

Gender Differences in Slip of the Tongue on EFL University Students

Citra^{1*} and Jufrizal²

^{1,2}English Department, FBS Universitas Negeri Padang, Padang, Sumatra Barat 25131, Indonesia.

*Corresponding author Email: citra.phoenix@gmail.com

ABSTRACT

Slip of the tongue is one of the most commonly mistake that doing by EFL learners because in EFL context, there some obstacles that will face by EFL students, such as lack of vocabulary, feeling nervous in speaking, bad pronunciation and so on. This research, mainly explore the comparison between male and female of EFL students at Universitas Negeri Padang in the frequency of slip of the tongue and also to find out the influential factors that affecting the EFL students falling on slip of the tongue. This research is a descriptive qualitative research that uses a psycholinguistic approach. In this preliminary stage research, 10 EFL learners were chosen, consist of 5 males and 5 female by using the proportional random sampling technique. The data in this study is obtained from recording of students' oral presentation. In analyzed the data the researcher use some theories. Those theories were theory proposed by Fromkin (1973) about eight types of slip of the tongue, and Clark (1977) about the factors which influenced the slips of the tongue. According to Fromkin (1973), slips of the tongue were classified into eight types: anticipations, preservations, blends, misderivations/shifts, exchanges, substitutions, additions, and deletions. Based on the result of data analysis, researcher found that, males students produce more slip of the tongue than female. Then, there are various factors that affect them falling on slip of the tongue.

Keywords: *Slip of the tongue, Gender differences, EFL university students*

1. INTRODUCTION

Language is a medium that people can use within communication. In addition, many research articles which include technology, education, religion, politics or business have been published in certain language. The use of language can distinguish human beings from other animals more than any other features. Fromkin, et al [1] stated that you have to understand the essence of language that makes you human in order to understand our humanity. Thus, language is the main important aspect in our daily live especially in communication.

However, the fundamental importance of language in our lives means that any limitations in our ability to use it can be felt deeply. There will be mistakes as people speak. The factors causing the language errors may include a decline of speech output or a decline of external aspects such as insecurity. This mistake makes certain people speak in various ways or even use a different language. Cognitive scientists are often interested in the making of errors, since error can show more about how people can illustrate, conceptualize, and categorize, make analogies and assumptions, including the way their mind identifies and understands the world. From this statement it brings us to the

discussion of how this can occur. One of the phenomena that occur of speech error is slip of the tongue.

Slip of the tongue can be seen as a simple mistake or error but everyone seems to produce slip of the tongue, while they are able to talk normally. Slip of the tongue can occur to everyone in any context. Whether the people use his first language, second language or foreign language, whether the people has prepared the speech or not, whether the people is a man or women , young children or adult, all of them have a possibility to produce slip of the tongue. Fromkin [2] also revealed that people who can speak well (native speaker) may make a slip. Maybe it's because the speech they make isn't in their language. This is a situation when people in their speech make errors. So, we can conclude that slip of the tongue is a speech error that commonly occurs in daily communication among people in any context. Speech production have crucial role in language comprehension. As an illustration, when the speaker cannot speech clearly, then the listener cannot understand what the speaker said. Thus, slip of the tongue is the crucial phenomena that should be investigated more.

The existence of the phenomena slip of the tongue in the daily communication gets much attention from many experts. The history of slip of the tongue started

when Meringer and C. Mayer conduct their research in about "Mistakes in Speech and Reading". Their main intention is to examine the rules governing of slip of the tongue. The result from their research concluded that there is association and connection among the sound of a word, or sentence, as stated in Freud [3]. Freud [3] in his book "Psychopathology of Everyday Life" has different point of view with statement of Meringer and C. Mayer. Freud believed that a verbal or memory mistakes have a linked to the unconscious mind. This finding then is known as Freudian slip or speech error. In his theory the unconscious is a storeroom of memories, emotions, motivations and ambition, which too difficult or nervous to consciously think about. In the other word, Freud [3] assumed that If a person speaks something else they wanted to say it is not an accident, but their unconscious thinking, which has destroyed the censorship of the mind and has come to be aware.

