CHAPTER 1

INTRODUCTION

1.1 The Background of Research

A language is a communication tool used by humans to interact. Language holds a very important role. The good and correct language will affect what information will be conveyedso that listeners can easily understand what has been conveyed. When conveying thoughts, the language will be more easily conveyed. Language and thought have a very close correlation because language can change and influence the minds. The human ability to convey language is certainly based on mental processes and special abilities. Based on this, the ability to speak is closely related to the human brain or mind to produce speech. The relationship between mental processes and abilities in psycholinguistics (Dandjojowidjojo's, 2010).

According to Clark & Clark in (Dandjojowidjojo, 2010) language psychology is related to three main things, namely, comprehension, production, and language acquisition. Language regarding language acquisition is closely related to how humans understand other people's speech and perceive it. So the main goal of this psycholinguist is to discover the structures and processes that underlie human speech. But not all humans can understand what is heard and what will be said.

While speaking, human is not free from mistakes or the inability to speak. Speaking is a form of human behavior that connects physical, psychological, semantic, and environmental factors very closely as a communication tool in controlling social life.Speaking is a productive skill activity.Speaking to clarify

the listener's insight and also being able to influence or convince the listener, speaking to give an image of an object and convey an implied message so that the purpose of speaking is achieved.English is not the first language for students, so there are doubts, fears and that cannot memorize when speaking in front of the class.

When making a presentation in the class or speaking in public there is often happen silence while speaking, we get anxious. There is a lot of speaking anxiety (Gallego et al., 2020). From this, we may be able to make the irregularities occur. At the time there were also some filler words to cover the fluency when speaking. Unusual words arise because our minds are busy thinking about how the people think about our speech which is bad or can the person accept our words, and then we become hesitant and do not speak fluently. We influence our minds and our speech did not go well in the end. Disfluency does not look at race, social level, economy, or school, but can be found in all parts of the world (Teixeira et al., 2012).

When the researcher carried out the learning process in the HKBP Nommensen University Medan, there were many activities to be carried out such as presentations, retelling a story, and so on. Many of them are not fluent in conveying their meaning. The writer observes the way of speaking or each speaker pronounces his words. It is clear that some students do not speak fluently. Especially when making presentations using an international language. Many of them are not fluent in conveying their meaning. The listeners wait for their words for kind of a long time. Often um…or uh appears in every sentence. Even they often repeat the sentences. Some of the students sometimes do not know what will

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be to say next and they do not master the material, they are nervous and afraid. We can see the example below.

As an international language, English is not a language that is rarely heard anymore. Along with the development of the times, this language is often in tandem with the Indonesian language when speaking. This is done to be able to speak fluently in English. Even in the implementation of learning some schools are required to use English to keep up with developments. That is a value when able to speak English. Students are required to master English speaking skills. And the speaking skill is one of the language skills. Language has four skills, namely reading skill, writing skill, listening skill, and speaking skills. Speaking skill is important to hone verbally learning English.

Student A: In this story, I take *uh*...a message to *umm*..don't be jealous of others.

Student B: So let's see *uhh*..the example above.

The utterance *uhh*..appears in the sentences in the sentences of Student A and Student B which shows the disfluency.Speech appears that fills the sentence or speech of the person so that there is a lack of fluency when speaking. That's justasample. Many other utterances or phrases are used when speaking which results in fluency. The word *uh*or*umm* above is a type of filler word according to (Gleason & Ratner, 1998)

Student A: Now we are practicing *or*..*or* make a simple dialog to my friends

Student B: *I think... I think* that's enough, we are sorry for some mistakes

The words *or..or* and *I think... I think* these are words that show the repetition of what the speaker said and cause disfluency. In this case,(Gleason & Ratner, 1998) stated that there are several types of disfluency, namely hesitation, repetition, false starts, and filler words (such as 'um' and 'uh').

