

**Analysis Slips of Tongue in Second Language Elementary School Students:
Harley Framework**

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Abstract

English, the international communication language that Indonesian students need to learn well, apparently shows many slips of tongue unintentionally in students' learning, especially for elementary school students. Thus, this research aims to identify the types and causes of slips of tongue in second-language elementary school students through a psycholinguistic perspective. There are 15 students as research samples divided into grades 1, 2, and 3 of elementary schools. This descriptive qualitative research uses observation techniques to gain the data which is then classified into the Harley framework. In analyzing the case, the research was conducted through three research steps by Miles and Huberman, namely reducing data, presenting data, and drawing conclusions. The result showed that the phenomenon of slipped tongue in secondlanguage elementary school students, an unintentional verbal error, is common in all individuals, including elementary school students

Keywords: *Psycholinguistic, Slips of Tongue, Harley framework*

INTRODUCTION

English is an international language that must be learned by most students in Indonesia (Putri & Sya, 2023). Because learning English allows students to express ideas, thoughts, and feelings widely. In expressing something, students have many opportunities to produce both words and sentences. This is based on the fact that humans can make decisions about which words they want to say from a database of around 30,000-60,000 words stored in the mental lexicon (Levitt in Marx, 2000). However, Indonesian students as second language learners cannot avoid slips of the tongue when they express English words or sentences. The learning must be effective (Saring, S., & Widiyanto, 2023).

Slips of tongue are unintentional and naturally occurring deviations that are spontaneous in all people. According to (Altıparmak and Kuruoglu, 2014), a slip of the tongue refers to a speech error in which a sound, syllable, or entire word is accidentally changed into a new or unknown word. Jager in Altıparmak and Kuruoglu (2014) stated that errors in the speech production process are truly errors in speech production planning which are not limited to articulation errors and lack of knowledge or memory. Meanwhile, Fromkin (in Fitriana, 2018) claims that slips of the tongue are created as a result of repressed thoughts being expressed in a certain form of error. Students can experience slips of tongue because they do not know what they should do so it cannot be corrected (Erdogan, 2025). Therefore, when people make slips of

the tongue, they tend to continue with them without correcting errors as a result of their unconsciousness mind.

The slips of the tongue that a person produces are not the same in number. It is estimated that adults make a slip of the tongue in every 1000 words they produce, whereas children make 4 to 8 slips of the tongue in every error they produce (Winjen in Vitevitch et al., 2015). This shows that age differences are a fundamental factor for speakers to make mistakes. In this case, the process of lexical retrieval from the mental lexicon may be characterized by extreme speed and precision (Lapasau & Setiawati, 2021)

According to Finandra & Syukri (2018), second language speakers' errors are usually caused by code switching and code mixing which are embedded so that they stimulate the speaker's brain and tongue to change language. This can be possible because the condition of the brain and tongue is not balanced in processing what will be said by the second language speaker. It looks like there is confusion inside as bilingual. Conducting a speaking error analysis provides an opportunity to identify the nature of mental grammar (Fatima & Naseem, 2020). Thus, these slips of the tongue errors need to be analyzed to prevent accidental mispronunciations from becoming utterances that are considered correct in the student's second language learning development process.

Tongue slippage is studied in psycholinguistics. Psycholinguistics is a science that investigates how to spread speech and writing so that language can be easily understood without causing ambiguity, how to organize the use of vocabulary so that its function can be one hundred percent used in certain situations, and how the production of speech there can be errors in its activities (Field in Aisy 2021). Scientifically, slips of the tongue, scientifically, is a psycholinguistics study that is concerned with how the speakers produce language by considering psychological factors such as unpreparedness, nervousness, unconfident, and hurrying to utterance something (Sariasih et al., 2023). Thus, it can be known how errors in speech production occur and their causes, which can then be avoided to anticipate speech production errors, especially slips of the tongue in this science.

The utterances that a person produces are not always perfect. The imperfections of speech will be found in various types of speaking errors (Naibaho at al., 2018). According to Harley (2001), there are 11 types based on the errors in linguistics units and the errors in mechanism namely phoneme anticipation, feature perseveration, phoneme perseveration, phoneme exchange, word exchange, morpheme exchange, word blend, phrase blend, word substitution, affix deletion, and phoneme deletion. Historically, speech errors have supported speech production models incorporating linguistic theory constructs as psychologically plausible elements of language performance quoted by (Frisch & Wright, 2002)(e.g., Levelt, 1989).

