


Speech Errors in Ed Sheeran's Interview on "Call Her Daddy" YouTube Channel

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ABSTRACT

Speech errors in spontaneous communication provide valuable insights into the cognitive processes underlying language production. However, studies examining speech errors in informal digital interviews remain limited. This study aims to identify the types of speech errors produced by Ed Sheeran and examine the factors influencing their occurrence in his interview on the *Call Her Daddy* YouTube channel. A descriptive qualitative approach was employed. The data consisted of utterances transcribed from the interview and were analyzed using Clark and Clark's (1977) speech error taxonomy. The findings identified 134 speech errors, with repeats and filled pauses as the most frequently occurring types. These errors were influenced by cognitive factors, including hesitation and utterance-planning difficulties, as well as situational factors such as spontaneity and the informal nature of the interview. The findings suggest that speech errors are a natural characteristic of spontaneous speech and demonstrate how cognitive processing and communicative context interact during language production. This study contributes to psycholinguistic research by providing empirical evidence from authentic digital media discourse.

Keywords: *Psycholinguistic, Speech Errors, Interview*

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INTRODUCTION

Oral communication is one of the crucial things in human's daily life because when we use effective communication the message we convey can be well received by the hearer. Karl Spencer Lashley regarded speech as the "window through which the psychologist can view the cerebral life" (Fromkin, 1973). However, speakers frequently produce unintended errors during speech whether in formal or informal situation, commonly referred to as slip of the tongue which includes on speech erroneous because it does not produce the real words of speaker's intention (Fitriana, 2018). Speakers are typically unaware of speech errors during conversation, as these errors are non-random and unpredictable. They cannot anticipate when or what type of error will occur during speech production.

Language activities cannot be separated from mental processes and operations (Harastasya et al., 2020). In recent years, YouTube has emerged as a platform that frequently showcases spontaneous and unscripted speech through interview content, making it a valuable source for analysing speech errors, including those produced by artist like Ed Sheeran. Such interviews offer researcher a unique opportunity to observe natural speech production, including moments when speakers make errors while speaking. Warren (2013) defined psycholinguistics as the study of the mental representation and processes involved in language use, including the production, comprehension, and storage of spoken and written language. Halliday (2006) defined language is a system of meaning – a semiotic system. "Semiotic" means having to do with meaning (semiosis), so a system of meaning is one by which meaning is created and meanings are exchanged. Humans use a variety of semiotic systems, some simple and others quite complicated, some well-defined and others noticeably fuzzy.

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There are numerous cases in which speakers experience cognitive-related difficulties that prevent them from pronouncing certain words accurately. This phenomenon can be referred to as speech errors, which are unusual feature of speaker's accidental utterance. According to Fromkin (1973) as cited in (Paradewari & Bram, 2020). Linguistic units of all sizes can slip and resulting slips are profoundly sensitive to linguistic constraints; speech errors are resulted from repressed thoughts which are revealed by the particular errors which the speaker makes and the speech errors are natural. Linguistic speech error is defined to be an utterance that produce an anomalous percept that would be recognize as anomalous by the speaker (Annisa et al., 2022). These errors are roughly of two kinds, some are result of gross difficulties the speaker has in trying to plan and execute speech at the same time, include hesitations, *uhs*, and many other indications that speaker are interrupting the execution to do further planning. The other errors are the result of more localize difficulties speakers have in forming the articulatory program to guide the articulatory muscles in the production of sound, include all the "slip of the tongue" which multiply when speakers are tired, in a hurry, or under pressure (Clark & Clark, 1977).

A speech errors can only be identified by reference to a standard of correct sentence production, referred to as the "ideal delivery". Speakers achieve an ideal delivery when they clearly know their intended message and produce it fluently. In the ideal delivery, most clauses are realized as a single continuous speech stream with a smooth intonation contour. Short pauses may occur at "grammatical junctures" between clauses, but not within clauses, and breathing typically takes place only at these junctures. Some pauses, referred to as "conventional pauses" are obligatory because the fulfill a specific linguistic function. This can be illustrated by following comparison: a) Her brother the dentist is as ugly as a mule. b) Her brother, the dentist, is as ugly as a mule.

