

International Journal of Education and Pedagogy (IJEAP)  
 eISSN: 2682-8464 Vol. 2 No. 2 [June 2020]  
 Journal website: <http://myjms.moe.gov.my/index.php/ijeap>

## PAUSE AND SLIP OF THE TONGUE ON THE PARTICIPANTS OF 2019 PUTRA PUTRI UNDIKSHA IN THE INTERVIEW SESSION

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**Article Information:**

**Article history:**

Received date : 6 January 2020  
 Revised date : 26 May 2020  
 Accepted date : 27 May 2020  
 Published date : 3 June 2020

**To cite this document:**

Wirahyuni, K., & Nitiasih, P. (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.

**Abstract:** *The Election of Putra Putri Undiksha is conducted every year. There are several stages in the selection of Putra Putri Undiksha, which one of them is the interview stage. At this stage, participants will be interviewed about insight, talent, personality, and beauty or good looks. During this interview, researchers found pause and slip of the tongue that were said by several participants. This research uses descriptive qualitative research. Qualitative research is an approach in conducting research whose orientation lies in natural phenomena (Mahmud, 2011: 89). Sources of data in this study took the form of slip of the tongue and pause notes experienced by the participants. The subjects of the research were 50 participants of Putra Putri Undiksha consisting of 22 men and 28 women. Data collection technique in this study is indirect techniques in the form of documentary study techniques. The source consists of documents in the form of notes (Syamsuddin and Damaianti, 2015: 108). The types of pause that are obtained are pause and filled pause. The nine pauses that occurred were as many as nine, consisting of 2 pauses and there were 7 filled in, namely 'e', 'm', and 'ng'. In addition there are also progressive repetitive pause that are 'saya', 'apa', 'itu', and 'ya'. Furthermore, there were 13 slips of the tongues spoken by Undiksha Putra Putri participants during the interview. Tongue blobs found were tongue flirting, selection error and assembling error. Selection errors are divided into three types, namely semantic errors, which are the utterances, 'Pak' and 'selamat pagi'. Furthermore, the error of malapropism is the utterance of*

	<p><i>'fikir', and the error of mixed words or blends on the utterance of sinu, benul, inu, bileh. The mistake of assembling in this research is the transposition error 'menyadari sudah', 'semester tiga baru', and 'media sosial'. Furthermore, the mistake of anticipating assembling is found in the utterances 'halus', 'pretasi', and 'diporpaganda'. The cause of pause and slips of the tongue in the Putra Putri Undiksha participants during this interview was due to nervousness or nervousness, thinking, not knowing the answers, haste, spontaneity, out of focus, and habits.</i></p> <p><b>Keywords:</b> pause, slips of the tongue, speech production.</p>
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## 1. Introduction

Pause and slips of the tongue in psycholinguistics are mental processes that occur when speaking or producing speech. Therefore, a psycholinguistic approach is used in this study to see the relationship between language, behavior, and human reason, especially when speaking or speaking. Psycholinguistics is the science that describes the psychological processes that occur when a person produces sentences and understands the sentences he hears when communicating and the way language skills are acquired by humans. Pause is usually referred to as a stop that is filled or completed with other words or sounds. Slips of the tongue is a phenomenon in the production of utterances, namely the speaker sprains or sprains his tongue so that the words or sentences produced are not words that are intended or intended by the speaker. Pause and slips of the tongue are often experienced by everyone when they experience excessive nervousness or fear when dealing with others. The same is the case when conducting interviews with participants in the selection of Putra Putri Undiksha. Most of them often experience pause or slips of the tongue when answering questions.

The reason researchers are interested in conducting a study of the paus and slips of the tongue of the production of the utterances of the Undiksha Putra during the interview is first, the phenomenon of pause and slips of the tongue is one of the problems of mental processes that are often considered trivial. Yet to be Putra Putri Undiksha, he/she must master this kind of speaking ability. Second, pause and slips of the tongue can reflect cognitive barriers in speech planning. A Putra/ Putri Undiksha will communicate more in public, so that the ability to speak becomes a serious concern. Third, the study of pause and slips of the tongue on speech production, especially when this kind of interview is rarely done, so it needs to be further investigated. Based on the background of the above research, a common problem in this study is "What is the analysis of the silence and tongue twists of the 2019 Undiksha Putra Putri participants in the interview session?"

