SLIP OF THE TONGUE SPEECH PRODUCTION OF ENGLISH AND LITERATURE STUDENTS IN SEMINAR PROPOSAL PRESENTATION

Serliah Nur[1*], Sardian Maharani Asnur[2], Zulfadio Akbar Bintang Alessandro[3]
[1]*English Education Department, Faculty of Tarbiyah, Alauddin State Islamic University of Makassar, Indonesia*
[2,3]*English and Literature Department, Faculty of Adab and Humanities, Alauddin State Islamic University of Makassar, Indonesia*
serliah.nur@uin-alauddin.ac.id*, sardian.maharaniasnur@uin-alauddin.ac.id, zulfadioakbar@gmail.com,

ABSTRACT
This study aimed to examine the various types of slips of the tongue produced by students of the English and Literature Department at the State Islamic University of Alauddin Makassar during seminar proposal presentations. It also sought to explore the underlying factors contributing to the occurrence of these speech errors. Using a qualitative descriptive approach, data were collected from five participants through audio recordings and follow-up interviews. The findings revealed six types of slips of the tongue based on Fromkin's (1973) classification: anticipation, exchange, addition, perseveration, substitution, and deletion, with addition being the most frequent. Interview results indicated that cognitive load was the main contributing factor, categorized into intrinsic, extraneous, and germane cognitive load. These findings suggest that slips of the tongue are closely linked to the cognitive demands students face during formal academic speaking tasks.
Keywords: *Cognitive Load; Proposal Seminar; Slip of The Tongue*

ABSTRAK
Penelitian ini bertujuan untuk mengkaji berbagai jenis slip of the tongue (kesalahan ucap) yang dilakukan oleh mahasiswa Jurusan Bahasa dan Sastra Inggris di Universitas Islam Negeri Alauddin Makassar selama presentasi seminar proposal. Penelitian ini juga bertujuan untuk mengidentifikasi faktor-faktor yang mendasari terjadinya kesalahan ujaran tersebut. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan dari lima partisipan melalui rekaman audio presentasi dan wawancara lanjutan. Temuan penelitian menunjukkan enam jenis slip of the tongue berdasarkan klasifikasi Fromkin (1973), yaitu antisipasi, pertukaran, penambahan, perseverasi, substitusi, dan penghilangan, dengan jenis penambahan sebagai yang paling sering muncul. Hasil wawancara mengungkap bahwa beban kognitif merupakan faktor utama yang memengaruhi kesalahan ucap, yang terbagi menjadi tiga kategori: beban intrinsik, beban ekstrinsik, dan beban germane. Temuan ini menunjukkan bahwa slip of the tongue berkaitan erat dengan tuntutan kognitif yang dihadapi mahasiswa dalam tugas berbicara akademik formal.
Kata Kunci: beban kognitif; Seminar Proposal; kesalahan ucap

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INTRODUCTION

Language is a crucial aspect of human interaction. People need language to communicate with one another. Unconsciously, they sometimes make errors in their speech during conversations. These unconscious errors during speaking are called speech errors. Many people make different types of speech errors every day, and one common type of these errors is the slip of the tongue.

Slips of the tongue are unpredictable, and many people are not aware that they make these kinds of errors. They often cannot predict when such errors will occur, although they usually try to correct them once they appear. According to Freud (1966), a person who intends to say one thing but says another is experiencing a slip of the tongue. These slips occur when a person's speech is disturbed by an unconscious desire to say something different from what was intended.

Fromkin (1973) stated that slips of the tongue will occur in speech production that make someone is saying not really what they want to or what they mean. Even they fluent in speaking or not, slips of the tongue may occur when they speak. Native speaker frequently makes a slip of the tongue as well. It can happen because what they thought is not sync with what in their tongue.

Someone may not mean to say something wrong, but this unintentional action can still cause a misunderstanding. Therefore, the message given in Surah Al-Hujurat verse 6 teaches the importance of checking and confirming information before distributing it, so that mistakes in speaking or pronouncing a word can be avoided.

