Rohmah (2005) observed about slips of the tongue on newspapers of liputan 6 surya citra televisi (SCTV). The results suggested that slips of the tongue on newspapers of liputan 6 surya citra televisi (SCTV) always used Reversals/Exchange, perseverations and blends to know slips of the tongue on newspapers of liputan 6 surya citra televisi (SCTV).

The last researcher Putri (2015) investigated about the slip tongue in the news anchor from the compilation video. It also describes the context causing slip of the tongue on the speech production. The theory in this research is Fromkin theory (2006) that people who are speaking well (native speaker) are possible to make a slip. The

mostly slip appear in this research is *perseveration*, there are six data from twenty three data which showed in this research.

The differences between those researches with the author's research are that Rahmawati and Rohmah has the different object with the author. The first researcher observed about slip tongue in the speaking class at fantastic English for better Malang, and the second researcher observed about the slip of the tongue on the newspapers of liputan 6 Surya Citra Televisi (SCTV). Yet the second and the third researcher have the same kind of field study that is in the journalist field. Then, the third research has the same language with this research. The same language here the news anchors on the Claudia's research use their first language same with George W. Bush in this research who are use his first language. However the differences between the research done by Claudia and this research are the research is object too. The news anchors in Claudia's research are from Great Britain than George W. Bush is from United State.

CHAPTER III

RESEARCH FINDINGS AND DISCUSSION

This clarifies the data findings and discussion based on the explanation of the previous chapter. Importantly, the findings are discussed to answer the research questions. Therefore, the findings are based on the result of the data analysis of George Bush's interview video. Using Fromkin (1973) theory is used to analyze the data. Furthermore, the discussion basically explores the analysis of research finding in depth.

This study focuses on the kinds of slip tongue and the factor can make George W Bush made a slips. Then, the main purpose of this chapter is answering the research questions.

3.1 Research Findings and Discussion

This section contains of the data analysis and findings. The first is about the type of slip tongue which happened in the video, the data are described by using the theory proposed by Fromkin (1973). This theory is related to speech error especially on slip of tongue. There are 12 data which are taken from the video of George W Bush's video at The Presidential Leadership Scholars Graduations. In those data there are 6 types from 8 types of slip tongue from actually 12 utterances but the researcher will only explain 11 utterances.

Then the second data will be about the type of factor can be influence the slip tongue in George w Bush's Video. In this data will be analyzed by using Clark and Clark's theory (1977)

After analyzing the data and classifying on the type and the possible factor influencing slip of the tongue the researcher intends to discuss the findings that have been investigated in this section to answer the research question. Based on the research finding, it is clear from President Bush utterances on his interview at the Presidential Scholar Graduation shows type and the possible factors related to the slip of tongue.

The researcher has already found twelve times slip of the times occurs on his speech, but here the researcher only explain eleventh of them. The most used by the speaker is substitution slip of tongue. From this video the researcher found five times of substitution slip tongue which occurred during the interview. The researcher taught that the speaker got difficulty in selecting the right word to their speech that makes this slip tongue can be occurred.

Another types slip tongue occurred during the George W Bush's Interview at the Presidential scholar Graduation are; anticipation, perseveration, deletion, misderivation and addition. Then there are two utterances for both anticipation and perseveration but there is an utterance defines into those two categorize (can be anticipations or perseveration). And then one slip tongue occurred which is categorized as deletion, misderivation and addition.

The second discussion is about the possible factors that are influenced the slip tong which is related to the second research question. In this video there are many possible factors which can influence the speech that can make slipping of the tongue. But here the researcher found only one slip of the tongue which is categorized as the situational anxiety factor from Clark theory (1977). In this video may because there are only few reasons for the speaker to be anxiety due to the situation during the interview

is very conducive and looked so comfortable. The factors which influence slip tongue that the researcher found in the video are cognitive difficulty, situational anxiety and social factor.

1. Cognitive Difficulty

In this video there are 4 slips of tongue which are influenced by cognitive difficulty. It can be happened in the video because of the topic or the questions from the interviewer are abstract thing which cannot be answered only with descriptions but also with the explanations. When the speaker explained the abstract thing he will be tried to use the proper word for their utterances. Then, the speaker will be delay the planning of the sentence that already they prepared, and the speaker delay the selection of the words to fits each constituent of the skeleton. In thinking about the word the speaker often did slip of tongue.

2. Situational Anxiety

Situational anxiety is only influenced one of slips of the tongue in this video. It is because the speaker looked enjoy the interview. But there is some topic that the speaker looked getting difficult to explain. So it made him get anxiety.

3. Social Factor

Social factor that influencing 2 slips of tongue in this video. The social factor can be happened in this video because of the self distrust. In the first data of social factor effected the researcher found that the speaker only looked down and he seems to be hesitant their utterance. In the second data also indicated that the speaker wasn't confident to speak because in the end f his speech he said to

the interviewer to tell him some big words. It may also because the second speaker is President Clinton which has the same class as the speaker.

