

**THE TIP-OF-THE-TONGUE (TOT) PHENOMENON IN  
SPONTANEOUS TALK-SHOW SPEECH: A STUDY OF THE  
TONIGHT SHOW STARRING JIMMY FALLON**

**THESIS**

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG  
2026**

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**THESIS**

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## STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“The Tip-of-the-Tongue (TOT) Phenomenon in Spontaneous Talk-Show Speech: A Study of The Tonight Show Starring Jimmy Fallon”** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person responsible for that.

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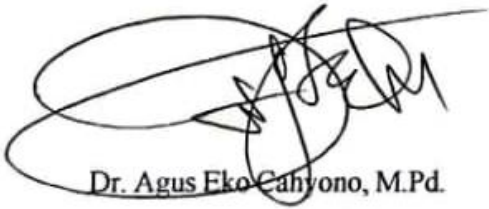
## APPROVAL SHEET

This is to certify that Mei Irma Mujiанти's thesis entitled **The Tip-of-the-Tongue (TOT) Phenomenon in Spontaneous Talk-Show Speech: A Study of The Tonight Show Starring Jimmy Fallon** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang as one of the requirements for the degree of Sarjana Sastra (S.S) in the Department of English Literature.

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## **MOTTO**

“Keep going, even when the process feels difficult, because every small step brings you closer to your goal. And don’t forget to find happiness in little things”

## **DEDICATION**

I proudly dedicate this thesis to my beloved family, for their endless prayers, love, support, and encouragement throughout every step of my journey. And to myself, for persevering, overcoming every challenge, and moving forward until this thesis was finally completed.

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However, I recognize that this thesis still has shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for future improvements. I hope this thesis will be beneficial to readers and serve as a reference for future research.

## ABSTRACT

**Mujianti, Mei Irma.** (2026). *The Tip-of-the-Tongue (TOT) Phenomenon in Spontaneous Talk-Show Speech: A Study of The Tonight Show Starring Jimmy Fallon*. Undergraduate Thesis (Skripsi). Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Agus Eko Cahyono, M.Pd.

**Keywords:** Tip-of-the-Tongue (TOT), Lexical Retrieval, Linguistic Features, Talk Show Conversation

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The present study discusses the phenomenon of Tip-of-the-Tongue (TOT) in conversations on video talk shows on YouTube. The Tip-of-the-Tongue (TOT) phenomenon is a condition where a person has difficulty finding the word they want to use, but already knows the concept they want to say. In spontaneous communication, this phenomenon is marked by the emergence of several *linguistic features* such as filled pauses, hesitation, repetition, self-repair, and circumlocution. The present study uses speech production theory by Willem Levelt and metacognitive theory to analyze the lexical retrieval process that occurs during conversations. The purpose of the present study is to identify linguistic features when the Tip-of-the-Tongue (TOT) phenomenon occurs and how to overcome difficulties in finding words when speaking. The present study uses a qualitative descriptive method. The study data were taken from five talk show videos on YouTube and then transcribed and analyzed. The results of the present study show that there are three categories, namely strong TOT, moderate TOT, and non-TOT. The present study also shows several linguistic features that appear when experiencing TOT. The results of the present study show that non-TOT appears to be more dominant than strong TOT and moderate TOT. These findings suggest that not all disfluencies in spontaneous conversation indicate the presence of TOT; some disfluencies arise naturally as part of the speech production process.

## مستخلص البحث

موجيانتي، مي إيرما. (٢٠٢٦). ظاهرة طرف اللسان (TOT) في المحادثات العفوية: برنامج الليلة بطولة جيمي فالون على يوتيوب. رسالة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور أغوس إيكو جاهيونو، الماجستير.

الكلمات الأساسية: ظاهرة طرف اللسان (TOT)، استرجاع المفردات، السمات اللغوية، محادثات البرامج الحوارية.

تتناول هذه الدراسة ظاهرة طرف اللسان (Tip-of-the-Tongue: TOT) في المحادثات الواردة في مقاطع البرامج الحوارية على منصة يوتيوب. وتشير هذه الظاهرة إلى الحالة التي يواجه فيها المتحدث صعوبة في استرجاع الكلمة التي يرغب في استخدامها، على الرغم من معرفته بالمفهوم الذي يريد التعبير عنه. وفي التواصل العفوي، تتميز هذه الظاهرة بظهور عدد من السمات اللغوية، مثل الوقفات المملوءة، والتردد، والتكرار، والتصحيح الذاتي، والتعبير الالتقافي. اعتمدت هذه الدراسة على نظرية إنتاج الكلام لويليم ليفلت والنظرية ما وراء المعرفية لتحليل عملية استرجاع المفردات التي تحدث أثناء المحادثة. وهدفت الدراسة إلى تحديد السمات اللغوية التي تظهر عند حدوث ظاهرة طرف اللسان، وكيفية التغلب على صعوبات استرجاع الكلمات أثناء الكلام. استخدمت هذه الدراسة المنهج الوصفي النوعي، وتم جمع البيانات من خمس حلقات لبرامج حوارية منشورة على يوتيوب، ثم جرى تفرغها وتحليلها. وأظهرت النتائج وجود ثلاث فئات، وهي: ظاهرة طرف اللسان القوية، وظاهرة طرف اللسان المتوسطة، والحالات غير المصنفة كظاهرة طرف اللسان. كما كشفت الدراسة عن عدد من السمات اللغوية التي تظهر أثناء تجربة هذه الظاهرة. وأظهرت النتائج أن فئة كانت أكثر ظهوراً من فئتي ظاهرة طرف اللسان القوية والمتوسطة. وتشير هذه النتائج إلى أن مظاهر عدم الطلاقة في المحادثات العفوية لا تدل جميعها على حدوث ظاهرة طرف اللسان، إذ إن بعض مظاهر عدم الطلاقة تظهر بصورة طبيعية بوصفها جزءاً من عملية إنتاج الكلام.

## ABSTRAK

**Mujiyanti, Mei Irma.** (2026). *Fenomena Ujung Lidah (TOT) dalam percakapan spontan: The Tonight Show Starring Jimmy Fallon*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Agus Eko Cahyono, M.Pd.

**Kata kunci:** Tip-of-the-Tongue (TOT), Pengambilan Leksikal, Fitur Linguistik, Percakapan Talk Show

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Penelitian ini membahas fenomena Tip-of-the-Tongue (TOT) dalam percakapan di video talkshow di YouTube. Fenomena TOT adalah kondisi ketika seseorang mengalami kesulitan menemukan kata yang ingin digunakan, tetapi sudah mengetahui konsep yang ingin diucapkan. Dalam komunikasi spontan, fenomena ini ditandai dengan munculnya beberapa *fitur linguistik* seperti *filled pause*, *hesitation*, *repetition*, *self-repair* dan *circumlocution*. Penelitian ini menggunakan teori produksi ucapan oleh Willem Levelt dan teori metakognitif untuk menganalisis proses pengambilan leksikal yang terjadi selama percakapan. Tujuan dari penelitian ini adalah untuk mengidentifikasi fitur linguistik ketika fenomena TOT terjadi dan bagaimana mengatasi kesulitan dalam menemukan kata-kata saat berbicara. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian diambil dari lima video talkshow di YouTube dan kemudian ditranskripsi dan dianalisis. Hasil penelitian ini menunjukkan bahwa ada tiga kategori, yaitu TOT kuat, TOT sedang dan *non-TOT*. Penelitian ini juga menunjukkan beberapa fitur linguistik yang muncul saat mengalami TOT. Hasil penelitian ini menunjukkan bahwa *non-TOT* tampaknya lebih dominan daripada TOT kuat dan TOT sedang. Temuan ini menunjukkan bahwa tidak semua ketidaklancaran dalam percakapan spontan menunjukkan adanya TOT; beberapa ketidaklancaran muncul secara alami sebagai bagian dari proses produksi ucapan.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study and the problems of the study. In addition, it describes the significance of the study, the scope and limitations of the study, and the definitions of key terms.

#### **A. Background of the Study**

In oral communication, speakers are required to have the ability to convey information effectively, especially in spontaneous interactions such as interviews and talk shows. Effective speaking skills play an important role in participation in classroom interaction and their preparation for future professional communication (Klimczak-Pawlak & Waniek-Klimczak, 2023). Students are expected to express clear ideas in an organized and convincing way. However, speaking is often seen as the most difficult skill to master (Kashinathan & Abdul Aziz, 2022). Fluency is closely related to remembering vocabulary and processing sounds, because speakers must remember and pronounce words accurately even when they understand the meaning. This phenomenon is called the Tip-of-the-Tongue (TOT) phenomenon, which can interrupt the flow of speech (Kárpáti, 2019)

Brown and McNeil (1966) first introduced the Tip-of-the-Tongue (TOT) phenomenon as a situation in which a speaker understands the meaning of a word but has difficulty producing and pronouncing it at the moment it is needed. Previous studies explain that TOT is not only a simple memory problem but also a common experience in spontaneous interaction that causes hesitation,

nervousness, and reduces confidence (Schwartz & Metcalfe, 2011; Fossa et al., 2022). In talk shows, guests don't have much time to respond to the host's questions. This situation allows for the occurrence of the Tip-of-the-Tongue (TOT) phenomenon. When experiencing TOT, speakers usually show certain signs in their speech, such as the use of filled pauses, hesitation, repetition, self-repair, and circumlocution. These characteristics serve as indicators to understand how the process of finding words occurs in real communication. However, these linguistic features do not always indicate the occurrence of TOT. In spontaneous speech, speakers often experience dysfluency, which is usually caused by difficulty planning speech, feeling nervous, time pressure, or processes in language production (Levelt, 1989). Previous research by Antonsson et al. (2024) showed that disfluency in spontaneous conversation can also arise due to difficulty finding words and lexical retrieval. The difference between TOT and disfluency usually lies in the difficulty of finding words accompanied by a feeling of knowing. In the Tip-of-the-Tongue (TOT) situation, the speaker has difficulty remembering or saying the word he wants to say, even though he feels that he knows the word in question and tries to remember it (Schwartz & Metcalfe, 2011). On the other hand, disfluency occurs without any failure to find the normal words and parts of the conversation.

Although the Tip-of-the-Tongue (TOT) phenomenon has been widely discussed, no study has specifically examined how TOT appears in real conversation, especially talk shows, and how this phenomenon relates to linguistic features that appear in the utterances. Based on this context, this study focuses on

analyzing the Tip-of-the-Tongue (TOT) phenomenon in talk show interactions and how this phenomenon appears with the linguistic features present in the speaker's utterances.

The Tip-of-the-Tongue (TOT) phenomenon has been investigated from a variety of perspectives. Brown and McNeil (1966) explain the Tip-of-the-Tongue (TOT) phenomenon from a psycholinguistic perspective, focusing on lexical retrieval failure. They argue that TOT occurs when a speaker knows the meaning of a word but cannot say it completely. However, the speaker can still remember some parts of the word, such as the first sound or words that sound similar. Additionally, Schwartz and Metcalfe (2011) expanded this explanation by focusing on the speaker's awareness during a TOT moment. They argue that TOT is not only a problem of memory retrieval, but also involves a feeling that the speaker knows the word but cannot produce it at the moment.

Language and memory play an important role in the Tip-of-the-Tongue (TOT) phenomenon. According to Bernice (2021), TOT occurs due to a weak connection between the lexical and phonological meanings of a word. Shyamala (2021) explains that TOT occurs more frequently with rarely used words, becomes more frequent in older adults due to aging factors, and also happens in aphasics. Kim, Kim, and Yoon (2020) looked at older persons who complained of problems with memory and were between the ages of 50 and 79. Even though their cognitive capacities are normal, their study shows that TOT occurs frequently in this age range. In other words, TOT does not always indicate a serious neurological problem. Schwartz and Frazier (2005) investigate how memory change causes

older adults to experience TOT more frequently from a metacognitive perspective. They also note that metacognitive strategies can help individuals overcome the TOT more easily.

Metcalf, Schwartz, and Bloom (2017) explain that TOT is related to the emergence of curiosity; they explain that TOT is not just a moment of forgetting a word, but a condition that encourages speakers to keep trying to remember it. This idea is related to the feeling of knowing, where speakers feel sure that they know the word but cannot say it at the moment (Fossa et al, 2022). Medeiros (2024) highlighted that TOT is not just normal forgetfulness but rather a unique mental experience. The Tip-of-the-Tongue (TOT) phenomenon is also common in language learning. Al Jebouri (2021) explains that even students with a high level of English skills often experience TOT when speaking, especially when they try to use difficult or uncommon words. This finding supports a bilingual study by Gollan and Acenas (2004), which showed that TOT is more frequent among bilingual speakers and second language learners than native speakers.

Previous studies show that the Tip-of-the-Tongue (TOT) phenomenon has been examined from various perspectives. From a memory perspective, Brown and McNeill (1966) explained TOT through the blocking hypothesis, which is the failure to access a word due to the presence of another similar word. According to the metacognitive perspective, TOT is a condition when a person feels like they know a word, but can't access it for a while. This condition is commonly referred to as the feeling of knowing, which is the belief that the information sought is actually stored in memory and can be recalled (Schwartz & Metcalfe, 2011). New

research also shows that TOT is associated with strong metacognitive awareness, curiosity, and the belief that the word searched is almost successfully pronounced (Shen et al., 2022). In addition, the age factor also affects the appearance of TOT. Parents are more likely to experience TOT due to their weak semantic and phonological relationships during the lexical retrieval process (Kim et al., 2020; Campos-Magdaleno et al., 2020; Ouyang et al., 2020). Other studies on foreign language learners have also shown that TOT often occurs when they try to remember vocabulary that is rarely used or has a high level of difficulty (Pangesti & Prihatini, 2020; Al Jebouri, 2021). Shyamala (2021) also mentioned that rarely used words also resulted in the appearance of TOT compared to words that were often used.

