

AN ANALYSIS OF PAUSE AND SLIP OF THE TONGUE IN ENGLISH EDUCATION STUDENTS OF UNMA BANTEN

SITI ALNIDA KHOERUNNISA

Mathla'ul Anwar University Banten

alnidakhoerunnisa29@gmail.com

RIZDKI ELANG GUMELAR

Mathla'ul Anwar University Banten

ridzki.elang@unmabanten.ac.id

NUR AZMI ROHIMAJAYA

Mathla'ul Anwar University Banten

nurazmirohimagaya030@gmail.com

DOI: 10.29300/ling.v9i2.11294

Received: July, 7th 2023

Accepted: November, 25th 2023

Published: December, 23rd 2023

Abstract

Speech errors can happen to everyone in every activity. This is inseparable from the world of education, one of which is microteaching activities. In its implementation in the English Education Study Program at Mathla'ul Anwar University Banten, there were several pauses and slips of the tongue that occurred. This research uses a qualitative approach. This research method is descriptive-qualitative. The data collection methods in this study involved observation, documentation, and checklists. In this study, the researchers conducted an obtrusive study by contacting several subjects and making observations to obtain data according to the formulation of the problem. The visual form of documentation that is the source of data is the microteaching video of sixth semester students of the English Education Study Program at Mathla'ul Anwar University Banten one video for one academic year, start from the 2019/2020 academic year to the 2022/2023 academic year. The results showed that all data, namely Subject A1 to Subject D1, had both types of pauses based on Fromkin's theory, namely silent pauses and filled pauses. While there are only 3 out of 6 types of tongue slips based on Dardjowidjojo theory, there are anticipation, transposition, and perseveration. While there is no slip of the tongue for the types of blend, malapropism, and substitution. In this research, speech errors such as pauses and slips of the tongue were caused by fatigue, a focus on accents, not mastering the material or vocabulary, nervousness, rushed, and the habit of saying the words "eee" and "aaa". This finding also expects other researchers to further analyze psycholinguistics so as to minimize other speech errors.

Keywords: English education department students, speech errors, pause and slip of the tongue

INTRODUCTION

Psycholinguistics is a combination of two branches of science, namely psychology and linguistics. According to Kess (in Yanti, 2015) the merger of these two sciences was started in formative phrase by John W. Garder in the mid-twentieth century. In the general discussion, both focus on language as the main object. Linguistics examines the structure of language, whereas psychology examines language behavior or language process. According to

Rohimajaya (2022) language is a medium to convey messages or a broad sense of meaning through social, political, and historical conditions. Humans in using language as a means of communication in everyday life sometimes often make errors. In fact, those errors could be realized or not. If someone has been silent for two seconds while talking, it means a pause. Furthermore, if someone does the error like mispronouncing while talking, that could be called as slip of tongue. Speech errors are also one of the topics discussed in psycholinguistic studies, and this shows that in language, someone performs mental activities that are then embodied in the form of the language used.

Frequent speech errors are pauses and slips of the tongue. This speech error can be found in all situations and conditions. Speech errors could occur at the beginning, middle, or end of a speech. According to Darwoidjojo (2016), a pause in speech occurs because the speaker cannot remember the words they need, is looking for the most appropriate word, or even replaces a word while speaking. As claimed by Fromkin (in Pamungkas 2014) speech errors have also been investigated in attempts to show the “reality” of phonological units and rules and the relationship between “competence” and “performance”. In Putri’s view (2015), slips of the tongue are a speech production phenomenon that causes people to say things that do not necessarily mean or wish to utter. All people, whether fluent speakers or not, have the potential to make verbal errors. Even native speakers who are good at speaking might make a error. It could be because the speech produce does not correspond to what is on the tongue . According to Dardjowidjojo (2016), unpreparedness and caution in speaking can be manifested in two types of pauses: silent pauses and filled pauses. If someone talks and does the pause, it could show two things, such as that someone cannot remember and also want to replace the word.

In an educational environment at the university level, which has a greater frequency of language use, this is one of the objects that will be addressed in this study. The educational environment of the university has teaching and learning activities called microteaching. Speaking skills in conveying learning are one aspect of assessment in microteaching, but many do not realize and anticipate the need to be able to reduce speech errors like pauses and slips of the tongue. Speech errors in each person have different frequencies. If we look further, these errors have various types that can be explained and are related to psycholinguistics. Speech errors are part of the discussion of speech production. Thus, with pauses such as "eee" and "mmm", or someone who is often wrong and pronouncing, it turns out that the error has a name type and meaning.

