

INVESTIGATING TYPES OF SLIPS OF THE TONGUE EXPERIENCED IN STUDENTS' SPEECH (A Case Study on Students' Speech at English Language Department of IKIP Mataram)

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Abstract

This research purposed to identify slip of the tongue in student's speech. This research implied descriptive qualitative method. The data collection technique used was observation. This research data was taken from student's speech. The data analysis technique is applied in this research related to Miles and Huberman proposed three stages namely data coding, data reduction, and drawing conclusion. There are the following theories of slip of the tongue used in this research is proposed by Carrol (2008) and Fromkin (1973) that categorizes slip of the tongue into eight types that those are anticipation, perseveration, reversal, blend or haplologies, misderivation, substitution, addition, and deletion. The analysis result of this research dealing with types of slip of the tongue occurred in students' speech showed that there was one of types of slips of the tongue that could not occur in students' speech. As the frequency result showed that slips of the tongue occurred twenty nine times in student's speech. One type of slips of the tongue did not occur in the student's speech that was anticipation phase. On the other hand, the most types of slips of the tongue frequently occur until nine times that was substitution phase. By those finding, the researcher argues that English teachers need to strengthen students' speaking skill by paying attention types of slips of the tongue so that in daily communication slips of the tongue can be avoided in their utterance.

Keywords : *Slip of the tongue, Speech, Types of Slips of the Tongue*

INTRODUCTION

Language is globally used for any kinds of communication. It means that language is very important for many people over the world. There is no a day and time that is passed without expressing something by using a language. The importance of language cannot be separated by speakers and listeners. Language sometimes makes the listener misunderstanding what speaker intends to say that differs from what they mean even when the speakers speak past and fluently. The errors or slips intentionally occurred in their speaking. In the other words, speakers did slips in their communication that was happened either intentionally or

unintentionally¹. Both communication frequently engages conventional or unconventional signal which use linguistic or non-linguistic forms, and occurs through spoken or others ways². Indeed, speaking is very fast and seemingly effortless process. In fact, the words in speaking are produced by human up to one hundred fifty words per minutes. It means that a speaker retrieves two or three words per second from daily vocabulary of about thirty thousand words. The continuity of doing is so over much extended periods of time and with remarkable accuracy about one slip per one thousand words³. The action of speaking needs to require proceeding from the intention in the terms of semantic, syntactic, phonological, and articulatory processing stages within milliseconds.

The use of language can influence human interaction in their daily communication. Somehow, language is nothing perfect in particular speaking. Absolutely, the speakers are not aware when they speak past facing errors or slips. It is a normally challenging for learners to identify slips of the tongue. In daily communication, it frequently occur intentionally. The speakers intentionally used to commit slips of the tongue in their communication. The phenomenon is when the speakers want to say with intended word but the speaker produce in different words. In line with Fromkin categorizes the words that the speaker produces into eight types of slip of the tongue, those are anticipation, perseveration, reversal, blend or haplogogies, misderivation, substitution, addition, and deletion.⁴

Due to the types of slips of the tongue where it used to happen in any form of communication, the researcher supposed that this was important things to clarify some previous theories about slips of the tongue. Therefore, the researcher concerned on identifying types of slips of the tongue in university student's speech at English Language Department of IKIP Mataram. The researcher inspired to conduct a research on English language department caused we heard many students even

¹ Ferguson, "*Careers Skills Library: Communication Skills, Second Edition*". (United States of America;: An imprint of Facts on File, (2004). hal, 1.

² Meida, F. (2018), "Slips of the Tongue in Speech Production of Indonesia State Officials", *A Psycholinguistic Study. International Journal of English Literature and Social Sciences (IJELS)*, 3(4):536. (2018) <https://ijels.com/ojs/index.php/ijels/article/view/54>

³ Levelt W, "Monitoring and self-repair in speech", *Cognition*, 14:41-104. (1983) [https://doi.org/10.1016/0010-0277\(83\)90026-4](https://doi.org/10.1016/0010-0277(83)90026-4)

⁴ Meida F, Loc.cit.

when they spoke fluently they had still problem on their speaking and they did not realize it that slips of the tongue occurred. The problem was related on their slips. Moreover, they experienced slips of tongue in the same few words on and on. Substitution words were the most frequently experienced by the students. Then it was followed by addition where they added same words or different words which had same meaning. Thus, this research aimed to investigate the phenomenon of slips of the tongue experienced in students' speech.