Ten previous studies on the Tip-of-the-Tongue (TOT) phenomenon have focused on memory, metacognition, and age differences. These studies were generally conducted on first-language speakers or in the context of general cognitive experiments. As a result, they do not fully represent how TOT occurs in natural spoken communication, especially in spontaneous interactions such as talk shows available on YouTube.

This indicates that many speakers experience difficulties in speaking fluently, so that their ideas are not conveyed properly and clearly. From a psycholinguistic perspective, effective academic communication requires a high level of fluency in language production (Levelt, 1989). Meanwhile, according to metacognitive theory, Schwartz & Frazier (2005) suggest that individuals can reduce the impact of TOT by using awareness and thinking strategies. However,

most previous studies have focused on controlled and experimental settings, but studies on Tip-of-the-Tongue (TOT) in spoken conversation are still limited. Therefore, the present study aims to examine the phenomenon of TOT in natural spoken data, specifically in YouTube talk-show videos.

The purpose of the present study is to identify the linguistic features that appear in the Tip-of-the-Tongue (TOT) phenomenon, such as filled pause, repetitions, hesitation, self-repairs, fillers, and circumlocution. The present study also explains that lexical retrieval failure occurs during spontaneous conversation and how to overcome these difficulties. The findings of the present study are expected to provide theoretical contributions to psycholinguistic studies, particularly in the aspect of speech production and lexical retrieval in natural communication contexts. Practically, the findings of the present study are expected to help understand the causes of the Tip-of-the-Tongue (TOT) phenomenon during presentations and find the strategies to manage it, so that communication can be delivered more successfully and effectively.

The present study uses two main theories to analyze the phenomenon of Tip-of-the-Tongue (TOT), as each theory explains a different aspect of the problem. Levelt's Speech Production Model (1989) is used to explain the stages of speech production, especially the process of word selection and phonological encoding, where TOT occurred. Metacognitive Theory of TOT Schwartz & Metcalfe (2011) to explain speakers' awareness of knowing the word, but being unable to say it. This theory focuses on the feeling of knowing and the speaker's conscious experience during word retrieval failure. By combining both theories,

the present study provides a more in-depth explanation of how TOT occurs in talk shows.

## **B. Research Questions**

Based on the background of the study above, research questions are formulated as follows:

1. What linguistic features emerge during the Tip-of-the-Tongue (TOT) phenomenon in talk show videos?
2. How does the difficulty in lexical retrieval occur during Tip-of-the-Tongue (TOT) situations in spontaneous speech?

## **C. Significances of the Study**

In the present study, the researcher focused on how the linguistic features of the Tip-of-the-Tongue (TOT) phenomenon emerge in talk show conversations. The goal was to examine TOT as it occurs in spontaneous spoken interactions, specifically on talk shows, where speakers are required to produce language spontaneously.

The present study provides practical benefits for speakers. The findings can be used to train language learners to understand the linguistic features that emerge when speakers experience the Tip-of-the-Tongue (TOT) phenomenon and the strategies used to overcome this difficulty in spontaneous communication.

Furthermore, this research is expected to improve speakers' understanding of the Tip-of-the-Tongue (TOT) phenomenon in natural

conversational contexts, particularly spontaneous communication. It can also help speakers maintain fluency and continue communication even when they experience difficulty finding the right words.

#### **D. Scope and Limitation**

The present study is categorized as psycholinguistic, specifically focusing on speech production and lexical retrieval. It examines the Tip-of-the-Tongue (TOT) phenomenon in talk show conversations by applying Levelt's (1989) Speech Production Model and the metacognitive theory of Schwartz and Metcalfe (2011).

The scope of the present study encompasses two main focuses. First, it analyzes linguistic features indicative of the Tip-of-the-Tongue (TOT) phenomenon, such as filled pauses, repetitions, hesitations, self-repair, and circumlocutions. Second, it analyzes metacognitive processes, including awareness, monitoring, and control, to explain how speakers overcome difficulties in finding words during spontaneous speech. The data consists of spoken utterances taken from selected talk show videos. Both TOT and non-TOT utterances are identified, then categorized, and analyzed based on the theory used in the present study.

However, the present study has several limitations. First, the data were drawn solely from talk show conversations collected over a limited period of time, so they may not represent all types of communication or the broader scope of spontaneous speech. Second, the study focused solely on linguistic and

metacognitive processes and did not include other aspects. Third, the limited data may affect the generalizability of the findings.

### **E. Definition of Key Terms**

To reduce misunderstandings, this section provides definitions for several important terms used in the study.

**Lexical retrieval** is the process of accessing words from the mental lexicon during speech production.

**Tip-of-the-Tongue (TOT) phenomenon:** is a temporary state in which a speaker feels that they know a target word but is temporarily unable to retrieve or produce its phonological form when needed.

**Linguistic realization:** refers to observable speech features that reflect lexical retrieval difficulty, including pauses, fillers, repetition, self-repairs, and circumlocution.

**Metacognitive Theory:** explains that TOT involves both cognitive failure and conscious awareness, characterized by a feeling of knowing, where speakers realize they know a word but are unable to retrieve it (Schwartz & Metcalfe, 2011).

**Language features:** particular aspects of students' speech that emerge during TOT moments, such as fillers, pauses, repetitions, and word substitutions, which indicate difficulty remembering words.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the theoretical foundations of the study, focusing specifically on lexical retrieval difficulties in speech production. The discussion begins with psycholinguistics as the general framework, followed by an overview of speech production and lexical retrieval processes. It then examines Levelt's Speech Production Model (1989), the Tip-of-the-Tongue (TOT) phenomenon, its linguistic realization, and the metacognitive theory of TOT by Schwartz and Metcalfe (2011). Finally, the chapter highlights talk show conversations as a form of natural spoken interaction that serves as the context of the present study.

#### **A. Psycholinguistics and Speech Production**

Psycholinguistics is a branch of linguistics that explains the relationship between language and the human mind. It focuses on how people understand, produce, and articulate. Field (2003) explains that psycholinguistics examines how people comprehend and produce language, while Carroll (2008) states that it investigates mental processes involved in language use, such as memory, perception, and cognition.

The scope of psycholinguistics generally covers language comprehension, language production, and language acquisition. Among these fields, language production is particularly relevant to the present study because it explains how speakers generate speech from internal thoughts. Speech production is not a simple

activity, but rather involves complex cognitive processes that enable speakers to plan messages, retrieve words, organize grammatical structures, and generate speech sounds.

In psycholinguistics, speech production provides important insights into how abstract ideas are transformed into spoken language. Difficulties that occur during this process, especially in word retrieval, often lead to phenomena such as Tip-of-the-Tongue (TOT), which reflects a temporary disruption in accessing lexical information.

## **B. Lexical Retrieval in Speech Production**

Lexical retrieval refers to the process of accessing words from the mental lexicon during speech production. Mental lexicon refers to the mental storage of words in the human brain, including information about meaning, grammatical category, and sound structure. According to Levelt's model of speech production (1989), lexical retrieval is a crucial stage that occurs in the formulation stage. At this stage, speakers select appropriate lexical items that match the meaning they want to express. When lexical retrieval functions smoothly, speakers can produce words accurately and fluently in accordance with their communicative goals.

The lexical retrieval process does not always run smoothly; the speaker knows the concept to be conveyed, but it is difficult to remember the right word. This difficulty leads to filled pauses, hesitation, repetition, or incomplete speech during spontaneous conversations. Hintz and Momenian (2026) explain that the process of finding words is influenced by language experience and the brain's

speed in processing information. Laks et al. (2026) also explain that finding words is also related to cognition, such as awareness, monitoring, and control when speaking. This shows that the process of finding words not only involves language, but also a thought process that helps the speaker to compose his words as the conversation progresses.

### **C. Levelt's Speech Production Model (1989)**

Levelt (1989) argues that speaking is not a simple process in "producing words" spontaneously. Instead, it involves several ordered processes, starting from planning the message that what to say until producing the actual words. In the speaking book: *From Intention to Articulation*, he explains that speech production consists of three main stages: conceptualization, formulation, articulation and self-monitoring.

#### **1. Conceptualization**

Conceptualization is the first stage for someone to think about the message they want to convey in a simple idea and meaning that has not yet taken the form of words or language based on our knowledge. In the context of the Tip-of-the-Tongue (TOT) phenomenon, this stage is not affected. A person still understands what they are trying to convey because TOT is not about understanding how concepts are created, but rather about accessing the words in spoken form.

#### **2. Formulation**

The formulation stage includes lexical selection and the arrangement of word sounds. Formulation is the stage where the conceptual message is turned

into words or linguistic forms. The input of this stage is the preverbal message, which is the idea the speaker wants to express, and the output is the phonetic or articulatory plan.

a) Grammatical encoding

In this process, the brain selects the word that matches the intended message and then accesses its lemma. A lemma contains information about a word's meaning and its grammatical properties, such as noun, verb, and adjective, including how it is used in a sentence.

b) Phonological encoding

In phonological encoding, the speaker must retrieve the lexeme after the lemma has been selected. A lexeme is the sound form of the word, which contains information about phonemes and syllables, and creates a phonetic plan ready for pronunciation. For example, the word "*beautiful*" is composed of the word "*beauty*" and the suffix "*-ful*," which consists of three syllables, with the primary stress on the first syllable. Thus, the formulator connects the idea with the utterance, transforming the concept into a linguistic structure that then becomes a sound plan before articulation. The Tip-of-the-Tongue (TOT) phenomenon occurs when the speaker fails to retrieve a lexeme completely; they know the meaning of the word, but they cannot bring the sound form to mind. Typical linguistic characteristics that emerge include knowing the initial letter or sound, knowing the number of syllables, pausing for long periods, using fillers like "*uhh, umm..*", explaining words descriptively, and struggling to remember the sounds of words.

### 3. Articulation

The third stage is articulation. It represents the moment when the phonetic plan is actually turned into sound. Levelt (1989) explains that articulation is “execution of a phonetic plan”, the stage in which how sounds will be pronounced is transformed into sounds produced through the vocal cords and speech organs in the mouth. In the context of Tip of the Tongue, articulation itself is not the source of the problem, but usually when a speaker cannot fully retrieve the lexeme.

### 4. Self-monitoring

Self-monitoring is a speaker's ability to listen to and evaluate their own speech. Levelt (1989) explains that speakers act as “listeners themselves”; this means that they continuously check whether their speech matches the intended message, whether the grammar and word choice are correct, and whether the pronunciation is clear.

In the context of the present study, Levelt's model is used because it explains where the breakdown in speech production occurs during the TOT moment. TOT typically occurs during phonological encoding when someone successfully accesses a word's meaning (lemma), but its phonological form (lexeme) is not present. Self-monitoring helps the speaker notice the problem, which is why tot often becomes visible through hesitation, pause, or repeated attempts to produce the missing word.

### **C. The Tip-of-the-Tongue (TOT) phenomenon**

The tip-of-the-tongue (TOT) phenomenon was first introduced by Brown and McNeil (1966) as a phenomenon where speakers feel they know a word but are unable to remember or say it when needed. This phenomenon is temporary and does not indicate that the speaker lacks knowledge of the word. Schwartz and Metcalfe (2011) explain that TOT occurs when the meaning of a word is successfully accessed, but its sound cannot be retrieved.

In psycholinguistics studies, TOT is understood as a form of lexical retrieval failure, particularly at the phonological level. This phenomenon often occurs in spontaneous speech and is usually accompanied by various repair strategies, such as pausing or attempting to explain the meaning of the forgotten word.

### **D. Linguistic Realization**

Linguistic realization refers to the forms of language that appear in speech as a result of impaired cognitive processes. In the Tip-of-the-Tongue (TOT) phenomenon, linguistic realization can be recognized through certain characteristics in the speaker's utterances.

1. Filled pauses, such as *uh*, *umm*, *eee*, and *mmm*, are commonly used during hesitation. These sounds help speakers keep their turn while they continue looking for the target word. Fillers also signal that the speaker is still thinking.

2. Repetitions: means repeating words or phrases while trying to retrieve a word. This strategy helps speakers stay fluent and gain extra time during lexical searching.
3. Hesitation: occurs when speakers temporarily stop speaking while attempting to retrieve a word. The silent or filled pauses show increased thinking effort and interrupt the flow of speech. Speakers often pause to give themselves more time to search for the missing word.
4. Self-repair: refers to correcting or changing one's own speech. During TOT, speakers may change sentence structures or replace difficult words in order to continue speaking. This shows that speakers actively monitor and adjust their speech.
5. Circumlocution: occurs when speakers explain or describe a word instead of saying it directly. This strategy shows that speakers still understand the meaning of the word even though they cannot remember its exact form.

These linguistic realizations are frequently associated with the Tip-of-the-Tongue (TOT) phenomenon, but they do not always indicate the occurrence of TOT. Linguistic features such as filled pause, hesitations, repetitions, self-repair, and circumlocution can also appear as a barrier to disfluency in the normal speaking process. Therefore, these features need to be analyzed with the difficulty of finding words to determine whether the conversation is included in the TOT or not. These features are used as indicators to identify the Tip-of-the-Tongue (TOT) phenomenon in spontaneous conversation.

### **E. Metacognitive Theory of TOT**

Metacognition refers to a person's awareness and control over their own cognitive processes, such as how they understand concepts, recall information, or process what they are learning. As the concept has developed, metacognition is also understood as how a person recognizes, monitors, and controls these thinking processes. There are three key components of metacognition: metacognitive awareness, metacognitive monitoring, and metacognitive control.

Metacognitive awareness is a person's awareness of what they are thinking and how that thinking process occurs. According to Çini et al. (2023), metacognitive awareness relates to an individual's ability to understand how they think and learn through self-reflection and evaluation. In the context of language use, this awareness becomes evident when someone realizes that they know a word but have difficulty recalling it, as in the Tip-of-the-Tongue (TOT) phenomenon.