Slips of the tongue are often seen on students when conducting presentations in English. This happens because students feel anxiety and nervous which causes speech error, generally. This happens not only when they talk to each other in private, but we find a lot when they speak in public. These feelings come up because the feeling they experience during the presentation affect their mentality. When discussing this case, it can be seen there is a connection between speech errors and slips of the tongue, because slips of the tongue are one of the types of speech error. It is common to make a speech error when speaking English in Indonesia, because English is not a native language but a foreign language.

There are several previous studies that also discuss slips of the tongue, such us Harastasya et al. (2020) in their research "Types and Causes of Slips of The Tongue of One of The Indonesian Female Singers". By using Garret's theory (1975), this research found that slips of the tongue experienced by female singers from Indonesia occur 35 times which 22 times of substitution, followed by deletion 11 time, and anticipation 2 times. The study identified social factors and cognitive difficulties as primary causes, aligning with Clark & Clark's (1979) explanation of speech errors. Furthermore, a research conducted by Naibaho et al. (2018) entitled "*Slip of The Tongue Made by The English Study Program Students*". Based on students of the English Study program at the University of Bengkulu. This research identified six out of eight types of slips of the tongue during proposal seminar presentations, including Anticipation, Perseveration, Substitution, Exchange, Deletion, and Addition, by using Fromkin's theory. Moreover, Mus (2018) also conducted research entitled "*Analyzing Slip of The Tongue in Classroom Conversation at The Second Semester of English Education Department*". The study found four types of slips of the tongue (transposition, substitution, omission, and addition) among the second semester students of English Education department, with substitution being dominant. Nervousness and time constraints emerged as primary causes of these errors, as indicated by questionnaire responses and recording.

According to the three previous studies above examined various types of slips of the tongue that occurs when people speak. It is undeniable that this case will also happen to students of English and Literature department, therefore researchers prefer to conduct the research in different use of media and object to observe the variety of slip of the tongue that happened by the students of English and Literature Department. Therefore, slip of the tongue when students conduct the presentation on the seminar proposal is the appropriate object of this research.

This research explores the types of slips of the tongue that occurs to the students of English and Literature department when conduct seminar proposal presentation and also to find out what factors that influent them to make slips of the tongue, so that the researchers can provide information to make the reader realize about their mistake when speech and learn from that to make it better.

LITERATURE REVIEW

A. Slip of the Tongue

Slips of the tongue is one types of speech errors or known as tongue slips. This happens when the speaker says something they did not meant to say. There are various forms of slips of the tongue, such as mispronouncing words and using the wrong words. Fromkin (1973) in the book of Psychology of Language (Carroll, 2008) divide the types of slip of the tongue into eight types.

Anticipation is the type that occurs when the speaker anticipates the word that will appear next, so that the speaker is distracted which causes one letter of the previous words to be replaced with one of the letters of the next word as explained Fromkin (in Carroll , 2008). For example: *Also share > Alsho share*. Here, the speaker intended to say also share, but said "*alsho share*" instead, "*anticipating*" the sound /h/ when pronounce also.

Exchange is double shift which occurs when two linguistic units exchange places. For example: *He is my best friend* become *He is my fest brined*. The word '*friend*' exchange into the word '*best'* So the words become '*fest briend*'.

Blend is the type that appears when the speaker combines (blend) more than one words to form a new word that has no meaning or is not in accordance with the context. For example: *Television + telephone = Telavphone*. The telavphone (word blend) The speaker about to say 'Television' and 'Telephone' in the same moment but accidentally they blend the words into one word 'telavphone' that have no meaning.

Shifts, one speech segment disappears from its appropriate action and appears somewhere else Fromkin (in Carroll , 2008). Words or letters should be in their position change places. For example: *Go ask him > Go hask im*. The speaker places the letter incorrectly. From the example, the letter '*h*' is put in '*ask*' which has no meaning.

Addition occurs when the speaker adds linguistic material such as a syllable, word, or letter. The speaker intends to produce a specific utterance, but occasionally inserts additional elements that result in a slip of the tongue. For example: *Please, ride a bike carefully > Please, ride a bike clarefully*. In this case, the speaker intended to say "*carefully*", but accidentally added the letter "*l*", resulting in the incorrect form "*clarefully*".

Preservations occurs when an earlier speech segment is unintentionally repeated or influences a later segment, as explained by Fromkin (in Carroll, 2008). For Example: *She plays the piano beautifully > She plays the piano peautifully*. Here, the initial sound /p/ from the word "*piano*" persists and influences the pronunciation of "*beautifully*", resulting in the slip "*peautifully*".

