A PSYCHOLINGUISTIC ANALYSIS ON SLIPS OF THE TONGUE IN ENGLISH CONVERSATION CLUB (ECC) OF ISLAMIC HIGH SCHOOL 2 PROBOLINGGO

THESIS

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2014

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THESIS

Submitted to:

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By :

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Certify that the thesis I wrote entitled *"A Psycholinguistic Analysis on Slips of the Tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo"* to fulfill the requirement for the degree of *Sarjana Sastra (S.S)* in English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of 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 references. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim fromothers.

Malang, 5 June2014
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APPROVAL SHEET

This is to certify that Oktaviani Ika Amalia's thesis entitled *A Psycholinguistic Analysis on Slips of the Tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo* has been approved by the thesis advisor for further approval by the Board of Examiners.

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MOTTO

God doesn't promise days without pain, laugh without sorrow, sun without rain, but he does promise strength for the day, comfort for the tears, and light for the way.

(Shakespeare)

DEDICATION

This thesis is dedicated to:

My beloved father SUHARIYANTO and my beloved mother

APRIA DWI LESTARI for their advice, prayers, and endless love, every

day I always love you and I always pray for you.

My beloved younger brothers ERICK DWI PRASETYO and IRVAN

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support and I love you.

My special fiance "Nun Sukma Abdul Jalil, S. Kom. I" thank for your

everything, loves, support, cares and affection.

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Finishing this thesis is not easy for me. I must spent all my time and think hardly in order to get best work. In contrast, all my worst feeling can lose because of helping many people. Through this occasion, I want to express any sincere thanks to:
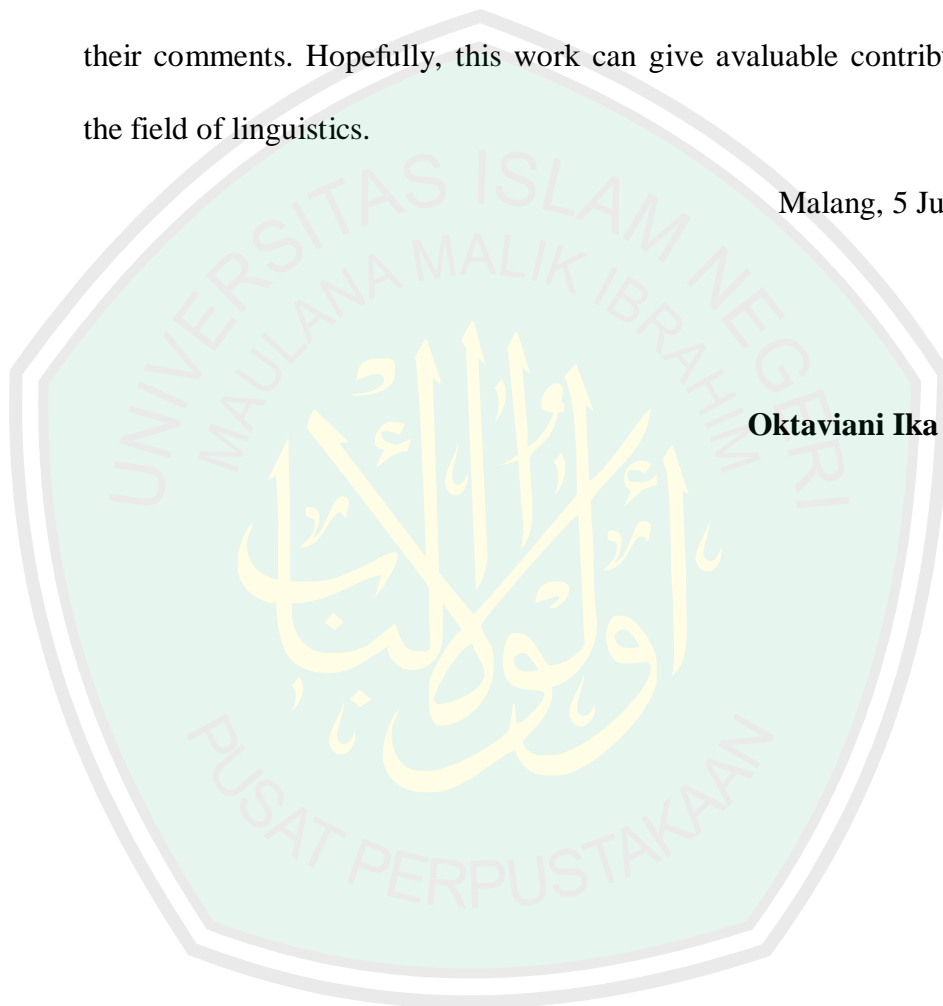
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Oktaviani Ika Amalia

ABSTRACT

Slip of the tongue may happen in the middle of human speaking; it is sometimes occurs without prediction. Slips of the tongue may not happen in every conversation, different person s will have different experience in the use of slips of the tongue. It happens usually because of the situation. Many of us have experiences the type of slips of the tongue and description how slips of the tongue happened on the English Conversation Club (ECC) if Islamic High School 2 Probolinggo.

To answer the research question, the researcher uses Sigmund Freud theory. The descriptive qualitative research design is used in this study. The datawere collected from the utterances (speech) of the English Conversation Club (ECC) of Islamic High School 2 Probolinggo focused on February18 to March 20,2014. They were analyzed by using the following steps: classifying, arranging, describing and discussing, finally making general conclusion. The key instrumentis the researcher; here the researcher used field note to collect and write the data that she got.

The data analysis presents types of slips of the tongue happened on the English Conversation Club (ECC) of Islamic High School 2 Probolinggo. The researcher found twenty four slips of the tongue, from those utterances the researcher found six types of tongue-slips. Those are: anticipations, blends/haplologies, misderivations/shifts, substitutions, additions, and deletions. Second, the descriptions of slips of the tongue happened on the English Conversation Club (ECC) of Islamic High School 2 Probolinggo. After having investigation the researcher found that slips of the tongue completely happened on the English Conversation Club (ECC) of Islamic High School 2 Probolinggo. Finally, from the results of the studies, the researcher implied that slips ofthe tongue in English Conversation Club (ECC) of Islamic High School 2 Probolinggo always occur in daily activity. And the students of English Conversation Club (ECC) of Islamic High School 2 Probolinggo often do wrong pronunciation when they are speaking English.

The researcher hopes this thesis is expected to be a way to avoid the existence of slips of the tongue, especially for the speaking class in giving how to pronounce english words.

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ABSTRACT

Amalia, O. I, 2014, A Psycholinguistic Analysis on Slips of the Tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo, Thesis, English Language and Letters, Faculty of Humanities, University of Maulana Malik IbrahimMalang.
Advisor Dr. Syafiyah, M.A.
Key words: Slip of the tongue, speaking class

Slip of the tongue may happen in the middle of human speaking; it is sometimes occurs without prediction. Slips of the tongue may not happen in every conversation, different person will have different experience in the use of slips of the tongue. It happens usually because of the situation. Many of us have experiences the type of slips of the tongue and description how slips of the tongue happened on the English Conversation Club (ECC) in Islamic High School 2 Probolinggo.

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The researcher hopes this thesis is expected to be a way to avoid the existence of slips of the tongue, especially for the speaking class in giving how to pronounce english words.

Abstrak

Amalia, O. I 2014 , Analisis Psikolinguistik pada Kesalahan Berbahasa dalam Percakapan Kelompok Bahasa Inggris (ECC) di MAN 2 Probolinggo , Skripsi, Jurusan Bahasa dan Sastra Inggris, Fakultas Ilmu Budaya , Universitas Islam Negeri Maulana Malik Ibrahim Malang.

AdvisorDr.Syafiyah , M.A.

Kata kunci : kesalahan berbicara, kelompok bahasa

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Kesalahan berbicara bisa terjadi di tengah-tengah pembicaraan manusia; kadang-kadang terjadi tanpa bisa diprediksi. Kesalahan berbicara tidak mungkin terjadi dalam semua pembicaraan, perbedaan pengalaman seseorang juga akan mempengaruhi terjadinya kesalahan berbicara. Hal ini terjadi biasanya karena situasi. Beberapa di antara kita memiliki pengalaman kesalahan berbicara. Dalam skripsi ini mendeskripsikan bagaimana kesalahan berbicara terjadi pada Kelompok Percakapan Bahasa Inggris (ECC) di MAN 2 Probolinggo.

Untuk menjawab pertanyaan penelitian, peneliti menggunakan teori Sigmund Freud. Desain penelitian deskriptif kualitatif digunakan dalam penelitian ini . Data-data dikumpulkan dari ucapan-ucapan dalam Kelompok Percakapan Bahasa Inggris (ECC) di MAN 2 Probolinggo yang dimulai sejak tanggal 18 February sampai 20 Maret 2014 . Peneliti menganalisa dengan menggunakan langkah-langkah berikut : mengelompokkan, mengatur , menjelaskan dan mendiskusikan, akhirnya membuat kesimpulan secara umum. Instrumen penelitian ini adalah peneliti semdiri; yang mana peneliti menggunakan catatan lapangan untuk mengumpulkan data dan menulis data yang didapat.

Analisis data menyajikan beberapa jenis kesalahan berbicara yang terjadi pada Kelompok Percakapan Bahasa Inggris (ECC) di MAN 2 Probolinggo. Peneliti menemukan dua puluh empat kesalahan berbicara, dari objek tersebut peneliti menemukan enam jenis kesalahan berbicara. Di antaranya: antisipasi, campuran, pergeseran, substitusi, penambahan , dan pengurangan. Yang kedua, deskripsi adanya kesalahan berbicara yang terjadi pada Kelompok Percakapan Bahasa Inggris (ECC) di MAN 2 Probolinggo. Setelah penyelidikan peneliti menemukan bahwa kesalahan berbicara benar-benar terjadi pada Kelompok Percakapan Bahasa Inggris (ECC) di MAN 2 Probolinggo. Akhirnya, dari hasil studi kasus, tersirat bahwa kesalahan berbicara dalam Kelompok Percakapan Bahasa Inggris Klub (ECC) di MAN 2 Probolinggo selalu terjadi setiap hari. Dan siswa Kelompok Percakapan Bahasa Inggris (ECC) di MAN 2 Probolinggo sering melakukan pelafalana yang salah ketika mereka berbicara dalam bahasa Inggris .

Harapan peneliti skripsi ini dapat menjadi panduan dalam menghindari kesalahan berbicara, terutama untuk kelas berbicara dalam mengucapkan kata-kata bahasa Inggris.

CHAPTER 1

INTRODUCTION

This chapter presents background of the study, statements of the problem, objectives of the study, scope and limitation, significances of the study, and definition of the key terms. The researcher also provides the research method. It consists of research design, research instrument, data collection and data analysis.