The detail explanations will be explained as follows:

3.1.1 Type of Slip Tongue

Table 3.1 Utterances from George W Bush's Interview Video Containing Slip Tongue

No	Utterances	A	P	R/E	B	M	S	AD	D
1.	<u>Anything</u> anybody can talk more argument						✓		
2.	Well <u>each a lot</u> of wisdom there						✓		
3.	the <u>circumslese</u> me my presidency the <u>circumstance</u> I made it really imperative you decide and decide decisively.						✓		
4.	The enemy is sadly still exist <u>is</u> doesn't really care.		✓						
5.	I enjoyed a <u>jacks talk</u> about you know on strategy and principal are really important that everybody in the team knows	✓							
6.	A lot of copies in <u>them</u> store over						✓		

	here.								
7.	<u>It might is Mike makes it much</u> easier to deal with disappointments						✓		
8.	I think that <u>mainly</u> point is you can earn capital							✓	
9.	I do think it's important to create an environment amongst even those who were <u>like less likely</u> to vote for your to up above cordiality								✓
10.	You gotta <u>know you the people</u> <u>you</u> dealing with	✓	✓						
11.	I don't know I <u>images imagine</u> years gotta be gotta pick up in what you believe in					✓			

Note:**A: Anticipation****M: Misderivation****P: Perseveration****S: Substitution****R/E: Reversal/Exchange****AD: Addition****B: Blend****D: Deletion**

After presenting the finding related to the type of slips of tongue, the writer give the further explanation related to them, those explanations as follows:

Datum 1

Anything anybody can talk more argument

Context: The speaker tried to open the discussion with making a joke

Analysis:

In this context the speaker wants to say ‘anybody’ but occasionally he said ‘anything’. This slip is referred to the seventh type of slips of tongue called *substitution*. It is because there is one segment which replaced by another word. In this case ‘anybody’ replaced by ‘anything’. In this context president George W Bush as the speaker directly change the wrong word he used with the right one.

Datum 2

Well, ‘each’ ‘a lot’ of wisdom there

Context: President Bush tried to answer question after hearing President Clinton answer

Analysis:

This kind of slip is also categorized as substitution-slip, the speaker want to say ‘a lot’ but accidentally he said ‘each’. There is adjective changing here to approve it is categorized as substitution. Sometimes speakers esnter the right semantics domain but select a word that is incorrect for the meaning intended (Clark, 1977).

Datum 3

The 'circumslese' me my presidency the 'circumstance' I made it really imperative you decide and decide decisively.

Context: President Bush answered the question about how to make good decision, he looked down often at that time.

Analysis:

The slip of the tongue is found in the word 'circumslese' actually President Bush intended to say 'circumstance' there is the changing of syllable in this sentence from 'slese' to 'tance'. This kind of slip tongue is also categorized as substitution-slip. According to Clark (1977) substitution can be happened when the speaker produces a word that is wrong but typically related either semantically or phonologically to the word intended.

Datum 4

The enemy is sadly still exist 'is' doesn't really care.

Context: The speaker explained to the interviewer and the audiences about his thought.

Analysis:

The news anchor intended to say the word 'it' yet it pronounced 'is'. This slip tongue referred to the second type of slips of tongue, called perseveration. For example, 'it' is said to be target word and 'sadly still exist' are said to be the origin of the error since the 'S' of 'is' came after the origin. As Carroll (1086:254) said, perseveration occurred when an earlier segment replaces a later item or it comes after the origin.

Datum 5

I enjoyed a 'jacks' talk about you know on strategy and principal are really important that everybody in the team knows

Context: President Bush explained his to the audiences

Analysis:

The speaker has tongue slip *anticipation* when he uttered the word as the second types of slips of tongue. The slip was uttered when the news anchor wanted to say 'Jack' but unhappily he uttered 'Jacks' as the result. It's categorized as anticipation because the news anchor has already ready thought to say the words 'strategy, principle are important' and has terrible focused on the target word 'Jack'.

Datum 6

A lot of copies in 'them' store over here.

Context: the speaker tried to make good atmosphere with his joke.

Analysis:

Substitution, the seventh type of slips of tongue was made by speaker. Considered as substitution because the speaker said 'them store instead of 'their store'. The speaker changes the word 'their' into 'them'. But in this context the speaker didn't realize that he made slip then he didn't revise his sentence until the end of the video.