LITERATURE REVIEW

Defining Slips of the Tongue

Slips of the tongue can be defined the following some theories.^{5,6,7} In line with Fromkin states that slips of the tongue is common and often amusing from repressed though student's speech that revealed by the particular errors or phonic errors which a speaker makes. On the other hand, Kuruoglu argues that a slip of the tongue can be defined as the type of speech errors or speech disfluency in which sounds, syllables, or whole words change their location between two or more words in speech. In a slip of tongue, a speaker wants to say something but unintentionally says something. Furthermore, he said that a slip of the tongue is an involuntary deviation in performance from the speaker's current phonological, grammatical or lexical intention. In the other, Meida adds that, 'a slip of the tongue is a part of speech erroneous in order not to say the appropriate words as the speaker's target language'.⁸

⁵ Harley, A. T etl. "Speech Errors: Psycholinguistic Approach", *Encyclopaedia of Language and Linguistics*, 2(3): 2 (2006). DOI:10.1016/B0-08-044854-2/00797-5

⁶ Altiparmak, A. & Kuruoglu, G, "Slips of the Tongue: a Psycholinguistic Study in Turkish Language", *Humanities and Social Sciences Review*, 3(2):244 (2014). <http://universitypublications.net/hssr/0302/pdf/R3ME275>.

⁷ Fromkin, V. A, "Slips of the tongue". *Scientific American*, 229(6), 110–117. (1973) <https://doi.org/10.1038/scientificamerican1273-110>

⁸ Meida F, Op.cit. hal.537

Types of Slips of the Tongue

Types of slip of the tongue can be classified relation on some categorizes slips of the tongue into eight types of slips of the tongue, those are anticipation, perseveration, reversal, blend or haplogologies, misderivation, substitution, addition, and deletion.^{9,10,11,12}

Based on the theories about types of slips of the tongue, most researchers found types of slips of the tongue classified into eight categories the follow.

Anticipations is occurred when the speaker changes a later segment and takes the place of an earlier one. Some items were planned for earlier in the speech that is anticipated and affected a unit planned for earlier in the speech. The unit of words frequently affects the earlier words so the words produce many times. And they differ from shift in that intrudes on another also remains in its correct intended words and thus is used twice.¹³ For example: *Take my bike* → *bake my bike*.

In perseverations, it is occurred when speaker says in the student's speech that the earlier word replaces a later word or it comes after the origin a later word or it comes after the intended word. Thus, it means that some linguistics unit planned for and executed earlier in the speech perseverates and effect a unit planned for later in the speech. For example: *He pulled a tantrum* → *he pulled a pantrum*.

In reversal or exchange, 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, it is occurred when the wrong word exchanges with the indented words in the student's speech, so this happened on two linguistics unit exchange places same time. For example: *Katz and Fodor* → *Fasts and Kodor*.¹⁴

In blends or haplogologies, it was occurred when there are two linguistics units combined into one item of a word. It points out that blends apparently occurs when more than one word is being considered and the two intended items of words fuse or

⁹ Harley, A. T etl, loc.cit.

¹⁰ Fromkin, V. A. loc.cit

¹¹ Harastasya, A., etl, "Investigating the types and causes of slips of the tongue of one of the Indonesian female singers", 8(2),43 (2020) <https://ejournal.upi.edu/index.php>

¹² Carrol, W., D, "Psychology of Language", (Thomson Higher Education10 Davis Drive Belmont, CA 94002-3098: USA, 2008), hal. 195

¹³Ibid.

¹⁴ Ibid.

blend into a single item. And this is not as abbreviation words. For example: *The children + young of today → the chung of today*. Chung comes from the children and young.

In misderivations, it is occurred when one speech segment disappears from is student's speech 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 → (decides to hit it)*. 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 à before the place close*.

In word substitutions, the speakers produce a word that is wrong, but typically related either semantically or phonologically to the word intended". For example: *this is a box → this is a book*. The box is untended word of the speaker says, the speaker substitutes the word 'box' become 'book'.

