

CHAPTER I

INTRODUCTION

This chapter convers about background of the study, statement of the problem, objective of the research, significances of the research, limitation of problem, previous study, and organization of writing.

A. Background of The Study

Language is tool of communication for human which consists of a set of sound or written symbols. Human used language for communicate with other people. So, all of people in the world can understand what their means. But in this world have many languages. One of them is English.

English is used to communicate with other people from different country. So, English is referred to as an International Language. According to Dr. M. F. Patel and Praveen M. Jain : “International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language”.¹ It means English is really important for our life, especially for development of knowledge, science, culture, and relationship among country.

¹ Patel, M.F. & Jain, Praveen M. (2008). *English Language Teaching (Method, Tools & Techniques)*. Jaipur : Sunrise Publishers & Distributors.

English has four skills. They are speaking, reading, listening, and writing. Related to that statement we have to know that English can be divided into two types based on the process, active skills (speaking and listening) and passive skills (reading and listening). These four language skills should be learned by anyone who English learning. So that, they can use language well, particular express their ideas either oral or written language.

As one of four language skills, speaking skill considered as the most difficult because it must be involving vocabulary mastery, pronunciation and grammar. However, speaking skill should give to students for it is a part of language learning and will useful for them. In speaking skill have various kinds of speaking like conversation, telephone calls, daily dialogue, storytelling, speech, and etc.

According to Harley (2006) “Natural speech is far from perfect: it is replete with filled and unfilled hesitation and errors”². A speech error is an unintentional movement, addition, deletion, blending or substitution of material within an utterance or between utterances. Speech error is mismatch between what we intend to say and what we actually say. It means that speakers say something they do not means to say. In speech error divided into seven types, they are: filled pause, repeat, silent pause,

² Trevor A. Harley, “*Speech Errors: Psycholinguistic Approach*” The Encyclopedia of Language and Linguistics vol. 11, 2nd, December 2006, p. 2

stutters, interjection, correction, and slip of the tongue. The writer focuses on analyzing the slip of the tongue.

Slip of the tongue defined as unintended, non-habitual deviation from a speech plan (Dell in Poulise, 1999: 1, in Rismanita, 2016: 188)³. Slip of the tongue may be considered as a simple mistakes or accidents, but everyone seems to produce such slip of the tongue. A slip of the tongue can be defined as a type of speech error in which sound, syllable, or whole words change their locations between two or more words in an utterance. In slip of the tongue, a speaker wants to say something but unintentionally says something else. Dell (1986) “argued when people utter something other than what they really want to say, it happens accidentally and their unconscious thoughts broke their concentration while they are speaking.”⁴

In slips of the tongue the writer must pay attention to the pronunciation and speech act of the speaker, both of which are important part of speaking. One indicator of being able to speak is having good pronunciation. Slip of the tongue is one factor that is blocking good pronunciation. For the non-native speaker, pronunciation is one of the most important parts in English communication, because by using good

³ Rismanita Ayu, “*Errors An Oral Production Made by English Department Students In Microteaching Class At Universitas Muhammadiyah Surakarta*”, Jurnal Penelitian Humaniora, Vol. 17 No. 2, Agustus 2016, p. 188

⁴ Claudya Nabillah, Thesis. “*Slips of Tongue of News Anchor*”, Malang: UIN Maulana Malik Ibrahim Malang, 2015, p. 1

pronunciation we can avoid misunderstanding between speakers.⁵ In addition pronunciation is one of the factor in the occurred of slip of the tongue, the speech act is also included in one of them. Speech act is a way people to communicate. In speech act, sometimes people have error. Un-fluency and error cause mistake in speech act. Periodically, they can produce discourse that is inappropriate between what they say and what they mean. To use words being opportune, sometimes speaker stopped for a while. It is called pause phenomena. While speaker happen error (inappropriate between what that say and what mean) at conversation, it is called the slip of the tongue phenomena.⁶

Slip of the tongue is a phenomenon that occurs in speech production with the result that what they say is not really what they mean or they want to. Slip of the tongue may occur for all people whether they are fluent in speaking or not. People who are speaking well (native speaker) are possible to make a slip. It can be caused that the speech they produce is not in hand with what in their tongue (Fromkin, 2006)⁷.

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

⁵ Moh. Ali Imron Mustofa & Enni Akhmad, “*Identifying the Slip of Tongue in EFL Classroom: One Error that Blocked Students’ Fluency in Speaking*”, Journal al-Lisan, vol. 3, No.2, August 2018, p. 47

⁶ Muhamad Asyura, “*Pause and Slip of the Tongue on Stand Up Comedy show in Indonesia*”, International E-journal of Advances in Social Sciences, vol. III, No.7, April 2017. P. 188

⁷ Claudya Nabillah, Thesis. “*Slips of Tongue of News Anchor*”, p.2

what the particular error will be, someone can predict what kind/types of error that will appear. In slip of the tongue divided into five types, they are: anticipations, preservations, metathesis, additions and omissions, and other speech unit (Nick, 1998)⁸.

The writer focuses on analyzing slip of the tongue in speech students at EFL classroom. The reason why the writer takes the complication of the students' speech slips of the tongue as project because slip of the tongue does not only happen in daily students' conversation but also in the students' speech. One of examples is slip of the tongue of the speech student, when teacher give assignment to speech in front of class, student make slip of the tongue. For example, when students intended to say "*ten*" but said instead "*tin*". In addition, when students talk with their friends, students often say "*bad moot*" but it should be said "*bad mood*" instead of "*bad moot*". In this case is called slips of the tongue type preservation. According to Nick (1998), preservation is substitution or addition of a sound which has occurred earlier in the phrase being uttered".⁹ Even though the students are reading a text while they are speech but they had slips of the tongue.

