

Slips of the Ear Experienced by the English Department Students

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Abstrak

Penelitian ini mempunyai tujuan untuk mengetahui kesalahan dengar atau persepsi mahasiswa jurusan bahasa Inggris di Surabaya. Tujuan dalam penelitian ini adalah untuk mengetahui fenomena salah dengar atau persepsi mahasiswa terhadap monolog yang berisi narasi dari penutur asli bahasa Inggris. Dalam pelaksanaan penelitian ini digunakan metode deskriptif kualitatif, dengan 23 mahasiswa jurusan bahasa Inggris dari kelas dan tingkatan yang sama sebagai peserta penelitian dan yang telah diinstruksikan untuk menuliskan apa yang mereka dengar dari sebuah rekaman monolog. Dari penelitian yang telah dilakukan, ditemukan beberapa kesalahan dengar yang dituliskan oleh mahasiswa jurusan Bahasa Inggris di Universitas Negeri Surabaya. Kesalahan dengar tersebut digolongkan dalam beberapa kategori yang berdasarkan teori dari Bond (2005). Bond mengklasifikasikan 15 kesalahan dengar yang di kelompokkan dalam 5 tingkatan pengetahuan yang berbeda: tingkatan pengetahuan fonetik; pengetahuan fonologis; pengetahuan pengetahuan leksikal; pengetahuan sintaktis; pragmatik dan semantik. Dari hasil penelitian, ditemukan berbagai kesalahan yang berada di tiga tingkatan pengetahuan yaitu, pengetahuan fonetik, fonologis, dan leksikal. Dan hanya ditemukan tujuh dari 15 macam kesalahan dengar yang dikemukakan oleh Bond (2005).

Kata Kunci: Salah dengar, pengetahuan fonetik, pengetahuan fonologis, pengetahuan leksikal.

Abstract

The aim of this study was to find out the phenomenon of slips of the ear or student misperception of a monologue narrated by a native English speaker. In conducting this research, a qualitative descriptive method was used with twenty-three students majoring in English Education State University of Surabaya from the same class and level as research participants. They were instructed to write down what they have heard from the monologue recording. After the research was completed, several slips of the ear have been found which produced and written by the participants. These data are classified into several categories based on Bond's theory of slips of the ear (2005). He classifies fifteen errors which are grouped into five different levels of knowledge, those are: phonetic knowledge; phonological knowledge; lexical knowledge; syntactic knowledge; pragmatics and semantics. The result of the study indicates that various errors were found in three different levels of knowledge: phonetic, phonological, and lexical knowledge. In addition, only seven out of the 15 kinds of error by Bond were found.

Keywords: Slips of the ear, phonetic knowledge, phonological knowledge, lexical knowledge

INTRODUCTION

Listening is the first stage in cognitive development of a man, it known as a receptive skill or passive skill. Listening skill becomes the first of two natural language skill and the other skill is speaking. So, it is a crucial process in perceiving the sound that leading to the actual meaning or message from the speaker to the hearer. As it mentioned before, listening is a passive skill. However, currently listening is considered a collaborative skill, both passive and active process occurs inside the learners' mind, this statement stated by Vandergrift (2004) and Herschenhorn (1979). Smaldino (2008) stated that Listening is a psychological process which begins with one's awareness and attention to sounds or speech patterns (receiving), proceeds through identification and recognition of specific auditory signals (decoding), and ends in comprehension (understanding). Auditory signal refers to sounds projected as a message that will be

received by the auditory nerve. The signals will be started to be identified and recognized after the sounds come to the ears. Next, after the auditory signals are identified and recognized by the brain, they are assigned meaning and this process is called comprehending. For example, when a listener hears the utterance "Would you like a cup of tea?" he or she concludes that it is an offer. Brown (2001) listed steps that related with the process of listening: hearer's determination of speech type, hearer's inference, hearer's recall, hearer's literal meaning assignment, hearer's intended meaning assignment, hearer's determination, and hearer's message deletion. Hearer's determination of a type of speech implies the hearer determines which sort of speech will be dealt with, the ears becomes a crucial component of choosing one of the received sounds. The chosen sound is then interpreted by the listener. The hearer's recall means that he or she recalls the background information which is relevant to the specific context and subject matter. The

