

CHAPTER II

THEORETICAL FRAMEWORK

This chapter reviews the underlying theories of the study; they are slip of the tongue included types and causes of slip of the tongue, and the English speech.

A. Slip of The Tongue

A slip of the tongue is one of the types of speech error which sounds or entire words are rearranged between two or more different words. Slip of the tongue is mistakes in speaking. Speaking is one of the English skills that is very crucial to be learned by the non-native learners.¹ According to Harley (2006) “Slips of the tongue are errors involving the sounds or words of the language, and provide a window onto the processes of speech production”.² Slips of the tongue are something that you say by accident when you intended to say something else. Based on Nick (1998), by “slips of the tongue” we mean any inadvertent flaws in a speaker’s use of his or her language.³ Everyone seems to produce such slips of the tongue. Slips of the tongue resulted from repressed thoughts which are revealed by the particular errors which a speaker makes. According to Ellis (1996)

¹ Agnes Maria Diana Rafael, “*Analysis on Pronunciation Errors Made By First Semester of English Department STKIP CBN*”, Loquen: English Studies Journal, 2019, p. 1

² Trevor A. Harley, “*Speech Errors: Psycholinguistic Approach*”, p. 1

³ Nick Cipollone, et. Al., *Language File* , p.300

“The errors that speakers make can be influenced by variety of factors. For example, they may make error in speaking, but not in writing, as a result of the different processing conditions involved”⁴.

In general, this mistake occurred due to accident and was not realized by the speaker. This mistake can be caused by several factors such as, fatigue, not concentration or too emotional.

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. In slip of the tongue, a speakers want to say something but unintentionally says something else.⁵ The phenomenon of slip of the tongue seems to be something simple, but the reality is not. This phenomenon at least raises some consequences for the speakers and listeners. The first is for speakers can reduce speaker creativity. According to Heaton (1982), to speak to someone means to say something, show something to him and to entrust one another mutually to what is shown.⁶ The second is for listener, by slip of the tongue can change the meaning of the word. So, slips of the tongue should be not be considered trivial and in significant.

⁴ Rod Ellis. *The Study of Second Language Acquisition*. Oxford: Oxford Unifersity Press 1996, p.49

⁵ Moh. Luki Asrofi. A Thesis. “*Slips of The Tongue Produce by Prabowo’s Witness in The Constitutional*”. (Surabaya: Universitas Airlangga) 2016, p. 1

⁶ J. M. Heaton, “*Freud and Heidegger on the Interpretation of Slips of the Tongue*”, *Journal of the British Society for Phenomenology*, vol. 13, No.2, 1982, p. 131

1. Types of Slip of The Tongue

In his book, Nick Cipollone (1998) classifies the types of slip of the tongue in five types that are anticipation, preservation, metathesis (spoonerism), additions and omissions, and other speech unit. The explanation of the five types is below.

1. Anticipations

This type of error involves the substitution or addition of one sound which comes later in an utterance for one which comes earlier. Dell (1981) “A unit in the stream of speech appears too soon, possibly replacing the unit that should have appeared”.⁷

For example:

Intended utterance:	Actual utterance:
Splicing from one tape	Splacing from one tape
M. U. Values	M. view values

Consider anticipations, for example *M. U. values* > *M. view values*, the speaker intended to say *M. U. values*, but said instead *M. view values*, “anticipating” the *v* at the beginning of *values* in this pronunciation of *M. U.*, (the arrow means “was mispronounced as”). In this example *M. U.* is said to be

⁷ Gary S. Dell & Peter A. Reich, Stages in sentence production: An analysis of speech error data. *Journal of Verbal Learning and Verbal Behaviour*, 20, 1981 p.20

a target word, and *values* is said to be the origin of the error (since that is where the *v* came from).

2. Preservations

These involve the substitution or addition of a sound which has occurred earlier in the phrase being uttered. Dell (1981) “A unit that has already occurred in the stream of speech recurs later, possibly replacing the unit that should have occurred”⁸.

For example:

Intended utterance:	Actual utterance:
Pale sky	Pale skay
John praised the man	John praised the pan

The speaker intended to say *John praised the man*, but the speaker said instead *John praised the pan*, the speaker has preservation the *p* at the beginning of *praised* in his pronunciation of *man*. In this example *praised* is said to be a target word and *man* is said to be the origin of the error since that is where the *p* of *pan* came after the origin (*man* > *pan*) (an earlier segment that is *praised* replaces a later item).