Metacognitive monitoring is a person's ability to be aware of and examine their own thought processes. According to Nadurak (2023), metacognitive monitoring helps someone evaluate and verify that their thought processes are proceeding correctly. In the context of the Tip-of-the-Tongue (TOT) phenomenon, metacognitive monitoring occurs when individuals evaluate their partial knowledge and decide whether they are able to recall the word in question.

Metacognitive control is a person's ability to manage or make decisions about their own thinking process. These decisions are typically influenced by a sense of confidence or doubt about the correctness of the thought. If a person feels

that the answer is correct, they accept, but if they feel there is an error, they will try to correct or change it (Nadurak, 2023). In the context of the Tip-of-the-Tongue (TOT) phenomenon, metacognitive control refers to the strategies individuals use to overcome difficulties in recalling words, such as using alternative expressions.

The Metacognitive Theory of TOT explains that TOT is not simply a person's failure to find a word, but also a metacognitive experience, or the conscious feeling of knowing the word but not being able to directly access it in spoken form. This theory emphasizes that TOT is not simply forgetting, but rather a self-awareness that the information is actually present in the brain but is simply blocked from accessing it (Schwartz & Metcalfe, 2011).

According to Schwartz & Metcalfe (2011), TOT occurs through two processes: cognitive and metacognitive.

#### 1. Cognitive process

During this process, the brain attempts to access the target word, but the activation information is incomplete. Typically, speakers are able to recall partial information such as the word's meaning, word class, number of syllables, initial letter, and other words with similar forms and meanings. This indicates that the target word is actually stored, but its access is blocked.

#### 2. Metacognitive process

This process explains how the brain processes some of the information it receives from the word it intends to say and concludes that it knows the

word. This is known as the *Feeling of Knowing* (FOK), which is the feeling that someone knows the word they want to say.

The TOT process is explained through a heuristic monitoring mechanism, which explains how the brain predicts whether a word can be recalled or not based on available cues. These cues include familiarity cues, partial information, related words intruding, and experience of TOT. Familiarity cues refer to how the speaker's perceived familiarity with the word, partial information is the presence of a small amount of information that is still remembered, related words intruding are other words that are similar in language or sound, and experience of TOT is previous experience with TOT, which increases the likelihood of TOT recurrence.

This theory was used in the present study to support the analysis of TOT data and to answer the second study question, which explained how word-finding difficulties arise from a mental process perspective. This theory also emphasizes that TOT is not merely a linguistic failure but also the result of metacognitive evaluation of some of the information that emerges during the retrieval process.

#### **F. Relationship Between Levelt's Model and Metacognitive Theory.**

Levelt's speech production model explains the structural stages of speaking and identifies phonological encoding as the point where TOT occurs. It does not fully explain speakers' subjective awareness of retrieval failure. Schwartz and Metcalfe's metacognitive theory explains how speakers experience TOT through feelings of knowing and monitor their own cognitive processes.

Therefore, Levelt's model explains where lexical breakdown occurs, while the metacognitive theory explains how speakers become aware of this breakdown and respond to it. Together, these theories provide a comprehensive framework for analyzing both the cognitive mechanism and metacognitive awareness involved in TOT.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The present study employed a qualitative approach because data were collected from YouTube videos. A qualitative approach allows researchers to understand the phenomenon in depth in its natural context (Creswell & Poth, 2023). In the present study, a qualitative approach was used to explore how the tip-of-the-tongue (TOT) phenomenon emerges in spontaneous spoken interactions and how it is manifested linguistically. The analysis focused on linguistic features such as filled pauses, repetitions, hesitations, self-repairs, and circumlocutions that emerged during the conversation.

The present study employed a descriptive qualitative approach to describe the characteristics of the Tip-of-the-Tongue (TOT) phenomenon based on actual speech data. Therefore, this approach allowed researchers to explain the linguistic manifestation of TOT and the speech production processes involved, based on Levelt's (1989) speech production model.

#### **B. Data and Data Source**

The data source for the present study was obtained through YouTube videos of *The Tonight Show Starring Jimmy Fallon*, hosted by Jimmy Fallon. The videos were selected from episodes uploaded in March 2026 to ensure that the data consistently represent modern spontaneous talk show interactions between the host and guests.

The researcher selected five videos using purposive sampling, namely, selecting data that is in accordance with the purpose of the study. Five videos were chosen because the qualitative research focused more on the depth of analysis than the amount of data. Using five videos, researchers can transcribe and analyze each video in depth. Five videos are considered enough to provide a variety of data from different episodes and conversation contexts. This is considered important because the Tip-of-the-Tongue (TOT) phenomenon usually appears in spontaneous and unstructured conversations to find many forms of lexical retrieval.

Each video was carefully observed and fully transcribed to allow for detailed linguistic analysis. From these transcripts, the researcher identified the linguistic features of TOT, such as filled pauses, repetitions, hesitations, self-repair, and circumlocution. The videos were accessed through:

<https://www.youtube.com/watch?v=KBCObCR3yEI>;  
<https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun>;  
<https://youtu.be/aKP0GDiyiUw?si=OiHwR4rDZu-kv5b5>;  
[https://youtu.be/D3Bz\\_R0oKyI?si=d1rqmaR4ghOVLnzV](https://youtu.be/D3Bz_R0oKyI?si=d1rqmaR4ghOVLnzV); and  
[https://youtu.be/0cIHhoJcv-M?si=nX\\_TDmii7m2Sovub](https://youtu.be/0cIHhoJcv-M?si=nX_TDmii7m2Sovub).

### C. Research Instrument

The research instrument of the study was the researcher as the means of collecting, analyzing, and interpreting the data. In qualitative studies, the researcher played a central role in data collection, analysis, and classification because the data were gathered in natural settings (Creswell & Poth, 2023).

In addition, several supporting tools were used to assist the analysis, including transcription tools and transcription sheets. The videos taken from *The Tonight Show Starring Jimmy Fallon*, which were fully transcribed to enable

detailed analysis. Furthermore, the transcription sheets were used to identify and classify utterances that showed characteristics of the Tip-of-the-Tongue (TOT) phenomenon, such as filled pauses, hesitation, repetitions, self-repair, and circumlocution.

#### **D. Data Collection**

The researcher used several steps to collect data. First, the researcher selected videos of *The Tonight Show Starring Jimmy Fallon* uploaded in March 2026. Second, the researcher carefully watched all selected videos repeatedly to identify utterances that potentially reflected the TOT phenomenon. Third, the videos were transcribed manually to produce written data for analysis.

All selected videos were fully transcribed so that all utterances could be reviewed. From these transcripts, the researcher selected utterances that indicated the Tip-of-the-Tongue (TOT) phenomenon based on the indicators related to lexical retrieval difficulty. These utterances were then classified into strong TOT, moderate TOT, and non-TOT categories. This classification was developed by a researcher based on the characteristics of the Tip-of-the-Tongue (TOT) phenomenon proposed by Levelt's speech production (1989).

To ensure the credibility of the findings, this study applied theory triangulation, which involves the use of multiple perspectives to interpret and explain the same phenomenon (Patton, 1999). The identified data were analyzed using the characteristics of the Tip-of-the-Tongue (TOT) phenomenon proposed by Levelt (1989) and supported by the metacognitive theory of Schwartz and

Metcalfe (2011). The use of two theories helped strengthen the interpretation and validity of the findings.

### **E. Data Analysis**

The data analysis was conducted in several stages. First, the researcher observed selected talk show videos to identify moments when the Tip-of-the-Tongue (TOT) phenomenon occurred. During this process, the videos were carefully examined, and important contextual factors related to the occurrence of Tip-of-the-Tongue (TOT) moment, such as filled pauses, repetition, hesitation, self-repair, and circumlocution.

Second, all selected videos were transcribed into written form and marked with utterances that showed indicators of TOT, such as filled pauses, hesitation, repetitions, self-repairs, and circumlocution. Both TOT and non-TOT utterances were identified; however, only utterances that showed clear indications of lexical retrieval difficulty were selected for in-depth analysis.

To ensure consistent classification, the identified utterances were categorized into strong TOT, moderate TOT, and non-TOT based on the presence of lexical retrieval difficulty and the linguistic indicators observed in the data, as presented in Table 3.1. since previous studies do not provide a specific classification of TOT severity, these categories were developed by the researcher based on the degree of lexical retrieval difficulty reflected in the utterances and informed by the theoretical framework of Levelt (1989) and Schwartz and Metcalfe (2011).

| Category     | Criteria                                                                                                                                                       |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strong TOT   | Shows clear lexical retrieval difficulty accompanied by several linguistic indicators such as hesitation, repetition, self-repair, fillers, or circumlocution. |
| Moderate TOT | Shows lexical retrieval difficulty but with fewer or less explicit indicators of TOT.                                                                          |
| Non-TOT      | Shows disfluencies such as hesitation, pauses, or repetition without evidence of lexical retrieval difficulty or word-finding problems.                        |

*Source: Adapted from Levelt (1989), Schwartz and Metcalfe (2011)*

Third, the data containing TOT were classified based on the linguistic features, such as filled pauses, silent pauses, repetitions, self-repairs, and circumlocution forms that emerged during the TOT, using Levelt's (1989) speech production theory and related theories to lexical retrieval.

Fourth, the data were presented with an in-depth analysis of each category by explaining how the Tip-of-the-Tongue (TOT) phenomenon emerged and what language strategies were used by the speakers during the talk show. The analysis focused on identifying the stages of lexical retrieval difficulty (Levelt, 1989), particularly in the processes of lexical selection and phonological encoding. In addition, metacognitive theory was applied to explain the speaker's awareness of their word-finding difficulties in relation to the feeling of knowing (Schwartz & Metcalfe, 2011).

In the final stage, the researcher connected the results to the two research questions. This section summarizes the linguistic forms that emerged during the TOT events and explains how the process of word-finding difficulties occurred during spontaneous conversation, based on observed speech patterns and theoretical frameworks of speech production.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the findings of the present study on speech containing the Tip-of-the-Tongue (TOT) phenomenon in talk show videos. The data were analyzed to identify instances of the Tip-of-the-Tongue (TOT) phenomenon experienced by speakers during conversations. The analysis focuses on several features, such as filled pauses, hesitation, repetition, self-repair, and circumlocution, that occur during the difficulties of the lexical retrieval process. The present study also explores how speakers overcome the difficulties in finding words and identifies the obstacles in word retrieval that arise during the process of spontaneous speech production.

#### **A. Findings**

This section presents the findings of the present study, focusing on the occurrence of the Tip-of-the-Tongue (TOT) phenomenon in selected talk show videos. The data of the present study consist of utterances that indicate lexical retrieval difficulties experienced by the speaker during spontaneous speech. These utterances were identified through several linguistic features, including filled pauses, repetitions, hesitations, self-repairs, and circumlocutions, which commonly appear when speakers experience TOT states.

The data were collected from selected talk-show videos available on YouTube. The videos feature natural conversations between the host and guests, allowing researchers to observe speech production in real time. These videos were selected

based on their relevance to the focus of the study, specifically instances where the speaker showed signs of difficulty retrieving words. In total, 25 utterances were identified from 5 selected videos. The data were analyzed using Levelt's (1989) speech production model to explain how lexical retrieval difficulties occur during speech production. For clarity, the findings are presented according to the linguistic features indicating the TOT phenomenon, such as filled pauses, hesitation, repetition, self-repairs, and circumlocution. All identified utterances were analyzed and classified into Strong TOT, Moderate TOT, and Non-TOT categories based on linguistic evidence observed in each utterance.

| Category     | Criteria                                                                                                                                                       |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strong TOT   | Shows clear lexical retrieval difficulty accompanied by several linguistic indicators such as hesitation, repetition, self-repair, fillers, or circumlocution. |
| Moderate TOT | Shows lexical retrieval difficulty but with fewer or less explicit indicators of TOT.                                                                          |
| Non-TOT      | Shows disfluencies such as hesitation, pauses, or repetition without evidence of lexical retrieval difficulty or word-finding problems.                        |

**Table 4.1.** *Criteria for Classifying TOT Categories*

## 1. Linguistic Features in TOT

### a) Filled Pause

This feature is one of the filler sounds, such as uh, umm, eee, and mmm, that speakers use when in doubt or still looking for the word they want to say. In this study, filled pauses were found in five utterances. The data and their classification are presented in the following table.

| No | Time Stamp | Utterance                                                           | Linguistic Feature(s) | Classification | Category |
|----|------------|---------------------------------------------------------------------|-----------------------|----------------|----------|
| 1  | 01:11      | <i>"Let me, uh... Yeah... Uh, but how do you control the notes"</i> | Filled Pause          | Disfluency     | Non-TOT  |
| 2  | 01:17      | <i>"I mean, look, she didn't like theatre..."</i>                   | Filled pause          | Disfluency     | Non-TOT  |

|   |       |                                                                          |              |            |              |
|---|-------|--------------------------------------------------------------------------|--------------|------------|--------------|
| 3 | 02:44 | “ <b>Um...</b> I don't know. Well, I mean, there was like— “             | Filled pause | TOT        | Moderate TOT |
| 4 | 01:43 | “ <i>Uh... Where's Italy? Where's France? Europe</i> ”                   | Filled Pause | TOT        | Moderate TOT |
| 5 | 00:17 | <i>How is, uh -- How is, uh, Momoa, uh, as a buddy to hang out with?</i> | Filled Pause | Disfluency | Non-TOT      |

**Table 4.2.** Filled pause and its classification

### Datum 1

(01:11) [Laughter] -Alright. Alright, everybody. Hold on. **Let me, uh... Yeah.** -Yeah. Take some notes. -Yeah, I'm gonna-- I'm gonna have to learn some stuff here. -Sometimes you stamp and pluck. -Okay, now. Here we go. **Uh, but how do you control the notes?** How did you get into harp? -My mom's a harpist. -Ah. That's cool.

