

A Psycholinguistic Research on Slips of the Tongue  
Occurred in the Speaking Class of English Letters and  
Language Department Students of UIN Malang

**THESIS**

Presented to

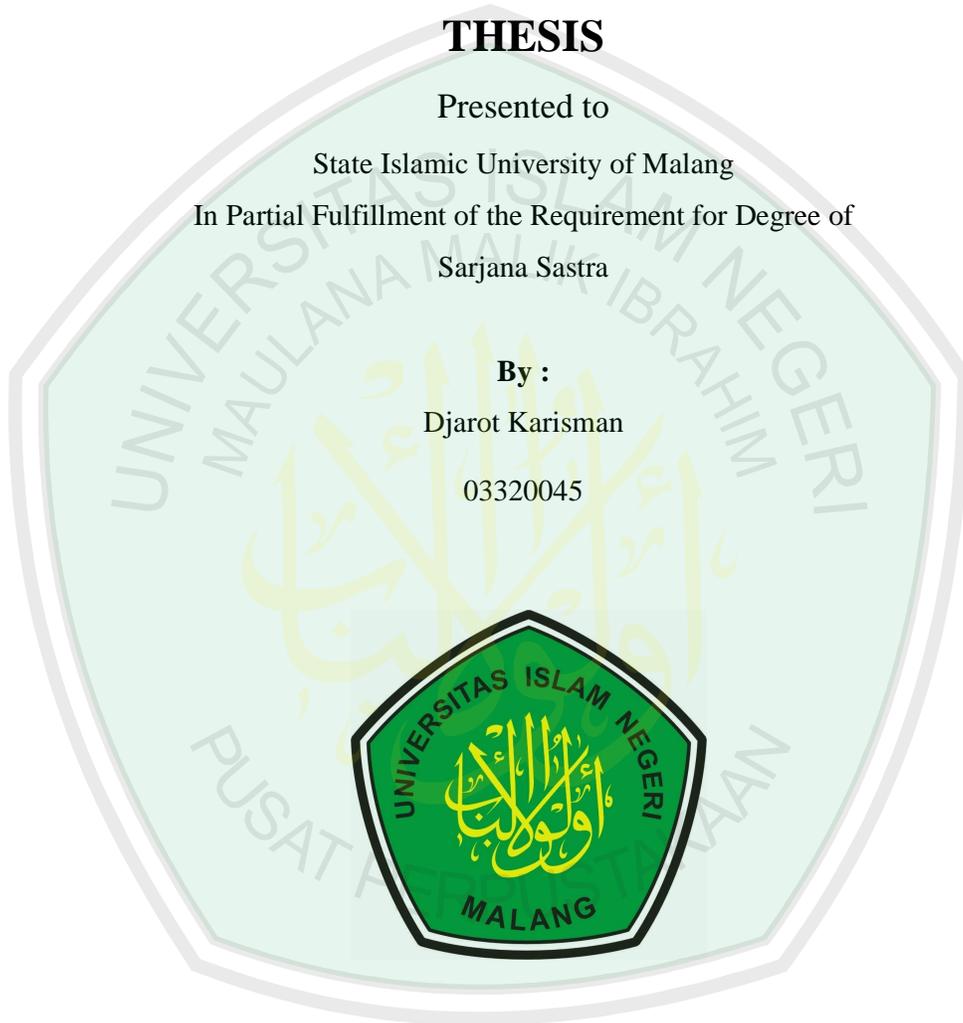
State Islamic University of Malang

In Partial Fulfillment of the Requirement for Degree of  
Sarjana Sastra

By :

Djarot Karisman

03320045



**English Department**  
**Faculty of Humanities and Culture**  
**State Islamic University of Malang**  
**2008**

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Djarot Karisman  
NIM 03320045



Advisor:

Rohmani Nur Indah, M.Pd

ENGLISH LETTERS AND LANGUAGE DEPARTMENT  
**FACULTY OF HUMANITIES AND CULTURE**  
STATE ISLAMIC UNIVERSITY OF MALANG

APRIL 2008

## APPROVAL SHEET

This is to certify that the Sarjana's Thesis of Djarot Karisman entitled " *A Psycholinguistic Research on Slips of the Tongue Occurred in the Speaking Class of English Letters and Language Department Students of UIN Malang* " has been approved by the Advisor for further approval by the board of Examiners.

Malang, March 29, 2008

Approved by

Acknowledgement by

The Advisor

The Head of English Department

Hj. Rohmani Nur Indah, M. Pd

NIP. 150 327 258

Dra.Hj. Syafiyah, MA

NIP. 150 246 406

The Dean of

Humanities and Culture Faculty

Drs. H. Dimjati Ahmadin, M.Pd

NIP. 150 035 072

## LEGITIMATION SHEET

This is to certify that the *Sarjana's* thesis of Djarot Karisman entitled “*A Psycholinguistic Research on Slips of the Tongue Occurred in the Speaking Class of English Letters and Language Department Students of UIN Malang*” has been approved by the Board of Examiners as the requirement for the degree of Sarjana Sastra (S.S) in English Letters and Language Department, Faculty of Humanities and Culture, State Islamic University of Malang.

Malang, 05 April 2008

The Board of Examiners

Signatures

1. Drs. H. Dimjati Ahmadin, M.Pd  
NIP. 150 035 072 (Main Examiner) \_\_\_\_\_
2. Rinasari ,M.Pd  
NIP. 150 377 937 (Chair of Examiner) \_\_\_\_\_
3. Dra. Rohmani Nur Indah, M. Pd.  
NIP. 150 327 258 (Secretary/Advisor) \_\_\_\_\_

Approved by  
Dean of Humanities and Culture Faculty

Drs. H. Dimjati Ahmadin, M. Pd.  
NIP. 150 035 072

**MOTTO:**

أملك ما بين لحبيك ورجليك

Control what's between your beard and moustache (your mouth) and what's between your thigh  
(Related by Ibnu Asshakir from Shisahaah bin Najiah r.a)



## DEDICATION

Someone in Tasikmalaya West Java, whom I miss her very much

( Someday, i'll be there after I graduate from my study )

This thesis is dedicated to:

My mother “ Hj. Sri Suyami “ for your eternal love, prays, spirit and motivations and to my father “ H. Soekarno “ for your guidance about duty and responsibility.

For all my family, thanks for your supports and helps for me

And for all my friends

Thanks for our friendship and togetherness

Someday, we will meet again

*I love you all*



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Peace and salutation to our last prophet Muhammad SAW, who has brought us from the darkness to the lightness, and who has been a good model in the overall of our life.

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May Allah SWT bless and protect them all forever, and may this thesis will be valuable for the writer and the readers as well

April, 2008

Djarot Karisman

# ABSTRACT

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Key Words: Slips of the Tongue, Speaking Class

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As a social person, human beings are always interrelated with others. Here, the function of language is very important thing to be used by people in the world to communicate with each other. Talking about speech, it is realized that there is relationship between speech and slips of the tongue because slips of the tongue is one of the types of speech errors. Meanwhile, as human beings, every one of us seems to produce slips of the tongue and therefore it is interesting to be researched.

Fromkin (in Clark, 1977:273) said that slips of the tongue is said to have occurred when the speaker's actual utterance differs in some way from the intended utterance. It involves unintentional movement, addition, deletion, blending, or substitution of material within an utterance and can be phonological, morphological, lexical or syntactic. It is not the product of intentional ungrammaticality, ignorance, language play, or motor dysfluencies.

Slips of the tongue has 8 types, they are: anticipations, perseverations, reversals/ exchanges, blends, shifts/misderivations, substitutions, additions and deletions. However, this research used qualitative design as it's method of analyzing and collecting the data.

To get the original and valid data, the researcher used the following steps: Firstly, the researcher followed the speaking class of English Letters and Language Department Students of UIN Malang and observes every word uttered by the students. Secondly, while observing, he also recorded all utterances that were spoken by the students. Taking note was also done to record context of utterances. Thirdly, the researcher transcribed every word or sentence uttered by the students. Fourthly, the researcher selected the utterances that are related to the types of slips of the tongue. Finally, the researcher arranged the data which are appropriate with the problem of the research.

Based on the analysis, this research only found 6 types from 8 types of slips of the tongue, they are: reversals/exchanges, blends, shifts/misderivations, substitutions, additions and deletions. Anticipations and perseverations were not found. Most of case of slips of the tongue found in this research is shifts/misderivations (11 data), followed by additions (8 data), substitutions (5 data), deletions (3 data), reversals/exchanges (2 data) and blends (1 data).

For the English Department students, this research may give benefit especially on the application of psycholinguistics study. At last, the researcher suggests the next researcher who will do the research in the same field of study to analyze different forms using different theory, so that the result of the research would be comparable.

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# CHAPTER I

## INTRODUCTION

### 1. 1 Background of the Research

Said in Hadist:

أملك ما بين لحبيك ورجليك

The meaning:

Control what's between your beard and moustache (your mouth) and what's between your thigh

( Related by Ibnu Asshakir from Shisahaah bin Najiah r.a )

From the Hadist above, we know that keeping our mouth is very important in our life. A big thing can happen if we cannot keep our mouth well. It is expected that we use our mouth only to say or to speak the good thing and keep out from the bad speaking.

What we said shows who we are. Then, our prophet teaches us to speak carefully. Sometimes we speak carelessly and can produce slips of the tongue. This phenomenon of slips of the tongue, therefore, is interesting to be studied.

Talking about speech, we realized that there is relation between speech and slips of the tongue, because slips of the tongue is one of the types of speech errors. As human being, every one of us seems to produce slips of the tongue. Sigmund Freud, a psychologist (in Fromklin, 1973) analyzed that slips of the tongue phenomenon resulted from repressed thoughts which are revealed by the particular errors which a speaker makes. Such errors reveal as much if not much more about the structure of language as they do about repressed thoughts.

