

SLIP OF THE TONGUE IN BBC NEWS ANCHORS' VIDEOS IN TEXTUAL PRONUNCIATION CONTEXT

Dirtya Sunyi Paradewari^{1,*}, & Barli Bram²

Sanata Dharma University, Yogyakarta

E-mail: gisellarin@gmail.com

ABSTRACT

One of the speech error phenomena is a slip of the tongue, which frequently occurs in pronunciation. Accordingly, the paper intended to address two questions. First, what are the types of the slip of the tongue found in BBC news anchors' utterances? Second, what are the frequency effects that influence the slips of the tongue in the videos? Data were collected from YouTube videos of BBC news anchors in textual pronunciation, namely pronunciation in context. The analysis was conducted based on the types of slips of the tongue and frequency effects. Results showed that the three types of slips of the tongue occurring in the videos were anticipation, perseverations and exchange. The four frequency effects identified in the videos were the lexical expectation effect, the speaking rate effect, the type effect, and the location similarity effect.

Keywords: slip of tongue, BBC news anchor, textual pronunciation context

ABSTRACT

Salah satu fenomena kesalahan bicara adalah slip lidah, yang sering terjadi dalam pengucapan. Oleh karena itu, makalah ini dimaksudkan untuk menjawab dua pertanyaan. Pertama, apa saja jenis selip lidah yang ditemukan dalam ucapan pembawa berita BBC? Kedua, apa efek frekuensi yang mempengaruhi slip lidah dalam video pembawa berita BBC? Data dikumpulkan dari video YouTube pembawa berita BBC dalam pelafalan teks, yaitu pelafalan dalam konteks. Analisis dilakukan berdasarkan jenis slip lidah dan efek frekuensi. Hasil menunjukkan bahwa tiga jenis slip lidah yang terjadi di video adalah antisipasi, ketekunan dan pertukaran. Empat efek frekuensi yang diidentifikasi dalam video adalah efek ekspektasi leksikal, efek kecepatan berbicara, efek tipe, dan efek kesamaan lokasi.

Kata kunci: slip lidah, pembawa berita BBC, konteks pengucapan tekstual

A. INTRODUCTION

People sometimes produce a slip of the tongue when they speak. They do that unintentionally because the words that they have in mind are different from the words that they try to deliver in spoken words. A slip of the tongue may occur in any context without exception. Although people have already mastered the language, they may experience the slip of the tongue. Fromkin, Rodman, and Hyams (2003) reveal that

“people who are native speakers are possibly to make a slip”. “Speech errors have been used to explore the nature of mental lexicon, words and phrases store retrieved in mind” (Moser, 1991). One of the speech error phenomena is a slip of the tongue. The researchers chose BBC news anchors because they are native speakers who probably have experienced in making a slip of tongue. In this study, the researchers investigated the videos of BBC news anchors in initiating textual pronunciation.

Textual pronunciation means that people should be exposed to pronunciation in context. They should pronounce the words or phrases accurately. Textual pronunciation context refers to an actual pronunciation in daily activities. A slip of the tongue may occur in pronunciation. Accordingly, the paper would like to address two questions. First, what are the types of the slip of tongue found in BBC news anchors utterances? Second, what are the frequency effects that influence the slips of tongue in the videos?

Some linguists conducted research into speech errors, slips of the tongue, and speech production, such as Freud (1901), Fromkin (1973), Lashley (1951), Boomer and Laver (1968), Hockett (1967), Fromkin (1968), MacKay, Boomer, and Laver (1969). Goldrick (2009) studied the linking speech errors and generative phonological theory. Jaeger (2005) worked on children’s slips and the results showed that “children produced a higher percentage of phonological errors” than adults. Altıparmak and Kuruoğlu (2014) analyzed the slips of the tongue in the Turkish language. Akbarov (2012) conducted a study in a cognitive process in second language acquisition through a speech error analysis. Dell and Reich (1980) investigated the facts and a stratificational model of the slip of the tongue. Vitevitch, Siew, Castro, Goldstein, Ghrast, Kumar and Boos (2015) analyzed “the speech errors and tip of the tongue diary for mobile devices”.