The aim of the research in general is to describe and analyse the results of the analysis of the pause and slips of the tongue of the 2019 Putra Putri Undiksha participants at the interview stage. Whereas the specific objectives of the study were (1) the researchers describe and elaborate the types of pause of Putra Putri Undiksha 2019 participants at the interview stage (2) Researchers describe and elaborate the types of slips of the tongue of Putra Putri Undiksha 201 participants at the interview stage. This research is expected to provide theoretical and practical benefits in language science, especially in the field of psycholinguistics and can be used as an additional reference to find out more about the pause and slips of the tongue for the future research.

## **2. Literature Review**

According to Ma'rat (2005: 35), humans have a system of language use and language psychology which learns the workings of this system. This system can explain the way humans convey thoughts with words (language production) and the way humans understand 'the contents of the mind' or the meaning of a sentence that is spoken or written. Arifuddin (2010: 174) argues that speech production is a generative grammar theory describing the mechanism that can produce grammatical sentences from a limited set of symbols using formal rules. Speakers produce utterances according to grammatical rules which they have known carried from birth. However, what should not be ignored is the involvement of speakers in psychological aspects such as perception of the context of the situation, memory, and motivation. In the production of speech production, speakers begin with a plan that includes determining the subject or topic spoken, the sentence spoken, and the constituents will be involved in the utterance. The next step is the implementation of the utterance by determining articulation and how to do it.

Pause, according to Dardjowidjodjo (2005: 142) is one of the mental processes that occurs when one's producing an utterance. Pause is one of the mental processes when producing an utterance. The pause in the utterance occurs because the speaker forgets the words he treats, and / or he is looking for the words that are the fastest. Sudaryanto (1993: 250-251) argues that besides being used mentally to distinguish the symbolized element is also an initial delay that plays a particular function in the utterance. According to Dardjowidjodjo (2005: 144) unpreparedness and caution in speaking out can be manifested in two types of pause, namely silent pause and filled pause. In silent pause, the speaker pauses and pauses after finding the words he is looking for he continues his sentence, while the silent pause is filled with pause filled with certain words to fill in the blanks when uttering something. This allows the speaker to recall the words to be said.

Furthermore, Pateda (1989: 33) explains that slips of the tongue refers to situations of erroneous pronunciation, for example because of not remembering or due to psychological pressures. Tarigan (2009: 193) argues that slips of the tongue are speech errors, wrong words. There are two types of slips of the tongue, namely the error of selection and assembling error. The mistakes of selection can be divided into three types in the form of false semantic selection, malapropism, and blending. In the type of semantic selection error often referred to as Freudian slips. Humans store words based on natural properties that exist in words. The second type of tongue glaze is malapropism. This malapropism can be seen from the pronunciation that looks as though it is 'classy'. For example, the word 'hape' is pronounced 'have'. Or the word 'event' is pronounced 'iven', and so on. The third type is called mixed words or blends. According to Dardjowidjodjo (2015: 148) mixed words can arise if someone is in such a hurry that it takes one or a part of the syllable from the first

word and one syllable from the second word and then the form is put together. Assembling error is a form of error of the words chosen is correct, but wrong (Dardjowidjodjo, 2005: 149). One of these forms of error is called transposition. In this error, people move words or sounds from one position to another. This type of assembling error is anticipatory error. The speaker anticipates the emergence of a sound, then the sound is pronounced instead of the sound that should be. For example 'terpesona' is pronounced 'tersepona', or 'mengantisipasi' to become 'mengantisisapi'.

Based on this understanding, it can be concluded that slips of the tongue is one of the mistakes or speech errors that have phonological aspects in the language, especially when producing speech and the word produced is not the intended word. Clark and Clark (in Dardjowidjodjo) argue that pause can occur at the time of the boundaries of other constituents and before the main words in the constituents. Communicatively, pause is used to clarify the syntactic structure of speech making it easier for speech partners to understand the speaker's message. Cognitively speaking, pause is used by the speaker to plan the speech to be conveyed. Pause also functions as a tool to control the quality of speech. This view can certainly be accepted well because this pause includes silent, filled pause, and progressive repetition which can give the speaker extra time in planning the production of speech utterances so that the speaker can avoid mistakes.