This case is also analyzed by the linguists at least as far back as the 8th century when the Arab linguist Al-Kisa'i wrote his book, "Errors of the populace". The Arab scholar's interest in such errors was based on the belief that they might provide clues as to how language changes. Since that time, many linguists have been collecting and analyzing these spontaneously produced speech errors. While slips of the tongue have not contributed much to the understanding of how and why languages change, they do tell us a great deal about what we seem to know about our language and how we use this knowledge to speak and to understand what others say to us. We can look at some speech errors and see what they reveal about our linguistic knowledge (cited from [http// www. Isadc. Org](http://www.Isadc.Org)).

The example of slips of the tongue is a person who said, "Bake my bike" for the intended sentence "take my bike" while talking to his servant which may have produced an 'anticipation slip'. This kind of slips of the tongue happens when a later segment takes the place of an earlier segment (Carroll, 1986:254).

The kinds of slips of the tongue which is analyzed in this research are those occurred in the speaking class of English Letters and Language Department students of UIN Malang. In the speaking class, the English Letters and Language Department students can express their thought and practice their language fluency as well as accuracy. It is guided by the teacher who is competent in English speaking skill.

This research on slips of the tongue is related with some researches or studies conducted previously. For example, Warren's study on slips of the tongue in very young children (1986). Jeager's study entitled "Young Children Slips of the Tongue as evidence for Language Development" (1995). Poulisse's research

entitled “Slips of the Tongue: Speech Errors in First and Second Language Production” (1999) and also Ni’matur Rohamah’s study on slips of the tongue on news presenter of Liputan 6 SCTV (2005).

Based on the explanation above, then, slips of the tongue is important to be researched by the researcher. And this is relevant and informative reading that will help language teachers gain insights into the phenomenon of language slips. The above are some reasons why the writer chooses this title “*A Psycholinguistic Research on Slips of the Tongue Occurred in the Speaking Class of English Letters and Language Department Students of UIN Malang*” for his thesis

## 1. 2 Problems of the Research

Based on the background of the research above, the researcher investigates the following problems:

1. What are the kinds of slips of the tongue happened in the speaking class of English Letters and Language Department students of UIN Malang?
2. What are the kinds of slips of the tongue that most happened in the speaking class of English Letters and Language Department students of UIN Malang?

## 1. 3 Objectives of the Research

The objectives of the research are:

1. To describe the kinds of slips of the tongue happened in the speaking class of English Letters and Language Department students of UIN Malang.

2. To Describe what kinds of slips of the tongue that most happened in the speaking class of English Letters and Language Department students of UIN Malang

#### 1. 4 Significance of the Research

The findings of the research are supposed to give both theoretical and practical contribution in psycholinguistics. Theoretically, the findings of this research are expected to be one of the sources in psycholinguistics. And practically, it is expected to be useful for the teacher, students and also for the next researcher.

For teachers, the result of this research is expected can be an additional material for psycholinguistics course. For students, they can understand the kinds of slips of the tongue. And also for the next researchers, it can be the reference for them to do the similar research on this field.

#### 1. 5 Scope and Limitation of the Research

In this research, the writer only does the research on slips of the tongue occurred in the speaking class of English Letters and Language Department students of UIN Malang. The research is done in the third semester speaking class and the theory used to support the analysis of this research is taken from Carroll's theory on slips of the tongue. The slips of the tongue caused by speech disfluency such as echolalia and hesitation are not analyzed on this research.

## 1. 6 Definition of Key Terms

The title of this thesis is “A Psycholinguistics Research on Slips of the Tongue occurred in the Speaking Class of English Letters and Language Department Students of UIN Malang”. Concerning to the title, the researcher gives some definition related to the key terms.

### **1. Slips of the tongue**

Something that is planned to be spoken or uttered, but the speakers actual utterance differs in some way from the intended utterance.

### **2. Speech Errors**

Errors in linguistic output occur in spoken language, sign language, written language, and typed language.

### **3. Speaking class**

Is one of the English Letters and Language Department students classes to express their thought and to practice their language (English) fluency and accuracy.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature. It contains the topic of slips of the tongue, such as: common speech errors, definition of common speech errors, types of common speech errors which belong to the conversational feature, slips of the tongue, types of slips of the tongue, errors in articulator program, unit in the articulator program, factors in slips of the tongue and previous studies.

### 2.1 Common Speech Errors

According to many theoretical linguists, the object of linguistic study is unbroken successions of unrelated yet grammatical utterances generated by a system of rules. Actual speech is characterized by a grammatical utterances, fragments, restarts, and errors.

Freud claimed that speech errors are resulted from repressed thoughts which are revealed by the particular errors which a speaker makes. While it possible that Freud is correct in some case, such errors reveal as much if not much more about the structure of language as they do about repressed thoughts.

#### 2.1.1 Definition of Common Speech Errors

Speech errors are errors in linguistic output occur in spoken language, sign language, written language, and typed language. Speech errors are extremely frequent about 1-2/1000 words. They indicate a breakdown between competence

and performance; it may tell us something about how linguistic competence is organized (cited from www.unc.edu).

Speech errors can occur at all level of language processes:

- Phrasal level (syntax)
- Word level (lexicon)
- Morphology (subdivision)
- Phoneme level
- Phonological feature

Dell (1968) identifies three levels of speech errors, particularly slips of the tongue; sounds errors, morpheme errors, and word errors. Sounds errors are accidental interchanges of sounds between words. Thus “snow flurries” might become “flow snurries”. Morpheme errors are accidental interchanges of morphemes between words. Thus “self-destruct instruction” might become “self-instruct destruction”. Word errors are accidental transpositions of words. Thus “writing a letter to my mother” might become “writing a mother to my letter “.

### 2.1.2 Types of Common Speech Errors

The first eight of the following belong to the conversational feature. The slips of the tongue mentioned later is what commonly categorized as speech error:

#### **1. Silent pause**

Silent pause is a period of no speech between words speed of talking is almost entirely determined by the amount of such pausing. People who peak slowly hesitate a lot, and when they speed up their rat of words. They do it by eliminating the pauses, not by shortening the words. The silent pauses, the

speakers no speech at all, they just keep silent between their words. For example:

-Turn on the // heater switch

## 2. Filled pause

Filled pause is a gap filled by ah, uh, mm, or the like. The fast speakers are fluent because they do not hesitate much, and slow speaker are not fluent because they hesitate a great deal in filled pause. The slow speakers filled their pauses by saying the words ah, uh, mm, or the like.

For example:

-Turn on, uh, the heater switch.

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

- The // house      - the // big house      - the // manor house      - in // house
- In // big house      - in // manor house      - in the // house      - in the // big house
- In the // manor house      - May // go      - may have // gone      - in going // home.

Pauses are happened commonly when the speaker is hesitation. Exception if those utterances have memorized before, or those utterances have prepared well, because usually 30-50 % utterances are signed by pauses. For example: an actress or actors have memorized the scripts and exercised a certain dialog, there will be more pauses (Dardjowidjojo, 2003:144).

### Three hesitation points

What all this evidence suggests is that there are three major points at which speakers are liable to stop for planning:

1. Grammatical junctures. This is the logical place to stop to plan the skeleton and first constituent of the upcoming sentence. Pauses at these junctures tend to be long and frequent.
2. Other constituent boundaries. Within sentences these boundaries are the appropriate place to stop to plan details of the next major constituent—precisely what noun phrase, prepositional phrase, verb phrase, or adverbial phrase is to fit next into the next skeleton. The stopping place is typically marked by a filled pause.
3. Before the first content word within a constituent. This is a point after speakers have committed themselves to the syntactic form of the constituent being executed, but before they have planned the precise words to fill it out. This stopping place, like the previous kind, gives speakers time to plan the very next major constituent. It is typically marked by a silent pause (the // dirty caps) or by a repeat of the beginning of the constituent (the/ dirty caps). (Abdul Chaer, 2003 :156)

### **3. Repeats**

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

For example:

- Turn on the heater/ the heater switch
- Those/ those dirty cups

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

- the / the house
- the / the big house
- the / the manor house
- in / in houses
- in / in big houses
- in / in manor houses

In the / in the house

In the / in the big house

In the / in the manor house

May / may go

May have / may have gone

In / in going home

Fully 89 percent of all words repeated were function words, like articles (the / the neighbor), prepositions (in / in the garden), conjunctions (and/ and the neighbor): and pronouns (he/ he didn't go). On the other hand, most of the words corrected in the false starts were content words: nouns (*the man/ the woman*), adjective (*the silvery/ the shiny try*), verbs (*can be seen /can be viewed*), or adverbs (*the very / rather than nice house*).

#### 4. Unretraced False Start

**False starts** (unretraced) corrections of a word is included. When the speakers have speech errors, they make corrections of a word but they do not repeat of one or more words before the corrected word. They continue saying/ speaking the next word without repeating the wrong word (Clark, 1977:264).

For example:

-These/ those dirty cups.

## 5. Retraced False Starts

Retraced false start is correction of a word which included the repeating of one or more words before the corrected word. When the speaker realized that they make speech errors, they make correction of their words. They make repetitions of one or more words before the corrected word.

For example:

- Turn on the stove / the heater switch
- Those clean / those dirty cups.

The category called corrections is like false starts, except that they contain an explicit utterance such as *I mean*, or *rather*, or *that is* to mark the phrase as a correction.

What was striking, however, was what when contents words were corrected, the speaker usually (77 percent of the time) retraced one or more words before them, as in the silvery/ the shiny tray, where *the* is repeated along with the replacement word shiny. In the race cases when function words were corrected, the speaker usually (78 percents of the time) did not retrace any of the previous words, as in under / behind the sofa, where under is corrected to behind without any retracing.

The speech errors called corrections prove much the same point. These errors consist of a “correction phrase”, such as *I mean*, *that is*, or *well*, followed by the “corrected words”, the words to replace what was said earlier.

Repeats, false starts, and correction, therefore, provide excellent evidence that speaker consider the constituent a basic unit of execution. They attempt, to the best of their ability, to execute constituents as complete wholes. When for some reason they do stop, make a false start, or correct themselves, they tend to return to the beginning of the constituent (Clark, 1977:264).

There are relationships each other a repeat, an unretraced false start, a retraced false start. What these three patterns have in common is that the speaker, after all corrections and hesitations, executes the whole constituent those dirty cups in one uninterrupted movement. If he runs into a problem, he stops to deal with it, but he goes back and executes the constituent from the very beginning.

