

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the analysis of the data finding and discussion about the slips of the tongue. This chapter also clarifies the data finding and discussion based on the explanation of previous chapter. Detailed description of the result from this study is presented.

A. Data Description

This section contains of the data description. Importantly, the findings are discussed to answer the research question. Furthermore, the discussion basically explores the analysis of research findings in depth.

This research only focuses on identifying the types of slips of the tongue and the factors of slips of the tongue produced by student. Then, the main purposes of this chapter are to answer the research questions that are, (1) what types of lips of the tongue produced by student? And (2) what factors of slips of the tongue produced by student? The students' slip of the tongue in English speech is presented as follow:

1. Types of Slip of the Tongue

Here the writer has classified the slip of the tongue into its type based on the Nick theory described in Chapter II. This type is explained based on 15 students who have participated in English speeches.

a) Anticipation

In speech of students, the writer found some slips of the tongue type of anticipation. This type of slips of the tongue occurs in all of participant, but three students who did not experience it. Anticipation is involves the substitution or addition of one sound which comes later in an utterance for one which comes earlier. The utterance that belonged to the type of slips of the tongue anticipations are presented as follow:

Table 4.1

The Classifications of Anticipation

No.	The Utterances that Slip of the Tongue		Utterance
	Actual utterance	Intended Utterance	
1.	<u>Father</u> difficult	<u>Rather</u> difficult	R#6
2.	<u>Por</u> porposes	<u>For</u> purposes	R#11
3.	Let <u>use</u> use	Let <u>us</u> use	R#8
4.	<u>Well</u> could	<u>We</u> could	R#3
5.	<u>Found</u> familiar	<u>Sound</u> familiar	R#5
6.	<u>The</u> what the	<u>To</u> what the	R#7

7.	<u>It</u> the internet	<u>In</u> the internet	R#9
8.	<u>That</u> the internet	<u>What</u> the internet	R#10
Total Utterances			8

b) Preservation

This type of slips of the tongue occurs in all of participant.

The writer found some slips of the tongue of preservation.

Preservation is the opposite of anticipation. Preservation is substitution or addition of a sound which has occurred in the phrase being uttered. The utterance that belonged to the type of slip of the tongue preservations are presented as follow:

Table 4.2

The Classifications of Preservation

No.	The Utterances that Slip of the Tongue		Utterance
	Actual utterance	Intended Utterance	
1.	A few <u>feofle</u>	A few <u>people</u>	R#2
2.	For <u>forfoses</u>	For <u>puposes</u>	R#4
3.	In this <u>sense</u>	In this <u>chance</u>	R#10
4.	Will be <u>wood</u>	Will be <u>good</u>	R#13
5.	Like to <u>till</u>	Like to <u>tell</u>	R#14
6.	Can <u>gave</u>	Can <u>give</u>	R#14

7.	There is a <u>disir</u>	There is a <u>desires</u>	R#10
8.	Simple <u>intil</u>	Simple <u>until</u>	R#2
Total Utterances			8

c) Addition/Omission

In speech of students, the writer found some slips of the tongue type of addition and omission. This type of slips of the tongue occurs in all of participant. Addition/Omission is the additional or deletion of linguistic material. It is typically related to phonemes, morphemic, affixes, article, preposition, conjunction, whole words, or even phrases. The utterance that belonged to the type of slips of the tongue additions and omissions are presented as follow:

Table 4.3

The Classifications of Addition and Omission

No.	The Utterances that Slip of the Tongue		Utterance
	Actual utterance	Intended Utterance	
1.	Make <u>yus</u>	Make <u>us</u>	R#1
2.	Not <u>onlay</u>	Not <u>only</u>	R#6
3.	<u>Yuntil</u> rather	<u>Until</u> rather	R#7
4.	<u>Know</u> /knəʊ/ that	<u>Know</u> /nəʊ/ that	R#8

5.	<u>Tod</u> the English	<u>To</u> the English	R#6
6.	<u>Yuntilizing</u> information	<u>Utilizing</u> information	R#7
7.	<u>Healthy</u> programs	<u>Health</u> programs	R#9
8.	Was <u>aused</u>	Was <u>used</u>	R#14
9.	<u>Ausing</u> much	<u>Using</u> much	R#14
10.	Different <u>productive</u>	Different <u>product</u>	R#9
11.	<u>Consulations</u> with	<u>Consultations</u> with	R#7
12.	<u>Woul</u> like	<u>Would</u> like	R#9
13.	<u>Like</u> /ɪk/ games	<u>Like</u> /laɪk/ games	R#3
14.	<u>Ten</u> such as	<u>Then</u> such as	R#3
15.	<u>Me</u> us	<u>Make</u> us	R#3
16.	We <u>coul</u>	We <u>could</u>	R#5
17.	<u>Depening</u> on	<u>Depending</u> on	R#4
18.	By <u>anyon</u>	By <u>anyone</u>	R#9
19.	<u>Diffult</u> to do	<u>Difficult</u> to to	R#8
20.	In <u>is</u> chance	In <u>this</u> chance	R#9
21.	<u>Soud</u> familiar	<u>Sound</u> familiar	R#9
22.	From <u>vrity</u>	From <u>variety</u>	R#10
23.	<u>Withot</u> need	<u>Without</u> need	R#10

24.	<u>Diffent</u> product	<u>Different</u> product	R#10
25.	With <u>resour</u>	With <u>resources</u>	R#11
26.	<u>Coul</u> get	<u>Could</u> get	R#11
27.	<u>Successful</u> live	<u>Successfully</u> live	R#14
28.	That <u>availab</u>	That <u>available</u>	R#13
Total Utterances			28

d) Other Speech Unit

This type of slips of the tongue occurs in all of participant.

The writer found some slips of the tongue of other speech unit.