## **2.1 Problem Statement**

"What is the analysis of the silence and tongue twists of the 2019 Undiksha Putra Putri participants in the interview session?"

## **3. Method**

Methods are work methods, work techniques, regular and systematic steps used in research. The method is basically a scientific way to obtain certain ways and objectives and uses (Sugiyono, 2014: 18). According to Mahmud (2011: 100) descriptive research is a study that is strived to observe problems systematically and accurately about the facts and the nature of certain objects. Descriptive method seeks to describe or explain the events and events that exist in the present (Sudjana, 1999: 52). This research uses a qualitative form of research. Qualitative research is an approach in conducting research whose orientation lies in natural phenomena (Mahmud, 2011: 89). Qualitative research according to Syamsuddin and Damaianti (2015: 144) that assumes reality as something that can be seen and experiences of various events are understood based on subjective understanding.

In line with Satori and Komariah (2011: 25) said that qualitative research is a form of research that reveals certain social situations by describing reality correctly, formed by words based on techniques of collecting and analyzing relevant data obtained from natural situations. Qualitative research requires researchers to be able to process research data systematically. Qualitative research must be accompanied by sufficient data and must be arranged systematically and is very suitable for analyzing and describing the silence and tongue twists of the 2019 Undiksha participants at the interview stage.

### **3.1 Materials**

Sources of data in this study took the form of slips of the tongue and pause notes which experienced by the participants. The subjects of the research were 50 participants of Putra Putri Undiksha consisting of 22 men and 28 women. Data collection technique in this study is indirect technique in the form of documentary study technique. The source consists of documents in the form of notes (Syamsuddin and Damaianti, 2015: 108). Researchers also use the method of referring. The method of listening is a method used in providing data by means of researchers observing the use of language (Mahsun, 2012: 132). Researchers use the method of listening with a competent, free listening technique which means that the researcher only acts as an observer of the language of the informant. In addition to documentary technique and competent, free listening techniques, researchers also use the method of sharing with specific techniques for the pause data. According to Kesuma (2007: 57) the technique of fading is a data analysis technique which is done by obscuring certain linguistic units that are analyzed. If the linguistic unit, which is considered to be pause data and slips of the tongue, can be obscured without changing the contents of the message delivered by the speaker. The steps in data collection were the interview stage of Putra Putri Undiksha 2019 participants whom were listened to with a proficient free-written referral technique in writing; this was done by researchers to make it easier to analyze the pause and slips of the tongue that occurred in the interview. Identifying based on the problems studied, namely regarding the types of pause and the type of slips of the tongue.

The next step was to do the analysis. Data collection tools in this study were researchers who act as the main instrument in this study. Researchers as main instrument is located as planners, executors, data collection, analysis, interpreters of data and ultimately as reporters of research results. Testing of the validity of the data needs to be done so that the data obtained are truly objective so that the results of the study can be justified. Observation persistence aims to find the characteristics and elements in a situation that is very relevant to the problem or issue that is being sought and then focus on these things in detail (Moleong, 2015: 329). Researchers tried to meet the referential adequacy by supplementing the theories that form the basis of validating data. Researchers utilized various sources of information including various books or other reading sources in the library. The data analysis technique in this study used the deciding element determining technique, which was a data analysis technique whose tools are the sorting power possessed by the researcher (Sudaryanto, 1993: 21).

The data that has been collected is grouped based on the problems that have been presented in the form of pause and slips of the tongue on the utterances of the participants in the Putra Putri Undiksha 2019 produced at the stage of the interview session. Furthermore, the data that has been grouped, analyzed one by one with steps namely data types of silence analyzed by descriptive methods with exposure techniques. The slips of the tongue type data were analyzed by descriptive method and by exposure technique. Summing up the research results obtained in the form of data types of pause and types of slips of the tongue.

### 3.2 Data Analysis

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## 4. Results and Discussion

### 4.1 Results

Data of the slips of the tongue and pause which was gained from the participants of Putra Putri Undiksha 2019 in their interview session can be seen on the table below.