The "comma pauses" in example b, lead to an interpretation that differs from example a and therefore must be present to signal this meaning. Accordingly, the ideal delivery exhibits several characteristics. The execution of each clause between junctures requires a fixed amount of time, and any pauses occurring within a clause are obligatory and show little variation across different executions. In contrast, the junctures themselves may vary substantially in duration, depending on whether the speaker chooses to breathe or pause briefly. According to Clark & Clark (1977) there are nine types of speech errors, that are silent pause, filled pause, repeats, retraced false start, unttraced false start, corrections, stutters, interjections, and slip of the tongue. The primary disruption in the "ideal delivery" is the pause of hesitation, either the silent pause which a moment of silence between words, or filled pause which space occupied by *ah*, *er*, *uh*, *mm*, or similar expressions. The pace of speaking is nearly completely dictated by the frequency of those pauses. Individuals who talk at a slowly frequently exhibit hesitation, and when they accelerate their speech, they do so by removing pauses instead of shortening their words. Speakers may pause in midsentence of an utterance for various reasons. They may temporarily forget the intended information to mention, search for an appropriate lexical item, or consider several possible examples before deciding which word to express.

Common forms of speech errors include silent pause and filled pause. While most types are relatively straightforward to identify, repeats, retraced, and unttraced false start tend to be more complex in their occurrence and classification. repeats refer to the recurrence of one or more consecutive words, whereas false start involve the correction of previously uttered words. Retraced false start is characterized by the repetition of one or more words before the corrected expression, while unttraced false start occur without repeating the preceding words. In addition, corrections resemble false start but are explicitly marked by expressions such as *I mean*, *rather*, or *that is*, which signal the speaker's intention to revise the utterance. These various forms of speech errors typically emerge at different stages of speech production process, and their occurrence provides valuable insight into the nature of language processing and execution. Repeats, false starts, and corrections provide strong evidence that speaker treat constituent as basic unit in the process of speech production. Speakers generally strive to produce these constituents as complete and coherent units. Consequently, when an

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interruption, false start, or self-correction occurs, speakers tend to return to the beginning of that constituent before continuing their speech.

English has two notable devices that enable speakers to indicate the reason for interrupting their speech, which are the interjection such as *oh, ah, well, etc.*, and the corrections such as *I mean, that is, well, etc.* similar to hesitation pauses, interjections signal that speaker temporarily pause to reflect on or planning what they intend to say. The functions of those interjections are, *oh* for referent selection, *ah* for memory success, *well* for word approximation, and *say* for exemplification. Furthermore, the corrections phrases have roughly functions, *that is* for reference editing used to specify further the referent, *or rather* for nuance editing used to provide a word that is slightly closer to what the speaker intended to say, *I mean* for mistake editing used for correcting an out-and-out mistake in wording, and *well* for claim editing used to soften a claim the speaker decides is too excessive. In correction processes, speakers replace previously uttered words with new ones, indicating that the original words had been improperly planned. Although corrections commonly involve a single word, they may also include multiple words. When several words are corrected, they generally belong to the same constituent functions not only as a unit of planning error but also as a fundamental unit of speech planning. At the stage of speech execution, planning and production operate through constituents. Speakers typically plan one constituent and execute it while simultaneously preparing the next. When disruption or errors occur during planning, speakers still attempt to produce the constituent as a complete unit, which often leads them to retrace and repair their utterances. Furthermore, speakers appear to process an awareness of their word choices and corrections, as they frequently signal these revisions to listeners through interjections and corrections expressions. These elements serve as comments on the speech production process rather than as part of the main message itself, indicating that speakers have considerable awareness of how they select and organize words during communication.

There are several previous studies related to the topic that researcher have been learned. First was about "*Speech Errors Encountered in English Debate Competition*" by Faoziah et al. (2023). Second was about "*A Psycholinguistic Analysis on Speech Errors Made by Kamala Haris*" by Annisa et al. (2022). Third was about "*Speech Errors of Girl Environment Activist's Speech in Plastic Health Summit 2021*" by Thoyyibah & Muyassaroh (2022). Despite the popularity of speech-related content on social media, academic studies focusing on speech errors in short-form digital media remain limited. Most previous research has examined speech errors in formal speeches, news broadcast, or classroom interactions. This gap highlights the need for studies that explore speech errors in online environments where communicational is informal, rapid, and often influenced by external distractions.