## **6. Corrections**

There are many reasons why a speaker may stop in mid sentence. They may forget something that they want to say: 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 they are stopping, the interjection (oh, ah, well, say, etc.) and the correction (I mean, that is, well, etc.). Moreover, these two devices provide further evidence that the constituent is an important unit of planning.

For example:

-Turn on the stove switch- *I mean, the heater switch*

-Turn on, *oh, the heater switch.*

Correction phrase, like interjections, signals why speakers are interrupting themselves. Dubois (in Clark and Clark, 1977: 270) has noted that there are some correction phrases, namely *that is*, *or rather*, *I mean*, and *well* which signal distinctly different errors speakers are about to correct.

1. He hit Mary- *that is*, Bill did-with a frying pan
2. I'm trying to lease-*or rather*, sublease- my apartment.
3. I really love- I mean, despise – getting up in the morning.
4. I'll be done immediately- *well*, in a few minutes.

As illustrated above, the correction phrases have roughly these functions:

1. *That is* : reference editing
2. *Or rather* : nuance editing
3. *I mean* : mistake editing
4. *Well* : claim editing

In 1, *that is* is used to specify further than referent of *he*. In 2, *or rather* is used to provide a word that is slightly closer to what the speaker means to say. In 3, *I mean* is used for correcting an in and out mistake in wording, one that would have left the utterance with significantly wrong meaning. And in 4, *well* is used to soften a claim the speaker decides is too excessive. These correction phrases are not interchangeable. Sentence *I mean* something entirely with *that is* replaced by *well*, and 3 becomes nonsense with *I mean* replaced by *well* speakers, then, know not only when they have made a mistake, but what kind of mistake it is, and they use these correction phrase to “explain” why they are making the correction.

Here again the constituent emerges as a major unit of planning. In each correction, speakers replace certain old words with new ones, indicating that the

old words had been misplanned. Typically, this means correcting one word, but sometimes more than one. When more than one word is changed, the words almost invariably belong to a single constituent, not to parts of two successive but unlinked constituent. And if the constituent is the unit of misplanning, then it is also the unit of planning. So planning and execution, at the level of the actual delivery, work by constituents. Speakers plan a constituent and the execute it while planning the next. When planning is disrupted or needs correcting, they still try to execute the constituent as a whole, and this often means retracing their steps. What is perhaps most extra ordinary is that speakers, at some level of consciousness, know the word choices and correction they are making, for they often signal their reason for them to listener. These interjections and correction phrases are comments on why speakers happened to say what they said and are not part of the direct message it self. Speakers know a good deal about how they select the words they are going to say (Clark, 1977:265).

## **7. Interjection**

Interjections, like hesitation pauses, indicate that speakers have had to stop to think about what are going to say. They select a particular interjection to signal why they have had to stop. The interjections *oh*, *well*, and *say* are illustrated at the following sentences:

1. John would like, oh, carrots.
2. John would like- ah, carrots.
3. John would like, well, carrots.
4. John would like, say, carrots.

Interjections here refers to the word “carrots”, the function of these interjection are these:

Oh: referent selection

Ah: memory success

Well: word approximation

Say: exemplification

In 1, “oh” indicates the speaker has stopped to pick out carrots as just one of several possibilities he could mention. In 2, “ah” indicates that the speaker had forgotten and he just managed to remember what it was that John would like. In 3, the well indicates that the speaker thinks that carrots are only an approximate description of what John would like. In 4, the *say* indicates that the speaker is giving an example of John would like. In other instances, say could mean instead “let’s imagine”. Finally, consider these two examples:

- a. John would like // carrots.
- b. John would like, uh, carrots.

A silent pause in (a) and the filled pause in (b) lead to still other interpretations of why the speaker has stopped, but these are not nearly so specific as the other interjections. Thus speakers use interjections when they seem it important to let the listener know just why they are pausing (Clark, 1977:270).

## 8. Stutters

Chaer (2003: 153) states that stutters is speeches or utterances that are choked again, after several seconds the speaker can finish then utterances that he/she wants to say (intended utterances). The speaker can utter the first syllable

repeatedly but difficult to continue the next syllable so he/she only say the first letter of the next syllable.

For example:

- Turn on the h-h-h-heater switch

Stuttering known as (stammering in the UK and scientifically known as dysphemia) is a speech disorder in which the flow of speech is disrupted by prolongations, repetitions, and blocks of sounds, syllables, words or phrases).

The term “stuttering” is most commonly associated with involuntary sound repetition, but it also encompasses the abnormal hesitation or pausing before speech, referred to by stutterers as blocks, and the prolongation of certain sounds, usually vowels. Much of what constitutes “stuttering” cannot be observed by the listener: This includes such things as sound and word fears, situational fears, anxiety, tension, shame, and a feeling of “loss of control” during speech. The emotional state of the individual who stutters in response to the stuttering often constitutes the most difficult aspect of the disorder.

### **9. Slips of the tongue**

That is said to have occurred when the speakers actual utterance differs in some way from the intended utterance. This is the kind of speech errors that we will discuss it in the next part.

## **2. 2 Slips of the Tongue**

The scientific analysis of speech errors, commonly called “slips of the tongue”. Slips of the tongue occur within and across word boundaries, but typically take place within the same phrase.

### 2. 2. 1 Definition of Slips of the Tongue

According to Fromkin (in Clark, 1977:273), slips of the tongue is said to have occurred when the speaker’s actual utterance differs in some way from the intended utterance. It involves unintentional movement, addition, deletion, blending, or substitution of material within an utterance and can be phonological, morphological, lexical or syntactic. It is not the product of intentional ungrammaticality, ignorance, language play, or motor dysfluencies. The sentences below are the example of slips of the tongue:

1. He don’t work for City Auto anymore
2. It’s mean that.....

All two examples above are seems right, but actually wrong. For the first example, the right one is doesn’t or does not, not don’t, due it is the third person. For the second example, the right one is it means, not its mean. Both examples are simple and common mistakes happened in our daily speaking.

Freud was the first person to pay serious attention about these slips of the tongue as psychological data. He gave such slips the more scientific sounding name of parapraxes and subsumed subsumed them to his hypothesis of psychic determinism. He believed that every slip was a consequence of deeper unconscious motivations that were allowed expression through such errors. On other words, nothing in mental life is accident according to Freud: Everything is

determined by deeper motivations. We acknowledge his theory when we call such errors "Freudian slips".

Freud (in Carroll, 1985:255) proposed that when some body misspeaks, it is an accidental expression of repressed thoughts or feelings. Freud would argue that slips of the tongue were never accidents that they always revealed some underlying unconscious or repressed need or impulse. Freud's theory suggests that this professor's slip of the tongue arose because of some suppressed impulse or intention on the part of professor. In Freud's mind, this verbal slip could not have been accidental or based on any explanation other than the indispensable condition of suppression he had proposed. Furthermore, this suppression of intent or impulse which they made the cornerstone of all slips of the tongue could operate at three different levels. On one the suppression could be conscious and deliberate, on another the suppression can be identified afterward by the person who made the slip but was not intended beforehand, and at the deepest level the person absolutely denies the suppression. For Freudians, it really doesn't matter what level the person who has made a slip of the tongue is operating at. For them in all cases the slip is the result of the conflict between two forces-the underlying unacceptable need and the tendency to keep it hidden.

In other hand, slip of the tongue has different definition. According to Dell, (2005) who states that Freudian slips do not exist but rather are related to the speech patterns of aphasic patients. Aphasia is caused by brain damage and characterized by an inability to speak or comprehend, Dell explained. In other words when people with aphasia speak, they make many errors.

## 2. 2. 2 Types of Slips of the Tongue

The commonest types of slips of the tongue are listed below:

### 1. Anticipations

Anticipations occur when a later segment takes the place of an earlier segment. They differ from shifts in that the segment that intrudes on another also remains in its correct location and thus is used twice (Carroll, 1986:254).

For examples:

Take my bike → bake my bike

Also share → alsho share

Tab stobs → tap stobs ([^Voiced])

Consider anticipations, for example *take my bike* → *bake my bike*, the speaker intended to say *take my bike*, but said instead *bake my bike*, “anticipating” the b at the beginning of *bike* in his pronunciation of *take*, (the arrow means “was mispronounced as”). In this example *take* is said to be the target word, but *bike* is said to be the origin of the error (since that is where the b came from). For anticipations the tongue-slip comes before the origin. Based on Fromkin, 1973 (in Clark, 1977:274).

### 2. Perseverations

Perseverations occur when an earlier segment replaces a later item or it comes after the origin. Carroll (1986:254).

For examples:

-“He pulled a pantrum” for the intended utterance “He pulled a tantrum”

-“John gave the goy a ball” for the intended utterance “John gave the boy a ball”

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

### 3. Reversals/exchanges

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 spoonerisms, after William A Spooner, an English clergyman who is reported to have made such errors often, wittily, but probably deliberately.

For example:

- “Fats and Kodor” for the intended utterance “Katz and Fodor”
- “Fancy getting your model remosed” for the intended utterance “getting your nose remodeled”

Cited from [www.isadc.org](http://www.isadc.org), there are some examples of exchanges:

1. “Stick in the mud” became “smuck in the tid” (consonant segments exchange)
2. “Ad hoc” became “odd hack” (vowel segments exchange)
3. “Unanimity” became “unamity” (syllable deleted)
4. “Easily enough” became “easy enoughly” (suffix moved)
5. “Tend to turn out” and “turn to tend out” (words exchange)

6. “My sister went to the Grand Canyon” became “the Grand Canyon went to my sister” (whole phrase exchange).

#### **4. Blends**

Blends have two target words, here grizzly and ghastly, which the speaker “blends” together by taking the first half of one and the second half of other (Carroll, 1986:254). Blends the speaker leaves out a short stretch of speech (Taylor, 1990:103). For examples:

-Grizzly and ghastly blended into became grastly

-Post toastiest blended into became Posties

According to Carroll (1986:254) blends apparently occurs when more than one word is being considered and the two intended items “fuse” or “blend” into a single item.

For examples:

That child is looking to be “spaddled”. The word “spaddled here is from the word spanked and paddled which are blended together.