Data on Pause and Slips of the Tongue of the Putra Putri Undiksha 2019 Participants during the Interview			
No.	Speech	Pause/ Slips of the Tongue	Doer
1.	“Visi misi saya.... Saya... eee.. ingin menjadi contoh untuk teman-teman lainnya.... Eee... bahwa kita sebagai generasi muda..... harus memiliki kepribadian dan kualitas untuk memajukan kampus berlandaskan Tri Hita Karana.”	Senyapan ‘e’ dan senyapan tanpa suara	P2
2.	“Menurut saya, cantik itu halus eh harus datangnya tidak dari luar diri saja, tetapi dari dalam atau iner beautynya juga.”	Kilir lidah ‘halus’ (harus)	P4
3.	“mmm... saya lupa Bu nama wakil rektor 3 nya...”	Senyapan ‘m’	P12
4.	“Terima kasih atas kesempatan yang diberikan kepada saya..... saya eee.... Menurut saya.... Orang itu akan terlihat cantik kalau dia ramah dan baik hati. Jadi, kecantikan itu gak diukur dari seberapa	Senyapan ‘e’, tanpa suara, senyapan pengulangan progresif ‘saya’, kilir lidah pretasi (prestasi)	P14

	bagus pakaiannya atau kulit luarnya saja. Tetapi cantik bisa juga dilihat dari pretasi...pres..tasinya juga sikapnya”		
5.	“Baik, terima kasih... menurut saya, kita sebagai generasi muda harus tetap memiliki komitmen... ng... untuk melakukan perubahan walaupun perubahan itu kecil. Mmm... misalnya saja, dalam hal disiplin. Mahasiswa sering tidak disiplin dalam berbagai hal. Hal kecil semacam itu sebenarnya yang harus kita perbaiki, Bu”	Senyapan tanpa suara, senyapan ‘ng’, senyapan ‘m’	P15
6.	“Saya fikir, kita harus lebih bijak dalam menggunakan sosial media. Karena sosial media itu sekarang udah jadi alat yang sangat berpengaruh terhadap hidup kita”	Kilir lidah malapropisme ‘fikir’ (pikir)	P17
7.	“...di sinu eh.. di situ saya merasa sedih Bu..”	Kilir lidah campur kata ‘di sinu’ (di situ)	P20
8.	“Iya, Bu... saya.. apa... lebih memilih.. apa... pendidikan atau organisasi.. apa... daripada hal-hal yang tidak berfaedah”	Senyapan ‘apa’	P21
9.	“Terima kasih, Bu.. sebenarnya kalau kita dari awal menyadari sudah mengenai efek sampah plastik ini....”	Kilir lidah assembling transposisi ‘menyadari sudah’ (sudah menyadari)	L1
10.	“Saya benul.. betul-betul tidak setuju dengan diberlakukannya penghapusan ujian nasional tersebut..”	Kilir lidah campur kata atau <i>blends</i> ‘benul’ (betul)	L3
11.	“Ya, Pak.. eh maksudnya Bu..”	Kilir lidah kekeliruan seleksi semantik ‘Pak’ (Bu)	L4
12.	“Kalau saya sih..... Itu bukan masalah ya Bu. Itu itu.... Mungkin bisa menjadi hal yang pro dan kontra. Tetapi, itu... bagi saya tak masalah, karena setiap orang berhak membuat dirinya cantik atau tampan”	Senyapan tanpa suara dan senyapan pengulangan progresif ‘itu’	L6
13.	“Terima kasih atas kesempatan yang diberikan. Sebagai generasi muda, kaum intelektual yang berpengaruh terhadap kemajuan bangsa ini.. kita jangan mau diporpaganda..”	Kilir lidah assemblingantisipasi ‘diporpaganda’	L8
14.	“Saya semester tiga baru, Bu”	Kilir lidah assembling transposisi ‘semester tiga baru’ (baru semester tiga)	L9
15.	“Menurut pendapat saya..... <i>life style</i> remaja sekarang ini..... tidak bisa lepas dari pengaruh media sosial”	Senyapan tanpa suara dan kilir lidah transposisi ‘media sosial’ (sosial media)	L11
16.	“Saya... ya.... Tidak bisa.. ya memastikan apakah visi dan misi saya ya dapat diterima. Tapi, ya.. tidak ada salahnya mencoba. Ya kita tidak boleh pesimis..”	Senyapan pengulangan progresif ‘ya’	L12
17.	“Bagi saya, cantik inu.. relatif Bu. Sebagai laki-laki, wajar saja kita melihat secara fisik yang pertama. ”	Kilir lidah campur kata ‘inu’ (itu)	L15