1.1. Background of the Study

As a social person, human beings always interrelate with others. Language is very important thing to be used by people in the word to communicate each other. Languages used by human being as a means for intersimilar speech community. Language is an oral or the oral symbol represents meaning as they are related to real life situation and experiences. Human being can convey ideas and feelings by means of many defiles, among them hand signals, facial expressions, body language, nods, smiles, and winks (paralinguistic techniques) (Field, 2003:4)

Language is heritage of human being which is extremely worth as long as their story of life. Language represents life heritage which must be learned. A child can not speaks a language otherwise he or she has been taught. Language also shows its identity as human being. Aphorism of Malay told, "Language Show Nation" this matter is very relevant to comprehend language and its reality. This also become correctness of pursuant to the theory of relation among mind, cultural, and language. Every language presents experience and mind of somebody (Rahardjo, 2002).

One who has a bee in his bonnet, almost certainly his language also intrudes. In other words, someone whose language intrude is generally his mind also intrude. There by, language is very importance for human life (Rahardjo, 2002).

Speaking is the most effective way to communicate with others. By speaking we can share information or give our idea. Sometimes, speaking lives the characteristic of someone. 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 these two ways sometimes can be not effective and can cause miscommunication.

We as human beings are the perfect creature. Allah has given us a brain so that we can also differentiate between bad or good things. Human can also uses this superior to create a language or speak by using their own language that can be use as a tool in communication. When people find difficulties in their speaking, especially when they use foreign language, they may find or make any errors in their speaking. Those errors may be in different kinds, such as anticipation, shift, or deletion. Those facts found in the speaking are called by slips of the tongue. Besides those three kinds of slips of the tongue, there are still many kinds' slips of the tongue that will be discussed in the following chapter. Slips of the tongue may happen in the middle of humans speaking; sometimes occurs without prediction. Slips of the tongue may not happen in every conversation, different person will have different experience in the use of slips of the tongue. It happens usually

based on the situation. Many of us have experienced the type of speech blunder at one point or another, in one language or another. As we know, these verbal behaviour mistakes can be exquisitely funny for the listener, but deeply embarrassing for the perpetrator. Slips of the tongue come in many different shapes and sizes, in both first (L1) and second language (L2) speech, although not much research has been done in the later.

Freudian slips, also known as speech errors that are believed to reveal what is in person's unconscious mind. They are named after Sigmund Freud, the father of psychoanalysis and arguably the most influential and controversial theorist associated with the field of psychology. Freud proposed that the mind consists of three layers-the conscious, preconscious and unconscious. In his theory, the unconscious is a storehouse for memories, thoughts, motives and desires that are too painful or anxiety-provoking for a person to think about consciously. Although individuals try to repress such material and confine it to the realm of the unconscious, Freud suggested that it continues to influence their conscious life and often emerges into awareness via several routes, mainly through dreams and slips of the tongue.

On the surface, slips of the tongue may be viewed as simple mistakes or accidents. In a psychoanalytic sense, however, they are symbols that have much deeper personal significance. Freud believed that when a person utters something other than what they really intended to say, it is no accident but rather their unconscious thoughts which have broken through the censorship of the mind and emerged into consciousness. For example, a woman who calls her boyfriend by an ex's name might be viewed as secretly desiring her ex, while a person who

mistakenly refers to President Obama as President *Osama* might be viewed as harbouring negative feelings toward the President. Although slips of the tongue are the errors most popularly believed to carry hidden meanings , Freud's original use of the term 'parapraxis' included a wider range of mistakes in daily behaviour-errors in reading and writing, forgetting someone's name, mislaying an object, or failing to perform a particular action.

Freud 1966 (in Carroll, 1985: 255) proposed that somebody misspeaks; it is an accidental expression of repressed thoughts or feeling. 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 arouse 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 corner stone of all slips of the tongue could operate at three different levels. On one level the suppression could be conscious and deliberate, on another the suppression can be identified after ward by the person who made the slip but was not intended before hand, and at the deepest level the person absolutely denies the suppression.

For Freudians, it really doesn't matter what level the person absolutely who has made slips of the tongue is operating at. For them in all cases the slips is the result of the conflict between two forces- the underlying unacceptable need and the tendency to keep it hidden. 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, Freud explained. In other words, when people with aphasia speak, they make many errors. (Freud, 2005). Fromkin 1973 (in Clark, 1977: 273) 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.

The researcher agrees with Fromkin's ideas because actually when someone wants to say something, she or he has already planned what should be spoken. But when she or he speaks the intended utterance differs in way from the intended utterance. In communicating with others, people do not only need the speaking and writing skills but also listening and reading skills. Speaking and writing are included in productive skills in which people produce language and transfer information to other people. Listening and reading function as receptive skills. With listening, people can hear information from other people or some media electronic such as television, radio, internet, newspaper, and others. Four English skills; listening, speaking, reading and writing are also important for English students to be mastered. Among of these skills, reading is crucial skill in learning language because with reading, the students are expected to enlarge their knowledge and vocabulary.

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

newspapersof Liputan 6 Surya Citra Televisi (SCTV).Versprekingen (2003) observed about slips of the tongue in producing normal idiomatic speech. In producing normal idiomatic speech, every now and again something goes wrong, For example: Someone say I want to be up frank with you intending to say I want to be up front with you. The frank is a synonym for upfront and has been inserted in an idiom or expression, which, in, is its synonym. Such events are often termed slips of the tongue but are usually slips of the brain. Warren H. (1986) has observed about slips of the tongue in very young children. His research has investigated the different in the frequency with which adult and young children make slips of the tongue. The slips analyzed were taken from two corpora of speech. The first, consists of the speech of one child in interaction with her mother; the second consists of the speech of eight children in interaction with their teacher. The result suggests that young children make significantly fewer slips than do adults. This finding is consistent with 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.

Based on the explanation above, the writer is eager to analyze "A Psycholinguistic analysis on Slips of the tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo involved in psycholinguistic theories. The writer also discusses the language strange in slip of the tongue has eight types of slip of the tongue, those are Anticipations, Perseverations, Reversals/Exchange, Blends/Haplologies, Misderivations/Shifts, Deletions, Additions, and Word Substitutions.

1.2. Statements of the Problem

The problems of the study are formulated as follows:

1. What kinds of slips of the tongue are used by the students in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo?

2. How do such slips of the tongue occur?

1.3. Objective of the Study

The objectives of the study are formulated as follows:

1. To know the kinds of slips of the tongue produced by the students in the English Conversation Club (ECC) Of Islamic High School 2 Probolinggo.

2. To know the way slips of the tongue produced by the students in the English Conversation Club (ECC) Of Islamic High School 2 Probolinggo.

1.4. Scope and Limitation

This study is focused on the discussion about kinds of slips of the tongue generally, kinds of slips of the tongue that occur in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo and the factors, including the topics and situation, that influence the use of slips of the tongue. The researcher conducts this study at English Conversation Club (ECC) of Islamic High School 2 Probolinggo. The reasons why the researcher takes this study at English Conversation Club (ECC) of Islamic High School 2 Probolinggo as the population because English Conversation Club (ECC) of Islamic High School 2 Probolinggo has more experience in learning English conversation. Meanwhile, researcher also

takes this study only some students (10 students) from those students there as a sample.

1.5. Significances of the Study

Practically, the results of this study are to answer the question about slips ofthe tongues that occur in the conversation in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo. Then, the result of this research is expected to be one of the sources in the psycholinguistic study especially in the discussion of language production and slips of the tongue specifically.

Pedagogically, the researcher also hopes, the results of this study will be useful for educational world especially for curriculum designers and teachers as reference to make better curriculum design and technique of teaching speaking English to achieve students' speaking class.

1.6. Definition of the Key Terms

This thesis has three definition of the key terms based on the title, those are:

1. Psycholinguistic Studies: A branch of linguistics dealing with humans mind processes underlying the system of language (Indah, Rohmani, Nurand Rohman. Abd. 2008). A mental process which underlies a human being's ability to speak and understand language.

2. Slips of the Tongue: An error that occurs in spoken language, sign language, written   language, and typed language (Indah, Rohmani, Nur and Rohman. Abd. 2008). Slips of the tongue involves unintentional

movement, addition, deletion, blending, or substitution of material with in an utterance and can be phonological, morphological, lexical, or syntactic.

3. Speaking: The most effective way to communicate with others (paralinguistic techniques) (Field, 2003:4). By speaking we can share information or give our idea. Sometimes, speaking also can show the characteristic of someone. People use this activity in their daily life in order to explore what they want, what they feel and what they need.

1.7. Research Design

There are two kinds of research method; both are quantitative and qualitative research. Ary (2002-425) states that the qualitative inquirer deals with data that are in the form of word, rather than numbers and statistics. The data collected are the subject's experiences and perspectives. The qualitative research attempt to arrive at a rich description of people, objects, events, places, conversations, and so on.

In this study, the researcher uses qualitative method as her method in studying and looking for the answer of the problem stated. The use of this method is to answer the problem, it is impossible for the researcher to analyze the conversation only once. In this study, the researcher wants to describe about kinds of slips of the tongue are happened in the speaking class of English Conversation Club (ECC) of Islamic High School 2 Probolinggo and how slips of the tongue are happened in the speaking class at English Conversation Club (ECC) of Islamic High School 2 Probolinggo. These descriptions were related to the objectives of the study.

1.7.1. Data Sources

The data of this study takes from the activity of English Conversation Club (ECC) of Islamic High School 2 Probolinggo. The researcher takes the data for about a month conversations program in class activity. The data will be presented in words, sentences, paragraph and table related to the result of the research.

1.7.2. Research Instrument

The main instrument in doing this research is the researcher her self, but she can not do the research without many other instruments. Other instruments that are used in doing the research are English Conversation Club (ECC) of Islamic High School 2 Probolinggo the object of the research, field note to collect and write the data.

1.7.3. Data Collection

To get the data needed by the researcher, there are some steps that are done to complete the data. First, the data are collected by findings the utterances spoken by the students at English Conversation Club (ECC) of Islamic High School 2 Probolinggo. Second, the researcher identifies the utterances into the part of slips of the tongue are anticipation, perseveration, reversal/exchange, blend/haplologies, misderivation/shifs, substitution, addition, deletion. Third, the researcher data displaying the utterances spoken by the students of English Conversation Club (ECC) of Islamic High School 2 Probolinggo based on Carrol's theory and Fromkin's theory. Fourth, the researcher rechecks the identified data with the expert. Fifth, the researcher draws the conclusion.

Data collection Stages

Step 1

Collecting the utterances spoken by the students of English Conversation Club (ECC) of Islamic High School 2 Probolinggo.

