

CHAPTER I INTRODUCTION

Chapter I describes about the preliminary of the research paper. It discusses background of research, research questions, research purposes, significance of research, rationale and methodology of research including method of research, data resources of research, sampling or unit of analysis and techniques of collecting data.

A. Background of Research

Most of people spend their everyday life in communicating with others. Be a good person should have good communication. We often find misunderstanding in communicating with others. Imagine your boyfriend called your name by his previous girl friend. Did he call the previous girl friend because he still had feelings for her? Or did he just make a slip of the tongue? We are all guilty of producing such speech errors and other slips of the tongue in our day-to-day communications.

According to Fromkin (1973), speech errors have long been a source of amusement for many, a source frustration for some, and more recently a source of serious study in the field of psychology. Although these errors are good for a laugh now and then, they prove to be of much greater value to the field of linguistics.

Slip of the tongue or verbal errors have since been studied long times ago. The writer has found slip of the tongue research on journal of psycholinguistics. Dell and Reich (1985) have research entitled *Slip of the Tongue: The Fact and Stratification Model*. This journal explained language errors or slip of the tongue and the implication this phenomenon has toward understanding in general how language processing work in human beings. The other

expert has researched, *The Phonetics of Phonological Speech Errors: An Acoustic Analysis of Slips of the Tongue* by Frisch and Wright (2000), the journal analysis phonological speech errors. In Indonesia, the writer did not find similar English journal. The writer just found *Analisis Penggunaan Bahasa Indonesia dalam Siaran Berita Televisi Swasta* journal by Jamal, Agusrida and Bediarti (2009). The scope of research is about speech errors production.

Slip of the tongue has been titled as “Freudian slips”. These are errors in speech (or memory and physical action) that are said to occur due to the interference of an unconscious wish, need, or thought. Pincott (2012) revealed early estimation suggested more than 10.000 different speech errors committed in English language. These errors have become the source of investigation and experimentation in search of explanation of the basic processes that conduct speech production; from the basic stages of planning to the finished motor plan that produces audible speech.

In addition, Pincott (2012) mentioned that slips of the tongue are almost inevitable. For every 1000 words spoken, people make one or two errors. Considering that the average pace of speech is 150 words a minute, a slip is bounded to occur about once every seven minutes of continuous talk. Each day, most of people make somewhere between 7 and 22 verbal slips.

Furthermore, based on the phenomenon above the writer intends to investigate more about slip of the tongue in classroom interaction because in Indonesia, it is rarely found common research about slips of the tongue and most of linguistic research concerned with structure and language and not with the process of producing it. Thus, the writer is interested in investigating slips of the tongue entitled, **“SLIP OF THE TONGUE IN EFL**

CLASSROOM INTERACTION” (A Descriptive Study at English Service Program – ESP – Club, Radio Republik Indonesia – RRI – Bandung in 2013).

B. Research Questions

In this research, the writer concentrates to solve the following four questions:

1. What kind of slip of the tongue appears in classroom interaction?
2. What are the factors affecting of slip of the tongue that appears in classroom interaction?
3. What is the effect of appearing slip of the tongue to the interaction in the classroom?
4. How is the psychological effect of slip of the tongue to the speaker?

C. Research Purposes

The purposes of this research are:

1. To know kind of slip of the tongue appears in classroom interaction.
2. To know the factors affect in appearing slip of the tongue in classroom interaction.
3. To know the effects of slip of the tongue to the interaction in the classroom whether create misunderstanding.
4. To know the psychological effect of slip of the tongue to the speaker.

D. The Significances of Research

This research has significances in some areas, as follows:

Theoretical Significance:

The research will become reference for the study about slip of the tongue who will do the same research later. There is a lot of area from slip of the tongue that need more exploration.

Practical Significance:

This research will be important practically for some people:

1. For students:

- a. They will know that slip of the tongue exists in classroom interaction.
- b. They will keep practice in English speaking well.

2. For English teachers:

- a. They will know the way to avoid the students to do slip of the tongue.
- b. They can stimulate the students to speak correctly, it can be done with recognize the kind of slip of the tongue.

3. For other researchers:

This research will be comparative study for other researchers who are interested in analysis of slip of the tongue.

E. Rationale

Speech error is a source of relevant data for models of sentence production. According to Djardjowidjojo (2005:147), that speech error is caused by aphasia and slip of the tongue. Speech error is caused by aphasia because there is disruption in the brain and therefore it is unable to express the words they want to say it. Speech error caused by aphasia is different from speech error caused by slip of the tongue that is what they want to say are not what they utter or unintended utterance.