The subjects used were four 6th semester English Education Department students of Mathla’ul Anwar University Banten in the academic year 2019/2020 until 2022/2023, who had

conducted microteaching activities. The researchers focus on analyzing how many and what kinds of pauses and slips of the tongue. Thus, it can be seen that when someone pauses or mispronounces a word, this has meaning in psycholinguistics.

METHODOLOGY

Research Design

This research uses a qualitative approach. The method of this research is descriptive qualitative. According to Mukhtar (2013), the descriptive qualitative research method is a method used by researchers to find knowledge or theory that is based on the depiction of existing cases and facts. The explanation is descriptive and interconnected. According to Creswell (2016), qualitative research is a type of research that explores and understands the meaning of a number of individuals or groups of people originating from the problem social.

Research Subject

The subjects of this research are the sixth semester of English Education Department students of Mathla'ul Anwar University Banten from the 2019/2020 until the 2022/2023 academic year, by analyzing four microteaching videos as the subject. Meanwhile, the objects of the research in this research are how many and what kinds pauses and slips of the tongue in the sixth semester of English Education Department students of Mathla'ul Anwar University Banten from the 2019/2020 until the 2022/2023 academic year.

Instruments

According to Flick (2009, as cited in Cohen et al., 2018), content analysis can be undertaken with any written material and is often used to analyze large quantities of texts. Gläser and Laudel (2013, p. 13) stated that “the purpose of qualitative content analysis is to deliberately move away from the original text and toward analysis of the information extracted from it”, concentrating on the meanings of texts and their constituent parts.

In this research, in order to collect the data, the researchers created a content analysis sheet. All of the conjunctions found in nine articles written by Politeknik Tonggak Equator students were inputted on the table and analyzed according to the context of use, types of conjunction, also the appropriateness based on the misused pattern theory as conducted in a study by Patriana et al. (2016).

Data collection

Data collecting technique in this research are; (1) Observation, in this research the researchers conducted an obtrusive study by contacting several subjects and making observations to obtain data according to the objects of the research; (2) Documentation, in this

the data source for documentation is used video microteaching of the sixth semester of English Education Department students of Mathla'ul Anwar University Banten from the 2019/2020 until the 2022/2023 academic year; (3) A checklist, according to Sidik (2018:89), a checklist is a list that contains statements and aspects which are observed, so the researchers only needs to check (✓) on each of these aspects according to the results of the observation. The checklist in this study contains the formulation of the problem, and includes the types of pauses and tongue slips adopted from Fromkin and Darwowidjojo's theory. Thus, the results of listening, observation, and analysis can be easily obtained when the data is presented in the form of a checklist. According to Tracy (2020) an instrument is an item used to collect data for research. In qualitative research, the researcher, as the main instrument, is located as a planner, executor, data collector, analyst, data interpreter, and finally as a reporter of research results.

Data analysis

The data analysis in this research follows a systematic approach based on Miles and Huberman's theory. The process begins with data reduction, where the researchers simplified and summarized the data to extract meaningful insights. Next, the condensed data was displayed visually to enhance understanding. Finally, conclusions were drawn from the analysis, providing a valuable contribution to the research objectives and broader knowledge in the field.

FINDINGS AND DISCUSSION

There are several relevant previous studies that have been analyzed and discussed regarding pauses and slips of the tongue, including:

First, Claudya Nabillah Riza Putri (2015) investigated Slips of the Tongue of a News Anchor. This research to identify the kinds of slips of the tongue appear in utterances of news anchor in Great Britain when they broadcast the news in television and to describe how do the news anchor experience slips of the tongue. Second, Kamilna Setia Bahi (2021) conducted the research about Pause and Slips of the Tongue in the Final Debate between Donald Trump and Joe Biden: Psycholinguistic Study. Third, Kadek Wirahyudi and Putu Kerti Nitiasih (2020) analyzed Pause and Slip of the Tongue on the Participants of 2019 Putra Putri Undiksha in the Interview Session.