Based on the pre-observation above, the researcher wants to find out what the dominants types ofdisfluency occur in students and the researcher also wants to know the way to overcome thecause of speech disfluency in an oral presentation. Researchers will examine students who are making the presentation, they arethe fifth-semester students at HKBP Nommensen University Medan. The title that will be performed is"*An Analysis of Student's Speaking Disfluency in Oral Presentation at the Fith Semester Students Majoring in English Education Nommensen HKBP University*".

1.2 The Problem of the Research

Based on the previous discussion in the background of the study above, the problems of this research could be formulated as follows:

1. What are the dominant types of speaking disfluency made by the students in an oral presentation?
2. What is the way to overcome thecause of speaking disfluency in an oral presentation?

1.3 The Objective of the Research

1. To find out the dominant types of disfluency made by the students in an oral presentation.

2. To find out the way to overcome the causing the speaking disfluency in an oral presentation

1.4 The Scopes of the Research

This research focuses on speech disfluency. (Gleason & Ratner, 1998)said that there are several types of disfluency, namely hesitation, repetition, false starts, and filler words. Teachers and students can find out what are the types of disfluencies and it is useful for better study and they will know the solution of speaking disfluency in the future.

1.5 The Significances of the Research

Several advantages can be taken from this research;

1. Theoretically, this research will be a new perspective about oral speaking where ever the student speaks

2. Practically

    1) For lecturers, this research will help them assess students' speaking ability during presentations and they can find appropriate strategies to overcome students' speaking disfluency during presentations.

    2) For the researcher, this research has helped researchers gain new knowledge so that it can be applied in the learning process

CHAPTER II

REVIEW OF LITERATURE

2.1 Speaking

Speaking is one part of English language skills. (Nunan, 2003)states that "Speaking is a productive aural/oral skill and consists of producing systematic verbal utterances to convey meaning".That means when you are talking, you will convey meaning to the other person or listener. According to (Jeremy Harmer, 2001) states that speaking has various aspects, namely accuracy, and disfluency. Accuracy involves the use of correct vocabulary, grammar, and pronunciation through the activities carried out. Fluency is the ability to always continue spontaneously when speaking.

(Jeremy Harmer, 2001) explains that speaking must go through the right process. The speaker must think and arrange the right order of each word that will be issued, arrange the syntactic pattern of each word detail in the mind so that the exact order of each word is produced and the listener is easy to understand. This is an activity that requires greater effort from the central nervous system (Bygate, 1998).

According to (Nunan, 1999) the ability to master a person's various foreign languages can be seen from the way that person speaks. We need to master speaking skills. Maybe this is a little difficult especially learning English, which must understand grammar, and also one's level of confidence. When talking to someone, we must understand what we are going to convey and it is easy for the listener   to   understand.

(Richards, 2008)states that mastering speaking skills are the ability to master other foreign languages. To improve speaking skills, an effective way is needed, especially learning English as a foreign language. Honing speaking skills can be improved through various types of activities such as sharing, discussion, speeches, and so on.

2.2 Types of Speaking Activities

Speaking has several activities to support activities and improve students' speaking skills. (Celce-Murcia, 2001)states that there are several types of speaking activities that can improve and develop students' skills, namely discussion, speeches, role plays, conversation, and audio-taped oral dialog journals.

2.2.1 Discussion

Discussion is an activity carried out to exchange ideas from each other's point of view. (Applebee et al., 2003)(Parker, 2003) argues that appropriate discussion can help students to understand a topic by thinking critically but respecting each other's opinions. Learning with the discussion method is more fun and not boring because it can be filled with people who have a variety of opinions.

Discussion is an effective way to facilitate the learning process (Martin Nystrand, 2006). Students are encouraged to think critically about a topic being discussed. When students actively do this method, they will certainly feel self-motivated and will compete to provide each other's opinions, find solutions and learning will be fun. The discussion when used in the learning process is an

effective method because it can transmit information and learn more in a short time (Andrusyszyn, 1990).