This study contributes to the field of psycholinguistics and speech production by providing empirical evidence of speech errors in a natural, unscripted setting. This study examines how various speech errors happen, supporting and extending theories proposed by Clark & Clark (1977) and offers insights for language learning, as learners and educators can observe authentic speech errors and better understand common difficulties in real-time spoken English. It also provides valuable examples for media and communication, showing how spontaneous speech appears in interview with public figure, which can inform media training and public speaking strategies. Furthermore, this research highlights the potential of using digital media content, such as YouTube interviews, as reliable data for examining speech phenomena, offering a methodological reference for future psycholinguistic studies.

METHOD

This research employs a qualitative design Creswell (2014) defined qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In qualitative research, the researcher serves as the primary instrument. The researcher is responsible for selecting the data, observing speech events, transcribing the utterances, identifying speech errors, and classifying them according to theoretical frameworks. To support the analysis, secondary instruments such as a data sheet,

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transcription notes, and classification table based on Clark & Clark (1977) taxonomy are also used. These instruments help organize and categorize the data systematically.

The researcher uses Ed Sheeran's YouTube interview in "Call Her Daddy" channel by title "Ed Sheeran: You Either Love Me or Hate Me" uploaded on 9th April, 2025, as the primary data source, focusing on moments when the speaker produces speech errors, fails to articulate a word, or experiences cognitive disruptions while speaking. The selected video has a duration of approximately 1 hour 6 minutes and 42 second and contain 134 utterances of speech errors have been identified and analysed based on the classification proposed by H.H Clark and E.V Clark. These segments provide authentic examples of speech production that are easily observable, with diverse conversational contexts. The spontaneous nature of the interview allows the researcher to examine how linguistic errors occur in real time. Moreover, YouTube's widespread accessibility ensures that such speech instances are readily available for analysis. Therefore, this study focuses on analysing the speech errors produced by Ed Sheeran during the interview and describing the types of errors that occur in his spontaneous speech.

According to Creswell (2014), collecting data in qualitative methods involve emerging questions and practices, data typically collected in the setting of the participants, data analysis inductively building from details to general topics, and the researcher's interpretation of the data. The final report shall be of flexible design. Based on the quotation, the data were collected through the following steps; the researcher selected the full interview video of Ed Sheeran on Call Her Daddy YouTube channel and ensuring it contained spontaneous and unscripted speech suitable for analysing speech errors; the video was watched multiple times to carefully identify instances of speech errors; each segments containing a speech error was transcribed, the transcription included the exact words, pauses, and any self-corrections to accurately represent the spontaneous speech.; identified speech errors were labelled according to their type based on H.H Clark and E.V. Clark's classification of speech errors, allowing systematic categorization and analysis.

The analysis is conducted using the following procedures; identifying all speech errors occurrences in the transcript; classifying the identified errors based on H.H Clark and E.V Clark's speech errors classification, such as silent pause, filled pause, repeats, retraced false start, untraced false start, corrections, interjections, stutters, and slip of the tongue; describing the characteristic of each type of speech errors; drawing conclusions regarding the dominant types errors and the factors contributing to their occurrences in Ed Sheeran's interview.

FINDINGS AND DISCUSSION

The findings reveal that the utterance of Ed Sheeran in his interview on "Call Her Daddy" YouTube channel contain eight out of nine types of speech error according to Clark & Clark (1977), namely silent pause, filled pause, repeats, retraced false start, unretraced false start, corrections, stutters, and interjection. The findings reveal that repeats and filled pauses were most frequently occurring speech errors in Ed Sheeran's interview. This result is consistent with Annisa et al., (2022) who found that filled pauses were among the most common speech errors in spontaneous speech.

Table 1. Frequency Distribution of Speech Errors Made by Ed Sheeran

Types of Speech Errors	Frequency	Percentage
Silent Pause	29	21,64 %
Filled Pause	36	26,87%
Repeats	39	29,10%
Retraced False Start	12	8,96%
Unretraced False Start	4	2,99%
Corrections	5	3,73%
Stutters	5	3,73%
Interjections	4	2,99%
Slip of The Tongue	0	0,00%
Total	134	100%

Silent Pause

Silent pause is a period no speech between words, the of speech is almost entirely controlled by the sum of these pauses. It symbolized by [//]. People who speak at a slower pace tend to produce frequent hesitations. When they increase their speaking rate, this change is achieved primarily by reducing or eliminating pauses rather than shortening the duration of words. Silent pause refers to moments in which speakers produce no speech and remain silent between words. After analyzing the transcription, there are several utterances indicating silent pause in Ed Sheeran's utterance. As an example:

"It's always been // the first // place for me"

"And they learned all my songs and we basically did a trad // jam"

"I like the balance of having // all of it"

These utterances contain silent pause, which indicate moment of silence that occurred during Ed Sheeran's production of utterance.