This type of slip of the tongue other speech unit has several types in it. One of them is malapropism. This type happens if a substitution of one word for another based on phonological, rather than semantic, similarities. The utterance that belonged to the type of slips of the tongue other speech units are presented as follow:

Table 4.4

The Classifications of Other Speech Unit

No.	The Utterances that Slip of the Tongue		Utterance
	Actual utterance	Intended Utterance	
1.	Enterneinment sites	Entertainment sites	R#6
2	Different <u>products</u>	Different <u>products</u>	R#5

	/prɒdɒkt/	/prɒdʌkt/	
3	Stadents now	Students now	R#15
4	Not <u>just</u> /dʒʊst/ Learning	Not <u>just</u> /dʒʌst/ learning	R#2
5	Leving with	Living with	R#2
6	Feofle could	People could	R#10
7	<u>Utilizing</u> /ʌtɪlɪzɪŋ/ information	<u>Utilizing</u> /juːtɪlɪzɪŋ/ information	R#3
8	<u>Ef</u> we already	<u>If</u> we already	R#14
9	Difficlut to do	Difficult to do	R#3
10	Me speech	My speech	R#5
11	Studints now	Students now	R#5
12	Unit rather	Until rather	R#5
13	Make <u>us</u> /ʊs/	Make <u>us</u> /ʌs/	R#6
14	Sound pamiliar	Sound familiar	R#5
15	<u>Useful</u> /uːsəfəl/ in learning	<u>Useful</u> /ˈjuːsəfəl/ in learning	R#7
16	According to a <u>rility</u>	According to a <u>reality</u>	R#7
17	Prom the internet	From the internet	R#7
18	Intertainment sites	Entertainment sites	R#8

19	With rather	Until rather	R#8
20	So <u>much</u> /mʊʃ/	So <u>much</u> /mʌʃ/	R#8
21	Was <u>used</u> /u:sed/	Was <u>used</u> /ju:zd/	R#8
22	Give all deslpi	Give all desires	R#9
23	Han already	Had already	R#9
24	Internet also product	Internet also provides	R#9
25	Much as	Such as	R#9
26	Successful is essay	Successful is easy	R#9
27	To dell you	To tell you	R#10
28	All desris	All desires	R#10
29	Make us hetly	Make us healthy	R#10
30	<u>Good</u> /gʊd/ or bad	<u>Good</u> /gʊd/ or bad	R#10
31	To <u>say</u> /sʌɪ/	To <u>say</u> /seɪ/	R#10
32	Asing internet	Using internet	R#11
33	Asserding to	According to	R#11
34	Successfal is easy	Successful is easy	R#11
35	Need to fay	Need to pay	R#12
36	Rekourses from	Resources from	R#13
37	Porposionals	Professionals	R#13
38	<u>Way</u> /weɪ/ used /ju:zd/	<u>Was</u> /wəz/ used /ju:zd/	R#13

39	Very aseful	Very useful	R#14
40	For using	From using	R#14
41	My priends	My friends	R#15
42	Entertainments saets	Entertainment sites	R#15
43	Atelizing information	Utilizing information	R#15
Total Utterances			43

2. The Causes of Slip of the Tongue

Many causes that could be caused slip of the tongue. In this cases the writer found several causes slip of the tongue that caused by students when they speeches. This cause is explained based on 5 students interviewed by the writer.

- a) The first is nervous. When the writer does the interview, all of students answers that they are nervous when giving a speech. This is evidenced by what the students say is not in accordance with the text. Nervous is an attitude that great affect someone in speaking. In other that, nervous can cause a lack of concentration on students. If someone fells nervous what is stored in his brain will suddenly disappear. Lack of concentration is talking then there is something that upsets their concentration, it is possible that the person is

having a slip of the tongue. The following are the reason students answer that.

- “karena bahasa Inggris itu susah dan kurang dimengerti” ↔ “because English is difficult and poorly understood”. (R#9)
- “saya tidak terbiasa berbicara dihadapan orang-orang” ↔ “I’m not used to speech in front of people”. (R#10)
- “karena diliatin sama yang lain” ↔ “because seen by other”. (R#11)
- “karena banyakan” ↔ “because it’s crowded”. (R#12)
- “soalnya diliatin sama teman-teman” ↔ “because seen by friends”. (R#13)
- “soalnya berisik” ↔ “because it’s noisy”. (R#14)
- “soalnya saya gak bisa bahasa inggris” ↔ “because I can’t speak English”. (R#15)

b) The second is students do not realize that the word they are saying is wrong or too confident. This case occurs due to lack of students in learning English. When students are interviewed about students awareness when making a mistake. There are 8 students answer “yes” and 7 students answer “no”. The following are the reasons students answer “yes”.

- “iya, tapi saya ragu benar atau salahnya” ↔ “ yes, but I doubt right or wrong”. (R#1)
- “iya, karena banyak yang susah dibaca” ↔ “ yes, because many word that hard to read”. (R#3)
- “menyadari, karena susah” ↔ “aware, because it’s difficult”. (R#7)
- “merasa, karena susah” ↔ “I feel, because it’s hard to say”. (R#6)
- “sadar, karena saya mengulang kata yang salah” ↔ “aware, because I repeated the wrong word”. (R#8)
- “merasa salah tapi lanjut aja” ↔ “I feel wrong but just continue”. (R#9)

Besides that, there are several reasons students answer “no”. below are the reasons.

- “tidak, karena merasa benar” ↔ “not, because it feels right”. (R#2)
- “tidak, karena saya tidak dikeritik oleh orang lain” ↔ “not, because I was not criticized by other”. (R#10)
- “tidak, karena saya tidak tahu” ↔ “not, because I don’t know”. (R#11)

- “tidak karena menurut saya itu benar” ↔ “not, because in my opinion is true”. (R#12)
- “enggak, soalnya gak tahu” ↔ “the problem is I don’t know”. (R#13)
- “enggak aku gak tahu” ↔ “I don’t know”. (R#14)

c) The third is the students having trouble understanding the instructions from the teacher of instruction from the book/LKS. When students are interviewed about that, all of students answer that instruction in the book/LKS are difficult. On the other hand, there are three students answer that the instruction from the teacher is difficult. In this case the teacher’s ability to teach should be in line with the material from the books. Because almost all English book are written in English as well. Below is the reason students answer “the difficulty of learning only used book/LKS”.