As mentioned by Freud (in Foss and Hakes, 1978:190) speculated that some of the sources of errors come from outside the word or sentence context; from sources that we had not intended to reveal. Freud analyzed many slips, making psychodynamic interpretation of them. Dell (1985) argues that when you are formulating a sentence you start at the word-meaning level. Then you start to represent the sentence at the sound level. When you are preparing to say the words you activate the sounds of the words you want to say and

sometimes a similar sound is activated and said instead of the correct sound. Moreover, the writer assumed that there are the environment influences of speech error that happened in our daily communication.

Errors are categorized by the mechanism and the unit involved in the error (Rachael and Knight, 2012). Djardjowidjojo (2005) categorizes the majority of slips into two basic types, *selection slips* and *assembling*. There are three types in *selection slips*; *semantic slips* (*Freudian slips*), *malapropism* and *blends*. These following items describe three types in selections slips:

- (1) Semantic slips (Freudian slips), a word is substituted for a different word.
- (2) Malapropism
- (3) Blends, when two words are both possible at a particular position in the stream of speech, occasionally a blend of the two words will appear instead of either.

Assembling is the errors speech that caused by errors assembling, it means the choice words is true. There are three types of assembling in slips of tongue, *transpositions*, *anticipation*, and *perseveration*. In details, it is described as follows:

- (1) Transpositions, two units in the stream of speech are produced, each where the other one should have been.
- (2) Anticipations, a unit occurs in the right place in the utterance.
- (3) Perseverations, a unit that has already occurred in the stream of speech recurs later, possibly replacing the unit that should have occurred.

According to Rachael and Knight (2012) the types of slip of the tongue are *deletion*, *exchange*, *cognitive intrusions*.

- (1) Deletion, a unit is missed out from the intended target.
- (2) Exchange, two units are swapped over.
- (3) Cognitive intrusions, a unit from outside the message level are inserted into the utterance.

Slip of the tongue is unconscious act; it is fun to make because it is so easily made in our communication. How is the psychological effect for some people who did slip of the tongue? One person may take an effect as positive while another person may take the same effect as negative. The possible effects appeared such as a laugh, ashamed, nervous, angry, etc.

The students are often shy or afraid of putting their thoughts out there for the entire class. The students must build their confidence before making them share with the class or interact on a high level. According to Ghosh (2010), classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. Classroom interaction will be making the writer easy to observe the slip of the tongue phenomenon. They not only find out the kind of slips of the tongue but also how they are occurred, processed and the effects interlocutor. See the figure to make the description above clear.

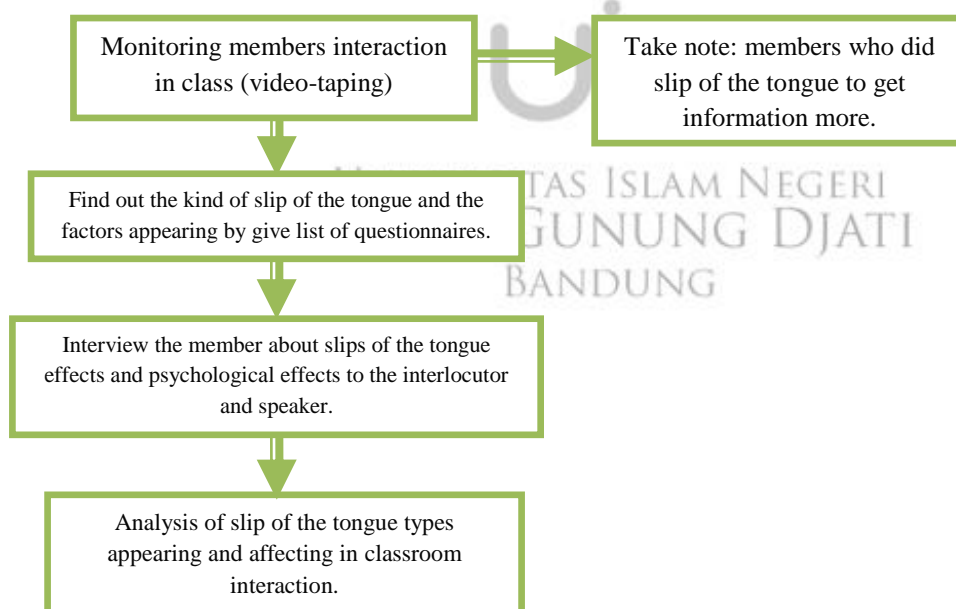


Figure 1.1 the Steps in Process of Research

F. Research Design

The way how the writer gets the data and result finding will be described in the paragraph below:

1. Method of Research

The writer uses descriptive-qualitative method because this study is intended to discover and analyze the phenomenon exists at the time of study. According to Alwasilah (2003:126) descriptive method is explaining literally about researched human, even, or process. Descriptive method also provides the interpretation not merely the observed facts.

