

CHAPTER I

INTRODUCTION

This chapter presents several explanations. Those are background of the research which consist of the background of research, statement of the problem, research objective, research significant, problem limitation, frame of thinking and previous studies related to this research. This includes definition of communication, speaking, characteristics of spoken language, and fluency of speaking.

A. Background of Research

Language is used by human to communicate or interact each others to share ideas. In communication process, human being will deliver their messages directly, there are *speaker and hearer* speaking to each other. According to Keyton (2011) communication can be defined as the process of transmitting information and common understading from one person to another. Whereas in communication there are *speaker and hearers* in the form of communication to deliver or respond to a conversation or convey the intent and purpose.

Furthermore speaking is part of communication. According to Burns & Joyce (1997), Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. It is form and meaning are dependent on the context in which it occurs, the participant, and the purposes of speaking. Speaking is the second language activity that humans carry out in language life after listening. Based on the sounds (language) that they heard then they learn to say and finally they can speak. To be able to speak in a language properly, the speakers must be master the pronunciation, structure, and vocabulary in. In addition, mastery of the problem and / or ideas to be conveyed is also needed, as well as the ability to understand the language of the other person. Therefore, to convey the idea intactly speaking fluency is needed.

According to Keyton (2011) the elements in the communication process determine the quality of communication. Fluency in speaking is needed so that the purpose or goal to be conveyed properly without any errors.

Fluency, according to KBBI (*Kamus Besar Bahasa Indonesia*) is *fasih*, in English is “fluent” and good or clever pronunciation about language, conversation, reading, and so on. On the other hand, fluency is caused by someone who is used to read or says the sentence to be spoken. To create good speech when conveying ideas or ideas so that the other person / audience understands what is being conveyed, someone needs to be trained or prepare everything well.

In the normal situations, people engage in motivational speaking to find something of others, or because they want to react to something that they heard. Talk in such a situation, the clarity of the speech is not solely determined by the accuracy of the language (verbal) that is used only, but the mandate is assisted by paralinguistic elements such as certain movements, facial expressions, tone of voice, etc. A matter that is not found in the written community. The conversation’s situations (serious, relaxed, natural, depressed) in many ways will also affect the state and the smoothness of the conversation.

The practical reason is the dialogue generally assumed to be too hard or impossible to be studied gives the degree of experimental control necessary. Recently, it was also assumed that imposing a sufficient level of control in many language production studies was impossible. Thus, Bock (1996) points to the problem of “exuberant responding” – how can the experimenter stop subjects saying whatever they want? However, it is now being regarded as a perfectly possible to control presentation so that people produce the appropriate responses on a high proportion of trials, even in a sentence production (e.g., Bock, 1986; Levelt & Maassen, 1981)

Another thing that affects the state of the conversation is the issue of the topic of conversation and the other person. Both are essential, and the must be taken into account in the test of students' ability in speaking a language (Oller: 1979: 305). Or at the very least, the speaking test should be able to reflect the situation that presents these two factors. The speech tests that take into account these factors, and as a result

the conversation approaches normal situations, can be said to have met the expectations of pragmatic and meaningful tests as authentic test demands.

Then, the lack of fluency. It means, the speaker is not smooth or stuttering when speaks a language so that recipients of information (hearer) sometimes find it difficult to understand what the speaker says. In this case, a misunderstanding often happens because the information provider thinks that the information conveyed to the recipient of the information can be understood as understood by him, this is called a language disorder. Although a common caricature of speaking is the reverse of listening, language production process fundamentally different from comprehension processes in many respects. Whereas people typically recognize the words in their native language quickly and automatically, the same words require an intention to speak and it can take over five times longer to generate than to recognize. (Handbook of Psycholinguistics 21) lack of fluency is a part of psycholinguistics study. Lack of fluency is related to language production- generating words – selecting of content word and speech production. According to Levelt, (2000) Speakers produce words first by processing their meaning word and then changes to a sentence. If the speakers could not be fluent in arrange word by word, the speaker would not produce a good sentence and the hearer can not understanding what the speaker says.

In daily activity, there are times when a person becomes eloquent in convey the information. Fox Tree (1995: 709) explains that the disfluency of speaking as a phenomenon of cessation of a utterance or brief chaos while saying but does not add meaning or cause errors in the utterance.

Speech disfluency can be caused by a variety of reasons because without unless everyone experiences the same thing. In addition, this phenomenon can happens anytime and anywhere in someone's speech. Speech and language therapy is effective and should be started immediately after a brain damage occurs. People get this therapy especially to improve the quality of communicating with family and

interact socially. Someone who has this disorder will affect their language skills and speech.