Based on the both research above, those have difference focus on the research, although the researchers focuses the same object that is pauses and slips of the tongue. The difference between previous research took news anchor, debate and interview sessions as the subject, in this research focuses on analyzing pauses and slips of the tongue in the sixth semester of

English Education Study Program at Mathla'ul Anwar University Banten one video for one academic year, start from the 2019/2020 academic year to the 2022/2023 academic year. This research wrote **SP** for Silent Pause, **FP** for Filled Pause, **Ant** for Anticipations, **Malap** for Malapropisms, Blends, **Trans** for Transpositions, **Pers** for Perseverations, and **Subs** for Substitutions.

The Sum of Pauses and Slips of the Tongue of English Education Department Students of Mathla'ul Anwar University Banten.

A speech errors by sixth semester of English Education Department students of Mathla'ul Anwar University Banten from the 2019/2020 until the 2022/2023 academic year has differences in the sum of pauses and slips of the tongue from each data.

Table 1. The Sum of Pauses and Slips of the Tongue of English Education Department Students of Mathla'ul Anwar University Banten Academic year 2019/2020 until 2022/2023

Nu	Name of Subject	Pauses			Slips of the Tongue						
		SP	FP	Sum	Ant	Malap	Blend	Trans	Pers	Subs	Sum
1.	Subject A1	6	9	15	1	-	-	1	-	-	2
2.	Subject B1	4	23	27	2	-	-	-	6	-	8
3.	Subject C1	2	8	10	4	-	-	1	-	-	5
4.	Subject D1	4	7	11	1	-	-	-	-	-	1
Total sum					A1	B1	C1	D1			
of the data					17	35	15	12			

Kinds of Pauses and Slips of the Tongue in the English Education Department Students of Mathla'ul Anwar University Banten

1) Subject A1 (academic year 2019/2020)

Subject A1 had a total of 17 speech errors, namely 15 pauses (6 **SP** and 9 **FP**) and 2 slips of the tongue, namely 1 Transposition and 1 Anticipation.



Picture 1. Documentation of Subject A1

Table 2. The Result of Subject A1 of Pauses and Slips of the Tongue

Nu.	Duration	Kinds of Error	Sentence
1.	02 nd min 40 sec	Transposition	<i>I have some, I have a game.</i>
	Duration	Kinds of Error	Sentence
2.	03 rd min 52 sec	Filled Pause	<i><u>Uhhh</u>, today we going to try listen his music.</i>
	Duration	Kinds of Error	Sentence
3.	04 th min 15 sec	Filled Pause	<i>I will play <u>theee</u> song.</i>
	Duration	Kinds of Error	Sentence
4.	07 th min 15 sec	Filled Pause	<i>Each of you must have <u>theee</u> answer one by one.</i>
	Duration	Kinds of Error	Sentence
5.	08 th min 57 sec	Filled Pause Anticipation	<i>Number seven <u>iss</u> Bliss, <u>B A</u>, B L I S S</i>
	Duration	Kinds of Error	Sentence
6.	09 th min 59 sec	Silent Pause Filled Pause	<i>Let's ... let's so read <u>theee</u> vocabularies with correct pronunciation.</i>
	Duration	Kinds of Error	Sentence
7.	10 th min 37 sec	Filled Pause	<i>The winner is first group. <u>I</u> don't bring the reward.</i>
	Duration	Kinds of Error	Sentence
8.	10 th min 54 sec	Filled Pause	<i>You must discuss with your friends what message of the lyrics, or <u>what's</u>, <u>what's</u> the main idea of the lyrics.</i>
	Duration	Kinds of Error	Sentence
9.	11 th min 00 sec	Filled Pause Silent Pause	<i>And <u>you</u> must ... share your ... answer.</i>
	Duration	Kinds of Error	Sentence
10.	13 th min 28 sec	Filled Pause Silent Pause	<i><u>Eee</u> find this song and print out, <u>andd</u> the lyrics in this song must ... give you good spirit.</i>
	Duration	Kinds of Error	Sentence
11.	13 th min 56 sec	Silent Pause	<i>You can try it, or you can ... sing ... yes in your room.</i>

2) Subject B1 (academic year 2020/2021)

Subject A2 had a total of 38 speech errors, namely 36 Filled Pauses, 2 slips of the tongue 1 for Anticipation type, and 1 for Transposition type.