B. LITERATURE REVIEW

1. Language Production

“Language production refers to the process involved in creating and expressing meaning through language” (Levelt, 1989). Linguistically, language production involves spoken or written form. There are three levels of processing which involve in the production of spoken language. The first is conceptualization in which the speakers have to decide the message to be extended. The second is a formulation in which the speakers have to extend their message into a linguistic form. The last is an articulation or execution in which the speakers have to make “a plan the motor movement needed to extend the message” (Levelt, 1989). Speakers, including native ones of a certain language, sometimes make some mistakes while producing the language. When people experience the mental process and language production “it can be explained in human’s cognitive system” (Taylor & Taylor, 1990).

2. Speech Errors

Speakers make speech errors unintentionally and unconsciously. “Linguistic units of all sizes can slip and the resulting slips are profoundly sensitive to linguistic constraints” Fromkin (1973). “Speech errors are resulted from repressed thoughts which

are revealed by the particular errors which the speaker makes. Errors in a speech are natural” Fromkin (1973).

a. Types of Speech Errors

Clark and Clark (1977) explain that there are nine types of speech errors. First is “a *silent pause*; it is a period of no speech between words and the speed of talking is almost entirely determined by the amount of such pausing. People who have hesitation to describe something might do this silent pause” (Clark & Clark, 1977). Gleason and Ratner (1998) claim that “silent pauses or unfilled pauses occur roughly five words when people describe pictures”.

Second is a *filled pause*; it is a gap filled by *ah, er, uh, hmm*, or the like. The speaker who does not prepare anything to speak, like daily conversation, may commit to have a filled pause. Pauses happen commonly when the speakers have hesitation. Third is a *repeat*; it means that “the repetition of one or more words in a row” (Clark & Clark, 1977). It usually happens when the speakers speak spontaneously and quickly.

Fourth is a “*false start (retraced)*; it is a correction of words, which included the repeating of one or more words before the corrected word. When the speakers realize that they have a speech error, they will make the correction of their word” (Clark & Clark, 1977). Fifth is a *false start (unretraced)*; it refers to “the repetition of one or more words before the corrected word” (Clark & Clark, 1977). The speakers change the corrected words directly without repeating the wrong words. For example, *please, open the window // door!*

Sixth is a *correction*; it occurs when the speakers are aware of making speech errors and they try to correct the sentences by adding the interjections, such as *oh, uh, well*, and *say* and the corrections, such as *I mean, that is*, and *well* (see aslo Sanjaya & Nugrahani, 2018, p. 18). Seventh are *interjections* that indicate that “the speakers have to stop to think about what to say next” (Clark & Clark, 1977). It occurs when the speakers remember something that is related to the topic suddenly.

Eighth are *stutters*, defined as “speech or utterance that is choked off again, after several second the speaker finishes the utterance to intended utterance” (Chaer, 2003). Stutters usually occur when someone has to do the impromptu speech because he does not prepare for the speech. Ninth is a *slip of tongue*, namely “an inadvertent chasm in performance from the speakers’ phonological, grammatical, or lexical intention” (Boomer & Laver, 1986). “It is not the product of intentional ungrammatically, ignorance, language play, or motor dysfluencies” (Fromkin, 1973).

b. Types of Slips of the Tongue

There exist eight categories of slips of the tongue:

1) Anticipation

Jaeger (2005) proposes that “some items planned for earlier in the utterance is anticipated and effects a unit planned for earlier in the utterance”. For example, when

someone tries to say “*also share*” /'ɔ:ləsəʊ ʃeə/ or /'ɔ:lsoʊ ʃeɪ/ the sound “*also*” would make a sound of /ʃ/.

2) Perseverations

“Perseverations occur when an earlier segment replaces a later item or it comes after the origin” (Carroll, 1986). When someone tries to say “*John gave the boy /bɔɪ/ a ball*” becomes “*John gave the goy /gɔɪ/ a ball*”. The speaker has perseverations the sound /g/ at the beginning of “*gave*” in his pronunciation of “*boy*”.

3) Exchange

Carroll (1986) states that “exchange is in effect, double shifts, in which two linguistic units exchange places”. It happens when the speaker utters “*Fancy getting your model renosed /Fensɪ getɪŋ ju:r mɒdl rɪnəʊzɪd/*”. It should be said “*Fancy getting your nose remodelled /Fensɪ getɪŋ ju:r nəʊz rɪ'mɒdlɪd/*”.

4) Blends

Carroll (1999) proposes that “blends occur when more than one word is being considered and the two intended items “fuse” or “blend” into a single item”. The speaker is combining the word “*fried*” /fraɪd/ with the word “*potatoes*” /pə'tetəʊs/ become the word “*fries*” /fraɪz/.