2.2.2 Speeches

Expressions of thoughts or ideas that are arranged in the form of words and delivered by a speaker in front of the people or public are referred to as speeches. . Speeches are presented based on the arrangement of thoughts in the form of words that are conveyed to the audience (Beebe, 2009). (Slamet, 2007)said that speech is conveying a problem and looking for solutions or conclusions based on existing data and facts that occur to achieve certain goals. "A good speaker is the speaker who can communicate with her/his body language and her/his voice" (Byrns, 1994). This means that doing a speech emphasizes proper expression, gestures, and intonation. So the speech delivered can be accepted by the listener.

A person who has speaking skills will easily make a speech in public but must be supported by a brave and not nervous mentality. Speeches are carried out in an official place and need to prepare good words (Wisanggeni, 2011). When giving a speech, the speaker must know the technique of speech and be able to start and end the speech well. A speaker must collect as much material as possible and must make careful preparations. Doing a speech means inviting the listener to understand what we are saying and directing them to the way of our thoughts. It's not easy for a speaker to make a speech.

2.2.3 Role Plays

Role-playing is a communication skill that involves students doing roles and getting learning (Aspegren, 2009). Role-playing is involving students taking a

role to imitate an object. The object in question can be objects and people. Doing the role-play method can increase creativity and sharpen minds.

Doing role play in the classroom is a form of developing communication skills for students. Memorizing and communicating in class must be fluent and precise, interact with other students, and will be more motivated to show the best skills of each student. In this case, students and teachers do not only rely on textbooks but can learn while playing and get more results.

Role-playing can make "Students can explore feelings, attitudes, values, and problem-solving strategies"(Bruce Joyce, Marsha Weil, 2011). The atmosphere of role-playing practice can support each other among fellow students and motivate each other. Memorizing various scenarios can pressures students to actively engage in speaking interactions with their classmates. Of course, this provides more benefits for teachers and students.

2.2.4 Conversation

The conversation is a communication process carried out with more than two people. A conversation is a place where the listener and speaker exchange information. In conversations in the classroom, students are helped to increase self-confidence. In conversations in the classroom, students can interact and issue directly what is in their minds spontaneously and flows smoothly just like that.

A talk show or a news program often invites speakers to have a conversation and discuss a topic that is currently happening. So a speaker and also a listener must have broad enough insight to discuss the topic. Having a conversation means having to be able to understand the other person's verbal

language and be competent in an understanding non-verbal language such as emotions and facial expressions (Chowanda et al., 2021). So having a conversation can train how to speak appropriately to people and the information we give to the other person can be received.Conversation can be done anywhere. When there is a pleasant conversation it will continue, but if it is not interesting it will feel boring and may not continue.

2.2.5 Audiotaped oral dialogue journal

Audiotaped oral dialogue journal is a recorded dialogue by the teacher and students to improve fluency in speaking. This is a great way to improve students' speaking and listening skills. By learning to use the Audiotaped oral dialogue journal method, students can explore various topics, and then students will express their views on the topics made through the recording.

According to (Egbert, 1992) argues that "good listening and speaking practice for the student, individualized coaching on grammar and pronunciation errors, opportunity to discuss cross-cultural issues a record of students progress". This means that student activities can better understand grammar and correct pronunciation when speaking.

2.2.6 Presentation

Presentation is one type of speech that belongs to the category of speaking activities.Presentation is a formal conversation carried out by a group as a natural activity (Myers et al., 2012). Then (Mills et al., 2009) also defines that presentation as a process to show and explain a topic to an audience or a group of audiences. Here is meant that a person or group is explaining a topic in front of a

group of people. The implementation of presentations can be found in colleges or schools which are carried out by students in front of other students orally. The purpose of this presentation is to convey an idea or ideas to the audience and to try to the listeners about the topics presented and also very useful for students to express their respective opinions politely and can establish good communication.

(King, 2002) states that giving students a presentation in front of the class will be able to improve and improve students' speaking skills because the presentation is done orally. Although oral presentation causes stress and impairs memory when speaking in front (Merz et al., 2019).

