The Study of Slip of Tongue in English Classroom Presentation Produced by Thai and Libyan Students at English Language and Letters Department

Bagus Detrianto
English Language and Letters Department
Universitas Islam Negeri Maulana Malik Ibrahim
Malang, Indonesia

ABSTRACT
This study focussed on the study of slip of tongue which is under the umbrella of Psycholinguistics studies. Thus, the common speech error done by everyone in language production is slip of the tongue, which means what they say is actually not what they mean and what they want to say. In addition, this study aimed to observe the slips of tongue of Thai and Libyan students’ utterances in an English classroom presentation in English language and letters department, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.

The writer used a descriptive qualitative approach since the data obtained were in the forms of words which were transcribed from the Thai and Libyan students’ utterances. In order to do the observations, the writer joined their classes. Thus, the writer collected the data using audio recording and note taking in order to get any information regarding to the observations. Then, transcribed the utterances into written forms and analysed it using some theories. Those theories were theory proposed by Fromkin (1973) about eight types of slip of the tongue, and Clark (1977) about the factors which influenced the slips of the tongue.

The writer found almost all kinds of slips if tongue were produced by Libyan student and Thai students in their presentation. Those were anticipations, preservations, blends/haplologies, misderivations/shifts, substitutions, additions, and deletions. Whereas there was one type of slip of tongue which did not occur in their utterances, that was reversals/exchange. In addition, the most type of slip of the tongue was deletion which occurred eleven times. Further, there were several factors which might influence slips of tongue; cognitive difficulty, situational anxiety, social factor. Thus, in this study, the writer found that all factors influenced all the speakers’ performances or utterances in English classroom presentation. Somehow, the most influenced factor was cognitive difficulty.

Even though almost all kinds of slips of tongue occurred in their presentations or utterances, but the audience understood about the subjects being told by all the speakers. Therefore, their presentations were still understandable. From all the findings about kinds and possible factors which might influence slips of tongue above, the writer found some possible strategies to overcome it. Due to the fact that the most kind of slips of tongue was deletion and the most factor which influenced it was cognitive difficulty, so it meant that all speakers were less in practices before doing the presentation or they were in hurry when they did the presentations. Therefore, in this case, the speakers should practice more and be calm in presenting their thoughts and understanding concerning with the subject or material being presented in the classroom.

Keywords: Psycholinguistics, slip of tongue, English classroom presentation, Thai and Libyan students.

I. INTRODUCTION
Language is one of the ways of communication. Further, human can interact and influence each other by using language in their daily communication. Somehow, human speech or spoken language is far from perfect. People often do speech errors in any aspect of life, such in daily communication, classroom interaction between teacher and student or student and student, trade interaction between seller and buyer, and so forth. The most speech error produced by people is slips of tongue (SOT). Thus, it is the phenomenon when the speech production has the result that what the speakers say is not really what they mean or the want to. Furthermore, SOT might occur when the speaker actual utterance differs from the intended utterance [1]. There are some definitions about SOT, one them is from Boomer & Laver as quoted in Fromkin 1973 defines that it is as involuntary deviation in performance from the speakers’ current phonological, grammatical, or lexical intention[1]. However, the most accepted definition is from Dell who defines SOT is an unintended, habitual deviation from a speech plan [2]. From this definition, it is derived that SOT happens due to some criteria. First, there must be an error in SOT, and the other is the speaker must be able to repair their errors [3]. Thus, those criteria can be the inferences for the writer in conducting this study. Furthermore, slip of tongue is one-time error in speech production planning [4].
In addition, there are some situations or factors which may influence SOT, everyone seems to produce it in daily life. The most often is when the tongue’s owner is tired, a bit drunk, or little bit nervous [5]. Based on those explanations, the role of language is obviously crucial, especially English as the international language since this is used as a second language almost in every country in the world. English is employed everywhere since this is a very effective and straight-forward language. This language is used for the need of education, literature, science, economics, and other aspects in every country. Due to its important, the writer aim to have a study concerning in English language. However, there are some problems in practicing the second language. Sometimes, people get troubles and mistakes in their language productions which one of the most problems is slip of tongue. Therefore, in this study, the writer did an observation from the language production which concerning on slips of tongue in English classroom presentation of foreign students who are Thai and Libyan students in English Language and Letters Department, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. In this study, the writer focussed on the types of slips of the tongue proposed by Fromkin [1], and the possible factors which might influence the slips of the tongue proposed by Clark [7]. After analysing it, the writer found some strategies to overcome the slips of the tongue. Therefore, this study is worth-doing.