The phenomenon of slips of tongue has received much attention from language researchers. Ovchinnikova (2007) identified the types of speech errors that occur among Russian children and adolescents in children's narratives form. The findings showed that speech errors occur due to lexical, structural, and articulation errors. Altiparmak & Kuruoglu (2014) analyzed the frequency of slips of tongue in native Turkish speakers based on a comparison of age, gender, and education. The results showed that slips of tongue occurred more often in children than in adults, but it was not influenced by gender factors at all. Finandra & Syukri (2018) analyzed the types of slips of tongue in the Javanese and Indonesian languages in children aged 7-9 years. The results showed that there were 6 types of slips of tongue errors based on the Harley framework, namely phoneme anticipation, exchange, deletion, affix deletion, word blend, and word substitution. Lapasau and Setiawati (2021) found slip of the tongue that occurs in Indonesian adults in speaking Bahasa, including exchange, anticipation, postposition, contamination, and substitution as in Meringer's theory.

Considering the importance of knowing the errors and causes of slips of tongue in elementary school students to improve their English speech, the writers intend to fill the gap by analyzing slips of tongue in English language as a second language of students' elementary school based on the Harley framework. Based on the basis, the following are the research questions:

1. What are the types of slip of tongue errors in second language elementary school students?
2. What are the causes of slips of tongue in second language elementary school students?

METHOD

This research was a psycholinguistic study that used descriptive qualitative as its research method. Descriptive qualitative research is a method that focuses on understanding and describing phenomena as they naturally occur, without manipulation or experimental settings (Sugiyono, 2017). This research only used a single research source obtained through observation of speaking activities in the classroom. According to Cartwright & Ward (1982), one way to increase the efficiency and accuracy of data collection is to conduct observations. In observing the class, the researcher recorded the entire activity to be a reference related to the details of the slips of tongue that occurred. This research involved 15 student samples divided into grades 1, 2, and 3 of elementary schools in Bogor. They are 6 to 9 years old. Meanwhile, the research process adopted the analysis steps of Miles & Huberman (1994) that were carried out in three activities. The first was reducing unnecessary data, the second was presenting data into the framework, and the third was drawing type and cause of slips of tongue conclusions.

RESULTS AND DISCUSSION

Results

The phenomenon of slip tongue is based on Harley's framework (2001)

From the data collected, the researchers found slip tongues produced by elementary school students in grades 1, 2 and 3 when conversing in class. The occurrence of tongue slips produced by 15 elementary school students in Bogor is presented in Table 1.

Table 1. Types of Slips of the Tongue Produced by elementary school students

No	Type	Participant														
		Class 1					Class 2					Class 3				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	phoneme anticipation	✓	✓	-	-	-	✓	-	-	-	-	✓	-	-	-	-
2	feature perseveration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	phoneme perseveration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	phoneme exchange	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	word exchange	-	-	-	-	-	-	-	-	-	-	✓	✓	-	-	-
6	morpheme exchange	-	-	-	-	-	✓	✓	-	-	-	-	-	-	-	-
7	word blend	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	phrase blend	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	word substitution	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	affix deletion	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	phoneme deletion	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 1 presents the different types of slips of the tongue produced by elementary school students in Bogor in their speech analyzed with the framework of Harley (2001). The symbol (✓) in the table shows that this type of slip of the tongue has occurred in elementary school students in Bogor. Meanwhile, the symbol (-) indicates that children do not produce a slip of the tongue of that type. Slips of the tongue are categorized into 11 types, as Harley (2001) proposed. However, in the analysis, the author only found four types of slip tongues produced by 15 elementary school students in Bogor in grades 1, 2, and 3. They are (1) Anticipation of Phonemes (2) word exchange, (3) morpheme exchange, and (4) phoneme deletion. From the table, it can be seen that the types of tongue slips that have been produced by Elementary school students in grades 1, 2, and 3 vary.

The following subchapter presents a more detailed explanation of each type of tongue slip made by elementary school students in Bogor during English learning. The explanation is also equipped with examples of each type. All speeches produced by elementary school students in Bogor are written in italic format. Meanwhile, the slip tongue writing format is in bold italics, and the target speech is presented with an italic underline.