2.3 The Nature of Speaking Disfluency

Speaking disfluency can happen to anyone. Everyone has different disfluency like doing an unplanned repetition of words and hesitations. The nature and quantity of word repetition or excessive indecision in speaking in any one person can result in impaired communication. In this case, the disfluency of speech in everyone is regulated in psycholinguistics which is the process of acquiring and using language.Psycholinguistics is a branch of science that concerns the process of acquiring and using language. Psycholinguistics is trying to explain how structures are obtained and used when speaking and understanding sentences or utterances.

Psycholinguistics according to (Clark & Clark, 1977) discusses 3 main problems, namely 1. Comprehension: How do people understand spoken and written languages. This study discusses the process of understanding speech by listeners, how language is determined and grammatical structures to obtain

meaning. 2 Speech process: How to produce language. This speech process also discusses how to analyze patterns of accuracy and errors that occur when speaking. Speaking errors, pauses, and speech disfluency. In this part, the researcher will discuss speech disfluency. Researchers will research further how the disfluency of speech that occurs is carried out by students during the learning process.3 Acquisition: that is how people learn languages. This acquisition is to discuss the problem of how children acquire the first basic.

2.4 Speaking Disfluency

Speaking disfluency is one of the main problems of psycholinguistics. Speech disfluency is a disturbance made by the speaker in the flow of spoken language. This disfluencyoccurs when someone makes a presentation, gives a speech or speaks in public. We are often not fluent when asking questions or giving our opinion to others. Disfluency indicates a discontinuity to improve themselves or correct the mistakes that have been (Myers et al., 2012). Types of disfluency include stuttering and hesitating when speaking, in which the speaker finally inserts words so that there are no gaps or pauses in conveying the next words. Although according to (Warner et al., 2022) it takes a duration gap to determine fluently or not in speaking, this research does not refer to this gap.

According to (Corley & Stewart, 2008) speech disfluency is any disturbance in the normal flow of speech. We all experience speech disorders from time to time. For example, it's not uncommon to hear people use sounds like *'um'* or *'uh'* when speaking. Disfluency involves breaking the flow when the speaker pauses somewhere or for a long time. Similarities, speech disfluency refers to a slower rate of speech (Dayalu et al., 2013). Several subtypes of fluency in speaking

involve the process of stopping the production process, involving repetition of speaking, and changing parts of speech.

2.5 Types of Speech Disfluency

According to (Gleason & Ratner, 1998) speaking or speech disfluency is the speaker'sutterances with the characteristics of hesitation, repetition, false start, and filler words such as *um*, *well*, or *you know* (called filled pauses).

2.5.1 Hesitation

Indecision is a pause of varying length that occurs when the speaker does not find the words to use. Even native speakers also fill in doubts when they speak and use fillers including non-lexical fillers such as voice lengthening and stretching. non-lexical quiz fillers, repetition of lexical items, and finally lexical fillers (Rieger, 2003). The hesitations are symbolized by (//)

Example:

1. Excuse me, can you have me// a cup of milk
2. I have only some // clothes in my wardrobe

2.5.2 Repetition

Repetition occurs because the speaker makes one time or more mistakes when speaking. Repetition can usually occur because the speaker is speaking too fast. People also did the repetition because they want to justify or modify the previous word to be correct. Usually, repetition consists of words or phrases. Repetition can be symbolized in the form (/)

Example:

1. Usually, I take a shower / Usually,I take a shower and get the dress in the morning

2. I have overslept / I have overslept last night

2.5.3 False Start

The false start is the correction or revision of the oral material submitted. . (Honal, 2003)says "If a completely different syntactic structure with different semantics is chosen to be corrected, the observed non-fluency is a false start". The false start is where part or allof the pronunciation is repeated. Total all repairs. Where the repetition delivered by the speaker can change what has been said. Where the speaker partially repeats what has been said, and makes some vocabulary and grammatical changes which are also referred to as insertions. The symbolized is (\)

Example: There are\ sorry we are divided into some groups and then we collaborateabout our ideas.(Djamrun, 2013)

2.5.4 Filler Words

It is very rare to find individuals who do not use word filers in speaking when they are in a hurry or are not ready to speak. Filler words appear in almost various aspects of society such as in meetings. Word like um, uh or you know familiar with are called filler words. However, regardless of the cause of this filler, each individual has an understanding between the speaker and the listener.