⁸ Gary S. Dell & Peter A. Reich, *Stages in sentence production: An analysis of speech error data*, p.20

3. Metathesis (Spoonerism)

Metathesis is the switching of two sounds, each taking the place of the other. When a metathesis involves the first sounds of two separate words, the error is called a spoonerism, named after the **Reverend Spooner**, a renowned chronic sufferer of this type of slip of the tongue. Harley (2006) “Spoonerisms are errors where the initial consonants of words have exchanged”.⁹

For example:

Intended utterance:	Actual utterance:
Dear old queen	Queer old dean
Fill the poo	Fool the pill
A heap of junk	A hunk of jeep

From the example above, shows that there are two phonemes which exchanged places. In the second example, the word *fill* exchange into the word *pool*. So the words become *fool the pill*.

⁹ Trevor A. Harley, “*Speech Errors: Psycholinguistic Approach*”, p. 3

4. Additions and Omissions

These errors involve the addition of extra sounds and the omission of sounds, respectively¹⁰. According to Carroll (1986), addition is additional linguistic material. It is typically related to phonemes, morphemic affixes (prefix and suffix), articles, prepositions, conjunction, whole words, or even phrases¹¹.

For example:

Intended utterance:	Actual utterance:
Spic and span	Spic and splan
Chrysanthemum plants	Chrysanthemum pants

In order to move a sound, the speaker must think of it as a separable unit. So the speaker is imposing a structure on the speech signal in his or her mind, even though his structure does not exist physically. This is why we say that the sound unit is psychologically real.

5. Other speech unit

As mentioned above, the same is true for units of speech smaller than sound as well. For example, in the

¹⁰ Ila Amalia, *Psycholinguistics: An Introduction*. Banten: CV Cahaya Minolta, 2013 p. 96

¹¹ Claudya Nabillah, Thesis. “*Slips of Tongue of News Anchor*”, p. 21

following speech errors note that it is phonetic features, not whole sounds, which are being moved from one sound to another.

For example:

Intended utterance:	Actual utterance:
Clear blue sky	Glearplue sky
Cedars of Lebanon	Cedars of Lemadon

In the first case the vibration of the vocal folds is moving from the *b* to the *k* in clear resulting in the phrase *glearplue* instead of the *clear blue*. The fact the individual articulatory movements can move from one sound to another show that they too are psychologically real units to the speaker. That is speakers do mentally organize sounds as being made up of a set of articulatory movements.

A similar type of speech error involves a substitution of one word for another based on phonological, rather than semantic, similarities. According to Dell (1986) “some unit replaces another unit, but the origin of the unit that actually appears is unknown”.

For example:

Intended utterance:	Actual utterance:
----------------------------	--------------------------

Spreading like wildlife	Spreading	like
wildflowers		

Equivalent

Equivocal

This type of error, called a malapropism, must be distinguished from cases where the word speaker used is the one they intended to use, through it is semantically incorrect. This later type of mistake, called a classical malapropism, does not involve a performance error per se, since the speakers are saying what they meant to say. Rather it is a competence error since the speakers have incorrect beliefs about the meaning of a particular word. Such errors reveal more about how words are learned than how they are organized.

Intended utterance:**Actual utterance:**

I hereby deputize you

I hereby jcopardize you

Express appreciation

Express depreciation

It is significant that word substitution errors can be used both on semantic similarity and on phonological similarity. The primary point of importance to a speaker searching the lexicon for a word to produce is the meaning of the word. There is a certain message that must be expressed,

and words are chosen accordingly. It is not surprising that under these circumstances semantic substitution errors occur. However, the speaker is not concerned with how word sound until the word has been chosen.

Based on the detail explanation of the type of slip of the tongue above, it can be summed up that actually in slip of the tongue has several types. That is anticipation, preservation, metathesis, addition and omission, and other speech unit. In her study, the writer chooses the five types of slip of the tongue which identified by Nick (1998) to conduct the research.

