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A Study of Slips of the Tongue in Students' English Presentation Performance

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abstract—Kilir lidah dapat terjadi dalam berbagai situasi berbicara, termasuk dalam presentasi akademik. Dalam kelas EFL, fenomena ini dapat muncul ketika mahasiswa menyampaikan presentasi bahasa Inggris dan menghasilkan ujaran yang berbeda dari maksud yang ingin disampaikan. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kilir lidah yang dihasilkan oleh mahasiswa Pendidikan Bahasa Inggris saat melakukan presentasi bahasa Inggris di IKIP PGRI Bojonegoro. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi kelas, rekaman audio, dan transkripsi verbatim dari presentasi mahasiswa. Ujaran yang telah direkam kemudian dianalisis dan diklasifikasikan berdasarkan jenis-jenis kilir lidah. Hasil penelitian menunjukkan bahwa terdapat lima jenis kilir lidah yang muncul dalam presentasi mahasiswa, yaitu perseveration, transposition, substitution, addition, dan deletion/omission, sedangkan anticipation tidak ditemukan. Di antara jenis-jenis tersebut, deletion/omission dan substitution merupakan jenis yang paling sering muncul. Hasil ini menunjukkan bahwa slip yang dihasilkan mahasiswa sebagian besar berkaitan dengan penghilangan unsur gramatikal dan penggantian kata atau bentuk yang seharusnya diucapkan. Dengan berfokus pada jenis-jenis kilir lidah, penelitian ini memberikan gambaran deskriptif mengenai kesalahan produksi ujaran dalam presentasi lisan mahasiswa EFL.

Kata kunci— Kilir Lidah, Presentasi Bahasa Inggris, Mahasiswa EFL

Abstract—Slips of the tongue can occur in various speaking situations, including academic presentations. In EFL classrooms, this phenomenon may appear when students deliver English presentations and produce utterances that differ from what they intend to say. This study aims to identify the types of slips of the tongue produced by English Education students during English presentations at IKIP PGRI Bojonegoro. A descriptive qualitative method with a case study approach was applied in this research. The data were collected through classroom observation, audio recording, and verbatim transcription of students' presentations. The recorded utterances were then analyzed and classified based on the types of slips of the tongue. The findings revealed that five types of slips occurred in the students' presentations, namely perseveration, transposition, substitution, addition, and deletion/omission, while anticipation was not found. Among these types, deletion/omission and substitution appeared as the most frequent slips. The results indicate that students' slips were mostly related to the omission of grammatical elements and the replacement of intended words or forms. By focusing on the types of slips of the

tongue, this study provides descriptive insight into speech production errors in EFL students' oral presentations.

Keywords – Slips of the tongue, English presentation, EFL students

INTRODUCTION

Psycholinguistics examines the relationship between language and the human mind. It focuses on how people understand, acquire, process, and produce language. According to Liu (2020) as cited in Chen (2024) Psycholinguistics studies the cognitive and neurological mechanisms involved in language processing, from comprehension to production. In this field, speech production becomes an important concern because it shows how language is mentally planned before it is spoken.

In the context of English as a Foreign Language (EFL), speaking English can be challenging because English is not commonly used in students' daily communication. This condition may influence how students process words, organize sentences, and produce spoken language during academic activities, including presentations. This align with Israfil et al. (2024) stated that English plays an important role in academic and international communication, especially for EFL learners. In addition Ulya et al. (2021) state that English is taught systematically from elementary school to university and is regarded as the primary foreign language in Indonesia. In line with this Martin (2023) explains that English learning involves language skills and language components, while Prastiwi (2016) emphasizes that spoken communication is spontaneous and interactional. Therefore, students' English presentation performance provides a relevant context for examining speech production.

One phenomenon that can be observed in speech production is slips of the tongue. Slips of the tongue are unintentional speech errors that occur when speakers produce utterances that differ from what they intend to say. Levelt (1989) as cited in Chen (2024) explains that slips of the tongue provide evidence of how speech is mentally planned and produced through the stages of conceptualization, formulation, and articulation. In this sense, slips of the tongue are not merely speaking mistakes, but also reflect how language is processed before it is spoken. Lapasau & Setiawati (2021) state that slips of the tongue reveal cognitive processes during real-time phonological encoding.

According to Fromkin (1973) as cited in Mus (2018) slips of the tongue can be classified into six types: anticipation, perseveration, transposition, substitution, addition, and omission/deletion. Anticipation occurs when a later sound appears earlier in an utterance, for example *take my bike* becomes *bake my bike*. Perseveration refers to the repetition of a sound or word that has already been produced, such as *black boxes* becoming *black bloxes*. Meanwhile, transposition occurs when two sounds, words, or speech elements exchange positions, for example, *Black bear back* becomes *Black back bears*. Substitution happens when a speaker replaces an intended sound, word, or phrase with another unintended form, for example *I need a pencil* becomes *I need a pen*. Addition occurs when a speaker adds an unnecessary linguistic element to an utterance, such as *please open the door* becoming *please open the doorer*. In contrast, omission or deletion happens when a speaker leaves out a sound, syllable, word, or other element that should appear in the utterance, for example *I want to go to school* becomes *I want go school*.

Several previous studies have examined slips of the tongue in EFL contexts. Mus (2018) analyzed slips of the tongue in classroom conversations and found several types, including substitution, transposition, deletion, and addition. Meanwhile, Detrianto (2018) investigated slips of the tongue in international students' presentations and found that the students produced several types of slips, such as anticipation, perseveration, substitution, addition, deletion, and exchange. These studies show that slips of the tongue have been discussed in classroom interaction and presentation contexts.

