

**AN ANALYSIS OF SLIPS OF THE TONGUE IN ENGLISH
PRESENTATIONS
(A CASE STUDY AT IKIP PGRI BOJONEGORO)
SKRIPSI**



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of requirements
for the degree of Sarjana in the English Education

By:
RHOFIQOH INAYATIN
NIM 21120051

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2026

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MOTTO

"Nothing is impossible. The word itself says 'I'm possible'."

— **Emma Watson**

ACKNOWLEDGEMENT

First and foremost, praise and gratitude be to God Almighty for His Blessings and grace, which have enabled me to complete this skripsi entitled “AN ANALYSIS OF SLIPS OF THE TONGUE IN ENGLISH PRESENTATIONS (A CASE STUDY AT IKIP PGRI BOJONEGORO)” as a requirement for obtaining a Bachelor’s degree at IKIP PGRI Bojonegoro.

Throughout the process of writing this skripsi, I am fully aware that it would not have been possible without help, guidance, and support of many individuals . therefore, with all humility, I would like to express my deepest gratitude and appreciation to:

1. Dr. Junarti, M.Pd. as the Rector of IKIP PGRI Bojonegoro
2. Dr. Cahyo Hasanudin, M.Pd. as the Dean of Faculty of Language and Arts Education
3. Ayu Fitriarningsih, M.Pd. as the Head of the English Education Study Program.
4. Dr. Moh. Fuadul Matin, S.S., M.Pd. and Chyntia Heru Woro Prastiwi, M.Pd. for their patience, valuable guidance, and continuous support throughout the writing of this skripsi
5. All lectures and academic staff of the faculty of languages and arts education, who have shared their knowledge and experiences during my time at the university
6. My fellow students and friends in the English education department for their motivation, assistance, and solidarity during this journey

7. My parents and my family for their unconditional love, financial and moral support, and for believing in me even when I doubted myself. Their encouragement has been my strongest foundation
8. Myself, for the persistence, discipline, and resilience shown throughout the research and writing process. Thank you for staying focused through challenges, for managing time, and for never giving up until this skripsi was completed.
9. A special mention and heartfelt thanks to my dear friends Devina and Nazzah. Thank you for accompanying me through long hours of drafting and revising, for providing constructive feedback on my ideas, and most importantly, for your emotional and mental support.

I realize that this skripsi is still far from perfect. Therefore, I sincerely welcome constructive feedback and suggestions for improvement in the future.

Lately, I hope this skripsi can be beneficial to readers and contribute, even in a small way, to the development of knowledge.

Bojonegoro, 15 July 2026

The Researcher

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STATEMENT OF AUTHORSHIP

The undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that this is entitled:

AN ANALYSIS OF SLIPS OF THE TONGUE IN ENGLISH PRESENTATIONS (A CASE STUDY AT IKIP PGRI BOJONEGORO)

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding the authenticity of this work are found, I **personally** accept the consequences in accordance with the applicable regulations, and I am prepared to face legal sanctions

Bojonegoro, 13 July 2026

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ABSTRACT

Inayatin, Rhofiqoh. 2026. An Analysis of Slips of the Tongue in English Presentations (A Case Study at IKIP PGRI Bojonegoro). Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Moh. Fuadul Matin, S.S., M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keywords: slips of the tongue, English presentation, EFL students

This study aims to identify the types of slips of the tongue and the factors influencing their occurrence among English Education students during English presentations at IKIP PGRI Bojonegoro. This study employed a descriptive qualitative method with a case study design. The data were collected through observation, recordings, transcriptions, and questionnaires. The data were analysed using Fromkin's classification of slips of the tongue and Miles and Huberman's data analysis technique. The findings revealed five types of slips of the tongue: perseveration, transposition, substitution, addition, and deletion, while anticipation was not found. Substitution and deletion were the most frequent types, with eight occurrences each. Transposition occurred twice, while addition and perseveration each occurred once. Deletion mainly involved the omission of grammatical elements, such as plural markers, whereas substitution occurred when students produced words that did not match their intended utterances. The factors influencing slips of the tongue included nervousness, rushed speech due to limited preparation, fatigue or lack of sleep, and limited vocabulary and grammatical knowledge. This study indicates that slips of the tongue are related to language ability, psychological conditions, and the demands of real-time speech production.

