

CHAPTER I

INTRODUCTION

The present chapter introduces several headings that will be discussed in this research. This chapter is divided into six subtopics namely : basic consideration, research questions, objective of reseach, significance of study, and delimitation of study. Those headings will be discussed clearly in order to make readers more understand about this research. All of the subtopics are analyzed and described as follows :

1.1 Basic Consideration

Speaking is a productive skill. Theoretically, according to O'Grady as in Siahaan (1996 p. 94) a spoken utterance is mental concept turned by a speaker in speaking. It means that speaking is a psychological process which a speaker puts a mental concept into some linguistic forms, such as word, phrases, and sentences used to convey a message to a listener. So the speech production is the process by which the speakers turn their mental process into their spoken utterances to convey a message to their listeners in the communicative interaction Gleason and Ratner as in Siahaan(1998, p. 95).

Oral communication in English is quite difficult for the university students in Indonesia. It is because English is not our second language so that English is just used by people who have qualified enough in their education because most of the people

who can speak English well is the people who have good education. Whereas as international language, English should be essentially learned by everyone especially in speaking skill because in interacting with the people all over the world, everyone needs English as the tool to communicate with them. Ardila and Ramos (2007, p.03) briefly stated that English is frequently considered as international language and used for wider communication among people from different countries. However, if compared to the people in Malaysia, India, Philippine, and so on, English as their second language that is why the people from kids to elder can speak English even better than the university students in Indonesia especially in Gorontalo.

The improvement of speaking English in Indonesia can be seen in the several big cities in Indonesia such as Bali, Jakarta, Bandung, Yogyakarta, etc. Many tourists usually visit those cities for recreation so that indirectly, the people in those cities interact and communicate with them and this makes the speaking English of the people can be improved. However, not all the people in those cities can speak well because in this case, English is just the foreign language not the second language. So that, the people just interact with the tourists if the tourist visit to those cities. What is about Gorontalo? As the province which is rarely visited by the tourists, most of the people in Gorontalo cannot speak English. As it is stated before that only the people who have qualified enough in their education can speak English especially university students.

English Department especially in Gorontalo State University has the specific English skills curriculum for the students. The curriculum refers to the speaking English as one of the skills that must be taught to the students and they are expected to be able to speak English well. In addition, when the students are in the higher level, they are expected to be better in speaking English. It means that when the students are in the sixth semester, they must improve their speaking skill because in that level, they are learning about speaking 4 as the highest level of speaking skill. However, most of the students in English Department cannot speak English well whereas speaking as the subject that must be mastered by the students because it is as the requirement for them to graduate from English department. This study analyzes the students' speaking disfluency at sixth semester because when they have learnt about speaking 4, their speaking skill must be improved to be better.

As a productive skill, speaking is very important in communication. Speaking fluently is better in communicative interaction because without speaking fluently, the communicative interaction will not run well. It is because the message that delivered by the speaker cannot be received clearly. One of the problems that usually faced by the students in speaking is disfluency. Nicodemus (2011) briefly stated that "disfluency is any interruption to the flow and rhythm of language that does not add propositional content" (p.01). It means that disfluency as one of the speech problems which can interrupt the meaning of language that delivered by the speakers. It will arouse the misunderstanding between the speaker and the listener.

Benesty (2008) divided the disfluency into two broad categories. First, “fillers (such as ‘um’ and ‘uh’), including discourse markers (such as ‘well’ and ‘you know’), with which speakers try to fill pauses while thinking or to attract the attention of listeners. Second, Repairs, including repetitions and restarts, where speakers try to correct, modify, or abort earlier statement”(p. 642).

Meanwhile, according to Gleason and Ratner (1998 p. 310), Speaking or speech disfluency is the speakers’ utterances with the characteristics of hesitation, repetition, false start, and filler words such as um, well, or you know (so-called filled pauses). If, for example, a speaker exchanges the onsets of two words, by perhaps saying “darn bore” when intending to say “barn door”, it is highly unlikely that the exchange is intentional, and the occurrence of accidental speech errors like this may inform us about the nature of speech planning (e.g. Hartsuiker et al. 2005 as cited from Corley and Stewart 2012, p. 2). Between these extremes of intentionality are disfluencies, or the false starts, repetitions, filler words and hesitations that accompany the words that speakers plan and utter. Based on the explanation above, disfluency is anything that related to the speaking problem. When somebody speaks and suddenly says “um” or “well” so, that is called disfluency and this study strongly refers to the theory of Gleason and Ratner who said that speaking disfluency as the speakers’ utterance with the characteristics of hesitation, repetition, false starts, and filler words.