#### **5. Shifts/Misderivations**

Shift is one speech segment disappears from its appropriate location and appears somewhere else (Taylor, 1990:03). According to Fromkin 1973 (in Clark, 1977:274) shifts is the speaker somehow attaches the wrong suffix or prefix to the word.

For examples:

- “An intervenient node” became “An intervening node”

-She decide to hits it. (Here is became a shift, and the right one is “she decides to hit it).

There is also morphological errors which is called morpheme shift. For example:

1.) “I had forgot aboutten it”, for the intended word “I had forgotten about it”.

2.) “She have many time”, for the intended word “She has many time”.

## **6. Substitutions**

Substitution occur when one segment is replaced by an intruder and differ from previously described slips in that the source of the intrusion may not be in the sentence.

For examples:

-Before the place opens. (The right and the more suitable sentence is “before the place close”)

-“At low speeds it’s too light”, (The right and the more suitable sentence is “at low speeds is too heavy”)

Fromklin (in Clark, 1977:274) states that in word substitutions, the speaker produces a word that is wrong, but typically related either semantically or phonologically to the word intended.

Slips of the tongue also tell us a great deal about the structure and organization of the mental dictionary.

For examples are in the sentences bellow, which are resembles, but one is more suitable:

1. He's going up town and He's going down town
2. You have too many irons the fire and You have too many irons in the smoke
3. That's a horse of another color and That's a horse of another race

### **7. Additions**

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. It is typically related to phonemes, morphemic affixes (prefix and suffix), articles, prepositions, conjunctions, whole words, or even phrases.

For example:

-I didn't explain this clarefully enough (carefully enough).

### **8. Deletions**

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), articles, prepositions, conjunctions, whole words, or even in saying his/her intended utterance.

For example:

-I'll just get up and mutter intelligibly (unintelligibly).

## 2. 3 Errors in Articulator Program

There are types of errors occur with a number of different linguistic units. In some cases, a single phoneme is added, deleted, or moved, but at other times it may be sequence of phonemes, morphemic affixes and roots, whole words, or even phrases. As a general rule, errors tend to occur at only one linguistic level per utterance. That is, when a person clearly says the wrong word, as in substitutions, the syntactic structure of the sentence, prosodic structure, and phonological structure remain intact.

### 2. 3. 1 Unit in the Articulator Program

In comprehension there was need to posit a hierarchy of units, which from smallest to largest as follows:

- Distinctive features, like voicing.
- Phonetic segments, like [b]
- Syllables, like (bro)
- Words, like [broken]
- Larger constituents like the broken promise

#### **1. Segments and Features**

The articulator program must deal in at least phonetic segments, since they are frequently interchanged in tongue-slips. The argument is this: if words were indissoluble units, then phonetic segments could not be interchanged as parts of those units, then phonetic segments could not be interchanged as parts of those units. Consider the following:

- a. With this ring I thee wed, that is uttered “with this wing I thee red”
- b. Left hemisphere, that is uttered “heft hemisphere”
- c. Pass out, that is uttered “pat out”
- d. David, feed the pooch, that is uttered “David, food the peach”
- e. Brake fluid, that is uttered “Blake fruid”

In each case there are two segments interchanged: [r] and [w] in a, [I] and [h] in b, [t] and [s] in c, [i] and [u] in d, and [r] and [I] in e. From a alone we might think that the final product had to consist of genuine. English words: however that isn't true in general, although there is some tendency in this direction (Barrs, Motley, and Mackay, 1975). The segments interchanged can be initial consonants, as in a and b, final consonants, as in c consonants between vowels (no examples here), vowels, as in d, and even parts of consonants clusters, as in e. There is little doubt that phonetic segments are available for switching in the articulator program.

While speech is divided “horizontally” into phonetic segments, each phonetic segment is divided “vertically” into distinctive features (like voicing, nasality, and stridency). There are many striking examples of tongue-slips that indicate that the articulator program deals with distinctive features too. Consider the following reversal from Fromkin (in Clark, 1977:276).

- Derry and Chulia, for the intended utterance Terry and Julia

Here what has been reversed are not two intact segments, [t] and [j], but rather only the voicing of the two segments, [-voice] and [+voice]. Originally, [t] is voiceless and [j] is voiced. In the reversal, [t] is voiced to become [d], and [j] is

deprived of its voicing to become [c]. In all other respects the two consonants have remained unchanged. Articulator program reversal of [-voice] and [+voice] is evident in this example too.

- Glear plue sky, for the intended utterance Clear blue sky

There are many examples of other features being anticipated, perseverated, and reversed as well. Thus, as Fromkin argue, the articulator program must have these distinctive features, these vertical components of the phonetic segments, available as units. If phonetic segments were programmed as indissoluble units, these switches in features could never have occurred.

## 2. Syllables

The syllable is the next obvious unit. Reversals of segments almost always take place between the “homologues” parts of two syllables. The first consonant of one syllable gets interchanged with the first, not final, consonant of another, and so on. Fromkin gives as example of these within-word reversals:

- Harp –si-chord, became carp-si-hord.
- A-ni-mal, became a-mi-nal.

In both examples the two segments that reverse are first in the syllable (where the syllables are separated by hyphens). In all the reversals given earlier, the segments reversed were also of homologues parts of syllables. The syllable must therefore be part of the articulator program, for it specifies which segments can be anticipated, perseverated, or reversed and which segments cannot.

## 3. Larger Units

Whole words are involved in anticipations, perseverations, and reversals too, as in these examples from Fromkin (1973):

- A gas of tank, for the intended sentence a tank of gas.
- A purse for every lighter, for the intended sentence a lighter for every purse.
- Dinner is being served at wine, for the intended sentence Wine is being served at dinner.

So, the articulator program deals at least in words. But as Fromkin (1971) has argued, it must handle larger units as well. For gas and tank to have been reversed in the first example, they must both have been present in the articulator program at the time of reversal. What were there were the rudiments of tank of gas, a constituent, or probably a tank of gas, also a constituent. As a collection of such examples shows, the origin and target words are almost invariably in the same constituent, usually both stressed, and within six or seven words of each other. The general conclusion, then, is that the articulator program handles constituents no more than six or seven words in length. This conclusion that constituents of this size are the main units of planning and execution.

#### 2.4 Factors in Slips of the Tongue

Before executing an utterance, we must plan what we are going to say. A speaker build up a general structure for the discourse, form a skeleton for the sentence to be uttered and select words to fit the skeleton constituent by constituent. In speaking people take already formulated plan and execute them. But not all goes well in everyday speech. In practice they have fundamental problems. First, they have formulated their plans fully before they begin their execution. For this reason they often speak in fast and start and make variety of

speech errors. Second, in final preparation for execution, they must build an “articulator program”, a plan in working memory that tells the articulator muscles what to do them.

Clark and Clark (1977) say that planning takes time and more time on some occasions than others. The more difficult the planning, the more time it should take and the more likely speech itself will be disrupted. On speech errors, planning can become from cognitive reasons, anxiety, and social reasons.

### **1. Cognitive Difficulty**

The first factor of planning difficulty is called cognitive difficulty. Taylor in Clark and Clark (1977) conducted a study in which people were asked to produce as quickly as possible a sentence on a topic like “car, joy, kaleidoscope, and dominance”. Some of these are concrete objects (car and kaleidoscope) and others are abstract (joy and dominance). It took people longer to produce the first word of the sentence from an abstract than from the concrete one. It took them longer to develop a sentence skeleton for an abstract topic –to think of anything to say at all. At the level of word selection, hesitation should appear when the speaker has difficulty finding just the right word.

### **2. Situational Anxiety**

Situational anxiety is the second factor of slips of the tongue. When we talk about topics that we are anxious about, we tend to produce more silent pauses and certain other speech errors. One possibility is that anxiety disrupts the planning and execution processes generally. Speaker becomes tense and their planning and execution become less efficient. Another possibility is that what people talk about when they are anxious is simply more difficult cognitively. It

may be very difficult to verbalize the abstract anxiety states they want to express and they spend more time planning, groping, for just the right words. Under this alternative anxiety, pauses have the same source as the pauses of any other cognitively difficult talk.

### **3. Social Factors**

The last factor which influences slips of the tongue is the social factors. Under the pressure of conversations, speaker must make clear whether they still have something to say or they are finished. Not all speakers are alike in the speech errors they produce. As Maclay and Osgood (in Clark and Clark:159) found that some people consistently go to *Uh* route, with more silent than silent pauses, while others go their silent way, with more silent than filled pauses. Some prefer repeats to false starts, while others prefer false starts to repeats. Each of us apparently has a style, a small battery of strategies for overcoming our limited ability to plan and execute at the same time. Some are simply more fluent than others.

Wirawan (in Harian Seputar Indonesia No. 315/ I Sunday 14<sup>th</sup> May 2006) explains that speech errors can be caused by low self confidence and the environment factors which in this case is family.

### **2. 5 Previous Study**

The same study and research about slips of the tongue and speech errors had been conducted by Warren (1986). He has observed about slips of the tongue in very young children. His research has investigated the difference in the frequency with which adults and young children make slips of the tongue. The slips analyzed

were taken from two corpora of speech. The first consist of the speech of one child in interaction with her mother, the second corpus consist of the speech of eight children in interaction with their teacher. The result suggests that young children make significantly fewer slips than do adults. This finding is consistent with a psychoanalytic understanding of slips --i.e., those young children should make fewer slips because they are less inclined to suppress and repress ideas and impulses.

Jeager (1995) has observed kid's slip in *Young Children's Slips of The Tongue as Evidence for Language Development*. Once children start making slips of the tongue, usually from about 18 months of age, they show nearly the same language behavior as adults. We all laugh when young children make speech errors "her run is nosing" instead of "her nose is running" or when an impatient three-year-old waiting for his mother to finish a task says, "Mom, when are you going to dead? I mean, done?"

Jeager collected a total of 1300 slips of the tongue from three children and from 35 other children she observed in a day-care-center. All of the children were between the ages of 18 months and 6 years when slips were collected.

She compared the slips of the tongue she recorded from the children with the types of speech errors made by adults and found that children make almost the same types and proportions of slips as adults. The most common errors in both children and adults are phonological errors.