ABSTRAK

Inayatin, Rhofiqoh. 2026. An Analysis of Slips of the Tongue in English Presentations (A Case Study at IKIP PGRI Bojonegoro). Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Pembimbing (I) Dr. Moh. Fuadul Matin, S.S., M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata kunci: kilir lidah, presentasi bahasa Inggris, mahasiswa EFL

Penelitian ini bertujuan untuk mengidentifikasi jenis dan faktor yang memengaruhi terjadinya kilir lidah pada mahasiswa Pendidikan Bahasa Inggris saat melakukan presentasi bahasa Inggris di IKIP PGRI Bojonegoro. Penelitian ini menggunakan metode deskriptif kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, rekaman, transkripsi, dan kuesioner, lalu dianalisis menggunakan klasifikasi kilir lidah dari Fromkin serta teknik analisis data Miles dan Huberman. Hasil penelitian menunjukkan lima jenis kilir lidah, yaitu *perseveration*, *transposition*, *substitution*, *addition*, dan *deletion*, sedangkan *anticipation* tidak ditemukan. *Substitution* dan *deletion* menjadi jenis yang paling sering muncul dengan jumlah yang sama, masing-masing delapan kali. *Transposition* ditemukan dua kali, sedangkan *addition* dan *perseveration* masing-masing ditemukan satu kali. *Deletion* terutama berupa penghilangan unsur gramatikal, seperti penanda jamak, sementara *substitution* terjadi ketika mahasiswa menggunakan kata yang tidak sesuai dengan ujaran yang dimaksud. Faktor yang memengaruhi kemunculan kilir lidah meliputi rasa gugup, berbicara terlalu cepat karena persiapan yang terbatas, kelelahan atau kurang tidur, serta keterbatasan penguasaan kosakata dan tata bahasa. Penelitian ini menunjukkan bahwa kilir lidah berkaitan secara langsung dengan kemampuan bahasa, kondisi psikologis, dan tuntutan berbicara.

PREFACE

This undergraduate thesis, entitled “**An Analysis of Slips of the Tongue in English Presentations (A Case Study at IKIP PGRI Bojonegoro)**,” is submitted as a partial fulfillment of the requirements for obtaining a Bachelor’s degree in English Education at the Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. This study aims to analyze the types of slips of the tongue produced by students during English presentations and to identify the factors that cause the occurrence of slips of the tongue among English Education students.

The researcher would like to express sincere gratitude to the advisors for their valuable guidance, advice, and continuous support throughout the completion of this thesis. Appreciation is also extended to the lecturers of the English Education Department, classmates, and all parties who have contributed to this research. Special thanks are given to the researcher’s family for their prayers, motivation, and encouragement.

Although this study has some limitations, constructive suggestions and criticisms are warmly welcomed for the improvement of future research. It is hoped that this thesis will be beneficial for students and future researchers who are interested in English speaking skills, oral presentations, and slips of the tongue in EFL learning contexts.

Bojonegoro, 15 July 2026

The Researcher

Rhofiqoh Inayatin
NIM 22120051

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a communication system that a specific nation or society uses. The objectives of language acquisition for EFL (English as a Foreign Language) students are to acquire English when it is not spoken in their surroundings. According to Israfil et al. (2024) EFL students consist of showing English in situations where it is not the native tongue and is essential for business, pursuit in academic pursuits, and international communication. In order to utilize English effectively in daily situations, this learning entails not just mastering vocabulary and grammar but also developing speaking, listening, reading, and writing skills.