Datum 7:

'It might is Mike' 'makes' it much easier to deal with disappointments

Context: President Bush told about his father to the audiences

Analysis:

In this context the slip tongue happen in more than one time. In this case when the speaker try to say the word 'makes' but the speaker accidently said 'might' then 'Mike' before saying the targeted word he wants. in this kind of substitution slip tongue the word can be similar in many respects – by sharing phoneme, syntactic function, having similar meaning, etc (Dell & Reich, 1980:281) and in this example is considered to share similar phoneme.

In this utterance the researcher also find a repetition of the word 'it', because actually it should be 'its'.

Datum 8:

I think that 'mainly' point is you can earn capital

Context: President Bush Gave suggestion

Analysis:

Addition as the seventh type of slips of tongue is appeared in this situations. The speaker want to say 'the main point', but he pronounced and added word in the utterance become 'the mainly point'. Addition is additional linguistics material. It is typically related to phonemes, morphemic affixes (prefix and suffix), article, preposition, conjunction, whole word, or even phrase (Carroll, 1986)

President George W Bush as the speaker added in the word 'main' become 'mainly'. However the speaker did not revise the utterance when he made a slip until the end of interviewing. He was also continuing his explanation fluently after making a slip apparently he did not realize he made a slip.

Datum 9:

I do think it's important to create an environment amongst even those who were 'like' 'less likely' to vote for you're to up above cordiality

Context: President Bush explained about make a good environment with sometimes starring at the interviewer

Analysis:

In this context referred to the eighth type of slips of tongue that is deletion. When the speaker intended to say 'less likely' he delete the word 'less and -ly'. 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 intended utterance.

Datum 10:

You gotta know 'you' 'the people' 'you' dealing with

Context: the speaker explained his thought and looked at the interviewer

Analysis:

In this context there are two kinds of slip tongue happened. The first is anticipation, it is categorized as anticipation because here the speaker intended to say

‘the people’ but he had tongue slip and said ‘you’. Based on Fromkin (1973) as cited in Clark (1977:274) anticipation comes before the origin. In this data, ‘the people’ is said to be the target word and the origin is the word ‘you’. So, it is anticipation. But in this data there are two ‘you’ words which was made another slip tongue can be categorized as preservation. Perseveration is the opposite of anticipation, in this perseveration context first ‘you’ is become the origin word and it came before the target word ‘the people’. In a nutshell, the word ‘the people’ slipped to ‘you’ is influenced by the word ‘you’ before the target word or after the target word.

Datum 11:

I don't know I 'images' 'imagine' years gotta be gotta pick up in what you believe in

Context: The speaker use many gesture in told his thought relating to his book

Analysis:

In this data there is slip tongue categorized as misderivation slip of the tongue. When the speaker wanted to say ‘imagine’ but occasionally he said ‘images’ although those words have the same root word but it has different suffix. Misderivation itself is when the speaker put the wrong prefix or suffix to the word. The wrong suffix here is the ‘s’.

3.1.2 Factor Influencing Slip Tongue

Table 3.2 Utterances from George W Bush's Interview at the Presidential Scholars Graduations

No	Utterances	Factor influencing slip of the tongue		
		CD	SA	SF
1.	<u>Anything</u> anybody can talk more argument	✓		
2.	Well <u>each a lot</u> of wisdom there	✓		
3.	The <u>circumslese</u> me my presidency the <u>circumstance</u> I made it really imperative you decide and decide decisively.			✓
4.	The enemy is sadly still exist <u>is</u> doesn't really care.	✓		
5.	I enjoyed a <u>jacks talk</u> about you know on strategy and principal are really important that everybody in the team knows			✓
6.	A lot of copies in <u>them</u> store over here.			✓
7.	<u>It might</u> is Mike makes it much	✓		

	easier to deal with disappointments			
8.	I think that <u>mainly</u> point is you can earn capital		✓	
9.	I do think it's important to create an environment amongst even those who were <u>like less likely</u> to vote for your to up above cordiality	✓		
10.	You gotta <u>know you the people you</u> dealing with	✓		
11.	I don't know I <u>images imagine</u> years gotta be gotta pick up in what you believe in	✓		

Note:

CD: Cognitive Difficulty

SA: Situational Anxiety

SF: Social Factors

After presenting the finding related to the people's difficulty in producing slip tongue above, the researcher will give some more detail explanations. Those as follows;

1. Cognitive Difficulty

Here, there are several data which are categorized as cognitive difficulty. Those are:

Datum 1:

'Anything' 'anybody' can talk more argument

Datum 2:

Well 'each' 'a lot' of wisdom there

Datum 4:

The enemy is sadly still exist is doesn't really care.

Datum 7:

'It might is Mike' 'makes' it much easier to deal with disappointments

Datum 9:

I do think it's important to create an environment amongst even those who were 'like' 'less likely' to vote for your to up above cordiality.

Datum 10:

You gotta know 'you' 'the people' 'you' dealing with

Datum 11:

I don't know I 'images' 'imagine' years gotta be gotta pick up in what you believe in.