goal of the process is influenced by the hearer's experiences and knowledge. In order to introduce a plausible interpretation to the message, their experience or understanding is used to enforce cognitive connections. Then the process is continued by the literal assignment of significance of the hearer, so that the hearer can interpret the strings of the surface he or she perceives. In instances where literal meanings are meaningless to the message, this method may assume a peripheral position. The next stage is the expected significance assignment of the hearer. The hearer coincides with both perceived and designed significance in this phase. When he gets a message, for instance, "Have you got the time?" It doesn't imply he or she will answer 'yes' or 'no' but, 'It's a quarter to nine.' Hence, listening is a cooperative method involving the ears and the brain.

Kusumardiyati (2005) and Richards (2008) stated that there are two processes involved in understanding a spoken discourse. These are often referred to as bottom-up and top-down processing of listening. Bottom-up processing refers to using an incoming input as the basis for understanding a message (Richards, 2008; Morley in Murcia, 2001). It means language processing involves the listener who pays attention to every detail of the input of the language. By understanding the input in detail, he / she can understand the message. Bottom-up processing means that phonemic units are decided and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts (Nunan, 1999: 200). (Richards, 2008: 6) Top-down processing means that the listener actively constructs (or more accurately, reconstructs) the original meaning of the speaker using incoming sounds as clues (Nunan, 1999: 201). In this reconstruction process, he or she uses prior knowledge of the context and situation within which listening takes place to make sense of what he or she hears (Nunan, 1999; Morley in Murcia 2001; Richards, 2008).

For native speaker of English, they are expected to have a better listening comprehend than non-native speaker of English. However, the native speakers of English may produce some errors when perceiving some utterances. Bond (1999) conducted a study in misperception made by 106 children and 784 adults, but she only used the data from the adults as the data number of the children was comparatively small. Bond's study is evidence that native English also experienced slips of the ear. When native English speaker have possibility to experience some errors, how about non-native speaker of English? For non-native English speakers, listening can be a frightening skill when they try to listen to utterances as a result makes them failed to comprehend the actual meaning which delivered by the speaker. In the other words, the speech they hear is not directly grabbed by their ears (Perwitasari, 2013).

According to Field (2004), comprehension is a process involving stages in which information from a spoken or written stimulus is gradually reformed into larger and larger units. Therefore, in listening, what is perceived as a segment of features at phonetic level is converted into

phonemes at phonological level and then reclassified as respectively syllables, words, syntactic structures and finally propositional information. Based on that information, it is clearly clarified that listening perception leads to listening comprehension. If the hearer fails in interpreting the speech, the hearer may fail in understanding the meaning of the utterance. Thus, slips of the ear as one of the misperceptions could be a factor regarding comprehension failure in listening. Linell (2015, p.24) suggests that slips of the ear can also be identified to mishearing as follows:

A mishearing occurs when a hearer (H) hears something specific in another person's (S) utterance, something which is clearly distinct, in terms of lexical and sometimes grammatical content, from what S actually said or intended to say.

This present paper aims to investigate what are the types of slips and what is the most common type of error that are produced when the hearer listens to a monologue delivered by a native English Speaker. The monologue is about nature which is a familiar topic for the participants. Kusumardiyati & Ramadhani (2018) mention the slips of the ear were a valuable tool to capture the psychological process in the non-native listeners' mind when they were trying to make sense of the utterances which was spoken by native speaker.

Slips of the ear are an interesting phenomenon to be investigated, since it can happen in everyday cases. Slips of the ear also known as 'mondegreen', it was introduced by Sylvia Wright in 1954. She claimed that she had heard the lyrics of a Scottish folk song with the title "The Bonny Earl of Morray" as:

'Oh, they have slain the Earl o'Morray and lady Mondegreen.'