Poulisse (1999) also conducted a research on slips of the tongue under the title "Slips of the Tongue: Speech Errors in First and Second Language Production". Poulisse observed that one would readily anticipate a much higher

occurrence of slips in L2. Most people would guess twice as many or perhaps even five times as many slips in L2. His guess was around 10 times more slips in L2 than in L1. Poulisses's result, however, outdo the "guesstimate" by far. Two researchers, working independently, identified 137 L1 slips as opposed to 2000 L2 slip of the tongue in the data. Only slips identified as such by both researchers are included in the final list of slips.

According to Poulisse, one who is bilingual either on purpose or by accident often mixes his two languages even though they excel at the same time in separating the two systems. Many of the L2 slips are L1 based, hence the inference is that L1, not surprisingly, influences L2 speech production.

And the most recent research about it is done by Ni'matur Rahamah (2005). She focused on the study of slips of the tongue as part of speech errors. She conducted the research since May 16-16 June 2005. The news taken as the data was news about general election in Indonesia. After conducting the research, she found many utterances that can be categorized as slips of the tongue. She classified the slips of the tongue which were found in Liputan 6 SCTV into six categories, they were anticipations, deletions, additions, blend, shift, and substitutions. While the other two kinds of slips of the tongue, that is perseveration, and exchange were not found in Liputan 6 SCTV. However, the most dominant one was substitutions because it appeared frequently.

As a conclusion of the previous studies above, most recent researches about slips of the tongue deal with young children, first and second language acquisition and have never dealt with English as a foreign language. Therefore,

the focus on slips of the tongue in English as a foreign language is important to be researched.



# CHAPTER III

## RESEARCH METHOD

This chapter discusses the method of the research, it relates to the research design, sources of data, research instrument, data collection, and data analysis

### 3. 1 Research Design

The researcher uses qualitative design as it is a method of analyzing and collecting the data. Ary (1972: 295) states that the descriptive research studies are designed to obtain information concerning the current status of the phenomenon and are directed toward determining the nature of a situation as it exists at the time of the study. The research is designed in descriptive qualitative research, because its purpose is to describe the slips of the tongue in the speaking class of English Letters and Language Department students of UIN Malang.

### 3. 2 Source of Data

The data of this research are taken from the utterance produced by the students of English Letters and Language Department of UIN Malang in their speaking class. This research is done in third semester speaking class since September till November 2007, and the purpose of this research is to describe the kinds of slips of the tongue that happened and the kinds of slips of the tongue most happened in the speaking class of English Letters and Language Department students of UIN Malang.

### 3. 3 Research Instrument

The instrument used in conducting this research is human instrument, that is the researcher himself. He is the main instrument for collecting and analyzing the data. In addition, taking a note was also needed in this study because it helped the researcher to describe the data.

### 3. 4 Data Collection

To get the original and valid data, the researcher used the following steps: **Firstly**, the researcher followed the speaking class of English Letters and Language Department Students of UIN Malang and observed every word uttered by the students. **Secondly**, while observing, he also recorded all utterances that were spoken by the students. Taking note was also done to record context of utterances. **Thirdly**, the researcher transcribed every word or sentence uttered by the students. **Fourthly**, the researcher selected the utterances that are related to the types of slips of the tongue. **Finally**, the researcher arranged the data which are appropriate with the problem of the research.

### 3. 5 Data Analysis

The researcher used some steps in analyzing the data. Firstly, the researcher identifies and arranged the data which belong to eight types of slips of the tongue. Secondly, he described and discussed the findings by relating to the theory. Finally, he made the general conclusion by relating to the theory.

# CHAPTER IV

## FINDINGS AND DISCUSSION

In this chapter, the finding and discussion are presented in two sections, the first is data presentation and analysis, and the second is discussion.

### 4.1 Data Presentation and Analysis

These data were taken from several utterances of the English Letters and Language Department students of UIN Malang in third semester speaking class in which speech errors were found. These data was taken from 15<sup>th</sup> September 2007 until 24<sup>th</sup> November 2007. There are 27 data related to the types of slips of the tongue. The findings are presented as the following:

( 1 ) **Day and Date : Saturday, 15<sup>th</sup> September 2007    Time : 07.00 – 08.10 am**

**Speaker            : An            Class: C                            Place : B 109**

**Title                    : Describing people**

*I think he is a calm students, tall, clever, smart and a good student.....*

The context of the utterances above is about describing people. The student is asked to explain descriptively about another student who is standing in front of the class.

The word “ *students* “ belongs to slip of the tongue, because the student who is standing in front of the class is only one. In this case, the speaker added an alphabet “ *s* “ in the word “ *student* “ till became “ *students* “. The right one of

this word should be “ *student* “. This type of slip refers to the seventh type of slips of the tongue that is additions.

( 2 ) Day and Date : Saturday, 15<sup>th</sup> September 2007 Time : 07.00 – 08.10

am

Speaker : El Class: C Place : B 109

Title : Describing people

*According to me he is a handsome boy, tall, clean, have the dark hair and he is good I think.....*

The context of the utterances above is about describing people. The student is asked to explain descriptively about another student who is standing in front of the class.

The word “ *have* “ belongs to slip of the tongue. On the text above, the word “ *have* “ refers to “ *he* “. The right one should be “ *has* “ following the third person singular. This type of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

( 3 ) Day and Date : Saturday, 15<sup>th</sup> September 2007 Time : 07.00 – 08.10 am

Speaker : Za Class: C Place : B 109

Title : Describing people

*He is white face skin, but his hand is black.....*

The context of the utterances above is about describing people. The student is asked to explain descriptively about another student who is standing in front of the class.

In this utterance, the word “*is*” and “*black*” belong to slips of the tongue. The word “*is*” should be replaced by “*has*”, because the word “*white face skin*” is the possessive of “*he*”. This type of slip refers to the fifth kind of slips of the tongue that is shifts/misderivations. For the second word “*black*”, the speaker intended to say “*brown*” but she said “*black*”. This type of slip refers to the sixth type of slips of the tongue that is substitution.

**( 4 ) Day and Date : Saturday, 15<sup>th</sup> September 2007 Time : 07.00 – 08.10 am**

**Speaker : Ni Class: C Place : B 109**

**Title : Describing people**

*For the first time I see, I think he is a good boy, a silenter no much talking, handsome.....*

The context of the utterances above is about describing people. The student is asked to explain descriptively about another student who is standing in front of the class.

The word “*silenter*” belongs to slip of the tongue. The speaker said it for the intended word a person who keeps silent and this is wrong in suffix. The right word is “*silencer*”. This kind of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

**( 5 ) Day and Date : Saturday, 15<sup>th</sup> September 2007 Time : 07.00 – 08.10 am**

**Speaker : La Class: C Place: B 109**

**Title : Describing people**

*I think he is enough handsome, clever, tall, a good student, clean and.....*

The context of the utterances above is about describing people. The student is asked to explain descriptively about another student who is standing in front of the class.

The word “*enough handsome* “ belongs to slip of the tongue. In this word, two segments are interchanged and this is wrong (words exchange). The right word should be “*handsome enough* “. This kind of slip refers to the third kinds of slips of the tongue that is reversals or exchanges.

**( 6 ) Day and Date : Saturday, 29<sup>th</sup> September 2007 Time : 07.00 – 08.10 am**

**Speaker : Fi Class: C Place: B 109**

**Title : ( No Title, Free Class )**

*How if we make a small discussions.....*

The context of this utterance happened when the teacher explained about some topics of discussion and asked the student to give comment and suggestion.

The word “*discussions* “ belongs to slip of the tongue. In this case, the speaker added an alphabet “*s* “ in the word “*discussion* “ which actually shown the singular form. It is signed by the word “*a small* “ which should be followed by “*discussion*”. This kind of slip refers to the seventh type of slips of the tongue that is additions.

**( 7 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.40 – 07.50 am**

**Speaker : Ly Place : B 109**

**Title : The secret Garden**

There are a secret garden beside this B hall .....

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *there are* ” belongs to slip of the tongue. There is only one garden besides B hall, then, the right word should be “ *there is* “. This kind of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

**( 8 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.40 – 07.50 am**

**Speaker : Ly Place : B 109**

**Title : The secret Garden**

*When I see this garden, it beautiful and unclean around.....* The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *beautiful* ” belongs to slip of the tongue. The speaker said it for the intended word “ *bad* “. The right one of this word should be “ *bad* ”, because the garden is not clean. This kind of slip refers to the sixth type of slips of the tongue that is substitutions.

**( 9 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.40 – 07.50 am**

**Speaker : Ar Place : B 109**

**Title : The secret Garden**

*When you are walking beside this hall, easy enoughly to see it.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “*easy enoughly*” belongs to slip of the tongue. In this case, the speaker added the suffix “*ly*” in the word “*enough*” which is incorrect. The right word should be “*it is easy enough*”. This type of slip refers to the seventh type of slips of tongue that is additions.

**( 10 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.40 – 07.50 am**

**Speaker : Ar**

**Place : B 109**

**Title : The secret Garden**

*In the garden, there are many flowers and the small coconut tree.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “*small coconut tree*” belongs to slip of the tongue. The speaker said it for the intended word “*palm tree*”. Then, the right one of this word should be “*small palm tree*”. This type of slip refers to the sixth type of slips of the tongue that is substitutions.

( 11 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.40 – 07.50 am

Speaker : Li

Place : B 109

Title : The secret Garden

*It's mean that we ought to keep our environment around.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *Its mean*” belongs to slip of the tongue. In this word, one segment disappears from its appropriate location and appears somewhere else, that is between the word “ *its* “ and the word “ *mean* “. The right one of this word should be “ *it means* “. This type of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

( 12 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.50 – 08.00 am

Speaker : Wi

Place : B 109

Title : The beggar

*Everyday there is a old beggar in front of our campus.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *a old* “ belongs to slip of the tongue. In this case, the speaker attaches the wrong article “ *a* “ in the word “ *old* “. The article “ *a* “ is must be *consonant* alphabet after and “ *an* “ is for the *vocal* alphabet after. Then, the right

one of this word should be “ *an old* “. This kind of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

**( 13 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.50 – 08.00 am**

**Speaker : Wi**

**Place : B 109**

**Title : The beggar**

*Usually the beggar are man, woman, or both are manwoman together.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *manwoman* “ belongs to slip of the tongue. The word “ *man* “ and “ *woman* “ cannot blended together. The right word, they should be separated by a conjunction “ *and*”, “ *man and woman* “. This kind of slip refers to the fourth type of slips of the tongue that is blends.