II. LITERATURE REVIEW

A slip of tongue is a type of speech error in which sounds or entire words are rearranged between two or more different words. Dell [2] argues that when you are formulating a sentence you start at the word-meaning level. Then you start to represent the sentence at the sound level. When you are preparing to say words you active the sounds of the words you want to say and sometimes a similar sound is activated and said instead of the correct sound. In addition, the common slips of tongue usually found are; Anticipations, it occurs in the right place and earlier in the utterance. A unit occurs when a letter segment takes the place of an earlier segment. Jaeger [4] proposes that some items planned for earlier in the utterance is anticipated and effects a unit planned for earlier in the utterance. They differ from shifts in that intrudes on another also remains in its correct location and thus is used twice [6]. For example: Take my bike \(\rightarrow\) bake my bike. In perseverations, it occurs in an earlier segment replaces a later items or it comes after the origin [6]. Thus, it means that some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance. For example: He pulled a tantrum \(\rightarrow\) he pulled a pantrum. In reversals, there are two segments are interchanged and so the origin of one error is the target for the other. These errors are also known as spoonerism. According to Carroll [6], exchanges are, in effect, double shifts, in which two linguistics units exchange places. For example: Katz and Fodor \(\rightarrow\) Fats and Kodor. In blends or haplogolies, there are two linguistics units that are combined into one item. As Carrol [6] point out that blends apparently occurs when more than one word is being considered and the two intended items fuse or blend into a single item. For example: The children + young of today \(\rightarrow\) the chung of today. Chung comes from the children and young. In misderivations, it is when one speech segment disappears from its appropriate action and appears somewhere else. It can be occurred when the speaker somehow attaches the wrong suffix or prefix to the word. For example: That’s so shall be ready in case she decide to hits it \(\rightarrow\) (decides to hit it). According to Carroll [6], 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 \(\rightarrow\) before the place close. According to Fromkin [1] (cited in Clark [7]) “in word substitutions, the speakers produce a word that is wrong, but typically related either semantically or phonologically to the word intended”. According to Carroll [6], additions is an additional linguistic material. The speaker intended to utter the intended utterance, occasionally he/she adds linguistics material in his/her intended utterance which becomes slips. It is typically related to phonemes, morphemic affixes, articles, prepositions, conjunctions, whole words, or even phrases. For example: I did not explain this carefully enough \(\rightarrow\) carefully. Deletion is whereas leave something out. The speakers wanted to utter the intended sentences, yet incidentally he/she leaves out linguistics material. It can be typically related to phonemes, morphemic affixes, articles, prepositions, conjunctions, whole words, or even say his/her intended utterance. For example: The baby see fireworks \(\rightarrow\) the baby see firework (the affix deletion).

In addition, the factors which may influence slips of tongue proposed by Clark are cognitive difficulty, situational anxiety, and social factor [7]. Thus cognitive difficulty means people take longer time to produce
sentences on topic using the abstract words than the concrete words. While the situational anxiety means it happens due to a certain situation that makes a speaker become tense, anxious, or worries about it. Whereas social factor means speech plan seems difficult when conversation takes place under pressure. Further, there are some previous studies which were conducted by writer that are focusing on slips of tongue. Karisman [8] investigated about the slip of tongue occurred in the speaking class of English letters and language department students of Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia [8]. In this undergraduate thesis, the writer described about kinds of slip of tongue happened in the speaking class and kind of slip of tongue which is most produced in the speaking class. In addition, the writer used the theory which was proposed by Carroll [6]. The findings show that kinds of slip of tongue which were occurred were shifts or misderivations, substitutions and exchange, reversals or exchanges and deletion. While the most slips of tongue appeared were shifts or misderivations.