However, the actual lyrics are:

'Oh, they slain the Earl o'Morray and laid him on the green'.

She misheard the lyrics 'laid him on the green' with 'lady mondegreen'. Some years later, after she discovered the actual lyrics, she decided to memorialize 'Lady Mondegreen' by using it if she names the mishearing of words. The collection of mishearing can be found on the Internet and may happen when one is mishearing a poetry or song lyrics. This phenomenon happened even though everybody hears the exact same sound, but everyone interprets the same way. It is the same if we are not familiar with a language it will sound like a non-stop blur of sounds. However, if we already familiar with the language we may catch some of the word by recognizing and identifying the sounds. Bond (1999) identified that the slips of the ear can shed light on the listeners' strategies in perceiving the spoken messages as they result from the attempts on the part of listeners when overcoming the oral input that they fail to perceive accurately. In the other word, slips of the ear or misperceptions and misunderstandings provide unique window into the ways listeners use linguistic knowledge in understanding utterance or speech and this is related with Ohala's (1981) view which was stated 'in the spirit of today's errors are tomorrow's rules'. Thus, this kind of study can be the

basic theory in deciding the teaching methods and tools especially when it related with listening comprehension.

I have ever recognized a slip of the ear which is produced by a friend. He sang a song of John Legend with the title 'All of Me', when he sang a set of lyrics:

"My head underwater but I'm breathing fine."

He misheard the word head with hand, so the lyrics become:

"My hand under water, but I'm breathing fine."

He failed to perceive the long vowel /i:/ as the short vowel /æ/ and consonant /d/. It assumed that he had a sudden confusion, since both words have similar sounds and pronunciation. He grasped after realizing the meaning of the lyrics. A lot of Mondegreens which are very amusing to discuss happen in a song. Those kinds of errors appeared to be very various and sometimes create humor. The confusion of sounds or words can happen when our hearing is in some way obscured, for example, when we are in a loud crowded room, when talking to a person over the phone or talking to a person who has strong, unfamiliar accent. As a result we might start losing the accuracy of catching the actual sounds or words. Also, unlikely and unfamiliar words or phrases have a tendency to deliver more plausible message.

Similar with Bond in 1999, some researchers have been investigated slips of the ear. A study was conducted in Hong Kong by Smith (2003), he described the misperceptions by the university students who had been asked to transcribe a song lyric in an English course. A study about slips of the ear also conducted by Perwitasari (2013) concentrating on the vowel perception, she also investigated the slips of the ear. In her research, Perwitasari argues that it is hard to differentiate between the lengthy and short vowel sounds (the vowel sound / I/ and / i:/) by Indonesian English learners. She explained that the cause of slips of the ear are divided into some causes, they are inter-language and extra lingual factors. The inter-language consists of the difference in the system of sound that has the tendency to be difficult to distinguish especially the long and short vowel sound; the pronunciation differences; the frequency of word usage (word frequency); the degree of words' similarity (neighborhood density) while the extra lingual factor consists of the influence of first language and the learners' motivation. Another research by Setiyawan and Widyastuti (2014) resulted that consonants /g/, /t/, /k/, and /dʒ/ are frequently misperceived by Surabaya indie rock music singer than vowels.

Kusumarasyati (2005) stated that slips of the ear performed by non-native speaker may happen at four language level, they are phonological, morphological, lexical, and sentential. She also indicated that those errors can occur because of the unfamiliarity with the dialect or the lack of lexical knowledge. As a result, the hearer would try to interpret the words as close as the original by omitting, adding or substituting the sounds, morphemes, words, and sentences.