Step 2

Identifying the utterances into the part of slips of the tongue. Part of slips of the tongues :

1. Anticipation

2. Perseveration

3. Reversal/exchange

4. Blend/haplologies

5. Misderivation/shifs

6. Substitution

7. Addition

8. Deletion

Step 3

Data displaying the utterances spoken by the students of English Conversation Club (ECC) of Islamic High School 2 Probolinggo based on Carrol's theory and Fromkin's theory of slips of the tongue.

Step 4

Validation/ recheck the identified data with the expert.

1.7.4. Data Analysis

To analyze the collected data, the researcher used descriptive techniques based on Arikunto theory. After collecting data, the researcher analyzed the data systematically by usingthe following steps: first, the researcher presented the data which show how slips of the tongue happened in the speaking class at English Conversation Club (ECC) Of Islamic High School 2 Probolinggo. Second, the researcher identified the data which refer to eight types of slips of the tongue. Third, the researcher arranged the data based on eight types of slips of the tongue. Fourth, the researcher describes and discussed the findings that related to the objective of the study. Finally, the researcher made general conclusion by relating to the theory and research finding about slips of the tongue happened in the speaking class at English Conversation Club (ECC) of Islamic High School 2 Probolinggo.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature which covers language production, common speech errors, types of common speech errors, slips of the tongue, types of slips of the tongue and the previous studies.

2.1. Language Production

Generally, language means as a verbal tool which is used for communication. Language is not a single system, but it is formed by some subsystems namely phonology, syntax and lexicon. Itqiana (2006) said that language is a code thatone learns to use in order to communicate ideas and express any wants and needs. The main topics in language production concern of the lexicalization process, the generation of syntactic structure (grammatical encoding), phonological encoding, the production of referential pronouns, and the computation of (long distance)dependencies in sentence.

Tylor (2004:363) explains that process of language can be selectively impaired in brain damage. When language is impaired, linguistics items acquire dearly in childhood tend to be preserved better than those acquired late. Chomsky states that language learning is not something that the child does; it is something that happens to the child placed in the appropriate environment, much as thechild's body grows and matures in a pre determined way when provided with appropriate nutrition and environmental stimuli.

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.

2.2. Definition of Common Speech Errors

Speech errors, or slips of the tongue, are an important source of data in psycholinguistics. It is not uncommon for textbooks in the field to devote entire chapters to them and their implications for theories of speech production (e.g. Carroll, 1999). The prominence of slips in the field, however, is a recent phenomenon. When psycholinguistics was in its infancy during the 1960's, speech errors were dismissed, both by linguists who were simply not interested in performance data and by experimental psychologists who saw their study as a suspect relic of Freudian theory.

(example) everything you hear □*everything you hear.* We (and just about everyone else nowadays) agree with Nooteboom that error patterns can be explained through cognitive and perceptual mechanisms acting on linguistic knowledge. Here, though, we put forth a more specific claim: Errors reflect recent experience with linguistic regularities as well as long-term linguistic knowledge.

In other words, the tongue slips into recently learned patterns as well as those acquired through a lifetime of speaking. 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.

Speech errors can occur at all level of language processes; Phrasal level (syntax), Word level (lexicon), Morphology (subdivision), Phoneme level, and 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 ".

According to Freud (1901/1966), the object of linguistic study is unbroken successions of unrelated yet grammatical utterances generated by a system ofrules. Actual speech is characterized by ungrammatical utterances, fragments, restarts, and errors. 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. Types of Common Speech Errors

There are several types of common speech errors as follows:

2.3.1. Silent Pause

According to Clark (1977: 262) 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 speak slowly hesitate a lot, and when they speed up their rate of words they do it by eliminating the pauses, not by shortening the words. When do silent pauses, the speakers no speech at all, they just keep silent between their words.

For example:

- turn off the // rice-cooker switch

The silent pause involves staying silent as a woman speaks, after you speak, and until you get a desired response. It is the silence between what we say that gives it meaning. Use this tool as a powerful force to get what you want. Say nothing after your initial statement and wait for her to respond. Staying silent after you speak motions to her that you expect her to speak and establish a level of communication with her. Never interrupt her and continue to motion her to continue when she stops. You will know that she finished her thought when she asks you a question.

2.3.2. Filled Pause

According to Clark(1977: 264) filled pause is a gap filled by *ah, er, uh, mm,or the like*. The fast speaker are fluent because the 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 off, uh, the rice-cooker switch

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

the // car

the // big car

the // manor car

in // cars

in // big cars

in // manor cars

in the // car

in the // big car

in the // manor car

may // ago

may have //gone

in going // home

Pause are happened commonly when the speaker is hesitation. For example an actress or actors have memorized the scripts and exercised a certain dialog, there will be mere pauses. (Dardjowidjojo, 2003: 144).

2.3.3. 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 pale to stop to plan details of the next major constituent- precisely what noun phrase, prepositional phrase, verb phrase, or adverbial phrase is tofit next into the sentence skeleton. The stopping place is typically marked by afilled 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 out. This stopping place, like the previous kind, gives speakers time to plan thevery next major constituent. It is typically marked by a silent pause (the //dirty cups) or by a repeat of the beginning of the constituent (the/ the dirtycups). (Clark, 1977: 268)

2.3.4. Repeats

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

For example:

-   turn off the rice-cooker/ the rice-cooker switch

-   those/ those dirty bowls

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

The/the car

The / the big car

The/the manor car

In/in car

In/ in big cars

In/ in manor cars

In the/ in the car

In the/ in the big car

In the/ in the manor car

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), conjunction (and / and theneighbor), 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 tray), verbs (can be seen/ can be viewed), oradverbs (the very / the rather nice house). (Clark, 1977: 265)

2.3.5. False Start (Unretraced)

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

For example:

- these /those dirty bowls

2.3.6. False Start (Retraced)

False Start (retraced) is correction of a word which 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

- those clean/ those dirty cups

The category called correction is like false starts, except that they contain anexplicit I mean, or rather, or that is to mark the phrase as a correction. What was striking, however, was that when content 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 rare cases when function words were corrected, the speaker usually (78 percent of the time) did not retraced 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 errorsconsist of a "correction phrase", like I mean, that is, or well, followed by a"corrected words", the words to replace what was said earlier. Repeats, false starts, and correction, therefore, provide excellent evidence at speakers consider the constituent a basic unit of execution. They attempt, to the best of their ability, to execute constituent as complete wholes. When for some reason they do stop, make a false start, or correct them selves, they tend to return to the beginning of the

constituent. (Clark, 1977: 264). There are relationships each other *a repeat, an unretraced false start, aretraced 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 dealwith it, but he goes back and executes the constituent from the very beginning.

2.3.7. Correlation

There are many reasons why speakers may stop in the middle of the sentence. They may have forgotten something they wanted to refer to; they may be searching for just the right word; or they may be selecting which of several examples they could mention. English has two remark able 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). Moreover, these two devices provide further evidencethat the constituent is an important unit of planning.

For example:

- turn on stove switch-I mean, the heater switch

- turn on, oh, the heater switch

Correction phrase, like interjections, signal the speakers are interrupting them selves. There are some correction phrases that is, or rather, I mean, and well 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, despite- getting up in the morning

4. I'll be done immediately- well, in a few minutes

As illustrated in these sentences, 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 sentence 1, that is used to specify further the referent of him. In sentence 2, or rather is used to provide a word that is slightly 'closer to what speaker meant to say. In sentence 3, I mean issued for correcting an out-and-out mistake in wording, one that would have left the utterance with a significantly wrong meaning. And in sentence 4, well used to soften a claim the speaker decides is too excessive. These correction phrases are not interchangeable. Sentence I mean something entirely different 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 corrections phrases to " explain" why they are making the corrections.

Here again the constituent emerges as a major unit of planning. In each correction, speaker replaced certain old words with new ones, indicating that the old words had been implanted. Typically, this means correction one word, but sometimes it means correcting more than one. When more than one word is changed, the words almost in variably belong to a single constituent, not to

parts of to successive but unlinked constituents. And if the constituent is the unit of implanting, than 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 or dinary is that speakers, at some level of consciousness, know the word choices and corrections they are making. For they often signal their reasons for them to the listener. These interjections and corrections phrases are commentson 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: 262)

2.3.8. Interjections

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

1. Nike would like, oh, carrots > oh: referent selection

2. Nike would like-ah, carrots > ah: memory success

3. Nike would like, well, carrots > well: word approximation

4. Nike would like, say, carrots > say: exemplification

In a *oh* indicates the speakers has stopped to pick out as just one of several possibilities he could mention. In b the *ah* indicates that the speaker had forgotten and has just managed to remember what it was that John would

like. In c the *well* indicates that the speaker thinks that carrots an approximate description of what John would like. In d the *say* indicates that the speaker is giving an example of what John would like. In other instances, *say* could mean instead "let's imagine". (Clark, 1977: 264)

2.3.9. Stutters

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

For example:

- turn off the r-r-r rice-cooker switch.

Auditory processing deficits have also been proposed as a cause of stuttering. Stuttering is less prevalent in deaf and hard of hearing individuals, and stuttering may be improved when auditory feedback is altered, such as masking, delayed auditory feedback (DAF), or frequency altered feedback. There is some evidence that the functional organization of the auditory cortex may be different in stutters. There is evidence of differences in linguistic processing between stutters and nonstutters. Brain scans of adult stutters have found increased activation of the righthemisphere, which is associated with emotions, than in the left hemisphere, whichis associated with speech. In addition reduced activation in the left auditory cortex has been observed. (Clark, 1977: 269)

2.3.10. Slips of the Tongue

That 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.

For example:

- turn off the sweeter hitch

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

Name Attested Example

1. Anticipations >take my bike >bake my bake

2. Perseverations >pulled a tantrum >pulled a pantrum

3. Reversals >Katz and Fodor >fats and kodor

4. Blends/Haplologies >grizzly + ghastly >grastly

5. Misderivations/shifts >an intervening node >an intervenient node

6. Substitutions >before the place opens >before the place closes

7. Additions >I didn't explain this clarefully (carefully) enough

8. Deletion > I'll just get up and mutter intelligibly(unintelligibly).

2.4. Slips of the Tongue

According to Fromkin 1973 (in Clark, 1977: 273) slip 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. None of the following are error since their targets do not differ from the utterances.

A slip of the tongue is a mistake that happens during oral communication. The Cambridge Encyclopedia of Language defines it as "an involuntary departure from the speaker's intended production of a sequence of language units, which are very common. Sounds, syllables, morphemes, words and sometimes larger units of grammar can be affected. Often, the deviant performance is immediately detected by the speaker (though not always consciously) and corrected." In general, all people make verbal errors as they converse.