Addition is occurred when the speaker add phonemes, affixes or affixes until adding phrases. The speaker intended to utter the intended speech; occasionally he adds linguistics material in his intended speech that becomes slips of the tongue. The addition is typically related to phonemes, morphemic affixes, articles, prepositions, conjunctions, whole words, or even phrases. For example: *I did not explain this carefully enough → carefully*.

Deletion is occurred whereas the speaker leave something out. The speakers wanted to utter the intended sentences, yet incidentally he leaves out linguistics material. The linguistic material can be typically related to phonemes, morphemic affixes, articles, prepositions, conjunctions, whole words, or even say his intended speech. For example: *The baby sees fireworks → the baby see fireworks (the affix deletion)*.

RESEARCH METHOD

This research employed qualitative research design. The researcher applied descriptive qualitative method. It is called descriptive because this research attempted to investigate types of slips of the tongue in the student's speech. In line with Ary states that the result of qualitative research design is a narrative report, that the social

reality experienced by the participants could be understood.¹⁵ Thus, after conducting this research the conclusion will be arranged in narrative in order to let the readers know the process done in this research previously.

To collect the data, the researcher used observation technique that the researcher observed to the student's speech by recording for each speaker. Thereupon the information was categorized based on these types of slips of the tongue. This observation would be conducted in order to ensure whether the information of the research is suitable based on the determined categories.

After collecting the participant recording, it was continued to slips of the tongue transcribing. This was done in order to transcribe the main point of the object of this research to be analyzed in the next stage. The slips of the tongue transcribing are crucial for accurate investigation of slips of the tongue in student's speech. The data analysis was based on these slips of the tongue transcribing by taking notes student's speech to obtain the data of their types of slips of the tongue.

The data was analyzed by the following Miles and Huberman's theory.¹⁶ First, the data is transcribed from the result of observation. Second, the data are reduced in order to find out main point discussed in the slips of the tongue. Third, the data are coded by classifying the types of slips of the tongue. The last, drawing conclusion of types of slips of the tongue, it was conducted relating on the theories proposed by Fromkin.

FINDING AND DISCUSSION

FINDING

In this study, the researcher had transcribed the speech produced by student's speeches that are in the sixth semester consisted of 35 participants. In this case, the researcher focused on the foreign student's speech that did their English classroom presentations about some of the subject in Sociolinguistic course in

¹⁵ Donald, A. et al. "*Introduction to Research in Education Eighth Edition*". (United States:Wadsworth, Cengage Learning, 2010), p.30

¹⁶ Miles, M.B & Huberman, A.A, "Qualitative Data Analysis a Method Sourcesbook", (Arizona State University:USA, 2014), hal.29

English Language and Education Department, IKIP Mataram, Indonesia. The result can be seen based on three problems in the table below.

Table 1: types of slips of the tongue appearance

Types of Slip of Tongue	Frequency
<i>Anticipation</i>	-
<i>Preservations</i>	1
<i>Reversal /Exchanges</i>	1
<i>Blends/Haplologies</i>	4
<i>Misderivations/Shift</i>	6
<i>Substitutions</i>	9
<i>Additions</i>	5
<i>Deletions</i>	3

From the information of data above, the researcher found that there were 29 data or slips of tongue in student's speech. The types that were occurred in their speech were preservations, Reversal /Exchanges, blends/ haplologies, misderivations/shift student's speech, substitutions, additions, and deletions. Whereas there was one type of slip of tongue which did not occur in their speech, that was anticipation. In addition, the most type of slip of the tongue occurred was substitution which was occurred nine times. In order to know the speech produced by all the speakers, the researcher provided the data analysis based on those findings.

DISCUSSION

The result student's speech demonstrated that the slips of the tongue occurred were categorized in seven types of slips of the tongue as proposed by Fromkin such as perseveration, reversal, blend or haplologies, misderivation, substitution, addition, and deletion.

1. Perseveration

Extract 1

Speech:...the degree of bilingualism *may mary* from one individual ...

Target : ...the degree of bilingualism *may vary* from one individual ...

Analysis: from this context, the researcher found that student's speech said "*may mary* ", but actually what she really wanted to say was "*may vary*". In this case, the student's speech did one of the types of slips of tongue which called *preservations*. Due to the fact that in student's speech, some linguistics unit in student's speech planned for and executed earlier in the speech perseverates and effect student's speech a unit planned for later in the speech. As Jaeger states that a later segment takes the place of an earlier one (Jaeger, 2005; see also Ali & Enni, 2018).¹⁷

2. Reversal/Exchange

Extract 2

Speech: ...*natural language of complexity*...

