

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING
STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

**AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS
OF IAIN METRO ACADEMIC YEAR 2020/2021**

Presented as a partial fulfillment of the requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Department

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APPROVAL PAGE

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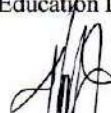
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STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021
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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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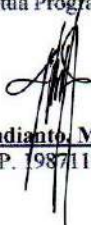
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021, written by: Kurniawan Trijaya Saputra, Student Number 1801071026 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 6th, 2023, at 08.00-10.00 a.m.

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AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021

ABSTRACT

By:
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The objectives of this reseach are to analyze the slip of the tongue made by students and to analyze the types of slip of the tongue that were most often uttered and also what factors triggered students to experience slip of the tongue by students of IAIN Metro academic year 2020/2021. This research was conducted on the basis of the slip of the tongue phenomenon in speaking English.

This research method is qualitative research in the form of case studies with qualitative descriptive types. The main source of this research is students of the 2020/2021 academic year majoring in English Education at IAIN Metro. Data collection is done by observation, documentation, and interviews.

Based on the results of data analysis, the researcher would like to take the conclusions as follows: Some students still often experience slip of the tongue phenomenon, due to lack of concentration and lack of confidence in speaking English. And the most frequent or dominant types slip of the tongue experienced by students is deletion and also misderivations/shifts. From the data above it can be concluded that students have several factors that cause students to experience slip of the tongue in speaking English. They feel that the causes of the phenomenon of tongue slipping in English are difficult to overcome. Students must learn more about speaking, especially in overcoming things that cause the slip of the tongue phenomenon, they must learn how to pronounce the correct words in English and lecturers must use the right strategies, methods and media to make it easy for students to learn.

Keyword: *Speaking, Slip of the Tongue*

ANALISIS KILIR LIDAH DALAM BERBICARA MAHASISWA IAIN METRO TAHUN AKADEMIK 2020/2021

ABSTRAK

**Oleh:
KURNIAWAN TRIJAYA SAPUTRA**

Tujuan dari penelitian ini adalah menganalisis kilir lidah yang diucapkan mahasiswa, menganalisis jenis kilir lidah yang paling sering diucapkan dan juga faktor apa saja yang menjadi pemicu siswa mengalami slip of the tongue pada mahasiswa IAIN Metro Tahun Akademik 2020/2021. Penelitian ini dilakukan atas dasar fenomena kilir lidah dalam berbicara bahasa Inggris.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus dengan jenis deskriptif kualitatif. Sumber utama dari penelitian ini adalah mahasiswa tahun akademik 2020/2021 jurusan Pendidikan Bahasa Inggris IAIN Metro. Pengumpulan data dilakukan dengan observasi, dokumentasi, dan wawancara.

Berdasarkan hasil analisis data, penulis ingin mengambil kesimpulan sebagai berikut: Sebagian mahasiswa masih kerap mengalami fenomena kilir lidah, karena kurangnya konsentrasi dan kurangnya percaya diri dalam berbicara bahasa Inggris. Dan tipe kilir lidah yang paling sering atau paling dominant dialami oleh mahasiswa adalah deletion dan juga misderivations/shifts. Dari data di atas dapat disimpulkan bahwa mahasiswa memiliki beberapa faktor yang menyebabkan mahasiswa mengalami kilir lidah dalam berbicara bahasa Inggris. Mereka merasa penyebab terjadinya fenomena kilir lidah dalam bahasa Inggris sulit untuk diatasi. Para mahasiswa harus belajar lebih banyak tentang berbicara terutama dalam mengatasi hal-hal yang menjadi sebab terjadinya fenomena kilir lidah, mereka harus belajar bagaimana mengucapkan kata yang benar dalam bahasa Inggris dan dosen harus menggunakan strategi, metode, dan media yang tepat untuk membuat mahasiswa mudah dalam belajar.

Kata Kunci: Berbicara, Kilir lidah

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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It States that this undergraduate thesis is originally the result of this research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, June 30th 2023
The Researcher,



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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 30 Juni 2023
Peneliti,



KURNIAWAN TRIJAYA SAPUTRA
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MOTTO

إِنَّ الْحَسَنَاتِ يُذْهِبْنَ السَّيِّئَاتِ ﴿١١٤﴾

Indeed good deeds can erase bad deeds

Sesungguhnya perbuatan baik itu dapat menghapus perbuatan buruk

(QS. Hud:114)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved parents, Mr. Herman Saputra and Mrs. Puji Handayani, who always give the best prayers and supports with endless love for me. Rahmad Puji Hermawan, Satria Agung Puji Hernowo, Muhammad Iqbal and Mutiara Risqi Heryani my nice beloved brothers and sister. And my beloved friends. Who have always been by my side to accompany, support and encourage me from the beginning to the end of the semester. And always support me to finishing this thesis, thanks for the nice experiences my beloved Almamater

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In the name of Allah the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the lose of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of this life, the man of perfection Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this an undergraduate thesis entitled“**AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021**”Regarding to the undergraduate thesis, the researcher offers her big thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Rector of IAIN Metro
2. Dr. Zuhairi, M.Pd as the Dean of Faculty Tarbiyah and Teaching Training
3. Andianto M.Pd as the Head of the English Education Department
4. Dr. Mahrus As’ad, M.Ag as Sponsor

The Researcher realizes that this undergraduate thesis still has a plenty of weaknesses. The Researcher apologizes for all mistakes in writing. All constructive comments and suggestions are very welcomed to improve the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be meaningful benefit for the other researchers, our campus and all readers generally.

Metro, June 30th 2023
The Researcher,



Kurniawan Trijaya Saputra
St.N. 1801071026

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE	v
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii
CHAPTER I INTRODUCTION	
A. Background of Study.....	1
B. Research Question.....	3
C. Objective and Benefit of the Study	4
D. Prior Research	5
CHAPTER II LITERATURE REVIEW	
A. Concept of Speaking	8
1. Definition of Speaking	8
2. Function of Speaking	9
3. Aspects of Speaking	10
B. Concept of Slip of the Tongue	12
1. Definition of Slip of the Tongue	12
2. Type of Slip of the Tongue	12
3. Difficulties of Slip of the Tongue	19

4. Solution to Solve the Difficulties Slip of the Tongue.....	19
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CHAPTER III RESEARCH METROD

A. The Types and Characteristics of Research	20
B. Data Resources.....	21
C. Data Collection Technique.....	22
D. Data Analysis Technique	24

CHAPTER IV RESULT AND DISCUSSION

A. Result of Research.....	26
1. Description of Research Location	26
2. Description of Research Data.....	30
B. Discussion	38

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	40
B. Suggestion.....	40

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 4.1 : Question Interview.....	31
Table 4. 2 : List Observation for the Students	36

LIST OF FIGURES

Figure 3. I : Analysis Components of Miles and Huberman Model	25
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LIST OF APPENDICES

Appendices 1. List Interview Lecturer	45
Appendices 2. List Interview Students.....	46
Appendices 3. List Observation for the Students	57
Appendices 4. Documentation	58
Appendices 5. Pre Survey Permit	64
Appendices 6. Pre Survey Reply Letter	65
Appendices 7. Research Permit	66
Appendices 8. Letter of Assignment	67
Appendices 9. Research Reply Letter	68
Appendices 10. Thesis Guidance Letter	69
Appendices 11. Proposal Guidance Card	70
Appendices 12. Appendices Guidance Card	71
Appendices 13. Thesis Guidance Card	72
Appendices 14. Study Program Library Free Letter	73
Appendices 15. Library Free Letter	74
Appendices 16. Plagiarism Pass	75

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is activity that people do by conveying some words to expressing, declaring, uttering ideas, and feelings verbally to other people. Speaker uses language in communicating with other people. People can do communication between each other in sharing information, expressing opinion by speaking. Delivering the message orally is called speaking. It can be simply defined that speaking is one of the ways that people can do for communication in daily life as human being.