1. He don't work for city Auto anymore

2. That's boughten bread

3. We could make broccoli cookie sheet for dinner

All three examples above are from speakers who are well-known to the author. Example 1 is prescriptively incorrect but characteristic of the speaker's dialect. Similarity, "boughten", which would be a morphological error for some speaker's, is unremarkable for this speaks. Number 3 is a slightly more complex case. The first time the speaker said "broccoli cookie sheet", referring to "spinach bake", it was an error. Subsequently, due to the peculiarities that creep into the speech of those who study slips of the tongue, the speaker characteristically refers to"spinach bake" as "broccoli cookie sheet".

Freud was the first person to pay serious attention on slips of the tongue as psychological data. He gave such slips the more scientific sounding name of Parapraxes and 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. In 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 1966 (in Carroll, 1985: 255) proposed that somebody misspeaks; it is an accidental expression of repressed thoughts or feeling. 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 arouse because of some suppressed impulse orintention 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 in dispensable condition of suppression he had proposed. Furthermore, this suppression of intentor impulse which they made the corner stone of all slips of the tongue could operate at three different levels. On one level the suppression could be conscious and deliberate, on another the suppression can be identified after ward by the person who made the slip but was not intended before hand, and at the deepest level the person absolutely denies the suppression. For Freudians, it really doesn't matter what level the person absolutely who has made slips of the tongue is operating at. For them in all cases the slips is the result of the conflict between two forces- the underlying unacceptable need and the tendency to keep it hidden.

On the other hand, slip of the tongue has different definition. (Dell, 2005) 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. Dell sought out to defend Freud's continuity thesis, which states that normal speech errors are the same thing. By defending Freud's thesis theory, he created acomputer simulation. "The simulation tries to produce words and it occasionally slips", dell said. According to Dell, it behaves like normal people in this way. Dell then damaged the simulation, hoping it will behave the same way aphasic do. Dell showed that when his simulation was damaged, it mimicked the behavior of aphasic patient. The simulation's success support freud's continuity thesis.

Dell told an eager crowd of about 30 students, faculty and staff that people make three main types of errors in speech- semantic, formal and mixed. Dell said that a semantic error would be like saying "dog" instead of "cat". Dell explains the process he went through to imitate normal and aphasic slips of the tongue by way of his computer simulation. However there is much evidence to rival Freud's theory, while some slips maybe Freudian, this is certainly not always the case. Modern cognitive psychology offers more convincing evidence for the occurrence of slips of the tongue. First, and foremost, slips of the tongue can occur due to strong habit intrusions (banalizations). Forms which have a more archaic, more high-flown, moreunusually stylistic expression, and which are therefore removed from the cultural linguistic heritage of the person, tend to be replaced by forms in more common use. This basically means that people may take slips of the tongue

accidentally, due to habit. So some slips of the tongue could happen merely because the personis so used to expressing a word in a different way.

2.4.1. Types of Slips of the Tongue

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

2.4.1.1. 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 example:

- take my bike < bake my bike

- also share < Alsho share

- tab stops < Tap stobs ([Voiced])

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

2.4.1.2. Perseverations

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

For example:

- he pulled a tantrum > pulled a pantrum

- John gave the goy a ball > John gave the boy a ball

The speaker intended to say 'pulled a tantrum', but he said instead 'pulled apantrum', 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" > "pantrum")) (an earlier segment that is'pulled' replaces a later item).

2.4.1.3. 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:

- Katz and Fodor > Fats and kodor

- Fancy getting your model remosed > getting your nose remodeled

There aresome examples of exchanges:

1. Stick in the mud > smuck in the tid (consonant segment exchange)

2. Ad hoc > odd hack (vowel segment exchange)

3. Unanimity > unamity (syllable deleted)

4. Easily enough > easy enoughly (suffix moved)

5. Tend to turn out > turn to tend out (word exchange)

6. My sister went to the Grand Canyon > the grand canyon went to my sister (whole phrase exchange).

2.4.1.4. Blends/Haplologies

Blends have two target words, here grizzly and ghastly, which the speaker "blends" to gether by taking the first half of ano and second haif of the other. (Carroll, 1986: 254). blends the speaker leaves out a short stretch of speech. (Taylor, 1990: 103).

For examples:

-   Grizzy + ghastly > grastly

-   Post Toasties > Posties

According to Carroll (1986: 254) Blends apparently occurs when more than the word is being considered and the two intended items "fuse" or "blend" into as truggle item.

For examples:

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

Blends where two words are amalgamated into one occur most often where the words concerned than more or less the same thing, and when either word would have been appropriate. For example, "that's torrible" (terrible+ horrible). Blends provide the dearest evidence that alternative words are often considered in the course of speech.

For examples:

1. Don't frowl (frown+scowl) like that!

2. Not in the sleast (slightest+least)

3. She chuttled (chuckle+ chortle) at the news

4. My brunch (breakfast+lunch)

5. There's a dreeze blowing through the room (draft/ breeze)

6. It was moistly, ah, mostly his doing (mainly/mostly)

7. At the end of today lection (lecture/lesson)

8. This is not much of a universary (university/ nursery)

The larger number of examples of such blends suggests that we consider both options when there are two equally useful words to fill a slot, especially when those words have sounds in common. Blends can also be found in the speech of some aphasics. For example:

> *I forget seeing you before, sir. I remember the other document and was plazed to see the other document. My brother was with me. And he was queen that I was hoddle with our own little mm…bog, my thing of morgy, you know.*

There are many difficulties with this 72-year-old solicitor's speech, but blend sappear to predominate among the different types of errors. Document may be ablend of document and gentlemen, perhaps reinforced by document, a word that would have bee very common in the patient's profession. Plazed might be acombination of pleased and glad. The slips of ordinary people and some word selection.

According to Freud there are some types of blends:

Single errors	Blend
1. I wonder who invented cross words (jigsaws)	I don't expose (expect/ suppose) anyone will eat that
2. There were lost of little orgasms	Abkar Khan was a

(organisms) floating in the water	man lustrious (lustful/illustrious) and passionate
3. I don't have much sympathy with looking burglars (beggar)	My tummach (tummy/ stomach) rich feels funny

Taylor (1990: 103) Word blends occur infrequently. When a concept can be passed by two equally likely alternative words, a speaker may be ensure as to a word will best express her concept and in the moment of indecision may to the words and blend them into one. For example:

Blend   SPLISTERS

                                          Splinters+ blisters

                                          (Similar meanings)

2.4.1.5. Misderivations/ Shifts

Misderivations are one speech segment disappears from its appropriate action and appears somewhere else (Taylor, 1990: 103). According to Fromkin 1973 (in Clark, 1977: 274) misderivations is the speaker some how attaches the long suffix or prefix to the word.

For example:

- An intervening node > an intervenient node

- That's so she'll be ready in case > she decide to hits it (decides to hit it).

There is Morphological errors (only lexemes) which is called Morphemesshift.

For example:

I heven't satten down and writ_it (I haven't sat down and written it)

I had forgot_ aboutten it (I had forgotten about it)

He point_ outed that…. (He pointed out that….)

You_ have to do learn that (you do have to learn)

What that add_ ups to (adds up to)

Who could_ form at a…. (Perform at a higher level)

2.4.1.6. Word Substitutions

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:

- Before the place opens > before the place close

- At low speeds it's too light > at low speeds it's too heavy

Fromkin 1973 (in Clark, 1987: 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 example:

1. He's going up town > he's going down town

2. you have too many irons the fire > in the smoke

3. That's a horse of another color > …..of another race

Note that it isn't just any word that is substituted, but one that is related in meaning. Thus the substitution of a word such as 'table' for the word 'up' in (1) or the word 'fire' in (2) do not occur. For thermore, nouns are substitutes for nouns,verbs for verbs, and prepositions for prepositions.

These are words substitutions in which the two words-intended in spoken-are not related meaning but are similar in their sounds such as 'persecuted' for 'prosecuted'. One similarity of these words or meaning suggest that we store words in their mental dictionary in semantic classes (according to their related meanings) and also by their sounds(similar to spelling sequences in a printed dictionary).

2.4.1.7. 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, conjunction, whole words, or even phrases.

For example:

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

- Witch out the snack in front of you (watch out)

- She is preatty woman (pretty woman)

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

2.4.1.8. Deletions

Deletion is where as 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'II just gets up and mutters intelligibly (unintelligibly).

In genetics, a deletion (also called gene deletion, deficiency, or deletion mutation) is a mutation (a genetic aberration) in which a part of a chromosome ora sequence of DNA is missing. Deletion is the loss of genetic material. Any number of nucleotides can be deleted, from a single base to an entire piece of chromosome. Deletions can be caused by errors in chromosomal crossover during meiosis. This causes several serious genetic diseases.

2.5. Previous Studies

Warren H. (1986) has observed about slips of the tongue in very young children. His research has investigated the different in the frequency with which adult and young children make slips of the tongue. The slips analyzed were taken from two corpora of speeches. The first consists of the speech of one child in interaction with her mother; the second consists of the speech of eight children in interaction with 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.

Nooteboom was among the first to see the potential of speech errors as data for production theory. His article (Nooteboom, 1969, "The tongue slips into patterns") antedated the influential error analyses of Fromkin (1971) and Garrett (1975) and went beyond the classic study of Meringer & Mayer (1895) by linking errors to the information processing requirements of speaking as well as to the properties of spoken language. For example, he argued that one must consider the limited nature of short-term memory when explaining the distance that misplaced speech sounds move in errors.

Jeager (1995) observed about Kid's Slips: 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 adult. We all laugh when young children make speech errors, or slips of the tongue: when a two-years-old says, "Her run is nosing," instead of "Her nose is running." Or when an impatient three-year-old, waiting for her mother to finish at ask, says, "Mom, when are you going to be dead? I mean, done?."

While adult speech errors have been studied extensively for the information they provide about the processes involved in the mental organization and on-line production of language, little research has been done on children's slips of the tongue, Jeager says. One reason is that a researcher must be very familiar with a child's grammar in order to be sure that what sounds like a slip of

the tongue to an adult is, in fact, a violation of the child's current rules of production.

"It took a parent linguist collecting data daily to do this, "she says. Jaeger has collected a total of 1,300 slips of the tongue from her 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 the slips of the tongue to verify that the kinds of speech errors her children were making were not idiosyncratic to children with linguist parents. Jeager notes that adults go through several "stages" when organizing what they want to say. First, they think about the concept they want to express. Secondly, they pick out the nouns, verbs and other grammar they need to use. Then they assign an intonation pattern. Finally, they string the words in the right order and decide how to pronounce them. She compared slips of the tongue she recorded for the children with the types of speech errors made by adults, and found that children make most of the same types and proportions of slips as adults. The most common errors in both children and adults are phonological sound based errors. These easily out number lexical vocabulary based errors and phrase based errors.