Among the four language skills, speaking is a crucial component of learning English as a foreign language (EFL), as it enables students to communicate effectively with others and express their thoughts. Many Indonesian students still find it challenging to speak English due to the psychological barriers of speaking a foreign language and their limited exposure outside the classroom. Afiani et al. (2025) stated that students have plenty of chances to use both words and sentences when expressing their own thoughts. In the field of EFL education, speaking skill development is crucial because it is essential for both language learning and successful communication. In addition, Israfil et al. (2024) stated for students to participate in productive discussions and effectively convey their intended message, they must be proficient in oral communication including speech

Recent studies show that difficulties in EFL speaking are influenced by both linguistic and psychological conditions. Wulandari et al. (2022) reported that students' speaking difficulties were related to linguistic problems and psychological problems. In the context of English presentations, Waluyo and Rofiah (2021) found that English proficiency was a significant predictor of students' presentation performance. In addition, Khotijah et al. (2026) showed that structured speaking activities could increase students' participation and confidence. These findings indicate that speaking performance does not only depend on students' willingness to speak, but also on their language control, confidence, and opportunities for meaningful practice.

Additionally, there is a connection between speech and slips of the tongue, particularly for EFL learners. Speaking is described as the process of producing spoken language to express meaning, which requires intricate cognitive and linguistic planning. In speech production slip of the tongue, or involuntary speech errors, are common during speaking activities for English language learners, because of the cognitive demands and complexity of language processing for learners. According to Abrar et al. (2024) when the speaker's intended utterance and their actual utterance diverge in any way, it's known as a slip of the tongue. According to Fromkin (1973), in Mus (2018), the following utterance, including anticipation, preservation, transposition, substitution, addition, and deletion, is classified as a slip of the tongue. These kinds of slips of tongue were frequently found in the EFL classroom.

Khoerunnisa (2023) stated slips of tongue were caused by fatigue, an emphasis on accents, a lack of language or material mastery, anxiety, and rushing. This

statement is aligned with other researchers' Mus (2018) that slips of tongue are affected by nervousness, lack of information, speaking habits, and speaking time constraints. Additionally, these factors show how the speaker's internal language system and external environmental demands interact intricately to cause slips of the tongue during oral EFL presentations. Developing techniques to reduce slips of the tongue and enhance speaking proficiency in English as a foreign language context requires this understanding.

Speaking and conducting presentations are crucial English language learning skills that need both linguistic proficiency and immediate cognitive processing. However, "slips of the tongue" are a common occurrence for English as a Foreign Language (EFL) students during presentations, which can impair speech effectiveness and interfere with communication. Reducing slips through practice, creating automaticity in language use, and using techniques to bounce back from mistakes are the main goals of effective presentation training. Furthermore, Furumizu and Ichihashi (2025) stated in English presentations that correcting slips of the tongue not only increases fluency but also improves general communication skills.

Based on the researcher's interview at the classroom presentation at IKIP PGRI BOJONEGORO in December 2025, it was found that some of the students who conducted the classroom presentation made a slip of the tongue. The example of types experienced by students includes deletion, which occurs when linguistic elements are omitted. Although speakers intend to produce a specific utterance, they may accidentally leave out certain parts of the language. These omissions often

involve sounds or phonemes, word parts such as prefixes or suffixes, articles, prepositions, conjunctions, entire words, or even portions of the intended sentence.

Some research has been conducted regarding students' classes during speech production. The first study by Mus (2018) in a conversation classroom found that students made various types of slips of the tongue. Consists of substitution, transposition, deletion, and addition. According to this study, substitution was more frequently occurring compared to the other types. It had been caused by anxiety, lack of knowledge, speaking habits, and speaking time constraints.

Another researcher by Detrianto (2018) found that international students throughout their presentations included anticipations, preservations, substitutions, additions, deletions, and exchanges. Moreover, substitution was more frequently occurring compared to the other types by African speakers. Additionally, situational pressure was the most likely element to affect slips of the tongue made by overseas students. because their activities and tasks made them feel exhausted. As a result, it could cause individuals to make these slips of tongue throughout the presentations.

Another study by Saputra (2023) found that the students' English department concluded that students still frequently make slips of the tongue when speaking English, with deletion and shifts being the most common or prevalent categories. Students still make slips of tongue when speaking in English because they are distracted or anxious.