In speaking there are also several important components or aspects that must be mastered, including grammar, fluency, accuracy, vocabulary, and pronunciation. Besides that there are some difficulties in speaking such as the problem of lack of self confidence making it difficult to speak in front of audiences apart from the problem of self-confidence people also often experience difficulties in pronunciation and then what often happens is slip of tongue due to difficulties in speaking. the researcher is interested in conducting research on speaking, specifically one of the difficulties in speaking, namely slip of tongue.

This study investigates the slips of tongue of students IAIN Metro academic year 2020/2021. It concerns some fails in speech production or slips of tongue when the students speaking English in the class.

Slips of tongue may be considered as simple mistakes or accidents, but everyone seems to produce such slips of tongue. Slips of tongue are one kind of speech errors which are viewed mostly as errors of articulation and they can occur in everyday speech that causes many effects.

That a slip of the tongue is a one time error in speech production planning. The speaker intends to utter a particular word, phrase, or sentence, and during the planning process something goes wrong so that is at odds with the plan according stuttering or mumbling.¹

Furthermore, slip of tongue is a form of error that is not intentional, because it occurs spontaneously which is ejected just like that during slip of tongue while speaking. Which is sometimes difficult to control, because a slip of the tongue hinders pronunciation when speaking, but of course this can be avoided in several ways and of course this can have bad consequences if it happens frequently.

From the results of the pre-survey above by observing Slip of Tongue in college students, the researcher found the phenomenon of pronunciation errors in speaking English. In terms of quantity, the researcher found there were still many pronunciation errors in English.

¹ Jaeger, J. J. "Kid's Slips: What Young Children's Slips of the Tongue Reveal about Language Developmenty." NJ: Lawrence Erlbaum Associates (2004) 2

Therefore it can be concluded that based on the results of the survey, it was found that the Slip of Tongue phenomenon was found in students of IAIN Metro Academic Year 2020/2021 as experienced by UK She experienced several slips of tongue when speaking because he was not used to speaking. tongue is suspected because of a lack of self-confidence and also AH She has a slip of tongue problem due to lack of concentration then in PAJ she has a slip of tongue due to memory problems Based on all of the above, the researcher intends to address the phenomena obtained from the survey results by planning to explore the slip of tongue phenomenon is deeper in IAIN Metro students. In particular, through this research, the researcher intends to reveal the use of slip of tongue and what is dominant in speaking. In this case the researcher intends to do qualitative research entitled An Analysis of Slip of the Tongue in Speaking Students of IAIN Metro Academic Year 2020/2021.

B. Research Question

To set research objectives, the researcher arrange research questions as follows:

1. What are the types slip of tongue are found in the students' when they speak?
2. What are the most influential factors affecting the students falling on slip of the tongue?

C. Objective and Benefit of the Study

1. Objective of the students difficulties Slip of tounge Based on the research question the researcher determines the research objectives, including:
 - a. To describe the kinds of slip tongue appearing in the students' when they speak.
 - b. To uncover the most influential factors affecting students in falling on slip of the tongue.
2. Benefit of the Study

This research is expected to be useful for students, lecturers, and other researchers. These benefits include:

- a. For the Students

This research is expected to be useful for students in obtaining information related to the quality of their speaking in order to reduce the problem of slip of tongue. By knowing this information, students can follow up by trying to improve the quality of their speaking so they don't make slip of tongue.

- b. For the Lecturers

This research is expected to be useful for lecturers by providing information about Slip of Tongue to students both in terms of theory and research facts. By knowing this information. Lecturers can take appropriate steps to minimize errors in using Slip of Tongue in students.

c. For the Other Researchers

This research is expected to be useful for other researchers who will conduct research on the same topic, namely Slip of Tongue in speaking. This research can be an alternative reference for other researchers by not only presenting the theory of slip of tongue in speaking but also about practical aspects of research facts, especially those related to the research process.

D. Prior Research

This research conducted by considering several previous studies. The first prior research conducted by Claudya with the title *Slips of Tongue of News Anchor*. The first language skill learned at the beginning of the research was speaking. The purpose of this study is to identify the types of slips of the tongue that appear in utterances that obscure the linguistic context which supports the occurrence of slips of the tongue.

The first prior research has similarities and differences with this research. The similarity between prior research and this research is about the slip of tongue. The two studies have different research samples. The first preliminary research involved a sample of IAIN Metro students, while this study involved news anchors. Another distinction lies in the research objectives.²

In addition, the second prior research conducted by Nurhikmawati with the research title *Analyzing the Slip of The Tongue in Classroom*

²Claudya, "*Slips of Tongue of News Anchor*" (Malang: Maulana Malik Ibrahim State Islamic University of Malang, 2015) 2

Conversation in the Second Semester of the English Education Department. Language skills in their research are speaking skills through conversation. The second prior research focused on finding common mistakes made by English education students through conversation in class. The research method used in the second prior research is a qualitative method. The sample of the study was second semester English education students.

The second prior research also has similarities and differences with this research. The similarity is the method, which is a qualitative method. The second prior research had the same research sample, namely English education students. The second prior research involved a sample of students based on semester level, namely the second semester, while this study involved students based on the academic year, namely English education students academic year 2020/2021.³

The third prior research conducted by Rita with the research title Students Slip of the Tongue in English Speech. This research is to present several types of slip of tongue which are done by students in English pronunciation. The research used a qualitative research design. The research sample was the third grade students of MTs Roudhotul Falakh Pandeglang, while the participants consisted of 15 students.

The third prior research have similarities and differences with this research. The similarity of the third prior research with this research is that the research methods are the same, namely using qualitative methods. Third prior

³ Nurhikmawati, "Analyzing Slip of the Tongue in Classroom Conversation at the Second Semester of English Education Department" (Makassar:Alauddin State Islamic University Makassar, 2018) 26

research have different research samples. This third prior research took a sample of students at the MTs level or junior high school level, while the participants were 15 students. Meanwhile, this study involved English language education students at IAIN Metro. Based on all the descriptions related to previous research, it can be concluded that several researchers have conducted a study of Slip of the tongue in speaking English. In this case, researchers would analyze how slip of tongue is pronounced by students of English education at IAIN Metro Academic Year 2020/2021 through qualitative methods.⁴

⁴Rita, "*Students Slips of Tongue In English Speech*"(Serang: State Islamic University of Sultan MaulanaHasanuddinBanten, 2019) 26.

CHAPTER II

LITERATURE REVIEW

A. Concept of Speaking

1. Definition of Speaking

Speaking is the activity use of language to express meaning in order that other people can make sense of them.⁵ and productive skill refers to the skill that enable speaker to produce language in spoken forms. In addition, speaking included expressing thoughts, expressing hope and eagerness to do something, negotiating or solving amatter, or beginning and controlling social bonds and friendship.⁶In the same point of view, speaking can be interpreted as a delivery of speaker's intention such as expressing their thoughts and feelings with the aim that the intention of speaker can be understood by other people in spoken form.