⁸ Nick Cipollone, et. Al., *Language File*. (Ohio: Ohio University Press, 1998). p. 301-303

⁹ Nick Cipollone, et. Al., *Language File*. p. 303

The writer uses the complication of speech student fails or slips of the tongue audio as the object. The second one, the writer only focuses, mentions, and describes about the type of slip of the tongue in speech student, and does not mention about the other part of speech errors like syntactical errors, grammatical errors, and so on. For this study, the writer gains more ideas from the previous study that written by Claudya Nabillah Riza Putri (11320051), by the title of paper “*Slips of Tongue of News Anchor*”. She used the theory of Fromkin (1973), such as anticipations, preservation, reversals/exchange, blends/ haplogologies, misderivation/shifts, substitutions, addition and deletion. In her research, she found only six out of eight types of slips of the tongue.¹⁰

Therefore, based on the problems above, the writer would like to conduct the study about students’ in slips of the tongue under the title “STUDENTS’ SLIPS OF THE TONGUE IN ENGLISH SPEECH”.

B. Statement of The Problem

Based on the background of the research, the writer focuses as follows:

1. What types of slips of the tongue produced by student?
2. What causes of slips of the tongue produced by student?

¹⁰ Claudya Nabillah, Thesis. “*Slips of Tongue of News Anchor*”, p. 16-23

C. Objective of The Research

Based on the problem above, the writer formulated the objectives of research as follow:

1. To explain the types of slip of the tongue produced by student.
2. To investigate the causes of slips of the tongue produced by student.

D. Significances of The Research

1. For the teacher

For the teacher, it is hope that the research could be one of the references who are interested in psycholinguistics filed. From this research, teacher can know about the definition and types of slip of the tongue. Moreover, when teacher gives a speech in front of class, the teacher can also make an error. So, with this research the teacher can improve his/her speaking skills.

2. For the student

This research can show to the students about the errors they made, so by read the analysis they can know their mistake, and it can improve their speaking ability.

E. Limitation of The Problem

This research focuses on analyzing slip of the tongue. In addition this research only focuses mentions and describes about the type slip of

the tongue in speech students, and does not mention about the other part of speech errors like syntactical errors, grammatical errors, and so on.

F. Previous Study

There are many researchers that have conducted in slips of the tongue. Thus for, researchers have investigated about slip of the tongue in a variety context such as:

1. Claudya Nabillah Riza Putri (11320051) finished her study at 2015 in English Department of State Islamic University “MMI” Malang, by the title of paper “Slips of Tongue of News Anchor”. She uses the complication of news anchor fails or slips of tongue videos as the object in Great Britain only. She only focuses mentions and describes about the type and the experience of news anchor, and does not mention about the other part of speech errors like syntactical errors, grammatical errors and so on. She classified some types of error based on Fromkin theory (1973) such as, anticipations, preservations, reversals/exchange, blends/haplologies, misderivations/shifts, substitutions, additions, and deletions. In her research, she concluded that not all of the types of slip of tongue are made by the news anchor in the complication videos. Only six out of eight types of slip of tongue found. The context supported the slip are situation, limited duration, and spontaneity. From the previous study above, the writer

want to make different research by focusing the discussion on student, it need activity in order to discourage students to improving their knowledge.

2. Moh. Luki Asrofi (121112129) finished his study at 2016 in English Department of University of Airlangga Surabaya, by the title of paper “Slips of the Tongue by Prabowo’s Witness in the Constitutional Court”. This research was conducted the study in order to analyze further about slips of the tongue, especially those that occur in the utterances produced by Prabowo’s witness in the constitutional court, and he analyzed by using the combine types of slips of tongue proposed by Fromkin (1997) and Harley (2001). The analysis of the data yielded a total of 13 slips of the tongue. There are 9 witnesses that had been analyzed and the analysis of the data showed the four types of slip of the tongue (word exchange, word substitution, misderivation, phoneme deletion). Moreover, word substitution is the most common slip whit a total 6 slips of the tongue or 50% of the data.
3. Richard V. Yazmajian, M. D. (1966), by the tittle of journal “Verbal and Symbolic Processes in Slips of the Tongue”. His research background that he was forced by a patient who presented him with the clinical necessity of analyzing a specific slip whose recurrence

had assumed symptomatic proportions. He used theory of Freud. The result of his research is tendency to commit slips is considered to be a “normal” psychopathological phenomenon. “Normal” slips comprise the center of a spectrum whose poles are characterized by symptomatic slip formation at one end, and at the other by fear of making slips which result in their almost total absence in everyday life.

G. Organization of Writing

This research is systematical divided into five chapters the following is short description about what each chapter contains.

Chapter 1 is introduction. In this chapter the researcher puts some points: background of the study, the statement of the problem, the objective of the research, the significance of the research, the limitation of the problem, and the writing organization.

Chapter 2 is theoretical framework. This chapter discusses theoretical background, slips of the tongue, type of slips of the tongue, English speech, method of speech, and function of speech.

Chapter 3 is research methodology. Which consist of the research method, the place and time of the research, population and sample, the research instrument, the technique of data collecting and the technique of data analyzing.

Chapter 4 is research finding. Consist of research finding of the data.

Chapter 5 is closing. Which contain of the conclusion and suggestion.