Poulisse (1999) also has observed about slips of the tongue in first and second language. Many ofus have experienced these types of speech blunder at one point or another and one language or another. As we know only too well, these verbal behavior mistakes can be exquisitely funny for the listener, but deeply embarrassing for the perpetrator. Slips of the tongue come in many different shapes and sizes, in both first (L1 and second language (L2) speech, although not must research has been done in the latter. Until, that is, Nanda

Poulisse's *Slips of the tongue* came along, which proposes to fill just that lap….er. I mean gap.

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. My own guess was around 10 times more slips in L2 and L1. Poulisse's results, however, out do the "guestimate" by far. Two researchers, working independently, identified as such by both researchers are included in the final list of slips. That makes 14.5 times as many slips in L2.

Versprekingen (2003) observed about slips of the tongue in producing normal idiomatic speech. In producing normal idiomatic speech, every now and again something goes wrong. For example, someone say I want to be up frank with you intending to say I want to be up front with you. The frank is a synonym for up front and has been inserted in an idiom or expression, which, in, is its synonym.

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). Therefore, the researcher conducts a research about slips of the tongue happened in the speaking class of the students of English Conversation Club (ECC) Of Islamic High School 2 Probolinggo. She sees the researchers before had already observed about slips of the tongue but they had different object and subject research. The researcher wants to continue the same topic but she focuses on slips of the tongue happened

in the speaking class of the students in the English Conversation Club (ECC) Of

Islamic High School 2 Probolinggo.

CHAPTER III

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about research findings and discussion about findings.

3.1. Research Findings

From English Conversation Club (ECC) of Islamic High School 2 Probolinggo which was presented from February 18th to March 20th 2014, the researcher found twenty four data related to slips of the tongue and the research found six types from eight types of tongue slips. The findings are presented as follows:

Datum 1:

*When I arrive fully, they **'had no- had'** eaten meatball.*

The context of these utterances that she/he wanted to talk about they hadeaten meatball.

The word that is supposed to be a slip of the tongue is word *'no'* in factshe/he intended to say 'they had eaten meatball'. This slip is **addition** that refers to seventh type of slips of the tongue. Additionn means add an unintended word. For example a person want to say "we' but inadvertendly he/she say "we and I". The sentence above has word "had" as the target language. The word "had no" is the error, so it called addition.

Datum 2:

Anis, how about your homework, has you do it all? *'Doni asks'*, *I have doit*

my homework ***'Dono-Doni'***, *Mrs. Tita answer.*

The context is Doni ask to Mrs. Tita that is she has do her homework lastnight because today her homework must be collect to Doni. The speaker had slip of the tongue when she was saying *'Doni'*. The word *'Doni'* became *'Dono'*, it indicates to first type. It is **anticipation**. Anticipation means a later segment takes the place of an earlier segment.

Datum 3:

Well, let me ask something to you, do you agree young married? *'Sinta said'*. *No I disagree, 'wati answer'. Young married is very dangerous for us, it gives many influences for us, we think about our economic 'in' 'to' our family, and do you know* ***Mr. Adolhits*** *it means* ***Mr. Adolov Hiter*** *beside our house? Hehas no job, so that he can not give money to his wife because he got young married.*

The context is talking about young married, and wait didn't agree by young married, her neighbour has no responsibility to his family because he got young married. There are two words that are supposed to be slips of the tongue. The first tongue slip is found in the word *'in'*. Actually the speaker wanted to say *'to'*. This slip refers to fifth type, it is **misderivation/ shift**. The second is the word *'Mr.Adolhits'* it is type four that is **blend/haplology**. Actually the speaker wanted to utter *'Mr. Adolove hiter'*. Blends are sub category of lexical selection errors. More than one item is being considered during speech production Consequently, the two intended items fuse together. When a person want to say

"person", the word "perple" immediately spoken as blending from words "person+people". It is blend/haplology.

Datum 4:

*I'm sorry sir; I can not join your class because I'm **'sickness- sick'**.*

The context utterances that she was permit do not join Mr. Imron class because she was sick. From the utterances above, the words *'sicknness'* is slips of the tongue type eight, it is **deletion**. Deletion means omissions leave some linguistic material out. That slip of the tongue should be uttered *'sick'*.

Datum 5:

*I had **'forgot-forgotten'** about it.*

The context is he had forgotten his problem with his girl friend, so, she want to cut connections with his boy friend.

The word that supposed to be a tongue-slip is **'forgot'**. It should be**'forgotten'**. This tongue slip is type fifth, it is **misderivation/ shift** slips. Because of misderivation/shift occurs when one speech segment disappears from its appropriate location and appeears in somewhere else.

Datum 6:

*Sometimes I have **'putten it in- put it in'** my cupboard.*

The context of utterances above is Lina sometimes put it her dresses in her cupboard, and she never put her dresses out side her cupboard, her cupboard lookso tidy.

The slips of the tongue is found in word **'putten it in'**, actually Linaintended to say **'put it in'.** This slip is sixth type of tongue-slip, it is **substitutions**. Substitution means one segment is replaced by an intruder. The

source of the intrusion is not in the sentence. In case of substitution errors both segment mostly belong to the same category, which means for example that a noun is substituted for a noun, antonymy or membership of the same lexical field. For this reason the mental lexicon is structured in terms of semantic relationships. Substitution errors where the intended and substituted words are often semantically related.

Datum 7:

I throw this "bad sack" in that place-I throw this "bad back" in this place. The target word is **"bad sack"** and the error word is **"bad back".** It called perservations. It means a unit of words ahs already occured in the stream of speech recurs later, possibly replacing the unit of words that should have occured.

3.2. Discussion

This section discussed about the findings which have been presented in the previous section. There were several types of slips of the tongue which is found in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo findings above and how they are happened on speaking class of the students. Four previous studies which presented in chapter two also do same research based in different subject based on Freud theory.

The theory of this research based on Freud theory which explain that slips of the tongue are another form of "errors" that can help us understand the process of speech production better. Slips may happen at many levels, at the syntactic

level, at the phrasal level, at the lexical level, at the semantic level, at the morphological level and at the phonological level.

Slips of the tongue have eight types; they are (1) Anticipations, (2) Perseverations, (3) Reversals/Exchange, (4) Blends/Haplologies, (5) Misderivations/Shift, (6) Substitution, (7) Additions, and (8) Deletions. Based on types of tongue-slips above, the researcher found six types from eight types that were happened on slips of the tongue in the speaking class at the tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo, they are anticipations, blends/haplologies, misderivations/shifts,substitutions, additions and deletions. Perseverations and reversals/exchanges, were not found on speaking class in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo. Herewere found:

1. Anticipation

Anticipations, a later segment takes places of an earlier segment or the tongue slip comes before the origin. The slips of the tongue which are supposed to be anticipations are the word: *'Dono-Doni'*, *'clareful-careful'*.The speaker intended to say *'Doni'*, yet she produces *'Dono'*. As matter of fact, the word *'Doni'* is uttered to be the target one, and the *'Dono'* is uttered to be the origin of the error. It happened because of anticipating the 'n' at the middle syllable in her pronunciation of *'Doni'* became *'Dono'*. The speaker corrected her slipped word directly by saying the appropriate segment *'Doni'*, without saying acorrection phrase.

The speaker wanted to say the word *'careful'*, but she incidentally produced*'clareful'*. She added the 'l' between the words 'careful'. The *'l'* is

phoneme that refers to the simple primary phoneme. Based on the place of articulation the *'l'* isbilabial and nasal in manner of articulation. When the news presenter realized that she had slipped the word *'clareful'* she changed directly by deleting *'l'* became*'careful'*, without putting a correction phrase.

2. Blends/Haplologies

Blends/Haplologies, the two intended items 'blend' or 'together' into a single item by taking the first half of one and the second half of the other. Also the speaker leaves out a short stretch of speech. The slips of the tongue which are supposed to be blends/haplologies are the word: *'Adolhits-Adolove hiter'*, *'mystummy hurts-my stomacth hurts'*.

The speaker intended to say *'Adolove hiter'*, but she produces *'Adolhits'*. She were blend became a single item. First half of *'Adolove'* is 'ad' and the second half of *'hiter'* is 'hit'. The word *'adolove hiter'* were blend become *'adolhits'*. When the speaker had slipped, she changed incorrect word to the correct one*'adolove hiter'* without adding the correction phrases. The last word is found in blend, *'my stummy hurts'* the correct one is *'my stomacth hurts'*. The word *'my stummy hurts'* blends occur in frequently. When a concept can be passed by two equally likely alternative words, a speaker may be ensure as to a word will best express her concept and in the moment of in decision may to the words and blend them into one.

3. Misderivations/shift

Misderivations/shift, one speech segment disappears from its appropriate location and appears somewhere else. Or the speaker attaches the wrong suffix, prefix, conjunction, or preposition to the word. The slips of the tongue which

aresupposed to be misderivations/shift are the word: *'in' 'to'*, *'delliciousesdelicious'*, *'forgot-forgotten'*. The tongue-slip which was found in this type is *'in'*.

The speaker put in appropriate preposition in his intended utterance *'in'* in his word. In fact, the appropriate preposition is *'to'*, because the *'to'* is more appropriate one to be filled in speaker sentence. The speaker directly made correction when he had produced word misderivations *'in'* to be *'to'*, without using a correction phrase. When the speaker said *'forgotten'* she had tongue-slip *'forgot'*. The speaker put in appropriate preposition in her intended utterances *'forgot'* in her word. The speaker directly made correction when she had produced word misderivations *'forgot'* to be *'forgotten'*, without using a correction phrase. And in this sentencethere is a morphological error (only lexemes) which is called morpheme shift. When the speaker said *'delicious'*, she had tongue-slip *'delliciouses'*. The speaker put in appropriate preposition in her intended utterances *'delliciouses'* in her word. The speaker directly made correction when she had produced word misderivations *'delliciouses'* to be *'delicious'*, without using a correction phrase. And in this sentence there is a morphological error (only lexemes) which is called morpheme shift.

1. Substitution

Substitutions, in this type one segment are replaced by an in truder and differ from previously describe slips in that the source of the intrusion may not be in the sentence. But typically related to noun substituted for noun, verbs for verbs, preposition for preposition, and also related to phonologically, morphologically, and semantically. There are nine words that are supposed to

be substitutions; there are eight words typically related to semantically. The slips of the tongue which are supposed to be substitution are the word: *'putten it in- put it in'*, '*bake my dolltakemy doll'*, *'yesterday- tonight'*, *'lioness- lion'*, *'bet-bad'*, *'fortunately unfortunately'*, *'popular-unpopular'*, *'paid-unpaid'*, *'kind-unkind'*.