Speech disfluencies divisible to several kind of types, one of them is spontaneous speech. According to Linares (2009: 41) said that “*spontaneous speech occurs in broadcast news data under several forms: interviews, debates, dialogue, etc. The main evidences characterizing spontaneous speech are disfluencies (filled pause, repetition, repair, and false start) and many studies have focused on the detection and the connection of these disfluencies*”. From that theory the researcher will analyze and describe the kind of the students speech.

Furthermore, there are types of speech disfluencies. According to Fox-Tree (1995: 709) and MacGregor (2008: 7) divide speech disfluent to six types, namely silent pause, filled pause, repetition, repair, false start and lexical filler. From those theory the researcher will analysis the types of speech disfluent that find at student speech.

On the other hand, there are six factors that causes someone’s speech can not be fluent when speaking. According to Borthfield et al (2001: 125) states several reasons that causes someone can not be fluent at their speech, namely processing load, coordination function, familiarity of conversation partners, age, gender, and effect of other variables upon disfluencies. From those theory the researcher will analysis the factors of the speech disfluent that produce by the students when the student delivering a material presentation.

The problem with understanding related to languages with how humans understand, store, and recall information, while the problem of language production is related to speaking, writing, and reading (Harras and Bachari, 2009). The discussion of production of language is even more related to how speech is produced from the beginning, it is only the formation of an idea in the speaker's mind for seconds before utterance is spoken.

The way to learn the language production is to investigate the utterance itself when it is being spoken. Furthermore, by observing the speaker's movements in the midst of speech production, we can find things that are unusual in the way the speaker says, or find something that is not supposed to exist in the utterance, can even be expected condition of the speaker at the time. This phenomenon is related to fluency and speaking fluency.

Language production is logically divided into three major steps; deciding what to express (conceptualization), determining how to express it (formulation), and expressing it (articulation; Levelt, 1989). Although achieving goals in conversation, structuring narratives, and modulating the ebb and flow of dialogue are inherently important to understanding how people speak. Psycholinguistic studies of language production have primarily focused on the formulation of single isolated utterances. An utterance consists of one or more words, it spoken together under a single intonational contour or expressing a single idea, focus instead on the processing of the words themselves.

Indeed, most theories of multi-word utterance or sentence production ultimately boil down to an account of how are the sentences acquire their word orders and structures, how the dependencies between words are accommodated (e.g., subject-verb agreement), and a functionally independent account of how individual content words are generated (e.g., Chang, Dell, Bock, & Griffin, 2000; Ferreira, 2000; Kempen & Hoenkamp, 1987).

In this chapter, the researcher describes the basic properties of spoken word production, outlining empirical data that demonstrate the properties of the processes resulting in speech and discussing the processing assumptions that models of language production invoke to account for these properties. Although it could easily fill a chapter of its own, we conclude by discussing timing in multi-word utterances. Those things becomes appealing to research.

Furthermore, this research is discuss about the types and causes of speech disfluency that spoken by the students during the presentation. The resource of the data come from the videos that uploaded by these students to their youtube account. Another reason is to adjust a new research that never been exist before in campus library.

Generating word is the simplest meaningful utterance that consists a single word. Generating word begins with specifying its semantic and pragmatic properties. That is, a speaker decides upon an intention or some content to express (e.g., a desired outcome or an observation) and encodes the situational constraints on how the content may be expressed (e.g., polite or informal speech, monolingual or mixing languages; see Levelt, 1989). This process, termed conceptualization or message planning, is traditionally considered prelinguistic and language neutral (Garrett, 1975; Levelt, 1989). However, the speakers may include a different information in their messages when preparing to speak different languages (see Slobin, 1996, on thinking for speaking). The next major stage is formulation, which in turn is divided into a word selection stage and a sound processing stage (Fromkin, 1971; Garrett, 1975). To decide which word to use, it is involves selecting a word in one's vocabulary based on its correspondence to semantic and pragmatic specifications. The relevant word representation is often called a lemma (Kempen & Huijbers, 1983), lexical entry, lexical representation, or simply a word, and it marks the presence of a word in a speaker's vocabulary that is capable of expressing particular semantic and pragmatic content within a particular syntactic context.