Substitution occurs when the speaker accidentally replaces a letter, syllable, or word that should be different and is replaced by another. For example: She wants to go home > She wants to go house. The word '*home*' is substituted by '*house*'. Moreover, deletion is leave something out. The speaker intended to utter the wanted sentences, yet occasionally they leaved out the letter or syllable or other linguistic material. For example: *I need to go to the campus > I need to go the campus*.

B.   Influential Factors of Slips of The Tongue

There are many factors that influence the occurrence of Slips of the Tongue, including anxiety, pressure, external distractions and so on. It is because when the speakers are speaking in a presentation and feel like their minds are very busy, they might make speaking mistakes or 'slips of the tongue.' That happens because their brains are working hard to manage complex information or distractions from the audience. So, it can be said, the higher the 'mind load' or cognitive load, the more likely we are to make speaking errors during presentations." Then, the researchers use the Cognitive Load theory by Sweller et al. (2011) as the basis to discover the influential factors that make students fell to tongue slip. The following is a further explanation regarding the Cognitive Load theory. According to Sweller et al. (2011), when learning, the cognitive load that they experienced not only depends on the task or material being studied, but also how the material is presented. There are three categories of cognitive load, which are:

1.   Intrinsic Cognitive Load Slip of the Tongue

According to Sweller et al. (2011), intrinsic cognitive load is related to the complexity or difficulty of the task itself. When the task at hand is difficult or complex, the intrinsic cognitive load will be high. For example, when a person has to pronounce difficult or unfamiliar words or phrases, their intrinsic cognitive load increases. This can affect language production and cause slips of the tongue.

2.   Extraneous Cognitive Load

Extraneous cognitive load relates to factors outside the main task that influence information processing (Sweller et al., 2011). For example, the stress, distraction, or pressure associated with public speaking can be a source of extrinsic cognitive load. High extrinsic cognitive load can affect language production and cause errors such as slips of the tongue.

3.   Germane Cognitive Load

Germane cognitive load relates to deep cognitive processing and better understanding of the material (Sweller et al., 2011). In the context of slips of the tongue, German cognitive load can influence the process of correction and repair after a language error occurs. People may have to allocate additional cognitive resources to understand errors that occur and correct them.

When someone speaks in public, the cognitive load from aspects-intrinsic (how complex the speaking task is), extraneous (external interference), and germane (correcting language errors) can influence the tendency to make slips of the tongue. This understanding can help us analyze how cognitive load affects language production and identify potential slips of the tongue.

RESEARCH METHOD

As a research method, the researchers used a qualitative descriptive method to analyze the types of slips of the tongue that appear when students of English and literature make proposal seminar presentations. Then later, researchers also find out the causes of slips of the tongue. As the source of the data obtained from the observation and record of the student of English and Literature Department who conduct the seminar proposal examination. The researchers observed each student who conducts a proposal seminar presentation. However, researchers limit the data. which only take 2019' student of English Literature who took part in the mass proposal seminar on August 14th 2023 and can be interviewed willingly as the data and the researchers got 5 students. The data was in the form of a record result and the note that included the slips of the tongue made by student of English and Literature Department, and also the researchers did the interview to the student of English and Literature Department after they conducted the seminar proposal examination.

The researchers interviewed the student who have done the seminar examination. To do that, researchers conducted interviews in two ways, there are offline and online. Researchers conducted offline interviews or met in person by making an agreement with the subject and then determining the time and place. The following are details of the interview date.

Table 1: List of Interviewed Students

The Number of Students	Sex	Date of Interview
HA (Student 1)	M	January 17th 2024
HN (Student 2)	F	January 30th 2024
MAE (Student 3)	M	January 4th 2024
SN (Student 4)	F	January 31st 2024
IM (Student 5)	F	January 30th 2024

For subjects who are difficult to reach due to long distances, researchers conducted interviews online using the Zoom Meeting application. Offline and online interviews were carried out using the same process, specifically the researchers first asked to the subject according to questions based on Cognitive Load theory and then the subject answered them. During the interview, the researchers recorded the interview process from start to the end and then wrote it back down as data.

