

## **Chapter 1.Introduction**

This chapter describes the background of this research which comprises the basic consideration, the research question, aims of the research, the scope of research, and the significance of the research.

### **Basic Consideration**

Speaking is considered to be important for its reason of helping students to communicate with each other. According to Cameron (2001), speaking is the active use of language to express meanings hence other people can make sense of them. In addition, Burns and Joyce (1997, as cited in Torkey 2008) found out that “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (p.34). This statement implies that speaking is the way of how people think about issues or get information to express their opinion about something to produce an idea and processing information. Broadly saying, speaking skills are essential for the social beings, such as humans, whether at school, campus or even during the daily activities. Out of all interaction process between the speaker and the listener, one of the ways of interactional communicating is by public speaking

Generally, public speaking is a form of communication carried out by a speaker by giving a topic in front of people. It aims to influence, change opinions, teach, educate, and give explanations and information that concerns certain topics to communities. By the use of Public Speaking, an individual might be able to discover others' thinking patterns or ideas, such as in discussion, debate, speech,

moderators, presenters or even lead meetings, as well as the ability of someone to be able to speak in public, groups and individuals who need to use appropriate speaking strategies and techniques. According to Hasling (2006, as cited in Kharismawan 2017) public speaking is a type of communication in which a person has the attention of many people for some period times. Based on the previous statement, it can be assumed that public speaking is an activity a person who is speaking fluently in front of people. Some examples of public speaking are speech, lecture, or presentation.

In public speaking, the speakers are usually capable to speak fluently. This is figured out by Kormos and Denes (2004) who stated that "Speaking a language fluently is frequently the ultimate goal to be attained in mastering a language" (p.21). Apart from the previous statement, the reality showed that it is possible for a person to make a mistake even though it is often spoken in front of people in a formal situation. For example, an EFL student who presents their presentation. In the same view, Zhang (2009 as cited in Hosni, 2014) revealed that speaking is the most difficult skill to master for English language learners, and having a difficulty in speaking English, does not mean cannot speak in public at all. There are several that affects this condition, for instance; in a speaking class, there are 30 students with 30 different characters and even though they have studied together and close to each other, some of them are so shy or self-conscious. Another students are timid and rarely speak, and also, there are also talkative students, and the most crucial problem in public speaking is pauses.

Theoretically, Dardjowidjojo (2003), argued that pause is an activity when someone talks and then stops or use meaningless words in the sentences to think and find a few words. Several factors that affect someone to do pauses when they speak in public. These factors were discovered by the researcher by asking 3 of her friends with the question; usually, they used silent pause or use the word like “emm” or “aaa” when speaking in public. First factor is feeling nervous and use pauses to think the next word to avoid mistakes while speaking. Second factor is feeling nervous and use pause when they are thinking words and the last is feeling nervous because they are blanked out during the process of speaking in front of the audiences. So based on the factors and explanation from expert, pauses occur because of feeling nervous and trying to find out what words or sentences they want to express and also to take a breath.

In addition, Zellner (1994), pointed out that “In psycholinguistics classification, there are two types of pauses, which one silent pauses consist of silent respiration and silent expiration” (p.44). In silent respiration, a speaker stops while taking a breath and then continuing with the speaker activities. For example: “*well // that's all about my presentation, thank you*”. The utterance is silent respiration because the speakers did pause within in sentence. While, in silent expiration, speakers do the pause at the end of the sentence. Then, filled pause consist of filler words, repetitions, and a false start. Based on the types of pause by Zellner's (1994), this frequently happens in English foreign language or EFL students and this is the base of the question of this research, which is about the types of pauses and the factors influencing the students' pauses.

Furthermore, the researcher decided to choose this topic, because it is based on the researcher's experience in learning English. The researcher got many subjects that must be learned including the speaking subject. In fact, the researcher started to experience some problems, such as nervous which led to overthink about how bad the speaking would be and felt embarrassed when seen by the people, and ended up produced meaningless sounds like "aaa" and "eeem" or sometimes, the researcher used "... " or silent, to think about the next word. This also happened to all the researcher friends. For example, when students of English Department class of 2015 presented their research proposal in front of people during the 5<sup>th</sup> International Students Conference (ISC) 2019. Based on the researcher experience, there are another reason why the researcher choose this topic. First reason is the researcher want to find out why this pause happened during the speaking process and second reason is the researcher could not stop the pause. So, based on the reason, the researcher wanted to investigate what makes the students tend to do pause when they speak.

Some previous researcher about silent pauses and filled pauses have been conducted, which all of these are further highlighted in the following;

First one is a study by Rahim (2015) conducted about pauses and slips of the tongue of the examinees in English proposal examination. The aims of this research are to describe the pause and slip of the tongue that frequently occurs in the participants and the cause of pause and slip of the tongue during the students of English Department in proposal examination. This research adopted qualitative method. The result of this research shows the total pauses and slips of the tongue

that the students made throughout the proposal examination and the cause of pause and slip of the tongue of the participants, such as nervousness, lack of vocabulary, lack of concentration, forgot the intended vocabulary, and blanked out or stuck.