Bond, as one of the prominent the slips of the ear experts proposed 15 types of errors. He classified those errors into 5 different level or knowledge. First level is phonetics knowledge; there are three types under this level

which happened when the listeners' misperceived single speech segment. She argues that those misperceptions of a single segment involve consonants more frequently than vowels. Phonetics knowledge is the lowest level where the hearer tries to recognize the sound. When the hearers hear a word, they need to recognize more than a sound and it could be a crucial process since missing a sound in a word could lead to misperception to the meaning of its word. For example, a hearer may perceive the word bat as bad because he or she mistook the sound /t/ with /d/. Bat consists of three sounds /b/, /a/, and /t/ that are why a misperception of single sound can be very crucial. In learning English, especially when the learners are still categorized as young learner which expected to have the ability to recognize or be aware with the sound of English. Bond also pointed out that, Stressed vowels seem to provide reliable phonetic information, sometimes misunderstand the stress pattern of target sentences, and some sort of phonetic restructuring is always pursued. Slips of the ear affecting consonants are much more plentiful than vowel slips, whether as misperceptions of single segments or as parts of errors involving a more extensive mismatch between a target utterance and its misperception. Consonants can be lost or added or replaced by one consonant. Consonants are lost in any place in a phrase, the following two instances show consonant loss in original and final position. Final consonants are lost much more often than original consonants, certainly because they tend to be articulated weakly and indistinctly. Though these particular errors do not have any obvious phonetic motivation, a number of consonant additions were associated with word boundary misassignments. Sometimes slips of the ear resulted in a change in the order of segments or of syllables in the intended utterance. These errors suggest that listeners take advantage of global information distributed in the target utterance.

Second, the hearer may use their phonological knowledge from their own language, so they also need to cope with Phonological reductions and language varieties. In this level, the learners could hear and 'play with the sound', as the result, they may add, omit, substitute the smallest unit of sounds or morphemes in words or syllables. Thus, they need to be taught phonics or the instruction to teach young learners to connect letters with sounds, then break words into sounds or in reverse, blend sounds into words. This instruction is a good way to build children's skill both in listening or reading. Sometimes listeners make an error by literally treating the phonetic stream instead of retrieving the expected utterance. At other times, they treat an utterance as if it had undergone phonological reduction, even when it has not. The child misperception served as a target in another misperception. The speaker was describing slips of the ear to an adult colleague and mentioned that one example had violated English phonotactic constraints. In spite of the introduction which might have been expected to prepare the listener for what was to come, he "corrected" the sequence to something more acceptable in English. When listeners hear speech produced in a different dialect or

with a foreign accent, their misperceptions can take two forms, just as in the case of phonological reductions. Listeners can perceive the phonetic detail veridically and recover something other than the intended utterance or they can compensate inappropriately for the dialect or accent characteristics of the speaker.

Third, their errors suggest strategies which they employ in partitioning the stream of speech and finding discrete items in the mental lexicon, the hearer may form nonwords because they claim that they hear words, or they probably fail to identify word boundary. Undoubtedly, there are multiple reasons for misperceptions leading to nonwords. In the case of proper names or specialized vocabulary, listeners may simply not have sufficient knowledge to recover the intended utterance. Some perceptions of nonwords resulted from a failure to compensate for the dialect of the speaker. Because casual speech is a continuous stream, listeners must segment the stream in some way in order to find phonological sequences to compare with words in their mental lexicon. Slips of the ear involving word boundaries suggest that listeners employ stressed syllables as aids in segmentation. The listener perceived the phonological material accurately but misanalysed the speaker's utterance, interpreting the initial unstressed syllable as an article. Listeners may fail to detect word boundaries, insert spurious word boundaries, or shift the location of a word boundary.

The most errors that occurred in students slips of the ear is error in morphology, some hearer analyzed morphologically complex words as monomorphemic and morphological suffixes are adjusted to fit grammatical requirements. Perceptual errors related to morphology primarily involved inflectional rather than derivational affixes, most commonly the plural suffix. Although there is some evidence that morphological affixes have an independent status as elements of the lexicon, most of the errors affecting morphology in some way appear to be primarily phonological, that is, based on misperceptions of phonological information. All things being equal, morphologically complex words are analyzed as monomorphemic rather than the reverse, and morphological suffixes are adjusted to fit grammatical requirements.