FINDINGS

A.   The Analysis of Types of Slips of The Tongue

The data were collected taken from ninth-semester students of English and Literature Department in academic year 2023/2024 of State Islamic University of Alauddin Makassar who conducted the mass proposal seminar examination which contained slips of the tongue that categories as student 1 until student 5 and datum to show the utterances. By using the Fromkin (1973) theory, findings are described only 15 data of all in detail.

1.   Anticipation

Anticipation occurs when the speaker anticipates the word that will appear next, so that the speaker is distracted which causes one letter of the previous words to be replaced with one of the letters of the next word as cited from Fromkin (1973) In this analysis, the researchers found six anticipations. The detail of anticipation would be presented in brief explanation below.

Datum a.1

Student 1: "Technique of data analysis, I will use Fraser and Shifrin *to theory* to explain my data"

In this part, the student 1 intended to say "*theory*" but they had slips of the tongue and said "*totheory*" instead. In this data, the "*theory*" is the target, and the speaker anticipate word "*to*" which appear next.

2.   Exchange

According to Fromkin cited in Carroll (2008) exchange is double shift which occurs when two linguistic units exchange places.

Datum b.1

Student 3: The second from Budiana (2021) **slang**… **entitled** Slang Language in Indonesian social media. The student intended to said "*entitled slang*" but these two words shifted and became slang "*entitled*". The word entitled must be said first, then "*slang*" before the student corrects it.

Datum b.2

Student 4: "He was a social teacher and frequently have introduction is conversation to **verbal construct**… construct verbal and non-verbal"

The student intended to said "*construct verbal*" but they uttered "*verbal construct*" which these two words, the word "*construct*" and "*verbal*", were swapped. The word "*construct*" must be said first, then "*verbal*".

3.   Addition

Addition occurs when the speaker added linguistic material such as syllable, word, or a letter. The speaker intended to say the intended utterance; occasionally they add linguistics material in their intended utterance becomes slip. Fromkin (1973) cited in Carroll (2008). The detail of addition would be presented in brief explanation below.

Datum e.1

Student 1: "My name … **witch** student number …"

This statement showed that the student 1 intended to say "*with*", but they said "*which"* instead. When it was pronounced, the student added a letter '*c*' to the word *with*.

Datum e.2

Student 1: "My **firsts** question is…"

The student 1 intended to "*first*" with the letter '*t*' as the stop but they add a letter '*s*' in the end of the word, so he pronounced "*firsts*" instead of "*first*".

Datum e.3

Student 1: "I will take 10 news in **the** Jakarta media from 2022 period"

From the statement above, the student 1 intended to say "*Jakarta media*" but they added the word "*the*" before "*Jakarta*". When they said something in general, the word "*the*" is not necessary. So, it is showed the one of slips of the tongue type addition.

Datum e.4

Student 1: "I think that's all **pretesen**… presentation from me, thank you very much for your attention"

When the student 1 intended to say "*presentation*", they was heard to add some latter when it was pronounced. They are '*T*' and '*E*'

Datum e.5

Student 4: "This greater network-oriented and **teremendously** collaborative an **internactive** web"

In the statement above the students 5 made two '*additions'*, the fifth type of slips of the tongue. First, they intended to say '*tremendously'* But when they pronounced it , they added the letter '*e*' so it sounds like '*teremendously'* Second one, they said '*internactive'* instead of "*interactive*" by adding the letter *n* on it.

4. **Perseveration**

Preservations happened when an earlier segment replaces a later item or comes after the origin, Fromkin as cited in Carroll (2008). The detail of perseveration would be presented in brief explanation below.

Datum f.1

Student 5: "I formulate my theory that learning style based **od** Bandler and Grinder"

In this statement, the student 6 intended to say *based of Bandler and Griner*, but the speaker has perseveration the '*d*' at the end of *based* in their pronunciation of '*of*'. The target word is *based* and '*of*' is said to be the origin of the error since that is where the '*d*' of '*od*' came after the origin.

5. Substitution

According to Fromkin cited in Carroll (2008), explained that substitution occurs when the speaker accidentally replaces a letter, syllable, or word that should be different and is replaced by another. The detail of substitution would be presented in brief explanation below.