**( 14 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.50 – 08.00 am**

**Speaker : Ls**

**Place : B 109**

**Title : The beggar**

*I think they has strategies which made them looks pities  
.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *has* “ belongs to slip of the tongue. The word “ *they* “ is not third person singular, then the right word should be “ *have* “. This type of slip refers to the fifth type of slips of the tongue that is shifts/ misderivations.

( 15 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 07.50 – 08.00 am

Speaker : Ls Place : B 109

Title : The beggar

*I known that they are is not actually a poor man, but they only pretend.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

On the utterance above, the word “ *I known* “, “ *is* “ and “ *a* “ belong to slips of the tongue. The word “ *I known* “ is leaves something out and incorrect which should be “ *I have known* “. This type of slip refers to eighth type of slips of the tongue that is deletions. For the word “ *is* “ and “ *a* “, both refer to the seventh type of slips of the tongue that is additions. In this case, the speaker added the word “ *is* “ and “ *a* “ after the word “ *they are* “ which show plural. The right one is “ *they are not actually poor man*”.

( 16 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 08.00 – 08.10 am

Speaker : Fa

Place : B 109

Title : Around Campus

*I felt uncomfortable recent days in this campus caused the dormitory good view in this campus beside this B hall.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *good* “ belongs to slip of the tongue. In this case, the speaker intended to say “ *bad* “ for the word “ *good* ”, because it impossible for her to fell uncomfortable if the view of dormitory is good. Because of the dormitory bad view, she felt uncomfortable. According to the theory, this type of slip refers to the sixth type of slips of the tongue that is substitutions.

( 17 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 08.00 – 08.10 am

Speaker : Fa

Place : B 109

Title : Around Campus

*The clothes and underwear is hang on the window.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *is* “ belongs to slip of the tongue. In this case, one segment disappears from its appropriate location. Because of clothes and underwear are

plural, the right word uses “ *are* “. This type of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

( 18 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 08.00 – 08.10 am

Speaker : Hi

Place : B 109

Title : Around Campus

*The place of this dormitories is unsuitable if located in the campus.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *this* “ belongs to slip of the tongue. Which should be “ *these* “, referring to some dormitories in the campus. This kind of slip refers to the sixth type of slips of the tongue that is substitutions. Substitutions occurs when one segment is replaced by an intruder and differs from previously described slips in that the source of the intrusion may not be in the sentence.

( 19 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 08.00 – 08.10 am

Speaker : Hi

Place : B 109

Title : Around Campus

*And also with the environment dormitory which is very unclean and uncomfortable.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *environment dormitory* “ belongs to slip of the tongue. Here, two segments are interchanged ( words exchange ). The right one of this word should be “ *dormitory environment* “. This kind of slip refers to the third kind of slips of the tongue that is reversals or exchanges.

**( 20 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 08.00 – 08.10 am**

**Speaker : Yh Place : B 109**

**Title : Around Campus**

*I don't know why they do not listens our aspiration before.....*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *listens* “ belongs to slip of the tongue. In this case, the speaker added an alphabet “ s “ in the word “ *listen* “ which is wrong in the use of present tense. This kind of slip refers to the seventh type of slips of the tongue that is additions.

**( 21 ) Day and Date : Saturday, 5<sup>th</sup> October 2007 Time : 08.00 – 08.10 am**

**Speaker : Yh Place : B 109**

**Title : Around Campus**

*“ I hope later, the dormitory manager want to build the drying places for the students in unseen place by the students or people outside.....”*

The context of this utterance is when the teacher asked the students to make a group discussion that consists of three persons. The students were asked to go out for ten minutes to look for the topic to be presented.

The word “ *unseen* “ belongs to slip of the tongue. This word is less understandable which should be “ *unseen able* “. This word leaves something out, then this kind of slip refers to the eighth type of slips of the tongue that is deletions.

**( 22) Day and Date : Saturday, 10<sup>th</sup> November 2007 Time : 08.03- 08.15 am**

**Speaker : Ed Place : B109**

**Title : Choosing someone as a marriage partner**

*I think the criteria which I think is not same with what is you, what in your mind, I mean.....*

The context of this sentence happened when the teacher asked the students to come in front of the class to tell and explain about their each life partner’s criteria. The word “ *is* “ and “ *what is you* “ belong to slips of the tongue.

The word “ *criteria* “ is plural, then, the right pair should be “ *are* “. This type of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

For the word “ *what is* “, the speaker added this word to the word “ *you* “ which is unnecessary. This type of slip refers to the seventh type of slips of the tongue that is additions.

( 23) Day and Date : Saturday, 10<sup>th</sup> November 2007 Time : 07. 54 – 08.02 am

Speaker : Kk

Place : B109

Title : Choosing someone as a marriage partner

*An handsome and responsible man that I want .....*

The context of this sentence happened when the teacher asked the students to come in front of the class to tell and explain about their each life partner's criteria.

The word " *an handsome* " belongs to slip of the tongue. In this case, the speaker used the article " *an* " in the word " *handsome* " which is incorrect. The correct article is " *a* ". This kind of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

( 24) Day and Date : Saturday, 10<sup>th</sup> November 2007 Time : 07. 32 – 07.43 am

Speaker : Rn

Place : B109

Title : Choosing someone as a marriage partner

*The first is from it physical attraction.....*

The context of this sentence happened when the teacher asked the students to come in front of the class to tell and explain about their each life partner's criteria.

The word " *it* " belongs to slip of the tongue. ". In this case, the speaker used the word " *it* " that refers to " *he / she* ". This is incorrect and the right one should be " *from her / his physical attraction* ". This type of slip refers to the fifth type of slips of the tongue that is shifts or misderivations.

( 25) Day and Date : Saturday, 10<sup>th</sup> November 2007 Time : 07. 44 – 07.53 am

Speaker : Ly

Place : B109

Title : Choosing someone as a marriage partner

*We must be carefuls to choose our life partner.....*

The context of this sentence happened when the teacher asked the students to come in front of the class to tell and explain about their each life partner's criteria.

The word “ *carefuls* “ belongs to slip of the tongue. In this case, the speaker added an alphabet “ s “ in the word “ *careful* “. The right word should be “ *careful* “. This type of slip refers to the seventh type of slips of the tongue that is addition.

( 26) Day and Date : Saturday, 10<sup>th</sup> November 2007 Time : 07. 27 – 07.32 am

Speaker : Yh

Place : B109

Title : Choosing someone as a marriage partner

*I hope she is beauty, smart and uses spectacles.....*

The context of this sentence happened when the teacher asked the students to come in front of the class to tell and explain about their each life partner's criteria.

The word “ *beauty* “ belongs to slip of the tongue. The speaker intended to say “ *beautiful* “, but he leaves something out. This type of slip refers to the eighth type of slips of the tongue that is deletions.

( 27) Day and Date : Saturday, 10<sup>th</sup> November 2007 Time : 07. 20 – 07.27 am

Speaker : Fr

Place : B109

Title : Choosing someone as a marriage partner

*Choosing the life partner is not easy as what we thinking and see.....*

The context of this sentence happened when the teacher asked the students to come in front of the class to tell and explain about their each life partner's criteria.

The word " *thinking* " belongs to slip of the tongue. In this case, the speaker added the suffix " *ing* " in the word " *think* ". The right one is " *as what we think* ". This type of slip refers to the seventh type of slips of the tongue that is additions.

#### 4.2 Discussion

This section elaborates the discussion on the findings which have been presented in the previous section. The slips of the tongue found in the data are discussed in relation with Carroll's theory of slip of the tongue.

Slips of the tongue has 8 types, they are: anticipations, perseverations, reversals/ exchanges, blends, shifts/misderivations, substitutions, additions and deletions. This research only found 6 types from 8 types of slips of the tongue, they are: reversals/exchanges, blends, shifts/misderivations, substitutions, additions and deletions.

Anticipations and perseverations were not found in this speaking class of English Letters and Language Department students of UIN Malang. The following section discusses each of the types found:

## 1. Reversals/exchanges.

According to the theory, reversals happen when two segments are interchanged, and so the origin of one error is the target for the other, and vice versa. Carroll (1986:254) says that exchanges are, in effect, double shifts, in which two linguistic units exchange places.

Based on the findings, there are 2 data related to reversals/exchanges. Those are:

1. *enough handsome* → Handsome Enough ( Data 6 )
2. *environment dormitory* → Dormitory Environment ( Data 21 )

In this research, the two segments interchanged are between adjective and adjective (*enough handsome*) and between noun and noun (*environment dormitory*), these are called words exchanges.

## 2. Blends

According to Carroll (1986:254) blend apparently occurs when more than one word is being considered and the two intended items “fuse” or “blend” into a single item. He also said that blends have two target words, here grizzly and ghastly, which the speaker “blends” together by taking the first half of one and the second half of other (Carroll, 1986:254). Taylor (1990:103) said that blends the speaker leaves out a short stretch of speech.

Based on the research above, the researcher found 1 data related to blends. Those are:

1. *manwoman* → man and woman ( Data 14 )

In this research, the two words that blended together into single word is only between noun and noun ( *manwoman* ), the right word should be “ *man and woman* “.

### 3. Shifts/ Misderivations

Shift is one speech segment disappears from its appropriate location and appears somewhere else (Taylor, 1990:03). Fromkin 1973 (in Clark, 1977:274) says that shift is the speaker somehow attaches the wrong suffix or prefix to the word.