Filled Pause

Filled pause is a period of no word between the speeches, it is filled with no words like, *er, ah, mm, uh*, or any other word that fills in the space when the speaker speaks. It is symbolized by [...]. Fluent speakers tend to talk quickly because they do not pause frequently, while slow speakers are not fluent due to their tendency to hesitate with numerous filled pauses. Filled pause is one of most frequently observed speech errors in Ed Sheeran's utterances. As in example:

"But I guess it was obviously St. Patrick's Day and um... I flew"

"I spoke to my um... promoter"

"Music is a thing that it's also uh... kids that aren't good at"

The utterances contain a filled pause, indicated by use of *um*, and *uh*, which typically connected to hesitancy and caution. According to (Watanabe et al., 2008; Zulhemindra et al., 2022), filled pause are conventionalized phonemic forms with no proportional value and delay message transfer.

Repeats

Repeats is a repetition of one or more words in a speech, when people speak very quickly and spontaneously, this type of error tends to occur. Repeats predominantly involve function words. It is symbolized by [/]. Ed Sheeran frequently produces repeats utterance such as:

"I was up / I was up at about 6.30 this morning"

"But yeah, I love / I love Boston"

"And that's how / that's how you have a fanbase is people / people really ride for you"

These utterances demonstrate repeats error, which Ed Sheeran repeats the same lexical material before continuing the utterance with additional information. It commonly happened when speaker speak spontaneously and fast.

Retraced False Start

Retraced false start may simply be word corrections; it also includes one or more words before the words have been corrected. It is symbolized by [\]. Retraced false start is most commonly associated with the correction of content words. This retracing often includes repeating a function word along with the corrected content word, suggesting that content words are planned in close relation to their surrounding structure, as in *the silvery / the shiny tray*, where "the" is repeated along with the replacement word "shiny". After analyzing the transcription, there are several utterances indicating retraced false start. As in example:

"It's like a \ it's a genre you have to really respect"

"I think it came at \ it came after what do you mean"

Unterraced False start

Unterraced false start do not include the repetition of one or more words in a sentence before the words that are being checked. It is symbolized by [\\]. By contrast, occur primarily when function words are corrected. In these cases, speaker usually replace the incorrect word directly without retracing earlier material, as in *under / behind the sofa*, where "under" is corrected to "behind" without any retracing. This suggest that function words can be modified locally without requiring broader restructuring of the utterance. After analyzing the transcription, there are several utterances indicating uretraced false start. As in example:

"That's kind of my \\ I'd say it's less of like a man cave"

"I would that was \\ I was in phase of writing songs where I was just trying to fit in punchlines"

Corrections

Corrections are quite similar to false start, signal why speakers are interrupting themselves. It is symbolized by [-]. Something that sets them apart is that corrections contain the explicit phrases *I mean* or *rather* or *that is* or *well*. As in example:

"Where I can sing - I mean, we could play it now"

"I don't think English artist are like - I mean there are some that have pizzaz of super bowl"

Stutters

Stutters are speeches or utterances that are interrupted again, and after a few seconds, the speaker can finish the speeches that they want to say (intended speech). Speakers produce stutters as a result of hesitation, tension, nervousness, or disruptions in speech fluency. Stuttering is typically characterized by the repeated articulation of a sound or syllable before the intended word is produced. Such disfluencies commonly occur in spontaneous speech, as must mentally plan their verbal expressions prior to articulation. As in example:

"It definitely has like a-a-a vibe about it"

"We-we-we had a lot of fun writing those lyrics"

Interjections

Interjections are words or expressions that are inserted into a sentence to express surprise, strong emotion, or to draw attention to oneself or to others. The functions of those interjections are; *oh*, referents selection; *ah*, memory success; *well*, word approximation; *say*, exemplification. Interjection is like hesitation pauses (silent pause and filled pause), indicate that speakers have had to stop to think about what to say next. Speaker therefore employ interjections when they consider it necessary to inform the listener of the reason underlying a pause. Interjections are symbolized by [>]. As in example:

"Or whether there's like two human being and I can be ah> you know a son to my mom"

"I taught well> I didn't teach myself how to play guitar"