Several things can be done when the speaker wants to control the use of filler words, namely slowing down and pausing for a moment to gather words or ideas in mind or make preparations beforehand. According to (Ward D, 2010)(Ward, 2010) explains that the use of excessive filler will reflect the difficulty of finding the words in the selection process.

Example:

1. I will give you uhh..some money if you help me
2. Don't put the phone umm..on the Tv

2.6 The Factors of Disfluency

According to (Clark & Clark, 1977) states that the cause of a person's disfluency in speaking is because they are nervous, and anxious because they are not prepared to deliver the material. (Dhanan Abimanto, 2017)also explained that the inhibiting factor for students' speaking disfluency is influenced by two factors, namely cognitive factors and affective factors.

2.6.1 Cognitive Factor

Cognitive factors are the main factors that cause disfluency. Cognitive factors are caused by inappropriate vocabularyand grammar. When speaking or presenting a presentation in front of the class, of course, you must have a lot of vocabulary. Moreover, the language delivered is a foreign language which is not the first language for students. Of course, this will be an obstacle for students to speak disfluency in front of the class. Don't know what to say because of the lack of vocabulary.

In addition to lack of vocabulary, when students speak or make presentations in front of the class they are also confused in arranging words according to grammar rules in English. Often think about the word order and how the structure of the sentence. Students think too much and find it difficult to convey something. This is what allows a lot of student non-fluency to occur.

2.6.2 Affective Factors

Affective factors are also the caused of speech disfluency. When presenting in front of the class, there is often a feeling of insecurity, nervousness, and habit. This factor hinders students' fluency in speaking in front of the class.

Nervousness occurs when speaking in front of a presentation. So that students do not speak nonfluently. It is the same with lack of confidence, when presenting a presentation in front of the class, students feel insecure and feel that what is conveyed is not following the truth, and students are afraid of being wrong. Another factor is a habit. Students who do not often speak English or are not used to it are also the cause of the lack of fluency in speaking. So it is difficult to collect vocabulary and arrange the speech to be delivered.

2.7 Previous Research

In previous research, several related research had the same topic that was read out before conducting the research. The research are briefly described as follows;

(Dian Maya Sari, 2020) in the title is "*Speaking disfluency features in the conversations of president Jokowi with reporters in the center for East Asia policy studies at Brooking 2015*". This research focuses on speaking disfluency about the

speech made by Jokowi. It explains the types and factors that affect the lack of smoothness when Jokowi's speech is read. This study uses Gleason and Ratnar'stheory of speech disfluency. This study used qualitative research methods. The research data was taken from the video of President Jokowi in the center for east Asia policy at Brookings 2015. While watching the author transcribed Jokowi's words in President Jokowi's video.Thecontribution in this research was as a reference to finding out the causes of dysfluency and to find out the right way to take the next step to overcome the disability through the factors found in this research.

(Muhammad Sandi, 2017) with the title "*Speech Disfluency in the dialogue in America's lawyer show*" explained that humans often do not know the functions and benefits of speech disfluency so that they can unconsciously repeat conversations and experience a little interjection. This research used a qualitative method. In his research, he finds out which type of speech disfluency was used and which was type more dominantly used by hosts and guests in America's lawyer Show. The difference is in the object of research. The researcher researched fifth-semester students who were doing oral presentations. But the theory is the same. That researcher use is the theory of (Gleason & Ratner, 1998), which explains that speaking or speech disfluency is the speaker's" utterances with the characteristics of hesitation, repetition, false start, and filler words.The contribution in this research is that the researcher can find out the type of disfluency when speaking before reading the existing theory and this becomes a reference for whether future research can provide an overview after seeing the analytical methods used previously.