- “susah kalo dari LKS soalnya tulisannya bahasa inggris semua” ↔ “it’s difficult from LKS because the writing is all English”. (R#10)
- “kalo enggak dijelaskan, iya susah kalo belajar dari LKS” ↔ “if it’s not explained, it’s difficult to learn from it”. (R#1)
- “soalnya kalo dari LKS gak ada terjemahannya” ↔ “because there is no translation from the book”. (R#8)

- “karena kalo dari LKS harus buka kamus supaya paham” ↔
“because from the LKS should be open a dictionary” (R#9)

Besides, that there is the reason of students to answer that instruction from the teacher are also difficult to understand.

- “karena menurut saya bahasa inggris susah” ↔ “because in my opinion English is difficult”. (R#13)

d) The fourth is the students do not try to ask friend or teacher. When students are interviewed about ‘when experiencing difficulties, do you try to ask other friend or teacher?’. There are 13 students to ask friend and 5 students to ask teacher. Almost all students answer that they ask friends more often than the teacher. This can make students misunderstand more than friends (students). Below is the reason they choose friend to ask.

- “suka bertanya keteman, soalnya kalo sama guru malu” ↔
“I like to ask friend, because if the teacher I feel embarrassed”. (R#15)
- “suka nanya keteman tapi disuekin” ↔ I like asking friends
but being ignored”. (R#4)

e) The fifth is the students do not practice their English skills other than at school. When students are interviewed about how often he

studied at home? There are one student to answer “yes”, 7 students to answer “seldom”, and 8 students to answer “no”. As a result, they are less fluent in pronunciation. It can be caused slip of the tongue. The utterance that belonged to the slip of the tongue. Below that the reason they answer “yes” and “sometimes”.

- “sering, dengan cara membaca LKS bahasa Inggris” ↔ “often, by reading English book”. (R#2)
- “kadang-kadang baca buku” ↔ “sometimes, read a book”. (R#4)
- “kadang-kadang kalo ada tugas” ↔ “sometimes, if there is a task”. (R#6)
- “kadang-kadang suka baca kamus” ↔ “sometimes, like reading dictionary”. (R#10)

In addition, there are the reasons of students to answer “not”. Below is the reason.

- “enggak, karena ku gak suka bahasa Inggris” ↔ “not, because I don’t like English”. (R#11)
- “enggak, susah soalnya” ↔ “not, it’s difficult problem”. (R#14)

- “enggak, gak suka pelajarannya” ↔ “not, don’t like the lesson”. (R#15)
- “enggak, karena susah” ↔ “not, because it’s difficult”. (R#7)

f) The sixth is the mother tongue used by students is Sundanese. It can affect the pronunciation of students in speaking English. Besides, the Sundanese is also famous for fluency in pronouncing the letter ‘p’. When students interviewed, there are 10 students answer “yes/influence” and 5 students answer “not”. In fact, when students test speech, almost all students are affected by their mother tongue (Sundanese), with a clear pronunciation of ‘p’. Below are the reason students answer “yes”.

- “mempengaruhi, karena susah” ↔ “influence, because it’s hard”. (R#8)
- “iya, soalnya saya suka ketuker kalo ngomong ‘p’ sama ‘f’” ↔ “yes, because I like to switch the letter ‘p’ and ‘f’”. (R#12)
- “iya, karena kadang-kadang saya salah ucapin huruf ‘p’ sama ‘f’ gitu” ↔ “yes, because sometimes, I wrong to say ‘p’ and ‘f’ like that”. (R#11)

- “iya, soalnya logatnya beda” ↔ “yes, because the difference accent”. (R#13)
- “ iya, karena bahasa inggris susah diucapin” ↔ “yes, because English is difficult to say”. (R#3)

On the other hand, there are the reasons of students to answer “not”.

Below is the reason of students.

- “enggak, soalnya jauh kata-katanya” ↔ “not, because the word are far away”. (R#9)

g) The seventh is the students do not try to study with another friend.

When the students are interviewed about that, there are 4 students to answer “yes/seldom” and 11 students to answer “not”. Learning with friends outside of school could increase the student knowledge. This can reduced students experiencing the slip of the tongue when speaking English. Below are the reasons students answer “yes”.

- “suka kalo ada tugas” ↔ “I like, when there are tasks”. (R#15)

On the other hand, there are the reasons students answer “not”.

Below is the reason “not”.

- “enggak, lebih suka main” ↔ “not, prefer to play” (R#9)

- “enggak, karena gak ada teman” ↔ “not, because there are no friends”. (R#4)
- “enggak, karena malas belajar” ↔ “not, because I’m lazy to study”. (R#12)
- “enggak, karena temannya susah diajak belajar” ↔ “not, because my friend is hard to learn”. (R#3)

h) The eight is school environment factors effect students’ fluency in English. It is very clear that school environment factors greatly affect students in speaking English. Because this school is not applied to speak English and only use their native language. Different from boarding schools that they used English every day. Proven by students’ answered when interviewed. There are 11 students to answer “yes”. Below that the reason why the students answer “yes”.

- “karena, bahasa sehari-hari siswa disekolah” ↔ “because of daily language of students at school”. (R#1)
- “karena suka ada yang nyapa pake bahasa inggris” ↔ “because there are the people to greeting with the english”. (R#9)
- “mempengaruhi, karea kurangnya fasilitas” ↔ “influence, due to lack of facilities” (R#2)

- “iya, karena bahasa sehari-hari tidak pake bahasa inggris” ↔ “yes, because everyday language does not use English”. (R#6)
- “iya, soalnya kita jarang pake bahasa inggris” ↔ “yes, the problem is we rarely use English”. (R#12)
- “iya, karena disekolah kita gak ada fasilitas selain buku” ↔ “yes, because we don’t have facilities at school except books”. (R#11)
- “iya, soalnya sehari-hari kan pake bahasa sunda” ↔ “yes, the problem is that used Sundanese everyday”. (R#14)

Besides the “yes” answer, there were 4 students answering “not” by not accompanying the reason.