Actually the speaker intended to utter 'Sometimes I have *'putten it in- put itin'* my cupboard'. Typically the *'putten it in'* and *'put it in'* are members of same semantic category. The word *'putten it in'* is verb, where as *'put it in'* is verb too. When the speaker realized that she had slipped directly, she made correction by changing in appropriate word to be the correct one. The sentence that was intended to utter is 'the symbol of Singapore is 'lioness, I mean *'lion'*, the speaker had slipped in saying the word *'lion'* to be *'lioness'*. Actually the appropriate one is *'lion'* and lioness are similar semantically, because they are members of same semantic category. They are animals. The speaker made correction by giving a correction phrase 'I mean' then she continued her intended word *'lion'*. For the word *'bad'*, the speaker wanted to utter *'bad'*, suddenly she uttered *'bet'*. The syllable is taken from *'bad'*. So, she anticipated the 'e' at the middle of *'bet'* in her pronunciation of *'bad'*, it became *'bet'*. The *'bad'* is uttered to be the target word.

When the speaker realized that she had made word substitution she made correction without giving a correction phrase but by changing the inappropriate word to correct one *'bad'* directly. Actually the speaker intended to utter Please *'bake my doll-take my doll'*, Iwant to wash right now. Typically the *'bake my doll* 'and *'take my doll'* are members of same semantic category. The word

'bake my doll' is verb, whereas 'take my doll' is verb too. When the speaker realized that she had slipped directly, she made correction by changing in appropriate word to be the correct one.

The speaker intended to say 'I want to go to my grandmother house 'yesterdaynight- tonight'. Yet the speaker said 'tonight' for the word 'yesterday night'. Infact, 'yesterday night' and 'tonight' are members of same semantic category; they similarly refer to certain time. But they have opposite in meaning (antonym); the word 'yesterday night' indicates the even was over, where as the 'tonight' indicates the even is going to be done. In this slip the speaker corrected his utterance directly without saying a correction phrase, and directly by putting the appropriate.

The speaker produced the word 'unfortunately' in his sentence, but he had deleted a suffix 'un' and that word and the word become 'fortunately'. When he produced the word 'fortunately' it was not appropriate because there is no relationto his information given. The speaker corrected her word by adding a suffix 'un' for the word 'fortunately' because the intended word is 'unfortunately, the speaker did not give a correction phrase in her correction. Actually the speaker produced the word 'unpopular' in his sentence, but he had deleted a suffix 'un' and that word and the word become 'popular'. When he produced the word 'popular' it was not appropriate because there is no relation to his information given. The speaker corrected her word by adding a suffix 'un' for the word 'popular' because the intended word is 'unpopular'; the speaker did not give a correction phrase in her correction.

Actually the speaker produced the word *'unpaid'* in his sentence, but he had deleted a suffix *'un'* and that word and the word become *'paid'*. When he produced the word *'paid'* it was not appropriate because there is no relation to his information given. The speaker corrected her word by adding a suffix *'un'* for the word *'paid'* because the intended word is *'unpaid',* the speaker did not give acorrection phrase in her correction.

The speaker produced the word *'unkind'* in his sentence, but he had deleted asuffix *'un'* and that word and the word become *'kind'*. When he produced the word *'kind'* it was not appropriate because there is no relation to his information given. The speaker corrected her word by adding a suffix *'un'* for the word 'kind' because the intended word is *'unkind'*; the speaker did not give a correction phrase in her correction.

2. Addition

Additions, the intended to utter what he/she wants to say occasionally he/she adds linguistic material in his/her sentences, but typically related to the phonemes, morphemic affixes (prefixes and suffixes), article, prepositions, conjunctions, words, or even phrases. The slips of the tongue which are supposed to be addition are the word: *'hadno- had', 'or', 'prepaired-prepare', '80, 92%-82%l'.*

The speaker intended to say *'had'*; occasionally he added a word *'had no'* after the word 'had'. It became *'had no'*. The word *'no'* is a linguistic material that to be additional word. The *'no'* is not needed in speaker utterances. For this addition tongue-slip the speaker deleted the additional word *'no'* directly to make his utterance correct, he did not say a correction phrase. So it becomes

the word *'had'* only. The utterances *'prepaired'* needs to be losing in order to make the speaker utterances clear. But the intended prefix was leaved out by the speaker occasionally. When the speaker realized about that, he made correction by repeating his utterances and losing a suffix *'red'*, without saying a correction phrase. It becomes *'prepare'*. It was intended utterance that would be spoken by the speaker.

The speaker said that I'm able to speak more slowly than I speak hardly, but my friend speaking *'or'* is hardly. He had slipped when he produced the word *'is'*, incidentally he added the word *'or'* that came before the origin word *'is'* and became 'or is'. The *'or'* is a conjunction but the word *'is'* (are) does not need a conjunction became the word *'is'* only, without giving a correction phrase.

The last anticipation, actually the speakers intended to say *'80, 92%'*, but she said instead *'82%'*, anticipating *'2'* at the second digit of her utterances *'80, 92%'*, in fact, the *'2'* is in fourth digit. The *'80'* is said to be the target word, and the *'92'* is said to be origin of the error (since that is where the *'2'* came from). The speaker change the wrong segment to the appropriate one in making correction ofher utterance became *'80, 92%'* without saying a correction phrase.

3. Deletions

Deletions, the speaker wanted to say the intended utterance but he/she incidentally leaved out the linguistic material in his/her pronunciation. There are several linguistic materials typically related to the phonemes, morphemic affixes (prefixes and suffixes), article, prepositions, conjunctions, words, or

even phrases. The slips of the tongue which are supposed to be deletion are the word: *'sickness- sick'*, *'Ayu Dila Putri Arifin-Ayu Dila and Putri Arifin'*, *'candidate applicant candidate'*, *'today-until today'*, *'first- winner'*.

When the speaker uttered the word *'applicant candidate'* they leaved the word 'applicant' out and their utterance became *'candidate'* only. The speakers wanted to utter that we know that the *'candidate- applicant candidate'* of presidents ther eare three, first is Megawati Soekarno Putri, second is Susilo Bambang Yudoyono, third is Jusuf Kalla. If the speaker said 'candidate' only, it has un intended meaning or different information. We know Megawati Soekarno Putri, Susilo Bambang Yudoyono, and Jusuf Kalla are not a candidate yet but he was an applicant of candidate. When the speaker realized that had slipped so they made correction by repeating and adding the linguistic material which was leaved out, the speakers did not say a correction phrase.

The utterances *'sickness'* needs to be losing in order to make the speaker utterances clear. But the intended prefix was leaved out by the speaker occasionally. When the speaker realized about that, he made correction by repeating his utterances and losing an suffix *'ness'*, without saying a correction phrase. It becomes *'sick'*. It was intended utterance that would be spoken by the speaker.

In fact, the speaker intended to say *'first winner'* but she has tongue slip *'first'*. The speakers leaved out the conjunction 'first'. The *'first'* needed because it was used to connect the previous sentence to the next sentence. It makes the intended information clear. The speaker directly gave the correct words that had been slipped by adding a conjunction 'first'.

In fact, the speaker intended to say *'Ayu Dila and Putri Arifin',* but she has tongue slip *'Ayu Dila Putri Arifin'.* The speakers leaved out the conjunction 'and'. The *'and'* needed because it was used to connect the previous sentence to the next sentence. It makes the intended information clear. The speaker directly gave the correct words that had been slipped by adding a conjunction *'and'.* The word 'today' it should be *'until today'.* The speaker deleted the *'until'* as preposition. The word 'until' refers to certain time 'until today' because Roni *'today-until today'* stayed in the hospital. The *'until'* was needed since it was used to relate the previous utterance to the next utterance. It makes the intended information clear. Secondly, the word *'today'* it should be *'until today'.* The speaker deleted the *'until'* as preposition. It makes the information given more understandable. The speaker directly gave the correct words that had been slipped by a preposition *'until'* for *'today'* became *'until today'*, the speaker did not utter a correction phrase in her correction.

CHAPTER IV

CONCLUSION AND SUGGESTION

After the researcher analyzed and discussed the previous chapter, the researcher makes conclusion and suggestion. The conclusion is drawn based on the formulated research problems and while suggestion is intended to give information to the next researchers who are interested in conducting a research in the same field.

4.1. Conclusion

From the English Conversation Club (ECC) of Islamic High School 2 Probolinggo that was presented, the researcher found the utterances which relate to slips of the tongue. After having discussed about the findings the researcher classified them into six types oftongue-slips. They are first anticipations; the utterances which were found are *'Dana-Dani'*, *'clareful-careful'*. Second blends, there were two utterances wasfound those are *'Adolhits-Adolove hiter'*, '*my stummy hurts-my stomacth hurts'*.

Third misderivation/shift, there are three utterances were found are *'in' 'to'*, *'delliciouses-delicious'*, *'forgot-forgotten'*. Fourth substitutions, the utterances which were found are *'putten it in- put it in'*, *'bake my doll-take my doll'*, *'yesterday night- tonight'*, *'lioness- lion'*, *'bet-bad'*, 'fortunatelly-unfortunately', *'popular-unpopular'*, *'paid-unpaid'*, *'kind-unkind'*. Fifth additions, the utterances that were found are *'had no- had'*, *'prepaired-prepare'*. Sixth deletion, the utterances which were found are *'sickness- sick'*, *'Ayu Dilaand*

Putri Arifin -Ayu Dila Putri Arifin', *'candidate- applicant candidate'*, *'todayuntiltoday'*, *'first-first winner'*.

After having investigation, the researcher found that slips of the tongue completely happened on the speaking class at the tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo.

First, anticipation are the utterances came from the origin, they took place of an earlier segment, and even they were in a later segment of speech, typically relatedto phonemes, morphemic affixes, preposition, conjunction, and whole words are two data. Second, blend is that the utterances took the first half of one and the second half of the other, the speaker leaved out a short stretch of speech are two data. Third, misderivations are that the utterances disappeared from its appropriate location and appeared somewhere else. The speakers attached the wrong preposition to the intended words are three data. Fourth, substitutions are the utterances were replaced by an intruder and differ from previously described slips in that the source of the intrusion may not be in the sentence. The speaker made this kind of tongue-slip typically they are related to phonologically and semantically, also substituted nouns for nouns, verbs for verbs, and adverb. For adverbs, are nine data. Fifth, additions are the utterances were added linguistic materials, when the speakers uttered their intended utterances, they used addition typically related to phonemes, conjunction, and whole words are fourth data. Sixth, deletions are the utterances were leaved out by the speakers when they said their intended utterances are five data. The conclusion is that substitution became dominant because it frequently appeared, whereas anticipation, misderivation and blend were rarely found in this study.