Datum g.1

Student 1: "In order to answer my problem statement, I will use Fraser theory to **answer**… to apply research questions"

The statement above showed that the student intended to said '*to apply*' but they accidentally replaced the word '*apply*' to become '*answer*' So, the word *'to answer'* was said first instead of *'to apply'*

Datum g.2

Student 2: "**There is**… there are the pictures of Kress and Leeuwen Theory, and Anstey and Bull's five modes frame work.

In the statement above, the students 3 intended to said two pictures, so they should say '*there are*' but they accidentally replaced the word *'are'* to become '*is*' So, the word *'is'* was said first instead of *'are'*

Datum g.5

Student 4: "Now, the first is about the introduction **we** will bring the… I will bring the background"

In the statement above, the students 5 intended to said '*I will*' but they accidentally replaced the word *'I'* to become '*We*' So, the word *'We'* was said first then they changed it into the correct word, *'I'*

6. Deletion

According to Fromkin (1971), deletion means omit something out. The speaker intended to say the wanted sentences, but accidently they leaved out the letter or syllable or other linguistic material. Below is the detail of the data about deletion.

Datum h.1

Student 1: "To the **norable**… to the honorable"

Deletion happened when the student intended to utter the word "*honorable*" Unfortunately, they slipped and omit the letters '*O*' when pronounce it, so that they uttered the word "*norable*" for the result.

Datum h.2

Student 1: "The data that I **fond** on the news and I will put the data on the table…"

This slip happened when the student wanted to say the word "*found*" but they deleted one linguistic material which a letter '*u*' on the middle of the word and becomes "*fond*"

Datum h.3

Student 2: "…and the **produres** of … procedures of data collection…"

First the student intended to say "*procedures*" but they made a slip and deleted the letters "*c*" and "*e*" on the middle of the word, which becomes "*produres*" instead.

B.   The Analysis of Influence of Cognitive Load on Slips of The Tongue

Therefore, to answer the second research question, the researchers found some interview shows the influential factors that affect the students of English and Literature department fell into tongue slip. The researchers conducted interviews with the same 5 students who became the subject of the data for the first research problem and found several factors that influenced the occurrence of Slips of the Tongue. The data collection method for this second research problem uses an interview process so that the data presentation had an arrangement in the form of a list of questions and interview results by using tables. The results of the interview were extracted from each student and explained in detail below.

1.   Intrinsic Cognitive Load

The students generally agreed that the difficulty of the material they were presenting was not the primary cause of their tongue slips. Most of them mentioned that they had already studied and understood their material before the presentation. However, the challenges come from new vocabulary, difficult-to-pronounce words, or forgetting specific terms during the presentation. For example, Student 1 explained that new words in their thesis made it hard to remember the terms, while Student 3 noted that unfamiliar slang words caused tongue slips. Similarly, Student 2 highlighted difficulties in pronunciation and memory as contributing factors. Student 4 pointed out that nervousness when trying to recall the right words also the cause. Meanwhile, Student 5 indicated that difficulty in understanding certain aspects of the material, particularly new vocabulary, did contribute to tongue slips

2.   Extraneous Cognitive Load

Based on the results of interviews, students who had given presentations felt that short time pressure was a factor that caused tongue slips, this was because they were in a rush to speak and had difficulty concentrating. Apart from that, difficulty concentrating is also caused by distractions and noise from the audience which make students do tongue slips.

The students stated that time pressure and distractions from the audience were factors contributing to slips of the tongue during their presentation. Students 1, 2, and 3 agreed that time pressure and audience distractions had a significant impact. Student 2 specifically highlighted that presenting in front of many lecturers was particularly challenging, while Student 3 added that limited presentation time made the pressure even worst. Student 4 also mentioned time pressure as the main cause of tongue slips due to rushing but noted that they did not experience any distractions form the audience. On the other hand, Student 5 stated that the short presentation time and noise from the audience were the main factors, although they did not feel directly distracted by the audience

3.   Germane Cognitive Load

All interviewed students agreed that additional preparation and deeper knowledge of the thesis material were essential to reducing slips of the tongue during presentations. Student 1 noted that having in-depth knowledge of the thesis could help minimize such errors. Students 2 and 3 similarly emphasized that thorough preparation enabled them to immediately recognize and correct misspoken words. Student 4 highlighted how improving public speaking skills alongside

the preparation could prevent tongue slips. Meanwhile, Student 5 pointed out that using simpler vocabulary, combined with proper presentation, helped them speak more fluently, and immediately corrected any mistakes when slips of the tongue occurred.