(Source: *The Tonight Show Starring Jimmy Fallon with Jessie Buckley*, YouTube, 01:11)

This utterance occurs when the host is talking with the guest about playing the harp. In this segment, the host asks how to control the pitch on the harp. Before asking the question, the host pauses and says, “Alright. Alright, everybody. Hold on, take some notes”, which shows that he is preparing what he wants to say. This shows that the speaker must produce speech directly without having a long time.

In this utterance, there is the use of filled pauses, namely the word “uh”, which is used more than once in the utterances “let me, uh..” and “Uh, but how do you control the notes”. A filled pause appears when the speaker needs additional time to continue the conversation. The use of “uh” indicates a temporary pause in the speech production process, but it does not indicate that the speaker has forgotten or failed to access the word. The speaker still knows the context of the conversation and can still continue with the question after the pause arises.

From a cognitive perspective, this disfluency happens because the speaker is still planning the structure of the utterance, not because of a problem in finding words. Based on the theory of speech production by Levelt (1989), the speaker needs time to compose the sentence structure. This data indicates disfluency in the form of filled pauses, which function as an utterance planning strategy. However, this datum is categorized as non-TOT because the filled pauses function only as a speech planning strategy, not as an indication of lexical retrieval.

## Datum 2

(01:17) But you got to perform in front of the Queen? -I did get to perform once in front of the Queen, yes. -Talk to me. What do you -- Talk to me about this. **What do you remember? Tell me everything.** -Well, it was like -- it was a sort of event at the Royal Academy. And all of the students got to do monologues in different rooms, and she would stop in front of one of the rooms, and whoever she stopped in front of would get to do their monologue.

(01:40) It was like a weird sort of game show. And she stopped in front of me. **I mean,** look, she didn't like the theater, so I don't think she had a great time, but I did. -Yeah. Yeah. -And I think that's what matters, really, in that moment. **-I mean,** that must've been -- But talk about pressure because -- -Yeah. No. Not really.

(Source: *The Tonight Show Starring Jimmy Fallon with Luke Thompson*, YouTube video, timestamp 01:17).

This utterance occurs when the guest is telling a story about his experience performing in front of the Queen. The host asked him to explain in detail by saying, “What do you remember? Tell me everything”. This request makes the reader have to remember their experience that has been done in the past and convey it spontaneously. In the middle of his explanation, the speaker uses the phrase “I mean” as in “I mean, look, she didn't like theatre ...” The use of the phrase “I mean”

indicates his awareness of managing the flow of the conversation, not an indicator of word access failure.

Linguistically, the use of “I mean” in this context functions to manage the flow of speech, add emphasis, or clarify the intended meaning. This expression does not indicate difficulty in finding the right words, but rather serves to adjust the delivery of information to make it clearer to the listener. The word “I mean” does not indicate any difficulty in finding a certain word, but is used as a strategy to keep the conversation going. After using the word, the speaker can continue his explanation without any long pauses, repetition, or word searches.

From a cognitive perspective, this shows speech planning, not a difficulty in lexical retrieval. Based on the speech production theory of Levelt (1989), speakers use certain words to help compose sentences when speaking spontaneously. The speaker continues speaking smoothly without any sign of difficulty in finding words. Therefore, this data is categorized as non-TOT. Although elements of “I mean” frequently appear in spontaneous speech, their use is not related to a failure to find the right word, but rather serves as a strategy to maintain the fluency and clarity of communication.

### **Datum 3**

(01:43) -North -- North Australia? [Laughter] -**Uh. -Uh. Where's Italy?** Where's France? Europe. -Europe! Europe. Europe. Europe. Europe. Yeah. -Ah! -Yeah, it's alright. I got six. I got six. -No, you got one. You got one. -[Chuckling] I got one? You helped me with the rest. -You got North America. -Yeah. -That was it. -I was going to say Wakanda.

(Source: *The Tonight Show Starring Jimmy Fallon featuring Nicole Kidman*, YouTube video, timestamp 01:43).

This utterance occurred when the speaker was asked to name the world's continents. In these conditions, the speaker needs a long time to answer the question. While responding, the speaker has difficulty recalling the correct answer. This is indicated by the hesitation "uh". Repeat "North-North Australia" and use of related examples such as "Italy" and "France" before finally mentioning "Europe". This condition shows that actually the speaker already knows the context of his continent, but is still trying to find it.

Linguistically, this utterance shows several features of disfluency, such as filled pauses, repetition, and the use of semantic cues. These cues help speakers identify the intended word through related meanings. These characteristics indicate that a lexical search process is ongoing, not the smooth and automatic production of speech. Cognitively, this phenomenon indicates that the speaker has discovered the meaning but is having difficulty accessing the word's phonological form. This aligns with Levelt's (1989) theory of speech production, which states that this disruption occurs at the phonological encoding stage.

Therefore, this datum can be categorized as moderate in the Tip-of-the-Tongue (TOT) phenomenon. The speaker shows difficulty recalling the intended word but can retrieve it through semantic cues and interaction. This indicates a temporary difficulty in retrieving the word, not a complete failure.

#### **Datum 4**

(02:44) -Were you a teenager? -Yeah. Well, I was like 11. 10, and 11. I went twice. -You went back? You went back? -Yeah. -Wow. You loved it. -I loved the harp. -What made you go back? -*Um...* I don't know. Well, I mean, there was like-- It was-- It was fun. I loved the harp. Like, I loved playing it. My mom played it.

(Source: *The Tonight Show Starring Jimmy Fallon with Jessie Buckley*, YouTube, 02:44)

In the conversation data above, the speaker answers the host's question about the reason for attending *the harp camp* again. Before answering, he said "Um...". The use of "um" indicates a filled pause, which is a word that the speaker uses when he needs time to plan the next sentence.

According to Levelt (1989), this difficulty occurs at the Formulator stage. The speaker already has a concept that he wants to convey, but still needs time to compose the right word form. To maintain a smooth conversation, the speaker uses a filled pause while preparing the answer to be spoken.

This data is categorized as moderate TOT because the speaker shows temporary difficulties in conveying the reasons to be expressed. This difficulty can be seen from the use of "Um..." before continuing the conversation. In this speech, the speaker can still continue his explanation by saying that he enjoys *harp camp*, likes to play the harp, and is inspired by his mother, who also plays the harp. Therefore, the difficulties that arise do not pose an obstacle to the delivery of the message.

## Datum 5

(00:17) “You're in the new 'Street Fighter' movie with Jason Momoa, which I'm very excited about. [ Cheers and applause] **How is, uh -- How is, uh, Momoa, uh, as a buddy to hang out with?** -Oh, he's the man. Um, unfortunately, he wasn't down in Sydney where we were shooting, and when I finally saw him at the awards show that we presented at, you could tell he had the FOMO.”

(Source: *The Tonight Show Starring Jimmy Fallon with Roman Reigns*, YouTube, 00:17)

In this conversation, the host asked about the speaker's experience working with Jason Momoa in the movie *Street Fighter*. Before delivering the question, the speaker said the word 'uh' several times. The use of the word 'uh' indicates a filled pause used to give the brain extra time before continuing its speech.

According to Levelt (1989), this condition occurs at the formulator stage, when the speaker is compiling the form of the word to be conveyed. The speaker already knows the concept he wants to convey, but it still takes a little time to compile the sentence quickly. Therefore, the speaker uses filled pauses to maintain the flow of the conversation while preparing the next sentence.

This data is categorized as non-TOT because it does not indicate difficulty in finding or remembering a particular word. After using the filled pause strategy, the speaker can continue the question clearly and smoothly. The use of 'uh' in the data is only used for speech planning, not a sign of the occurrence of the tip of the tongue (TOT)

*Relation to TOT:*

From this analysis, it can be concluded that filled pauses such as “uh”, “um”, and similar pauses frequently appeared in spontaneous speech on the talk show studied. The use of filled pauses typically functions as a speaker strategy to maintain conversational fluency while allowing time to determine the next words. In general, these pauses function as an utterance planning strategy used by speakers to fill temporary gaps during the language production process. In Levelt's (1989) model of speech production, this phenomenon is associated with the formulation

stage, when speakers transform ideas into linguistic form and require additional time to select words or construct sentence structures.

However, this analysis shows that not all pauses indicate TOT. In data 1, 2 and 5, the pauses used do not indicate strong lexical retrieval difficulties but rather serve discourse management and maintain fluency. In contrast, data 3 and 4 show that filled pauses occur together with signs of temporary difficulty in producing the intended utterance. This case indicates a temporary disruption in speech production and is therefore categorized as a moderate indication of TOT.

#### b) Repetition

Repetition is the repetition of words or phrases that the speaker does when trying to find the word to be said. This strategy helps the speaker maintain fluency in speaking and also gives extra time to search for words. In this study, repetition was found in four utterances. The data will be classified in the following table.

| No | Time Stamp | Utterance                                                                                                               | Linguistic Feature(s) | Classification | Category     |
|----|------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|--------------|
| 1  | 00:00      | <i>"I told I told..."</i>                                                                                               | Repetition            | Disfluency     | Non-TOT      |
| 2  | 00:35      | <i>"I want – I want – I want..."</i>                                                                                    | Repetition            | Disfluency     | Non-TOT      |
| 3  | 07:25      | <i>"[Laughter] Have you become—Have you become friends with all your other nominees going to all these award shows"</i> | Repetition            | Disfluency     | Non-TOT      |
| 4  | 02:34      | <i>"I love—I just love..."</i>                                                                                          | Repetition            | TOT            | Moderate TOT |

**Table 4.3.** Repetition and Its Classification

#### Datum 1

(00:00) Jamie Lee Curtis, I was trying to figure out what you were gonna play for me, as I thought you were gonna play. You know what? I think you were gonna play. What did you think I was gonna play? The Rocky theme. ***I told I told...***

Quest Love on his pod. Is that what you call it? Yes. Okay. It's called a podcast. Sorry. No. Like talking about his pod.

(source: *The Tonight Show Starring Jimmy Fallon featuring Jamie Lee Curtis*, YouTube video, timestamp 00:00).

This utterance occurs when the host talks to the guest about the music to be played and asks about their previous experiences on the Quest Love podcast. While explaining this, the speaker repeats the phrase “I told” before stating that they have previously told Quest Love about it. The repeated use of “I told” before continuing the sentence. This repetition indicates that the speaker is having difficulty continuing the conversation fluently. This is a temporary strategy used to pause while searching for the right word.

Linguistically, this speech shows repetition. The use of the word "I told" serves as a strategy to maintain fluency in speaking while the speaker prepares the next sentence. In this data, repetition is not accompanied by signs of difficulty in finding words. After using repetition, the speaker can continue clearly, and the meaning conveyed can be understood by the other person.

This suggests that repetition does not always show the Tip-of-the-Tongue (TOT). Repetition in spontaneous conversation usually serves as a strategy to keep things flowing. It can be interpreted that the speaker uses repetition to gain additional time in composing sentences, not because of difficulties in remembering words. Therefore, this data is categorized as non-TOT because the repetition that appears is not a lexical retrieval difficulty but only a speech planning difficulty.

## Datum 2

(00:35) I want to talk about -- -No, get through me so you can get them on the show. -No! You -- -Truly. No, ***I want -- I want -- I want to ask you a thousand questions.*** You've told me that you've been on holiday recently. -Yes. Because you said, "Oh, you work so much," and I'm like, "I holiday a lot, too." -Yeah. You brought this as proof.

(source: *The Tonight Show Starring Jimmy Fallon featuring Nicole Kidman*, YouTube video, timestamp 00:35)

This utterance occurs when the host wants to ask the guest many questions and appears very enthusiastic about starting the questions. However, before delivering the complete question, the host repeats the phrase “I want” three times. The repetition of “I want” three times before continuing with the phrase “-- I want to ask you a thousand questions” serves to prepare for the next sentence and helps maintain a smooth conversation. This repetition arises when the speaker tries to keep the conversation going and also prepare for the next sentence. This condition shows that the speaker is still trying to maintain smooth communication.

Linguistically, this conversation shows repetition. The repetition of the word "I want" serves as a strategy to maintain the conversation and give you extra time to compose your next speech. In spontaneous conversations, repetition is used to keep the speaker's communication from losing the flow that is being discussed. After that, the speaker can continue his speech clearly and smoothly without any word search.

From a cognitive perspective, this repetition reflects a speech planning process, not a problem in lexical retrieval. In this utterance, the speaker already knows what he wants to say and can complete the sentence without difficulty.

Therefore, it is categorized as non-TOT because it does not involve long pauses that can disrupt the conversation.

### Datum 3

(07:25) You've won over 40 awards for "Hamnet," okay? You've won a BAFTA... [ Cheers and applause] ...a Critics' Choice Award, a Golden Globe. You just won an Actor Award this past Sunday. And you're nominated for an Oscar for Best Lead Actress. Jessie Buckley! -That's how you do it! [ Cheers and applause] Now...Now...

**(07:49) [ Laughter] Have you become-- Have you become friends with all your other nominees going to all these award shows?** -Yeah, I've made some really great friends. Like, Teyana Taylor, I love. -She's so fun. -She's unbelievable. She's unbelievable in "One Battle After Another." -Yeah, she really is. [ Cheers and applause] -I was so blown away by her.

(Source: *The Tonight Show Starring Jimmy Fallon featuring Jessie Buckley*, YouTube video, timestamp 07:49).

This utterance occurs after the host introduces the guest's achievements and awards. After applause, the host begins to ask questions about the guest's relationships with other nominees during award events. In this utterance, the host repeats the phrase "Have you become-- Have you become friend..." before completing the question. This repetition shows that the speaker is structuring the question while speaking, especially after transitioning from an enthusiastic introduction to a more focused question.

Linguistically, this speech shows a repetition of the sentence "Have you become". This repetition serves as a strategy to maintain fluency and help the speaker to structure the questions to be delivered. This repetition helps the speaker maintain the flow of the speech to keep it running smoothly. After doing this, the speaker can still proceed with his or her question clearly without any word searches.