Target : ...*complexity of natural language* ...

Analysis: In this context, the researcher found that the student's speech said "*natural language of complexity*" , but what she actually should say was "*complexity of natural language*". Therefore, in this case, the student's speech did one of the types of slips of tongue called *reversal/exchange*. Due to the fact that the words are the exchange order in form of phrase, as Carrol says that exchange is used in double shifts in which two linguistic units exchange places.^{18,19}

3. Blend or Haplologies

Extract 3

Speech: ...often **develop** in colloquial setting...

Target : ...often **deployed** in colloquial setting...

Analysis: In this context, the researcher found that student's speech said "*often develop in colloquial setting*" , but what she actually should say was "*often deployed in colloquial*

¹⁷ Imron, M. A & Enni, A, Identifying the Slips of The Tongue in EFL Classroom: One Error That Blocked Students' Fluency in Speaking", 3(2):49 (2018)
<http://journal.iaingorontalo.ac.id/index.php/al>

¹⁸ Ibid. hal.48

¹⁹ Carrol, W., D. Loc.cit

setting". Therefore, in this case, the student's speech did one of the types of slips of tongue called *blends/haplogies*. Due to the fact that there are two linguistics units combined into one item. As Fromkin says that blend is occurred when words are combining into a single word.²⁰ On the other, blend is a process of mixing of unit words into a single of unintended words.

Extract 4

Speech: ...in three **perple** being bilingual or multilingual...

Target : ...in three **people** being bilingual or multilingual...

Analysis: In this context, the researcher found that student's speech said "*in three **perple** being bilingual or multilingual*", but what she actually should say was "*in three **people** being bilingual or multilingual*". Therefore, in this case, the student's speech did one of the types of slips of tongue called *blends/haplogies*. Due to the fact that there are two linguistics units combined into single item. As (Fromkin, in Ali & Enni, 2018) says that blend/haplogies is occurred when words are combining into a single item.

Extract 5

Speech:and style or **inpimate** variety ...

Target : ...and style or **intimate** variety ...

Analysis: In this context, the researcher found that student's speech said "*and style or **inpimate** variety*", but what she actually should say was "*and style or **intimate** variety*". Therefore, in this case, the student's speech did one of the types of slips of tongue called *blends/haplogies*. Due to the fact that there are two linguistics units combined into one item. Blend or in the other terms as haplogies is occurred when the speaker produce words combining into a single item.

Extract 6

Speech: Creole is that two language **compine**...

Target : Creole is that two language **combine**...

²⁰ Carrol, W., D. Loc.cit

Analysis: In this context, the researcher found that student's speech said "*Creole is that two language **compine***", but what she actually should say was "*Creole is that two language **combine***". Therefore, in this case, the student's speech 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.

4. Misderivation/Shift

Extract 7

Speech: ...accepted criterion for **distinguishem** two different language...

Target : ...accepted criterion for **distinguishing** two different language...

Analysis: from this context, the researcher found that student's said "*accepted criterion for **distinguishem** two different language*", but actually what she really wanted to say was "*accepted criterion for **distinguishing** two different language*". In this case, the student's speech did one type of slips of the tongue which called *misderivations*. it was the suffix "em" in the word *distinguish* should be omitted and moved to the suffix 'ing' in the word '*distinguishing*'. Due to the fact that one speech segment disappears from its appropriate action and appears somewhere else. Fromkin says that misderivations is the speaker somehow attaches the wrong suffix or prefix to the word.²¹

Extract 8

Speech: ...Alright today, we are...will **presentation** about language variation

Target : Alright today, we are...will **present** about language variation

Analysis: from this context, the researcher found that student's said "*Alright today, we are...will **presentation** about language variation*", but actually what she really wanted to say was "*Alright today, we are...will **present** about language variation*". In this case, the student's speech did one type of slips of the tongue which called *misderivations*. it was the suffix "tion" in the word '*presentation*' should be omitted that the word '*presentation*' is not appropriate use when the modal 'will' precedes verb. This

²¹ Imron, M. A & Enni, A, Op.cit. hal52.

is called as misderivations because the speaker somehow attaches the wrong suffix or prefix to the word.