Based on the interview data from the 5 English and Literature students who conducted seminar proposal presentation revealed cognitive load as the primary factor influencing the student to fell into tongue slip. After the data were obtained and analyzed, and part of research finding have been presented, the researchers would like to present the discussion of the findings. There are two research problems to be answered in this section. The first problem is "What are the types of the slips of the tongue that students made when they conducted presentation?" Following this, the second problem is "What are influential factors that affect the students making the slip of the tongue?" The paragraph below is presented to answer both of the research problems.

There are eight types of slips of the tongue proposed by Fromkin in Carroll (2008), which consist of anticipation, exchange, blends, shifts, addition, perseveration, substitution, and deletion. However, only six of them were experienced by the students of English and Literature department during mass seminar proposal presentations. Firstly, anticipation type, as observed in Student 1's utterance, highlights how speakers may inadvertently anticipate upcoming words, leading to the fusion of linguistic units. In this instance, the anticipation of the word "*theory*" became "*totheory*"

Then, exchange type, exemplified by Students 3 and 4's statements, illustrate the phenomenon of linguistic units swapping places. This can occur due to cognitive processing mechanism where adjacent words are reordered during language production, as seen in instances of "slang entitled" (Student 3) and "*verbal construct*" (Student 4) being swapped.

Addition type, as demonstrated in several instances from the data, reveals how speakers may accidently insert additional linguistic material, such as syllables or letters, into their utterances.

Perseveration type, observed in Student 5's statement, happened when an earlier segment replaced a later item or came after the origin. In this case, the perseveration of the sound "d" from "based" led to its occurrence in the subsequent word "of", reflecting a cognitive carryover effect within the speech production process.

Substitution type, from the data in Students 1 and 2's utterances, involved the accidental replacement of intended linguistic elements with alternative ones. This was evident in Student 1's statement where "*to apply*" become "*to answer*" and Student 2's statement where "*There are*" become "*There is*".

The last type is deletion, depicted in Students 1 and 2's utterance, illustrate instances where linguistic material is omitted from the intended utterance.On the other hand, blend is a type of slip of the tongue that combines two similar or related words into one word, for example, *brunch* (a combination of breakfast and lunch) and *swacket* (a combination between sweater and jacket). However, combined words were not found in the research results because two reasons; first, the students didn't know what the blend is and how to use it; and the second, the presentation situation was formal situation and required students to use formal English. Therefore, combining two words into one could cause misunderstanding for listeners, especially in such formal context.

Similarly, shift was not found in the research results. This is because the research did not show any pronunciations of words in sentences that moved from their proper places when students

were making presentations. The structure of the sentences they spoke matched what they intended to say. This was because most students read from prepared texts when giving their presentations.

Based on data analysis results, it was shown that cognitive load, which consist of intrinsic cognitive load, extraneous cognitive load, and germane cognitive load, is the factor that significantly influence the occurrence of the slips of the tongue in students presenting seminar proposal. This was also supported by the interview data from the 5 English and Literature students who conducted the seminar proposal presentations, which showed that most of them agreed that cognitive load was the factor affecting their slips of the tongue during presentations.

This aligns with the cognitive load theory by Sweller et al. (2011), which divides cognitive load into three categories, there are intrinsic cognitive load, extraneous cognitive load, and germane cognitive load. According to Sweller et al. (2011) some of the working memory load is imposed by the intrinsic nature of the information. This aligns with the interview results which show that the slip of the tongue experienced by students who had done presentations came from the cognitive load arising from the complexity of the material or information being processed, including difficult material being presented and hard-to-pronounce or remember words in the material. In other words, when students experienced intrinsic cognitive load, it meant that part of their cognitive load came from the intrinsic or natural nature of the material they were presenting.

The second category is extraneous cognitive load. Sweller et al. (2011) stated that this cognitive load does not come from the intrinsic structure of the information, but from external factors related the material being presented, such as interference experienced by students when doing presentations. In interviews result showed that students agreed that the distractions such as time pressure and audience noise made it difficult for them to concentrate, causing nervousness and rushed speech. This could decrease communication quality and lead them to slip of the tongue.