The other previous study was conducted by Putri [9], she investigated about the slip of tongue in the news anchor from the compilation videos [9]. In this undergraduate thesis, the writer identified kind of slips which were occurred and describes the contexts which cause slip of tongue in the speech production. In addition, the writer used the theory which was proposed by Fromkin [1] that people who are speaking well or native speakers are possible to make slips in their utterances. The findings shows that the kind of slips appeared were perseverations, deletions, anticipations, additions, blends, and exchanges. Moreover, the type of slips of tongue such as misderivations and substitutions were not found. In addition, the factors which were caused the slips were the situation, duration, spontaneity, and linguistics features surrounding the news anchor. Another previous study is a study which was conducted by Ulfa [10], she investigated about slip of tongue on George W Bush’s interview at the presidential scholar graduation [10]. The writer investigated about the types of slips of tongue found and the possible factors which influenced the slips of tongue. In this study, the writer used the theories which were proposed by Fromkin theory [1] about eight types of slip of the tongue, and Clark theory [7] about the factors which influenced the slips of the tongue.

However, there are some differences between the study conducted by the writer and these previous studies. In this study, the writer conducted the investigation on the students’ presentation in foreign students who are Libyan student and Thai students in their English classroom presentation at English Language and Letter Department, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. Different from Karisman [8] who obtained the data from the English speaking class, yet in this study, the writer observed the slips of tongue which might be found in their presentations in the classroom. Furthermore, the writer wanted to observe whether by having the presentations in front of classroom, the slips of tongue would be decreased or increased. In addition, the purposes of this study are to identify and observe what types of slip of tongue occurred in their English classroom presentation, and what are the possible factors which caused the slips of tongue in their English classroom presentation. After that, the writer would find how the strategies to overcome slips of tongue in English classroom presentation which was done by Libyan student and Thai students. Finally, by considering those differences and significances, The Study of Slip of Tongue in English Classroom Presentation Produced by Thai and Libyan Students at English Language and Letters Department is worth doing.

III. METHODOLOGY

This study applied a descriptive qualitative method in order to know the linguistics phenomena happened in English classroom presentation of Thai and Libyan students in English Language and Letters Department, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia through psycholinguistics point of view. This method used since the data were collected in the form of words and phrases. Creswell defines that qualitative study is a means for exploring and understanding the meaning individuals or groups describe to a social or human problem. This study attempted to describe the speech production which concerns on slip of tongue. In addition, the writer focused on the types of slip of tongue produced and mostly produced, and the possible factors which might influence the slips of tongue in utterances produced by Thai and Libyan students. In identifying and analyzing the data, the writer took the following procedures. Firstly, collecting the data by using audio recording for each presenter in English classroom presentation. Secondly, taking pictures for each presenter who presented their thought and understanding about the topic being presented in front of classroom. After that identifying the utterances which contain slips of tongue. At last, applying the theory proposed by Fromkin theory
about eight types of slip of the tongue and Clark theory about the factors which influenced the slips of the tongue in order to identify and analyze the data. After that, the writer tried to find the possible strategies to overcome or decrease slips of tongue. In addition, the paradigm which the writer worked on is Pragmatism, since this study tries to provide solution from the existing problem which was focused on slips of the tongue in language production.

IV. DISCUSSION

In this study, the writer had transcribed the utterances produced by Thai and Libyan students who are in the sixth semester. There are four students, one is Libyan student and another three are Thai students. In this case, the writer focused on the foreign students who did their English classroom presentations about some of the subjects in Psycholinguistics course in English Language and Letters Department, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. The results can be seen in the table below.

