

Chapter I

Introduction

This study entitled types of pauses and their affecting factors towards students' speaking ability was chosen by some considerations. At the first time, when I decided to choose this topic it is because of my studying experiences in English department. In English department, I got many subjects to learn include speaking subject. In fact, I had difficulties when I wanted to speak in front of the class, I felt my speaking was not good enough because I felt nervous and always produced sound meaningless such as "aaa", and "ee". This situation also happened to all my friends, I heard they produce these unmeaning sounds. So, reflecting on my own personal experiences. There are some reasons why I choose this topic.

The first is my own inquisitive about why this pause happens when the students want to speak. The second is base on my experience, when I speak I could not handle the occurrence of pauses when I speak. Reflected on those reasons, it makes me start on this project in order to explore what factor makes the students have pause when they speak.

This chapter divided into five sections. First section explains about the basic consideration of my study became the focus of investigation. The second provide the research questions of what suppose to be investigated for this study. The third section explains about the aims of study. The fourth describe the significance after conducting of this study. The last section describes the limitation for this study.

Basic Consideration

The possibility in mastering a language is if people can speak fluently. This is figured out from Kormos, J and Denny, M (2010) "Speaking a language fluently is frequently the ultimate goal to be attained in mastering a language" (p.21). Based on this statement Kormos and Denny go on to say that speak fluently is the key if the people want to be mastered a language. Talking about fluently, Fillmore (1979) conceptualizes fluency in four ways. First, a fluent speaker is a speaker without many pauses when the speaker speaks. Second, speaker is called fluent if they are not only competent speaking without hesitation, but also the way they deliver message of their speech to listener. Third, a fluent speaker is a speaker with variety knowledge of what speaker talking about. Fourth, a person is called fluent if they use their language creatively and imaginatively and have three abilities mentioned before; speak without many pauses, the way to make the listener convince towards she/ he tells about, and has large comprehension of their speech.

On the other hand, speaking English for Indonesian it is quite difficult because English is not Indonesian first language. Yet, English roles as foreign language and global language, make English is need to be learned. Hence, it is very important for students to learn English for international communication to prepare the students become global citizen so that English need to be learned (Ketsman, 2012).

Moreover, an expectation is needed to prepare the students to become global citizen. Ketsman (2012) argues that students' academic achievement and success is the potential source of expectation in learning English as foreign language. The expectations can roles as students' success or failure in learning. If the expectation in learning English is high, the impact on students learning can be positive. The positive impact means the mastering of English can be

rich and the students are ready to become a global citizen. Ketsman (2012) points out that expectation in learning English as foreign languages are self concept's ability and students' performance expectation. Self concept ability involves speaking, writing, reading, and listening, while students' performance expectation involves deliver oral communication fluently with accurate, rapid and smooth.

Related to explanation above about expectation in learning English from Ketsman (2012), Gorontalo State University or also called UNG has a Department namely English Department. The structure of curriculum in this department consists of various subjects including speaking subject. As productive skill, speaking is one of subject need to be learnt. This subject aims to improve students' speaking ability and they are expecting to be able to speak English fluently. For example: how to debate, how to deliver good speech, how to deliver good presentation, and any other about speaking. These activities require students to speak fluently.

In fact, Safa, Golfam, Mehrabi, and Rahmatian (2013) argue when speak a foreign language students do hesitate, when students do hesitation they assumed as less fluent. According to Fulcher (1996) students do hesitate because they are failing to produce grammatical form of words to what they want to tell. This failure related to the working of memory in the learning process. The first process in learning is remembering, aspects of the material being learned influence the ease of putting it in memory. Obviously, once we have learned something, we have to keep it in storage of memory. So that, we can retrieve or recall it when we need it but the success of speech production based on the working memory, if the working memory is failed to recall the word, the speech will produce hesitation (Fringer and Fry, 2007).

Hesitation in a foreign language is interpreted as a sign of disfluency. Disfluent speech is speech marked with long pauses where this long pause limited the speakers to inform information

because the speech scratches into less (Hilton, 2008). Talking about disfluent speech marked with pauses, Dardjowidjojo (2005) divides two types of pauses, and they are silent and filled pauses. Silent pauses means no sound in sentence, or blank in the sentence, this pause use to take a breath while speak. Meanwhile, filled pauses are hesitation sounds to indicate uncertainty in produce speech.

To see the occurrence of those types of pauses in learning English, this study conducted pre research for getting the data of pauses in English foreign learners. The researcher conducted pre research at English Department on May, 25th, 2013 which the students did oral presentation for Capita Selecta subject. The sample of this research is Jaka (the name of the participant used pseudonymous) English department student academic year 2010/2011, six semesters. In this situation he presented his project in Capita Selecta about “The Absent of Native Speaker in Senior High School”. His voice transcribed as “*well[stop]that’s all for our presentation, and thank you.*” This transcribes shows that Jaka did silent pauses for respiring because between word “well” and “that’s” Depryanto harun pause to take a breath. This pauses indicated as silent respiration pauses. The detail explanation about pauses will be explained in chapter two.