5) Shift/Misderivations

“Misderivations are one speech segment disappears from its appropriate action and appears somewhere else” (Taylor & Taylor, 1990). “*That's so she'll be ready in case she decides /di'saɪd/ to hit /hɪt/ it*” becomes “*that's so she'll be ready in case she decide /di'saɪd/ to hits /hɪts/ it*”. It can be seen that the word “*hit*” /hɪt/ there is the addition of the suffix -s. “The addition of the suffix -s is not in the proper place because after the infinitive “to” always follows the original verb” (Taylor & Taylor, 1990).

6) Substitutions

“Substitutions occur when one segment is replaced by an intruder and differ from previously described slips in that source of the intrusion may not be in the sentence” (Carroll, 1986, p. 254). “The clause of “*before the place close*” /kləʊs/ becomes “*before the place open*” /'əʊpən/. There is a substitution of word has relation either semantically or phonologically” (Carroll, 1986, p. 254). The speaker would like to say “*before the place close*” /bɪ'fɔ:(r) ðə pleɪs kləʊs/. In fact, the speaker says the word “*open*” /əʊpən/ in his statement which has a close relation and it is the antonym of the intended word, in this case the word “*close*” (Carroll, 1986, p. 254).

7) Addition

“Addition is additional linguistic material” (Carroll, 1986, p. 254). Addition deals with phonemes, prefixes and suffixes, article, prepositions, conjunctions, whole words or

even phrases. The speaker would like to say “*I didn't explain this carefully* /keə(r)fəli/ *enough*” becomes “*I didn't explain this clarefully* /kla(r)fəli/ *enough*”. It shows that in the statement “*I didn't explain this clarefully enough*” /aɪ 'dɪdn̩ t ɪk 'splɛɪn ðɪs kla(r)fəli r 'nʌf/ there is an addition the /l/ sound in the word “*clarefully*” /kla(r)fəli/. It is supposed to say the word “*carefully*” /keə(r)fəli/ (Carroll, 1986, p. 254).

8) Deletion

Fromkin (1971) states that deletion leaves something out. In case, the speaker would like to say “*I will just get up and mutter unintelligibly*” /ʌnɪn'telɪdʒəblɪ/ becomes “*I will just get up and mutter intelligibly*” /ɪn'telɪdʒəblɪ/. There occurs a deletion, in this case, a deletion of the prefix “un” in word “*intelligibly*”. Thus, it is supposed to say “*I'll just get up and mutter unintelligibly*” /aɪ'l dʒʌst get ʌp ənd 'mʌtə(r) ʌnɪn'telɪdʒəblɪ/.

3. Frequency Effects in Slip of the Tongue

Dell and Reich (1980, p. 21) explain that there are 15 different frequency effects because of a number of factors. First, “*the type effect* means that the anticipation slips of the tongue are more commonly found than perseveration slips. Second, *the location effect* means that slips containing the initial phonemes more frequently occur than slips containing the final phonemes” (MacKay, 1970). Third, “*the stress effect* means that slips containing stressed syllables more frequently appear than slips containing unstressed syllables” (Boomer & Laver, 1968).

Fourth, *the distance effect* means that slips containing the interaction of two units in the speech land, the number of slips between two units are inversely correlated to the distance between the two elements. Fifth, “*the distance-type effect* occurs when the distance between interacting units in exchange slips is less than the distance between interacting units in anticipation slips, on the average” (Cohen, 1966). Sixth, “*the location similarity effect* occurs when slips most often occur between two units that have the same location in their respective higher level units”.

Seventh, *the item similarity effect* occurs when phonemes that are similar to one another are more likely to slip with one another than phonemes that are dissimilar. The sounds [p] and [b] are more likely to slip than [p] and [d]. Eighth, “*the context similarity effect* occurs when two phonemes that appear in words in which the immediately following phonemes are identical are more likely to slip with one another than the same phonemes in words in which their immediate neighbours are dissimilar” (MacKay, 1970). The speakers may slip the words *bad cat* into *cad cat* than *bad cup* into *cad cup* because they share a phoneme [æ]. Ninth, *the phoneme frequency effect* arises when an infrequent phoneme is more likely to slip to a frequent phoneme than the reverse. The speakers are more likely to say *bar back* instead of *far back* than *far fact* instead of *bar fact*, because [b] is more frequent than [f].