<table>
<thead>
<tr>
<th>Types of Slip of Tongue</th>
<th>Students of English Language and Letters Department, Universitas Islam Negeri Maulana Malik Ibrahim</th>
<th>Libyan Student (LS)</th>
<th>Thai Students (TS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipations</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Preservations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reversals/Exchanges</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Blends/Haplologies</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Misderivations/Shifts</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Substitutions</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Additions</td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Deletions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>17</td>
</tr>
</tbody>
</table>

From the information of data above, the writer found that there were 29 data or slips of tongue produced by a Libyan student and Thai students. The types that were occurred in their utterances were anticipations, preservations, blends/ haplologies, misderivations/shifts, substitutions, additions, and deletions. Whereas there was one type of slip of tongue which did not occur in their utterances, that was reversals/exchange. In addition, the most type of slip of the tongue occurred was deletion which was occurred eleven times. In order to know the utterances produced by all the speakers, the writer provided the data with its contexts below.

Datum 1
Utterance: …we are.. hmm.. me and my friends, each one will…
Analysis: from this context, the writer found that LS said “we are”, but actually what she really wanted to say was “me and my friends”. In this case, the LS did one of the types of slips of tongue called anticipations. Due to the fact that the LS utterance occurred in a right place, but earlier in its utterance, therefore a unit occurred when a letter segment took a place of an earlier segment.

Datum 2
Utterance: …each one will take a part it to make it clear for you to understand…
Analysis: Further, in this context, the writer found that LS said “a part it”, but actually what she should say “a part of it”. In this case, the LS did one of the types of slips of tongue called deletions. Since the utterance missed a linguistics material out by only saying a part it rather than a part of it.

Datum 3
Utterance: …what is actually autism and asparagus syndrome…
Analysis: In this context, the writer found that LS said “what is actually autism and asparagus syndrom”. Thus, there are actually two definitions which would be explained by the speaker, but the speaker used auxiliary verb in a singular form “is”. Therefore, the LS did one of the types of slips of tongue called substitution. Since the utterance was wrong by changing the auxiliary verb.

Datum 4
Utterance: …and how.. and how it place pragmatics based on scale implicature…
Analysis: For this context, the writer found that LS said “how it place”. Somehow, it was wrong. Due to the fact that the word “it”, was singular form, therefore it must be followed by infinitive (verb 1) s. Thus, the sentence or utterances should be “how it places”. In this case, the LS did one of the types of slips of tongue called deletions. Since the utterance missed a linguistics material out by saying how it place rather than how it places.

Datum 5
Utterance: A.. First, I would like to.. to present here definition of autism….
Analysis: Further, in this context, the writer found that LS said “to present here definition of autism”, but actually speaker only needed to say “to present definition of autism”. Thus, it should be without the word “here”. Therefore, in this case, the LS did one of the types of slips of tongue which called additions. Since the speaker added a linguistics material which was not really needed.

Datum 6
Utterance: A.. People with autism has the resptunse a.. to be misunderstood …
Analysis: In this context, the writer found that LS said “autism has the resptunse”, but what she actually should say was “autism has the response”. Therefore, in this case, the LS did one of the types of slips of tongue called blends/haplologies. Due to the fact that there are two linguistics units combined into one item.

Datum 7
Utterance: the second is what is asparagus syndrome. Actually, asparagus syndrome is a parts of a.. autism …
Analysis: In this context, the writer found that LS said “asparagus syndrome is a parts of”, but actually what she should say was “asparagus syndrome is a part of”. Thus, the speaker did not need to add suffix “s” after the word “part”. Since the auxiliary verb “is” meant the following word should be in the form of singular. Therefore, in this case, the LS did one of the types of slips of tongue called additions. Since the speaker added a linguistics materials which was irrelevant.

Datum 8
Utterance: … people who has a.. like normal or above normal IQ…
Analysis: Further, in this context, the writer found that LS said “people who has”, but actually what she should say was “people who have”. Since the word “people” indicate the plural form, thus the auxiliary verb should be have rather than has. In this case, the LS did one of the types of slips of tongue which called substitutions. Since the utterance of the speaker was wrong and not relevant.