The researcher categorized those data as cognitive difficulty factor causing slip tongue.

In the datum 1 the speaker substitute the word 'anybody' with the words 'anything'. The context of this utterance is in the beginning of interview. President Bush tried to begin it with some jokes. The slip tongue may happen because the spontaneous utterance that made by George Bush in making some jokes. As Skarbek (1966) said that spontaneous monologue tend to go in cycles. Cycle is an alternative regularly of high and low activity (Warner 1979). Each cycle begins with a hesitant phase and slow rate word, and this is happen in this utterance.

In the case of the data number 2, slip tongue appeared when the speaker said the word 'each' but actually he wanted to say 'a lot'. Clark said that people will take longer time to produce the first word of the first word for the abstract topic and it is happened also to president bush.

In The data number 4 and number 10 are categorized as cognitive difficulty because here the speaker got difficulty in selecting the right word for his utterance. In this speech the speaker made many hesitations. As Clark argue that there were more hesitations scattered through the explanations than through the descriptions, presumably because it is harder to come up with explanations and the right word express them.

In the data number 7 and 9 the speaker try to described the way to create an environment in the society because of this the speaker tend to use the right word to explain. Clark and Clark said that to can take a longer time to develop for abstract rather than a concrete topic.

In the data number 11, the slip tongue occurs when using wrong derivation. In reality many people tend to use wrong derivation in their utterance. Beside that the abstract topic is also influenced the speech.

2. Situational Anxiety

The next slip tongue's factor is situational anxiety. And the data which is categorized as situational anxiety factor difficulty is;

Datum 8:

I think that 'mainly' point is you can earn capital

The datum 8 identified as situational anxiety because when the speaker spoken about this topic the speaker is rather to be spoken carefully. This situation can be happen because of the speaker afraid there will be wrong explanation. But at the same time when he spoke carefully in order to avoid wrong explanation it will make speech error easy occurs.

3. Social factors

The last slip tongue's factor is social factor. And the data which are categorized as social factor difficulty are:

Datum 3

The 'circumslese' me my presidency the 'circumstance' I made it really imperative you decide and decide decisively.

Datum 5

I enjoyed a 'Jacks' talk about you know on strategy and principal are really important that everybody in the team knows

Datum 6

A lot of copies in 'them' store over here.

In the datum 4 the slip tongue occurred because of self distrust while the speaker explained the topic. It can be seen from the eye contact of the speaker. Here the speaker was only looking down without staring to the interviewer or even the audiences.

For the data number 5 has the same reason with data number for. It can be proved when the after the speaker making utterance they as to the interviewer to teach how to make a big word. That was indicating that the speaker got a little bit distrust himself.

Then for the datum 6, it is categorized as social factor because the slip here happened because the speaker was very excited to tell about his book to the audiences. The mood of the speaker will influenced the utter he produced, when the speaker is over excited about the topic he will not really paying attention to his speech.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter consists of two sessions, conclusion and suggestion. The conclusion is the result of the finding in this research. Then, the suggestion it is made for the following research on slip of the tongue.

4.1 Conclusion

From the previous chapter the researcher got the conclusion which related to the slip tongue on the George W Bush's interview. It can be concluded that the slip of tongue of George W Bush consist of several types which involve anticipations, perseverations, misderivations, additions, deletions, and substitution. Whereas the types of reversals/exchanges and blends are not found in all the data. The frequent slip occurred are substitutions. While the fewer slip are misderivations, additions, and deletions.

The slips made by the speaker are influenced by some factors while the speaker utters the speech. Those factors are; cognitive difficulties, social anxiety, and social factors. The most factor which is influenced the slips is cognitive difficulties, it is because the speaker got difficulty in choosing the right word for his speech. Meanwhile, situational anxiety is only influenced one slip tongue in this data. Then, social factor have influenced three slips of the tongue in this data.

4.2 Suggestion

Based on the findings of this study, some suggestions are made by the researcher for the next researcher to conduct study on slip tongue which is found in wider situation and context such as in the movie or natural conversation.

Furthermore, the researcher suggests the next researcher to gain more knowledge on slip tongue with different theory and expert. Besides that, the researcher also suggest for the next researcher to analyze slip tongue from another country, such as Great Britain because they have different background.



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Appendix

Transcript

Bush: you know, I know too people were glad he (Clinton) is not running for president.

Interviewee: Hey, that was my line. Alright they... I thought you I thought you up

Clinton: I know too you were glad he didn't run earlier

Bush: Exactly

Interviewee: Thank you both for being here on your behalf be highlight the program but it's...it's debatable at this point

Bush: Anything, anybody can talk more argument

Interviewee: yeah

Bush: he was great thank you for being earmark, really appreciate

Interviewee: President Clinton welcome back to the bush center we're thrilled you're here and just the quick persona privilege it has been a delight to get to work with your team especially Bruce Lindsay, Mallory Alexander, Stefanie Trill, Mark Campanale we love each other a bless for working together.

