

CHAPTER I

INTRODUCTION

This chapter examined the background of the study, limitations of the study, research questions, objectives of the study, benefits of the study, and research paper organization.

A. Background of the Study

Humans use language to communicate and share information. There are many languages spoken in the world. English is one of them. English is a medium for foreign correspondence. English is extremely important and useful for interacting with nations all over the world.

English is a foreign language learning in schools in Indonesia. English in Indonesia is taught from elementary school to college. It is critical to learn English on your own since many books are published in English. Furthermore, the majority of science, technology, arts, and music, as well as much of the communication on the internet or phone, are written in English.

There are four skills must be mastered before studying English. They are writing, listening, speaking, and reading. Students are required to have the ability of all four skills. Students must be able to write in English with proper grammar, speak correctly and using proper grammar, be able to read English text and know its meaning and content, and understand when opponents speak English.

Talking about the four English skills, speaking is one of the skills that is learned. Speaking is crucial to human communication; consider how many conversations we have in a day against how much-written communication we accomplish in a day. Which of these do we do more of? Most of us talk more than we write in our everyday lives, but many English teachers still end up spending a lot of class time on reading and writing skills, virtually completely disregarding speaking abilities. Speaking skills must be mastered by English students because English students are required to be fluent and clear in

expressing a word or sentence in English with proper grammar. From this explanation, the production of speech affects the process of translating thoughts into speech.

Speaking is a process of interaction involving meaning construction that includes creating, acquiring, and interpreting data (Burns and Joyce, 1977). According to (Fauziati, 2016), speech processing is the process by which a speaker converts knowledge and intentions into a text medium that is only usable in one language. Producing one's speech requires effort and thought. We have to think about what speech will be spoken and then try to translate the information into the target language.

Speech, on the other hand, is not always unexpected. Language functions (or patterns) that seem to reoccur in specific discourse situations can be recognized and documented Burns and Joyce as cited in (Fauziati, 2010). For Speaking demands that students not only understand how to generate certain aspects of language such as grammatical, pronunciation, or vocabulary (Linguistic Competence), but also when, why, and how to construct language (sociolinguistic competence). Finally, according to Burns and Joyce (1997); Carter and Mc Carthy (1996); Cohen (1996) as cited by (Fauziati, 2010) unlike written language, speech has its own set of abilities, patterns, and dialogue. To succeed in a specific speaking act, a skilled Speaker combines a wide range of abilities and knowledge.

When we speak, we will not escape speech disfluency. Disfluency often occurs. Disfluency can occur due to many factors. According to (Shriberg, 2001), speech disfluency happens often in spontaneous talks among individuals. The most common disfluency occurs when the speaker speaks too fast. Speech disfluency, as defined by Fox Tree (1995) in (Sanjaya and Nugrahani, 2018), is a linguistic word that refers to the presence of disruptions or temporary disturbances throughout the flow of speech but does not provide any semantic or propositional substance to the speech. (Gleason and Ratner, 1998) defined disfluency as utterances with an empty pause, repetition, a false start, and filler phrases such as *uhm* or *you know*. When

humans generate a word, they pause for a few seconds before going on to the following word; this is known as a silent pause (e.g. *Turn on the tv/ switch*). Other most common disfluencies are filled pause, it is a gap of hesitation; repeat, which generally occurs when individuals communicate quickly and impulsively; retraced false start; unretracted false start; correction; stutters; interjection; and slip of the tongue.

Many studies have been conducted on speech disfluency. Research from (Sanjaya and Nugrahani, 2018) entitled *Speech Disfluency in Groups' Presentations of English Education Master's Program Students*. In their study he researched speech disfluency, and the results of their research found five forms of disfluency: unfilled pause, filled pause, repetition, substitution, and deletion. Then there is also research from (Ariyoga, 2018), he researched the types of disfluency in producing speech. In his research, he revealed that five types of non-fluency that appeared in the respondents, including a filled pause, a silent pause, addition, substitution, and blend. Another research was conducted by (Hardianti and Indah, 2020), under the title *Disfluencies in Stand-up Comedy: A Psycholinguistic Analysis on Drew Lynch's Stuttering*. In this research, they wanted to look at the many types of fluency disturbances that had been found in Lynch's onstage speech. The results they obtained were Lynch produced a wide range of disfluencies, but in the context of stand-up comedy, stuttering disfluencies did not hinder the meaning transfer. Of the three studies that have been carried out, each has differences with the author, including in determining the data and theory used. The three studies also have differences in terms of the topics to be studied, theories, and also the data taken.

A student makes disfluencies when speaking or writing due to a lack of concentration, exhaustion, carelessness, or any other characteristic of performance, according to the (Richards, Platt, and Platt, 1992). When called to attention, disfluencies can be self-corrected. Disfluency, on the other hand, is the usage of a linguistic item in such a way that a proficient or native speaker of the language considers it as incorrect or incomplete learning. In

other words, it arises because the learner is unsure of what is proper and hence cannot self-correct.

These disfluencies were often made by students at micro-teaching class in presenting their work. Based on the observations that the writer has done in the micro teaching class of students majoring in English education at the University of Muhammadiyah Surakarta, disfluencies often occur and their causes are manifold. In presenting their work, they must have made disfluencies. For example: *errr I'm fine // too* this utterance contains disfluencies, that are silent pause and filled pause. Some of their disfluencies were, *err w-w-wait*, it contains filled pause and stutter. *So I ask to / I ask to \\
I ask again to Dhian*, this utterance contains disfluencies that are filled pause, repeat, and false start. Situational anxiety is another factor that influences the incidence of speech disfluency (Clark and Clark, 1977). When a speaker becomes nervous, he is unable to pick a word or construct a phrase fluently. There are three sources of speech disfluency, according to (Clark and Clark, 1977) as cited by (Fauziati, 2016): cognitive reason, psychological reason, and social reason.

Based on the phenomena the writer wanted to conduct a study of speech disfluency in a micro teaching class when students are presenting, and based on the review above, the researcher is interested in making a study entitled "An Analysis of Speech Disfluency Made by EFL Students in A Micro Teaching Class". This study will describe the type, disfluency that often appear, and explain the sources of speech disfluency made by students in micro teaching class at Muhammadiyah University of Surakarta.

B. Limitation of the Study

The author limits this research on speech disfluency analysis in oral production made by students at micro teaching class of Muhammadiyah University of Surakarta in presenting their work. Researcher focus on studying using the framework of speech disfluency type, frequency, and the source of speech disfluency made by students in micro teaching class.

C. Research Question

Based on the background of the study, the authors formulate the research questions on:

1. What are the types of speech disfluency delivered by students at micro teaching class in their presentation?
2. What are the most common types of speech disfluency made by students at micro teaching class in their presentation?
3. What are the sources of disfluencies made by students at micro teaching class in their presentation?

D. Objective of the Study

Based on the research questions, the objective of the study are:

1. To find out the types of speech disfluency delivered by students at micro teaching class in their presentation.
2. To find out the most common types of disfluency made by students at micro teaching class in their presentation
3. To find out and explain the sources of disfluencies made by students at micro teaching class in their presentation.

E. Significance of the Study

The author delivers the benefit of this study in to two namely theoretically and practically, as follow:

1. Theoretically

In relation to this research, the author expects that it may be used as a reference for other researchers who want to undertake research on speech disfluencies in various objects.

2. Practically

As a result of this research, the author expects that more people will be aware of the many types of speech disfluencies. And for teachers, the findings of this study may be used to increase their skill and competency in

teaching English, as well as to identify the types of speech errors so that they can devise methods to avoid them.