B. Data Analysis

After classify the type of slips of the tongue that the writer found in students’ speech. Here the result of the data analysis as follows:

1. Types of Slip of the Tongue Analysis

In the presenting the presentation on slips of the tongue, there were 15 participants as data in this research which were used. The data are described by using the theory proposed by Nick (1998).

Next, those data are 4 types from 5 types of slips of the tongue. There are 87 slips of the tongue performed by 15 students randomly. The frequency of appearance of types of slips of the tongue would be presented in table 4.5

Table 4.5
Types of Slips of the Tongue's Appearance

No.	Types of Slips of the Tongue	Frequency
1.	Anticipation	8
2.	Preservation	8
3.	Metathesis/Spoonerism	0
4.	Addition/Omission	28
5.	Other Speech Unit	43
Amount		87

The data above is general data. However, the results obtained by the writer state that there are more than 87 slip-of-tongues by students with similar cases. There are some of the same data between students. The table above based on the data on student's slips of the tongue in English speech. The writer would like to elaborate the analysis of the table above.

A. Anticipation

In this type the writer found eight utterances said by students. The analysis utterance that belonged to the type of slip of the tongue anticipations are presented as follow:

- Sound Familiar – *Found familiar* (R#5)

The students intended to say ‘sound familiar’, but said instead of ‘found familiar’ “anticipating” the ‘f’ at the beginning of ‘familiar’ in this pronunciation of ‘sound’, (the arrow means “was mispronounced as”). In this cases ‘sound’ is said to be a target word, and ‘familiar is said to be the origin of error.

- In the internet – *it the internet* (R#9)

That utterance is ‘it the internet’, the causes of students are too focused and anticipating with the word ‘the, so they forgets what should they read in the word before. They spontaneously said the word ‘it’ on the utterance ‘in the internet’.

- Rather Difficult – *father Difficult* (R#6)

The students intended to say ‘rather difficult’ but they said ‘father difficult’, anticipation of ‘f’ in the middle of word ‘difficult’ in this pronunciation of ‘rather’. In this case

‘rather’ is said to be a target word and ‘difficult’ is said to be the origin of the error.

- We could – well *could* (R#3)

The students intended to say ‘we could’ but they said ‘well could’, anticipating the ‘l’ in the middle of ‘could’ in this pronunciation of ‘we’. In this case, ‘we’ is said to be a target word and ‘could’ is said to be the origin of the error.

- Let us /ʌs/ use /ju:s/ – let yus /ju:s/ use (R#8)

The students intended to say ‘let us use’ but they said ‘let use use’, anticipating the ‘e’ in the end of word ‘use’ in this pronunciation of ‘us’. In this case, ‘us’ is said to be a target word and ‘could’ is said to be the origin of error

- For Purposes – por *purposes* (R#11)

The students intended to say ‘for purposes’ but they said ‘por purposes’, anticipating the ‘p’ in the beginning of ‘purposes’ in this pronunciation of ‘for’. In this case is called anticipation. ‘for’ is said to be a target word and ‘purposes’ is said the origin of error.

- To what the – the *what the* (R#7)

The students intended to say ‘what the internet’ and ‘to what the’, but they said and ‘the what the’. Anticipation of word

‘the’ after word ‘what’ in this pronunciation of ‘to’. ‘to’ is said to be a target word and ‘what’ is said to be the origin of error.

- What the internet – *that the internet* (R#10)

The students intended to say ‘what the internet’ and ‘to what the’, but they said ‘that the internet’. Anticipating of ‘t’ at the beginning of ‘the’ in this pronunciation of ‘what’. ‘what’ is said to be target word and ‘the’ is said to be origin of error.

B. Preservation

In this type the writer found eight utterances said by students. The utterance that belonged to the type of lip of the tongue preservations are presented as follow:

- A few people – *a few feofle* (R#2)

The students intended to say ‘few people’ but they said ‘few feofle’. ‘people’ is said to a target word and ‘few’ is said to be the origin of error since the ‘p’ of ‘people’ came after the origin. The slip appeared spontaneously because of students are too focused on the word ‘few’ in front of ‘people’, so students say ‘feofle’.

- For purposes – *for forfoses* (R#4)

The students intended to say ‘for purposes’ but they say ‘for forfofes’. The student has preservation the letter ‘f’ at the beginning of ‘for’ in his pronunciation of ‘purposes’. The word ‘purposes’ is said to be a target word and ‘for’ is said to be the origin of the error.

- In this chance – *in this sanse* (R#10)

The utterance ‘in this sance’ belonged to preservation, the second type of slips of the tongue. The students intended to say ‘chace’, yet it pronounced ‘sance’. ‘chance’ is said to be the target word and ‘this’ are said to be the origin of the error since the ‘s’ of ‘sance’.

- Will be good – *will be wood* (R#13)

The students intended to say ‘will be good’ but students said instead of ‘will be wood’. The students has preservation the letter ‘w’ at the beginning of word ‘will’ in his pronunciation of ‘good’. The word ‘good’ is said to be a target word and ‘will’ is said to be the origin of error.

- Like to tell – *like to till* (R#14)

The students intended to say ‘like to tell’ but she said ‘like to till’. ‘tell’ is said to be a target word and ‘like’ are said to be the origin of error since the ‘i’ of ‘till’ came after the origin.

The slip appeared spontaneously because of students are too focused on the word 'like' in front of the word 'tell', so students say 'till'. In this case students do not realize if they made a slip.

- Can give – *can gave* (R#14)

The students intended to say 'can give' but they said 'can gave'. 'give' is said to be a target word and 'can' are said to be the origin of error since the 'a' of 'gave' came after the origin. The slip appeared spontaneously because of students are too focused on the word 'can' in front of the word 'give', so students say 'gave'.