Datum 9
Utterance: … actually dealing with asparagus syndrome a.. a.. find difficulty to undify…
Analysis: Further, in this context, the writer found that LS said “find difficulty to undify”. However, it should be “find difficulty to identify”, thus the speaker perhaps was in hurry or nervous then there was slip in her utterance. Therefore, in this case, the LS did one of the types of slips of tongue which called substitutions. Since the utterance of the speaker was wrong and irrelevant to the context.

Datum 10
Utterance: … actually dealing with asparagus syndrome a.. a.. find difficulty to undify…
Analysis: In this context, the writer found that LS said “find difficulty to undify”, but actually what she should say was “find difficulty to identify”. Thus, it should be “find difficulty to identify”. Therefore, in this case, the LS did one of the types of slips of tongue called substitutions. Since the utterance of the speaker was wrong and irrelevant to the context.

Datum 11
Utterance: … In this journal, we will have a look on adults a.. they a.. a. autism and asparagus syndrome adults…
Analysis: Further, in this context, the writer found that LS said “They a.. a. autism and asparagus syndrome adults”, but actually what she should add the auxiliary verb “are”, Thus, it should be “They are autism and asparagus syndrome adults”. In this case, the speaker was nervous then what she wanted to say did not come up. Therefore, the LS did one of the types of slips of tongue which called deletions. Since the utterance missed a linguistics material out which was the auxiliary verb “are”.

Datum 12
Utterance: … if it presented in a number in any normal individual, he will understand some but not all students pass the exam…
Analysis: Further, in this context, the writer found that LS said “if it presented in a number in any individual”. However it should be “if it is presented in a number in any individual”. Since the sentence was in the form of passive voice, therefore the auxiliary verb should be added. Therefore, in this case, the LS did one of the types of slips of tongue which called deletions. Since the speaker utterance missed a linguistics material out which was the auxiliary verb “is”.

Datum 13 – 29 are the transcription of Thai students’ (TS) utterances.
Datum 13
Utterance: …sentence were presented in the sentence of the screen…
Analysis: In this context, the writer found that TS said “sentence were presented”. However it should be should “sentences were presented”. Since the the auxiliary verb was “were”, therefore the subject should be in the plural form. Thus, in this case, the LS did one of the types of slips of tongue which called deletions. Since the speaker utterance missed a linguistics material out.

Datum 14
Utterance: …me.. mesumened for each.. measurement for each participant…
Analysis: In this context, the writer found that TS said “mesumened for each”. However, it should be “measurement for each”. Therefore, the LS did one of the types of slips of tongue called substitution. Since the utterance was wrong and not relevant or ambiguous. Due to the fact that what the speaker wanted to say was not same with what she spoke.

Datum 15
Utterance: …as the distributions of these percentages of response…
Analysis: Further, in this context, the writer found that TS said “as the distribution of these percentages of response”. However it should be “as the distribution of these percentages of responses”. Since there are many percentages, thus the response should also be in the plural form. Therefore, in this case, the LS did one of the types of slips of tongue called deletions. Since the speaker utterance missed a linguistics material out which was the suffix “s” to indicate the plural form.

Datum 16
Utterance: …based on various findings that pragmatics responder are slower than logical responder…
Analysis: Further, in this context, the writer found that TS said “based on various findings that pragmatics responder are slower than logical responder”. However it should be “based on various findings that pragmatics responders are slower than logical responders”. Due to the fact that the auxiliary verb used was “are”, therefore it should be followed by plural form. Thus, in this case, the LS did one of the types of slips of tongue which called deletions. Since the speaker utterance missed a linguistics material out which was the suffix “s” to indicate the plural form.

Datum 17
Utterance: …participants were divided into pragmatic responder and logical responders…
Analysis: Further, in this context, the writer found that TS said “participants were divided into pragmatic responder and logical responders”. However it should be “participants were divided into pragmatic responders and logical responders”. Due to the fact that the sentence showed the comparison between pragmatic and logical responders, therefore it should be balance. If the logical responder was in plural form, thus the pragmatics responder should also be in the plural form. Therefore, in this case, the TS did one of the types of slips of tongue which called deletions. Since the speaker utterance missed a linguistics material out which was the suffix “s” to indicate the plural form.