4.2. Suggestion

Slips of the tongue is relevant and informative case that will help language teachers gain in sights into the phenomenon of language slips. So, in understanding the next we are expected not only in spoken form but also in written slips. We have to be careful in giving information orally, because the audiences can catch the main of information given depend on the way how the speaker produce or present the information as well as possible, we have to avoid slips of the tongue in our daily activity in order to avoid the unpleasant thing. The research hopes this thesis is expected to be a way to avoid the existence of slips of the tongue, especially for the speaking class in giving how to pronunciation and others in communicating. And it can give beneficial contribution to the students especially for further researchers who are interested in studying same topic. In addition for the researchers, the writer expects that the future researchers can develop and explore this topic more in different object or different aspect.

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APPENDICES

LIST OF APPENDICES

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2. Data

3. Table of Results

4. Data Collection Activities

5. Curriculum Vitae

Appendix 1

Overview of English Conversation Club (ECC) of Islamic High School 2 Probolinggo

A. The Background of English Conversation Club (ECC) of Islamic High School 2 Probolinggo

English Conversation Club (ECC) of Islamic High School 2 Probolinggo represent an extra-curricular activity of English which have been blazed the way by since 1998 year at Islamic High School 2 Probolinggo (one of Islamic High School located in Probolinggo, East-Java). The English Conversation Club (ECC) of Islamic High School 2 Probolinggo by all of the students shall be deemed to have given many benefits and give education of English with totally good quality. Therefore, many among them suggesting the English Conversation Club (ECC) of Islamic High School 2 Probolinggo become education activity that can manage professionally with good management, so that, it can give benefit to society.

B. Execution

a. Al Qur'An and of Hadist

b. Five principle

c. The constitutions 1945

d. UU No.20 year. 2003 about National Education System

e. PP. No. 73 year. 1991 about School External Education

C. Vision, Mission, and Target

Vision:

"Be education center, development and training of English that have a certain quality and innovative of competitive supported by development of going concern human resource.

Mission:

a. Yielding grade owning English interest passes through education quality and can compete.

b. Carrying out education and training of English quality, and innovative of competitive.

c. Carrying out activity of effective training and study, pleasant and efficient

d. Giving devotion and service to society.

Target:

a. Yielding courses grad capable to communicate with oral good English and also article.

b. Improving achievement of academic gone to school, especially items study of English covering four skills those are: speaking, listening, writing, reading and domination of grammar.

c. Yielding trainer owning adequate knowledge about various method study of English and application can process study with approach of learning joyful and atmosphere learn which is conducive.

D. Target Participant

Target participant becoming especial goals of the English Conversation Club (ECC) of Islamic High School 2 Probolinggorepresent university student and student. This matter is selected especially because this segment have very big market potency and inclination of university student and student which see daylight what important are ability of English to the future of them. Beside that, they represent all generation to continue struggle to increase and develop the quality of State Indonesian.

E. Form Activity

English Conversation Club (ECC) of Islamic High School 2 Probolinggo expected be education center,development and training of focused English at four skills, those are: speaking,listening, reading, writing, and also the understanding of grammar.

F. Place Execution

English Conversation Club (ECC) of Islamic High School 2 Probolinggo located Islamic High School 2 Probolinggo, Soekarno Street. 255, Probolinggo, East Java.

G. Curriculum

English Conversation Club (ECC) of Islamic High School 2 Probolinggo develop focused education program at four basic skills those are: speaking, listening, reading, writing, and also domination of grammar. For the realization of the

mentioned, English Conversation Club (ECC) of Islamic High School 2 Probolinggo develop three model management of education. Those models are:

1. Student Visit

As other courses of this program model is executed by classes provided by the tongue in the English Conversation Club (ECC) of Islamic High School 2 Probolinggo where student following courses come to courses place to follow programs have been provided by institute. This model can cover all good program type of training and also courses.

2. Teacher Visit

This Model Program implemental of schools, where all tutor come to school to give courses to student and also to enthusiastic teacher follow training of methodologies, as model of student visit, this model also cover all good program type of courses program and also training.

3. EEM (English Environment Making)

Representing management of education program to the institutions and institute wishing environmental creation of English in daily activity. In this program, English Conversation Club (ECC) of Islamic High School 2 Probolinggo personate coach of English at the

same time as consultant in development of daily English.

H. Methodology

English Conversation Club (ECC) of Islamic High School 2 Probolinggo use fantastic brain method focused at development of skill and ability of speaking. Brain cover of this program are:

a. Forming of student psychology. In course of all members given by elementary concept that English is not improbability studied and inculcate to them that Lesson of English is gratify and easy.

b. Teacher character. Teacher have very important role in course of study, because teacher claimed to be able to behave fairly, cheerful, and attention. Beside that teacher claimed to can to comprehend the condition of student psychology so that can make study atmosphere become conducive and in control.

c. Formed Instruction curriculum systematically and each other related so that participant can reach goals.

d. Class Management. In ECC, the class formed in such a manner, so that; the process study can become balmily, conducive, and please.

e. Method of forwarding of by using Language which is easy to be comprehended by all educative participant.

f. Guide-Book. Guide-Book watering down all educative participant, so that in course of learning they needn't writing many and can focus at what taught by teacher

I. The program of Education

a. Unit Courses of English for Children

The Purposes:

1. Grow motivation learn English to develop; build strong base to study of English.

2. Giving ability of base communicate in English for the context of everyday life.

Level 1

This Level is destined to basic learners. At this level of the items given is recognition of everyday life vocabulary and expression usage of English as according to basic storey; level growth of ability of students speaking by using approach of learning joyful and active-interactive.

Level 2

This Level is destined to intermediate learners. The items given is recognition of everyday life vocabulary and expression usage of intermediate English storey; level related to this topic of related to students world, by using approach of learning joyful and active-interactive .

Level 3

This Level of allotment to advanced learners. The items given is recognition of everyday life vocabulary and expression usage of advanced English storey; level related to this topic of related to students world, by using approach of learning joyful and active-interactive.

General English

The Purposes:

1. Creating grad capable to comprehend and use English as actively, fluent, precise, and correctness.

2. Inculcating values and ethics of Moslem pass-through process study of English.

Basic

1. Program of Speaking

Goals Ability: Application of communication elementary, elementary grammar, everyday vocabulary, ability in debating and playing at english scrabble, and also presentation in formal condition.

2. Program of Grammar

Goals Ability: comprehending items of grammar and also application can in basic problems as lesson which have been studied.

Intermediate

1. Program of Speaking

Goals Ability: communications application can continuation, continuation grammar, continuation vocabulary, understanding cultural cross, difference of function of vocabulary, pronunciation, and America Vocabulary British .

2. Program of Grammar

Goals Ability: can comprehend items of grammar continuation, and application at continuation problems.

ESP (English for Specific Purposes)

1. Business English

Goals Ability: application can speaking, grammar, vocabulary, listening, respective cultural with business, and also understanding will everything which is connect with business

2. EAP (English for Academic Purposes)

Goals Ability: Application can speak, grammar, vocabulary, listening, cultural related to education, and also theories which is connect with education.

3. Translation

Goals Ability: comprehending items about translate easy to and precisely, and also application can in good translate of English-Indonesia and also of Indonesia-English swiftly and precisely.

TOEFL

Goals Ability: Strategy answers problems of toefl with easy, quickly, and precisely.

IELTS

Goals Ability: Strategy answers the problems with easy joyful, quickly, and precisely.

TOEIC

TOEIC (Test English International Communication for of) one of the test of prerequisite which is usually used for overseas company in acceptance of officer, to determine the readiness of in following performed a training technical in English, and to measure effectiveness an program. Target of program of TOEIC this is worker at company of international, all searchers of activity, and management business major's student and commercial. In execution of this program all participant of courses will be given by special trick in replying problem of TOEIC swiftly and correctness. In course of him, participant of courses will conducting many problem practices which in consorting by professional tutor and experience.

b. Unit Training

Training of English Teacher

This Program aim to prepare instructor energy which is professional in study of English, especially in management of class so that can create atmosphere learn which is conducive. These programs only for environmental English teacher of good school of base and also are middle. In this program all teachers in giving knowledge addition about methodologies study of efficient and effective English.

Beside that all of the teacher will be guided for the application of strategy and method teaches matching with requirement all students.

Training of Trainer

This Program is meant to prepare all reliable trainer capable to give knowledge about various method study of English to all instituted other instructor or its institution each. In execution of this training program, all participant of training will be given by study methods which are up-to-date and is accurate, so that all application grad can directly. This Training program is handled direct by is expert of education of have national level.

J. Organizational Management

Organization Chart

Headmaster

Vice of Headmaster

Secretary

Treasurer

Administration Education

Advisor/Tentor

Students

K. Job Descriptions

Vice of Headmaster

a. Be in control of entire good program in and also exit

b. Planning and coordinating entire program

c. Performing a institute programs evaluation

d. Follow up cooperation network which exist.

Head Master

a. Executing education program and development of potency of academic instructor

b. Conducting, monitoring, controlling, and evaluating to instructor performance

c. Making and executing program which related to education

d. Be in control of election of education methodologies

e. Making report written to the result of training to education division

f. Be responsible to the all monetary circulars of institute

g. Making planning of activity budget

h. Making financial statement every final semester.

Appendix 2

Data

(1) Tuesday, 18th February 2014

When I arrive fully, they *'had no- had'* eaten meatball.

(2) Wednesday, 19th February 2014

I'm able to speak more slowly than I speak hardly, but my friend speaking *'or'* is hardly.

(3) Thursday, 20th February 2014

Anis, how about your homework, has you do it all? 'Doni asks', I have do it my homework *'Dono-Doni'*, Mrs. Tita answer.

(4) Friday, 21st February 2014

Well, lets me ask something to you, do you agree young married? 'Sinta said'. No I disagree, 'wati answer'. Young married is very dangerous for us, it gives many influences for us, we think about our economic *'in' 'to'* our family, and do you

know *Mr. adolhits* it means *Mr. Adolov hiter* beside our house? He has no job, so that he can not give money to his wife because he got young married.

(5) Saturday, 22nd February 2014

I'm sorry sir; I can not join your class because I'm *'sickness- sick'*.

(6) Monday, 24th February 2014

Lets me introduce our self, my name is *'Ayu nisa putri arifin'*. Means that 'Ayu nisa and putri arifin', we are friendship forever.

(7) Tuesday, 25th February 2014

Its very *'delliciouses-delicious'* food, I want to eat all.

(8) Wednesday, 26th February 2014

I had *'forgot-forgotten'* about it.

(9) Thursday, 27th February 2014

Sometimes I have *'putten it in- put it in'* my cupboard.

(10) Friday, 28th February 2014

Please *'bake my doll-take my doll'*, I want to wash right now.

(11) Saturday, 1st March 2014

Sir, I want to go to bathroom, because my *'stummy- stomach hurts'*.

(12) Monday, 3rd March 2014

Well, I need to *'prepaired- prepare'* five minutes.

(13) Tuesday, 4th March 2014

I want to go to my grandmother house *'yesterday night- tonight'*.