1. Phoneme anticipation

Phoneme anticipation is an error in speech production in which a phoneme (the slightest sound in language) is spoken earlier than it should. In the context of a slip of the tongue, the speaker anticipates the upcoming sound so that the sound appears faster than it should. Below are examples of phoneme anticipation generated by the students.

Example (1)

- | | |
|-----------|--|
| c.2. 0017 | <i>Next, How do you say lima belas in English?</i> |
| c.2 0018 | <i>Lima belas is f/i/v/e/t/e/e/n (Target: <u>Lima belas is fifteen</u>)</i> |
| c.2. 0019 | <i>Is that fiveteen? repeat again the correct one!</i> |
| c.2 0020 | <i>Fifteen, teacher apakah itu tidak tepat?</i> |
| c.2 0021 | <i>Yes, yang tepat adalah fifteen (/fɪf'ti: n/)</i> |

- c.2 0022 Oke, fifteen (/fɪf'ti: n/)
 c.2 0023 Good job!
- Example (2)
- c.2 0078 Next, how do you say delapan belas in english?
 c.2 0079 Delapan belas is a/i/t/e/e/n/ (Target: Delapan belas is Eighteen)
 c.2 0080 Belum tepat, ayo apa kira-kira..
 c.2 0081 Eighteen (,eɪ'ti: n)
 c.2 0082 Yes, that's correct!

- Example (3)
- c.1. 0045 Alright, if I say 4 buku. How do you say this in English?
 c.1. 0046 it is f/o/ b/o/o/k/s (Target: it is four books)
 c.1. 0047 Bahasa Inggrisnya empat apa?
 c.1. 0048 kayaknya F/o (target: four)
 c.1. 0049 bahasa inggrisnya empat adalah four, so you can say..
 c.1. 0050 okay I know, it is four books, is that correct teacher?
 c.1. 0051 Yash, very good!

Based on the conversation above, the students misinterpreted the words fifteen, eighteen, and four. For the number fifteen, which should be pronounced /fɪf'ti: n/, they mistakenly said 'five teen,' using 'five' incorrectly as /,fɪf'/. Next, for eighteen, which should be /eɪ'ti: n/, they pronounced it as 'aiteen.' Lastly, for the number four, they omitted the 'r,' pronouncing it as 'fo.' This occurred because they had not memorized the numbers fluently, as they had only learned numbers from 1 to 10.

- Example (4)
- c.3. 0063 Talking about hobbies, can you tell me what your hobbies are?
 c.3. 0064 My hobby is p/l/e/y/i/n/g/ f/o/o/d/b/a/l/l/ (target: Playing football)
 c.3. 0065 repeat again, playing football
 c.3. 0066 Alright, my hobby is playing football
 c.3. 0067 excellent!

In this conversation, the student unintentionally segments "playing football" into its individual phonemes rather than articulating the whole phrase. This may occur due to a momentary lapse in focus of the response.

2. word exchange

Word exchange is a type of error in speech production in which two or more words exchange positions in a sentence. In the context of a slip of the tongue, this means that words that should appear in a particular position appear in a different position. Below are examples of word exchange generated by the students.

- Example (5)
- c.3. 0078 Alright, number 2. It is a picture of someone eating.
 c.3. 0079 Kira-kira the correct sentence untuk menjelaskan gambar ini adalah....

- c.3. 0080 Teacher, kalau kalimat nya He/ is/ lunch /eating/ now
 (target: He is eating lunch now)
 c.3. 0081 Alright, susunan kalimatnya masih rancu coba harusnya verb nya dimana ya...

- c.3. 0082 *Oh iya, He is eating lunch now*
 c.3. 0083 *Yes, so the correct sentence is He is eating lunch now*

Example (6)

- c.3. 0098 *How about the next picture, what is the correct sentence to describe it?*
 c.3. 0099 */my/ brother/ and/ my/ father/ are/soccer/ playing/*
 (Target: my brother and my father are playing soccer)
 c.3. 0100 *Tertukar itu verb playing dahulu baru soccer ya..*
 c.3. 0101 *Alright teacher, my brother and my father are playing soccer*
 c.3. 0102 *Alright, very good!*

Through the conversation above, the students constructed sentences based on the images in the book, but they were not careful, resulting in inaccuracies. For example, they incorrectly reversed the structure of 'eating lunch' to 'lunch eating.' In another instance, 'playing soccer' was incorrectly reversed to 'soccer playing.' Additionally, their limited vocabulary knowledge contributed to these errors.