**Picture 2. Documentation of Subject B1**

Table 3. The Result of Subject B1 of Pauses and Slips of the Tongue

Nu.	Duration	Kinds of Error	Sentence
1.	00 min 27 sec	Filled Pause Perseverations	<i>I'm great, good actually. So, <u>euu</u>, <u>do you, do we</u> have assignment?</i>
	Duration	Kinds of Error	Sentence
2.	02 nd min 51 sec	Filled Pause	<i>So describe it first, and then <u>aaa</u> your friends gonna guess it.</i>
	Duration	Kinds of Error	Sentence
3.	03 rd min 58 sec	Filled Pause	<i>Like you done, in the first <u>aaa</u> time.</i>
	Duration	Kinds of Error	Sentence
4.	04 th min 03 sec	Filled Pause	<i><u>Aaa</u> this is a important. They are <u>aaa</u> important people in family.</i>
	Duration	Kinds of Error	Sentence
5.	04 th min 20 sec	Filled Pause	<i>It is call <u>aaa</u> describing family, people, and place.</i>
	Duration	Kinds of Error	Sentence
6.	04 th min 37 sec	Filled Pause Silent Pause Perseverations	<i>I want you to <u>aaa</u> read about ... visiting Niagara Falls that I have <u>aaa</u> send to you. The material, please <u>red</u>, <u>read</u> it first.</i>
	Duration	Kinds of Error	Sentence
7.	05 th min 06 sec	Filled Pause Silent Pause	<i>So, <u>aaa</u> okay let's Siti Komariyah ... read</i>
	Duration	Kinds of Error	Sentence
8.	05 th min 46 sec	Filled Pause	<i>Okay, so that <u>aaa amm</u> a little about Niagara Falls.</i>
	Duration	Kinds of Error	Sentence
9.	05 th min 53 sec	Perseveration	<i>So, Sitkom <u>can you desc, can you get</u> what is Niagara Falls?</i>
	Duration	Kinds of Error	Sentence
10.	06 th min 19 sec	Anticipation	<i>Niagara Falls, is a falls <u>in what? At, at</u> America.</i>
	Duration	Kinds of Error	Sentence
11.	06 th min 25 sec	Filled Pause	<i>Please <u>ammm</u> describe about Niagara Falls by two groups that I have <u>aaa</u> group in the first time.</i>
	Duration	Kinds of Error	Sentence
12.	06 th min 43 sec	Filled Pause	<i>And then you describe Niagara Falls by your <u>amm</u> your language.</i>
	Duration	Kinds of Error	Sentence
13.	06 th min 50 sec	Filled Pause	<i>Let me see first your assignment, it's call like <u>ammm</u> in your task.</i>
	Duration	Kinds of Error	Sentence
14.	08 th min 07 sec	Anticipation	<i>This is a second group, <u>sell about, tell about</u> the facilities at Niagara Falls.</i>
	Duration	Kinds of Error	Sentence
15.	08 th min 28 sec	Filled Pause	<i>What you got <u>aaa</u> that vocabulary you can't understood?</i>
	Duration	Kinds of Error	Sentence
16.	08 th min 43 sec	Filled Pause	<i>Okay, so last is Siti Komariyah located what <u>aaa</u> paragraph?</i>
	Duration	Kinds of Error	Sentence

17.	09 th min 14 sec	Filled Pause Perseveration Silent Pause	Make a group, <u>aaa</u> two group let I set it all, but it's for you <u>for the last, for the next meeting</u> . Make <u>aaa</u> describing text about Niagara Falls by your own word and then <u>aaa</u> by... <u>write, by written</u> . So next week we are going to talk about your <u>aamm</u> destination place <u>describe, describing</u> , and then about Niagara Falls about <u>aaa</u> your by your own word, okay.
	Duration	Kinds of Error	Sentence
18.	10 th min 00 sec	Filled Pause	I hope your enjoy this <u>aamm</u> subject.

3) Subject C1 (academic year 2021/2022)

Subject C1 had a total of 15 speech errors, namely 10 pauses (2 **SP** and 8 **FP**) and kind of slips of the tongue, namely 1 Transposition and 4 Anticipation.