The researcher truly agrees with the ideas of Fromkin because there are some factors that affect speech error while someone is speaking. We can categorize the factors as internal factors and external factors. Internal factors such as lack of basic language skill (grammar, vocabulary, discourse, etc), while the external factors such as low of motivation, feeling anxiety, nervous, etc.

2. LITERATURE REVIEW

Slip of language is a kind of language error in speech production that rearranges sounds or whole words between two or more separate words. Dell [4] believes that people start at the word level when formulating a sentence. Then they begin to reflect the sound level sentence. People activate the sound of the words while they are planning to say words, and a similar sound often is triggered and said rather than the correct sound. Further, the normal tongue slips are found; 1. Anticipation, it happens at the right spot and earlier in the utterance. When a letter portion replaces a previous segment a unit exists. Jaeger suggests to predict certain things intended for the earlier pronunciation and to incorporate an earlier planned unit. They vary from changes when another is invaded by others, and is thus used twice. *For example: the second change → the cecond shange.* 2. Perservations, In perseverances, a later component is substituted in a previous section or it comes after its source. It means, therefore, that a unit prepared for and executed earlier in the utterance would persevere and perform later on in the utterance. *For example: bad sack → bad back.* 3. Exchange, There are two parts shared at reversals and so the cause of one error is the goal of the other. These mistakes are called spoonerism. According to Carroll

[5], there are currently double changes between two linguistic units. *For example: getting your nose remodeled → getting your model renosed.* 4. Blends, there are two linguistic units in mixtures or haplogogies which are combined in one unit. As Carroll[5] points out, mixtures seem to occur when more than one word is taken into account and two objects fuse or combine into one object. *For example: fried potatoes → fries potatoes.* 5. Misderivations, when a part of speech removes from its misderivations, appropriate intervention and somewhere else appears. It can happen if the speaker adds the wrong suffix or prefix in a certain way to the word. *For example: The chimney catch fires → The chimney catches fires.* 6. Substitutions, substitutions of a section with an attacker take place and differ. The intrusion source may not be in the sentence from the previously mentioned briefs. *For example: please turn on the tv → please turn off the tv.* 7. Additions, additions are a further language content. In order to convey the expected pronouncement, the speaker sometimes introduces material of linguistics in his / her specified speech which is slipped into. It generally has to do with phonemes, morphemes, posts, precipitations, conjunctions, whole phrases, or even words. *For example: I didn't explain this carefully enough → I didn't explain this clarefully enough.* 8. Deletions, deletion is something people left out. They decided to say the following .He / she leaves the linguistic content out, though incidentally expected words. It can usually have a relation with phonemes, morphemic appendices, objects, prepositions, conjunctions, whole words or even his / her intended utterance.

In addition, cognitive difficulties, situational anxieties and social factors can affect the slips of the tongue suggested by Clark [6]. As asserted by Abda [7] most of students do not have self-confidence, feeling anxiety and nervous in their speaking performance. Cognitive difficulty also means that people use the abstract terms for more time than the direct words to render sentences on the subject. While the situation is alarming, this happens when the speaker has a situation get anxious, concerned, or worried about it. In comparison, when a conversation takes place under pressure it is impossible to talk to the social element.

There are numerous researches in research literature that differentiate slip of the tongue in the term of gender. Altiparmark and Kuruoglu [8] conduct the research about slip of the tongue that differentiates age, gender and educational background. The result of the research showed that there is no agreement among the result of the research in the term of gender in production speech disfluencies.

While, several researches asserted that gender is an important term in the production speech disfluencies. We can see from the research that conduct by Johnson [9] and Lickey [10] assumed that males produced more disfluencies than female. While, Menyhart [11] claimed that females are produced disfluencies more than males. Meanwhile, Branigan et al. [12] stated that males produce more fillers and repetitions than females.