Datum 18
Utterance: …the next is corfusion, em.. the conclusion…
Analysis: Further, in this context, the writer found that TS said “the next is corfusion”. However, it should be “the next is conclusion”, thus the speaker perhaps was nervous then there was slip in her utterance. Therefore, in this case, the LS did one of the types of slips of tongue which called substitutions. Since the utterance of the speaker was wrong, other segment were replaced by another.

Datum 19
Utterance: …the conclusion, this researchs provide diagnostic…
Analysis: Further, in this context, the writer found that TS said “the conclusion, this researchs provide diagnostics”, but actually speaker only needed to say “the conclusion, this research provides diagnostics”. Thus, it should be without the suffix “s” after the word research, since the research was only one. Therefore, in this case, the TS did one of the types of slips of tongue which called additions. Since the speaker added a linguistics material in a part of her utterances.

Datum 20
Utterance: …this research provide diagnostic…
Analysis: from this context, the writer found that LS said “this research provide diagnostics”, but actually what she really wanted to say was “this research provides diagnostics”. In this case, the TS did one of the types of slips of tongue which called misderivations/shifts. Due to the fact that one speech segment disappears from its appropriate action and
appears somewhere else. Thus, it was the suffix “s” in the word research should be omitted and moved to the word provides.

Datum 21
Utterance: …diagnostic substitutions which increase…
Analysis: from this context, the writer found that LS said “diagnostic substitutions”, but actually what she really wanted to say was “diagnostic substitutions”. In this case, the TS did one of the types of slips of tongue which called preservations. Due to the fact that in TS utterance, some linguistics units planned for and executed earlier in the utterance perseverates and effects a unit planned for later in the utterance.

Datum 22
Utterance: …which increase that many student who were diagnosed…
Analysis: In this context, the writer found that LS said “which increase that many student who were diagnosed”, but what she actually should say was “which indicate that many student who were diagnosed”. Therefore, in this case, the LS did one of the types of slips of tongue called blends/haplologies. Due to the fact that there are two linguistics units combined into one item.

Datum 23
Utterance: …several language disorder that would be regarded as marry thing diagnoses…
Analysis: Further, in this context, the writer found that TS said “several language disorder that would be regarded as marry thing”. However, it should be “several language disorder that would be regarded as marry thing”, thus the speaker perhaps was nervous then there was slip in her utterance. Therefore, in this case, the TS did one of the types of slips of tongue called substitutions. Since the utterance of the speaker was wrong, other segment were replaced by another. Thus, it is from the word marry thing which should actually be many things.

Datum 24
Utterance: …diagnoses of autism aspektterm disorder…
Analysis: Further, in this context, the writer found that LS said “diagnoses of autism aspektterm disorder”, but actually speaker only needed to say “diagnoses of autism spectrum disorder”. Thus, it should be without a morpheme “a”. Therefore, in this case, the TS did one of the types of slips of tongue which called additions. Since the speaker added a linguistics material which was wrong and not needed.

Datum 25
Utterance: …this study also has implication o.. for our invaluation of the research…
Analysis: In this context, the writer found that LS said “this study also has implication o.. for our invaluation of the research”, but what she actually should say was “this study also has implication o.. for our evaluation of the research”. Therefore, in this case, the TS did one of the types of slips of tongue called blends/haplologies. Due to the fact that there are two linguistics units combined into one item in her utterance.

Datum 26
Utterance: …many study of student with…
Analysis: In this context, the writer found that TS said “many student of student with”. However it should be “many students of student with”. Due to the fact that the word “study” followed by suffix “es”. Thus, in this case, the LS did one of the types of slips of tongue called deletions. Since the speaker utterance missed a linguistics material out which is suffix “s”.