These errors are under lexical knowledge. Lexical knowledge is useful component to comprehend the meaning of an utterance, it is also related with vocabulary that the learners have known. If they do not catch the whole sound of a word but they recognize the beginning or middle sound, they can guess the ending sound and they may perceive the actual speech. However, error in lexical knowledge could lead to crucial misperception if the learners fail to guess the correct utterance. Forth is syntax, it is difficult to provide much information about the error if it comes with short slips, but if it is too long slips then it also difficult to define what was misperceived. Most slips of the ear are local, typically affecting words or short phrases. When slips of the ear involve relatively longer stretches of speech, the misperceptions can show considerable divergence from the target utterances. Short slips do not provide much information about syntax, while long but radically

restructured slips make it difficult to determine exactly what was misperceived. In this level most slips of the ear produced syntactically well-formed utterances in that the erroneously perceived portions did not create syntactic deviance. On occasion, misperceptions created utterances which listeners were unable to explain. The other types of errors in syntax are constituents, as a minimum, sentence understanding requires that listeners locate constituents and assign structural relationships. Consequently, we would expect that misperceived utterances preserve the integrity of constituents. The misperception data support the idea that constituents' function as perceptual units. First, misperceptions which involve misordering of segments were almost always located within constituents. Even though constituents seem to be resistant to misperception, their function and internal structure can be misanalyzed in many different ways. There seem to be two primary causes of syntactic misanalyses, often operating jointly. Listeners recover a word which is phonetically similar to the target but has a different part of speech or they mislocate word boundaries. A misperception which leads to an incorrect part of speech assignment to a word can have consequences at any level of syntactic analysis

And lastly are semantics and pragmatics. Listeners do not appear to be constrained by semantic plausibility or contextual appropriateness. There are numerous misperceptions which involve radical changes in phonology and syntax, completely lacking in semantic appropriateness.

RESEARCH METHODOLOGY

Denzin and Lincoln (2005) insist that qualitative study tends to analyze things in the participant environment. Thus, this study applied qualitative approach and the research design is descriptive study. The participants are twenty-three students from the same listening class who majoring in English Education. The researcher used students' worksheet to obtain students' misperception of a monologue. The English monologue was taken from Conservational International's YouTube channel with the title 'Mother Nature' which is narrated by Julia Roberts. The monologue consists of 132 words and the length of the monologue's recording is 1 minute and 58 seconds. The data were collected by following steps; first, the participants were asked to transcribe the monologue while listening to the monologue; second, the data analyzed by identifying the errors using the theoretical framework proposed by Bond (2005); third, the errors were classified into 5 linguistic levels. There are three steps in analyzing the data. First, identify sentences which consist of slips of the ear by comparing the actual monologue transcription and the participants' perception on the answer sheets. Second, categorize data which contain slips of the ear based on Bond (2005) types of slips of the ear. Third, draw conclusion from the analysis of the study.

RESULT AND DISCUSSION

From the data gathered and analyzed, it was found that the data could be categorized into three different levels or

knowledge. The first levels of misperceptions happened at the lowest level; it is listed in Table 1.

Table 1. Misperception in phonetic knowledge

Data No.	Target Utterance	Perceived Utterance	Category
1	here	there	Consonant misperception

On the data number [1], the participant failed to recognize the sound /h/ in here and it was perceived as there with /ð/ sound. A possible explanation about this error was the participant may perceive a word that is more familiar with her; she may use the word 'there' with consonant cluster often than here with single sound /h/. So, when she didn't really listen clearly what was being said, she tries to guess the word, besides the word level of both here and there is typically the same, but the meaning are oppositely different.