From a cognitive perspective, this repetition shows the process of speech planning, rather than difficulty in lexical retrieval. The speaker can still continue the question fluently and shows no signs of difficulty in word finding. Therefore, this data is categorized as non-TOT as the repetition functions as a fluency strategy in spontaneous speech, not an indication of lexical retrieval failure.

#### Datum 4

(02:34) o I'm now on the cruise... -Would I have loved it? -I will be promoting cruises. [Laughter] -Would I? -It's my side hustle. -Really? -Yeah. -Why? What did you love about it? -Because I love doing karaoke night. [Laughter] -You are so funny. -And *I love* -- *I just love being*, like -- all the different restaurants. And you can go -- Anyway, look, this is not interesting.

In the conversation data above, the speaker is explaining the reason for liking to travel on a cruise ship. When delivering his opinion, the speaker repeats the phrase "I love" to "I love -- I just love" before continuing with the next explanation. The repetition of the same word is characteristic of repetition.

According to Levelt (1989), repetition occurs when the speaker has temporary difficulty in planning the next speech. To maintain a smooth conversation, the speaker repeats the words that have been spoken to prepare the sentence to be delivered next. In this data, the speaker takes time by repeating the phrase "I love" to develop an explanation of the things they like about the cruise.

This utterance data is categorized as moderate TOT because the speaker shows temporary difficulties in expressing the idea to be conveyed. This difficulty can be seen from the repetition of "I love -- I just love," which shows that the speaker has not been able to convey information directly. In this utterance, the

speaker can still continue the conversation and convey his or her intentions without stopping for a long time.

*Relation of TOT:*

Based on the analysis, repetition emerged as a key feature of spontaneous speech on a talk show. Repetitions such as “I told”, “I want,” and “I love” were used by the host in the context of spontaneous, fast, and unplanned conversations.

In general, repetition functions as a speech production strategy that helps the speaker maintain fluency. Repetition provides additional time for speakers to organize their thoughts and develop ideas without producing long pauses that could disrupt the flow of conversation.

However, the analysis showed that repetition in this data was not necessarily related to the Tip-of-the-Tongue (TOT) phenomenon. In data 1,2, and 3, repetition occurs without any indication of lexical retrieval failure. The speakers are able to continue their utterances clearly and smoothly, without producing incomplete word forms.

In contrast, data 4 showed that repetition was associated with a temporary difficulty in expressing an idea. The speaker repeated the phrase “I love,” which indicated a brief disruption during speech production. Therefore, this utterance was categorized as moderate TOT.

### **c) Hesitation**

Hesitation occurs when the speaker pauses while trying to find the word they want to say. The pause indicates an increase in thinking effort and can interfere

with fluency in speaking. In this study, hesitation was found in five utterances. The data and their classification are presented in the following table.

| No | Time Stamp | Utterance                         | Linguistic Feature(s) | Classification | Category   |
|----|------------|-----------------------------------|-----------------------|----------------|------------|
| 1  | 01:11      | <i>"Are there seven?"</i>         | Hesitation            | Disfluency     | Non-TOT    |
| 2  | 05:02      | <i>"misrep— what's the word?"</i> | Hesitation            | TOT            | Strong TOT |
| 3  | 03:33      | <i>"Did he just like..."</i>      | Hesitation            | Disfluency     | Non-TOT    |
| 4  | 01:16      | <i>"This is—"</i>                 | Hesitation            | Disfluency     | Non-TOT    |
| 5  | 02:34      | <i>"I love—I just love..."</i>    | Hesitation            | Disfluency     | Non-TOT    |

**Table 4.4.** Hesitation and Its Classification

### Datum 1

(01:11) -Come on. -...think that I wouldn't know? -Yeah. -Really? -I think you might not know. -You think I wouldn't know? -Let's go. -The seven continents. -Come on. -**Are there seven? Exactly?** -He doesn't know! -No. You got -- -He needs to go back to school. -What do you have? Seven? Well, you have Antarctica, obviously.

(Source: *The Tonight Show Starring Jimmy Fallon featuring Nicole Kidman*, YouTube video, timestamp 01:11).

This utterance occurs during an interaction when the speakers are discussing the number of continents in the world. The atmosphere was relaxed and playful, as they tested each other's knowledge. In this part, the speaker asked the question "Are the seven? Exactly?" to confirm whether the number of continents was indeed seven. This question emerged because of doubts about the information. This doubt indicates that the speaker is trying to ascertain the correctness of the information before continuing the conversation.

Linguistically, this speech indicates hesitation. This hesitation can be seen from the questions used by the speaker to believe information that is not yet certain.

In spontaneous conversation, hesitation arises when the speaker needs time to think, confirm information, or think of the right answer. In this data, no word search marks were found. The speaker can still convey his speech clearly.

From a cognitive perspective, this utterance demonstrates hesitation, characterized by the speaker's uncertainty about the information they wish to convey. The speaker is not struggling to find a specific word, but is unsure about the accuracy of the information being discussed. Therefore, this data is categorized as non-TOT, because the hesitation is related to uncertainty about the information, not difficulty finding the words.

## Datum 2

(05:02) I felt sick. -Oh, I'm so sorry. -I want to just tell cat people that I am-- I actually auditioned to be a cat once. -You love cats so much that you wanted to be a cat? -Yeah, um, and there's been a misrep-- ***What's the word?*** -Conception. -Conception. -That you don't enjoy... -Because of an interview that I did, that, um... (05:24) -You don't love felines? -Well, no. They asked me if I was a dog or a cat, and, honestly, I think I'm probably a quarter cat and three-quarters dog. -Yeah, that counts. -Don't you think that's right? -I'm 100%. -What are you? -100% dog. -You're absolutely a dog. -You didn't even have to ask. You knew the answer.  
(Source: *The Tonight Show Starring Jimmy Fallon featuring Jessie Buckley*, YouTube video, timestamp 05:02).

The utterance occurred during a conversation when the speaker was explaining a misunderstanding that arise from a previous interview regarding her views on cats. Initially, the speaker explains that people may have misinterpreted her statements, leading to the impression that she does not like cats. While explaining this, the host struggles to find the right word to convey her meaning, by saying “and there's been a misrep--,” and then interrupts herself by asking “what’s the word?”, before the interlocutor provides the correct word “conception”.

This phenomenon indicates a strong hesitation accompanied by lexical retrieval failure. The guest knows the concept she wants to convey, but is having difficulty accessing the correct word form. Cognitively, this indicates a disruption in the phonological encoding stage, where the word form is inaccessible even though its meaning is readily available. Furthermore, there is an indication of a feeling of knowing, as the speaker is aware that she knows the word but is unable to express it. The request for help, “What’s the word?”, further confirms that the speaker is having difficulty finding the target word.

Therefore, this datum strongly indicates the Tip-of-the-Tongue (TOT) phenomenon. This classification is supported by the presence of multiple indicators such as partial phonological retrieval, explicit expression of difficulty, and reliance on an interlocutor to provide the correct word. These characteristics represent a clear impairment, not simply hesitation or speech planning problems.

### **Datum 3**

(03:33) -I wasn't alone. I can tell you that. -Oh, people had a crush? -It was, like, all of us. It was the most booked class of the whole week. -I don't even know what jazz harp is. ***He came in and what? Did he just like... [Imitating stand-up bass]*** -Kind of. Yeah. Yeah. He just plucked to his heart's content. -Plucked to his heart's content. Yeah. Oh, my gosh.

*(Source: The Tonight Show Starring Jimmy Fallon featuring Jessie Buckley, YouTube video, timestamp 03.33).*

This utterance occurs when the speaker is trying to understand and imagine how to play the jazz harp. In the conversation, the guest said, “Did he just like...” and then imitated the sound of a musical instrument instead of the actual word he intended to say. The use of imitation sounds appeared spontaneously to describe

how to play the musical instrument being discussed. This is an alternative strategy in spontaneous communication, not a disruption in lexical access.

Linguistically, this speech shows hesitation and unfinished sentences. The utterance stops in the middle of the sentence, but is not accompanied by the characteristic lexical retrieval difficulty. From a cognitive perspective, this phenomenon does not indicate a problem in lexical retrieval. The speaker does not show signs of word searching, such as filled pauses, circumlocution, or explicit expressions of not knowing the word. The speaker uses non-verbal expressions as an alternative way to convey meaning more engagingly.

Therefore, this data is categorized as non-TOT. The hesitation and incomplete structure are not caused by a failure to retrieve a lexical item, but rather a choice of delivery method. This is different from the Tip-of-the-Tongue (TOT) phenomenon, where the speaker keeps trying but fails to access a particular word, whereas in this case, the speaker does not try to find the word but replaces it with a non-verbal expression.

#### **Datum 4**

(01:16) By the way, you were fantastic in this. You're one of the zebras in "Zootopia 2." ***This is--*** [ Cheers and applause] No, no, no. Come on. No. This, out of anything- - I mean, you can do it all. Come on. You win the belt. You do everything. WrestleMania. That's all cool. This is unbelievably cool. -This was probably the toughest thing of all of them.

(Source: *The Tonight Show Starring Jimmy Fallon with Roman Reigns*, YouTube, 01:16)

In the conversation data above, the host praised the speaker for his involvement in *the movie Zootopia 2*. While giving a compliment, the host stops his speech at the sentence "This is--" before continuing with a more complete explanation. The interrupted speech indicates hesitation, which is doubt or temporary unpreparedness in composing speech.

According to Levelt (1989), this condition occurs at the Formulator stage, which is when the speaker already has a concept that he wants to convey but still formulates the right word form to be expressed. Therefore, the host stopped his speech before continuing the sentence he wanted to convey.

This data is categorized as non-TOT because it does not show any difficulty in finding or remembering a particular word. The speaker can still convey his or her intentions smoothly after the short pause.

### Datum 5

(02:34) o I'm now on the cruise... -Would I have loved it? -I will be promoting cruises. [Laughter] -Would I? -It's my side hustle. -Really? -Yeah. -Why? What did you love about it? -Because I love doing karaoke night. [Laughter] -You are so funny. -**And I love -- I just love being, like -- all the different restaurants.** And you can go -- Anyway, look, this is not interesting.

(Sources: *The Tonight Show Starring Jimmy Fallon with Nicole Kidman*, YouTube, 02:34)

In the conversation data above, the speaker is explaining the reasons why he loves traveling on a cruise ship. However, when delivering his explanation, he stopped his speech several times, such as " *I love --*" and "*And you can go --*". This indicates hesitation, which is doubt or temporary influence when the speaker tries to continue conveying the idea to be conveyed.

Based on Levelt (1989), hesitation occurs when the speaker is planning and composing a sentence that he wants to convey, but stops for a moment. The speaker pauses his speech several times, saying "*And I love --*" and "*And you can go --*", before continuing with a different sentence structure.

In the Levelt model, this phenomenon occurs at the formulation stage, which is when the speaker converts the concepts in his mind into linguistic forms. The speaker is putting together his ideas on the reasons why the speaker loves cruise travel. Therefore, there are pauses and sentence corrections during the speaking process.

Therefore, this speech is categorized as non-TOT because there is no indication that the speaker has difficulty finding a certain word, although there are doubts in the delivery of the speech. The speaker can still continue the conversation without any attempt to find the missing word. So, this speech is just a normal disfluency that appears during the speech planning process.

#### *Relation to TOT:*

Based on the analysis, hesitation emerged as a common linguistic feature in spontaneous conversations on talk shows. This feature is typically characterized by hesitations, pauses, and unfinished utterances. In general, hesitation functions as an utterance planning strategy used by speakers to manage language production in real time. In many cases, hesitation indicates that the speaker is engaged in online planning, confirming information, rephrasing ideas, or searching for a more appropriate way to convey a message.

However, the analysis shows that not all hesitations are related to the Tip-of-the-Tongue (TOT) phenomenon. In data 1, 3, 4, and 5, hesitations are more closely related to uncertain information and alternative communication strategies, without any indication of impaired lexical retrieval. Meanwhile, in datum 2, hesitation is accompanied by lexical retrieval failures, requests for help, “what’s the right word”, and indications of feeling of knowing, which strongly indicate the characteristics of the Tip-of-the-Tongue (TOT) phenomenon. Therefore, only datum 2 can be categorized as TOT, while the other data represent hesitation as a speech planning strategy rather than lexical retrieval difficulty.

#### d) Self-repair

Self-repair is the act of changing or correcting one's own speech when speaking. In the TOT condition, the speaker can change the sentence structure or replace hard-to-find words to keep communication going. In this study, self-repair was found in six utterances. The data and their classification are presented in the following table.

| No | Time Stamp | Utterance                                                    | Linguistic Feature(s) | Classification | Category     |
|----|------------|--------------------------------------------------------------|-----------------------|----------------|--------------|
| 1  | 02:00      | <i>“I didn’t know – I don’t know...”</i>                     | Self-repair           | Disfluency     | Non-TOT      |
| 2  | 05:02      | <i>“misrep— what’s the word?”</i>                            | Self-repair           | TOT            | Strong TOT   |
| 3  | 00:00      | <i>“pod... podcast”</i>                                      | Self-repair           | TOT            | Moderate TOT |
| 4  | 00:22      | <i>“Neither either or? Is that the expression?”</i>          | Self-repair           | Disfluency     | Non-TOT      |
| 5  | 02:34      | <i>“I’m now the cruise... → I will be promoting cruises”</i> | Self-repair           | TOT            | Moderate TOT |
| 6  | 03:14      | <i>“We get into-- → We lock into”</i>                        | Self-repair           | Disfluency     | Non-TOT      |

**Table 4.5.** Self-repair and Its Classification

### Datum 1

(02:00) *I didn't know -- I don't know what we were talking about.* -You failed geography. -What did you -- No, I'm not good at -- I'm not good at it. -Right. -If I play Trivial Pursuit, I don't like the blue chips. -Mnh. -No. -Mnh. -What did you do there? -So we saw penguins, and I went on a cruise. I actually went on a cruise with lots of strangers.

(Source: *The Tonight Show Starring Jimmy Fallon featuring Nicole Kidman*, YouTube video, timestamp 02:00).