Tenth, *the phoneme combinations frequency effect* occurs when the sequence of phoneme is a high frequency combination, the slip of tongue may usually occur than the low frequency combination. The words *banished sling* are usually uttered as “*blanished*

sling than *vanished sling* becomes *vlanished sling*. They happen because [bl] is a more frequent combination than [vl]" (Wells, 1951; Fromkin, 1971). Eleventh, *the lexical editing effect* should occur if the two articulation phrases require the subjects in which the speakers are confused to order the words. Instead of saying *darn bore*, the speakers may say *barn doors* and then the speakers create non-words, such as *dart board* and it slips into *bart doard*. Twelfth, *the lexical expectation effect* occurs when the speakers who say nonsense syllables might produce a slip of tongue of non-word than saying words.

Thirteenth, "*the semantic editing effect* refers to a potential slip results in a semantically appropriate text; it is more likely to occur" than inappropriate text (Motley & Baars, 1976). Fourteenth, *Freudian slip* occurs when the speakers tend to think about what they want to say about the topic of speaking, they usually produce a slip of tongue. In a case, the speaker says *bad shock* instead of *shad bock*. Fifteenth, "*the speaking rate effect* occurs when the speakers who speak faster" might produce a slip of tongue (MacKay, 1970).

4. Textual Pronunciation

Pronunciation is "the use of a sound system in speaking and listening" (Lado, 1964, p. 70; see also Angelina, 2019, p. 89 & Megariani, 2018, p. 68). The meaning of the words which are pronounced should be intelligible. In this paper, textual pronunciation refers to a context of actual pronunciation in daily activities.

C. RESEARCH METHOD

This research employed a descriptive qualitative method because it explored a language phenomenon. Ary, Jacobs, and Razavieh (1972) state that "descriptive studies are designed to obtain information concerning the current status phenomenon and are directed toward determining the nature of this situation as it exists at the time of study" (p. 259). To resolve the questions, the researchers conducted a document analysis. The documents were three videos which were obtained from the online source, YouTube. Therefore, this paper investigated the types of slip of the tongue that news anchors made and the frequency effects influencing the slips of the tongue. The main data source was the videos of BBC news anchors which were obtained from YouTube.

D. FINDINGS AND DISCUSSION

Table 1 below presents the slips of the tongue made by BBC news anchors, whose initials are JI and CK. Following the table is the discussion about the types and frequency effects of slips of the tongue.

Table 1. Slips of the Tongue

News Anchors	Time	Sentences
JI	00:00	you know you get wet in your market out and it's hard work but through all of
	00:04	that you know it's a ways away in life that most of them wouldn't swallow a lot
	00:08	of people go off and do other things then come back to it okay that this is
	00:12	looking at it through <i>rose contd rose-tinted</i> glasses from the past and a
	00:17	pub apologize there for slip of the tongue but Lizzy you love of the sport
	00:22	just shines through
	00:24	oh yeah
CK	00:00	it's going to continue shall we what about the forecast is Carol joins us as
	00:04	we care about it
	00:05	good morning well there is more snow in the forecast today in fact tonight and
	00:08	tomorrow as well looking at further <i>snow showers</i>
	00:12	the window will ease compared with yesterday today is still going to be
	00:16	busting still going to be a justification day and it's still going
	00:19	to be another windy as well especially in the southeast
CK	00:00	what's it like for tomorrow Thursday is Carol ok so you just said if the big
	00:04	billion mean but before we get there so they were looking at quite
	00:08	<i>a ice-t actually bright spells a sunny spells and also some showers</i>
	00:12	and that's it back to UT justice small point did you call me baby
	00:17	yes a just need to hit
	00:20	I'm so he's going you babe on television so I'm really sorry
	00:23	that's okay yeah they work hard play
	00:27	yeah thanks carol Wright

1. Types of Slip of the Tongue

Based on the table above, in the first video, JI's utterance was "looking at it through *rose contd rose-tinted glasses from the past*". Instead of pronouncing the word *tinted*, he unintentionally said *contd*. He did perseverations in that case, since he wanted to say *tinted*, it changed to *contd*. He did perseverations because of the /t/ and /k/ sounds. "Perseverations occur when an earlier segment replaces a later item or it comes after the origin" (Carroll, 1986).

The second video came from CK. She made a slip of the tongue in a sentence “*tomorrow as well looking at further snow showers*”. She said /'fnəʊ/ instead of /snəʊ/ since the end of word is /z/ in /'fəʊəz/. The type of slip of the tongue she made was anticipation because of /ʃ/ sound in the end of the word. Jaeger (2005) proposes that “some items planned for earlier in the utterance is anticipated and effects a unit planned for earlier in the utterance”.