2. Data Resources of Research

a. Determining Location

To get the data, the location that will be chosen is members of English Service Program (ESP) Club in Radio Republik Indonesia (RRI) Bandung. It is located in Jl. Diponegoro, Bandung. The members is demand to use English in the activity to practice their speaking ability. Therefore, based on the fact above the writer wants to know whether slip of the tongue appears in their English interaction.

b. Primary Data

The primary data is collected by using observation, questionnaire and interview.

c. Secondary Data

The secondary data is taken from some books and journals related to the slip of the tongue

3. Sampling and Unit of Analysis

In deciding sample, the writer chooses purposive sampling because of convenience, its easiness in the time, place, cost and energy. Purposive sampling is used to explore the information from human, setting and process in the research location (Alwasilah, 2003:102). According to Maxwell as stated by Alwasilah (2003:147) there are purposes of purposive sampling: as the representative of setting, individual, and activity, as the heterogeneity in population, as the study of critical cases, and as the source to find the differences in individual, setting and activity.

The participants of research are members of English Service Program (ESP) Club in RRI Bandung. The data were chosen by purposive sampling. As mentioned by Moleong (2012: 224) purposive sampling is used to explore the information entire, therefore in qualitative method there is not generalization of population.

4. Techniques of Collecting Data

a. Observation by Video Taping

Observation is monitoring, including an activity of doing cares to participants by using the five senses. This techniques use to observe the facts and data phenomenon in members of ESP Club of investigation. By this observation, the writer hopes that she is able to get the real fact of phenomenon and the objective condition of students especially the ability in process speaking as the object of research. This research has been done at six meetings.

Table 1.1 Schedule of Research

1 st meeting	June, 9 th 2013	Observing the location of research, trying get permission to observe in ESP Club, observing ESP Club condition.
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2 nd meeting	June, 16 th 2013	Observation by video taping and note taking, analyzing the slip of the tongue phenomenon, interviewing the president of ESP Club about general review of ESP Club.
3 rd meeting	June, 23 th 2013	Observation by video taping and note taking the process of ESP interaction.
4 th meeting	June, 30 th 2013	The respondents given questionnaires
5 th meeting	July, 7 th 2013	The respondent given questionnaires
6 th meeting	July, 14 th 2013	Interview fourth of respondents

b. Questionnaires

A questionnaire is a list of questions to the people who are ready to give responses (Riduan, 2008:99). The writer uses open questionnaire. The writer gives list of questions related to the subjects to fourteen members of ESP Club, the objects were chosen based on their background study: seven members of English Education Major students and seven members of Non-English Education Major students. The questions consist of ten questions related to the research subject and the object of research can answer each question as far as know. It is aimed to know and answer for research question as stated before.

c. Interview

Interview will be done after the writer got the result of analyzing data. Interview is used to collect data with ten questions to respondents. In this research, the objects are chosen based on the errors analysis of members and the members who have good speaking ability in classroom interaction. Beside to answer the research

questions, it is purpose to know how the way to avoid slip of the tongue phenomenon exist in the classroom interaction.

5. **Data Analysis**

There are four steps related to data processing (Riduan, 2008:107). Therefore, in conducting the research, the writer chose those steps, they are:

a. **Collecting the data**

The writer collected the data by doing observation by video taping, questionnaire and interview. The writer observes and note-takes slip of the tongue phenomenon in the process of speaking ability in club activity. Then, give questionnaires to the participants related the slip of the tongue. After that, the writer doing interview, this technique is used to make the writer easy to see the result of the recording process.

b. **Identifying the data**

After collecting those data, the writer identified them to make the process easy. By observation, the writer can get information around the condition or situation in class systematically. Then the writer classified the answer given by participants. The last step is analyze and describe slip of the tongue exist that taken from interview.

c. **Processing the data**

Here, the data are processed to get some information related to the slip of the tongue and psychological effect.

d. **Interpreting the results of the processed data**

In this step, the writer interpreted the processed data as the answer for the question and then draws conclusion.

G. Clarification of Terms

In this part, the writer made a clarification of term to make a research clearly about the subject of research. There are two term of this research:

1. *Speech errors* : error repair, correction of a lapse of performance (syntactic, lexical, and phonological mistakes). (Kormos, 2006)
2. *Slip of the tongue* : Errors in speech (or memory and physical action) that are said to occur due to the interference of an unconscious wish, need, or thought. (Pincott, 2012)
3. *Psychological effects* : a pattern of behavioral or psychological symptoms that impact multiple life areas and/or create distress for the person experiencing these symptoms. (Cherry, 2012)
4. *Classroom Interaction*: A practice that enhances the development of the two very important language skills which are speaking and listening among the learners. (Ghosh, 2010)