However, previous studies have not specifically focused on the types of slips of the tongue produced by EFL students in English presentation performance within the context of students' academic classroom presentations. Therefore, this study focuses on analyzing the types of slips of the tongue found in students' English presentation performance. This study is expected to provide a clearer description of how EFL students produce slips of the tongue during oral academic performance.

RESEARCH METHODOLOGY

This research used a descriptive qualitative method with a case study design. The participants were English Education Department students at IKIP PGRI Bojonegoro who delivered English presentations in the classroom. The data consisted of students' utterances containing slips of the tongue, obtained through observation, recording, and transcription. After the presentations were recorded, the utterances were transcribed to identify the target words and error words. The data were classified using Fromkin's theory of slips of the tongue, as cited in Mus (2018) which includes anticipation, perseveration, transposition, substitution, addition, and omission/deletion. The analysis followed Miles and Huberman's model, as cited in Qomaruddin et al. (2024) covering data reduction, data display, and conclusion drawing. To ensure data validity, the researcher used triangulation by comparing observation notes, recordings, and transcription results.

FINDING AND DISCUSSION

The data were obtained from students' English presentations and analyzed by comparing the target utterances with the actual utterances produced during the presentation. The slips were then classified based on Fromkin's theory. The findings show that the students produced five types of slips of the tongue: perseveration, transposition, substitution, addition, and omission/deletion. Anticipation was not found in the data.

Tabel 1. Frequency of slips of the tongue

No.	Types of Slips of the Tongue	Frequency
1	Anticipation	0
2	Perservation	1
3	Transposition	2
4	Substitution	7
5	Addition	1
6	Deletion	8

Table 1 shows that omission/deletion was the most frequent type, with eight occurrences. It was followed by substitution, which appeared seven times. Transposition occurred twice, while perseveration and addition appeared once. The absence of anticipation indicates that the students did not produce errors in which a later linguistic element appeared earlier in the utterance.

Tabel 2. Representative data of students' slips of the tongue

No.	Type	Target utterance	Slip utterance
1	Anticipation	-	-
2	Perseravation	last with relationship and interact with others	last with rethetionship and interact with others
3	Transposition	And next is important component	... and next is component important eh... important component
4	Substitution	Language can be defined as a structured system of sound, symbols, and communication	Language can be different as a structured system of sound, symbols, and communication
5	Addition	rules that allow people to share ideas	rules thats allow people to share ideas
6	Deletion	Here we have four characteristics	Here we have four characteristic

The first type, anticipation, was not found in the students' presentations. This indicates that the participants did not produce errors in which a later sound or linguistic element appeared too early in the utterance. Although anticipation is included in Fromkin's classification, the absence of this type suggests that not all categories of slips necessarily appear in every speaking context.

Perseveration occurred once in the data. In the utterance *"last with rethethionship and interact with others,"* the speaker intended to say *"relationship."* The error may have been influenced by the previous sound in *"with,"* which was carried over into the following word. This shows that a preceding sound can affect the production of a later word during real-time speech.

Transposition appeared twice. One example was found in the utterance *"component important,"* which was later corrected by the speaker into *"important component."* This slip shows that the speaker exchanged the normal order of the adjective and noun. The self-correction also indicates that the speaker was aware of the error after producing it.

Substitution was the second most frequent type. In the utterance *"Language can be different as a structured system,"* the speaker used *"different"* instead of *"defined."* The two words share a partly similar initial sound, which may have caused confusion during speech production. This type of slip shows that students may unintentionally select a word that is phonologically close to the intended one.

Addition occurred once in the data. The student produced *"rules thats allow people"* instead of *"rules that allow people."* In this case, an extra -s sound was added to the word *"that."* The addition made the utterance grammatically inaccurate, although the intended meaning could still be understood.

Deletion/omission was the most dominant type of slip. In the utterance *"here we have four characteristic,"* the speaker omitted the plural marker -s in *"characteristics."* Similar omissions also appeared in other utterances, particularly in articles and plural endings. This finding suggests that small grammatical elements are easily omitted when students speak under presentation pressure.

Discussion

The findings show that deletion/omission and substitution were the most frequent slips produced by the students during English presentations. Deletion/omission appeared mainly in the omission of articles and plural markers, such as *"four characteristic"* instead of *"four characteristics."* This indicates that small grammatical elements are more easily left out when students speak in real time.

Although these slips did not completely change the intended meaning, they affected the grammatical accuracy of the utterances.

Substitution also occurred quite frequently, as seen in *“Language can be different as a structured system”* instead of *“Language can be defined as a structured system.”* This type of slip suggests that students sometimes selected words that were phonologically or structurally close to the intended form. In this case, the error reflects a temporary disruption in word retrieval rather than a lack of understanding of the topic.

Other types, including transposition, perseveration, and addition, appeared in smaller numbers, while anticipation was not found in the data. This pattern suggests that the students' slips were mostly related to grammatical omission and word selection rather than the early production of upcoming sounds. Overall, the slips found in this study can be seen as natural speech production errors that occur during English oral performance, especially when students need to organize ideas and produce language simultaneously.

CONCLUSION

Based on the findings, this study concludes that English Education students produced five types of slips of the tongue during English presentations: perseveration, transposition, substitution, addition, and omission/deletion. Anticipation was not found in the data. The most dominant type was omission/deletion, followed by substitution. The representative data show that the slips appeared in the form of omitted plural markers, inappropriate word selection, and reversed word order. Therefore, students' English presentation performance can be used as a relevant context for identifying the types of slips of the tongue in EFL oral academic performance. This study is limited to the classification of slip types; future researchers may examine more participants or different speaking contexts to enrich the findings.

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