Speaking is necessary element of everyday life.⁷People in everyday life need language as a medium to speaking and speaking becomes a part of daily life because people can interact with other people in their surrounding environment by doing communication through speaking. Based on the definition about speaking above, speaking is delivering an intention such as idea and feeling to another people verbally so that the intention can be understod by other people.

⁵Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), 40.

⁶JO McDonough, Christopher Shaw and HitomiMasuhara, *Materials and Methods in ELT: A Teacher's Guide*, 3rdEd (Chichester: John Wiley and Sons, Inc, 2013), 157.

⁷Scott Thornbury, *How To Teach Speaking* (Harlow, England: Longman, 2005), 1.

2. Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction.

According to Chaney “speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching.” It means students should be able to communicate with the others to get or to share information or to express what they feel.

There are three functions of speaking: talk as interaction, talk as transaction, and talk as performance. The following is an explanation of the three separate function notions⁸:

- a. Talk as Interaction Talking as an interaction happens when two or more individuals engage or converse, which includes introductions, pleasantries, and other small chats. This conversation contains about small things depending on the formal or informal situation.
- b. Talk as Transaction Speaking as if it were a transaction refers to a circumstance in which the topic is the message that was or has been conveyed, is accurate and understandable to the intended person.⁹
- c. Talk as Performance Speaking as a performance is one in which public speaking or in front of an audience, such as, speaking or delivering

⁸Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*.(New York: Cambridge University Press 2008), 21.

⁹Jk C. Richards, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press 2006)19-23.

speeches, class presentations, and public announcements, tends to be read in a written format.

Speaking is regarded as the most crucial of the four English language abilities. Learners can spend years learning a language. They find it challenging to say when it is needed in real-time settings. There are several reasons to do so. First and foremost, students must recognize the significance of speaking abilities and endeavor to gain the skills required to compete in today's competitive environment.

3. Aspects of Speaking

There are five important aspects of speaking, which are grammar, fluency, accuracy, vocabulary, and pronunciation.¹⁰

a. Vocabulary

Vocabulary is a word that has a meaning in every function. Mastering vocabulary would determine someone's competence in understanding language. It means that by knowing many vocabulary someone will be easier to express their ideas, feeling, and thoughts both in oral or written form.

b. Grammar

Grammar is a set of rules that regulates words in a sentence. Also, grammar is the study of how words combine to form sentences. By using grammar the students not only easy to arrange the correct

¹⁰Gary J. Ockey and Elvis Wagner, *Assessing L2 Listening: Moving towards authenticity*, (Amsterdam, Netherlands: John Benjamins, 2018), 184.

meaning of sentences but also it can be used to avoid misunderstanding in each communicator.

c. Pronunciation

Pronunciation is the way for students to produce the utterance of words, and it has features of sound such as aspiration, voicing, voice-setting, intonation, and stress. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

d. Fluency

Fluency is the ability to speak up effectively and speedily, and producing the right sentence without thinking for a long time. Perfect fluency will be seen when the person expresses his ideas, and indirectly it will increase his ability to communicate.

e. Accuracy

Accuracy is a word that can be understood and under its truth, good in structure, and is well in capturing the meaning of language messages without error and no doubt in interaction. Besides, good accuracy will create an impression of how the person conveyed the message to others.¹¹

¹¹Iskandar Abdul Samad,Ahmad Bustari, and Diana Achmad, “The Use of Podcasts in Improving Students’ Speaking Skill,” *JELE (Journal of English Language and Education)* 3, no. 2 (December 19, 2017): 100.

B. Concept of Slip of the Tongue

1. Definition of Slip of the Tongue

The slip of the tongue is a phenomenon that can occur to anyone, it can occur in children, adults, or parents, people who have high positions or ordinary people. In psycholinguistics, slip of the tongue is generally considered a speech error. Shutter stated that this is a complex mental process that occurs completely below the level of awareness, so we of course forget to do anything except when we hear ourselves say something funny, and it all happens so fast we don't notice it. .

2. Types of Slip of the Tongue

One indicator of being able to speak is having good pronunciation. Slip of tongue is one factor that is blocking good pronunciation. A slip of the tongue is one of the speech errors that often encounter in everyday life. Many people may have experienced this phenomenon either consciously or not.

People who study languages, especially English, often experience slip of tongue problems, especially among students or students. According to Jean Aitchinson, a professor of language and communication, Normal speech contains a large number of such errors, although most of them are unknown. Errors fall into patterns and it is possible to draw conclusions from them about the underlying mechanisms involved. They can be divided into the first selection errors, where the wrong items are selected,

the second assembly errors, where the correct items are selected, but they are assembled in the wrong order.

There are three common types of slips of tongue. The first one is sound errors which occurred when sounds in nearby words are exchanged.¹²For example:

[red flowers] becomes [fled rowers]. The letter /f/ and /r/ are interchanged. The second one is morpheme error which occurred when morphemes or the smallest meaningful units of language, are exchanged in nearby words. For example: [self-destruct instruction] becomes [self-instruct destruction]. The last one is word errors which occurred when words are exchanged. For example: [buying a plate for my kitchen] becomes [buying a kitchen for my plate].¹³

Most everyday slips of tongue, however, are not as entertaining. They are often simply the result of a sound being carried over from one word to the next or a sound used in one word in anticipation of its happen in the next word. It has been argued that slips of tongue are never random, that they never produce a phonologically unacceptable sequence, and that they show the existence of different stages in the articulation of linguistic expression. Even the slips are mostly related to errors of articulation.

The common types of slips of tongue are listed below:

a. Anticipations

¹² S, Dell. *A spreading-activation theory of retrieval in sentence production*. *Psychological Review* 1986, 93, 283-321

¹³ Claudya, . "Slips of Tongue of News Anchor"16

Anticipations occur in the right place and earlier in the utterance. A unit occurs when a later segment takes the place of an earlier segment proposed that some items planned for earlier in the utterance is anticipated and effects a unit planned for earlier in the utterance.¹⁴ They differ from shifts in that intrudes on another also remains in its correct location and thus is use twice.¹⁵ For example:

- 1) *Take my bike* > *bake my bike*
- 2) *Also share* > *alsho share*
- 3) *Tab stops* > *tap stobs*

Consider anticipations, for example *Take* [teɪk] *my bike* becomes *bake* [beɪk] *my bike*, the speaker intended to say *take my bike*, but said instead *bake my bike*, “anticipating” the /b/ at the beginning of *bike* in his pronunciation of *take*, (the arrow means “was mispronounced as”). In this example *take* is said to be the target word, and *bike* is said to be the origin of the error (since that is where the be came from).

b. Perseverations

Perseverations occur when an earlier segment replaces a later item or it comes after the origin. It means that some linguistics unit planned for and executed earlier in the utterance perseverates and effects a unit planned for a later in the utterance. For example:

- 1) *He pulled a tantrum* > *He pulled a pantrum*

¹⁴J. J Jaeger. “*Kid’s Slips: What Young Childern’s Slips of the Tounge Reveal about LanguageDevelopmenty.*” NJ: Lawrence Erlbaum Associates (2004).

¹⁵ W. Carroll. *Psychology of Language.*(Pacific Grove, California: Brooks/Cole Publishing Company 1986).