This utterance occurs when the host and guest are discussing their experiences and knowledge in geography. The speaker states that she doesn't understand geography well. She has difficulty remembering what was discussed, so she says, "*I didn't know -- I don't know what we were talking about*".

In this utterance, there is self-repair where the speaker corrects the original utterance, "I didn't know" to "I don't know". This correction indicates that the speaker realized the incorrect word had been used and immediately corrected it. In this case, the speaker immediately corrected the incorrect form of the phrase in the conversation.

From a cognitive perspective, this self-repair reflects a self-monitoring process during speech production, not a problem in lexical retrieval. The speaker does not show any signs of difficulty in finding words. Therefore, this utterance is categorized as non- Tip-of-the-Tongue(non-TOT). The speaker showed no signs of difficulty remembering specific words, such as hesitation when producing the target word, use of word expressions, or other. The corrections were made directly and indicated a monitoring process rather than a memory failure.

### Datum 2

(05:02) I felt sick. -Oh, I'm so sorry. -I want to just tell cat people that I am-- I actually auditioned to be a cat once. -You love cats so much that you wanted to be

a cat? -Yeah, um, and there's been a misrep-- ***What's the word?*** -Conception. - Conception. -That you don't enjoy... -Because of an interview that I did, that, um... (05:24) -You don't love felines? -Well, no. They asked me if I was a dog or a cat, and, honestly, I think I'm probably a quarter cat and three-quarters dog. -Yeah, that counts. -Don't you think that's right? -I'm 100%. -What are you? -100% dog. -You're absolutely a dog. -You didn't even have to ask. You knew the answer.  
(Source: *The Tonight Show Starring Jimmy Fallon featuring Jessie Buckley*, YouTube video, timestamp 05:02).

This utterance occurs when the speaker attempts to explain a misunderstanding about her perceived dislike of cats. While delivering the statement, the speaker struggles to find the correct word, specifically “misconception”. This is evident when the speaker attempts to pronounce the word “misrep—” followed by the question “What’s the word?”, before receiving assistance from the interlocutor.

Linguistically, this utterance demonstrates the characteristics of the Tip-of-the-Tongue (TOT) phenomenon, including self-interruption and self-repair. This occurs when the speaker pauses after uttering the word “misrep—” upon realizing the word is incorrect, and a request for assistance is made to the interlocutor, “What’s the word?”

From a cognitive perspective, based on Levelt’s (1989) speech production theory, this utterance indicates a disruption in the phonological encoding stage, where the speaker already knows the meaning but cannot access the complete word form.

Therefore, this datum can be categorized as a strong Tip-of-the-Tongue (TOT) phenomenon. This classification is supported by several key indicators: a temporary failure in word production, the appearance of phonological fragments, and a feeling of knowing that the word is already known.

### Datum 3

(00:00) Jamie Lee Curtis, I was trying to figure out what you were gonna play for me, as I thought you were gonna play. You know what? I think you were gonna play. What did you think I was gonna play? The Rocky theme. I told I told... Quest Love on his pod. ***Is that what you call it?*** Yes. Okay. It's called a podcast. Sorry. No. Like talking about his pod.

(Source: *The Tonight Show Starring Jimmy Fallon featuring Jamie Lee Curtis*, YouTube video, timestamp 00:00).

This utterance occurs when the speaker is recounting an experience related to Questlove and mentions the media used. When describing the media, the speaker initially says “pod” but then pauses, indicating uncertainty about the appropriate term. This uncertainty is evident in the utterance “*Is that what you call it?*”, used to question the host, before stating the correct word “podcast”.

Linguistically, this utterance demonstrates a feature related to difficulties in speech production, namely self-repair. In the “pod...podcast” section, the speaker corrects the word form to make it more precise. The question “*Is that what you call it?*” functions as a signal indicating uncertainty and an effort to seek clarity.

Cognitively, this utterance indicates that the speaker already has partial knowledge of the intended word. This is evident in the use of “pod” as the initial form, indicating that the semantics are active, but the complete lexical form has not yet been fully accessed. This aligns with Levelt’s (1989) speech production theory, which states that disruptions can occur at the stage of lexical selection or phonological encoding.

This datum is categorized as moderate TOT. The speaker experiences significant difficulty recalling the complete lexical form, as evidenced by

hesitation, self-repair, and requests for confirmation. However, the disruption was not complete, as the speaker was successful in recalling and saying the correct word just moments later. This reflects a partial failure in recall, not a total failure to access the word.

#### **Datum 4**

(00:22) *Neither either or? Is that the expression?* -That's how they say it. Yeah. -Maybe that's why I became an actor. -Exactly. Yeah. -Yeah. -Do you still speak a little French or? -Yeah. I mean, I can teach you some. Would you like me to teach you some, a little bit? -Yeah. -Yeah. They've got really good idioms, like really good phrases.

(Source: *The Tonight Show Starring Jimmy Fallon with Luke Thompson*, YouTube, 00:22)

In the conversation data above, the speaker pronounces "*Neither either or?*" then continues with "*Is that the expression?*". This speech shows that the speaker feels doubtful about the sentence spoken and confirms whether the speech is correct or wrong. This shows self-repair, which is the act of re-examining or evaluating one's own speech.

According to Levelt (1989), self-repair occurs due to a self-monitoring process, which is when the speaker monitors their own speech and realizes the possibility of mistakes before continuing the conversation. In these cases, the speaker does not have difficulty remembering or finding a particular word, but rather simply checks the accuracy of the expressions used.

This data is categorized as non-TOT because it does not show any difficulties in the lexical retrieval process. The speaker can still access the necessary words smoothly and only check the form of expression spoken.

### Datum 5

(02:34) *o I'm now on the cruise... -Would I have loved it? -I will be promoting cruises.* Laughter -Would I? -It's my side hustle. -Really? -Yeah. -Why? What did you love about it? -Because I love doing karaoke night. [Laughter] -You are so funny. -And I love -- I just love being, like -- all the different restaurants. And you can go -- Anyway, look, this is not interesting.

(Source: *The Tonight Show Starring Jimmy Fallon with Nicole Kidman*, YouTube, 02:34)

In the context of the conversation, the speaker told about his vacation by using a cruise ship. But when he wanted to refer to himself as someone who promoted or supported the cruise, he said: "I'm now the crusie." The sentence stopped and did not finish. After that, change the sentence to "I will be promoting cruises." This indicates that the speaker is having trouble finding the right word or sentence, then replacing it with an easy-to-access sentence.

According to Levelt (1989), this difficulty occurs at the Formulator stage, when the speaker tries to choose the right lexical form to express the ideas that are already in his mind. Actually, the speaker already has the concept that he is a supporter or promoter of cruises, but has difficulty finding the right sentence, so he does self-repair.

This data is categorized as Moderate TOT because the speaker shows difficulty finding the word they want to say, but can continue the conversation. The speaker is still trying to improve and maintain the flow of the conversation by diverting the discussion through sentences.

## Datum 6

(03:14) -A little before-and-after. -Yeah. -Uh, how are you feeling about going up against CM Punk? He's pretty great. How are you preparing for this? -Well, I mean, you know, this is gonna be my 11th WrestleMania, so I have a full system and a process in place. ***We get into-- We lock into a very pro-level type of camp.***  
 (Source: *The Tonight Show Starring Jimmy Fallon with Roman Reigns*, YouTube, 02:34)

In the above utterance, the speaker explained the preparations for WrestleMania. When explaining the preparation process, he said "*We get into--*" and immediately replaced it with "*We lock into a very pro-level type of camp.*" The change in speech indicates self-repair, which is when the speaker corrects or replaces the words that have been spoken with other words that are considered more appropriate to convey their meaning

According to Levelt (1989), this event occurs at the Formulator stage, which is when the speaker arranges the linguistic form of the message to be conveyed. After saying "*We get into*", the speaker monitored his speech and chose the phrase "*We lock into*" because it was considered more appropriate to describe his level of focus and seriousness in undergoing WrestleMania preparations.

This data is categorized as non-TOT because the speaker does not show difficulty in finding or remembering the word they want to say. It simply changes the choice of words to make the meaning clearer. This can be seen from the quick fixes without long pauses, word searches, or spinning explanations that usually appear in the TOT phenomenon.

### *Relation to TOT:*

Based on the analysis, self-repair emerges as a key feature in spontaneous speech on talk shows, characterized by the speaker's immediate correction of their

own utterances, such as changing the phrase “I didn’t know” to “I don’t know”, the lexical correction of “pod” to “podcast”, and revising an incomplete utterance such as “We get into—” to “We lock into”. These corrections reflect the speaker’s ability to monitor and adjust speech production in real time.

Generally, self-repair functions as a speech monitoring strategy, indicating that the speaker evaluates and corrects their speech output during the course of the conversation. From Levelt’s (1989) perspective, this phenomenon relates to the self-monitoring mechanism, the speaker’s ability to detect and correct errors during the speech production stage.

However, the analysis results indicate that self-repair does not always represent Tip-of-the-Tongue (TOT). Datum 1, self-repair occurred due to grammatical correction without any indication of lexical retrieval difficulty, so this data doesn’t indicate TOT. Meanwhile, in datum 3 and 5, as moderate TOT and datum 2 as strong TOT, word retrieval was accompanied by symptoms characteristic of TOT, such as word fragmentation, hesitation, and asking for help, indicating a disruption in the lexical access process.

Therefore, this finding suggests that self-repair may function either as a normal speech-monitoring strategy or as an indicator of lexical retrieval difficulty, depending on the context in which it occurs.

#### **e) Circumlocution**

Circumlocution occurs when the speaker explains or describes a word. This strategy shows that the speaker still understands the meaning of the word in

question but cannot remember the form of the word exactly. In this study, circumlocution was found in five utterances. The data is classified and presented in the following table.

| No | Time Stamp | Utterance                                                                           | Linguistic Feature(s) | Classification | Category     |
|----|------------|-------------------------------------------------------------------------------------|-----------------------|----------------|--------------|
| 1  | 09:32      | <i>"What do you call..."</i>                                                        | Circumlocution        | TOT            | Moderate TOT |
| 2  | 05:02      | <i>"What's the word?"</i>                                                           | Circumlocution        | TOT            | Strong TOT   |
| 3  | 02:55      | <i>".... like, the high-school dropout looking guy, CM Punk. -That is CM Punk."</i> | Circumlocution        | TOT            | Moderate TOT |
| 4  | 02:34      | <i>"I love being like... restaurants..."</i>                                        | Circumlocution        | TOT            | Moderate TOT |
| 5  | 01:36      | <i>"It was one of—"</i>                                                             | Circumlocution        | TOT            | Moderate TOT |

**Table 4.6.** Circumlocution and Its Classification

#### Datum 1

(09:32) And if you love a little crime thriller, it's perfect. I want to show everyone a clip. Here's Jamie Lee Curtis in Scarpetta. Take a look. Can you believe this? No. Did you know? Morning. You gave my husband a job. Yeah. Why would you do that, Kay? Because I needed help. Well, why him? Cuz I'm surrounded by vipers in that office, and I need someone I can trust. Yeah.

(10:02) Can we all remember, please, that this was once my former **what do you call vocation?** What about the private PI business that you were going to start with Lucy Peter? Uh, how are you going to start that up now that you are, what, a former victim with her? Yeah, she is. I mean, she is, that's how you do it right there. Jamie Lee Curtis everyone premieres March 11th on Prime Video. More tonight show after the break. Stick around.

(Source: *The Tonight Show Starring Jimmy Fallon featuring Jamie Lee Curtis*, YouTube video, timestamp 10:02).

This conversation arises when the host shows a clip from a movie starring the guest. In the clip, one of the characters is discussing a job they had previously held. While sharing their experience, the speaker struggles to find the right term, so they use the phrase "what do you call?" before continuing with the word they want to say.

Linguistically, this utterance demonstrates the use of circumlocution, a strategy employed when the speaker cannot immediately name the intended word and instead replaces it with a description such as “what do you call...”. This strategy serves to maintain fluency while attempting to access the correct word.

From a cognitive perspective, this phenomenon suggests that the speaker has likely accessed the general meaning of the intended word but is having difficulty accessing its lexical or phonological form. This aligns with Levelt’s (1989) theory of speech production, where disruptions can occur during the phonological encoding stages.

Therefore, this datum can be categorized as a moderate TOT. The speaker clearly experiences difficulty in finding the target word, as indicated by the use of circumlocution. However, the communication does not break down completely, since the speaker is still able to convey meaning and can continue the utterance.

## Datum 2

(05:02) I felt sick. -Oh, I'm so sorry. -I want to just tell cat people that I am-- I actually auditioned to be a cat once. -You love cats so much that you wanted to be a cat? -Yeah, um, and there's been a misrep-- **What's the word?** -Conception. -Conception. -That you don't enjoy... -Because of an interview that I did, that, um... (Source: *The Tonight Show Starring Jimmy Fallon featuring Jessie Buckley*, YouTube video, timestamp 05:02).

This conversation occurred on a talk show when the guest was discussing a misunderstanding about her dislike of cats. She tried to explain that the misunderstanding stemmed from a previous interview. However, while explaining, the guest had difficulty finding the right word. She said “misrep—” and then paused

and asked “What’s the right word?” before another speaker helped by saying “conception”.

From a linguistic perspective, this utterance demonstrates the use of circumlocution. The speaker uses “what’s the right word?” as a way to ask for help from another person when having trouble finding the right word. This utterance helps keep the conversation moving, maintaining the flow.

From a cognitive perspective, this phenomenon indicates that the speaker has already accessed the intended meaning but is experiencing difficulty retrieving its phonological form. This aligns with Levelt’s (1989) speech production, in which breakdowns may occur during the stage of phonological encoding. This datum can be categorized as a moderate TOT state, as the speaker shows clear difficulty in retrieving the target word but continues speaking by using a strategy and also getting help from the other speaker.