According to (Moniz et al., 2014) in *"Speaking style effects in the production of disfluencies"*researched on speaking styles in the production of disfluency in university. This research analyzes to discuss whether the prosodic strategies used when pronouncing fluency vary between speaking styles. The results used show that in dialogue more often in lectures than in dialogue. The lecture uses repetitionsand words replacement more often. Lecturers spent more time focusing their attention and were very careful in choosing the right words. Lectures feature longer pause durations, higher speech, and articulation. The contribution in this research is as a reference by researchers in speaking style when producing speech in front of the class. This study finds how to convey speech in front of the class without being in a hurry and choosing the right speech.

2.8 Conceptual Framework

This research refers to the students' speaking ability when presenting in front of the class by finding the fluency that occurs during the presentation. Speaking disfluency can be found in everyone who was speaking in the classroom, at a meeting, or in public. Many factors cause disfluency such as nervousness or lack of knowledge of what is being said and they cannot produce new words.

This research aims to analyze what are the dominant types of students' speaking disfluency when making presentations and find out how to overcome these difficulties. This research was based on (Gleason & Ratner, 1998) theory of speaking disfluency or speaking disfluency. The types of speaking disfluency were hesitation, filler words, repetition, and a false start.
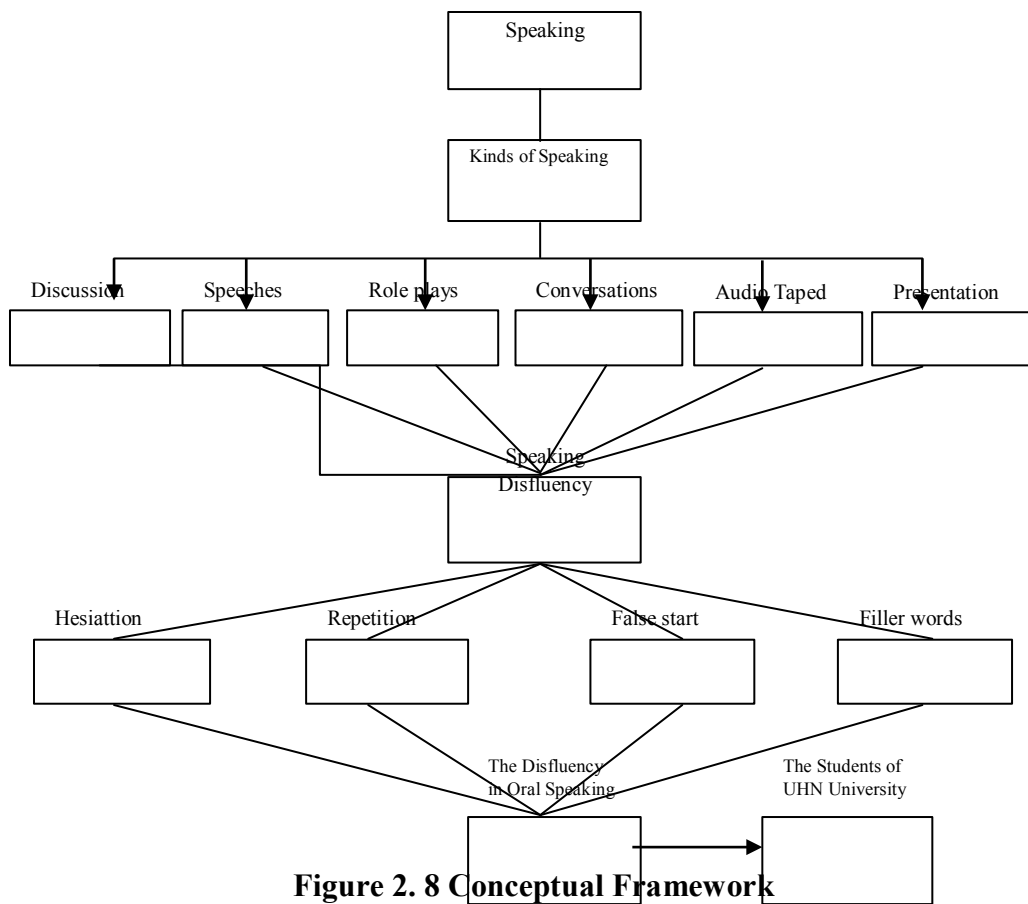
Speaking