2) *John gave the boy a ball*>*John gave the goy a ball*

For the example: *He pulled a tantrum* ['tæntɹəm] becomes *pulled a pantrum* [pæntɹəm] the speaker has perseveration the /p/ at the beginning of [pulled] in his pronunciation of [tantrum]. In this example [pulled] is said to be the target word and [tantrum] is said to be the origin of the error since that is where the /p/ of [pantrum] came after the origin [tantrum]>[pantrum] (an earlier segment that is [pulled] replaces a later item).

c. Reversals/Exchange

For reversals, two segments are interchanged, and so the origin of one error is the target for the other. These errors are also known as spoonerism, after William A. Spooner, an English clergyman who is reported to have made such errors often, wittily, but probably deliberately. exchange is, in effect, double shifts, in which two linguistic units exchange places.¹⁶ For example

1) *Katz and Fodor*> *Fats and Kodor*

2) *Fancy getting your model remosed* > *getting your nose remodeled*

3) *Do you feel really bad?* > *do you reel feally bad?* (phoneme/onset exchange)

In the second example shows that there are two phonemes which exchanged places. In this example: *Fancy getting your nose*

¹⁶*Ibid*

[nəʊz] *remodeled* [rɪ'mɒdled] becomes *Fancy getting your model*
 ['mɒdl] *renosed* [rɪ'nəʊzd].¹⁷

d. Blends/Haplologies

There are two word or sentences that combined into one item, proposes 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:

- 1) *The children young of today* > *Thechung of today* (word blend) The speaker intends to utter [the children young] but unintentionally s/he blends the word [children] and [young] become one item [chung] which are blended from phoneme [ch] and [ung]. Other examples of blend.
- 2) *Grizzly+ ghastly* > *grastly*
- 3) *Post Toasties* > *Posties*
- 4) *Breakfast and lunch* > *brunch*

e. Misderivations/shifts

Misderivations are one speech segment disappears from its appropriate action and appears somewhere else.¹⁸ It can be occurred when the speaker somehow attaches the wrong suffix or prefix to the word. For example:

- 1) *That's so shell be ready in case she decide to hits it* (*decides to hit it*)
- 2) *I haven'tsatten down and writ it* (*I haven't sat down and written it*)

¹⁷*Ibid*

¹⁸I, Taylor. *Psycholinguistic: Learning and using Language*. (New York : Prentice-Hall International, Inc. 1990).

The speaker puts the suffix in the wrong place. In the example above, the suffix /s/ is put in the [hit] which become wrong grammatical since after to infinitive should be put verb 1 or bare infinitive.¹⁹ It is not allowed to put suffix /s/.

f. Substitutions

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:

- 1) *Before the place opens* > *before the place close*
- 2) *At low speeds it's too light* > *at low speeds it's too heavy*
- 3) *Give me a spoon* > *give me a fork*

Substitutions are semantically motivated. There are some kinds of substitutions from semantics descriptions, oppositeness of meaning and incompatibility of meaning. Those are substitutions by synonym (same meaning), hyponym (included meaning) and substitutions by the same initial/final linguistics materials, syllable structure, stress pattern and grammatical class called malapropism.

g. Additions

addition is additional linguistic material. The speaker intended to utter the intended utterance; occasionally s/he adds linguistic material in his/her intended utterance becomes slip. It is typically

¹⁹ S, Azar. B. *Understanding and Using English Grammar*. Second Edition. (New Jersey : Prentice Hall Regents. 1989).

related to phonemes, morphemic affixes (prefix and suffix), articles, prepositions, conjunction, whole words, or even phrases. For example:

1) *I didn't explain this carefully enough (Carefully Enough)*

2) *Witch out the snack in front of you (Watch Out)*

3) *She is preatty woman (Pretty Woman)*

Additions deals with phonemes, prefix and suffix, article, prepositions, conjunction, whole words or even phrases. These additions are comments on why speakers happened to say what they said and are not part of the direct message itself. Speakers know a good deal about how they select the words they are going to say.

h. Deletion

Deletion is whereas leave something out. The speakers wanted to utter the intended sentences, yet incidentally she/he leaved out linguistic material. It can be typically related to phonemes, morphemic affixes (prefix and suffix), article, prepositions, conjunctions, whole words, or even in saying his/her intended utterance. For example:

1) *I'll just gets up and mutters intelligibly [unintelligibility]*

2) *The chimney catches fire > the chimney catch.... Fire (affix deletion)*

In genetics, a deletion (also called gene deletion, deficiency, or deletion mutation) I a mutation (a genetic aberration) in which a part of a chromosome or a sequence of DNA is missing. Deletion is the loss of genetic material. Any number of nucleotides can be deleted, from a

single base to an entire piece of chromosome. Deletions can be caused by errors in chromosomal crossover during meiosis. This causes several serious genetic diseases.²⁰

3. Difficulties of Slip of the Tongue

At this time the problem of slip of tongue is very common and even occurs in all walks of life, then why does the problem of slip of the tongue often occur of tongue often occurs, the cause is such as suppression of thoughts or when we try to hide thoughts that bother us, it will increasingly appear in our minds, then processing language first, the brain's task is to sort out the language to be spoken, mistakes may occur so that mistakes are made in pronunciation and the latter lack of sleep or lack of rest, this of course has a big impact on the occurrence of slip of tongue because lack of rest can result in a lack of concentration.

4. Solution to Solve the Difficulties Slip of the Tongue

For those of us who often speak in public or who often become speakers at an event, whether formal or non-formal, the slip of tongue problem will be very disturbing for us and of course it will be fatal, therefore a method is needed on how to minimize its occurrence. this slip of tongue or even how to get rid of it, the first thing to do is of course by thinking, focusing on what will be said next, concentrating on the current situation and also of course getting enough rest.

²⁰Claudya, *“Slips of Tongue of News Anchor”* .17-22

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

Qualitative research, research method that explore understanding the meaning of an individual or group which is related to social or human problem.²¹It can be assumed that qualitative research is to investigate and understanding the problem of human or social by individual or group. Qualitative research is a research that is designed to describe, learn, and explain a phenomenon. The researcher decides to use qualitative research to analyze slip of the tongue of the English education students academic year 2020/2021 of IAIN Metro.

The type of this qualitative research is a case study. A case study is a particular individual, program, or event are studied in-depth for a defined period of time.²²

The characteristic in this research focuses on the qualitative research. qualitative research is useful because it can provide essential data about a group's average member.²³The researcher in the research uses qualitative research because the researcher will reveal a real phenomenon that occurs naturally in the process of speaking English namely slip of the tongue by

²¹John W. Creswell, *Qualitative Inquiry and Research Design*, 3rd Ed (Los Angeles: Sage Publications, Inc., 2013), 44.

²²Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, 11th Ed (Boston: Pearson Education Limited, 2015), 271.

²³Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), 16.

concentrating on the research objective, which Analyze How of slip of the tongue by the students academic year 2020/2021 IAIN Metro.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. The primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research English department students IAIN Metro in the Academic Year of 2020/2021, particularly in the part of background of study.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

The data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”.²⁴The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.

In the process of collecting the data, the researcher collects (copy from primary sources) the results of writing slip of tongue problem students to analyze and to identify the using of writing mother tongue interference. In this research, the researcher use three techniques to collect the data. There are observation, documentation and interview.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.²⁵

As a form of data collection, observation has both advantages and disadvantages. In this research, the researcher observe English department students of IAIN Metro academic year 2020/2021, particularly in the part of background of study.