3. Morpheme exchange

Morpheme exchange is a speech production error in which two or more morphemes exchange positions in a word. A morpheme is the smallest language unit with a grammatical meaning or function. In the context of a slip of the tongue, this means that small parts of a word swap places so that they produce a new word that has no meaning or has a different meaning. Below are examples of word exchange generated by the students.

Example (7)

- c.3. 0114 *If walk artinya berjalan, run artinya berlari, what is melihat in english?*
 c.3. 0114 *c/l/o/c/k/i/n/g/ (target: looking)*
 c.3. 0115 *clock? bukankah clock adalah jam?*
 c.3. 0116 *wait teacher, I'll remember it*
 c.3. 0117 *alright, do you remember now?*
 c.3. 0118 *I know, looking?*
 c.3. 0119 *excellent students!*

Example (8)

- c.3. 0127 *Next, kalau look adalah melihat, singing adalah bernyanyi, What is menari in english?*
 c.3. 0128 *D/a/n/c/e/r/!!! (target: Dance or Dancing)*
 c.3. 0129 *hmm, it's not quite correct, anyone want to try to answer?*
 c.3. 0130 *How about dancing? Is that correct, teacher?*
 c.3. 0131 *Yash, that's correct!*

Based on the conversation above, it is evident that the verb 'looking,' which means to see, was incorrectly substituted with 'clocking,' which lacks a clear meaning and does not align with the intended meaning of 'looking.' Furthermore, the verb 'dance' or 'dancing' was mistakenly referred to as 'dancer,' which conveys a significantly different meaning than the intended verb form. Such errors frequently occur because children in grades 1 to 3 are still at a fundamental learning stage and have not yet developed a broad vocabulary.

4. phoneme deletion.

Phoneme deletion is a speech error in which a speaker accidentally removes one or more phonemes from a word that should have been spoken. This error can change the meaning or result in an unrecognized word. Below are examples of word exchange generated by the students.

Example (9)

- c.1. 0078 *After we count the numbers together, the teacher wants to ask you one by one. Ready?*
- c.1. 0079 *Yes we are ready!!*
- c.1. 0080 *Alright, start from you. What is lima penggaris in english?*
- c.1. 0081 *F/a/i/ r/u/l/e/r/s/ (target: five rulers)*
- c.1. 0082 *belum tepat, coba bahasa inggrisnya lima apa ya?*
- c.1. 0083 *F/a/i / (target: five)*
- c.1. 0084 *Bukan, Bahasa inggrisnya lima adalah five. jadi lima penggaris adalah...*
- c.1. 0085 *oh iya baru ingat, jadi five rulers.*

Example (10)

- c.1. 0091 *How about tiga botol. Siapa yang mau jawab?*
- c.1. 0092 *t/e/l/i/ b/o/t/e/l/ (target: three bottle)*
- c.1. 0093 *Hey, it is not food ini angka, berapa bahasa inggrisnya tiga..*
- c.1. 0094 *I know teacher, it is three.*
- c.1. 0094 *yash, correct!*

The example above falls under the category of phoneme deletion in speech errors. It can be classified as a phoneme deletion type because the child intended to say the word for the number, but accidentally deleted the phoneme /v/, resulting in 'fai/Ø/'. In Indonesian, there is no meaning for 'fai/Ø/' as it relates to the number five. Additionally, for the number three, the child did not pronounce it specifically and correctly, changing the 'r' to 'l.' This occurred because the child was unable to articulate the letter 'r,' a condition commonly referred to as a speech impediment. However, the child did not realize the mistake and continued speaking instead of correcting it, prompting the teacher to provide the correct form.

The frequency of slips of the tongue based on Harley (2001) type of slips of the tongue

This subchapter reveals the frequency and percentage of each type of slip of tongue produced by elementary school students in Bogor based on the framework of Harley (2001). The frequency of slip of the tongue produced by elementary school students is presented in Table 2.