Kinds of Speaking

Discussion | Speeches | Role plays | Conversations | Audio Taped | Presentation

Speaking
Disfluency

Hesiattion | Repetition | False start | Filler words

The Disfluency
in Oral Speaking

The Students of
UHN University

Figure 2. 8 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used descriptivequalitative research. Qualitative research wasone of the studies that produce descriptive data in the form of speech or writing and the behavior of the people being observed. (Berg, 2007)explained that qualitative research was research that refers to food, symbols, andcharacteristics or describes something. This research was intended to explain and examine what happened which was shown following the existing data.

According to (Banfield & Cayago-Gicain, 2006), qualitative research was a collection of data that is not in the form of numbers that can be taken from interview, questionnairetranscripts, documentation, and audio recordings that can assist the research. This research is expected to be able to produce an analysis or description of how behavior, writing, or behavior is carried out by individuals, groups, or communities. The purpose of qualitative was to generate new concepts and by describing the problem, point of view, phenomenon from each indvidual's point of view (Viswambharan & Priya, 2016).

3.2 The Data and Source of the Data

The source of data was taken from the fifth-semester students of Nommensen HKBP University Medan. In this research, the results data was from the utterances obtain when students do a presentation session in class. It was analyzed by using the speaking disfluency theory of (Gleason & Ratner, 1998).

3.3 The Instrument of Collecting Data

In this research, the instruments that used in collecting data make an observation. Observation was the process of collecting data or information that must be carried out by conducting direct observation efforts (Arikunto, 2006). Observations were made by recording the data from the presentations given by the fifth semester students. At the time of presentation, the researcher recorded the results of their presentation which would then be processed into data by the researcher according to the analytical theory used by the researcher. According to (Sugiyono, 2013) recording techniques is the most strategic step in research, because the main purpose of research is to obtain data. The researcher immediately jumped into the field to mingle with the object to be studied.

Interviews were a natural method of obtaining data that focus on people who take direct action to researchers regarding their perspective (Thelwall & Nevill, 2021). An interview process carried out by recording and also be done by recording answers to questions from researcher (Mazanderani & Paparini, 2015). Questions that will ask about what are the ways to overcame the cause of disfluency during oral presentations.

3.4 Technique of Collecting Data

In the technique of collecting data the researcher take several steps:

1. Students make the oral presentations

2. The researcher uses audio to record the content of the presentation

3. Observing the oral presentations by the students, and then;

4. The researcher doing the interview to participants

3.5 The Technique of Analyzing Data

According to (Miles et al., 2014), there are several ways to analyzing data in qualitative research, namely data reduction, data presentation, and concluding/verification. Reducing data means that researchers summarize and prioritize important data. The longer the researcher was in the field, the higher the amount of data to be collected will be. Therefore, the researcher reduce the data. Then displaying the data made in the form of a short description, which can be in the form of tables, diagrams, and others. By displaying the data had better to understand the situation that has occurred. Concluding or verification was the discovery of evidence to collect the data. The process of collecting evidence is the process of data verification.

In this research, researcher was took data on students' speaking difluency from the presentation results. Then the researcher combined the data into a table and the table explained the data. After the researcher, the researcher made conclusions based on the analysis. Researcherdid not only collect data but also analyze data from the results of these observations.

1. Listening to the content of presentations

2. Writing the transcript contents presentations

3. Analyzing and classifying the contents of disfluency from presentation

4. Finding the types of speaking disfluency

5. Fnding the dominants types of speaking disfluency

6. Finding the overcome of causing the speaking disfluency

7. Making conclusion.

The researcher uses the formula in finding the dominant type of speaking disfluency.

$$P = \frac{f}{n} \; X \; 100\%$$

Note :

P = Percentage of speaking disfluency

f = Frequency of speaking disfluency

n = Total of speaking disfluency