The first and the strongest evidence comes from the analyses of errors that made during the spontaneous speech (Fromkin, 1971; Garrett, 1975), which reveal that speech errors are most frequently involve units that can be the most conservatively considered to correspond to whole words, morphemes (i.e., minimal units of meaning such as cran and berry in cranberry), or individual speech sounds (i.e., phonemes or segments such as the b- and oo-sounds in boo). In particular, error

patterns suggest that a speaker may error in selecting a word but correctly assemble and pronounce its component sounds, or they may successfully select a word that can express an intended meaning, but then error while assembling its sounds. In addition, the word production process occasionally falters at a point where speakers seem to have selected a word to express what they want to say but have not retrieved all of its sounds yet.

Language is a difficult word to define. The dictionary defines languages as “human speech”, an artificial system of signs and symbols, with the rules for forming intelligible communications for use e.g in a computer” (Chambers Twentieth Century Dictionary, 1977). There are many introductions to the study of language avoid giving a definition, or consider it to be so obvious that it does not need to be defined. To some extent the aim of modern theoretical linguistics is to offer an answer to this question (Lyons, 1977a). Perhaps the difference between animal communication system and a language is just a matter of degree.

Psycholinguistics is the study of representations and mental processes involved in language use, including the production, understanding, and storage of spoken and written languages. The process that underlines the production and understanding of Speak is an active information process. The task of the speaker is to generate ideas in utterance (Fernandes and Cairns, 2010).

There are many reasons why psycholinguists have to avoid dialogue in the past, both are theoretical and practical. The theoretical reason relates to something that we have already alluded to in covering the history of the subject and it is grounding in linguistics. Theoretical linguistics, at least in the generative tradition, has developed theories about the structure of isolated.

In this research, the researcher discussed the disfluent in oral presentation in everyday activity. In this case, the researcher found that most of the skills / fluency in speaking were erroneous, that is, found a lot of silence in presentation activities that

being carried out in front of the class, activities like this were no stranger to teaching and learning activities. Misrepresentation of language / speaking at English literature students at Sunan Djati State Islamic University in Bandung are often occurred, it is causing audience' misunderstanding when they are receiving material that being delivered by the speaker.

In fact, it is not uncommon thing for them when they face the situations that require them to speak, then they will try to avoid or they do it by being forced, the student cannot convey their ideas well, stutter, tremble, and dare not to look at the listener or audience. In this regard, efforts are needed to improve the students' speaking fluency by practicing as often as possible, so that misunderstandings occur in the delivery and reception of information when speaking in public. At the practical level, when these students must appear to speak in public, for example in presentation activities in class and speaking practice that they must carry out in certain activities, their speaking skills are still inadequate. This is marked by anxiety or stage fright that they experienced, so that their conversation becomes not smooth or halting. .

This research examines utterances that experience silence at class presentations, or the delivery of material when teaching and learning takes place by English Literature students of the state university of Sunan Gunung djati Bandung. Specifically related to the type of silent, silent distribution, and the cause of the silent. This research research is using psycholinguistics approach.

Silence is related to a person's mental process when producing an utterance and occurs because of certain underlying factors. Impaired speaking can occur to anyone without having a history of illnesses in speech disorders or disorders in other language-producing organs, even though daily activities of fluency when someone communicates with their interlocutors may occur and caused by some factors that lie behind them, just as it is silent or stammer when someone conveys information, many other factors can trigger someone's lack of speaking fluency.

In this research, the researchers also revealed what factors caused a person to become fluent when delivering information or material while making presentations in teaching and learning activities, in which these activities have become students' daily activities.

In addition to the causative factors, there are also other supporting factors that trigger someone to not be fluent when reciting an utterance in a sentence. A phenomenon like this sometimes causes the recipient of the information to get the wrong information and the recipient of the information sometimes needs to digest the sentence someone said that many times.

Furthermore, Darwawidjojo (2014) proposed that the ideal speech is speech whose words are neatly strung together, spoken in an broken sequence. If there is pause, the pause occurs in constituents that are indeed possible to be paused. In addition, the intonation is also a unity from beginning to ending. However, a person cannot always say fluently, there is incoherence in the speech utterance. In connection with the pause, Darwawidjojo (2014) said that there are various reasons when a person is pause in saying. First, she/he already started with the words, but actually not ready for the whole sentence. Second, he/she forgets the needed words. Third, she/he is very careful in choosing words.

B. Statements of the Problem

Based on some background that explained above, the researcher chooses students to be objects in this research. There are many disfluencies at their speech when delivering a material of presentation. The researcher looks for the kind of speech, types and the factors that the students can not be fluent at their utterance and to make this research is easier to solve, the researcher studies the particular problems as stated below :

1. What kind of speech disfluent are in students speaking when delivering material presentation in class?

2. What types of students' speaking disfluency appear most often when delivering material presentation in class?
3. What causes make the students can not to be fluent in speaking when giving a material of a presentation in class?