In understanding casual conversation, the participants use their prior knowledge of phonology from their language. The examples of slips of the ear in this level are shown in Table 2:

Table 2. Misperceptions in phonological knowledge-2

Data No.	Target Utterance	Perceived Utterance	Category
4	species	spaces	Phonological Reduction
5	eons	ions	Phonological Well-formedness
6	nature	mature	Phonological Well-formedness
7	evolve	involve	Phonological Well-formedness

Data number [2] and [3] show the process of omitting a consonant sound while data number [4] displays the process of omitting a vowel. A consonant sound /m/ in data [2] was gone, it is also happened in data [3] when the voiceless consonant /θ/ was missing so the word was changed from thrive to rive. Another sound was being omitted; the word species /'spi:ʃɪz/ changed into spaces /'speɪsəz/. The next misperception was substitute, on the data number [5] a vowel /e/ in the word eons was being replaced with /i/ and made the new word ions. Even though the spelling of eons and ions are almost the same, but the meanings are different. The participants probably thought that the actual utterance is ions /'aɪənz/, since it is more common with the beginning /'aɪə/ than eons with phonemes /'iə/ which sounds more unnatural. Data number [6] shows the substitution of nasal sound /m/ in

the word mother to /n/ in nature, this misperception undoubtedly due to the similarity between both of the nasal sounds that are difficult to be distinguished.

The next linguistic level at which the slips of the ear take place involve adding, omitting, or substituting sounds, morphemes, or words. In this level, the participants also produced some nonwords which are words that do not exist in the language of English. The examples are presented in Table 3.1:

Table 3.1 Nonwords

Data No.	Target Utterance	Perceived Utterance
8	falter	Vulture
9	I have fed species greater than you	Spicius creature
10	My soil	My swealt

There are several explanations for misperceptions which lead to nonwords. Listener may merely not have sufficient knowledge to acquire the specified utterance; it shows in data number [8] when they failed to perceive the word falter. They might try to guess the similar sound among consonant /f/ and /v/. In this case they could use their native language as a prior knowledge since the sound of /f/ and /v/ in their language are the same. However, if it deals with English those two sounds are completely different, /f/ is voiceless and /v/ is voice sound. Similar with data [8], in data number [9] the participants unsuccessful to notice /e/ sound as /i/. Another nonword produced by the participant is the word swealt, the actual word is soil. This nonword is quite far from the actual one, only the first sounds are the same. The errors that lead to nonwords could be a result from the participants' failure to compensate the dialect of the speaker and as the statement of Bond (2005), without any clear motivation in the linguistic or non-linguistic environment, sometimes common words were misperceived.

The second error type in lexical knowledge which the participants experienced is morphology, listed in the following table:

Table 3.2 Morphology

Data No.	Target Utterance	Perceived Utterance	Process
11	People need me	Needed	Addition
12	Mother nature	Mother's nature	Addition

13	My forests	My forest	Reduction
14	Your future depends	depend	Reduction
15	I am prepared to evolve	I am preparing to evolve	Substituting

The data number [11] shows that the participants were fallen in recognizing the word need as free morpheme, they thought it was a past form so, they added -ed in and became needed. The participants also misperceive the utterance mother nature as mother's nature misperceived as a possessive -s. Data number [13] and [14] both show the reduction of the s in the on of the word. The participants may not aware with the 3rd person form. Thus, they wrote forest and depend rather than forests and depends. The last example of error in morphology indicates the substitution, since the participants perceive preparing with ing form while the actual speech is prepared with past form.

The other type of the slips of the ear is word boundary, similar with nonword the participants may not familiar with the actual speech. Thus, they try to perceive another word that has the close sound to the actual one. It is listed in table 3.3.

Table 3.3 Word Boundary

Data No.	Target Utterance	Perceived Utterance
16	Some call me nature	coming

Data number [16] shows the examples of word boundary which is the participants' failure to distinguish the pause between the two words. So, they perceive coming instead of call me with a pause. Indonesian EFL learners experienced difficulties in spotting the word boundaries was understandable to a certain extent due to the different nature of speech delivery in English and Indonesian. Spoken English is generally characterized by linking, a linguistic phenomenon where a string of words are pronounced without any pause (Ponsonby, 1982; Dobrovolsky and Katamba, 1996).