2. The Causes of Slip of The Tongue

Slip of the tongue becomes one of the topics discussed by the writer. Students talk about why slip of the tongue is happen to them. And maybe an English teacher asks what causes slip of the tongue. In psycholinguistics, speech error are included in the category of language production. Slip of the tongue can also occur due to student misunderstanding when learning English. According to Jack Richard, the causes of errors can be categorized into four types, they are:

- a. Overgeneralization. It is the use of previously learned rules in a new situation. Overgeneralization includes instances where the learner creates a deviant structure on the basis on his experience of the other rules in the target language. for example, the addition and the omission of 's' in the sentence: it is occurs, and he can sings, he come from.
- b. Ignorance of rule restriction. Tis cause of error is the result of the failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply.
- c. Incomplete application of rules. This causes of error is arises of the learner's high motivation to achieve communicative ability. In achieving this, the learner may produce grammatically incorrect sentence.
- d. False concept hypothesized. It arises as the result of faulty comprehension of distinction in the foreign language. Sometimes it is also because of the poor gradation of the teaching material.¹²

¹² Jack Richard, *Error Analysis: Perspective on Second Language Acquisition*, (Longman Group Ltd.), p.174

In other that, Douglas Brown also stated that the student's error is influenced by the classroom condition. The situation, where teacher and student are bad communication, bad teaching strategy in their teaching learning process, may cause error. According to Eulis Rahmawati, "At the same time, during the process of speaking instruction there are some problem faced by students. The first is problem of limited English competence dealt with students poor of vocabulary and the second is problems of psychological factors"¹³. Clearly, Douglas Brown distinguished the causes as follow:

- a. Interlingual transfer. It is a significant source of error for all students. in the early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. Interlanguage errors happened because of the interference of mother tongue into target language.
- b. Intralingual transfer. It is a major factor in second language learning. Once the learner has begun to acquire part of the

¹³ Eulis Rahmawati, "Getting EFL Learners To Speak: Obstacles and Solutions (A Case Study at the Fourth Semester Students of TBI of IAIN 'SMH' Banten)", *Loquen*, Vol. 9, No. 1 (January-June) 2016, p. 1

new system, more and more intralingual transfer generalization within the target language is manifested.

- c. Context of learning. “context” refers to the social situation in the teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the book can lead the learner to make faulty hypothesis about the language as what Richard called “false concept”.
- d. Communication strategy. Actually it includes the former three causes as a learner tries to get a message across to a hearers or readers.¹⁴

Based on the explanation above, the writer concluded that the causes of slip of the tongue can be caused by several factors. The students committed errors by not using the rules of the components and element of the second language properly.¹⁵ Among them, factors from the context of learning and from students themselves. In this case the writer used a mixed method from Jack Richard and Douglas Brown about the causes of error to conduct the research.

¹⁴ H Douglas Brown, *Principle of Language and Teaching*, 4th ed, (Longman, New York, 2000), p.224-227

¹⁵ Ila Amalia, “*Integrated Lesson In Teaching Oral Skill*”, *Loquen: English Studies Journal*, 2019, p. 1

B. Speech

Speech is one of utterance that has a good arrangement to be a conveyed to people. According to Mark and Kathy (1997) “A speech is a spoken text that can have a variety of purposes. A recount speech would be one where the speaker tells the audience about a past happening. The speaker would recount the event in the order in which they took place”.¹⁶ Speech has an important role in human life. Even if someone wants to be a leader, they must be good in speech. Commonly, speech is given for specific intention, such as apology, complaint, compliment, invitation, promise, or request.

A good speech is a speech that can give a positive impression to the people who are listening to the speech. Speech is one of oral language activities. Therefore, giving a speech emphasized the expression of ideas and reasoning by using spoken language supported by non-language aspects, such as facial expressions, pronunciation, contact visions, and voice intonation. By using rhetorical devices can make your speech more memorable and give them more style. Some popular rhetorical devices included:¹⁷

¹⁶ Mark Anderson – Kathy Anderson, *Text Types In English 1*, Australia: Macmillan Education Australia, 1997, p. 74.

¹⁷ <https://catalogue.pearsoned.co.uk>

- Alliteration and Assonance. Alliteration refers to the repetition of a consonant sound in a series of words.
- Hyperbole. Hyperbole refers to an exaggeration intended to capture attention and interest.
- Metaphor and Simile. Both devices are types of comparisons. Similes are phrases that compare one thing to another with the use of the words like or as. A metaphor is a comparison that does not use like or as and analogizes things that would otherwise seem to have little or nothing in common at first glance.
- Onomatopoeia. This refers to the use of words that sound like they mean.
- Parallelism and Repetition. Parallelism refers to the repetition of the same word or expression at the beginning of successive sentence or phrase.
- Personification. Personification refers to the process of giving an inanimate object human qualities.