(14) Wednesday, 5th March 2014

We know that the *'candidate- applicant candidate'* of presidents there arethree, first is Megawati Soekarno Putri, second is Susilo Bambang Yudoyono, third is Jusuf Kalla.

(15) Thursday, 6th March 2014

Roni *'today-until today'* stayed in the hospital.

(16) Friday, 7th March 2014

The name of the symbol Singapore is *'lioness, I mean lion'*.

(17) Saturday, 8th March 2014

Be *'clareful-careful'* when you driving your car.

(18) Monday, 10th March 2014

How are you? 'Mrs.Lika asks', not *'bet-bad'* ani answers.

(19) Tuesday, 11th March 2014

The *'first- winner'* in this competitions is Abdul Arif.

(20) Wednesday, 12th March 2014

'fortunatelly-unfortunately' he is got accident, suddenly ambulance come and directly bring him to hospital.

(21) Thursday, 13th March 2014

More than '80, 92%'- 82%' American got pig virus.

(22) Friday, 14th March 2014

Their acting *'popular-unpopular'* by the director, so, they don't get the players the main characters in that movie.

(23) Saturday, 19th March 2014

Almost 80% peoples in this countries *'paid-unpaid'* tax.

(24) Monday, 20th March 2014

Her husband *'kind-unkind'* to his wife, everyday she got angry from her husband.

Appendix 3

Table of Results

No	Date	Utterances	Slip of the Tongue	Type
1	Tuesday, 18th February 2014	When I arrive fully, they *'had no- had'* eaten meatball.	Had had no	Addition
2	Wednesday, 19th February 2014	I'm able to speak more slowly than I speak hardly, but my friend speaking *'or'* is hardly.	Is Or	Addition
3	Thursday, 20th February 2014	Anis, how about your homework, has you do it all? 'Doni asks', I have do it my homework *'Dono-Doni',* Mrs. Tita answer.	Doni Dono	Anticipation
4	Friday, 21st February 2014	Well, lets me ask something to you, do you agree young married? 'Sinta said'. No I disagree, 'wati answer'. Young married is very dangerous for us, it gives many influences for us, we	it means *Mr. Adolov hiter* beside our house? He has no job, so that he can not give money to his wife	Misderivation because he got young married.

		think about our economic *'in' 'to'* our family, and do you know *Mr. adolhits*	- Mr. Adolove Hiter - To - Mr. Adolhits - In -Blend	
5	Saturday, 22nd February 2014	I'm sorry sir; I can not join your class because I'm *'sickness- sick'*.	Sick-Sickness	Deletion
6	Monday, 24th February 2014	Lets me introduce our self, my name is *'Ayu nisa putri arifin'*. Means that 'Ayu nisa and putri arifin', we are friendship forever.	Ayu Nisa dan Putri Arifin Ayu Nisa Putri Arifin	Deletion
7	Tuesday, 25th February 2014	Its very *'delliciousesdelicious'* food, I want to eat all.	Delicious-Delliciouses	Misderivation
8	Wednesday, 26th February 2014	I had *'forgotforgotten'* about it.	Forgotten-Forgot	Misderivation
9	Thursday,	Sometimes I have *'putten it*	Put in it	Substitution

	27th February 2014	*in- put it in'* my cupboard.	Putten in it	
10	Friday, 28th February 2014	Please *'bake my doll-take my doll'*, I want to wash right now.	Take my doll Bake my doll	Substitution
11	Saturday, 1st March 2014	Sir, I want to go to bathroom, because my *'stummystomach hurts'*	Stomach Hurts Stummy hurts	Blend
12	Monday, 3rd March 2014	Well, I need to *'prepairedprepare'* Five minutes.	Prepare Prepaired	Addition
13	Tuesday, 4th March 2014	I want to go to my grandmother house *'yesterday night-tonight'*.	Tonight Yesterday night	Substitution
14	Wednesday, 5th March 2014	We know that the *'candidateapplicant candidate'* of presidents there are three, first is Megawati Soekarno Putri, second is Susilo Bambang Yudoyono, third is Jusuf Kalla.	Applicant candidate Candidate	Deletion
15	Thursday, 6th March 2014	Roni *'today-until today'* stayed in the hospital.	Until today Today	Deletion

16	Friday, 7th March 2014	The name of the symbol Singapore is *'lioness, I mean lion'*.	Lion Lioness	Substitution
17	Saturday, 8th March 2014	Be *'clarefulcareful'* when you driving your car.	Careful Clareful	Anticipation
18	Monday, 10th March 2014	How are you? 'Mrs.Lika asks', not *'bet-bad'* ani answers. *'fortunatellyunfortunately'* he is got accident, suddenly ambulance come and directly bring him to hospital.	Bad Bet Unfortunately Fortunately	Substitution
19	Tuesday, 11th March 2014	The *'first- winner'* in this competitions is Abdul Aziz.	Firts winner First	Deletion
20	Wednesday, 12th March 2014	'fortunatelly-unfortunately' he is got accident, suddenly ambulance come and directly bring him to hospital.	fortunatelly-unfortunately	Addition
21	Thursday, 13th March 2014	More than '80, 92%'- 82%' American got pig virus.	80, 92%'-82%	Blend
22	Friday, 14th	Their acting *'popular-*	popular-	Addition

	March 2014	*unpopular'* by the director, so, they don't get the players the main characters in that movie.	unpopular	
23	Saturday, 19th March 2014	Almost 80% peoples in this countries *'paid-unpaid'* tax.	paid-unpaid	Addition
24	Monday, 20th March 2014	Her husband *'kind-unkind'* to his wife, everyday she got angry from her husband.	kind-unkind	Addition

Appendix 4

Data Collection Activities

Day	Date	Activities	Description
		Observation coming to the class and sitting down beside the students	introducing each others and directly start to listen students speaking class
		Observation coming to the class and hearing the conversations between the students and the teachers	the researcher tries to found slips of the tongue in their conversations
		Observation coming to the class, and when the students are presenting the lesson	the researcher field note when there was some students uttered slips of the

			tongue in their speaking class
		Observation coming to the class, the teacher starts the lesson and every student in that class must come forward	In front of the class they speech by the title "Young married"
		Observation coming to the class, the activity in the class is describing people, color, dresses, and their selves, in the students speaking class	The researcher found many mistake slips of the tongue and directly field note
		Observation on conversation about daily routine such as greeting each others using simple past, continuous and conjunction in the speaking	the researcher found slip of the tongue
		Observation coming to the class, and the activity of the students is reading fun, every student is uttering the sentence	The researcher always found slips of the tongue
		Observation coming to the class, and joining the student's activity that is debating. And directly making a group, each group three students by the title drugs	But in their speaking always there was tongue-slip, and the researcher directly field note
		Observation coming to the class, and seeing the student telling experience in front of the class, that's funny telling experiences, because every student has different experiences	The students still do the mistake when uttering the conversation. The researcher field note

		Observation coming to the class, and the teacher explains about basic acting	Then, the students practice it by speaking class and try to found tongue-slip
		Observation coming to the class, the students catching stories	the researcher listen their conversations and found tongue-slip in their speaking
		Observation coming to the class, the students are playing drama in front of the class	listens uttered tongue-slip in every conversation. The researcher fields note
		Observation coming to the class, seeing the students making jokes, in fact, they have many tongue-slips when uttering every word	The researcher directly fields note
		Observation coming to the class, the students are making bat out and reading in front of the class	But many grammatical errors and tongue-slips in their pronunciation
		Observation coming to the class, the students are asking question to the teacher	She/he has wrong pronunciation when uttering the sentence
		Observation coming to the class, the teacher makes introduction game, in order the students having fun when they are joining	But, when the students are making conversation with

		lesson.	their friends, the students always uttered many tongue-slip mistakes. The researcher fields note
		Observation Coming to the class, the researcher joins to the class activity such as playing drama and debating	founding tongue slip when they are speaking
		Observation oming to the class. From every sentence, paragraph, and conversation	the researcher make list and divides the data into six types of slips of the tongue
		Observation coming to the class, founding many mistakes in speaking class	The dominant students tongue-slip is dominant deletion
		Observation coming to the class, the students make a group of conversation and directly practice it in front of the class	The researcher still found many mistakes in their conversation especially tongue-slip
		Observation coming to the class	the researcher founds the student's tongue-slip in the speaking class, and fields

			note
		Observation coming to the class, found many mistake in their speaking class	The researcher directly field note
		Observation coming to the class, the students make bat out and read in front of the class	But there are many grammatical errors and tongue-slips in their pronunciation

THESIS GUIDANCE SCHEDULE

Nama   : Oktaviani Ika Amalia
NIM   : 10320014
Jurusan   : Bahasa dan Sastra Inggris
Dosen Pembimbing : Dr. Syafiyah, M. A
Judul Skripsi   : A Psycholinguistic Analysis on Slips of the Tongue in

English Conversation Club (ECC) of Islamic High School 2 Probolinggo

No.	Subject	Date	Signature
1.	Chapter I	07th March 2014	1.
2.	Revision of Chapter I	28th March 2014	2.
3.	Revision of Chapter I	04th April 2014	3.
4.	Giving feedback of chapter I	11th April 2014	4.
5.	Chapter II	18th April 2014	5.
6.	Revision of Chapter II	25th April 2014	6.
7.	Revision of Chapter II	16th of May 2014	7.
8.	Giving feedback of chapter I&II	20th May 2014	8.
9.	Chapter III&IV	27th May 2014	9.
10.	Revision Chapter III & IV	30th May 2014	10.
11.	Collecting all chapter	04th June 2014	11.

Malang, June 5 2014
Approved by
the Head of the English Language
and Letters Department

Dr. Syamsuddin, M. Hm
NIP 19691122 200604 1001

CURRICULUM VITAE

A. Identity

Name   : Oktaviani Ika Amalia

Place and Date of Birth   : Probolinggo & 21st October 1992

Address   : Ambulu Damaran No. 79 RT 03 RW 01, Kec. Sumberasih,

                                Kab. Probolinggo

Sex   : Female

Religion   : Islam

Hobbies   : Teaching & Business

Mobile   : 085 85 123 22 55

B. Educational Background

1. Kindergarten "Hudaya" (1996-1997)
2. Elementary School "Banjarsari 1" Probolinggo : (1997-2004)
3. Junior High School "Sumbeasih 1" Probolinggo : (2004-2007)
4. State Islamic High School 2 Probolinggo (2007-2010)
5. State Islamic University of Maulana Malik Ibrahim Malang (2010-2014)

C. Organization Experiences
1. ECC (Cheff)
2. AMIPRO (Co. Business Management)

D. Motto

"Think you can, and then absolutelly you can"

Yang Bertandatangan,

Oktaviani Ika Amalia

NIM. 10320014