Based on the research above, the researcher found 11 data related to Shifts/Misderivations. Those are:

1. *He is a handsome boy, tall, clean, have the dark hair* → *He is a handsome boy, tall, clean, has the dark hair*

( Data 2 )

2. *He is white face skin* → *He has white face skin* ( Data 3 )

3. *Silenter* → *Silencer* ( Data 5 )

4. *There are a secret garden* → *There is a secret garden* ( Data 8 )

5. *It's Mean* → *It means* ( Data 12 )

6. *A old beggar* → *An old beggar* ( Data 13 )

7. *They has strategies* → *They have strategies* ( Data 15 )

8. *The clothes and underwear is hang on the window* → *The clothes and underwear are hang on the window* ( Data 19 )

9. *The criteria which I think is not same* → *The criteria which I think are not same* ( Data 24 )

10. *An handsome* → *A handsome* ( Data 26 )

11. *From it physical attraction* → From her/his physical attraction

( Data 27 )

In this research, shifts are in wrong article (*a old beggar and an handsome*), wrong in suffix (*a silenter* ), disappears from its appropriate location and appears somewhere else (*it's mean* ) and wrong in attaching word or what we call as morpheme shifts (*He is a handsome boy, tall, clean, have the dark hair, He is white face skin, there are a secret garden, they has strategies, the clothes and underwear is hang on the window, the criteria which I think is not same and from it physical attraction* ).

#### 4. Substitutions

Substitution occurs when one segment is replaced by an intruder and differs from previously described slips in that the source of the intrusion may not be in the sentence.

For examples:

- *Before the place opens*. (The right and the more suitable sentence is “*before the place close*”).

Fromkin (in Clark, 1977:274) states that in word substitutions, the speaker produces a word that is wrong, but typically related either semantically or phonologically to the word intended.

Based on the research above, the researcher found 5 data related to Substitutions. Those are:

1. *his hand is black* → his hand is brown/dark color ( Data 4 )

2. *it beautiful and unclean around* → it bad and unclean around( Data 9 )

3. *small coconut tree* → small palm tree ( Data 10 )
4. *dormitory good view* → Dormitory bad view ( Data 18 )
5. *this dormitory* → These dormitory ( Data 20 )

In this research, substitutions are occurred in noun substitutions ( *his hand is black* for the intended word *his hand is brown/dark color* and *small coconut tree* for the intended word *small palm tree* ) and adjective substitutions ( *it beautiful and unclean around* for the intended word *it bad and unclean around*, *this dormitory* for the intended word *these dormitory* and *dormitory good view* for the intended word *dormitory bad view* ).

## 5. Additions

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. It is typically related to phonemes, morphemic affixes (prefix and suffix), articles, prepositions, conjunctions, whole words, or even phrases.

Based on the research above, the researcher found 8 data related to additions. Those are:

1. *a calm students* → a calm student ( Data 1 )
2. *a small discussions* → a small discussion ( Data 7 )
3. *easy enoughly* → easy enough ( Data 10 )
4. *they are is not actually a poor man* → they are not actually poor man ( Data 17 )
5. *do not listens* → do not listen ( Data 22 )

6. *with what is you* → with you ( Data 25 )
7. *carefuls* → careful ( Data 28 )
8. *as what we thinking* → as what we think ( Data 30 )

In this research, additions are occurred in suffix additions ( *easy enoughly* and *as what we thinking*), conjunction additions ( *they are is not actually* and *with what is you* ), preposition addition ( *a poor man* ) and phoneme additions ( *a calm students, carefuls, do not listens* and *a small discussions* ).

## 6. Deletions

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), articles, prepositions, conjunctions, whole words, or even in saying his/her intended utterance.

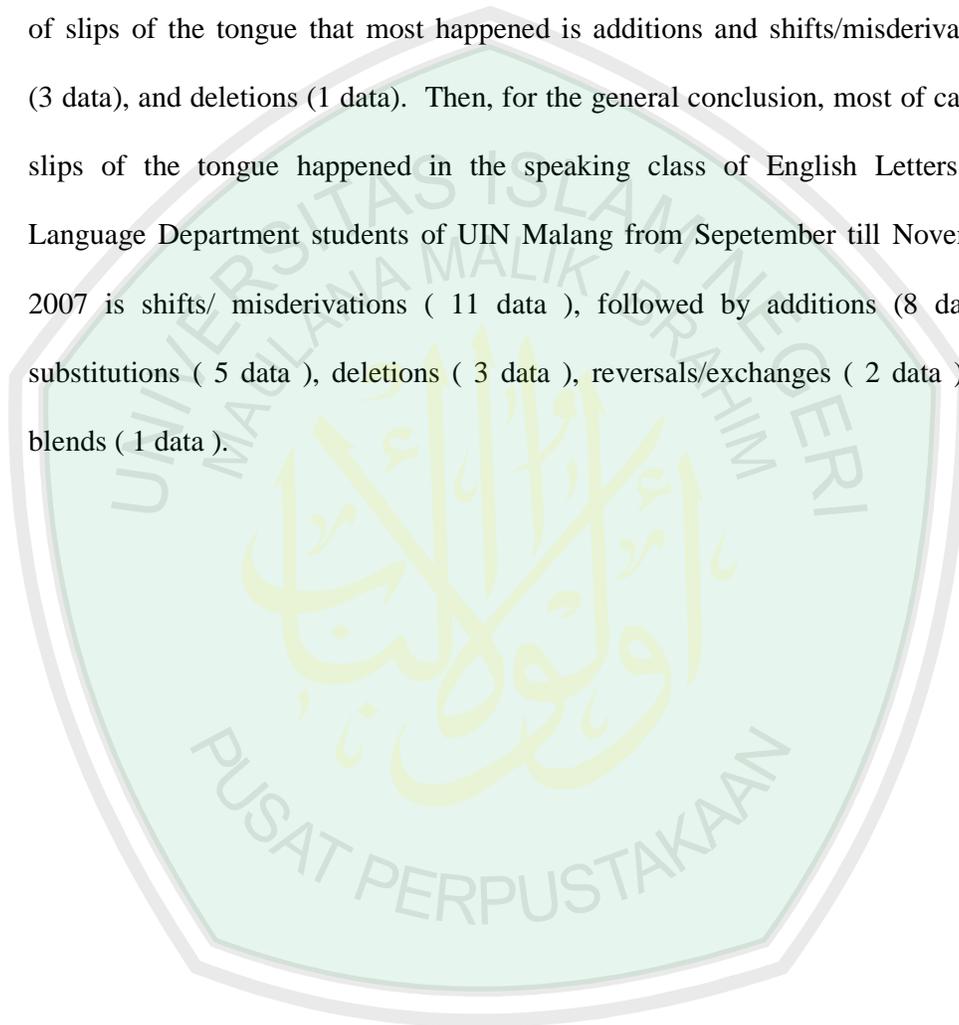
Based on the research above, the researcher found 3 data related to deletion. Those are:

1. *I known* → I have known ( Data 16 )
2. *unseen* → unseen able ( Data 23 )
3. *beauty* → beautiful ( Data 29 )

In this research, deletions are in noun deletion ( *I known*, the right word should be *I have known* ) and adjective deletions ( *unseen* for the understandable word *unseen able* and *beauty* for the intended word *beautiful* ).

Based on the result analysis from September till November 2007, the case of slips of the tongue that most happened in September is shifts/ misderivations

(3 data), followed by additions (2 data), substitutions and exchanges (1 data). In October, the case of slips of the tongue that most happened is shifts/misderivations (6 data), followed by substitutions (4 data), additions (3 data), blends, reversals/exchanges and deletions (1 data). In November, the case of slips of the tongue that most happened is additions and shifts/misderivations (3 data), and deletions (1 data). Then, for the general conclusion, most of case of slips of the tongue happened in the speaking class of English Letters and Language Department students of UIN Malang from September till November 2007 is shifts/ misderivations ( 11 data ), followed by additions (8 data ), substitutions ( 5 data ), deletions ( 3 data ), reversals/exchanges ( 2 data ) and blends ( 1 data ).



# CHAPTER V

## Conclusion and Suggestion

After obtaining and analyzing the data in the previous chapter, the writer presents the conclusion and suggestion as the last part of this writing. The conclusion is drawn based on the formulated research questions while suggestion is intended to give information to the next researchers who are interested in doing future research in this area.

### 5.1 Conclusion

In line with the result of analysis, the conclusion of the research can be formulated as follows:

1. This research found 6 types from 8 types of slips of the tongue, they are: reversals/exchanges, blends, shifts/misderivations, substitutions, additions and deletions. Anticipations and perseverations were not found in this speaking class of English Letters and Language Department students of UIN Malang.

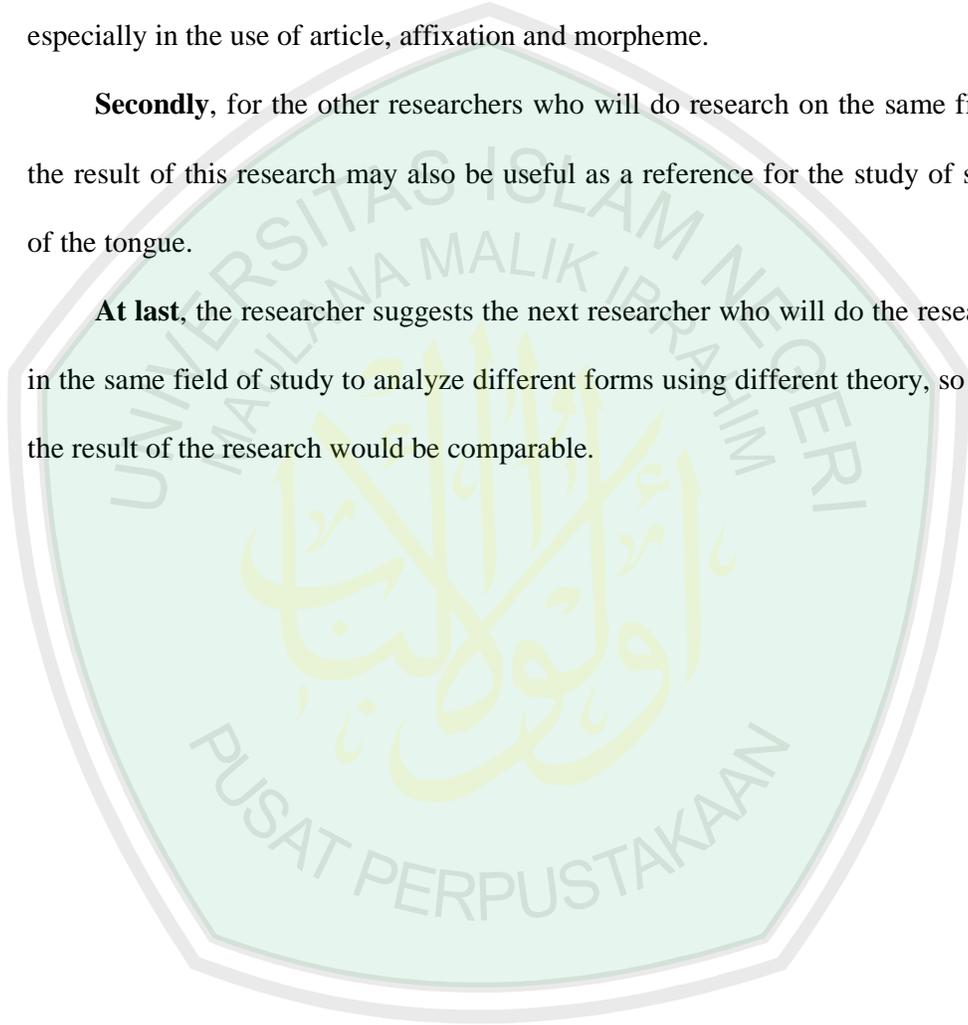
2. Most case of slips of the tongue happened in the speaking class of English Letters and Language Department students of UIN Malang is shifts/misderivations ( 11 data ), followed by additions ( 8 data ), substitutions ( 5 data ), deletions ( 3 data ), reversals/exchanges ( 2 data ) and blends ( 1 data ).