Extract 9

Speech: ...use or **functional** are called functionolect ...

Target : ...use of **function** are called functionolect...

Analysis: from this context, the researcher found that student's said "*Alright today, we are...will presentation about language variation*", but actually what she really wanted to say was "*Alright today, we are...will present about language variation*". In this case, the student's speech did one type of slips of the tongue which called *misderivations*. it was the suffix "tion" in the word '*presentation*' should be omitted that the word '*presentation*' is not appropriate use when the modal 'will' precedes verb.

5. Substitution

Extract 10

Speech: ...in **callin...call...callonic...in colloquial** setting...

Target : ...in **colloquial** setting ...

Analysis: In this context, the researcher found that student's speech said "*in callin...call...callonic...in colloquial setting*". The target language he wants to say is '*in colloquial setting*'. He substitutes the word 'colloquial' with the words 'callin', 'call', and 'callonic'. The substitution process ends to the target word. In this case, the student's speech did one of the types of slips of tongue called *substitution*. Fromkin states that word substitution, the speaker produces a wrong word to the intended word that is related to the semantically or phonologically.²²

Extract 11

Speech: ...that is supported by **intuis..institution...**

Target : ...that is supported by **institution** ...

Analysis: In this context, the researcher found that student's speech said "*that is supported by intuis..institution*". The target language he wants to say is '*that is*

²² Ibid.

supported by institution'. He substitutes the word 'colloquial' with the words 'callin', 'call', and 'callonic'. The substitution process ends to the target word. In this case, the student's speech did one of the types of slips of tongue called *substitution*. The word substitution, the speaker produces a wrong word to the intended word that is related to the semantically or phonologically.

Extract 12

Speech: ...Alright today, we **are...will** presentation about language variation...

Target : ... Alright today, we will present about language variation ...

Analysis: In this context, the researcher found that student's speech said "are...will". The target language, he wants to say 'will'. He substitutes the word 'are...will'. The substitution process ends to the target word 'will'. In this case, the student's speech did one of the types of slips of tongue called *substitution*.

Extract 13

Speech: ...the meaning of both lexical and **function...functional...**

Target : ...the meaning both lexical **functional...**

Analysis: In this context, the researcher found that student's speech said "function...functional". The target language, he wants to say 'functional'. He substitutes with the word 'function...functional'. The substitution process ends to the target word 'functional'. In this case, the student's speech did one of the types of slips of tongue called *substitution*.

6. Addition

Extract 14

Speech: ...Often historically **cognated** or genetically

Target : ...Often historically **cognate** or genetically

Analysis: Further, in this context, the researcher found that student's speech said "Often historically *cognated or genetically*", but actually speaker only needed to say "Often historically *cognate or genetically*". Thus, it should be without the suffix "-ed" after the word cognate. this case, the student's speech did one of the types of slips of

tongue which called *additions*. Since the speaker added a linguistics material in a part of her speech.²³

Extract 15

Speech: ...considered higher and **more...and more ..pre...** prestigious...

Target : ...considered higher and **more** prestigious ...

Analysis: Further, in this context, the researcher found that student's speech said "*considered higher and more...and more ..pre... prestigious*", but actually speaker only needed to say "*considered higher and more prestigious*". This sentences shows that the word 'and', 'more' or 'pre' is additional word that should be omitted. The speaker is able to say as her intended words after adding the words. This case, the student's speech did one of the types of slips of tongue which called *additions*. Since the speaker added a linguistics material in a part of her speech. Fromkin (1973; Carroll, 2004; in Ali & Enni, 2018) states that addition adds linguistic material.

Extract 16

Speech: ...even **looked down on...look down** on...

Target : ...even **look down** on...

Analysis: Further, in this context, the researcher found that student's speech said "...even **looked down on...look down** on...", but actually speaker only needed to say "...even **look down** on...". This sentences shows that the word 'looked down on' is pronounced twice. It is meant that there are additional words in the form of phrase. This case, the student's speech did one of the types of slips of tongue which called *additions*. Since the speaker added a linguistics material in a part of her speech. Carrol states that addition adds linguistic material.²⁴

Extract 16

Speech: **colloquiallo** is a social variation...

Target : **colloquial** is a social variation...

²³ Carrol, W., D. Loc.cit

²⁴ Ibid.