Some researchers are also conduct the research about slip of the tongue in the field of education in many varieties of situation and level of education. We can see from the research that conduct by Syukri [13], they tried to analyzed slip of the tongue in English conversation. While Naibaho et al [14] identifying slip of the tongue made by students of English study program. Based on the description of research literature above, although, many studies has been released by several researcher about slip of the tongue, but in Indonesia the studies that explore about gender differences in slip of the tongue on EFL student is not yet found. That is one of the reasons why the present researches try to analyze slip of the tongue in the term of gender.

Furthermore, in this research the researcher want to investigate the frequency of slip of the tongue that occur in EFL university students, then also to find out the influential factors that affect EFL university students falling on slip of the tongue in their speech production.

3. METHODOLOGY

This research is belongs to descriptive qualitative method in order to know the linguistics phenomena that happen in EFL university students. Creswell [15] describes qualitative research as a way to investigate and understanding the significance of the social or human issue that people or organizations identify. This research tried to explain the production of speech that is concerned with slip of the tongue. The researcher also focuses on the types of slips of the tongue that are caused and mostly created and possible factors that may affect the tongue slips.

There are 10 EFL university students in Universitas Negeri Padang that's become sample in this research. They are consists of 5 males and 5 females. The researcher use purposive sampling technique to take the sample in this research. The purposeful sampling is synonymous with qualitative analysis according to Creswell [15]. This is because the researcher will choose participants and study sites correlated with the research issue. The researcher must determine who or what is indicative of the phenomena being researched and the amount of places or participants needed for study to be included.

Then to collect the data in this research, the researcher use two instruments; recording and questionnaire. To collect the data about the frequency of slip of the tongue the researcher record the students' oral presentations then identify the utterances that contain slip of the tongue by using the theory from Fromkin [2]. Furthermore, the researcher ask the students to answer the questionnaire about the influential factors that affect them falling on slip of the tongue, by using the theory from Clark.

4. RESULT AND DISCUSSION

After the student's oral speeches have been transcribed, the researcher observed that there are six types of student slip of the tongue from the eight types of slips suggested by Fromkin [2]. The result can be seen in the table below:

Table I: Data of slip of the tongue made by university students.

no.	At	Pv	Ex	Bl	Md	Sb	Ad	DI
M1	0	3	0	0	7	1	7	9
M2	0	1	0	0	0	0	3	2
M3	0	0	0	0	2	1	1	11
M4	0	5	0	0	13	3	4	7
M5	0	1	0	0	3	0	3	4
F1	0	0	0	0	3	0	1	2
F2	0	0	0	0	1	0	0	0
F3	0	2	0	1	1	0	2	4
F4	0	4	0	2	4	0	1	6
F5	0	1	0	0	1	0	1	3

At=anticipation Md=misderivation
Pv=preservation Sb= substitutions
Ex=exchange Ad=addition
Bl=blend DI=deletion

The table above displays the frequency of slip of the tongue that made by male and female EFL university students at Universitas Negeri Padang. From the data in the table above, the researcher found that the total slip of the tongue that made by males students are 91, while in speech production of females students the researcher found the total slip of the tongue are 39, which is less than slip of the tongue that produced by males students.

Then, there is differences on the type of slip of the tongue that produced by males and females students. There are five types of slip of the tongue that produced by males students, they are preservation, misderivation, substitutions, addition and deletion. So there are no “anticipation”, “exchange” and “blend” types in males’ speech production. While, in females speech production also found 5 types of slip of the tongue, they are preservations, blend, misderivation, addition and deletion. Thus, in females speech production there is no “anticipation”, “exchange and “substitutions”.

Despite there are some differences on the total number and type of slip of the tongue in speech production among males and females students, there is also the similarity in the term of the most types of slip of the tongue that produced by males and females students. The most types of slip of the tongue that produced by males and females students are “deletion” and then followed by “misderivation”.