18.	“Selamat pagi Bu, terima kasih atas kesempatan yang diberikan kepada saya..”	Kilir lidah kekeliruan seleksi semantik ‘selamat pagi’ (selamat siang)	L17
19.	“Baik, terima kasih.... Menurut saya... jika memilih antara menjadi orang pintar atau orang baik, saya memilih menjadi..... orang baik Bu. Karena orang pintar belum tentu baik. Orang tidak baik biasanya tidak memiliki teman. Sebagai makhluk sosial, tidak bisa hidup tanpa teman.”	Senyapan tanpa suara	L20
20.	“Bileh eh boleh diulang pertanyaannya Bu?”	Kilir lidah campur kata ‘bileh’ (boleh)	L22

## 4.2 Discussion

Several data of the pauses and slips of the tongue data are discussed in this section.

### **Pause and filled pause contained in the production of utterances from participants of Putra Putri Undiksha 2019 during the interview.**

#### 1. Speech P2

“Visi misi saya....Saya... **eee**.. ingin menjadi contoh untuk teman-teman lainnya.... **Eee**... bahwa kita sebagai generasi muda..... harus memiliki kepribadian dan kualitas untuk memajukan kampus berlandaskan Tri Hita Karana.”

In that sentence, the participant performs a filled pause syllable which is the sound 'e' which is obscured in the sentence.

#### 2. Speech P12

“**mmm**... saya lupa Bu nama wakil rektor 3 nya...”

In that sentence there is a filled pause which is the sound 'm' when participant try to answer questions about the name of the vice rector 3.

#### 3. Speech P14

“Terima kasih atas kesempata yang diberikan kepada saya..... **saya eee**.... Menurut **saya**.... Orang itu akan terlihat cantik kalau dia ramah dan baik hati. Jadi, kecantikan itu gak diukur dari seberapa bagus pakaiannya atau kulit luarnya saja. Tetapi cantik bisa juga dilihat dari pretasi....pres..tasinya juga sikapnya”

The visible pause that appeared here is pause filled with the sound 'e', silent or silent pause, and 'T' progressive repetition.



#### 4. Speech P15

“Baik, terima kasih... menurut saya, kita sebagai generasi muda harus tetap memiliki komitmen... **ng**... untuk melakukan perubahan walaupun perubahan itu kecil. **Mmm**... misalnya saja, dalam hal disiplin. Mahasiswa sering tidak disiplin dalam berbagai hal. Hal kecil semacam itu sebenarnya yang harus kita perbaiki, Bu”

The pause that occurs in the P15 participant interview results is silent pause 'ng', pause 'm'.

#### 5. Speech P21

“Iya, Bu... saya.. **apa**... lebih memilih.. apa... pendidikan atau organisasi.. **apa**... daripada hal-hal yang tidak berfaedah”

At the time of the interview, P21 participants looked a little nervous. These participants keep repeating the word 'apa' to find answers to questions about education or hanging out with friends. The pause that occurs is filled with progressive repetition of 'apa'.

#### 6. Speech L6

“Kalau saya sih..... Itu bukan masalah ya Bu. **Itu itu**.... Mungkin bisa menjadi hal yang pro dan kontra. Tetapi, **itu**... bagi saya tak masalah, karena setiap orang berhak membuat dirinya cantik atau tampan”

Almost the same as Speech P21, P6 also repeats the word 'itu' to find the right words. The pause that occurs in this sentence is silent or silent pause and pause filled with 'itu' progressive repetition.

#### 7. Speech L11

“Menurut pendapat saya..... life style remaja sekarang ini..... tidak bisa lepas dari pengaruh media sosial”

The pause that occurs in Speech is silent pause. Silent pause occurs between the words 'ini' and 'tidak bisa lepas'.

#### 8. Speech L12

“Saya... **ya**.... Tidak bisa.. **ya** memastikan apakah visi dan misi saya **ya** dapat diterima. Tapi, **ya**.. tidak ada salahnya mencoba. **Ya** kita tidak boleh pesimis..”

Speech L12 experiences a filled pause that is progressive repetition for the word 'ya'.