According to Oxford Advance Learner’s Dictionary, hesitation comes from the word “hesitate” which means to be slow to speak or act because you feel uncertain or

nervous. It also means that to be worried about doing something, especially because you are not sure that it is right or appropriate. Meanwhile, repetition comes from the word “repeat” which means to say or write something again or more than once. False start means that wrong to start or to begin a sentence or word and filler words are the words like you know, um, well, or frankly speaking.

Students usually do the disfluency when they are speaking or presenting something in the class. It is realized or not, the disfluency really disturb the process of transferring any idea. Hesitation, repetition, false start, and filler are prevalent in spontaneous spoken language. It means that in presenting something or speaking, spontaneous we do those. To analyze the disfluency in presentation is totally important. Richard (2008, p.21) pointed out that presentation is a kind of talk as performance. In addition, talk as performance refers to the classroom presentation, public announcements, and speeches. This research analyzes presentation as the part of talk as performance because students usually do the presentation in the classroom when they learn every single subject which is delivered by the the lecturers.

Presentation is essentially a speech with some visual aid in which a presenter transmits a message to the audience. By transmitting the message or idea, the audience or listeners are expected to be able to receive it well. But if the presenter cannot deliver it well, the listener will not be able to receive it well too. That is why it should be studied to know why those are happened in order to help the students to identify

what kind of disfluency that usually happen when they are speaking or doing a presentation.

Based on my pre-observation or survey on the students' proposal presentation, there are several disfluency specifically done by the students when they are presenting their research proposal. The disfluency such as repetition "And then, in reading comprehension aa sometimes aaa..students aa get the problem...get the problem for example the students difficult to understand what the meaning..what..what the meaning..what..what the text about". Hesitation "And then reading...aaa...reading for...reading is..reading skill is very important to be mastered by the students". And false start "if i give the..the..if i give the.. if i am doing a". Those are the kinds of disfluency that found in the students' research proposal presentation.

1.2 Research Question

1. What are the types of disfluency made by the students in their presentation?
2. How is the process or the background of disfluency occur when the students speak?

1.3 Objective of Research

The objective of this study is particularly aimed to find out the types of disfluencies usually made by the students in their presentation in the class. There are four types of disfluencies in speaking English namely hesitation, repetition, false

starts, and filler words. This study also finds out about how the process of disfluencies occur when the students are doing a presentation and also finds out the background of the disfluency occur. By knowing the kinds of disfluency, the students can predict what kinds of disfluency they usually make when they are speaking or presenting something in front of the class. By identifying those disfluencies, the students can exercise or train themselves to minimize those disfluency.

1.4 Significance of Study

The significances of this research will be varied. Theoretically, the findings of this research may give an access to understand the process of English speech production made by the students in presentation. The findings can give a contribution to the generalization of the nature of their speech production. Practically, lecturers or teachers of English subject can predict the students' types of speech disfluency. For the students, the findings of this study can help the students to minimize their disfluency in speaking. For the researcher, this study may give a new knowledge or comprehension in learning English.

1.5 Delimitation of Study

This study just limits to the analysis of the students' speaking disfluency in presentation. In analyzing those disfluencies, this study also focuses on the types of disfluencies usually made by the students in their presentation. This disfluencies are, hesitation, repetition, false starts, and filler words. In this case, to know about how

the process and why those disfluencies happen is also involved in this study. Therefore, this study will be focused on those disfluencies in students' presentation.

Based on the data above, it can be said that to know the types of disfluency and how or why the types are made by the students are very important because by knowing those, the students can identify the kinds of disfluency which usually made by them and indirectly the students can learn to correct it.