Clinton: Yeah... I think e...everybody knows that you were the spark could make this happen required to be as to held.

Interviewee: It's not my succeed

Clinton: and it is succeeded beyond my..., so thank you very much give us a chance to do something that I think I'll blessing important.

Interviewee: well I love and we all ako obviously takes elements so without further ado a it seems like just yesterday that that Josh Bolten was sitting in my place in washington launching this program together just last september 10 months ago and so here we are graduating this awesome class. so let me start by asking the importance of the to be working together that particular feature has meant a whole lot the scholars and you've both have the opportunity to spend some time with the scholars what he thought of them as you've gotten to know on what impressed you about them and what surprised you about them what do you think of this generation later for the ball

Bush: well you know up up Mark says something very brilliant interesting in that he runs into pessimistic people about the future the country and understand and I too but we made the scholars he can't be pessimistic about future the country here really find people who you know just to inspire hope. Clinton and I are getting along tthrough these days.

Clinton: This is the one month of the year when he's older than me. so speak for yourself

Bush: I am a much longer than the truth I guess you get longer then the truth and its society moves on there's a tendency to be for some to be pessimistic and my advice is hang out with the scholars

Interviewee: President Clinton?

Clinton: I think though with the one thing that I found particularly interesting about this group that I like them when they were admitted but when I read more about their specific projects. we're prepared to come here is that their diverse in every way. known as look different and think different they have different skill the different thing they do think that we have this much talent in this much innovation going into so many different aspects over national life. I'm like you I don't get people who are down on our future I'd rather be America looking ahead for a think the world will look like in 20-30 years I like our chances. we are younger than every big country but China is led changer one-joke also we have been only concern in 20 years in if we get a good immigration reform which you tried to do in which I hope will get we'll stay on you the other room have triggered the young woman who works for you met today to keep having more babies. but her having lost I can tell you but you my but I like our chances I think everybody whose see you gotta besides all the other than it is it's the people that matter and as long as this is a free country and people were free to break free to be creative and as long as when it really matters we can come together or not I have to say this that I almost cried when I saw that picture other South Carolina legislature yesterday, with the republicans and the democrats and African Americans life people embracing each other making that vote in saying that is decision speech made by a woman who is a direct descendant Jefferson Davis don't tell me that we can't get together across the lines that divide would use that keep working on it now.

Interviewee: so as you know the scholars have an opportunity to study your decisions through this case study approach as well as those a president HW Bush and up LBJ and so take a minute and talk about your decision making process president Clinton how do you know when it's time to decide this is these are questions are scholars 10 and how do you move on and on up you know not get totally tied in knots over a your decisions

Clinton: first of all I think knowing when it's time to retire into big deal you have to know to answer that question what else going on in what kind of decision-making that is if you make a mistake is irrevocable. If so, the maybe I'll take a little more time but they're alarmist the decisions were decision it's on a scale 1:200 seventy percent right today is better than incision it's a 100 percent right six months from now when the train has left the station and so that's what I I always ask myself or the consequences remarkable give you one example who know whenever we were getting ready to bomb somebody sometimes my advisor to say you don't do today you look weak will look so weak in are over said can I kill a more May 11 but think about this the cause I can't bring back like two more if the answer is yes I can kill wore them we're not week so let's debate whether we should do it to the other on the other hand there are those decisions that you literally will paralyze yourself if you don't just go and Mike because when for six months he'd made a 100 percent right is foolish and I think to make the best decisions you have to have people know things you don't know who tell you what you don't want to hear and you are afraid to debate in youth you have to have a sense when the time has come to Tucson president Bush

Bush: Well each a lot of wisdom there but sometimes I the circumcise me my presidency the circumstance I made it really imperative you decide and decide decisively. I guess the thing that domini my ministration was an enemy that wanted to kill again and therefore I had to make decisions that protected the homeland I mean it was just that was my goal and I'm some the decisions that had to make needed be made fairly quickly because on the enemy it sadly still exists is doesn't really care about whether President agonize over decision and anyway I think the most important point for the scholars is and bill said this is to know what you don't know and find people who do not heard its sometimes when you get to be we are powerful the Tennessee to say I

must know everything otherwise I wouldn't be so powerful purple and you down and its a satchel that you know yourself first and find people who were capable love fighting through all the trappings of power and a give you good advice in a couple here in this room you Josh I would be like that at don't think we're to serve Him administration's they felt their primary job was to make me look good which was an impossible task to begin with I enjoyed a jacks talk about you know on strategy and principal are really important that everybody in the team knows and that the environment is such that and the sycophants aren't allowed in and that make any sense but president bush help to me some big words