The researcher look for the English department students of IAIN Metro academic year 2020/2021. The researcher analyze the slip of tongue in the part of background of study. When the researcher discovers

²⁴John W. Creswell, *Research Design*(California: Sage Publications, 2000), 84.

²⁵John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: Pearson Education, 2002), 53.

the problem of slip of tongue interference in an undergraduate thesis, the researcher take the photo. After that, the researcher analyze related to problem of slip of tongue.

2. Documentation

Qualitative researcher may use written documents or other artifacts to obtain an understanding of the phenomenon of research.²⁶In this research, the researcher uses documentation technique to gain the data. In addition, the researcher get the data from the document speaking activity results in the form of recording of by the students academic year 2020/2021 of IAIN Metro

3. Interview

The interview is one of the common used and basic technique for gathering qualitative data. Interview is used to collect data from people about thoughts, beliefs, and feelings about conditions in their own words.²⁷

The interview techniques in this research use a semi-structured interview. Semi-structured interview is very suitable for a number of important task especially when any of open-ended queries require further clarification.²⁸ It can be concluded that semi-structured interview includes a series of open-ended question based on the topic that the researcher

²⁶Donald Ary et al., *Introduction to Research in Education*, 8th Ed (Belmont: Wadsworth Cengage Learning, 2010), 442.

²⁷*Ibid.*, 438.

²⁸William C. Adams, "Conducting Semi-Structured Interviews," In *Handbook of Practical Program Evaluation*, 3rd Ed, Joseph S. Wholey, Harry P. Hatry and Kathryn E. Newcomer (eds.) (San Fransisco: John Wiley & Sons Inc., 2010), 367.

wants to reveal and allows for more discussion between the researcher and informant.

In this research process, the researcher conduct interviews with the English department students to get research data related to how slip of the tongue by students in the process of English speaking. The number of students who be interviewed is ten students academic year 2020/2021 of IAIN Metro.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher apply Miles and Huberman model to analyze the data.²⁹

The component of this analysis model are pictured by this figure.

²⁹Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

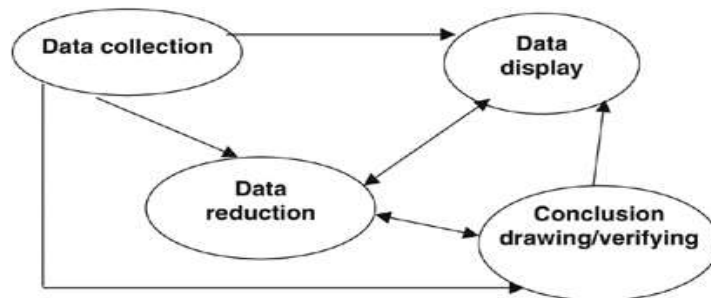


Figure 3.1 *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:³⁰

1. Data collection is the step when the researcher will gather all data which are used to complete the research.
2. The researcher will reduce the data he had gotten by summarizing and choosing specific things.
3. To display the data, the researcher usually will use graphics, figures, or charts. The display should be able to describe the content of the data.
4. Lastly, the researcher will verify his research by making a conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyzing research data that include in; to make the meaning of raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

³⁰*Ibid.*

CHAPTER IV

RESULT AND DISCUSSION

A. Result of Research

1. Description of Research Location

a. The Brief History of State Institute for Islamic Studies of Metro

State Islamic Institute (IAIN) Metro is located on Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Kec. Metro Timur, Metro city, Lampung province. It was only one the State Institute for Islamic Studies in this city. This Islamic Institute which was one famous and favorite university. IAIN Metro has vision and mission. The vision of this university was become an innovative Islamic College of Education in socioecotechno-preneurship synergy based on Islamic values and Indonesian. Moreover, the application of the vision, it consists some missions, namely: implementation Islamic values in education, community service, research, develop a productivity, innovative academic in management resource through scientific research, learning method, growing socioecotechno-preneurship of academic in the application of three pillars of university, implementation a professional, and cultivated institutional management system based on information technology.³¹

The English Education Department The application of English Education Department stands on its vision, as follow: the

³¹ Taken from <http://metrouniv.ac.id>, accessed on May 17th, 2023

establishment of professional students in English Education which can integrate the Islamic values and academic dimensions. As a result, the students have high bargaining. Meanwhile, the vision is enlarged in some missions as follow:

- 1) Increasing the students' performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.
- 2) Building the atmosphere of the academic which is humanist, democratic and modern. 3) Growing the professionalism ethic through theoretical basic knowledge.
- 3) Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.
- 4) Applying integrated educational system which is able to give significant input to development of education. That all about the vision and missions that included all of the students of English Education Department in State Islamic Institute of Metro. Furthermore, based on the vision and mission above, it is formulated to be three purposes of English Education Study Program, they are
- 5) To prepare the students, it is not only to be English Teacher who can applicate the social benefit values, science, technology, and art .but also be able to become agents of change in the society.

6) To prepare the students to be professional English Teacher who can applicate , establish, and enlarge English Education with high spirit of Islamic English. In addition, English Education Study Program always tries to repair and develop the quality in teaching and learning process. In order to English Education to be better than before. In line with above statement, English study program always tries to develop the quality in the teaching and learning process.

b. The Facilities of IAIN Metro.

The Facilities of IAIN Metro In order to support lectures and students, there are some facilities in state institute for Islamic studies of metro, namely; lectures room, computer laboratory unit and baitul mal watanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office.

c. English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiyah faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj. I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City. English education study program (TBI has a vision in implementing education, namely: creating professional Descriptive Paragraph in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are: Developing the Students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- 1) Building and developing humanist, democratic, and modern academic atmosphere.
- 2) Growing the professionalism ethic through theoretical knowledge basic mastery.
- 3) Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- 4) Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching

process. Actually, it will be create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

2. Description of Research Data

a. General Description

This research specially analyzed slip of the tongue by the students academic year 2020/2021 of IAIN Metro. This research was conducted on March 2023. In this part, the researcher reported the research of the data. The researcher use three steps to get the data they were observation, documentation, and interview. The first steps was the researcher observed the recorded data of students slip of the tongue. The second data got by doing documentation. The last steps was the researcher interview from the students and lecturer. The data were taken purposive sampling from 10 students of class B English education department of IAIN Metro.

b. The Description of Data Analysis

The data were analyzed based on the framework by Miles and Huberman model. This model consist of some steps to qualitative analyze the data findings. The steps are:

- 1) Data Collection this is first step before the data are directly analyzed. The researcher collected many data which are greatly needed for this research. The researcher got the data by interview the lecturer and students. The researcher visiting the class and got

some record. The researcher observed 10 students academic year 2020/2021 English education department of IAIN Metro.