Picture 3. Documentation of Subject C1

The result of subject C1 can be seen in the table below:

Table 4. The Result of Subject C1 of Pauses and Slips of the Tongue

Nu.	Duration	Kinds of Error	Sentence
1.	00 min 55 sec	Antipation	I have, <u>I met our, I met my ex-girlfriend</u> .
	Duration	Kinds of Error	Sentence
2.	01 st min 05 sec	Filled Pause	She has <u>aaa</u> long hair.
	Duration	Kinds of Error	Sentence
3.	01 st min 16 sec	Filled Pause Transposition	She has already <u>has aaa have husband</u>
	Duration	Kinds of Error	Sentence
4.	01 st min 26 sec	Silent Pause Filled Pause	And of course she has also ... white skin actually, <u>andd</u> she has a good nose.
	Duration	Kinds of Error	Sentence
5.	06 th min 55 sec	Filled Pause	You have to <u>aaa</u> follow when I read.
	Duration	Kinds of Error	Sentence
6.	08 th min 17 sec	Anticipation Filled Pause	Because it is about <u>dis, describing people, andd</u> then actually <u>aaa</u> include about describing <u>aaa</u> describing anything actually. <u>I am not, I mean</u> not focus on people, but about everything, about <u>aaa</u> ... about white board actually.
	Duration	Kinds of Error	Sentence
7.	08 th min 46 sec	Anticipation	Okay for example is White Board, for example <u>she is has white board, and of course she is large</u> .

4) Subject D1 (academic year 2022/2023)

Subject D1 had 12 speech errors, including 7 Filled Pause, 4 Silent Pause and 1 Anticipation.



Picture 4. Documentation of Subject D1

Table 5. The Result of Subject D1 of Pauses and Slips of the Tongue

Nu.	Duration	Kinds of Error	Sentence
1.	01 st min 27 sec	Filled Pause	<i>Euhmm Ifa, <u>eee</u> which one is your get way?</i>
	Duration	Kinds of Error	Sentence
2.	02 nd min 57 sec	Silent Pause	<i>And next I going to tell you about a very famous ... place.</i>
	Duration	Kinds of Error	Sentence
3.	03 rd min 16 sec	Filled Pause	<i>Play the video and please <u>euhmm</u> listen the video.</i>
	Duration	Kinds of Error	Sentence
4.	07 th min 27 sec	Filled Pause Silent Pause	<i>The second questions <u>euhmm</u> how much ... contruction cost to builld Taj Mahal?</i>
	Duration	Kinds of Error	Sentence
5.	07 th min 58 sec	Filled Pause Silent Pause	<i>And the last question, <u>euhmm</u> ... who is the architect design Taj Mahal?</i>
	Duration	Kinds of Error	Sentence
6.	08 th min 28 sec	Filled Pause	<i>I have some <u>aaa</u> vocabularies for you.</i>
	Duration	Kinds of Error	Sentence
7.	09 th min 09 sec	Anticipation	<i>Because <u>ness week, next week</u> I will test you one by one.</i>
	Duration	Kinds of Error	Sentence
8.	09 th min 16 sec	Filled Pause Silent Pause	<i>Thank you my beloved student, <u>andd</u> ... lets close our study now by reciting ayatul Hamdallah.</i>

Slips can occur in all conditions and situations, whether formal or informal, for men or women, or even for juniors or seniors. Speech errors such as pauses and slips of the tongue can occur due to a variety of reasons and influences. Based on the analysis of all the data, pauses and slips of the tongue occur for the following reasons:

Table 6. The Reasons of Subject

Nu	The Reasons and Influences	The Subject
1.	Fatigue	A1, B1
2.	Focus on accents	B1
3.	Not mastering the material or vocabulary	B1, C1
4.	Nervousness	B1, C1
5.	Rushed	A1, B1
6.	Habit of saying the word “eee” and “aaa”	A1, B1, C1, D1,

Based on the data analysis above, the result of a combination of two expert theories, Fromkin's theory focuses on pauses (silent and filled) where all A1-D1 subjects have pauses of both types, albeit with different frequencies. Darwoidjojo's theory focuses on slips of the tongue (anticipations, malapropisms, blends, transpositions, perseverations, and substitutions). In the kinds of slips of the tongue, the researchers only found three slips of the tongue in the data with different frequencies. Those are anticipation, transposition, and perseveration. The difference in frequency made by the subject is of course influenced by several factors such as fatigue, focus on accents, not mastering the material or vocabulary, nervousness, rushed, and habit of saying the word “eee” and “aaa”.

A. Silent Pause

A pause that occurs when someone is silent for a few seconds happens because someone forgets, does not know, remembers, or even looks for the next word or sentence to be spoken. That statement is in accordance with the theory of Darwoidjojo (2016), there are three reasons someone can pause: first, because someone has started his or her speech but has not prepared as a whole, so he or she does not know what to say next. Second, someone who stops to remember because he or she forgot and is looking to continue his speech. Third, the process of carefully selecting words so as not to cause a problem; this is common in formal events and public speeches. Almost in this research all subjects had silent pauses.