C. Purposes of Research

The purpose of this research are :

1. To know speech disfluency in delivering material when student presentation in class
2. To find out the types of students' speaking fluency when delivering presentation in class
3. To find out the causes of the language proficiency of these students when giving a material of presentation in class?

D. Significances of Research

The writers hopes the result of this research will get the benefit both theoretically and practically which are expected to be taken from this research:

1. Theoretical

Theoretically, it may added in the research of linguistics especially in psycholinguistics field which relate to study the disfluent of speaking. Then, this research can be the reference to the other writers who are interested in the same research. Especially for my major, English Literature Department. The researcher hopes the result of this study is valuable to students who are interested in learning and understanding this kind of case.

2. Practically

Practically, the usage of this research is adding knowledge for writers and readers. This research can help others by adding information about speech disfluency. This research contributes in the method of analyzing data using psycholinguistics

theory and this research is expected to give contribution about the knowledge of the speech disfluency.

3. For other researcher

This Research hopefully can help other researcher who wants to analyze the similar theme with speech disfluency such as speech error or another thing that related with speech disfluency.

E. Frame of Thinking

This research is limited to analyze the types and the causes of the disfluent in speaking when student do the presentation in their class via uploaded videos at youtube. To make this research feasible, the researcher focus on the problem of the language disorder that can be found at their disfluent in oral presentation. These frame of thinking are provided to make the reader understand what is being discussed in this research. Moreover, the frame of thinking are also expected to avoid the misunderstanding when the reader reads the content of this research.

1. Psycholinguistics

This research uses a psycholinguistic approach that discusses the skills and disfluent speech that occur when someone speaks in public. According to Nur indah (2008) Studies on language acquisition became the pillar of Psycholinguistics as a branch of applied linguistics that deals with the relationship between human's thought and language as well as how human beings comprehend, acquire and develop their language.

2. Speech Production

Speaking, one of the most complex cognitive operation According to bock (1995) in the journal of schriefers and vigliocco (2001) Speech production refers to the cognitive processes engaged in going from mind to mouth. That is, the processes transforming a nonlinguistic conceptual structure representing a communicative aspect of speaking. Difficulties of producing speech sound in disfluencies are indicated by several factors

3. Speech Error

Gleason and Ratner (1998: 312) explain that such errors in production, called speech errors or slips of the tongue, occur regularly in normal conversation. Although such errors may be funny (to the listener) or embarrassing or frustrating (to the speaker), they also provide indirect evidence for the units, stages, and cognitive computations involved in speech production

4. Speech Disfluent

Disfluency of a speech or called speech error is any disruption in the flow of spoken language that is caused by the speaker. According to Yaruss (2010:10) Everyone is disfluent at times under certain circumstances. Fluency failure or speech disfluency has been a source of amusement and frustration for some people because it affect of their speech.

5. Types of Speech Disfluent

The words that chosen to convey the material is an important component, because when the presenter says something and the audiences are find it difficult to understand what they say, it may causes a misunderstanding and the presentation is considered a failure. According to Foxtree (1995), there is types of speech disfluent, namely, silent pauses, filled pause, repetition, repair, false start and lexical filler.

6. Causes of speech disfluent

Borthfield et al (2001) grouping the causes of the speech disfluent, namely, processing load, coordination function, familiar and unfamiliar partner of conversation, gender, age and rffect of those variables upon disfluencies.

From the explanation above, the researcher uses several methods that significant for this research. This methode can also be a theory that used by the researcher in the process of analyze the types and the causes of speech disfluent that spoken by the students at the videos of presentation which is uploaded to youtube by the students.

F. Previous Studies

This Research refers to several published research relating to the object and research topic. These previous studies are served for being the reference for a relevant studies. And also as a sign that the researcher has never been done before, and researcher do not have the plagiarism from some of the previous studies that have been selected.

The research has found several previous studies. The first previous study is an undergraduate thesis with the title *“An Analysis of Speaking Fluency Level of The English Department Students of University Negeri Padang”* by Salam Mairi (2011). He was a students of University Negeri Padang. This previous study is taken by the researcher because related to this research. The purposes of the study were to describe students’ fluency level and to identify students’ disfluency factors at the English Department Program of Universitas Negeri Padang (UNP). It employed quantitative research method with the class of 2011 students as the research population. There were 25 students taken as the research sample selected through simple random sampling technique. The data were collected through speaking test and a survey with a set of questionnaire. In the speaking test, students were allowed to choose one of five topics provided and were asked to deliver short talks for 2 minutes. These short talks were recorded digitally. In addition to the speaking test, there were 20 questions with four options as the answers. These questions represented five main factors of disfluency such as task with high difficulty, absence of meaning focused, lack of time pressure, deficiency of planning and preparation, and repetition nonexistence. The collected data were mainly in the form of transcription texts mined from the recordings of the short talks as well as the answers from the questionnaire. The results of the study show that students’ fluency level at the English Department Program of UNP is good (level 3). However, the information on disfluency which prevented them to get a higher score were also identified. Some of the main disfluency factors were task with high difficulty, absence of meaningfocused and lack of time pressure.