Interviewee: you use properly, up suppress the bush

Clinton: this is the point where our reach in my back pocket to make sure my billfold alert I don't know any big words and but her bartender and for gardeners

Interviewee: alright, present bush

Bush: yes

Interviewee: A... okay so the present the US dollars richer your father's book about relationship and building relationships

Bush: now I which is why I remind

Interviewee: they did but they did

Bush: they didn't get it right and but it talked about obviously his letter writing and this is the dominant relationships ever many years not just when you need something but

Bush: right

Interviewee: you know over time and so talk about what they should learn from your dad and how you all have developed

Bush: palatial one most remarkable relationships better described in the book call 41 a lotta copies in them store over here, but was a relationship that bill had with my dad so a losing election had fun have lost one you've lost one he lost want to him and yet they ended up having a friendship. scientia question how does it happen had it like with people they are bitter enemies in the political arena able to put aside victory and defeat i think im day its case a the at winning and losing election was not the most central thing in his life most central things in his life turn out to be as faith and his family and therefore if it's it might is Mike makes it much easier to deal with disappointments on

the daily occurrences have life secondly it helped a lot the bill was so gracious and other words there's it's important to be a humble winner and a and I find that relationship to be very instructive that's why spend for a minute I'm in chapter 7 I'm her up so what my favorite stories for the %um her decision can read the first book I wrote I which 11 entities to the Barney a body was our Scottish Terrier and a distinct basically can add body language said you call that a dog and up take and it really frankly it to the extent that hurt my feelings I didn't let him now anyway so a a year later pollutants as you wanna be my dog and as for sure advances giant Russian hand and boat looks amazing bigger stronger and faster than Barney. now are you could take umbrage is something like that but it except the point of the story is I learned a lot about that and then like I said my dog is bigger than your dog. its it's instructive that they're cute that lesson is listen carefully to what others say don't prejudge sentiments and let him speak and 41 was a great personal diplomat because heey listen to the other person a lot

Interviewee: president clinton not when the when you're with the scholars in little rock you had a great discussion weatherman you said that if you don't have respect for your adversary if you don't believe that the other guys well-intended means to deride then you're not going to get very far with them what are some other waste that you work to understand the the other guys point to be the other person's point of view

Clinton: well I I think a said this we had the opening at the presidential all these folks I can remember the much anyway I my family res me to believe in a storytelling culture and i couldnt 2012 like it was no one and reiterated and one remote thing during stores in my childhood was my eighth-grade science teacher who was not an attractive man telling me they were known about with ever remember anything we had an eighth-grade science so we should remember this he said every day I get up in I start today in the bathroom for water my face wooden shaving cream on shaving then washing my face off in a look in the mirror and say verne you're beautiful. And I said you dismemberment everybody wants to believe you're beautiful if you remember that it'll take you a long way and I have tried to remember that and I remember but just one other quick example the Lost of trust it paralyzing this country in this world twenty years ago this fall prime minister yitzhak rabin words murder by a fellow israeli because he presided over the first big handover of land in the west bank to the palestinians

the whole thing with nearly screwed up because what are the maps they were signing Sierra Road belong to israel arafat thought was his I don't go and fix it figure out what the truth was but we were like the world press corps was waitin so they walked out rubin says he's right that row to be years who's a row to jericho around the Christian monument I said we'll what we gonna do he said arafat says we're going to sign the maps the city you realize we send these maps they belong israel is a matter of international law in arafat for all this fall any fault look to be said all rabin's worth is work more than in a written contract he said yeah I'm given road more. an idiot now you cannot American somebody doing it today over there can you I'm telling you if people trust each other everything else is possible and if they don't I don't care how good argument to make how many people will look into it's very hard to get anything done.

Interviewee: so, for both of you on in Allston the the LBJ Library did a terrific job hosting a man they the scholars have the opportunity talk about communication a corset LBJ is well known for its was physical presents an is relentless Thailand so poor that they everett dirksen and support that seem to go she added the Voting Rights Act so talk about you're your persuasive style and how are you adapted to a particular situation when the went to push went up cajole under hold 12 volt. president clinton

Clinton: well sometimes for so you gonna do you try and persuade it when I was working with other world leaders I never consciously at least make an argument for what was in america's interest I always told the why what I thought was right for america was in their interest no words these other people didn't harrowing help you or this country there are only hope their people in their perception of so I think whenever you're arguing with someone else it first approves you listen to them you have to listen very carefully to other people but if you should always make the argument terms of their interest when I was trying to persuade in congress out and figure out if there is anything they wanted that I could in good conscience in if there was I did and sometimes we were right at the border up the definition in good conscience who's a reason mark pointed to think people should never watch been murder sausage in law and I think it was a mistake to get rid of these earmarks code it order for the president to to argue and I think sometimes congress knows better than federal employees what the best way to spend money yes in their districts so anyway I think it's different for

different conditions but first you gotta be able to list knew it is you're trying to persuade and see if you can respond on the merits or changing the subject present