Sometimes the listeners seem to be enormously careless to phonetics information in the speech signal and report a content word only unclearly related to the speaker's utterance. The misperceptions of content and function words are listed in Table 3.4.

Table 3.4 Content words and function words

Data No.	Target Utterance	Perceived Utterance
17	Yes, your future depends on me	Yes, you're future depends on me
18	When I thrive, you thrive	When I cried, you cried
19	When I falter, you falter	When I failure, you failure
20	My flowing streams	My following dreams
21	One way or the other	One way or neither

The error in data number [17], the participants misidentified the function of the word your with you're which is grammatically wrong. The next data [18] and [19] showed that they misperceive the word thrive to cried and falter as the actual one to failure the perceive utterance. The most errors that the respondents made are in these sentences (1) When I thrive, you thrive and (2) When I falter, you falter data [18] and [19]. These two words thrive, and falter is uncommon words that used in the respondent's daily conversation and they have rarely or never heard about that before. Understandably, some respondents perceived as cried for thrive and failure for falter resulting in similar pronunciation words with totally different meaning from the actual one. In a similar manner, the two words flowing streams in [20] were incorrectly recognized as following dreams. However, most of the respondents perceived more words in data number [21] a respondent thought neither whereas the actual speech is the other. The participants may pay almost no attention to the phonetic details of what the speaker was saying. Function words tend to be unstressed in ordinary conversation, as the result they were often misperceived or adjusted to be fit with the utterance.

CONCLUSION AND SUGGESTION

Conclusion

The phenomenon of slips of the ear can occur in five different level of linguistics. However, in this study the slips of the ear experienced by the 23 students after transcribing the English monologue occurred in three levels; phonetic knowledge, phonological knowledge; and lexical knowledge. The researcher did not find any error in syntactical knowledge and semantics level. It is important to note that the error in sentential segmentation only happen when the learners were trying to transcribe the lyrics of the song. Such error did not seem to obstruct when they were transcribing a piece of monologue. The data also show that the errors in morphology are the most

frequent errors that the students' experienced, and those errors occur in inflectional affixes where the errors do not affect the meaning of words but change the word class. The respondents fail to perceive past form of verb as present form.

In addition, the data showed the reasons which make the slips of the ear are misperception of sound which happened in the participants phonetic knowledge; could be the consonant misperception; phonological reduction or phonological well-formedness; the lack of lexical knowledge, that could lead to misperceptions of morphemes, nonwords, or word boundaries. The data also exposed the errors dominantly occur in the misperception of verb. There are also two factors which cause slips of the ear, the inter-language and extra-language. The first inter-language process is a process which respondents fail to perceive the utterance because of the differences of word pronunciation, and the unfamiliarity with the words. While extra-language process is a process where respondents' first language influence the way they perceive the utterances. This result ropes the previous study on slips of the ear by Kusumarasyati (2005) which shows that when the listeners misperceive the utterances, they tend to add, omit, or substitute the utterances. Thus, Slips of the ear are the errors which are not observed directly, it becomes available through hearer reports because the errors have been collected from spontaneous, casual conversation, the speakers' target utterances are also not available (Bond, 2005). The hearers tend to report based on their intentions and perceptions. Rather than a casual conversation, this study used a fixed material which is a monologue so the slips or errors could be easily compared and analyzed. In addition, "the analysis of naturally occurring errors forces us to consider behavior that is not constrained by the artificiality of the experimental laboratory" (Norman, 1981, p.13).

Suggestion

The researches of slips of the ear are still rare in linguistic or education field. However, a lot of benefits could be accomplished if the researchers of education practitioner study this field. Besides, this present study needs improvement. Further research may seek out slips of the ear phenomena in listening to radio, speech, of daily conversation. In addition, the researcher suggests to those who are interested in analyzing slips of the ear to conduct interview after asking the learners to transcribe in order to clarify their transcription.

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