The third video came from CK again. She made a slip of the tongue as before in the sentence “*but before we get there so they were looking at quite a ice-t actually bright spells a sunny spells and also some showers*”. She wanted to say actually but it slips into an ice-t and *some showers* /sʌm 'fəʊəz/ into /ʃʌm 'fəʊəz/. The type of slip of the tongue in the first case is exchange because she changes the words actually into an ice-t.

2. Frequency Effects in Slip of the Tongue

Frequency effects of a lip of the tongue are discussed in the following. In the video, JI showed a slip of the tongue, as in *looking at it through rose contd rose-tinted glasses from the past*”. For the frequency effects, he did the lexical expectation effect because he produced non-words, such as *contd*. Lexical expectation effect leads the speaker to say non-words (Dell & Reich, 1980). He also had the speaking rate effect because he spoke so fast that he made a slip of the tongue in a word. The speakers who speak faster might produce a slip of the tongue (MacKay, 1970).

In the second video of CK, she said “*tomorrow as well looking at further snow showers*”. The frequency effects that she made were the type effect and the location similarity effect. The type effect occurred because the anticipation type happened in her slip of the tongue. “Anticipation slips of the tongue are more common than others” (Dell & Reich, 1980). The location similarity effects appeared because of the similarity of /s/ sound even though one was pronounced /s/ and the other /ʃ/.

Then, in the third video of CK, she made a slip of the tongue in the sentence “*but before we get there so they were looking at quite an ice-t actually bright spells a sunny spells and also some showers*”. The frequency effects of slip of the tongue that she made were the lexical expectation effect and the speaking rate effect. She did not expect to say non-words but they appeared because of her slip of the tongue and she spoke extremely fast to tell the audience about the news. In the second case, the type of the slip of the tongue that she made was anticipation. Since the /s/ and /ʃ/ sounds made her produce the slip of the tongue. She failed to pronounce the /s/ and /ʃ/ sounds correctly. The frequency effects of the slip of the tongue that she made were the type effect and the location similarity effect.

Anticipation as a type of a slip of the tongue often occurred in the videos. It means that the speaker may produce a slip of the tongue because of the same word or utterance to pronounce. In this case /s/ and /ʃ/ sounds were the examples of anticipation type. The speaker made anticipation unintentionally because of the similarity sounds. The type effect often occurred in the videos because anticipation was found in the news anchors' utterances. In addition, the speaking rate effect also influenced the frequency effects of a

slip of tongue. It showed that the type of a slip of tongue was related to the frequency effects. The examples of a slip of the tongue led to a lesson and medium for initiating textual pronunciation context.

E. CONCLUSION

Based on findings, the researchers conclude that that anticipation often occurred in the types of slip of the tongue. The type and speaking rate effects were more likely to occur in the frequency effects of slip of the tongue. To sum up, speakers can learn the type and frequency effects that influence the slip of the tongue. For textual pronunciation, speakers can learn to be more aware of avoiding making a slip of the tongue when speaking or pronouncing a word or an utterance.

REFERENCES

- Akbarov, A. (2012). A cognitive process in second language acquisition through speech error analyses. *PedActa*, 2, 55-58. Retrieved on September 22, 2016, from http://padi.psiedu.ubbcluj.ro/pedacta/article_2_2_5.pdf
- Altıparmak, A., & Kuruoğlu, G. (2014). Slips of the tongue: A psycholinguistic study in Turkish language. *Humanities and Social Sciences Review*, 3(2), 241-254. Retrieved on September 22, 2016, from <http://universitypublications.net/hssr/0302/pdf/R3ME275.pdf>
- Angelina, P. (2019). Improving Indonesian EFL students' speaking skill through Pecha Kucha. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 86-97. Retrieved from <http://e-journal.usd.ac.id/index.php/LLT/article/view/1789>
- Ary, D., Jacobs, L. C., & Razavieh, A. (1972). *Introduction to research education* (2nd ed.). New York: Holt, Rinehart and Winston.
- Boomer, Donald. S., & Laver, J. D. M. (1968). Slips of the tongue. *British Journal of Disorders of Communication*, 3(1), 1-12.
- Carroll, D. W. (1986). *Psychology of language*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Carroll, D. W. (1999). *Psychology of language* (3rd ed.). Pacific Grove, CA: Brooks/Cole publishing Company.
- Chaer, A. (2003). *Psikolinguistik: Kajian teoritik*. Jakarta: PT Rineke Cipta.
- Clark, H. H., & Clark, E. V. (1977). *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Brace Jovanovich.
- Cohen, A. (1966). Errors of speech and their implication for understanding the strategy of language users. *Zeitschrift fur Phonetik*, 21, 177-18. Retrieved on September 22, 2016, from

http://pubman.mpdl.mpg.de/pubman/item/escidoc:2309734:3/component/escidoc:2309733/Cohen_1966_Errors.pdf