In addition, the data about the factors that might influence the students produce slip of the tongue can be seen on the table below:

Table 2. The most influential factors on producing slip of the tongue by university students

Sample	Cognitive Difficulty	Situational Anxiety	Social Factor
M1	✓		
M2			✓
M3	✓		
M4	✓		
M5		✓	
F1		✓	
F2			✓
F3		✓	
F4	✓		
F5		✓	

From the information on the table above, the researcher found there are differences between males and females students on the influential factors that make them falling on slip of the tongue. The most influential factors that make males students produce slip of the tongue is “cognitive difficulty”. While, on females students, the researcher found that the most influential factors that make females is “situational anxiety”.

5. CONCLUSION

Based on result and discussion above, the researcher concluded that there are some differences and also there is similarity between males students and females students in produced slip of the tongue. The differences are:

- 1) The frequency of slip of the tongue that found in males students is higher than females students.
- 2) The type of slip of the tongue that found in males students are preservation, misderivation, substitutions, addition and deletion. While, in females students, found that preservations, blend, misderivations, addition and deletion.
- 3) The most influential factors that make males students produce slip of the tongue is cognitive factor, while the most influential factors that make females students produce slip of the tongue is situational anxiety.

Then, the similarity among males students and females students in produce slip of the tongue is on the dominant types of slip of the tongue. In this research found that the dominant type that found in males and females students in produce slip of the tongue are “deletion” and then followed by “misderivation”

REFERENCES

- [1] Fromkin, Victoria, Robert Rodman & Nina Hyams, “An Introduction to Language”, 9th ed., Boston: Wadsworth Cengage Learning, 2011.
- [2] Fromkin, A., “Slip of the tongue : Windows to the Mind”, 2006.
- [3] Freud, S., “Psychopathology of everyday life”, Translate by A.A. Brill. New York: New American Library, 1901
- [4] Dell, G.S, “A Spreading-Activation Theory Of Retrieval In Sentence Production”, 1986.
- [5] Carroll, W, “Psychology of Language”, Pacific Grove, California: Brooks/Cole Publishing Company, 1986
- [6] Clark, D, “Big Dog’s Leadership Page-Presentation Skills” Retrieved on october 12th 2020 at <http://www.nwlink.com/~donclark/leader/leadpres.html>.
- [7] Abda, K, “Assessing the Factors That Affect Teaching Speaking Skills: The Case of Robe Teachers’ College, English Department Second Year Students”, *International Journal of Humanities & Social Science Studies (IJHSSS)*, vol. 3, pp. 285-299, 2017.
- [8] Altıparmak, A., & Kuruoğlu, G, “Gender and Speech Disfluency Production: a Psycholinguistic Analysis on Turkish Speakers. Psycholinguistics”, *Psycholinguistics*, vol. 24, no. 2, pp. 114–143. 2018. <https://doi.org/10.31470/2309-1797-2018-24-1-114-143>
- [9] Johnson, W, “Measurement of Oral Reading and Speaking Rate and Disfluency of Adult Male and Female Stutterers and Nonstutterers”, *The Journal*

- of Speech and Hearing Disorders*, vol. 7, pp. 1-20, 1961
- [10] Lickey, R, "Detecting Disfluency in Spontaneous Speech", Unpublish Doctoral Dissertations. Scotland: University of Edinburg, 1994
- [11] Menyhart, K, "Age-Dependent Types and Frequency of Disfluencies", In Proceedings of DiSS'03, pp. 45-48, Sweeden: Goteborg University, 2003
- [12] Branigan, H., Lickey, R. and McKelvie, D, "Non-Linguistic Influences on Rates of Disfluency in Spontaneous Speech", In Proceeding of the 14th International Conference of Phonetic Sciences, pp.387-389, San Fransisco, 1999
- [13] Masitha, A.S, "Slips of the Tongue Produced by Indonesian Children in Casual Conversation", *Advances in Social Science, Education and Humanities Research (ASSEHR)*, Vol.228. 2018
- [14] Tri, A.S.N. "Slips Of The Tongue Made By The English Study Program Students", *Journal of English Education and Teaching*, Vol.2(4). 2018
- [15] Creswell, J.W, "Research design: qualitative, quantitative and mixed method approached", United States of America: SAGE Publications. Inc. 2004