- 2) Data Reduction Data reduction means the researcher selected the most important part of main points of all data that gotten by summarizing and choosing specific things. There are four components of English speaking skill, they are: pronunciation, vocabulary, grammar, fluency and comprehension.
- 3) Data Display From the data reduction, the researcher show the slip of the tongue by the students academic year 2020/2021 of IAIN Metro

Table. 4.1
Question Interview

No	Question Interview
1	What do you know about speaking skill?
2	How important speaking skill in English?
3	What are the difficulties you find out when you are in speaking English?
4	What do you know about slip of the tongue?
5	Have you ever do slip of the tongue in speaking English in lesson?
6	How to pronounced : ³² <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7	Tell me about your favorite

³²Moh. Ali Imron Mustofa & Enni Akhmad, "Identifying The Slip Of Tongue In EFL Classroom : One Error That Blocked Students's Fluency In Speaking", Journal al-Lisan, Vol. 3 No. 2 (Agustus,2018), 48-50.

c. The Types of Slip of The Tongue

Freud proposed that somebody misspeaks it is an accidental expression of expressed thoughts or feeling. Although speech errors cover a wide range of semantic content, there appear to be only a small number of basic types, namely : shift, exchange, anticipation, perseveration, addition, deletion, substitution, and blend.³³

1) Shift

Shift, occurs when one speech segment disappears from its appropriate location and appears somewhere else, for example is the students somehow attaches the wrong suffix or prefix to the word. For example when the students said that's so she'll be ready in case she decides [dɪ'saɪd] to hit [hɪt] it becomes that's so she'll be ready in case she decide [dɪ'saɪd] to hits [hɪts]it. It can be seen that the word "hit" [hɪt] there is the addition of the suffix -s. The addition of the suffix -s is not in the proper place because after the infinitive "to" always follows the original verb. Suffix -s is supposed to be added to the word "decide" [dɪ'saɪd].

2) Exchange

Exchanges is in effect, double shifts, in which two linguistic units exchange places. For example when the students said Fancy getting your nose [nəʊz] remodeled [rɪ'mɒlded] becomes Fancy getting your model ['mɒdl] renosed [rɪnəʊzd]. There is an

³³ *ibid*

exchanging between two sounds; there are /n/ and /m/. The speaker utters “Fancy getting your model renosed [Fensɪ getɪŋ ju:r mɒdl rɪnəʊzd]”. It should be said “Fancy getting your nose remodeled [Fensɪ getɪŋ ju:r nəʊzrɪ'mɒdled]”.

3) Anticipation

Anticipations occur when a later segment takes the place of an earlier one. They differ from shifts in that the segment that intrudes on another also remains in its correct location and thus is used twice. For example when the students said take [teɪk] my bike becomes bake [beɪk] my bike. The students intended to said take my bike [teɪk maɪ baɪk], but said instead bake my bike [beɪk maɪ baɪk], “anticipating” the sound /b/ at the beginning of bike in his pronunciation of take, (the arrow means “was mispronounced as”). In this example take is said to be the target word, and bike is said to be the origin of the error (since that is where the b came from).

4) Perservations

Perseverations occur when an earlier segment replaces a later item. For the example when the students said He pulled a tantrum [ˈtæntɹəm] becomes pulled a pantrum [pæntɹəm] John gave the boy [bɔɪ] a ball becomes John gave the goy [gɔɪ] a ball. The students intends to say ‘pulled a tantrum’ [pʊld ə'tæntɹəm], but he said instead ‘pulled a pantrum’ [pʊld ə pæntɹəm], the students has Perseveration the sound /p/ at the beginning of ‘pulled’ in his

pronunciation of ‘tantrum’. In this example ‘pulled’ is said to be the target word and ‘tantrum’ is said to be the origin of the error since that is where the sound /p/ of ‘pulled’ came after the origin (“tantrum” ⇔ “pantrum”) (an earlier segment that is ‘pulled’ replaces a later item).

5) Addition

Additions add linguistic material. For example the students said I didn’t explain this carefully [keə(r)fəli] enough becomes I didn’t explain this clarefully [kla(r)fəli] enough. Based on the example above, we can see that in the statement “I didn’t explain this clarefully enough” [aɪ 'dɪdnt ɪk'spleɪn ðɪs kla(r)fəli ɪ'nʌf] there is an addition the sound /l/ in the word “clarefully” [kla(r)fəli]. It is supposed to say the word “carefully” [keə(r)fəli].

6) Deletion

Deletions leave something out, According to Fromkin, Garrett, Shattuck-Hufnagel, in Carroll. For example the students said I’ll just get up and mutter unintelligibly [ʌnɪn'telɪdʒəblɪ] becomes I’ll just get up and mutter intelligibly [ɪn'telɪdʒəblɪ]

7) Substitution

Substitutions occur when one segment is replaced by an intruder. These differ from previously described slips in that the source of the intrusion may not be in the sentence. In the first example, the student intends to say “before the place close”

[br'fɔ:(r) ðə pleɪs kləʊs] but the students said the word “open” [əʊpən] in his statement which is has close relation and it is the antonym of the intended word, in this case the word “close”.

8) Blend

Blends the speaker leaves out a short stretch of speech. 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 students said Fried [fraɪd] + potatoes [pə'teɪtəʊs] becomes fries[fraɪs]. Post [pəʊst] + Toasties [təʊstɪs] becomes Posties[pəʊstɪs] We can see from the examples of blends/haplologies above, two words are combining into a single word. At the first one the students is combining the word “fried” [fraɪd] with the word “potatoes” [pə'teɪtəʊs] become the word “fries”. The second one is combining process of the word “post “[pəʊst] and the word “toasties” [təʊstɪs] become into the word “posties” [pəʊstɪs].

d. The Influential Factors Affecting Falling on Slip of the Tongue

The most influential factors affecting the students falling on slip of the tongue as follows :

1) Nervousness

Nervousness is one of the factors that causes students to experience slip of the tongue because when students speak and then the student experiences nervousness, slips of the tongue will be difficult to avoid.

2) Lack of Rest

Lack of rest can also be the cause of students experiencing slip of the tongue in speaking, especially in speaking English because if students don't have enough rest, their concentration in speaking will also decrease.

3) Lack of Concentration

Based on research conducted, lack of concentration can also be the main cause of students experiencing slip of the tongue because if concentration is lacking in speaking, of course the possibility of mispronouncing a word will be greater.

Table 4.2
List Observation for the Students

No	Types of Slip of the Tongue						Total
1	Anticipations	✓	✓				2
2	Perseverations	✓					1
3	Reversals/exchange	✓	✓				2
4	Blends/Haplologies	✓					1
5	Misderivations/Shifts	✓	✓	✓	✓	✓	4
6	Substitutions	✓	✓				2
7	Additions	✓	✓	✓			3
8	Deletion	✓	✓	✓	✓	✓	4

Based on the above observations table, it was concluded that out of ten students, there were several students who experienced slip of the tongue in the process of speaking English. One of the slips of the tongue that they experience is deletion, which is when students say a word but a word is missed or missing.

After doing observations, researcher found that the slip of the tongue phenomenon really comes from their mouths and they are aware of this, even though this can be minimized with a number of habits that must be corrected such as eliminating feelings of nervousness and other things that cause slip of the tongue and from the table above we can concluded several conclusions about what types of slip of the tongue are the most frequent or the most dominant, namely deletions and also misderivations/shifts, Shift occurs when one speech segment disappears from its appropriate location and appears somewhere else, for example misderivations is the students somehow attaches the wrong suffix or prefix to the word. For example: That's so she'll be ready in case she decides [dɪ'saɪd] to hit [hɪt] it becomes that's so she'll be ready in case she decide [dɪ'saɪd] to hits [hɪts]it. It can be seen that the word "hit" [hɪt] there is the addition of the suffix -s. The addition of the suffix -s is not in the proper place because after the infinitive "to" always follows the original verb. Suffix -s is supposed to be added to the word "decide" [dɪ'saɪd] whereas deletions occur when the students said "I didn't explain this clarefully enough" [aɪ 'dɪdn̩t ɪk'spleɪn ðɪs kla(r)fʊli ɪ'nʌf] there is an addition the soun /l/ in the word "clarefully" [kla(r)fʊli]. It is supposed to say the word "carefully"[keə(r)fʊli] In this study, these two types of slip of the

tongue were the most common and dominant when students speaking English.