- Dell, G. S., & Reich, P. A. (1980). Slips of the tongue: The facts and a stratificational model. *Rice Institute Pamphlet - Rice University Studies*, 66. Retrieved on September 22, 2016, from <http://hdl.handle.net/1911/63410>
- Freud, S. (1901). *The psychopathology of everyday life*. London: Hogarth Press.
- Fromkin, V. A. (1968). Speculations on performance models. *Journal of Linguistics*, 4, 47-68. Retrieved on September 29, 2016, from <https://www.jstor.org/>
- Fromkin, V. A. (1971). The non-anomalous nature of anomalous utterances. *Language*, 47, 27-52. Retrieved on September 22, 2016, from <http://web.stanford.edu/~zwicky/Fromkin-non-anomalous.pdf>
- Fromkin, V. A. (1973). *Speech errors as linguistic evidence*. The Hague: Mouton.
- Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language* (7th ed.). Boston: Wadsworth.
- Gleason, J. B., & Ratner, N. B. (1998). *Psycholinguistics*. Fort Worth: Harcourt Brace College Publishers.
- Goldrick, M. (2009). *Running head: Speech errors and phonological theory*. Evanston, IL: Northwestern University.
- Hockett, C. F. (1967). Where the tongue slips, there slip I. *To Honor Roman Jakobson*, -, 910-936.
- Jaeger, J. J. (2005). *Kid's slips: What young children's slip of the tongue reveal about language development*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Lado, R. (1964). *Language teaching: A scientific approach*. New York: McGraw Hill.
- Lashley, K. S. (1951). The problem of serial order in behavior in: Cerebral mechanisms in behavior. *L. A. Jeffress* (ed.), -, 112-136. Retrieved on September 29, 2016, from <http://s-f-walker.org/pubsebooks/>
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.
- MacKay, D. G. (1970). Spoonerisms: the structure of errors in serial order of speech. *Neuropsychologia*, -, 323-350. Retrieved on September 29, 2016, from <http://mackay.bol.ucla.edu/1970%20Spoonerisms%201970.pdf>

- Megariani, Y. (2018). Utilizing authentic videos: An action research to enhance students' ability in developing their speaking content. *International Journal of Indonesian Education and Teaching (IJIET)*, 2(1), 60-70. Retrieved from <http://e-journal.usd.ac.id/index.php/IJIET/article/view/959/751>
- Moser, D. (1991). Slip of the tongue and pen in Chinese. *Sino-Platonic Papers*, 22. Retrieved on September 22, 2016, from <http://sino-platonic.org/>
- Motley, M. T., & Baars, M. J. (1976). Semantic bias effects on the outcome verbal slips. *Cognition*, 4, 177-187. Retrieved on September 22, 2016, from https://scholarship.rice.edu/bitstream/handle/1911/63410/article_RIP662_part2.pdf?sequence=1
- Sanjaya, A., & Nugrahani, V. (2018). Speech disfluency in groups' presentations of English education master's program students. *LLT Journal: A Journal on Language and Language Teaching*, 21(1), 11-26. Retrieved from <http://e-journal.usd.ac.id/index.php/LLT/article/view/895>
- Taylor, I., & Taylor, M. M. (1990). *Psycholinguistics: Learning and using language*. Eaglewood Cliffs, NJ: Prentice-Hall International.
- Vitevitch, M. S., Siew, C. S. Q., Castro, N., Goldstein, R., Ghrast, J. A., Kumar, J. J., & Boos, E. B. (2015). Speech error and tip of the tongue diary for mobile devices. *Frontiers in Psychology*, 6, 1-9. Retrieved on September 29, 2016, from <http://journal.frontiersin.org/>
- Wells, R. (1951). Predicting slips of the tongue. *Yale Scientific Magazine*, 26(3), 9-30.