The last category is germane cognitive load, according to Sweller et al. (2011), resources devoted to the load imposed by the intrinsic nature of the material are germane to learning. This relates to slips of the tongue, where adequate resources can help reduce their occurrence. When someone has a strong understanding of their presentation material, they tend to communicate fluently. The interviewed students agreed with this, stating in-depth understanding and additional preparation could help reduce slips of the tongue, as well as awareness of errors that allowed for immediate correction.

As shown by the interview results, one factor that causing slip of the tongue in students was extraneous cognitive load. Students who had done presentations stated that time constraints and the attention of the lecturer and audiences forced them to speak more quickly and precisely. This made them feel anxious and nervous. Students lost their speaking fluency when experiencing internal or mental pressure that mixed their emotions. This aligns with the Lazarus' theory which states that anxiety is a manifestation of mixed emotions occur when an individual experiences emotional stress with unclear objects, internal stress or mental tension that adaptive abilities (Effendi & Tjahjono, 1999).

DISCUSSION

A. Interpreting the Types of Slips of the Tongue in Academic Presentations

Drawing on Fromkin's (1973) classification, the analysis identified six out of eight possible types of speech errors: anticipation, exchange, addition, perseveration, substitution, and deletion. The most frequently occurring type was addition, while blend and shift errors were not found in the data collected from the five participating students.

The emergence of these six types of slips illustrates the complexity of real-time speech production, particularly in formal academic contexts. Errors such as anticipation and exchange suggest difficulties in sequencing and coordinating linguistic units under cognitive pressure. The dominance of addition errors further reflects a tendency among students to insert unnecessary elements such as extra letters or syllables likely due to phonological overload or hesitation during speech. These findings support Fromkin's model (1973), which posits that speech errors are systematic and may occur at different stages of speech production: from conceptualization to articulation. Rather than being random, these errors point to underlying cognitive processes that become visible when speakers are under stress or navigating complex language tasks.

These findings show strong alignment with existing theories of speech error production. Fromkin's (1973) framework has long served as a foundational model for categorizing such slips, and this study reinforces its applicability. Similar research by Poulisse (2020) also emphasized that formal and high-pressure speaking situations, especially for second-language speakers, tend to elicit more frequent slips. In addition, Dell (1986) emphasized the importance of lexical retrieval and phoneme ordering as central mechanisms behind speech errors—mechanisms that appear to be particularly vulnerable under time constraints and audience pressure. Interestingly, while this study identified addition as the most frequent error type, other studies, such as Nooteboom (2005), found substitution to be more prevalent in spontaneous conversation. This contrast highlights how the speaking context formal vs. informal can influence both the frequency and type of errors that occur.

The mechanisms underlying the speech errors in this study can also be understood through the lens of Cognitive Load Theory (Sweller et al., 2011). The interaction between intrinsic load (related to the complexity of linguistic content), extraneous load (related to stress, time constraints, and audience presence), and germane load (related to self-monitoring and correction) offers insight into how and why these slips occurred. For instance, when students substituted words like apply with answer or omitted parts of words like honorable becoming norable, these errors likely arose from cognitive overload, where working memory was unable to simultaneously manage linguistic formulation and performance anxiety. Such phenomena reflect the interplay between psycholinguistic processing and external performance demands, confirming that speech production is both a linguistic and cognitive activity.

B. Understanding the Cognitive Factors Behind Slips of the Tongue

Based on interviews with five participants who also provided speech data analyzed in the first part of the study three major contributing factors were identified: intrinsic cognitive load, extraneous cognitive load, and germane cognitive load. These factors are aligned with the framework of Cognitive Load Theory (Sweller et al., 2011), which explains how different types of mental burden can impact performance, particularly in high-stakes academic speaking contexts.

The interview results suggest that while most students did not consider the material itself to be overwhelmingly difficult, specific aspects such as unfamiliar vocabulary, hard-to-pronounce

terms, and momentary memory lapses contributed to their slips of the tongue. These challenges reflect intrinsic cognitive load, which refers to the inherent complexity of the information being processed. Although students had studied their material beforehand, real-time retrieval and articulation during the presentation proved cognitively demanding. This indicates that even when conceptual understanding is present, the linguistic execution can still falter due to phonological or lexical strain under pressure.

