

Chapter I: Introduction

This chapter presents an introduction of the study. There are five fundamental details, which are introducing this chapter; they are background, research question, research objective, research delimitation and research significances.

Background

Tip of the tongue phenomenon is a speech production problem or speech error that is takes place in people speaking activity. Even it is exist on human speech, but most of them are not recognizing this phenomenon.

In the state of tip-of-the-tongue, the speaker cannot immediately state a complete thought in the speech, because he or she forgetting one word or phrases in the time of speaking. Brown and McNeil (1966) state that tip of the tongue affects someone to speak unclear by forgetting the aimed word but can recall the word that has similar sound and meaning. Moreover, Hoffeberth-sauer and Abrams (2014) stated that “tip of the tongue is a word finding problem, a common and universal experience when a speaker cannot immediately recall a well-known or familiar word but has the certitude that the information exists in one’s knowledge base”(p.44).

Tip of the tongue disturbing human speech production systems, which is deal with the semantic, lexical and phonological components of a word (Burke, Mackay, Worthley, and Wade, 1991). In the process of normal speech production, the speaker starts to recall the semantic component of the word and select the word lexical presentation followed by the retrieval of the phonological

components. Meanwhile in the tip-of-the-tongue this speech production is not work as the normal system.

As mentioned above that tip-of-the-tongue is state where someone cannot retrieve aimed word in producing speech. There are many previous researchers conducted study in this area. Most of the researches are analyzed the existence of tip-of-the-tongue phenomenon on people everyday activity using diary or conditioned the participants experienced tip-of-the-tongue in the laboratory. The data that found in one of the experimental researches entitled “Incubation and the Resolution of Tip-of-the-tongue states” are the participants cannot completely retrieve the general term of some definitions; capital cities, name of disease, name of celebrities, and name of politicians (Choi & Smith, 2005).

Other previous researches in the area of tip-of-the-tongue error found the following data:

- The target word is *contraband*. The participants are only able to retrieve the first letter “C” (Abrams, White, & Eitel 1999).
- The target word is *Vivaldi*. The participant retrieved the initial letter “v” and the last letter “i” (Hoffeberth, 2011).
- The target word is *abdicate* which is consist of three syllables, the first (*ab*), middle (*di*), and the last (*cate*). The participant cannot remember any letter, but he can feel the syllable existence in his memory (Hofferberth-Sauer& Abrams, 2014).

Tip-of-the-tongue also exists in English department students State University of Gorontalo. The students cannot present a good presentation because of tip-of-the-tongue. Although they have prepared everything before presentation, they are disturbed by tip-of-the-tongue. The presentation need much time to be finished, because the students try to recall the missing words.

Students of English department class of 2013 who were presenting their research proposal in the third International Students conference, Gorontalo State University were experiencing tip-of-the-tongue error. These are the example of tip-of-the-tongue that found in English department students' speaking.

- Partial Recall

“In this program, weeeeeaaaaa the character is come from different country, aaa there are korean, and also Australian so it aaaa, it wiilll iiit iiiit... so it..will it make me want **ter**... make me aaaa..**Interested** to analyze the type code mixing by use the theory”.

- Abstract Recall

“After that... I will... a..a..after that.....i will aaaaaa..... I will **take** the data from the interview”.

In the partial recall, the speaker only success recalled some of the word's letters; “t,e,r” for the word interested. The speaker found difficulties in stating the complete letters and several words before saying interested because she was focus on remembering the word “Interested”. After tried to retrieve the word “Interested”, the speaker succeeded solving the tip-of-the-tongue error.

The second speaker experienced abstract recall; she could not retrieve the word “take” for 8 seconds in her speech. She was talking about her research methodology, particularly the data that will be taken from the interview. It is identified as abstract recall because while retrieving the target word she did not say the part of the target word like the letter or syllable, but she seen thinking and tried to say the word.

Based on the phenomenon that explained above, it is clear that tip-of-the-tongue brings disadvantages to people. It is disturbing people composing complete speech by forgetting the familiar words. This phenomenon must be explored in order to find out the way to avoid its occurrence in further. So that, i interested do research which focused on the types of tip-of-the-tongue phenomenon on English Department classroom presentation.

Research Questions

Based on the basic consideration, this study focuses on the following problem statement:

What are the types of tip-of-the-tongue error that occurs to the participants in the classroom presentation?

Research objective

Regarding to the research question this study has the following research objective:

To find out the types of tip-of-the-tongue error that occurs to the participants in the classroom presentation.

Research Delimitation

This study focuses on tip-of-the-tongue phenomenon on students' classroom presentation. There are two types of tip-of-the-tongue that occur to someone, they are partial and abstract recall (Woodworth, 1934 ;Wenzl 1932, 1936; R. Brown & Mcneil, 1966). "a) Partial recall, sometimes a part of the target word is recalled, the first letter, the additional letter, and word similar sound and meaning. b) Abstract recall, the abstract form of the target word is recalled; the number of syllable and the syllabic stress". In the classroom presentation, both of the errors are experienced by the students. They are recognized by identifying students' utterances and behavior in the classroom presentation.

Research Significances

Theoretically, this research is expected to be the source of the tip-of-the-tongue specific information for the lecturer and students to understand this phenomenon obviously. By understanding the concept of tip-of-the-tongue they are possible to avoid the errors in their speaking activity. Moreover, this research is expected to be the additional resource for the next researcher in the same research topic interest.

Practically, this research will assist the lecturers and the students to avoid tip-of-the-tongue phenomenon in speaking activity. Since the tip-of-the-tongue is only explained briefly in the psycholinguistics class, this research will provide the lectures more information about the phenomenon.