B. Filled Pause

According to Fromkin, a filled pause is when someone pauses using simple words to fill the pause. Filled pauses can also be easily observed because some of the words used have an emphasis on intonation and tone of voice. As a result of the data that has been analyzed, all subjects have filled pauses, and the most frequently spoken words are “eee” and “aaa”. There are also words that, when given emphasis on intonation and tone of voice, will turn into a filled pause, such as “andd”, and “thee”. There are also

filled pauses that have their own meaning, such as “uhm” (suggestion) by A 1, and “I mean” (edit the wrong) by C1.

C. Anticipation

Anticipation is the most common slip of the tongue made by the subject, compared to other slips of the tongue. Based on Dardjowidjojo's theory, anticipation is a slip of the tongue that occurs when a person anticipates a sound or word that will appear, but the word is instead pronounced as a sound that replaces the sound that should be.

- a) Subject A1 is supposed to spell BLISS but the initial letter is BA. As we know, Indonesian people are often still confused about the spelling of the letters A and I, which sound similar.
- b) Subject B1 has two anticipations, the first about the word to be pronounced to show the meaning of “di” in English. There was anticipation due to confusion about whether to say “in” or “at” to indicate the position of the place. Thus, the anticipation: “In what? At, At America”. Secondly, when subject B1 anticipated the appearance of the letter “s” in the word “tell” instead it was pronounced in her utterance so that it became “Tells about, Tell about”.
- c) Subject C1 has four anticipations in his utterance. First, when saying “I met our” the word should be “I met my girlfriend”. Second, the slips of the tongue anticipated the prefix “Dis” which should be pronounced as “Des” in the word “Describing”. Third and fourth are the same anticipation because the subject uses “she” as a pronoun for the object “whiteboard”, but we know that the pronoun for the object is “it”.
- d) Subject D1 has anticipation when she said the sentence “Ness week, next week”. There is a slip of the tongue that occurs in anticipation of the word “ness” which should be pronounced “next”.

D. Transposition

Transposition is a slip of the tongue that focuses on the word order of the sentence. Based on Dardjowidjojo's theory, when the words chosen are correct but the assembly is wrong, transposition occurs, and slips of the tongue become a form of transposition. In this slip of the tongue, someone will move words or sounds from one position to another.

- a) Subject A1 has transposition in “I have some, I have a game”. The error occurs in the wording, it should be “I have a game”, but the word “some” is pronounced in the sentence.
- b) Subject C1 has a transposition in the sentence “has aaa have husband”, here the

pronoun used is “she” which means that C1 should not have to add “have” before “husband”, because the pronoun “she” is paired with “has” in this case.

E. Perseveration

Based on Dardjowidjodjo's theory, errors occur at the end of words. This is a slip of the tongue as opposed to anticipation.

Subject B1 has the most perseveration than another, which is six times more. This is because subject B1 focuses more on the accent she uses in her utterances. First, “Do you, do we have assignment?”. This speech error can be referred to as Perseverations, which is a mistake in pronunciation at the end of a word. As can be seen, Subject B1 changed the word “you” to “we” because she thought the first word was not correct. Second, “Please red, please read.”, the slip of the tongue that occurs in this speech is a slip of the tongue type of perseveration error, namely “red” which should be “read”. This error occurs at the end of the word, so it is called perseveration. Third, in the sentence “can you desc, can you get”, which should be “get” but the last word spoken is “desc”. Fourth, the sentence “For the last, for the next meeting”. The word “last” becomes perseveration for the word “next”. Fifth, the perseveration “By writing, by written”. The word “write” should be “written”. The last one, “Please describe, describing”. Perseveration occurs in the word “describe”, which should be “describing”.

CONCLUSION AND SUGGESTION

In this study, the researchers focus on analyzing how many and what kinds of pauses and slips of the tongue are made by students sixth semester of the English Education Department of Mathla'ul Anwar University Banten, starting from the 2019/2020 academic year until the 2022/2023 academic year. The conclusions are obtained from all data starting with subject A1 until Subject D1. They have both types of pauses based on Fromkin's theory, namely silent pauses and filled pauses. While there are only 3 out of 6 types of tongue slips based on Dardjowidjojo's theory. There are anticipation, transposition, and perseveration. While there is no slip of the tongue for the types of blend, malapropism, and substitution.