Other example related to filled pauses transcribe as “*and then cultural influence, Of course, ehh they come from another country, or aboard country. So, ee we as a student will know, about ‘aaa’ about ‘aaa’ native speaker*”. This data identify as filled pauses, it can be found from the count of sound “ehh” and “aaa” produced by DepryantoHarun. Goto, Itou, and Hayamizu (1999) state filled pauses will occur if the speed of speaking becomes faster than the speed of preparing the content of speaking. It means that a speaker cannot handle filled pauses if their mind cannot maintain with the speaking process.

Based on pre research above, it can be concluded that English foreign learner still do pauses when they are speaking, explaining, and presenting something in the class. It is realized or not, these pauses disturb the process of transferring any idea because implications for oral proficiency concluded that the learners know the rules but still has to practice to reach fluency, so that the result of practice produce more filled pauses than silent pauses (Safa, et al, 2013). Beside that a study from Anderson, Robert, and Elizabeth (1994) about memory shows that activities of remembering can cause forgetting also. This related to learn English as foreign language, English learner need to remember all of the English words and put into their memory. In fact, recalling a word in memory for foreign learners is quite difficult. This occurs because Levelt (1989) points out that the failure of recalling words is an impact from cognitive process of speech production. When a cognitive fails to recall the words into memory, pause will occur.

It has been shown that pausing varies not only within a speaking style but also across speaking styles. Spontaneous dialogues and the read version have been compared. A comparative study from Megyasi and Capvoka (2001) showed that spontaneous speech differs from read speech. Spontaneous speech has the most frequently occurring pausing with longest durations, because the speaker has to plan what to say. This is different in reading where the text is already present. In professional announcing, the reading is furthermore performed under a time constraint, which may cause few and short pauses. Non-professional readers are not limited by time constraint and do not have to plan the content, but rather how to execute the message. In addition, reading style frequently occurring silent pauses. The result from Megyasi and Capvoka (2001) showed that pauses could be happen in reading style but the occurrence of pause shorter than speaking because in reading the text is already present. Whereas, in speaking the speaker has to plan what to say, which may cause more and longer pauses than reading style.

Even though, pauses could be happen in reading style but the most interesting is to find out what, how and why pauses are happen in speaking style. Correlate with this reason, this study will conduct a research at English Department student academic year 2012/2013 exactly the students at semester four take speaking three. This study will analyze the factors that causing pauses in students speaking activities at semester 4 because they are in the highest level of speaking subject in this semester, it means that they had learned about speaking one and two. It is expecting their speaking skill must be developed to be better in speaking three, it is expecting the occurrence of pause in students speaking activities is less than they did before.

Hence, this study aims to analyze what types of pauses occur in students' speaking activities, and to investigate affecting factors of pauses towards students speaking ability. There are two reasons for choosing this topic. First, pauses are phenomenons where all people do while explaining something, asking, and giving command, and usually this event often occurs because this phenomenon sometimes cannot be handling (Zellner, 1994). Second, occurrence of pauses is mostly in speaking, because in speaking people require to deliver speech that potentially produce pauses.

Research Question

Related to the basic consideration above, two research questions are formed. The first research question is asking about what types of pauses made by the students when they speak?. The second research question is asking about what are the factors of pauses that affect students' speaking ability?.

Objective of Research

This study aims to offer deep insight about pauses in speaking. Mainly, the research analyses types of pauses made by the student and investigate factors that affect students' speaking ability

and how those factors influence their speaking performance. By knowing the types of pauses in speaking the students not only can predict what types of pauses they use when they speak but also to inform which of the types of pauses they should avoid when they speak, and by knowing those types of pauses, they can handle the occurrence of pauses when they speak.

Significance of Study

This study contributes to give insight about pauses in speaking. This study clearly makes understanding of how and why pauses occur in students' speaking activities. This study expected to give deep understanding of types of pauses and factors that affect students' speaking ability. This focus of analysis has a possible to give contribution to boarder English foreign learners as many foreign learners in many countries that still improve their knowledge, and ability in English. The focus of analysis will lead the foreign learner know about pauses and the impact for their speaking competency. Moreover, Knowledge of types and factors that affect students' speaking ability will allow every element include English teachers, language expert, and the other researcher to take part into the attention and development of English foreign learners' competency, especially in speaking skill.

Delimitation of Study

Delimitation of this research has several ranges. First, this research only focus to analyze types of pause occurs in students speaking activities and also to investigate factors causing pauses in students' speaking activities. Second, this research focuses in speaking activities. Third, the participants of this research are to the English Department students in academic year 2012/2013.