B. Discussion

In research on slip of the tongue in speaking at the English Education Department of IAIN Metro, based on the pre-survey there were several problems such as students still had little knowledge about slip of the tongue and often did slip of the tongue. Students are still confused about how to anticipate slip of the tongue problems in speaking. Meanwhile, students must know how to slip of the tongue in the words that will be spoken because slip of the tongue is one of the things that often happens and is also fatal in speaking skills. It was revealed that there are some slip of the tongue phenomenon in speaking is still found in speaking English students.

The slip of the tongue is not something funny, slip of the tongue is often the result of the sound used in one word in anticipation of what will be said in the next word. It has been argued that slips of tongue are never random, that they never produce sequences that are phonologically unacceptable, and that they indicate different stages in the articulation of linguistic expressions. Even though slip of the tongue is largely related to articulation errors, it has been suggested that it may be the result of "slip of the brain".³⁴

In this research slip of tongue phenomenon that occurs is divided into 60% of students still often experience the slip of tongue phenomenon and the remaining 40% are classified as not experiencing the slip of tongue

³⁴ Yule, *The Study of Language, Third Edition* (New York: Cambridge University Press, 2006)

phenomenon. Students have a low desire to learn English and also students who are easily nervous, especially in speaking English, on the other hand they have difficulty pronouncing some words that are difficult and difficult to pronounce. The results showed that 60% of the students who were the target of the study still experienced the slip of the tongue phenomenon.

There are many implications of slip of tongue in learning English, especially in learning speaking, including the inefficiency of communication in the classroom environment, both between teacher and student communication in learning English. Generally, the problem of slip of tongue will also interfere with performance. the student's speaking in class.

Xiao-Yan stated that teachers and students commonly interact when the teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities by using foreign language to promote their communication with the students. In this case, teachers and students interactions are limited by time and space because both parties simply involve in communication in the classroom when the teachers are teaching the students.³⁵

³⁵ Xiao-yan, *Teacher Talk and EFL in university Classroom* (Jakarta: Pustaka Jaya, 2006)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher would like to take the conclusion as follows :

1. From the data above it can be concluded that students still often experience slip of the tongue in speaking English and the most frequent or dominant types of slip of the tongue are deletion and misderivations/shifts.
2. Students still experience or do slip of the tongue, due to lack of concentration or nervousness in speaking English.
3. Students must learn more about speaking, especially in pronunciation and how to avoid things that trigger slip of the tongue, they must learn how to pronounce the correct words in English and the teacher must use appropriate strategies, methods and media. appropriate to facilitate students in the learning process.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For the Lecturer
 - a. The Lecturer should motivate in order to the students to be more active in English learning process by helping them.

- b. The Lecturer should add media in order to make easy the students in learning especially in speaking.
 - c. The Lecturer gives suggestion in order to the students to increase their ability in speaking pronunciation.
2. For the Students
- a. Students should broaden their knowledge about slip of the tongue and how to avoid it so that they have better speaking skills.
 - b. The students are suggested to improve their mastery in speaking.
 - c. Students should increase their knowledge by looking for vocabulary that often triggers slip of the tongue so they can learn it.

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APPENDICES

APPENDICES 1 List Interview Lecturer :

Aisyah Sunarwan, M.Pd.

<p>1. How important speaking skill in English?</p>	<p>Of course speaking is very important because how good and how bad our ability in English is actually can be seen from our speaking by speaking we can actually explore and explain what is actually something in our mind and we can make other people understand about what we say this something very important</p>
<p>2. What are the students obstacles that impede the speaking skill?</p>	<p>They have some problem especially in speaking is about pronunciations and vocabulary sometime they really want say something but because they dont know the meaning in English they will be stuck and can not continue their speaking</p>
<p>3. What do you know about slip of the tongue?</p>	<p>Slip of the tongue is some problem face by the speaker when the speaker going to say something but because something the speaker is actually different from what the speaking going to say</p>
<p>4. Do the students do slip of the tongue in lesson?</p>	<p>Not really but to make sure you can go straight to class to directly conduct research directly to those in class</p>

APPENDICES 2 List Interview Students:

UK

1. What do you know about speaking skill?	I think speaking skill is ability to communications with someone else
2. How important speaking skill in English?	I think is very important
3. What are the difficulties you find out when you are in speaking English?	Grammatical
4. What do you know about slip of the tongue?	Slip of the tongue is some errors in communication
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes I do
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bake(anticipations) • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7. Tell me about your favorite	I will tell you about my hobby My hobby is playing badminton because my

	daddy always support and in the afternoon we playing badminton together
--	---

EF

1. What do you know about speaking skill ?	Speaking skill is the ability to communicate with others
2. .How important speaking skill in English?	I think is really important because when we express our feelings to other people
3. What are the difficulties you find out when you are in speakingEnglish ?	For me because I dont know lot of vocabulary
4. What do you know about slip of the tongue?	We make a mistakes when we pronounce a words
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this clarefully(additions) enough • I'll just get up and mutter unintegibly(deletion) • before the place close • Post Toasties

<ul style="list-style-type: none"> • Post Toasties 	
7. Tell me about your favorite	I will tell about my first love his so handsome his talented he can do everything I love him since I was in junior high school he life far away from me but its not the problem the problem his married now but he is the one and only Justin Bieber

SN

1. What do you know about speaking skill?	I think skill is subject in course
2. How important speaking skill in English?	Yes it's so important
3. What are the difficulties you find out when you are in speaking English?	Vocabulary and pronunciations
4. What do you know about slip of the tongue?	Like missing and wrong when we pronounce the word
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes every I speak
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough

<p>carefully enough</p> <ul style="list-style-type: none"> • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • I'll just get up and mutter intelligibly (deletion) • before the place close • Post Toasties
7. Tell me about your favorite	Well my favorite singer is Billy Elish because I love her music genre and my favorite songs is when the party over because I think is one of the most memorable a popular songs and video music > music video (exchange) is so artistic

TMH

1. What do you know about speaking skill?	Speaking skills is ability speak
2. How important speaking skill in English?	Speaking skill is important because speaking is to communicate
3. What are the difficulties you find out when you are in speaking English?	Hard put into word
4. What do you know about slip of the tongue?	Slip in speak
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes, I do
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decide to hits (Misderivations/Shifts)it • Fancy getting your nose

remodeled <ul style="list-style-type: none"> • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	remodeled <ul style="list-style-type: none"> • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7. Tell me about your favorite	My favorite is travelling because is so fun for self healing

NAR

1. What do you know about speaking skill?	I think speaking skill is someone ability to communication with other people
2. How important speaking skill in English?	Speaking skill in English important because help me or someone to communications with someone with different countries
3. What are the difficulties you find out when you are in speaking English?	Grammar with pronunciations
4. What do you know about slip of the tongue?	Slip of the tongue mistakes in pronunciations
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes of course
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it