In this research, speech errors such as pauses and slips of the tongue were caused by fatigue, a focus on accents, not mastering the material or vocabulary, nervousness, rushed, and habit of saying the words “eee” and “aaa”. The main and most common factor causing pauses and tongue twisters is the habit of saying the words “eee” and “aaa”, and this occurred in all subjects.

Understanding psycholinguistics is something that should be considered by everyone, especially by educators, even by readers and other researchers to develop this research. Therefore, in daily life, practice can anticipate and minimize the occurrence of speaking errors, especially pauses and slips of the tongue. In the educational environment, in order to maximally provide learning and understanding of speaking through psycholinguistic material, after that later it can anticipate speech errors pauses, and slips of the tongue.

The material on the psycholinguistics part of speech production has many objects for further research. It is expected to be possible to research a larger scope of subjects, one of which is pauses and slips of the tongue that occur in teachers or staff in an educational environment, so that the data studied provides more results about the sum, type, and causes of pauses and slips of the tongue. Thus, this can add to the knowledge of psycholinguistics in part of sentence production.

REFERENCES

- Al-Ghazali, A., & Alrefaee, Y. (2019). Silent pauses in the speech of Yemeni EFL learners. *ELS Journal on Interdisciplinary Studies on Humanities*, 2 (1). 32-49.
- Altıparmak, A., & Kuruoğlu, G. (2014). Slips of the tongue: A psycholinguistic study in Turkish language. *Humanities and Social Sciences Review*. 3(2). 241-254.
- Asyura, M. (2017). Pause and Slip of the Tongue on Stand Up Comedy Show. *International E-Journal of Advances in Social Sciences*. 3(7). 189-196.
- Bahi, K. S. (2021). *Pause and slips of tongue in final debate between donald Trump and Joe Biden: Psycholinguistic Study*. Doctoral dissertation, Sekolah Tinggi Bahasa Asing JIA.
- Bakri, U. (2019). Investigating Types of Slips of the Tongue Experienced in Students' Speech. *EDISI : Jurnal Edukasi dan Sains*, 1(1), 197-214.
- Dardjowidjojo, S. (2016). *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*, Edisi Kedua, Jakarta: Yayasan Pustaka Obor Indonesia.
- Fitriana, M. (2018). Slips of the tongue in speech production of Indonesia state officials: A psycholinguistic study. *International Journal of English Literature and Social Sciences*, 3(4), 536-540.
- Fromkin, V. (1973). *Speech Errors as Linguistic Evidence*. The Hague: Mouton.
- Gumelar, R. E. (2018). The Effect of Teaching Techniques (Storytelling and Show-and- Tell) and Students' Personality on Students' Speaking Skill. *Journal of English Education Studies*, 1(1), 8-19.
- Harastasya, A., Sudana, D., & Dallyono, R. (2020). Investigating the Types and Causes of Slips of the Tongue of One of the Indonesian Female Singers. *Passage*. 8(2). 40-51.

- Indah, R. N. (2017). *Language Production and Speech Error*. Department of English Language and Letters Faculty of Humanities Universitas Islam Negeri Maulana Malik Ibrahim. repository.uin-malang.ac.id. (Unpublished)
- Naibaho, T. A. S., Aziz, M., & Sembiring, B. (2018). Slips of The Tongue Made by The English Study Program Students. *Journal of English Education and Teaching*. 2(4). 32-41.
- Paradewari, D. S., & Bram, B. (2020). Slip Of The Tongue In Bbc News Anchors'videos In Textual Pronunciation Context. *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*. 6(1). 123-134.
- Putri, C. N. R. (2015). *Slips of Tongue of News Anchor*. Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim.
- Rohimajaya, N. A., & Hamer, W. (2022). An Analysis of the Appraisal Framework" What the Pandemic Teaches us" in the Newspaper of the Jakarta Post. *International Journal of Research in Education*. 2(2). 155-165.
- Suharti, S.*et al.* (2021). *Kajian Psikolinguistik*. Aceh: Yayasan Penerbit Muhammad Zaini.
- Wirahyuni, K., & Nitiasih, P. K. (2020). Pause and slip of the tongue on the participants of 2019 putra putri undiksha in the interview session. *International Journal of Education and Pedagogy*. 2(2). 64-77.