The second previous research with the similar theme is “*An Analysis of Speaking Fluency Level of the Sixth Semester Students of English Language Education Department in Ganesh University of Education (UNDIKSHA)*” was written by Hidayat Mairi, Sudirman and Budiarta. (2016)”. The aim of the research was to describe speaking fluency of English Language Education Department Student in Speaking English, and discuss about the factors of disfluency faced by them. The research focused on level of fluency. 5 aspects of the main causes of disfluency : the difficult task, not focused on the meaning, the absence of temp speaking pressure, the lack of planning and preparation and unprepared task. And the data of the reseach were transcription of short talk recording and the students’ answers of questionnare which have been distributed. The research found that students fluency in speaking English was good that was at level 3, the factors of disfluency faced by students those were level of difficulty, meaning-focused aspect, and time limit of work of speaking fluency

Another previous research is “*Speech Disfluencies and Mispronouncdiations in English Oral Commnication among Malaysian Undergraduates*”, this study was written by S.Y. Enxhi. He was a student at University of Malaya. He examines the types of speech fluency and pronunciation mistakes. The researcher uses the theory of Shriberg (1994) regarding types of fluency speak up. The results show that the types of speech fluency are found in Malaysian students is filled, repetition, substitutions, additions, articulation errors, stuttering, and false starts, temporarily the results of the pronunciation errors are divided into vocal replacements, / dʒ /, / θ / as well the sound is removed.

And the last previous study is “*An Analysis of speech disfluency on the Ellen degrees show, was written by Suci Azlina (2016)*”. This study is focused on a linguistics study viewed from psycholinguistics. In this thesis the object that the writer analyzed is the speech disfluency made by the host and the guest stars on The Ellen DeGeneres Show represented by the transcript of the talk show aired on November, 5th 2015. Disfluency often happens in spontaneous speech. The theory

supporting this thesis is a theory proposed by Gleason and Ratner. The analysis is focused on the types of speech disfluency which are silent pause, filled pause, repetition, and false start. The objective of this study are (1) To identify the types of speech disfluency found in the talk show, (2) To find out the dominant type of the speech disfluency, and (3) To find out the causes of speech disfluency made by the speakers on the talk show. This thesis applies qualitative method by Meleong. The steps passed in this analysis are collecting the data by downloading the video of the talk show, transcribing the data by subtitle, identifying the speech disfluency, classifying the speech disfluency, calculating the dominant type of speech disfluency, and concluding the analysis. The result of the analysis is found that the total number of speech disfluency made by the speakers is 195. Filled pauses occur 85 times (43.6%), repetition 61 times (31.3%), silent pause 39 times (20%), and false start 10 times (5.13%).

This research will be deferent with the some previous study. This research is aimed to attempt to identify the types of speech disfluencies are in the students and to analyze the causes of those speech disfluencies. In classifying and analyzing the collected data, the researcher uses Fox-Tree's (1995) and MacGregor's (2008) theory about the types of speech disfluencies and Bortfeld's et al. (2001) theory of what cause of the speech disfluencies. Foxtree (1995:709) and MacGregor (2008:7) divide unfamiliarity speaks to six types, namely, silent pauses, filled pauses, repetition, repair, and false start. And the theory by Borthfield et al (2001) there are several reasons that causes someone is not fluent when speaking. Namely, processing load, coordination function, familiarity of conversation partners, age, gender and effect of other variables upon disfluencies. The researcher discuss and these types on the videos presentation and speaking from the data that collecting by the researcher. Therefore, people will monitor what they say more carefully to avoid repairing their utterances. The speech disfluencies of the students is mainly affected by variables such as, cognitive load, communication medium, topic under discussion, addressee characteristic, speaker characteristic, as well as social and situational factors. It is

because we encounter those variables in almost every time. Age and conversation partner are found to be the fewest to cause speech disfluencies in the presentation videos. Hopefully this study will help the students and the next researchers to expand their knowledge about speech disfluencies and language production.

