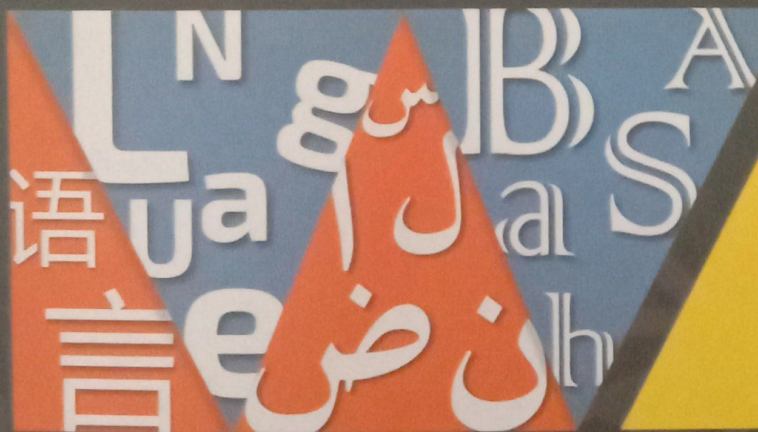# PROCEEDING 2019
INTERNATIONAL CONFERENCE
ON LANGUAGE TEACHING AND CULTURE

NEW TRAJECTORIES ON THE TEACHING OF FOREIGN LANGUAGES IN 4.0 ERA

PROCEEDING 2019
International Conference
On Language Teaching & Culture

KATA PENGANTAR

Assalamu'alaikum wa Rahmatullahi wa Barakatuh,

International Conference on Language Teaching and Culture (ICOLTIC) yang diselenggarakan oleh Pusat Pengembangan Bahasa, Universitas Islam Negeri Maulana Malik Ibrahim (UIN) Malang, dimaksudkan untuk memberi ruang bagi para peneliti dan penggiat pengajaran bahasa untuk bertukar pikiran dan informasi mengenai perkembangan dan penelitian terbaru dalam bidang pengajaran dan pembelajaran bahasa dan budaya.

Sesuai dengan namanya, ICOLTIC mengambil tema "New Trajectories on the Teaching of Foreign Languages in 4.0 Era" dimana seminar internasional ini dimaksudkan tidak hanya mewadahi kajian dalam bidang pembelajaran bahasa asing di era 4.0 saja, melainkan juga mencakupi bidang lainnya yaitu budaya. Bahasa yang dikaji dapat bermacam-macam seperti bahasa Indonesia, Arab, Inggris, Mandarin, dan bahasa lainnya. Berdasarkan pemikiran tersebut, bahasa resmi yang digunakan dalam ICOLTIC adalah bahasa Indonesia, bahasa Arab dan bahasa Inggris.

Walaupun ICOLTIC baru lahir, peminatnya cukup besar. Peserta yang mengikuti seminar internasional ini berjumlah kurang lebih 150 orang. Pembicara utama dalam seminar kali ini adalah Prof. Utami Widiati, M.A., Ph.D dari Universitas Negeri Malang, Prof. Faishol Mahmoud Adam dari University of Al-Qur'an Al-Karim, Sudan, Dr. H. M. Abdul Hamid, M.A dari Universitas Islam Negeri Maulana Malik Ibrahim Malang, dan Shi Yuxin, M.Hum., M.A dari Universitas Gadjah Mada, Yogyakarta. Selain keempat pembicara utama, ada 75 pemakalah yang turut mempresentasikan ide serta hasil penelitian mereka dalam sesi parallel.

Prosiding ini memuat 75 makalah yang telah dipresentasikan baik oleh para pembicara utama maupun para pemakalah di sesi parallel. Semoga prosiding ini bisa bermanfaat bagi pemakalah dan pihak terkait yang tertarik dibidang pengajaran bahasa dan budaya.

Pusat Pengembangan Bahasa UIN Malang bercita-cita menjadikan ICOLTIC sebagai kegiatan rutin tahunan yang diharapkan dapat meningkatkan publikasi internasional baik dalam bentuk prosiding maupun jurnal.