#### 9. Speech L20

“Baik, terima kasih.... Menurut saya... jika memilih antara menjadi orang pintar atau orang baik, saya memilih menjadi..... orang baik Bu. Karena orang pintar belum tentu baik. Orang tidak baik biasanya tidak memiliki teman. Sebagai makhluk sosial, tidak bisa hidup tanpa teman.”

The pause that occurs in Speech above is silent or silent pause. Participants will keep quiet when saying they are going to be a good person. Silent pause is in the words 'menjadi' and 'orang baik'. It can be concluded that there were nine pause in the interview of Putra Putri Undiksha 2019, which consisted of silent pause (2), namely in Speech L11 and L20, and there were 7 filled pause which were 'e', 'm', and 'ng' sounds in Speech P2, P12, P14, and P15 besides that there are also progressive repetitive pauses that are the words 'I', 'what', 'that', and 'yes' in Speech P14, P21, L6, and L12.

**Slips of the tongue which is consisted in the speech production of Putra Putri Undiksha participant in the interview session**

### 1. Speech P4

“Menurut saya, cantik itu **halus** eh harus datangnya tidak dari luar diri saja, tetapi dari dalam atau *inner beauty*nya juga.”

In Speech P4 above, there was slips of the tongue assembling the anticipation of 'halus' which should be said 'harus'.

### 2. Speech P14

“Terima kasih atas kesempatan yang diberikan kepada saya..... saya eee.... Menurut saya.... Orang itu akan terlihat cantik kalau dia ramah dan baik hati. Jadi, kecantikan itu gak diukur dari seberapa bagus pakaiannya atau kulit luarnya saja. Tetapi cantik bisa juga dilihat dari **pretasi....pres..tasinya** juga sikapnya”

In Speech above, there is a slips of the tongue type of error assembling anticipation that is from 'pretasi' to 'prestasi'.

### 3. Speech P17

“Saya fikir, kita harus lebih bijak dalam menggunakan sosial media. Karena sosial media itu sekarang udah jadi alat yang sangat berpengaruh terhadap hidup kita”

The slips of the tongue that happened is malapropism, the word 'fikir' should be pikir.

### 4. Speech P20

“...di sinu eh.. di situ saya merasa sedih Bu..”

The slips of the tongue that occurs here is the tongue blaze of the wrong type of word selection, the word 'di sinu' which means to say the word 'di sini'.

### 5. Speech L1

“Terima kasih, Bu.. sebenarnya kalau kita dari awal menyadari sudah mengenai efek sampah plastik ini....”

The slips of the tongue that occurs in Speech above is the slips of the tongue type mistake assembling transposition which is 'menyadari sudah' which should switch positions to 'sudah menyadari'.

### 6. Speech L3

“Saya benul.. betul-betul tidak setuju dengan diberlakukannya penghapusan ujian nasional tersebut..”

The tongue flicker that occurs in Speech L13 is the tongue flicker that the selection of mixed words or blends is 'benul' which means 'betul'. There is a combination of words between 'benar' and 'betul'.

#### 7. Speech L4

“Ya, Pak.. eh maksudnya Bu..”

In Speech L4 there is a slip of the tongue of the 'Pak' error semantic selection that should be said 'Bu' because the person concerned is talking to a woman.

#### 8. Speech L8

“Terima kasih atas kesempatan yang diberikan. Sebagai generasi muda, kaum intelektual yang berpengaruh terhadap kemajuan bangsa ini.. kita jangan mau **diporpaganda..**”

The slip of the tongue that occurred was the slip of the tongue type assembling in anticipation of the word 'diporpaganda' which should be said to be 'dipropaganda'.

#### 9. Speech L9

“Saya **semester tiga baru**, Bu”

In Speech L9 above, there is a slip of the tongue type assemblies transposition that is semester tiga baru' which should have reversed the placement of the word to 'baru semester tiga'.

#### 10. Speech L11

“Menurut pendapat saya..... life style remaja sekarang ini..... tidak bisa lepas dari pengaruh media sosial”

In Speech L11 there is a transposition slip of the tongue that is 'media sosial' which should be 'sosial media'

#### 11. Speech L15

“Bagi saya, cantik inu.. relatif Bu. Sebagai laki-laki, wajar saja kita melihat secara fisik yang pertama. ”

The slip of the tongue that occurs in Speech L15 above is the tongue blaze mixed with 'inu' which is a combination of the words 'ini' and 'itu'.