Speech errors frequently originate from disruptions in lexical access, a process that involves the selection and retrieval of appropriate words from the mental lexicon. Phenomena such as malapropisms, in which a phonetically similar but inappropriate word is produced, and perseverations, where previously used words are unintentionally repeated, demonstrate that lexical retrieval is not always accurate and may be affected by the competition among lexical items. In addition, executive control mechanisms regulate the ability to manage attention and inhibit irrelevant information during speech production. These mechanisms play a crucial role in the monitoring stage, where speakers evaluate their utterances. When an error occurs, the executive control system enables the speaker to detect the mistake and either correct or suppress it in real time. Executive control is key in monitoring speech production and making real-time corrections, reflecting the brain's constant regulation of language production (Kristin et al., 2025). Neuropsychological evidence further supports the role of executive in speech production. Damage to the frontal lobes, which are associated with executive functioning, has been shown to increase the frequency of speech errors and reduce

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the ability to monitor and correct them effectively. This finding suggest that the proper functioning of the frontal lobes is crucial for maintaining efficient executive control during speech production.

The first source of planning difficulties can be described as cognitive difficulty. Some of these topics involve concrete objects, while others involve abstract concept. People take longer to come up with the first word in a sentence for abstract topics than for concrete ones. It appears that they take longer to construct a sentence framework for abstract topic to think of anything to say. A more comprehensive level of planning, namely discourse construction is also reflected in pauses. Each cycle begins with a hesitant phase during which there are relatively many pauses and the speech rate is slow, and continues with a fluent phase during which there are relatively few pauses and the speech rate is fast. Each new segment of a conversation requires careful planning at the outset, and this is reflected in the halting speech. As the segment progresses, that careful planning becomes more refined, so there is no longer any hesitation, and the result is fluent speech. During the word-selection stage, hesitation tends to occur when speakers have difficulty recalling the most appropriate word. Research shows that words that appear immediately after a hesitation pause tend to be less predictable than other words in the utterance. In other words, speakers often pause briefly before uttering words that are relatively difficult to anticipate based on the preceding context. This suggest that hesitation pauses are closely related to word-finding difficulties.

The second source of speech errors is situational anxiety. When people discuss topics that make them anxious, they tend to pause more frequently and make certain other speech errors. Speakers become tense, and the processes of planning and execution become less efficient. Another possibility is that the topics people discuss when they are cognitively anxious are indeed more difficult. It may be particularly difficult to articulate the abstract state of anxiety they wish to convey, so they spend more time planning and searching for the right words. In this alternative view, anxiety-related pauses share the same source as pauses in other cognitively demanding conversations. In the flow of a conversation, speakers must clearly indicate when they still have something to say and when they are finished. If they hesitate for too long at any point, others may take over the conversation. This can encourage the speaker to start the first word of the next sentence before fully planning out that entire portion. It can also lead them to use filled pause such as *uh* to fill the gaps where another speaker might take over.

Speakers differ in the types of speech errors they produce. Some speakers tend to use filled pause more often than silent pause, while others rely more frequently on silent pause. Similarly, certain speakers repeat words more often, while others tend to make false start more frequently. These differences indicate that each speaker has their own style or strategy for coping with the limitation of planning and producing speech simultaneously consequently, some individuals appear to speak fluently than others. Furthermore, similar planning difficulties can lead to different patterns of speech errors among speakers. One speaker may plan their speech thoroughly before speaking, another may continue planning after beginning to speak, while yet another may continue speaking, make mistake, and then correct it (Elisathusilawani, 2023; Khudhur Omar, 2023; Putra et al., 2023). Although all speakers aim to produce fluent speech, the strategies they use vary from individual to another.

CONCLUSIONS

This study examined the types of speech errors produced by Ed Sheeran in the Call Her Daddy interview and the factors influencing their occurrence. The findings revealed that eight of the nine speech error types proposed by Clark and Clark were identified, with repeats and filled pauses occurring most frequently. These results indicate that hesitation-related errors are a natural feature of spontaneous speech, reflecting the cognitive demands of planning and producing utterances simultaneously. The absence of slips of the tongue suggests that such errors are relatively uncommon in natural conversational settings compared to hesitation phenomena. The study also demonstrates that speech production is

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shaped by the interaction of cognitive processes and situational contexts, particularly in informal and unscripted interviews. The findings contribute to psycholinguistic research by providing empirical evidence from authentic digital media discourse. Future studies are recommended to investigate speech errors across different communication platforms, speech contexts, and public figures to obtain broader insights into natural speech production.

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