Seminar Internasional dan penerbitan prosiding ini bisa terlaksana berkat kerja sama yang sangat baik antara penyelenggara seminar dengan pihak-pihak terkait. Maka dari itu, kami mengucapkan banyak terima kasih kepada Rektor UIN Malang beserta jajaran dan staf yang telah memberikan dukungan bagi terselenggaranya seminar internasional dan penerbitan prosiding ini. Ucapan terima kasih juga kami sampaikan kepada semua pembicara utama, seluruh pemakalah parallel, dan semua panitia yang telah bekerja keras dalam menyelenggarakan seminar dan menerbitkan prosiding ini.

Akhir kata, kami menunggu komentar, tanggapan, dan diskusi untuk penyempurnaan prosiding ini. Sampai jumpa dalam Seminar Internasional Pengajaran Bahasa tahun depan.

Wassalamu'alaikum wa Rahmatullahi wa Barakatuh,

25 September 2019

Kepala Pusat Pengembangan Bahasa
UIN MALIKI Malang

Dr. H. M. Abdul Hamid, M.A.

DAFTAR ISI

SLIPS OF TONGUE IN STUDENTS SPEECH AT BILINGUAL ISLAMIC HIGH SCHOOL

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ABSTRACT

This study focuses on the speech error production under the psycholinguistics study. It aimed to investigate the speech error experienced by the students of MBI Amanatul Ummah Mojokerto in which the students are living in bilingual environment. The data are analyzed on the basic types of slip of the tongue and to identify possible factors causing the speech error production. Based on the findings, the researcher found three from seven kinds of slip of the tongue which were produced by the students in classroom presentation. Those types were transpositions, blends, and haplologies. From that case, the most dominant type was haplologies. In addition, there were several possible factors which caused the speech error production: cognitive, psychological or affective, and social reason. Thus, this study found that all of reasons became the factors of the students' speech error. In the same way, psychological or affective reason --resulted from the state of being nervous-- became the dominant reason. Moreover, the researcher also tried to explore the effects which were acquired by the hearer after hearing the speech error production. Most of students argued that speech error produced brought funny case to the hearer. Therefore, it is recommended for the future study to apply another theory to investigate the production of the speech error in any context of speech productions.

Keywords: Bilingual environment, Classroom presentation, Psycholinguistics, Speech error

INTRODUCTION

Nowadays, the activity of delivering a speech or speaking in a conversation needs some formulations to be accepted by the hearer. Some speakers do some strategies to make their speaking as correct as possible and to improve speech intelligibility (Porcaro et al., 2019). However, it becomes common mistakes for speakers in the case of wrong pronunciation or uttering the unreal intended words or others. It naturally happens in any languages with certain variaties (Han et al.,

2019) and involving different perceptions of hearers as well (Alderete and Davies, 2019). Such error becomes unconscious deviations of what the speaker is actually wanted to produce (Goldrik et al., 2016).

In this case, the speech production is the activity which cannot be separated from the human side, since we know that human being is considered as the only creature given a gift namely language (Corballis, 2007). Language and communication relate to each other and cannot stand alone in the context of speaking, reading, writing or listening (Adyogan and Akbarov, 2014). In that relation, speech error specifying on the slips of the tongue may occur rsulting in positive and negative impacts. As for its positive impact, the topic becomes the medium and the tool to create the humor deliberately (Asyura, 2017). The speakers intendedly slip their tongues to produce the other utterances which out of the topic, so it becomes the funny cases for the listeners. On the other hand, its negative impact is the speech error is a kind of problem that may create a misunderstanding between the speakers and the listeners. It is as stated in Kawano and Matsuo (2002) that speech error may affect diplomatic problems between countries and the coalition instability.

Slip of the tongue is a phenomenon considered as a speech error that covers the accident in saying utterances when someone is intended to say something else. People usually want to speak that kind of words or phrases, but accidentally they speak other words which are not appropriate even disturbing or offending. According to Boomer and Laver quoted in Fromkin (2013), slip of the tongue is an activity in unintended deviation from the speakers in the case of grammatical, phonological, or lexical intention. Furthermore, others define slips of the tongue as the phenomenon which the speakers' tongues are slipped, and it produces unintended words (Dell and Reich, 1980). In addition, it is caused by two factors which are the fault in selecting the words and assembling (Ahmadi and Jauhar, 2016).