Table 2. Total Frequency of Slips of the Tongue Produced by Elementary School Students Based on Harley (2001)

No	Type	Frequency	Percentage
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1	phoneme anticipation	16	33%
2	feature perseveration	-	-
3	phoneme perseveration	-	-
4	phoneme exchange	-	-
5	word exchange	10	20%
6	morpheme exchange	12	24%
7	word blend	-	-
8	phrase blend	-	-
9	word substitution	-	-
10	affix deletion	-	-
11	phoneme deletion	11	22%
TOTAL		49	100%

Table 2 shows that elementary school students in Bogor, while learning English, have produced 40 slips involving the types of tongue slips proposed by Harley (2001), such as phoneme anticipation, word exchange, morpheme exchange, and phoneme deletion. According

to calculations, phoneme anticipation is considered the most frequent type of tongue slip in elementary school students' speech 16 times (33%). Meanwhile, other types of slip of tongue have a slight difference, namely word exchange 10 times (20%), morpheme exchange 12 times (24%), and phoneme deletion 11 times (22%).

Discussion

The research revealed that slips of the tongue or unintended verbal errors are shared among all individuals, including primary school students acquiring a foreign language. Particularly among 6-9-year-old students in Bogor, Indonesia, who are in the initial stages of second language acquisition, difficulties in managing phonological, morphological, and syntactic elements are frequently observed. This phenomenon is aligned with Selinker's (1972) interlanguage theory, suggesting that second language learners construct a unique interim language system that blends their native language with the target language. According to (Frisch & Wright, 2002) the Details of speech error creation are influenced by the segment's or feature's linguistic level. This impact can be seen in language processing theories that explain speech faults in phonological encoding through graded activation and competition between linguistic units quoted by (Frisch & Wright, 2002)(e.g., Dell, 1986). The pronunciation errors observed can be attributed to the natural process of building this interim system. From Harley's eleven categories of slips of the tongue, the study identified four primary types exhibited by the students: anticipation of phonemes, word exchange, morpheme exchange, and phoneme deletion.

Phoneme anticipation was the most prevalent error, as evidenced by students anticipating phonemes that should appear later in the utterance. The anticipation error occurs when the English learners replace the first consonant of the last word in the first consonant of the first word, a later word takes place of an earlier word (Febriana, et al., 2020). This error is standard among second language learners, especially at the beginner level, where students are still unfamiliar with the foreign language's sound sequences and word structures. Smith et al. (2020) support this finding, indicating that children learning a second language are more susceptible to anticipatory phoneme errors.

Word exchange errors were also frequently observed, particularly among younger learners still developing their grammar and syntax in the second language. For instance, the error "lunch eating" instead of "eating lunch" highlights how the different sentence structures between English and Indonesian can confuse children. Limited vocabulary and syntactic understanding often lead to word or phrase substitutions, affecting the intended meaning (Lee & Park, 2021).

Morpheme exchange errors, as exemplified by the substitution of 'clocking' for 'looking,' were attributed to a lack of complete comprehension of English morphemes. Learners often mix up or modify morphemes incorrectly in the early stages of language acquisition. In their attempts to understand unfamiliar morphemes, learners frequently employ trial-and-error strategies, resulting in morpheme exchange errors (Tanaka, 2022). last, phoneme deletion errors, such as 'five' as 'fai' or 'three' as 'teli,' were likely due to the difficulty pronouncing specific phonemes or their absence in the student's native language. Additionally, one participant had a speech impediment, contributing to these errors. Garcia et al. (2023) found that children in the early stages of English language learning often delete specific phonemes, especially those without equivalents in their native language. Phonological factors and first language habits influence children's production of slips of the tongue in a foreign language.

CONCLUSION

The conclusion, this study reveals the types of slips of the tongue produced by students in grades 1, 2, and 3 with a vulnerable age of 6-9 years in Bogor. This study shows the number and frequency of types of slips of the tongue produced by children according to Harley's theory there are 4 types found from 11 types of slips of the tongue namely there are phoneme anticipation, word exchange, morpheme exchange, and phoneme deletion. Based on the frequency of occurrence of slip of tongues, phoneme anticipation is the most frequent type of slip of the tongue which appears 16 times. On the other hand, word exchange, morpheme exchange, and phoneme deletion are the least frequent slips of the tongue. From the results of this study it was also found that in terms of class differences, grade 1 children performed more slips of the tongue than grade 2 and 3 children. It can be concluded that the slip of the tongue phenomenon which in elementary school is a pronunciation error is considered part of the natural process of building a second language system or the initial process of learning a second language.

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