- There is a desires – *there is a disir* (R#10)

The students intended to say 'there is a desire' but the students said instead of 'there is a disir'. The student has preservation the 'i' at the beginning of 'is' in his pronunciation of 'desires'. The word 'desires' is said to be a target word and 'is' is said the origin (desires > disir).

- Simple until – *simple intil* (R#2)

The students intended to say 'simple until' but they said 'simple intil', preservation of 'i' in the middle of word 'simple' in this pronunciation of 'until'. In this case 'intil' is

said to be a target word and ‘simple’ is said to be the origin of the error.

C. Metathesis

On this type of slip of the tongue, the writer did not find any errors in students. This type of slip of the tongue is the switching of two sounds, each taking the place of the other. Metathesis is rarely heard if students read. Only when students speak spontaneously might this type of tongue slip occur.

D. Addition/Omission

In this type the writer found 28 utterances said by students. There are 10 utterances (additions) and 18 utterances (omissions). The utterance that belonged to the type of slips of the tongue addition and omission are presented as follow:

- Make us – make yus (R#1)

The students intended to say the word ‘us’ but she had tongue slip and said ‘yus’. This slip is called addition. The word ‘us’ is added by a linguistic material, that is a letter ‘y’, and the result become ‘yus’.

- Not only – not onlay (R#6)

The students intended to say ‘not only’ but they said ‘not onlay’. On this utterance the students are addition a letter ‘a’

to the word ‘only’. This slip is cause of the student have a strong self-confidence and they did not realize when they made a slip.

- Until rather – yuntil rather (R#7)

The utterance of ‘yuntil rather’ belonged to the type of addition. The students intended to say ‘until’, but they said ‘yuntil’. On the other hand, in the word ‘until’, the students add the letter ‘y’ in the beginning of word.

- Know /nəʊ/ that – Know /knəʊ/ that (R#8)

The student intended to say ‘know /nəʊ/’, but they add the phonetic /k/ in the beginning of word ‘know /nəʊ/’, so they said ‘know /knəʊ/’.

- To the English – tod the English (R#6)

The first slip addition, the students wanted to say ‘to the English’ but students pronounced and added a words in the utterance become ‘to the English’. Addition is additional linguistic material. It is typically related to phonemes, morphemic suffixes (prefix and suffix), article, propositions,

conjunctions, whole word or even phrases (Carroll, 1986)¹.

The students intended to say ‘to the English’ but they had slip and addition of the letter ‘d’ in the end of the word ‘to’.

So students say ‘tod the English’.

- Useful /’ju:sfəl/ in learning - Useful /u:səfəl/ in learning (R#7)

This utterance considered as addition/omission, because in this word there is the additional of phonetic ‘ə’ and the deletion of phonetic ‘j’. The students intended to say ‘useful /ju:sfəl/’ but they said ‘useful /u:səfəl/’. According to Nick (1998), these errors involve the addition of extra sounds and the omission of sounds.²

- Utilizing information – yuntilzing information (R#7)

The utterance ‘utilizing information’ to be the word ‘yuntilzing information’. The students add the letter ‘y’ and ‘n’ in the beginning of word ‘utilizing’. So the students said ‘yuntilzing’.

¹ Claudya Nabillah, Thesis. “*Slips of the Tongue of News Anchor*”, p.21

² Nick Cipollone, et. Al., *Language File*, p.301

- Health programs – healthy programs (R#9)

The students intended to say ‘health’ but said ‘healthy’. The students add the latter ‘y’ at the end of word ‘health’. So the students said ‘healthy’.

- Was used – was aused (R#14)

The students intended to say ‘was used’ but said ‘asued’. Addition of the letter ‘a’ at the beginning of ‘used’, so they said ‘was aused’.

- Using much – Ausing much (R#14)

The students intended to say ‘using much’ but said ‘ausing much’. This case the students addition of the letter ‘a’ at the beginning of word ‘using’ so they said ‘ausing’

- Different product – different productive (R#9)

The students intended to say ‘different product’ but they had slip, so they said ‘different productive’. In this case they add the suffix ‘ive’ at the end of word ‘product’. So the students said ‘productive’.

- Consultations with – Consulations with (R#7)

The students intended to say ‘consultation with’ but they had slip, so they say ‘consulation with’. The students deletion of

the letter 't' at the middle of word 'consultation' so they said 'consulation'.

- Would like – woul like (R#9)

In the utterance 'woul like' belonged to omission. Considered as omissions because the speaker said 'woul like' instead of 'would like', student leaved 'd' at the word 'would'. The slip in this situation happened because students rush to read the text. So, they do not realize they made a mistake.

- Like /lɪk/ games – Like /lɪk/ games (R#3)

The students intended to say 'Like /lɪk/ games' but they said 'Like /lɪk/ games'. This cases is the deletion of phonetics in the word 'like /lɪk/'. The students intended to say '/lɪk/' but instead of '/lɪk/'.

- Then such as – Ten *such as* (R#3)

This case the student intended to say 'then such as' but said 'ten such as'. This slip namely omission. They delete the letter 'h' in the middle of word 'then' so they said 'ten'. It could change the meaning.

- Make us – Me us (R#3)

The students intended to say ‘make us’ but they had slip, so they said ‘me us’. This case, the student deletion two letters ‘a’ and ‘k’ in the middle of word ‘make’. So they said ‘me us’. It could change the meaning.

- We could – We coul (R#5)

The student intended to say ‘we could’ but they had slip , so they said ‘we coul’. This case is called omission. The letter ‘d’ in the word ‘could’ is delete by student, so student say ‘we coul’.

- Depending on – Depening on (R#4)

The student intended to say ‘depending on’ but said ‘depening on’. This case, the student deletion the letter ‘d’ in the middle of word ‘depending’. So they said ‘depening on’.