Interviewee: President Bush what you did this for years your and you're really good at it not talk about while how you persuade people on will help yeah I can you tell me what you think up

Bush: I think a I think there it is important to earn capital to spend capital in other words a I can remember on the tax cut plan trying to get out of the recession net I would go to a state where I done well politically and where Ben Nelson he was it Democrat Senator in nebraska frankly an endangered species and so I went to his state flowing down on Air Force One as I recall and did a tax cut event with him there and trying to get his vote and we got it. I think that mainly point is you can earn capital are cancer ways in the political process a there are some people just not vote with you at all and show that the its frankly important not to waste your time on the other hand I do think it's important to create an environment amongst even those who were like less likely to vote for your to up above cordiality I mean one most unique relationships I had was with ted kennedy lot of it had to do with you and I'm a if there were some issues we can agree on what bloody she's we didn't agree on but up a new windham ban try to convince him on on what issues marriage you gotta know you get to know you the people you're dealing with republicans were generally easier for me to work with a particular I was riding high little more but challenge after 06 had a but it turns out that day at if you're polite kind considerate to people there a lot more likely to listen to you

Interviewee: give an example that on the international stage that sorta persuasive more watching the debate the the negotiations on a on the deal right now the talk about you saw that persuasive style and internationals

Bush: well a by the time the issues get up to the president there's been a lot of persuasive ness going on whichever Secretary of State for International Security Council for a and generally up the issues are pretty good by the time you get there and up always with just a lesson and a key witnesses never negotiate a principle to advisor unless you're the one providing the adviser and I was it eat in you always want somebody playing their hand and the person has to go back so I can to make sure bush okay sit and I so I never got myself in a position where a I day a diversified gotta get

back to my principal ago always go principle the principle if you're negotiating never go your the principled do it with a non principal are fighting few center now understand yet in a deny it if you don't understand

Interviewee: yeah

Bush: am I kind avoiding your question?

Interviewee: okay, I'm leave on if you like me to and

Bush: so got to know these look I i spent what I 26 meetings with gluten 101 more or less I think injection ok and everyone up on I started with has your family Solon I went to his house made as all girls and her in our day I'd love to talk about his cage and his daughters and such tarn off has your daughter's done no matter how difficult a subject would be the whole purpose was a tragic create you know human Brea connection and then we get to the issues at hand

Interviewee: so one of our scholars observers that obviously of a a an authentic friendship new spend time together and really enjoy it down on now you know some other folks that are running for president and so a the question is what are your thoughts on on the way the a the day the candidates can elevate the discourse so that it's foundational for governing and then not tell if the stories from the campaign trail if been on it for are up many years. The president bush?

Bush: yep

Interviewee: for the bush one-star

Bush: well a you know I think the discourse up generally is a lowered by surrogates and a the Internet is a brutal places days for political figures cuz others a high degree of anonymity there's no personal responsibility whatsoever people say whatever they want to say and it kind of becomes currency I suspect I i kno jab and I'm confident Secretary Hillary will you know elevated discourse I can attest to their sure %eh I attest to the circuit at work I'm not be a circuit but it's our I but I you know look at really I think American people expect to be you know some sharp elbows in a campaign I think what really discourages them post campaign that the inability to govern in a way that is a in his congenial and and I'm and hopefully that'll change your kids to go in cycles by the way

Interviewee: president Clinton will get some polymer

Clinton: maybe naive they say goodnight before you get along the two up but a you know I think they are how these debates both in in the Republican primary in the democratic primary and I think that the I expected to be very big earth in the primers and then whoever wins the two primers will have a hard to break but they need to keep in mind that what we're trying to do you to take the advantage is America hedonism market and say we talked about it we're well-positioned but we haven't proved here that we can solve the problem that's the devil in the world I do think we can create so many jobs that we have a large perceive our workforce in and we can have shared prosperity and we are to show our respect for the debate by trying to spur be a specific in clears we can about the policy choices before us and we can't trust the american people in a noble the process just by saying look it's not that simple if it were sample we'd already done it but these are the five things we think are most important this is what I would do about them I think the more we can keep it on net and the less we can just do what I see in the so much in the Media Days is sort of cultural anger and resentment we gotta reside you know kinda right above anger to answers that resulted presentment to a real response goods if you get this job I can tell you the next day it doesn't matter what was wrong when your opponent in the election next decade you're on your own you walk in there and you don't have to buy the debate you said mcconnell office desk with you whichever to rescue pic you gotta show up for work and make decisions so that's all I hope I hope we clarify for the american people that this is a big budget choices they're not simple but we are all we can't do it be look the quality these young people proved and the inherent hazards in the system more freedom in short we have proves it but we got a lot of tough decisions to make that's all I really care about side to know who I like to win but the more important thing for america is that we know what the heck were deciding on we make a pretty good decision