#### 12. Speech L17

“Selamat pagi Bu, terima kasih atas kesempatan yang diberikan kepada saya..”

The slip of the tongue happened is the type of the semantic selection ‘selamat pagi’ occurred at Speech L17 because the time it was showing was 13.00 WITA, it should have been pronounced 'selamat siang'.

#### 13. Speech L22

“Bileh eh boleh diulang pertanyaannya Bu?”

The slip of the tongue ‘bileh ’is a combination of the words‘ bisa ’and‘ boleh ’. So L22 participants experience tongue twisting by saying the word 'bileh' and then correct it to the word 'boleh'.

It can be concluded that there were 13 slips of the tongue spoken by Participants of Putra Putri Undiksha during the interview. Slips of the tongue found were tongue flirting, selection error and assembling error. Selection errors are divided into three types, namely semantic errors, namely in

Speech, 'Pak' (L4) and 'selamat pagi' (L17). Furthermore, the error of malapropism is Speech 'fikir' (P17), and mixed errors or blends on Speech 'di sinu' (P20), benul (L3), inu (L15), bileh (L22). Assembling errors found in the Speech of participants of Putra Putri Undiksha during the interview are the transposition mistakes 'menyadari sudah' (L1), 'semester tiga baru' (L9), and 'media sosial' (L11). Furthermore, the mistake of anticipating assembling is found in 'halus' speech (P4), 'pretasi' (P14), and 'diporpaganda' (L8).

Based on the results of interviews with several participants, the pause and slips of the tongue occurred for several reasons as follows.

1. Nervous because the situation is considered tense.
2. Looking for the right answer.
3. Don't know the answer.
4. Hurry because the speed of thought and speech is not balanced.
5. Spontaneity
6. Out of focus
7. Habits especially in pronouncing 'e' or Speech 'itu', and 'ya'

## **5. Conclusion**

Based on the results of the study of pause and slips of the tongue in the Speech production of Undiksha Putra Putri participants during the interview session, data were obtained that there were silent pause and pause filled in Speech for a number of participants. In addition, there are also slips or tongue on selection and assembling errors. There were nine pauses that occurred, consisting of silent pause (2), namely in Speech L11 and L20, and there were 7 filled pauses that were 'e', 'm', and 'ng' in Speech P2, P12, P14, and P15. In addition, there are also progressive repetitive pauses, namely the words 'saya', 'apa', 'itu', and 'ya' in Speech P14, P21, L6, and L12.

Furthermore, there were 13 slips of the tongue spoken by Putra Putri Undiksha participants during the interview. The slips found were tongue flirting, selection error and assembling error. Selection errors are divided into three types, namely semantic errors, namely in Speech, 'Pak' (L4) and 'selamat pagi' (L17). Furthermore, the error of malapropism is Speech 'fikir' (P17), and mixed errors or blends on Speech 'di sinu' (P20), benul (L3), inu (L15), bileh (L22). Assembling errors found in the Speech of Putra Putri Undiksha participants during the interview are the transposition mistakes 'menyadari sudah' (L1), 'semester tiga baru' (L9), and 'media sosial' (L11). Furthermore, the mistake of anticipating assembling is found in 'halus' speech (P4), 'pretasi' (P14), and 'diporpaganda' (L8).

The cause of pause and slips of the tongue in the Putra Putri Undiksha participants during this interview was due to nervousness, thinking, not knowing the answers, haste, spontaneity, out of focus, and habits.

## 6. Acknowledgement

The authors give their first thanks to God Almighty, for the presence of plenty of mercy and his grace, so that the authors can complete the research.

Appreciation and thanks the authors gave to Undiksha Postgraduate Program and so to the Department of Department of Language Education, Indonesian and Regional Literature, Faculty of Language and Art, Undiksha and Department of English Language Education, Faculty of Language and Art, Undiksha which give full support for this writing to happen. As well as a thank you to all of the authors' lecturers colleagues and the colleagues who pursue their doctoral degree through Undiksha Postgraduate Program, for the never-ending support.

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The final word the author realized that in the writing of this research is still far from perfection. Therefore, the authors invoke suggestions and criticisms which is build for the sake of perfection and may be useful for all of us.

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