- By anyone – By anyon (R#9)

This utterance the student intended to say ‘by anyone’ but they had a slip, so they said ‘by anyon’. It caused maybe lack concentration. Because they omission of letter ‘e’ at the end of word ‘anyone’. So they said ‘by anyon’

- Difficult to do – Diffult to do (R#8)

this utterance the students intended to say ‘difficult to do’ but they had slip, so they said ‘diffult to to’. It cause maybe hurried. Because they delete the letter ‘i’ and ‘c’ in the middle of word ‘difficult’. So they said ‘diffult to do’.

- In this chance – *In is chance* (R#9)

The utterance ‘in is chance’, belonged to omission. The students intended to say ‘in this chance’, incidentally she leaved two letters in this word that is ‘th’. So they said ‘in is chance’.

- Sound familiar – *Soud familiar* (R#9)

The students intended to say ‘sound familiar’ but they said ‘soud familiar’. This slip is called omission. This case is happened because the students were too fast in their speech, this is due to their nervousness when speech. In this word ‘sound’, student leaves one letter that is ‘n’.

- From variety – *From vrity* (R#10)

This utterance the students intended to say ‘from variety’ but said ‘from vrity’. This case is called omission. The deletion of the letters ‘a’ and ‘e’ in the middle of word ‘variety’. So they slip and said ‘from vrity’.

- Without need – *Withot need* (R#10)

The students intended to say 'without need' but said 'withot need'. This case is called omission. Because the students delete the letter 'u' at the middle of word 'without', so it can make student say 'withot'.

- Different product – *Diffent product* (R#10)

This utterance the students intended to say 'different product' but they said 'diffent product'. This case is happen because student read by quick. So they delete the letter 'r' and 'e' in the middle of word 'different'. So they said 'diffent product'.

- With resources – *With resour* (R#11)

The students intended to say 'with resources' but they said 'with resour'. This case has no meaning. Because they delete the letters 'c', 'e', and 's' at the end of word 'resaouces'. So they said 'with resour'.

- Could get – *Coul get* (R#11)

The students intended to say 'could get' but said 'coul get'. This happen because they delete the letter 'd' in the middle of word 'could'. So they said 'coul get'.

- Successfully live – *Successful live* (R#14)

This utterance is called omission. Because the student intended to say ‘successfully live’ but said ‘successful live’.

This case the student delete the suffix ‘ly’ in the end of word ‘succesfully’. So they said ‘successful live’.

- That available – *That availab* (R#13)

The students intended to say ‘that available’ but they said ‘that availab’. This case is happen because the student delete the suffix ‘able’ and they just delete the two letters that are ‘l’ and ‘e’. so they said ‘that availab’.

E. Other Speech Unit

In this type, the writer found 42 utterances said by students. The analysis that belonged to the type of slips of the tongue other speech units are presented as follow:

- Entertainment sites - *Enterneinment sites* (R#6)

The student intended to say ‘entertainment’ but said ‘enterneinment’. The vibration of vocal folds is moving from ‘t’ to the ‘n’. So the student say ‘enterneinment sites’.

- Different products /prɒdʌkt/ - *Different products* /prɒdɒkt/ (R#5)

The students intended to say ‘different products /prɒdʌkt/’ but said ‘*Different products /prɒdʊkt/*’. The word ‘product /prɒdʌkt/’ students switch the phonetic ‘ʌ’ to the ‘ʊ’, so they said ‘product /prɒdʊkt/’.

- Students now - *Stadents now* (R#15)

The utterance ‘stadents now’ is called other speech unit. This slip are included to say ‘students’ is the vibration the vocal folds is moving from ‘u’ to the ‘a. However, the students did not revise the word in her utterances when she made a slip until the end of speech.

- Not just /dʒʌst/ learning - *Not just /dʒʊst/ Learning* (R#2)

The students intended to say ‘just /dʒʌst/’, but they said ‘just /dʒʊst/’. the vibration of vocal folds is moving from ‘ʌ’ to the ‘ʊ’, in clear resulting word ‘just /dʒʊst/’ instead of ‘just /dʒʌst/’.

- Living with - *Leving with* (R#2)

The students intended to say ‘living with’ but they said ‘leving with’. This case is called other speech unit. The vibration of vocal folds is moving from ‘i’ to the ‘e’, in clear resulting in the word ‘leving’ instead of ‘living’.

- People could - *Feofle could* (R#10)

The student intended to say ‘people could’ but said ‘feofle could’. This case is happen because they switch the letter ‘p’ with the letter ‘f’, so they said ‘feofe’. So they said ‘feofle could’ not ‘people could’.

- Utilizing /ju:tɪlɪzɪŋ/ information - Utilizing /ʌtɪlɪzɪŋ/ information (R#3)

The student intended to say ‘Utilizing /ju:tɪlɪzɪŋ/ information’ but they had a slip and say ‘Utilizing /ʌtɪlɪzɪŋ/ information’. Its happen because they switch the phonetic /ju:/ with the phonetic /ʌ/. So they said ‘utilizing /ʌtɪlɪzɪŋ/’.

- If we already - Ef we already (R#14)

The students intended to say ‘if we’ but they said ‘ef we already’. Its happen because the student switch the letter ‘i’ in the word ‘if’ with the letter ‘e’, so students said ‘ef we’.

- Difficult to do - *Difficlut to do* (R#3)

The students intended to say ‘difficult’ but they said ‘difficlut’. This substitution errors of word ‘difficlut’ called phonological similarity. The students switch the letter ‘cult’ become ‘clut’.

- My speech - *Me speech* (R#5)

The students intended to say ‘my speech’ but she said ‘me speech’. The vibration of vocal folds is moving from ‘y’ to the ‘e’. This slip referred to the fifth type of slips of the tongue, called other speech unit. In the other speech unit this type of error called a malapropism. According to Nick (1998), malapropism must be distinguished from cases where the word speaker used in the one they intended to use, through it is semantically incorrect.³

- Students now - *Studints now* (R#5)

The students intended to say ‘students now’ but they said ‘studints now’. This slips are included to say ‘students’ is the vibration the vocal folds is moving from ‘u’ to the ‘i’. So students say ‘studins now’.