Before the speech, the speaker must prepare several things. Sometimes, many people spend their preparation time just thinking about how to prepare it. People who are extremely anxious about giving a speech tend to spend most of their time preparing notes. On the other hand, speakers who have less preparation and more

effective prepare careful notes, but they also spend money to hire services in making speech texts. To avoid this when preparing a speech, the speaker should do the following:¹⁸

- Be clear about the topic and purpose of the speech.
- Do research so that the speech is accurate.
- Remember who the audience will be (friends, young children or adult) and what they might expect (to be entertained, for you to be serious, and so on).
- Practice the speech, checking that the voice is clear, that important words are stressed, and that it is spoken neither too quickly nor too slowly.
- Think about body language, such as when to use facial expressions or hand gestures and how to stand.

1. The Method of Speech

Speech is a disclosure of thoughts or aspirations that are conveyed to general public in a language that is formal and easy to understand. Speech can contain any theme and can be delivered at any formal even. In its delivery, speech have a several methods that can be chosen by the speaker. Besides of preparation of writing a speech and getting ready to present the

¹⁸ Mark Anderson – Kathy Anderson, *Text Types In English 1*, p. 74.

speech, a speaker must decide which speech method to use. There are four main types of speech delivery, each having their own benefits and drawbacks.

- **Manuscript**

The manuscript method of delivering a speech involves writing a manuscript use for reference during the speech and for official records. Manuscripts word for word, otherwise the speaker risks sounding mechanical. The use of eye contact and facial expression helps bring personality to this type of speech delivery. According to Kristine (2012), Manuscript method should reflect all of the basic principles of public speaking and should feature, in particular, strong oral style. In a speech should not like a research paper when read aloud; rather, it should sound natural and conversational.¹⁹

- **Memorization**

The memorization method involves memorizing a speech word for word. This can run the risk of sounding as mechanical as the manuscript method. As in the manuscript method, memorizing key talking points gives the speaker a

¹⁹ Kristine Bruss, “*Writing for the Ear : Strengthening Oral Style in Manuscript Speeches*”, Communication Teacher, Vol. 26, No. 2, 2012, p. 77

more personal approach. Add personality with voice inflection.

- **Impromptu**

The impromptu method involves speech with little or no time for preparation and speech writing. In situations like this, speakers should do everything in their power to take a few minutes to prepare themselves. Organizing a speech and breaking it down into parts is a quick way to mentally prepare a speech. Preparation should be started at the beginning of an introduction, or as soon as a speaker realizes they may be called on to speak. The typical organizational format includes a main point, proof, additional proof if possible, and a conclusion. Additionally, impromptu and extemporaneous speech fits the communicative model of language learning that is considered the dominant model in language learning today and is considered an appropriate model for language learning task for interpreters and translator (Colina, 2005:

5)²⁰

²⁰ Michael Heinz, “*Impromptu Speaking And Interpretation Studies: A Preliminary Study*”, Journal of International Education Research, vol. 9, No. 4, 2013, p. 387-388

- **Extemporaneous**

According to Jessica (2013) extemporaneous speaking is the art of giving speech on the spot – without notes or memorization – relying only on the speaker’s depth of knowledge and their ability to explain what they know in a coherent, engaging manner.²¹ The extemporaneous method has more preparation than the impromptu method. It involves writing, rewriting and editing. In addition, the delivery is practiced, recited, and main points are memorize. Typically, a speaker uses an outline for the main points and the exact wording is not concrete until the delivery is given. Audience typically perceives extemporaneous speech as spontaneous, while the speaker still maintains control of the speaking points. Donald N. Demon says that “in an extemporaneous speech, he lets his word come to him as they do in conversation”.²²

Based on explanation above, the writer concluded that there are four methods in giving speech. That is manuscript,

²¹ Jessica Bailey, (2013). *Extemporaneous Speaking (Engaging with Current Event)*, Published by National Speech & Debate Association, p. 3

²² Donald N. Demon, “*The Extemporaneous Method and Speech Contests*”, Central States Speech Journal, Vol. 15, No. 4, 1964, p. 280

memorization, impromptu, and extemporaneous. In this research, the writer uses the manuscript method to conduct the research. This can make it easier for students to speech.