Extraneous cognitive load emerged as a more dominant influence. All students acknowledged that external distractions such as limited time to present, audience noise, and the presence of lecturers created psychological pressure and interfered with their ability to concentrate. These factors, which are unrelated to the content of the material, significantly hindered fluency. The pressure to perform quickly and precisely led to nervousness, rushed delivery, and disrupted attention. These findings are consistent with Cognitive Load Theory, which posits that when working memory is occupied by irrelevant external stimuli, performance tends to decline. This is particularly true in spoken language tasks, where speech production requires constant monitoring and rapid lexical access.

Interestingly, germane cognitive load was identified not as a source of error, but as a potential protective factor. Students reported that adequate preparation, mastery of their thesis content, and public speaking practice allowed them to better recognize and correct errors during their presentation. Those who invested time in simplifying vocabulary and rehearsing their delivery found themselves less prone to slips. This suggests that when students allocate cognitive resources strategically toward understanding and organizing information, they can mitigate the negative effects of both intrinsic and extraneous load. Germane cognitive load, therefore, functions as a positive force that enhances self-regulation in speech production.

These findings align with previous studies in psycholinguistics. Levelt (1999) emphasized that speech production involves a complex coordination of mental processes—from conceptualization to articulation which are highly sensitive to cognitive pressure. Similarly, Dell (1986) found that most slips of the tongue result from disruptions in lexical retrieval and phoneme sequencing under stress. The findings in this study also reinforce Sweller et al.'s (2011) classification of cognitive load, demonstrating that different forms of mental strain play distinct roles in influencing speech accuracy.

Moreover, the emotional dimension reported by several participants aligns with Lazarus' theory of emotion and stress (Effendi & Tjahjono, 1999), which views anxiety as a reaction to internal tension and perceived threat. In this context, the formal setting and evaluative nature of seminar presentations likely intensified students' extraneous cognitive load, resulting in increased speech errors. These findings reinforce the idea that slips of the tongue are not merely linguistic accidents but reflect underlying cognitive constraints during real-time language production. While intrinsic and extraneous loads contribute to disfluencies, germane cognitive load—when supported by adequate preparation and content mastery can mitigate these effects by enabling speakers to monitor and repair their utterances.

Overall, the study highlights that slips of the tongue in academic presentations are shaped by the interaction of linguistic difficulty and cognitive processing demands. Six types of slips were identified—anticipation, exchange, addition, perseveration, substitution, and deletion—with addition being the most frequent. These errors illustrate momentary disruptions in speech planning,

especially under pressure. Interview results further demonstrated that students' fluency was affected by different types of cognitive load: intrinsic (such as unfamiliar terminology), extraneous (such as time constraints and distractions), and germane (such as preparedness and awareness). However, the findings must be viewed in light of several limitations, including the small and homogenous sample, the formal nature of the speaking context, and the reliance on self-reported data. Future research should involve more diverse participants, include spontaneous speaking settings, and use real-time observational tools to gain deeper insight into how cognitive load influences speech accuracy in second-language academic contexts.

CONCLUSION

The types of Slips of the Tongue found in seminar proposal presentation at the English and Literature department consist of anticipation, exchange, addition, perseveration, substitution, deletion. Addition mostly occurred than other types. The effect that makes student fell into tongue slip was Intrinsic Cognitive Load, Extraneous Cognitive Load, and Germane Cognitive Load. Based on the result of data analysis in this research, it can be concluded that the students of English and Literature department who have been interviewed falling into slip of the tongue because experience those factors. Also, based on the results found in this research, the researchers hope the readers gain knowledge and new insights on Slip of the Tongue and its factors. Therefore, for the readers of this thesis it is suggested to be careful and more focused when he or she gives information orally to avoid slip of the tongue which may lead to misunderstanding. Secondly, it is advised that future researchers can expand on this research further because this research is still rarely discussed in language research, particularly in the discipline of linguistics, for example, when determining the object of research. The following researchers are also encouraged to apply the object of research not only on the students of English and Literature, but also in the larger community.

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