In the same way, the study under the speech errors' investigation is currently related to the existence of the bilingual environments which are built by amount of the institution nowadays. Bilingual environment is the environment which obligates the students who are living there to habituate in speaking two languages every day. Some studies examined speech error in a bilingual environment. For instance, Poulisse (2000) compared the slips of the tongue experienced by the second language learners and the beginner learners. She states that the learners who have more exercise on speaking the second language which means that they spend the time more than other learners to practice the second language results that they are more proficient. The proficient here means that L2 learners speak faster which

consists of fewer repetitions, pauses, and so forth. In addition, according to Zheng (2006) in the case of the process in second language acquisition, he states in his finding that the higher level of L2 learners do not make many slips. Therefore, this finding supports that there is a strong indication that bilingual students do not make many slips while speaking because of those reasons.

Moreover, Poulisse (2000) confirms that the study on the speech error specifically on the slips of the tongue is unexamined largely in the production of the second language. In addition, regarding slips of tongue in bilingual context, not all errors are the same (Caffarra and Martin, 2019). Therefore, this study focuses on investigating the speech error specifying on the slips of the tongue in the bilingual environment which considers the psychological aspects of the existence of this topic. Furthermore, this study discusses the effects for the listeners or audiences after hearing the production of this type of speech error.

The object under the study is the students' class presentations of ninth graders in Islamic senior high school "Amanatul Ummah" Mojokerto. The object is selected because the students live in the boarding school which employs two languages, English and Arabic as daily language. Learners who had spent more times to exercise in practicing and habituating English language, will be proficient and make few errors (Poulisse, 2000). Therefore, this study is done to see its implication to the students who are living in bilingual environment.

From that case, the questions raised are: 1. What are the types of speech errors specifying on the slips of the tongue produced by students of MBI "Amanatul Ummah" Mojokerto?, 2. What are the possible factors causing the students in producing the speech errors?, 3. How are the effects of the speech errors toward the hearers?.

METHOD

This study applied the descriptive qualitative method to find out the linguistic phenomenon occurred during speaking class presentation done by the ninth graders. Furthermore, the qualitative method was used because the data were in the forms of words and phrases transcribed from students' utterances in a presentation containing speech error namely the slips of the tongue.

In other way, psycholinguistics became the approach of this study because the researcher concerned on the study of speech errors' production under the psycholinguistics study. As for its instrument, this study used non-participation observation as the main instrument to gain the data in the class which aimed to answer the first question. Another instrument used in this study was interview

Meanwhile, it is possible to suppress those words which are not supposed or wanted. Sometimes when the speakers have slips of the tongue, it means the words arouse easily in the thing relates to what is thinking about.

Discussing the reasons of the speech error psychologically happened, Sigmund Freud has the hypothesis that explains in which "every slip was the consequence of deeper unconscious motivations that were allowed expression through such error". Based on that hypothesis, we can consider that the production of the speech error of slips of the tongue express the real thing or feeling inside.

Therefore, following up to that statement, the theory proposed by Clark and Clark (1977) on the three reasons for speech error is used in this study. The first reason and being the dominant factor is categorized as the psychological or affective reason. In this case, the sources of the speech error of slips of the tongue production that happens because the psychological of the speakers is affected. From that case, the researcher found several reasons categorized as this type. Those are reflex (3), shocked (1), angry (4), nervous (61), hastily (4), tired or sleepy (2), unconsciously or not focus (14), less preparation (10), afraid (5), less confident (2), embarrassed (3), public speaking (13), and in doubt (3). In the same way, those thirteen feelings affect their psychological conditions and the feelings then caused the production of the utterances becomes less efficient or incorrect. The psychological condition affecting the speech is also in line with the finding on the slips of tongue made by English department students (Fadhila, 2013).

Also, Clark and Clark (1977) have the second category of reason which is a cognitive reason in which it covers the process of making a deal between the abstract thing in the mind and the utterances we produce. In this case, the researcher selects the reasons included in this category. Those are when the speakers tell a long stories (1), lack of vocabularies (6), lack of memorizing (2), generating complex sentences (1), pronouncing the words which have closer pronunciation (2), they don't know how to pronounce (3), forgetting the text (3) incorrect grammatically (1), fluent (18), not fluent (1), less practice (7), having strong accent (3), and being taught the wrong vocabulary (1). From that case, those thirteen reasons are categorized as cognitive reasons because the students make a deal in their mind before having this speech error, for example, they recall the pattern of the structure while speaking in which they have to utter the pattern which belongs to simple present or past tense.