Second one is a study conducted by Indris (2017) which discussed about a study on students' pause during a class presentation in speaking subject. The aims of this research are to describe the types of pauses and the reason why students make pauses during a presentation in Senior High School 1 Gorontalo, class of X-IPA 1. This research adopted descriptive method to make the description meaning and the depicted picture systematically, factual and accurate regarding the nature of the data to see the occurrence of the types of pauses in learning English. Based on the research of this study, it is revealed that the types of pauses and the factors students did pauses in presentation such as nervous, considering grammar, and lack of vocabulary in learning English for young learners

Third one is a study by Capcova and Megyesi (2001) about a comparative study of pauses in dialogues and read speech. This study aims to investigate the length, frequency and position of various types of pauses in three different speaking styles: elicited spontaneous dialogues, professional reading and non-professional reading. This research took ten participants that consisted of; two professional readers, two non-professional readers, and four speakers of dialogues. In order to investigate the position and the duration of pauses, this study used a pauses detector to detect the speech data automatically and the study also uses Swedish Radio News. Based on the research of this study, it was found

that a professional reader of news has few and short pauses whereas non-professional reader use longer and more frequently of pauses, and then in dialogues, silent pauses are frequently occurring.

These researches above discussed about the types of pauses in speaking, which is similar to this proposed research. All of the previous researcher have each strategy to analyze about pauses. Rahim (2015) analyzed the pauses, slip of the tongue, and factors that frequently occurs in the oral presentation, Idris (2017) analyzed the pauses and the factors on students' presentation in learning English for young learners, and Capcova and Megyesi (2001) analyzed the differences frequency, length, and position of pauses in dialogue and read speech.

However, this study has different view from those previous researches. The first is from the aims, which is to analyze and investigate. This study aims to analyze two types of pauses; there are silent pause and filled pause, and then to investigate factors that causing pauses in the presentation of the participants of International Students Conference class of 2016 in English Department. From this research and previous studies that took same topic, the silent pause and filled pause are analyzed in the first previous research and the second previous research. On the other hand, this research explained both of those pauses in specific term, namely; silent pauses that consist of silent respiration & silent expiration and filled pause that consist of filler words, repetitions, and false start. Second difference came from the focus of study. This study focuses on student speaking activities, while the third previous studies focused on comparative in read speech, and dialog.

Based on the explanation about the previous studies, this study is evidently different from the three previous researches.

However, in Indonesia as students of English Department State University of Gorontalo, where students are demanded to use English in their proposal presentation, there are some words that are used to fill the empty pause in English, such as *this is, what is that, sorry, sorry I forgot the name* etc. The use of pauses are different from one and another because when native speakers fill the pause, they usually used such word like "Let me think" as a filler words, to fill the empty pause or filled pauses.

O'Malley (2018) study found the following:

A filler words is a word is used in conversation by speakers to signal to listener that people has paused to think has not yet finished speaking. Some of the most common filler words in English, such as; well, like, you know, I mean, so, actually, basically, and right. (p.32)

Moreover, according to Ramani (2015), native English speaker use conversation filler words and phrase to fill the space. Some examples of fillers such as well, so, let me think, lets' see, hmm that's a difficult question, hmm that's a tricky question, umm you know, I've never really thought about that, I guess, I suppose, I would say, and basically.

Related to the explanations and examples, besides looking for the types of pauses and factors that influence the pauses, the researcher is also looking for the words to fill the empty pause from the participants that are included in the category from the expert or another pattern.

**Research Question**

Related to the basic consideration above, the researcher formulated the research question as follow: what are types of pauses produced by the presenter in 5<sup>th</sup> International Students Conference and what factors influence the pauses in the presentation?

**Aims of research**

This study aims to explore deeply about pauses in speaking. The researcher focused to analyze types of pauses and what factors influence in the presentation.

**Scope of Research**

The research only focuses on analyzing the types of pauses and the influencing factors during a presentation by the participants of International Students Conference presented by students English Department class of 2016, State University of Gorontalo.

**Significance of Research**

The result of this research can be a reference for the reader regarding the silent pauses and filled pauses. For the reader, they can gain more knowledge and information about the people that use filled pauses and silent pauses when they speak. This research can also be a reference for students who are interested in conduction a research about speech errors, especially pause. This research is considerably important because students would be able to notice the pause that



might be made by people when they speak in front people, and also know the type of pause can be occurred presentation. This research is also crucial for lecturers because it can help students to conduct their final assignments about pause. From the theory, it is capable to increase student's knowledge about speech errors, types of pauses, etc. by the experts and obtain some material from this research, and also to identify the kinds of filled pause, made by the students as a foreign language learners in the English Department State University of Gorontalo.