<p>case she decides to hit it</p> <ul style="list-style-type: none"> • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7. Tell me about your favorite	My favorite is my boyfriend I like my boyfriend because his handsome his cute and have sweet smile I think he is my home

NHHK

1. What do you know about speaking skill?	Speaking skill is how the people express their feeling or their mind and also to communicate with each other
2. How important speaking skill in English?	It's so important because that the way how to communicate with people around
3. What are the difficulties you find out when you are in speaking English?	Lack of vocabulary and also confidence
4. What do you know about slip of the tongue ?	Slip of the tongue is a mistakes when someone say something
5. Have you ever do slip of the	Yes of course

tongue in speaking English in lesson?	
<p>6. How to pronounced :</p> <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7. Tell me about your favorite	I have favorite songs the title is cars outside I love this songs because this really related with my love story

PAJ

1. What do you know about speaking skill?	Speaking skill is an ability to speak with other people and pronounce clearly
2. How important speaking skill in English?	It is important because we have to speak well in front of other people
3. What are the difficulties you find out when you are in speaking English?	To find the idea and to translated to my word
4. What do you know about slip of the tongue?	Miss pronounce when we speak word or sentences

5. Have you ever do slip of the tongue in speaking English in lesson?	Yes
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7. Tell me about your favorite	I have a favorite to listenings song(exchange) a pop music it has becomes my favorite hobby so whenever i fell stress i also turn to listening to my favorite pop music and it has i love the way pop music have great energy to life my mood and it help me to forget the worries for awhile

AH

1. What do you know about speaking skill?	Speaking skill in my opinion is how the way how to express how to communicate with each other
2. How important speaking skill	So important because we need speaking

in English?	skill to communicate with each other
3. What are the difficulties you find out when you are in speaking English?	Maybe my grammatical, lack of vocabulary and not confidence
4. What do you know about slip of the tongue?	Slip of the tongue is miss pronunciations
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes i did
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly (deletion) • before the place close • Posties (blends/haplogies)
7. Tell me about your favorite	I want to tell you about my favorite is unforgettablesmemorie(misderivation s/shifts) so I was training in hotel in Bali and I learn a lot about hospitality especially food and beverage department for the example welcoming guess and then serve the menu

NS

1. What do you know about speaking skill?	Speaking skill is ability to speak English fluency
2. How important speaking skill in English?	I think important to communicate with other people
3. What are the difficulties you find out when you are in speaking English?	Grammar
4. What do you know about slip of the tongue?	Slip of tongue is mistake in speak English
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7. Tell me about your favorite	My favorite hobby is reading novel I read novels everyday in my free time my favorite novel is <i>LihatAkuSeorang</i>

DO

1. What do you know about speaking skill?	I think speaking skill is one skill important in English
2. How important speaking skill in English?	Very important because when we want to communicate we should speaking
3. What are the difficulties you find out when you are in speaking English?	I think my anxiety or not confident in speaking
4. What do you know about slip of the tongue?	Slip of the tongue maybe the problem with our tongue
5. Have you ever do slip of the tongue in speaking English in lesson?	Yes
6. How to pronounced : <ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties 	<ul style="list-style-type: none"> • That's so she'll be ready in case she decides to hit it • Fancy getting your nose remodeled • Take my bike • He pulled a tantrum • I didn't explain this carefully enough • I'll just get up and mutter unintelligibly • before the place close • Post Toasties
7. Tell me about your favorite	My favorite is rose especially is white rose I have a plan rose at my home I think rose is symbol of the joy and I like the smell and she look pretty

APPENDICES 3 List Observation for the Students

No	Types of Slip of the Tongue						Total
1	Anticipations	✓	✓				2
2	Perseverations	✓					1
3	Reversals/exchange	✓	✓				2
4	Blends/Haplologies	✓					1
5	Misderivations/Shifts	✓	✓	✓	✓	✓	4
6	Substitutions	✓	✓				2
7	Additions	✓	✓	✓			3
8	Deletion	✓	✓	✓	✓	✓	4

APPENDICES 4 DOCUMENTATION















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Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Ketua Jurusan Tadris Bahasa In IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **KURNIAWAN TRIJAYA SAPUTRA**
NPM : 1801071026
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS SLIP OF THE TONGUE PROBLEM IN
SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR
2020/2021**

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 November 2022
Ketua Jurusan,



Andianto M.Pd
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SURAT KETERANGAN

Nomor: B-5817/In.28.1/J/TL.00/12/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : KURNIAWAN TRIJAYA SAPUTRA
NPM : 1801071026
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS SLIP OF TONGUE PROBLEM IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 21 Desember 2022
Ketua Jurusan TBI



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Nomor : B-1032/In.28/D.1/TL.00/03/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Ketua Jurusan Tadris Bahasa In IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1031/In.28/D.1/TL.01/03/2023, tanggal 07 Maret 2023 atas nama saudara:

Nama : **KURNIAWAN TRIJAYA SAPUTRA**
NPM : 1801071026
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Maret 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
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Nomor: B-1031/In.28/D.1/TL.01/03/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **KURNIAWAN TRIJAYA SAPUTRA**
 NPM : 1801071026
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 07 Maret 2023

Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003





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SURAT KETERANGAN

Nomor: B-1294/In.28.1/J/TL.00/03/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Kurniawan Trijaya Saputra
NPM : 1801071026
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 21 Maret 2023
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



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Nomor : B-0772/In.28.1/J/TL.00/02/2023
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: KURNIAWAN TRIJAYA SAPUTRA
NPM	: 1801071026
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Februari 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Kurniawan Trijaya Saputra
NPM : 1801071026

Program Studi : TBI
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat 16 - Desember 2022	I	Agar untuk penelitian diri	16/12/22

Mengetahui,
Ketua Program Studi TBI

Andjanto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Kurniawan Trijaya Saputra
 NPM : 1801071026

Prodi : TBI
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 22-02-2023	I	- Pongan cara apa mendapatkan Data mengalami slip of the tongue ketika dalam bahasa Inggris	Dini
2.	Selasa 28-02-2023	I	- Tambahkan Sumber dari Pertanyaan No 6 tabel 2	Dini
3.	Rabu 1-03-2023	I	Perbedaan Aferine ? Kee Hopyrasika	Dini

Mengetahui
 Ketua Prodi TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website : www.tarbiyah.metrouniv.ac.id; e-mail : tarbiyah.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa :

Nama : Kurniawan Trijaya Saputra

NPM : 1801071026

Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 25 Mei 2023

Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 1987 1102 201503 1 004



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UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-376/In.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Kurniawan Trijaya Saputra
NPM : 1801071026
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071026

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 Mei 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

AN ANALYSIS OF SLIP OF THE TONGUE IN SPEAKING STUDENTS OF IAIN METRO ACADEMIC YEAR 2020/2021

by Kurniawan Trijaya Saputra 1801071026


Submission date: 26-May-2023 09:20AM (UTC+0700)

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CURRICULUM VITAE



The name of researcher is Kurniawan Trijaya Saputra. He was born in Kembang Seri 11 April 2000. He is the third child of Mr.Herman Saputra and Mrs. Puji Handayani. He has graduated from Elementary school (SDN 33/1 Sungai Rengas) 2012. And continued his junior high School at SMP Muhammadiyah 1 Pekalongan and graduate in 2015. And in 2018, He graduated from his Senior High School in SMAN 7 Batanghari. and join State Institute for Islamic Studies of Metro on 2018.