### Datum 3

(02:34) “-But it's you-- Who's the other voice again in this? ***I always forget his name.*** -Yeah, that's... That's the only unfortunate part. The good thing is, we didn't have to actually do it together. We had separate studio time. -You were great. -You can clearly tell the size difference, who I am. I'm the big strapping one here, Zebraxton.”

(02:55) “***And then this is, like, the high-school dropout looking guy, CM Punk. - That is CM Punk.*** -We don't even remember his name. -Yeah, we don't remember his name. But here you are going up. You're head-to-head. WrestleMania 42. That's-- These-- These guys are going head-to-head, really, is what's happening. -A little before-and-after there, yeah.”

(Source: *The Tonight Show Starring Jimmy Fallon featuring Roman Reigns*, YouTube video, timestamp 02:55).

This utterance occurred when the speaker was discussing the roles and characters in a project. At first, the speaker tried to mention someone’s name but

had difficulty remembering it and saying, “*I always forget his name*”. When unable to recall the name directly, the speaker continued the conversation by utterance “*And then this is, like, the high-school dropout looking guy*” before finally mentioning, “*That is CM Punk.*”

Linguistically, this utterance demonstrates the use of circumlocution. Circumlocution is a strategy when speaker replaces an unavailable word with a description or alternative explanation. The utterance “... *the high-school dropout looking guy*” functions as a temporary alternative to refer to the intended referent, allowing communication to continue even though the speaker is having difficulty finding the right word.

From a cognitive perspective, this phenomenon indicates that the speaker has accessed the conceptual representation of the intended referent but is having difficulty accessing its lexical form. This aligns with Levelt's (1989) speech production theory suggest that disruption can occur at the lexical selection stage, especially with specific words such as personal names, which are more prone to retrieval failures. Therefore, this datum is categorized as moderate TOT. The speaker shows difficulty in finding the right word, as shown by the utterance “*I always forget his name*” and the use of circumlocution.

#### **Datum 4**

02:34) o I'm now on the cruise... -Would I have loved it? -I will be promoting cruises. [Laughter] -Would I? -It's my side hustle. -Really? -Yeah. -Why? What did you love about it? -Because I love doing karaoke night. [Laughter] -You are so funny. -***And I love -- I just love being, like -- all the different restaurants. And you can go*** -- Anyway, look, this is not interesting.

(Source: *The Tonight Show Starring Jimmy Fallon with Nicole Kidman*, YouTube, 02:34)

In the conversation data above, the speaker wants to explain why he likes cruises, but has difficulty finding the right word. Before saying the word he wanted to convey directly, he said "I just love being, *like -- all the different restaurants*," and "and you can go -- Anyway, look, this is not interesting" without finishing what is meant. Strategies that explain concepts indirectly are called circumlocution.

According to Levelt (1989), this difficulty occurs at the Formulator stage, which is when the speaker tries to find the appropriate word to convey the idea that is already in his mind. Since the word being searched for is not immediately found, the speaker uses circumlocution to maintain the flow of the conversation.

This data is categorized as moderate TOT because the speaker shows difficulty in finding the word they want to say, but can still continue the conversation. These difficulties can be seen from the repetition of "*I love -- I just love*" and the interrupted sentence "*And you can go --*". Nonetheless, the speaker does not stop completely and continues the conversation anyway.

### Datum 5

(01:36) -Do you think so? "Zootopia 2"? ***-It was one of-- You know how, you know, when you're performing, you need a little bit of feedback?*** -Yeah. -We didn't have any lines for this. We literally said "zebras" the whole time. In two minutes, I said "zebras" 500 times. All different inflections, different deliveries, different ways.

(Source: *The Tonight Show Starring Jimmy Fallon with Roman Reigns*, YouTube, 01:36)

In this speech, the speaker would like to say that the work is one of the hardest/challenging experiences or one of those situations where performers need feedback. However, the speaker did not immediately find the right sentence, so his speech stopped at the sentence "*It was one of--*" and then explained the condition

with another sentence. A strategy used to explain a concept when the right word or expression has not yet appeared is called circumlocution.

According to Levelt (1989), this difficulty occurs at the Formulator stage, which is when the speaker tries to choose and take the appropriate word from the mental lexicon. Because the desired word has not been found quickly, the speaker uses circumlocution by explaining the condition in question so that communication continues.

This data is considered moderate TOT because the speaker knows the concept they want to convey, but has difficulty finding the right word. Therefore, the speaker stops the sentence that is being composed and replaces it with a longer explanation, but is still able to continue the conversation and convey the message in question.

*Relation to TOT:*

Based on the analysis, circumlocution emerged as one of the linguistic strategies used in spontaneous conversation on talk shows, when the speaker had difficulty finding the right word. This strategy is characterized by the use of “what do you call..” and “what’s the word?”, which serve to replace words that could not be retrieved directly.

In general, circumlocution serves as a means for speakers to maintain the flow of communication despite experiencing obstacles in lexical retrieval. This strategy helps speakers bridge the gap between a known concept and a lexical form that has not yet been successfully retrieved.

The analysis results indicate that circumlocution in this datum is closely related to moderate Tip-of-the-Tongue (TOT). In all five cases, the speakers demonstrated awareness of the concept they wished to convey but experienced difficulty accessing the right word. The speaker can continue communication through descriptive strategies without experiencing a complete breakdown.

However, the degree of difficulty varied across the data. In data 1, 3, 4 and 5, the speakers were still able to continue speaking through descriptive strategies, that indicating moderate TOT. Meanwhile, datum 2 showed a stronger indication of TOT because the speaker explicitly asked for help after failing to retrieve the target word.

## **2. Lexical retrieval difficulty in TOT based on a metacognitive perspective.**

This subsection presents the findings related to the second study question, which focuses on how lexical access difficulty occurs during the Tip-of-the-Tongue (TOT) phenomenon in spontaneous spoken interaction. This analysis is based on three metacognitive processes, such as metacognitive awareness, metacognitive monitoring, and metacognitive control, which are observed in the data.

### **a) Metacognitive awareness**

The findings show that metacognitive awareness occurs when the speaker realizes that they know the concept they want to express but cannot access the correct word, a phenomenon typically observed in the Tip-of-the-Tongue (TOT) phenomenon. In this study, metacognitive awareness is found in Data 11, 16, and 22. This is marked by the presence of the word “misrep—” and also the utterance “what’s the word?”. These utterances indicate that the speaker is aware of a

disconnect between the meaning they want to convey and the words available at the moment. These findings suggest that metacognitive awareness is a word-finding process characterized by the speaker's awareness of the difficulty in finding the correct word.

#### b) Metacognitive monitoring

The second finding indicates that speaker monitor their speech, when they have difficulty finding the right word. This occurs in the Tip-of-the-Tongue (TOT) phenomenon, when the speakers try to retrieve a word they cannot recall. In this study, metacognitive monitoring is found in Data 3, 4, 9, 11, 16, 21, 22, 23, 24, and 25. This is evident in the emergence of several linguistic features such as self-repair, repetition, hesitation, and circumlocution. In some cases, speakers stop in the middle of a sentence, repeat words, or use expressions such as “what do you call...” while searching for the intended word. Additionally, repetition is used to maintain the flow of the conversation and also gives the speaker a moment to think while searching for the right word. These findings indicate that speakers continuously check and adjust their speech during a conversation. This metacognitive monitoring is evident in the speaker's efforts to ensure that their speech matches what they intend to convey.

#### c) Metacognitive control

The third finding indicates that speakers use various methods to overcome difficulties in retrieving words. In this study, metacognitive control is found in Data 17, 19, 21, 23, 24, and 25. In the data analysis, the strategy that emerged was the use of circumlocution, such as the phrase “what do you call ...”, in which the speaker attempts to explain the meaning of a word they cannot immediately recall. The speaker also asked the conversation partner for help, saying, “What's the word?” to

find the word they were trying to say. These findings indicate that when experiencing difficulties, the speaker still tries to keep the conversation going using the various methods described above. This metacognitive control is evident in the speaker's choice of strategies to keep the conversation moving forward.

All findings from the present study indicate that difficulty in retrieving words in the Tip-of-the-Tongue (TOT) phenomenon arises from metacognitive awareness, monitoring, and control. These three processes can be seen through various forms of speech that appear in the data, such as expressions of difficulty finding words, pauses and repetition, circumlocutions, and requests for help. This shows that difficulties in lexical access do not occur suddenly, but rather through several interconnected stages in the speaking process.

## **B. Discussion**

Based on the findings discussed above, these data show that three utterances are categorized as strong TOT, nine as moderate TOT, and thirteen as non-TOT. The results of this analysis show that non-TOT occurs more frequently than TOT. This finding suggests that not all linguistic features observed in spontaneous speech indicate lexical retrieval difficulties. Many disfluencies function as natural speaking strategies that help speakers to maintain smooth communication. Therefore, filled pauses, hesitation, repetitions, and self-repair do not always signal the occurrence of the Tip-of-the-Tongue (TOT) phenomenon.

This finding is consistent with Al Jebouri (2021), who found that speakers often use hesitation and filled pauses when experiencing lexical retrieval difficulties. However, this study found many occurrences of filled pauses and

hesitations that were categorized as non-TOT. These findings show that in spontaneous interaction on talk shows, these characteristics do not always show difficulty in finding words. However, the speaker may use it to keep the conversation flowing and give time to think about what to say. Therefore, filled pauses and hesitation are not always signs of the occurrence of the Tip-of-the-Tongue (TOT) phenomenon.

All linguistic characteristics appear with relatively similar frequencies. Self-repair is found a little more often, while filled pauses and repetitions appear less. These findings show that speakers use a variety of strategies when experiencing difficulty speaking spontaneously. Although circumlocution was found in the data, its frequency was similar to several other linguistic features. This finding contrasts with studies conducted in language learning environments, where speakers often rely on circumlocution to compensate for vocabulary limitations. However, in the present study, speakers preferred shorter strategies such as filled pauses, hesitation, and repetitions because talk show conversations require immediate responses and continuous interaction.

Although the data showed fewer TOT than non-TOT, the presence of strong TOT and moderate TOT still showed that lexical retrieval difficulties occurred in conversation. In this situation, the speaker actually knows the concept they want to convey, but cannot directly access the right word. As in the word "Misrep—", this word appears when the speaker starts pronouncing the edge word, unable to continue completely. In the utterances "What's the word?" and "What do you call...", it appears when the speaker is explaining his experience while on the

podcast and trying to remember the term in question to continue the conversation. In this case, the speaker knows that there is difficulty in finding the word in question and tries to ask the other person for help.

These findings support the explanation proposed by Schwartz and Metcalfe (2011), who argue that TOT occurs when semantic information is still present but temporarily phonologically inaccessible. The same findings from Fossa et al. (2022) indicate that TOT is closely related to the Feeling of Knowing (FOK), in which the speaker feels confident that they know a word but cannot produce it directly. Medeiros (2024) also posits that TOT should not be seen as a form of ordinary forgetfulness, but as a cognitive experience that involves a temporary failure in the process of searching for words. The findings of this study support this view because the speaker still knows the concept he wants to convey, but has difficulty accessing the word in question.

Furthermore, the data "Uh ... where's Italy? Where's France? Europe," is an utterance that discusses the location of a country. In the process of answering the question, the speaker had difficulty finding the word in question and tried to remember it by saying the country of the related country, such as "Italy" and "France," before saying the word in question was "Europe". In this case, the speaker uses semantic cues or circumlocution, which helps with word search. The concept of the country in question is actually known, but it has not been able to access the form of the word directly. This finding shows that there are difficulties in finding words that show one of the main characteristics of the Tip-of-the-Tongue (TOT) phenomenon.

The present study contributes by combining two approaches: Speech Production by Willem Levelt (1989) and metacognitive theory by Bennett L. Schwartz (2011). According to Levelt's (1989) theory of speech production, lexical retrieval difficulties occur in the phonological encoding section. In this section, the speaker already has a clear concept in mind, but cannot find the right word form. Therefore, the speech production process experiences a temporary interruption characterized by pauses, repetitions, or incomplete utterances. This can be seen from the utterance "Misrep—", which shows that the speaker cannot continue the word in a straight line. The utterance " Uh... where's Italy? Where's France? Europe," also shows that the speaker tries to find the word in question using semantic cues. This shows that the concept of the word is available, but the lexical form is not yet fully accessible. Therefore, the present findings support Levelt's (1989) claim that TOT occurs primarily at the phonological encoding stage rather than at the conceptual level.

The results of the present study, based on the metacognitive perspective of Schwartz (2011), explain that the speaker not only has difficulty in finding words but also realizes difficulties and tries to overcome them. First, the speaker shows awareness of the difficulty being experienced, as in the utterance "what's the word?". Second, the speaker engages in monitoring, which can be seen in utterances such as "misrep— what's the word?" and "Uh... Where's Italy? Where's France? Europe", where the speaker continuously evaluates and searches for the intended word. Third, the speaker uses strategies to overcome the difficulty, such as circumlocution in the utterance "what do you call...". These findings show that

speakers not only experience lexical retrieval difficulties but also try to maintain fluency during conversations. The results of the present study are consistent with those of Schwartz and Metcalfe (2011), Fossa et al. (2022), and Medeiros (2024), who reported that the Tip-of-the-Tongue (TOT) may be accompanied by filled pauses, hesitation, and incomplete access to the intended word. However, the present study also found that these features do not always indicate TOT because many of them occurred in non-TOT. Similar to these studies, the speakers in the present study demonstrated awareness of the intended concept while experiencing temporary difficulty retrieving its lexical form. A previous study also explained that the speaker already knew the concept he wanted to convey, but could not access it completely. The present study also has similarities with the strategies used by speakers to maintain communication when experiencing TOT. The strategy shows that the speaker not only experiences retrieval difficulties but also knows how to overcome these difficulties.