Interviewee: so themthem as they returned to their communities and you know obviously heard Drake's Calder action what's your advice for

Bush: don't watch a lot of TV read like Mark Cuban that actually act you know do things and don't be afraid of failure on I'm not worried about this crap

Clinton: for that one I agree with that you know you think it's a it's if Id whatever it is then workout get up I lost two elections I was the youngest former governor in

American History but after the reagan landslide I had one guy appointed to the cabinet walk across Main Street Little Rock to avoid be insane shaking hands with me for fear that the guy to beat me would far that was a homely expert n I think you gotta realized there no personal ambition you have. what can be extinguished by anybody else only you by giving up your dreams can extinguish them and if it doesn't work out exactly like you intended it'll still take you someplace interesting in you make a difference so my advice is word or two don't be afraid to fail but you probably will what are you afraid to or not and it's scary you just gotta get up the world belongs to tomorrow not yesterday don't give anybody else permission to take your life would just keep livin and keep givin and never make the perfect the enemy could never think that what I'm doing is too little to make a difference that's not true that's not true do something every day someday for all of us it'll be our last day and what will matter all the steps we took along the way and what they amounted to not the home run we hear owned a X I wish you well

Interviewee: president Bush who that at the dawn

Bush: I was stuck on that Sunday maybe your last day light a go there was pretty damn for in

Interviewee: so a this is the area that gets up for this question are our scholars have said that they were surprised by both the B that you are not what they expected because they thought

you know what

Bush: they read whatever I could read

Clinton: thought I could but

Interviewee: so what have you react to that with respect to the the filter a the media and and how they've you know help when a what that means for them as they try to present their

Bush: you know true selves and have people understand who they are understate know their heart and so forth you know I don't know I mean up I think we're both pretty confident people and if people don't get us what we're all about them you know he's gotta keep moving on I mean there's ike I'm I try not to worry about it I'm I can't take any more people have told me

that made me see you a lot taller than I thought you were

Interviewee: I'm not sure exactly what they want but I haven't

Bush: but a 511 the fact that there is a size 18 I don't know I images image in years gotta be gotta pick up in what you believe in if you have a set of beliefs are you willing to the fan image doesn't matter and I you get people say things about you all the time but if that's the criteria for success for you then go into the field

Clinton: I would also say you know in if you were you cover political moves you have to realize that its order in the nature of things conflict is better news than Concord even though cooperation work better than conflict beeper tell you put on the evening news tonight you go broke so the nature of the evening news will be to make people in the two-dimensional cartoons and three-dimensional people just the nature of the beast I'll and I think so you was needed always keep a little caution light burning in the back your hat on that I also think the nature it's like if let's both we were in a campaign against each other he would have yields narrative and I would have man and we will try to convince you each other as the governor did was better than the others that's okay but the people covering the campaign they develop a narrative to a storyline and when the it's almost impossible for the real story to be the same as a storyline units very hard for the american people to be well into informed if the story line it's what the real story so you just have to keep all that in mind as you try to be good citizens can still show up most important thing in showing up

Interviewee: so we want some people to show up for the second class of scholars and we're launching the recruitment today and make people can now apply those were watching live stream at presidential leadership scholars .org so for those who were pondering application to this they awesome program what advice do you have for those seeking a spot.

Bush: another email data just gone through it she weathers see whether it's worth your time I mean I no better testimony what's happened and people get ready to walk across the stage in my advice is I'm sure there'll be more than willing to share their stories with you or go to our website I'm don't think it's a good idea.

Interviewee: I think that's an excellent idea for hours president clinton what do you Think what what advice would you have for how has a week yet running out now have

two people distinguished the got but you're going to have more stories were at the bar for the pair accord guy.

Bush: okay flag just get the graduation

Interviewee: okay but but but first I have to ask you about been a gram paired and you're about to have a second branch

Bush: yeah

Clinton: we for we we did this first time when we start is program he said to me there when you become a grandfather you fall in love all over again and that's what I have we got here and I have our granddaughter for three days and I came down here and left her like to kill me today but hillary was ecstatic commander she won a candidate for anything she with grandmother the year any last night my granddaughter nine and a half months old for the first time when I watch a room she said oh there's your granddad it she turned around appointed that was worth more than anything anybody that's a letter done terminate your played me everything else in a remote sonny's everything you said about it is true now well I think I also like that

Bush: my granddaughter spoke to me in Mandarin

Interviewee: I cat think that the air that they and the program not ever by please join me in thanking program. The true grandfather.