- Until rather - *Unit rather* (R#5)

The word is ‘unit rather’. The students intended to say ‘until rather’ but said ‘unit rather’. This case is called malapropism. The word speaker used is the one they intended to use, through it is semantically incorrect.

- Make us /ʌs/ - *Make us /ʊs/* (R#6)

³ Nick Cipollone, et. Al., *Language File*, p.303

The utterance, ‘make us /ʊs/’ included in the type of other speech unit. The students intended to say ‘make us’ with the phonetic ‘ʌs’ but she said ‘ʊs’. The vibration of vocal folds is moving from ‘ʌ’ to the ‘ʊ’, in clear resulting in the word ‘us /ʊs/’ instead of ‘us /ʌs/’.

- Sound familiar - *Sound pamiliar* (R#5)

The utterance ‘sound pamiliar’ is called other speech unit. The students intended to say the word ‘familiar’, but had tongue-slip and said ‘pamiliar’. In this case is same with the previous case ‘priends’, the vibration of the vocal folds is moving from ‘f’ to the ‘p’, in clear resulting in the word ‘pamiliar’ instead of ‘familiar’. Mostly, this case occurred because of the influence of mother tongue (Sundanese) on the students in pronunciation of English.

- According to a reality - *According to a rility* (R#7)

On this slip of word ‘rility’, the students replaced the letter ‘ea’ in the word ‘reality’ with the letter ‘i’, so students say the word ‘rility’. The slips of the tongue that made by student. However, the student is not concerned with how word sound until the word has been chosen.

- From the internet - *Prom the internet* (R#7)

The students intended to say ‘from the internet’ but they said ‘prom the internet’. This case is called other speech unit. The vibration of vocal folds is moving from ‘f’ to the ‘p’, in clear resulting in the word ‘prom’ instead of ‘from’.

- Entertainment sites - *Intertainment sites* ((R#8)

The student intended to say ‘entertainment’ but said ‘intertainment’. The vibration of vocal folds is moving from ‘e’ to the ‘i’. So the students say ‘intertainment sites’.

- Until rather - *With rather* (R#8)

The word is ‘with rather’. The students intended to say ‘until rather’ but said ‘with rather’. This case is called malapropism. The word speaker used is the one they intended to use, through it is semantically incorrect.

- So much /mʌʃ/ - So much /moʃ/ (R#8)

The student intended to say ‘So much /mʌʃ/’ but said ‘So much /moʃ/’. Its happen because the students switch the phonetic ‘ʌ’ to the word ‘much /mʌʃ/’ with the phonetic ‘ʊ’, so students say the word ‘much /moʃ/’.

- Was used /ju:zd/ - Was used /u:sed/ (R#8)

The students intended to say 'used /ju:zd/, but they said 'used /u:sed/. In the utterance 'was used' students switch the phonetic /ju:zd/ with the phonetic /u:sed/. So they said 'Was used /u:sed/' not 'Was used /ju:zd/'

- Give all desires - *Give all deslipi* (R#9)

The students intended to say 'give all desires' but said 'give all deslipi'. This case belonged to malapropism (types of other speech unit). The vibration of vocal folds is moving from 'ires' to the 'lipi'. So they said 'give all deslipi'.

- Had already - *Han already* (R#9)

The students intended to say 'had already' but said 'han already'. The slip of word 'han' is same with the others. In this word, the vibration of vocal folds is moving from 'd' to the 'n', in clear resulting in the word 'han' instead of 'had'.

- Internet also provides - *Internet also product* (R#9)

The students intended to say 'internet also provides' but said 'internet also product'. This case is called other speech unit. In the other speech unit this type of error called malapropism. The students felt right about what they have said. Even though other students told him it was wrong, but he did not feel it was wrong.

- Such as - *Much as* (R#9)

The students intended to say 'such as', but they said 'much as'. The vibration of vocal folds is moving from 's' to the 'm', in clear resulting in the word the word 'much' instead of 'such'.

- Successful is easy - *Successful is essay* (R#9)

The students intended to say 'easy' but they said 'essay'. This type is belonged to the type of other speech unit, called a malapropism. The word students used is the one they intended to use, through it is semantically incorrect.

- To tell you - *To dell you* (R#10)

The student intended to say 'to tell you' but they said 'to dell you'. The vibration of vocal folds is moving from 't' to the 'd'. However, the students did not revise all the word in her utterances when she made a slip until the end of the speech. Because they did not realized when they made a slip in their utterances.

- All desires - *All desris* (R#10)

The student intended to say 'all desires' but said 'all desris' belonged to malapropism (types of other speech unit). The

vibration of vocal folds is moving from ‘e’ to the ‘i’. so student say ‘all desris’

- Make us healthy - *Make us hetly* (R#10)

This type of error called a malapropism. The students intended to say ‘healthy’ but instead of ‘hetly’. The students fell right about what they have said. Even though other students told him it was wrong but he did not feel it was wrong.

- Good /gʊd/ or bad - Good /gʊd/ or bad (R#10)

The students intended to says ‘good /gʊd/’, but they said ‘good /gʊd/’. The word ‘good /gʊd/’, students switch the phonetic ‘ʊ’ with the phonetic ‘ʊ’.

- To say /seɪ/ - To say /sʌɪ/ (R#10)

The students intended to say ‘to say /səɪ/’ but they switch the phonetic ‘ə’ to the ‘ʌ’, so students said ‘to say /sʌɪ/’.

- Using internet - *Asing internet* (R#11)

The student intended to say ‘using internet’ but they said ‘asing internet’. The vibration of vocal folds is moving from ‘t’ to the ‘d’ and ‘u’ to the ‘a’. However, the students did not revise all the word in her utterances when she made a slip

until the end of the speech. Because they did not realized when they made a slip in their utterances.

- According to - Asserding to (R#11)

The students intended to say 'according' but they had slip and said 'assreding'. The vibration of the vocal folds is moving from 'o' to the 'e' and from 'c' to the 's'. So the students say 'asserding to' not 'according to'.