Analysis: Further, in this context, the researcher found that student's speech said **colloquiallo** is a social variation", but actually speaker only needed to say **colloquial** is a social variation". This sentence shows that the word '*colloquialo*' is an understandable word because there is additional letter 'o' as suffixation. This case, the speaker intend to the word '*colloquial*' as the target language. Thus, the student's speech did one of the types of slips of tongue which called *additions*. Since the speaker added a linguistics material in a part of her speech.

7. Deletion

Extract 17

Speech: What are **languin** variation...

Target: What are **language** variations ...

Analysis: For this context, the researcher found that student's speech said "*What are languin variation*". Somehow, it was wrong. Due to the fact that the word "*languin*" is understandable word because of deletion of consonantal phoneme [g]. Thus, the word with consonantal phoneme [g] should be pronounced in the word "*language*". In this case, the student's speech did one of the types of slips of tongue called *deletions*. Since the speech missed a linguistics material out by saying how it place rather than how it places.

Extract 18

Speech: I want to continue this **presentate**...

Target: I want to continue this **presentation**...

Analysis: For this context, the researcher found that student's speech said "*I want to continue this presentate*", somehow, the speaker wants to say intended speech '*I want to continue this presentation*'. The first speech is the deletion of suffix 'tion', it has no meaning. Actually, this intended speech has formation with additional suffix 'tion' in words class as a noun.. In this case, the student's speech occurred in one of the types of slips of tongue called *deletions*. This deletion in the speech is missing a linguistics material out by saying how it place rather than how it places.

Extract 19

Speech: ...and should not be **know** by those outside the group ...

Target: ...and should not be **known** by those outside the group...

Analysis: For this context, the researcher found that student's speech said "*and should not be know by those outside the group*", somehow, the speaker wants to say intended speech '*and should not be known by those outside the group*'. Actually, speaker wants to say target speech 'known' as irregular verb in form of the third verb, while in his speech says 'know' in form of the first verb. In this case, the deletion of phoneme [n] causing slips on his speech. Therefore, this deletion in the speech is missing a linguistics material out by saying how it place rather than how it places.

Extract 20

Speech:become a fluent native **speaker both** languages ...

Target: ...become a fluent native **speaker of both** languages ...

Analysis: For this context, the researcher found that student's speech said "*become a fluent native speaker both languages*", somehow, the speaker wants to say intended speech '*become a fluent native speaker of both languages*'. Actually, speaker wants to say target speech "speaker of both languages", in which it is a phrase with preposition 'of' between two nouns. Meanwhile, in the earlier speech is missing the preposition 'of'

causing slips on his speech. Therefore, this deletion in the speech is missing a linguistics material out by saying how it place rather than how it places.

All the data above are the transcriptions of the students' speech in English Classroom presentation, IKIP Mataram, Indonesia. Thus, from all those data, the researcher found that the types of slips of tongue which were occurred in their speech were preservations, blends/haplogies, reversal/exchange, misderivations/shift student's speech, substitutions, additions, and deletions. Whereas there was one type of slip of tongue which did not occur in their speeches, that was anticipation. In addition, the most type of slip of the tongue occurred was substitution which was occurred nine times. In addition, the factors which might

influence the slips of tongue produced by the speakers were shown in the table below.

CONCLUSION

In view of the discussion, the researcher found that practically a wide range of slips of the tongue is the students speech in the introduction of the English class, at English Language Departement, IKIP Mataram, Indonesia. The slips of the tongue created by the students' speaking were in the types of anticipations, preservations, blends/haplologies, misderivations /shift student's speech, substitutions, additions, and deletions. While there was one types of slip of tongue that doesn't happen in the students' speech, which is to invert the students' speech. In addition, the most well-known types of slips of the tongue was in a deletion which happened eleven times in students' speech. It was caused by some factors that can influence the event of slip of tongue; psychological troubles, situational uneasiness, social elements. Along these lines, in this case, the researcher tracked down that all variables influence the speaker's exhibition or speech in an English classroom. Some way or another, the most powerful factor is psychological hardships. For this situation, every one of the speakers experienced issues articulating the specific words they implied or needed 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 speeches and all factors influenced their performance in English classroom presentation, but the audience understood about the subject student's speech 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 researcher 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 though student's speech and understanding concerning with the subject or material being presented in front of the classroom.

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