## 5.2 Suggestion

**Firstly**, because of the case of slips of the tongue that most happened in the speaking class is shifts/misderivations, then it is suggested to the students of English Letters and Language department to improve their speaking skill, especially in the use of article, affixation and morpheme.

**Secondly**, for the other researchers who will do research on the same field, the result of this research may also be useful as a reference for the study of slips of the tongue.

**At last**, the researcher suggests the next researcher who will do the research in the same field of study to analyze different forms using different theory, so that the result of the research would be comparable.



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### Appendix : Summary of Data Analysis

Data	Utterances	Correct Utterances	Type of Slips of the Tongue
1.	<i>I think he is a calm <u>students</u>, tall, clever, smart and a good student</i>	<i>I think he is a calm student, tall, clever, smart and a good student</i>	Additions
2.	<i>According to me he is a handsome boy, tall, clean, <u>have</u> the dark hair and he is good I think</i>	<i>According to me he is a handsome boy, tall, clean, has the dark hair and he is good I think</i>	Shifts/ Misderivations
3.	<i>He <u>is</u> white face skin, but his hand is <u>black</u></i>	<i>He has white face skin, but his hand is brown</i>	Shifts/ Misderivations And Substitutions
4.	<i>For the first time I see, I think he is a good boy, <u>a silenter</u> no much talking, handsome</i>	<i>For the first time I see, I think he is a good boy, a silencer no much talking, handsome</i>	Shifts/ Misderivations
5.	<i>I think he is <u>enough</u> <u>handsome</u>, cleaver, tall, a good student, clean and.....</i>	<i>I think he is handsome enough, cleaver, tall, a good student, clean and.....</i>	Reversals/ Exchanges

6.	<i>How if we make a small <u>discussions</u></i>	<i>How if we make a small discussion</i>	Additions
7.	<i><u>There are</u> a secret garden beside this B hall</i>	<i>There is a secret garden beside this B hall</i>	Shifts/ Misderivations
8.	<i>When I see this garden, <u>it beautiful</u> and unclean around</i>	<i>When I see this garden, it bad and unclean around</i>	Substitutions
9.	<i>When you are walking beside this hall, easy <u>enoughly</u> to see it</i>	<i>When you are walking beside this hall, easy enough to see it</i>	Additions
10.	<i>In the garden, there are many flowers and the <u>small coconut tree</u></i>	<i>In the garden, there are many flowers and the small palm tree</i>	Substitutions
11.	<i><u>It's mean</u> that we ought to keep our environment around</i>	<i>It means that we ought to keep our environment around</i>	Shifts/ Misderivations
12.	<i>Everyday there is a <u>old</u> beggar in front of our campus</i>	<i>Everyday there is an old beggar in front of our campus</i>	Shifts/ Misderivations
13.	<i>Usually the beggar are man, woman, or both are <u>manwoman</u> together</i>	<i>Usually the beggar are man, woman, or both are man and woman together</i>	Blends
14.	<i>I think they <u>has</u> strategies which made them looks pities</i>	<i>I think they have strategies which made them looks pities</i>	Shifts/ Misderivations

15.	<i>I <u>known</u> that they are <u>is</u> not actually <u>a</u> poor man, but they only pretend</i>	<i>I have known that they are not actually poor man, but they only pretend</i>	Deletions And Additions
16.	<i>I felt uncomfortable recent days in this campus caused the dormitory <u>good</u> view in this campus beside this B hall</i>	<i>I felt uncomfortable recent days in this campus caused the dormitory <u>good</u> view in this campus beside this B hall</i>	Substitutions
17.	<i>The clothes and underwear <u>is</u> hang on the window</i>	<i>The clothes and underwear are hang on the window</i>	Shifts/ Miserivations
18.	<i>The place of <u>this</u> dormitories is unsuitable if located in the campus</i>	<i>The place of these dormitories is unsuitable if located in the campus</i>	Substitutions
19.	<i>And also with the <u>environment dormitory</u> which is very unclean and uncomfortable</i>	<i>And also with the dormitory environment which is very unclean and uncomfortable</i>	Reversals/ Exchanges
20.	<i>I don't know why they do not <u>listens</u> our aspiration before</i>	<i>I don't know why they do not listen our aspiration before</i>	Additions
21.	<i>I hope later, the dormitory manager want to build the drying</i>	<i>I hope later, the dormitory manager want to build the drying</i>	Deletions

	<i>places for the students in <u>unseen</u> place by the students or people outside</i>	<i>places for the students in unseen able place by the students or people outside</i>	
22.	<i>I think the criteria which I think <u>is</u> not same with <u>what is</u> you, what in your mind, I mean</i>	<i>I think the criteria which I think are not same with you, what in your mind, I mean</i>	Shifts/ Misperceptions And Additions
23.	<i><u>An</u> handsome and responsible man that I want</i>	<i>A handsome and responsible man that I want</i>	Shifts/ Misperceptions
24.	<i>The first is from <u>it</u> physical attraction</i>	<i>The first is from his / her physical attraction</i>	Shifts/ Misperceptions
25.	<i>We must be <u>carefuls</u> to choose our life partner</i>	<i>We must be careful to choose our life partner</i>	Additions
26.	<i>I hope she is <u>beauty</u>, smart and uses spectacles</i>	<i>I hope she is beautiful, smart and uses spectacles</i>	Deletions
27.	<i>Choosing the life partner is not easy as what we <u>thinking</u> and see</i>	<i>Choosing the life partner is not easy as what we think and see</i>	Additions

## BUKTI KONSULTASI SKRIPSI

Nama Mahasiswa : Djarot Karisman  
Nomor Induk Mahasiswa : 03320045  
Fakultas : Humaniora dan Budaya  
Jurusan : Bahasa dan Sastra Inggris  
Pembimbing : H. Rohmani Nur Indah, M. Pd  
Judul Skripsi : A Psycholinguistic Research on Slips of The Tongue Occurred in The Speaking Class of English Letters and Language Department Students of UIN Malang

No.	Tanggal	Materi	Tanda Tangan
1.	20 Februari 2007	Pengajuan Judul dan Outline	1.
2.	20 Maret 2007	Pengajuan Proposal	2.
3.	12 April 2007	Seminar Proposal	3.
4.	10 Mei 2007	Pengajuan Bab I, II dan III	4.
5.	30 Juli 2007	Konsultasi Bab I, II dan III	5.
6.	27 Agustus 2007	Revisi Bab I, II dan III	6.
7.	10 Oktober 2007	ACC Bab I, II dan III	7.
8.	28 Januari 2008	Pengajuan Bab IV & V	8.
9.	25 Februari 2008	Konsultasi Bab IV, V & Abstrak	9.
10.	1 Maret 2008	Revisi Bab IV, V & Abstrak	10.
11.	25 Maret 2008	ACC Bab IV, V & Abstrak	11.
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Malang, 29 Maret 2008

Dekan

Drs. H. Dimjati Ahmadin, M. Pd.  
NIP. 150 035 072

## Certificate of the Authorship

The undersigned,

Name : Djarot Karisman

Reg. Number : 03320045

Faculty/Department : Humanities and Culture/English Letters and Language

Certify that the thesis I wrote to fulfill the requirement for the degree of *Sarjana Sastra* in English Letters and Language Department, Faculty of Humanities and Culture, The State Islamic University of Malang entitled " *A Psycholinguistic Research on Slips of the Tongue Occurred in the Speaking Class of English Letters and Language Department Students of UIN Malang*" is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, 29 March 2008

The Researcher,

Djarot Karisman

NIM. 03320045

## **CURRICULUM VITAE**

### **A. IDENTITY**

**Name** : Djarot Karisman  
**Reg. No** : 03320045  
**Date of Birth** : 18<sup>th</sup> of November 1985  
**Place** : Gresik  
**Sex** : Male  
**Religion** : Islam  
**Hobbies** : Sports, Mountain Climbing, Traveling and Reading  
**Nationality** : Indonesia  
**Address** : Jl. Beton Raya no. 81 Perumahan Pongangan Indah  
Gresik 61151 Mobile: (0856) 48666246

### **B. EDUCATION**

Elementary School "SDN Pongangan Indah Gresik" (1991-1997).

Junior High School "MTs. Slahung Ponorogo" (1997-2000).

Senior High School "MAN 2 Ponorogo" (2000-2003).

State Islamic University of Malang (2003-2008).

### **Motto :**

*" Think you can, and then you can*

*& Do the best for the better future "*