

Chapter 1 : Introduction

This chapter displays the background of problem, research question which appear based on the problem, the objective and significance of this research.

Basic Consideration

Many students in the world have impaired speech, although they are good speaker. All of them absolutely have experienced an error in speaking. This disorder is not because they can not speak at all, but sometimes it originates from the brain which is wrong to interpret. This causes a wide variety of wrong sentence and even faltered so that sometimes it makes one stutter. Distractions are usually called the speech error.

According to Clark and Clark (1977, p.263) there are nine kinds of speech errors. Those are: 1) Silent pause, is a period of no speech between words, such as *turn on the // heater switch*. 2) Filled pause, is a gap filled by *oh, er, uh, em*, such as in *Turn on, mm, the heater switch*. 3) Repeats, is repetition of one or more words in a row such as *Turn on the heater/the heaterswitch*. 4) Unretraced, is correction of words such as *turn on the stove/heater switch*. 5) Retraced, is repetitions of one or more words before the corrected words such as *turn on the stove/turn on the heater switch*, 6) Corrections, are like false starts, but they contain an explicit correction such as *I mean, rather, or that is* such as *turn on the stove switch – I mean the heater switch*. 7) Interjection, like hesitation pause,

indicate that speakers have had to stop to think about what to say next. The interjection in English often emerges with the sounds *on*, *ah*, *well*, and *I*, such as John would like, well, carrots (Word approximation), 8) Stutters, speakers who stutter speak rapidly the same sound or syllable as in *turn on the h-h-h heater switch*, 9) Slip of tongue, speakers may make errors in sounds, words, parts, and even sentence structures. They may include substitution, metathesis, omission or addition of segments. Such common speech errors – pauses, false starts, corrections, and stutters – provide evidence that speaker do make plan before executing it.

From nine kinds of error, the researcher was interested to take stutter because it has many unique factors accounting for its development and persistence allowing for a continuum of distinctive and individualized presentations (Smith & Kelley, 1997). However, stuttering is still a disorder that most view as transparent, mundane, and simple (Johnson, 2008).

The researcher prefers to choose stutter than the other of speech errors because stutter is very rarely used as a research on the speech error. Silent pause and filled pause are kinds of speech error which are mostly used in previous research. There are several previous researches associated with stuttering, but there are no any researches about stuttering in English Department State University of Gorontalo. Based on the causes of stuttering, Ambrose (2004)

explains that the cause of stuttering is divided into two namely, 1) Psychological aspect that is the occurrence of stuttering caused by severe anxiety. 2) Biological aspect that is the stuttering occurs naturally from childhood. Between two different causes, many previous researches take Biological aspect as a reference of the research, while the research of stuttering in the Psychological aspect is very rare to find in previous research. This is what makes the researcher interested to do the research of stuttering in a different way that is Psychological aspect than in previous research. Stuttering is also different from other of speech error that is seen from speaking fluency disorders, stuttering is characterized by repetition and extension of a word or syllable, which impressed lengthy talks to replace the words that are considered problematic, and it appears the physical strain while talking (Milten Berg (2008), Davidson (2006), Whit Bourne (2009)). This is what the researcher wanted to see in the research in order to get a solution for future research.

In addition, stuttering indeed disturbs academic performance. It can happen in presenting a material. For example in the presentation at the seminar in International Students' Conference. It is one of the subjects for students of sixth semester and became the formal programs in English Department, State University of Gorontalo. In this program students are selected to be a speaker, moderator, and the minute's writer. So, they are already worthy and ready to

become participants of this program. The professors and lecturers in International Students' Conference program are experts in Linguistics, Literature, and ELT (English Language Teaching) which become the main topic of International Students' Conference.

Not conducting this research means the students will not believe in themselves. Especially in English Department, many students are very smart in reading, speaking, and writing in English but they are too less confident of their abilities when doing presentation in public. This makes hesitance while talking and causes stuttering in students. Stuttering disturbs students' confidence when describing something. Not only the speaker, but also the audiences of the presentation would be disturbed over stuttering who generated by students. Therefore, this research was conducted to provide more knowledges particularly about stuttering to teachers, students, and future researchers on stuttering.

This research also has some significances in measuring the level of students' stuttering in the presentation and in finding out the types of students' stuttering in International Students' Conference. This research will be one of contribution to English Department, State University of Gorontalo and students who will conduct the similar research in the future.

Research Question

The problem that investigated on this research is what are the types of stuttering in International Students' Conference 2016?

Research Objective

Based on the problem which the researcher found in this case, the objective of this research is to find out the types of stuttering in International Students' Conference 2016.

Significance of Research

The significances of this research are useful for both students and lecturers. As the research had planned this research purposes theoretically and practically. Theoretically, the result of this research is expected to give contributions to the related fields. It is dedicated to the research of stuttering that hopefully will be beneficial for the development of research for the field studies. Moreover, the result of this research can be used as a reference by other researcher to conduct further research dealing with stuttering. Practically, this research is expected to improve the researcher's knowledge in the psycholinguistics, especially in speech errors about stuttering. To students and lecturers in English Department, State University of Gorontalo, this research is expected to give them a new perspective in understanding about stuttering and to provide the information

about students' stuttering, so they can reduce the errors in speaking in front of people.

Scope of Research

Stuttering types of disfluencies include five types there are word repetition, sound repetition, syllable repetition, prolongation, and block (Yairi, 1996; Yairi & Ambrose, 1992a; Yairi, Ambrose, & Niermann, 1993; Yairi et al., 1996; Yaruss, 1997b). Based on the theory, the scope of the research only focuses on describing the types of stuttering that students experienced in International Students' Conference. In this research there were no interview to the participant because the researcher only focuses on the types of stuttering produced by the participant not of the causes of stuttering itself.

Linguistic, Literature, and ELT (English Language Teaching) are the three main topics discussed in International Students' Conference. The researcher only selected participants who have the most severe stutter by using the technique of purposive sampling. Using purposive sampling greatly facilitated the researcher to get the participant with required characteristics, so the researcher did not get laborious during conducting this research.