The third reason proposed by Clark and Clark (1977) is called the social reason in which it covers the speakers' conditions. Furthermore, the condition of speakers includes the existence of the pressure or not. In this case, the researcher found several

reasons produced by the students of MBI Amanatul Ummah categorized as the social reason. Those are when the speakers are in hurry (42), confused (2), under pressure (11). In the case of under pressure conditions, one includes on who is being the responder in the communication. We can take the example if we have a conversation with the people who have higher education, older, and so forth.

After analyzing the phenomena of the speech error produced by the students in their presentations, the analysis is done to figure out the effects brought to the students by giving a question to them. In this case, the researcher found that there are fifteen effects. Those are funny (34), reasonable (21), causing misunderstanding (16). Also, the speech error affects the ambiguity (12), confusing (9), disturbs the hearer (9), and the hearer wanted to ensure the correct word from the speakers (7).

In addition, other several effects which are acquired after hearing the speech error specifying on the slips of the tongue are: the hearers eager to correct (5), it affects the misconception in an instruction (3), and a bit bothered (2). Another effect is the speech error is entertaining (2). Sometimes, the hearer felt pity to the speakers after producing the speech error because they would be embarrassed (1). It also affects the hearer in the case of having certain attitude. In this case, they chose to be silent (1). Moreover, the hearer felt unclear with the utterance produced (1), and unaware in which the speakers made the speech error (1).

From these findings, the study shows that the most dominant effect acquired by other students after hearing the speech error specifying on slips of the tongue is the phenomena that bring the funny case to the hearer. In this case, the effect "funny" has the frequency as the amount of (34). Therefore, this speech error can be considered that it has a strong relationship with the funny case in which means this speech error phenomenon affects the funny case. In this regard, Shutter (in Ali, 2007) described the slip of the tongue as follow:

"it is complicated mental processing which is happening entirely below the level of consciousness, so we're not aware of doing anything except when we hear ourselves saying something funny, and it's all happening at such lighting speed that we're not aware of any time these steps are taking".

Also, slips of the tongue as one of the speech error also become the tool and the medium to create or deliver the humor deliberately (Asyura, 2017). In this case, the speakers will slip their tongue intendedly to produce some other utterances which out of the topic, so it will be the funny case for the hearer. Therefore, these phenomena cannot be separated from the odd case.

Making slips of tongue in classroom context can be regarded as a part of language learning and acquisition process (Ovchinnikova, 2007). It is also viewed as a natural phenomenon in speech because the verbal thought as 'windows to the mind' is affected by other aspect such as psychological state (Rădulescu, 2011). In addition, when it is found in bilingual context, the slips can occur especially when the first and second language have similar spelling patterns and rules (Zheng, 2006).

CONCLUSION AND SUGGESTION

After analyzing and discussing the phenomena of slips of the tongue as one of the speech error by the students on XI grade of MBI Amanatul Ummah, three types of slips of the tongue are found, namely transpositions, blends, and haplologies. However, the other four types which are anticipations, perseverations, substitutions, and counter blends are not found. Additionally, based on the findings, the most dominant type produced by them is haplologies.

Regarding the possible factors which cause the speech error production, the data show 29 factors based on the students' answer in the interviews provided. According to Clark and Clark (1977), the sources of speech errors are three. Those are the cognitive reason, psychological or affective reason, and social reason. From that case, the most dominant type categorized as psychological or affective reason is the students feel nervous while presenting the text. In this case, this reason has the frequency as the amount of (61).

In the case of the effects which are acquired by the students after hearing the phenomena of the speech error specifying on slips of the tongue, the researcher found 15 effects according to them resulted from the interview sections. From that case, the researcher mentions the three most dominant effects according to them. In this case, the phenomena of slip of the tongue bring the funny effect (34) for the hearer. It means that when the speakers made a slip, they would produce the ambiguity in utterances. So, the hearer will consider that phenomenon as humor.

Therefore, the researcher suggests to the next researcher to apply the fresher theory on this topic, and this theory to another object and also the register such as the informal registers including daily conversation, talk show, standup comedy, and so forth.

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