Another recent study by Nur et al. (2025) also examined slips of the tongue in an academic presentation setting, namely proposal seminar presentations. The study found several types of slips, including anticipation, exchange, addition, perseveration, substitution, and deletion. In addition, the interview results showed

that cognitive load influenced students' speech production during the presentation. This means that students may experience slips not only because of limited language ability, but also because they need to organize ideas, remember the material, and manage the presentation situation at the same time.

Previous studies have reported different dominant types and factors of slips of the tongue. Some studies found substitution as the most frequent type, while other studies reported deletion, addition, or transposition in different speaking situations. This difference may be related to the characteristics of the participants, the level of preparation, and the type of speaking task. However, the previous studies were conducted in contexts such as classroom conversation, microteaching, formal speaking simulation, and proposal seminar presentations. Therefore, this study focuses on English classroom presentations at IKIP PGRI Bojonegoro to provide a more contextual description of the types and possible factors of slips of the tongue among English Education students. Based on this previous study, along with the preliminary data gathered by the EFL students collected through a pre-survey questionnaire, it appears that students made slips of the tongue during English presentation, strongly caused by nervousness, fatigue, and lack of knowledge. Based on the explanation above, the researcher aims to analyse slips of tongue during English presentations and the possible factors that cause slips of the tongue in students' English department at IKIP PGRI Bojonegoro.

B. Formulation of the problems

This study focuses on how English department students produced slips of the tongue during their presentations. Therefore, the following research issues are put forth:

1. What kinds of slips of tongue are present in the students' presentation during the English department class presentation?
2. Which factors are causing the students of slips of the tongue to deliver an English presentation?

C. Objectives of the study

As stated by the research problem, the objectives of this research are:

1. To find the kinds of slips of tongue present in the students' presentations during the English department class presentation
2. To identify factors that have caused the students of slips of the tongue when deliver English presentations

D. Significances of the study

This research needs to be applicable and helpful in a variety of ways, both theoretically and practically.

1. Theoretically

The results of this study offer theoretical references and alternative data for future research on the phenomenon of slip of the tongue. This can enhance comprehension of EFL students' language production and processing, which is essential for successful teaching methods.

2. Practically

- a. For teachers, the result will gain a crucial understanding of students' speech production difficulties by comprehending the types and reasons of slips of the tongue. With this information, teachers can create focused lesson plans and helpful suggestions that target particular errors.

Additionally, it facilitates the development of a friendly environment where mistakes are accepted as a normal part of learning a language.

- b. For future researchers, it is anticipated that the results of this study will provide useful information and a point of reference for future studies studying slips of the tongue.

E. Definition of key terms

Based on the concepts in this research, to prevent misunderstandings regarding the research's title, two terms related to its concepts need to be defined. They are slips of tongue and English presentation.

1. Slip of tongue

According to Fromkin (1973), as cited by Maharani et al. (2025) A slip of the tongue is a verbal error or mistake that happens during speech production, often unintentionally, where the speaker says something different from what was meant. Slips of the tongue can occur to anyone in various contexts, both formal and informal. However, Aroufah et al. (2021) stated that not all speakers are aware of these speech errors and may continue speaking without correcting them; such errors are considered unconscious. By that means, slips of the tongue are unintentional speech errors where the speaker says something different from what was intended. These mistakes often go unnoticed and uncorrected, occurring in various contexts to anyone.

2. English presentation

According to CAFE (2025), the English presentation skills for EFL students discuss how presentation skills improve career prospects,

confidence, and language abilities. It places a strong emphasis on developing peer feedback, streamlining technical vocabulary, encouraging cultural awareness for enhanced communication, and customizing education to overcome language competency issues. Moreover, Mahdi (2022), using multimedia-based programs, enhances Thai EFL undergraduate students' speaking abilities in terms of pronunciation, grammar, fluency, vocabulary, and accuracy in English presentation abilities. In developing English presentation skills, EFL students can enhance career opportunities, confidence, and language proficiency by focusing on peer feedback, technical vocabulary, cultural awareness, and tailored learning. Additionally, multimedia-based programs effectively improve speaking skills such as pronunciation, grammar, fluency, vocabulary, and accuracy in presentations.