In addition, the present study also has a difference from previous studies conducted by Gollan and Acenas (2004), Al Jebouri (2021), and Wang et al. (2024). These studies mainly investigated TOT in bilingual speakers, language learning contexts, or controlled experimental settings. In contrast, the present study uses spontaneous conversation data in talk shows, where the difficulty in finding words looks natural and immediately occurs. The present study also expands on previous studies by combining two theories, namely speech production and metacognitive theory, to analyze the phenomenon of TOT in spontaneous conversation. The present study not only explains what linguistic features are used when experiencing

lexical difficulties, but also how the speaker is aware, monitoring, and controlling the conversation during the conversation.

Furthermore, the use of talk shows as a data source also provides additional insight to the present study. In talk shows, interactions occur spontaneously and unstructured, so speakers must speak directly without much planning. This makes the word-finding process more visible, including the emergence of the Tip-of-the-Tongue (TOT) phenomenon. Therefore, talk show data provides a realistic picture of how lexical access difficulties occur in everyday communication. While contributing to the previous study, the present study also has several limitations. The data used is limited to talk shows, so it may not represent all communication situations. Additionally, the analysis in the present study focuses only on linguistic aspects, without considering other factors such as intonation, gestures, or the speakers' backgrounds, which may also influence the results. Therefore, future studies are recommended to use more varied data and consider multimodal aspects to provide a more comprehensive understanding of the Tip-of-the-Tongue (TOT) phenomenon.

The implication of this finding is that pauses, hesitation, and repetition do not always indicate errors in speaking but also serve as a strategy to maintain communication when the speaker has difficulties. This finding may contribute to linguistic studies, particularly in understanding the relationship between speech production, lexical retrieval, and metacognitive awareness in spontaneous conversation. The present study also shows that the phenomenon of TOT does not only appear in experimental situations but also in spontaneous conversation and talk

shows. The study suggests that the Tip-of-the-Tongue (TOT) phenomenon is not only a form of error but also part of the process of thinking and production of speech. In addition, the use of talk show data provides an overview of how the speaker overcomes the difficulty of finding words in spontaneous conversations.

In conclusion, the Tip-of-the-Tongue (TOT) phenomenon not only indicates an inability to find the right word but also reflects an active thought process. Speakers not only experience difficulties but also try to manage and overcome them to keep communication going smoothly.

## **CHAPTER V**

### **CONCLUSION**

This chapter explained the conclusion and suggestions from the researcher. The conclusion summarizes the overall findings from the discussion, particularly in relation to the study question. Meanwhile, the suggestion explained recommendations for future researchers who are interested in exploring the Tip-of-the-Tongue (TOT) phenomenon, especially in lexical retrieval difficulty and metacognitive processes in spontaneous spoken interaction.

#### **A. Conclusion**

Based on the analysis of selected talk show videos, the present study found that the Tip-of-the-Tongue (TOT) phenomenon appears in spontaneous speech with different levels, namely strong TOT, moderate TOT, and non-TOT. These findings show that three utterances are categorized as strong TOT, nine as moderate TOT, and thirteen as non-TOT. Therefore, the present study shows that non-TOT occurrences are more dominant than TOT cases in spontaneous conversation.

The findings of the present study indicate that not all disfluencies in speech, such as filled pauses, hesitations, repetitions, self-repair, and circumlocution, are related to word-finding difficulties. In the majority of cases, these linguistic features function as strategies to maintain fluency and ensure smooth communication during speech production. However, in other cases, these features are also related to the Tip-of-the-Tongue (TOT) phenomenon, when the speaker shows signs such as a

word that cannot be uttered, searches for words, or asking the conversation partner for help.

Based on Levelt's speech production model (1989), the findings suggest that lexical retrieval difficulties mainly occur during the phonological encoding stage, where speakers are already familiar with the concept but cannot access the correct word form. In addition, from a metacognitive perspective by Schwartz & Metcalfe (2011), the findings demonstrate that speakers show awareness of retrieval difficulties, monitor their speech production, and use various strategies to overcome these difficulties and maintain communication.

In conclusion, the present study shows that the Tip-of-the-tongue (TOT) phenomenon is not merely a failure to retrieve words but also reflects active cognitive and metacognitive processes during spontaneous speech. The findings contribute to a better understanding of the relationship between lexical retrieval, speech production, and metacognitive awareness in natural communication settings.

## **B. Suggestion**

Based on the findings and limitations of the present study, several suggestions are provided for future study, several suggestions can be offered for future research. Future researchers are encouraged to explore the Tip-of-the-Tongue (TOT) phenomenon using more diverse data sources, not only from talk shows but also other forms of communication to gain a broader understanding of lexical retrieval difficulties in different contexts. In addition, future studies may

incorporate multimodal aspects such as intonation, facial expressions, and gestures, as these elements may provide further insights into speech production processes and the occurrence of TOT states. Furthermore, it is recommended that future researchers use a larger dataset and collect data over a longer period of time to obtain more comprehensive findings and enhance the generalizability of the results.

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## CURRICULUM VITAE



**Mei Irma Mujiанти** was born in Tuban on May 23, 2003. She graduated from MAN 3 Jombang in 2022. She started her higher education in 2022 at the Department of English Literature, Faculty of Humanities, UIN Maulana Malik Ibrahim Malang. During her study, she actively participated in various student organizations and activities. She served as a staff member of the English Literature Student Association (HMPS) and as a coordinator in the Student Executive Board (DEMA). She was also involved in a dance community and performed in several university events. In addition, she participated in various faculty committees and social activities through the *Senyum Anak Nusantara*, alumni organizations, and regional student organizations. She gained teaching experience as an English tutor in the Helo Ramadan Program, providing free online English lessons during the month of Ramadan. She also worked as a private tutor and completed an internship program as part of her academic requirements.

## APPENDIX

### A. Criteria of classification

| Category     | Criteria                                                                                                                                                       |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strong TOT   | Shows clear lexical retrieval difficulty accompanied by several linguistic indicators such as hesitation, repetition, self-repair, fillers, or circumlocution. |
| Moderate TOT | Shows lexical retrieval difficulty but with fewer or less explicit indicators of TOT.                                                                          |
| Non-TOT      | Shows disfluencies such as hesitation, pauses, or repetition without evidence of lexical retrieval difficulty or word-finding problems.                        |

### B. Table of Data Classification

| No | Time Stamp | Utterance                                                           | Linguistic Feature(s) | Classification | Category     | Source                                                                                                          |
|----|------------|---------------------------------------------------------------------|-----------------------|----------------|--------------|-----------------------------------------------------------------------------------------------------------------|
| 1  | 01:11      | <i>“Let me, uh... Yeah... Uh, but how do you control the notes”</i> | Filled Pause          | Disfluency     | Non-TOT      | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a>           |
| 2  | 01:17      | <i>“I mean, look, she didn’t like theatre...”</i>                   | Filled pauses         | Disfluency     | Non-TOT      | <a href="https://youtu.be/aKP0GDiyiUw?si=OiHwR4rDZu-kv5b5">https://youtu.be/aKP0GDiyiUw?si=OiHwR4rDZu-kv5b5</a> |
| 3  | 02:44      | <i>“-Um... I don't know. Well, I mean, there was like— “</i>        | Filled pauses         | TOT            | Moderate TOT | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a> ;         |
| 4  | 01:43      | <i>“Uh... Where’s Italy?”</i>                                       | Filled Pause          | TOT            | Strong TOT   | <a href="https://youtu.be/D3Bz">https://youtu.be/D3Bz</a>                                                       |

|   |       |                                                                                                                          |              |            |              |                                                                                                                 |
|---|-------|--------------------------------------------------------------------------------------------------------------------------|--------------|------------|--------------|-----------------------------------------------------------------------------------------------------------------|
|   |       | <i>Where's France? Europe"</i>                                                                                           |              |            |              | <a href="https://www.youtube.com/watch?v=ROoKyI?si=d1rqmaR4ghOVLnzV">_ROoKyI?si=d1rqmaR4ghOVLnzV</a>            |
| 5 | 00:17 | <i>How is, uh -- How is, uh, Momoa, uh, as a buddy to hang out with?</i>                                                 | Filled Pause | Disfluency | Non-TOT      | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a>           |
| 5 | 00:00 | <i>"I told I told..."</i>                                                                                                | Repetition   | Disfluency | Non-TOT      | <a href="https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun">https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun</a> |
| 6 | 00:35 | <i>"I want – I want – I want..."</i>                                                                                     | Repetition   | Disfluency | Non-TOT      | <a href="https://youtu.be/D3Bz_ROoKyI?si=d1rqmaR4ghOVLnzV">https://youtu.be/D3Bz_ROoKyI?si=d1rqmaR4ghOVLnzV</a> |
| 7 | 07:25 | <i>"[Laughter] Have you become— Have you become friends with all your other nominees going to all these award shows"</i> | Repetition   | Disfluency | Non- TOT     | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a> ;         |
| 8 | 02:34 | <i>"I love—I just love..."</i>                                                                                           | Repetition   | TOT        | Moderate TOT | <a href="https://youtu.be/D3Bz">https://youtu.be/D3Bz</a>                                                       |

|    |       |                                  |            |            |            |                                                                                                                 |
|----|-------|----------------------------------|------------|------------|------------|-----------------------------------------------------------------------------------------------------------------|
|    |       |                                  |            |            |            | <a href="https://youtu.be/D3Bz_R0oKyI?si=d1rqmaR4ghOVLnzV">_ROoKyI?si=d1rqmaR4ghOVLnzV</a>                      |
| 9  | 01:11 | <i>“Are there seven?”</i>        | Hesitation | Disfluency | Non-TOT    | <a href="https://youtu.be/D3Bz_R0oKyI?si=d1rqmaR4ghOVLnzV">https://youtu.be/D3Bz_R0oKyI?si=d1rqmaR4ghOVLnzV</a> |
| 10 | 05:02 | <i>“misrep—what’s the word?”</i> | Hesitation | TOT        | Strong TOT | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a> ;         |
| 11 | 03:33 | <i>“Did he just like...”</i>     | Hesitation | Disfluency | Non-TOT    | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a> ;         |
| 12 | 01:16 | <i>“This is—”</i>                | Hesitation | Disfluency | Non-TOT    | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a>           |
| 13 | 02:34 | <i>“I love—I just love...”</i>   | Hesitation | Disfluency | Non-TOT    | <a href="https://youtu.be/D3Bz_R0oKyI?si=d1rqmaR4ghOVLnzV">https://youtu.be/D3Bz_R0oKyI?si=d1rqmaR4ghOVLnzV</a> |

|    |       |                                                              |             |            |              |                                                                                                                   |
|----|-------|--------------------------------------------------------------|-------------|------------|--------------|-------------------------------------------------------------------------------------------------------------------|
| 14 | 02:00 | <i>"I didn't know – I don't know..."</i>                     | Self-repair | Disfluency | Non-TOT      | <a href="https://youtu.be/D3BzROoKyI?si=d1rqmaR4ghOVLnzV">https://youtu.be/D3BzROoKyI?si=d1rqmaR4ghOVLnzV</a>     |
| 15 | 05:02 | <i>"misrep— what's the word?"</i>                            | Self-repair | TOT        | Strong TOT   | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a> ;           |
| 16 | 00:00 | <i>"pod... podcast"</i>                                      | Self-repair | TOT        | Moderate TOT | <a href="https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun">https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun</a> ; |
| 17 | 00:22 | <i>"Neither either or? Is that the expression?"</i>          | Self-repair | Disfluency | Non-TOT      | <a href="https://youtu.be/aKP0GDiyiUw?si=OiHwR4rDZu-kv5b5">https://youtu.be/aKP0GDiyiUw?si=OiHwR4rDZu-kv5b5</a>   |
| 18 | 02:34 | <i>"I'm now the cruise... → I will be promoting cruises"</i> | Self-repair | TOT        | Moderate TOT | <a href="https://youtu.be/D3BzROoKyI?si=d1rqmaR4ghOVLnzV">https://youtu.be/D3BzROoKyI?si=d1rqmaR4ghOVLnzV</a>     |
| 19 | 03:14 | <i>"We get into-- → We lock into"</i>                        | Self-repair | Disfluency | Non-TOT      | <a href="https://youtu.be/0cIHhoJcv-M?si=n">https://youtu.be/0cIHhoJcv-M?si=n</a>                                 |

|    |       |                                                                                      |                |     |              |                                                                                                                   |
|----|-------|--------------------------------------------------------------------------------------|----------------|-----|--------------|-------------------------------------------------------------------------------------------------------------------|
|    |       |                                                                                      |                |     |              | <a href="#">X_TD<br/>mii7m2<br/>Sovub</a>                                                                         |
| 20 | 09:32 | <i>“What do you call...”</i>                                                         | Circumlocution | TOT | Moderate TOT | <a href="https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun">https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun</a> ; |
| 21 | 05:02 | <i>“What’s the word?”</i>                                                            | Circumlocution | TOT | Strong TOT   | <a href="https://www.youtube.com/watch?v=KBCObCR3yEI">https://www.youtube.com/watch?v=KBCObCR3yEI</a> ;           |
| 22 | 02:55 | <i>“.... like, the high-school dropout looking guy, CM Punk. - That is CM Punk.”</i> | Circumlocution | TOT | Moderate TOT | <a href="https://youtu.be/0cIHhoJcv-M?si=nX_TDmii7m2Sovu">https://youtu.be/0cIHhoJcv-M?si=nX_TDmii7m2Sovu</a>     |
| 23 | 02:34 | <i>“I love being like... restaurant s...”</i>                                        | Circumlocution | TOT | Moderate TOT | <a href="https://youtu.be/D3BzROoKyI?si=d1rqmaR4ghOVLnzV">https://youtu.be/D3BzROoKyI?si=d1rqmaR4ghOVLnzV</a>     |
| 24 | 01:36 | <i>“It was one of—”</i>                                                              | Circumlocution | TOT | Moderate TOT | <a href="https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun">https://youtu.be/7z4NAfhCTGI?si=f6M1eIWMdqE0CJun</a>   |