- Successful is easy - Successfal is easy (R#11)

The student intended to say 'successful is easy' but said 'successfal is easy'. Its happen because students switch the letter 'u' to the word 'successful' with the letter 'a', so students say the word 'successfal'.

- Need to pay - Need to fay (R#12)

The students intended to say 'need to pay', but they said 'to fay'. The vibration of vocal folds is moving from 'f' to the 'p', in clear resulting in the word 'to fay' instead of 'to pay'.

- Recourses from - Rekourses from (R#13)

The student intended to say 'recourses from' but they had slips and say 'rekourses from'. Its happen because they switch the phonetic of 's' to the 'k'. So they said 'rekourses from'.

- Professionals – Porposionals (R#13)

The students intended to say ‘professionals’ but they said ‘proposionals’. Malapropism must be distinguished from cases where the speaker used in the one they intended to use, through it is semantically incorrect.

- Was used - Way used (R#13)

The students intended to say ‘was used’, but they said ‘way used’. In the utterance ‘was used’ the students switch the ‘s’ on the end of ‘was’ with the letter ‘y’.

- Very useful - *Very aseful* (R#14)

The utterance ‘aseful’ belonged to other speech unit. The students intended to say ‘useful’ but has tongue-slip and said ‘aseful’. The vibration of the vocal folds is moving from ‘u /ju:/’ to the ‘a /ʌ/’. In both of these case, all of students did not realized when they made a slips in utterances.

- From using - *For using* (R#14)

The slip of word ‘for using’ also included in the type of slip other speech unit. The students intended to say ‘from using’ but they said ‘for using’. Unusually, in this case is caused by a lack of concentration of students when reading the text of speech.

- My friends - *My priends* (R#15)

The second slip is other speech unit. The students intended to say the word ‘friends’, but had tongue-slip and said ‘priends’. In this case, the vibration of the vocal folds is moving from f to the p. in clear resulting in the word ‘priends’ instead of ‘friends’. According to Nick (1998), the fact the individual articulatory movements can move from one sound to another show that they too are psychologically real units to the speaker.⁴ This case occurred because of the influence of mother tongue (Sundanese) on the students in pronunciation of English.

- Entertainment sites - *Entertainments saets* (R#15)

The students intended to say ‘entertainment sites’ but they had slips and say ‘entertainment saet’. They switch the letter ‘i’ to the ‘a’ and switch the letter ‘te’ to the ‘et’. So they said ‘entertainment saets’,

- Utilizing information - *Atelizing information* (R#15)

Students intended to say ‘utilizing /ju:tɪlɪzɪŋ/’, but they switch the phonetic /ju:/ with the phonetic /ʌ/. So they said ‘utilizing /ʌtɪlɪzɪŋ/’.

⁴ Nick Cipollone, et. Al., *Language File*, p.301

2. Analysis of Causes Slip of the Tongue

In this research the writer found several causes of slip of the tongue. This analysis would be combined with the theory of Jack Richard and H. Douglas Brown. According to Jack Richard classified the causes of errors in to three classifications:

- a. Overgeneralization that is where students create or say words according to rules they know. Addition and subtraction in words are also included in overgeneralization. There are several reasons students lead to overgeneralization. That is, when students are asked about "students realize their mistakes or not?" There are 7 students who answer "no". With the answer "no" it can be seen that the student is very confident in what he knows. This can be proven by Shiva's reasons stating that "no, because it feels right". In addition, students also rarely study with friends at school. Evidenced by interview data which states that students rarely study with friends. This can make students less understanding in English lessons.
- b. False concept hypothesized, this happens because students faulty comprehension of distinction in the foreign language. This error can occur when students ask wrong questions. They ask friends more often than teachers. Proven by the data that,

there are 13 students more often ask friends and only 3 students who ask the teacher, with different reasons. This has a great opportunity to cause students to be wrong in the concept of hypothesized. In addition, when they try to study alone at home, it can also be a reason to make mistakes. The possibility that they are wrong in understanding the concept is very large. Because they only rely on the knowledge they have.

Moreover, Douglas Brown that speech errors in students can be influenced by classroom or school conditions. In this case Douglas Distinguish the causes as follow.

- a. Interlingual transfer that is caused by mother tongue interference to target language. Interlingual transfer is a significant source of error for all students. This can be proven by the data interview taken. There were 10 students who answered that their mother tongue influenced the way students spoke and 5 students answered "no". Basically all students at MTs Roudhotul Falakh use Sundanese as their daily language. So, the reason students choose "yas is because of differences in pronunciation and accent.

- b. Context of learning, this happens when the teacher or textbook directs students to make false hypotheses about language. The context of learning also includes the causes of students experiencing slip of the tongue. Because students lack understanding of the material in the book or the material taught by the teacher. Book material is the main cause of students not understanding English concepts. Because almost all English textbooks use English writing too. This can be proven that, all students answer "difficult to understand from the book". There are several reasons for them to answer that, including "susah, soalnya kalo dari LKS gak ada terjemahannya ". In addition there were three students answered that the teacher's instructions were also difficult to understand. Some reasons that they don't like English lessons. This can happen because the teacher does not put in place an exciting and interesting way to teach.

In addition, the writer found other factor that caused of students to slip of the tongue that is nervous and school environment. Nervous is greatly affects students in speaking English. When students already to feel nervous, then what is stored in the brain suddenly can disappear. In addition, nervous can also cause a lack of

concentration in students. On the other hand, school environment factors effect students' fluency in English. It is very clear that school environment factors greatly affect students in speaking English. Because this school is not applied to speak English and only use their native language. Different from boarding schools that they used English every day. Proven by students' answered when interviewed. There are 11 students to answer "yes".

The occurrence of errors in speaking English to students is caused with many factors. Among them overgeneralization, false concept hypothesized, interlingual transfer, context of learning, nervous and school environment. So the most common caused in this case is when students fell nervous.