Datum 27
Utterance: …language disorder that were publi.. publishes in the last century…
Analysis: Further, in this context, the writer found that TS said “language disorders that were publi.. publishes in the last century”. However, it should be “language disorders that were published in the last century”, thus the speaker perhaps was nervous then there was slip in her utterance. Therefore, in this case, the TS did one of the types of slips of tongue which called substitutions. In addition, the utterance of the speaker was in the form of passive voice, therefore after the auxiliary verb “were” then it should be followed by past participle (verb 3).

Datum 28
Utterance: …they will have include students who would nowadays be regard.. regarded…
Analysis: Further, in this context, the writer found that TS said “they will have include students who would nowadays”. However it should be “they will have include students who would nowadays”. Due to the fact that the written from of nowadays was wrong due to the deletion. Thus, it should be “nowadays”. Therefore, in this case, the TS did one of the types of slips of tongue
which called deletions. Since the speaker utterance missed a linguistic material out which was the suffix “s”.

Datum 29

Utterance: ...as having a.. ASD or Autism.. aa.. autism.. aa.. Aspectrum Disorder...

Analysis: In this context, the writer found that TS said “as having a.. ASD or Autism.. aa.. autism.. aa.. Aspectrum Disorder”, but actually what she should say was “as having a.. ASD or Autism.. aa.. autism.. aa.. Spectrum Disorder”. In this case, the speaker added prefix “a” after the word “spectrum”. Therefore, the TS did one of the types of slips of tongue which called additions. Since the speaker added a linguistic materials which was irrelevant to the context.

All the data above are the transcriptions of the utterances produced by the Libyan student and Thai students in English Classroom presentation, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. Thus, from all those data, the writer found that the types of slips of tongue which were occurred in their utterances were anticipations, preservations, blends/haplologies, misderivations /shifts, substitutions, additions, and deletions. Whereas there was one type of slip of tongue which did not occur in their utterances, that was reversals/exchange. In addition, the most type of slip of the tongue occurred was deletion which was occurred eleven times. In addition, the factors which might influence the slips of tongue produced by the speakers were shown in the table below.

From the table above, the writer found that the most possible factor which might influence the slips of tongue produced by the Libyan student and Thai students was cognitive difficulty. Since almost all speakers did their slips of tongue in term of this factor. Thus, it was proved when they do hesitation a lot and get difficulty in order to say the right word which they meant and wanted to say. Somehow, the slips of tongue and the factors which might influence slips of tongue did not mean that all the speaker failed in communication or their presentations. Due to the fact that the explanations were still understandable.

V. CONCLUSION

According to the discussion, the writer found that almost all kinds of slips if tongue were produced by Libyan student and Thai students in English classroom presentation, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. Those kinds of slips of tongue produced were anticipations, preservations, blends/haplologies, misderivations /shifts, substitutions, additions, and deletions. Whereas there was one type of slip of tongue which did not occur in their utterances, that was reversals/exchange. In addition, the most type of slip of the tongue occurred was deletion which was occurred eleven times. In addition, there were several factors which might influence slips of tongue; cognitive difficulty, situational anxiety, social factor. Thus, in this study, the writer found that all factors influenced all the speakers’ performance or utterances in English classroom presentation. Somehow, the most influenced factor was cognitive difficulty. In this case, all speakers got difficulty to say the right words which they meant or wanted to say.

However, it did not mean that they failed in their communication or presentations. Even though almost all kinds of slips of tongue occurred in their presentations or utterances and all factors influenced their performance in English classroom presentation, but the
audience understood about the subjects being told by all the speakers. Therefore, their presentations were still understandable and running well. From all the findings about kinds and possible factor which might influence slips of tongue above, the writer found some possible strategies to overcome it. Due to the fact that the most kind of slips of tongue occurs was deletion and the most factor which influenced it was cognitive difficulty. Therefore, it meant that all speakers were less in practices before doing the presentation or they were in hurry when they did the presentations. Therefore, in this case, the speakers should practice more and be calm in presenting their thoughts and understanding concerning with the subject or material being presented in front of the classroom.

REFERENCES


