

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English belongs to the compulsory subject at school. Learners have learned this language for years from elementary school even to college. Unfortunately, after learning English for a long time, many Indonesian learners face the problem to speak English fluently. This does not only happen to elementary learners, but also to college learners. Whereas, learning language is demanded to have four skills such as listening, speaking, reading, and writing. One of the skills that have to concern is speaking.

It is true when we see the time of teaching learning English in formal school is only 4 hours per a week. It is sad knowing it that English is actually international language and widely used in the world. Learning English is hoped to be the bridge of our competence to face globalization era. However, it would be our tasks as English learners and teacher for the generation to escort the young English learners comprehending English at least, they can speak it fluently.

As a language learner, fluency in speaking, especially in second language, can signify that a learner is able to get the knowledge of learning language. It is because speaking in another language is quite difficult to learn for foreign learners. The learners have to practice all time so they can be used to speak fluently in target language that they learn. The ability to produce how to speak is called speech. So next in this paper, the writer will use word “speech” to refer to the word “speaking”.

Speaking is actually related to speech production which seems require very little thought or effort. However, it does not seem as easy as thought. Fauziati (2013, p. 87) states that effortless of producing a speech is not true. It is because there is a mismatch between what we wish to say and what we actually do say. Therefore, the fluency of people’s speech depends on how people handle and control their planned words to say with the words that they actually produce and out of their mouths. When people cannot match the planned words to say with

the actual words that have been already said, it is called speech errors. The speech error is one problem that makes the fluency of people's speech happens. However, people often produce errors as they translate their ideas into speech. It is normal and common to all people.

According to Clark and Clark in Fauziati (2013, p. 87) there are two major sources of speech errors which are errors caused by the difficulties in planning and executing speech and errors caused by the difficulties of articulatory muscles performing sounds. However, there is a condition that can be called as speech with no errors and runs smoothly; that is ideal delivery (Fauziati, 2013: p. 88). The ideal delivery can be considered fluent speech that speakers execute all the clauses in a single fluent series. The fluency of speech itself, however, can be affected by several factors such as age, relationship between speaker and interlocutor, topic, role, and gender (Bortfeld et al, 2001: p. 143).

According to Adams (1990, p. 135), fluency of speech in second language is also affected by some factors. The factor may be the speaker's ability of speech production. Besides, syntactic complexity and discourse complexity also influence the fluent production of speech. When complexity increases, the demands for the production of fluent speech may exceed the individual's abilities; therefore, fluency may be compromised. However, the difficulty of the speaker's ability in producing their speech is commonly called speech disfluency. Spontaneous human speech is notoriously disfluent. Speakers hesitate, interrupt mid-phrase or mid-word, repeat or replace words, abandon phrases to start afresh, and express their talk with expressions like *um*, *uh*, *or*, *I mean*, and *oh*. (Brennan, 2001, p. 1)

Speech disfluency occurs because someone probably losses language production of first language when the speaker moves to a second language. Speech disfluency are distinguished as being either linguistic disfluency or stuttering disfluency. All individuals produce linguistic disfluency in speech; however, if they are produced frequently, linguistic disfluency may indicate difficulties with utterance formulation or word finding (Miller et al. 2005, p. 5). Linguistic disfluency happens to normal people who do not have disability to

speak. On the other hand, stuttering disfluency only happens to stutterer or people who are difficult to speak because of brain's problem.

Ironically, speech disfluency which is linguistic disfluency happens to learners who take English as a major study in their college. In fact, they are difficult to speak English fluently. They do not speak English very well although they have been studying English for years and practicing all days to speak in English. The speech disfluency that they make could be a hesitation, repetition, or just filler in their English communication. In Corley and Stewart (2008, p. 3), Beattie and Butterworth states that fillers occur when frequency is held constant and the speakers might be aware of an element of choice in selecting words with low contextual probability, and were more likely to be disfluent for this reason.

To research the disfluency in speech, especially in English, it is needed to find people who speak English daily. Due to Indonesian people are not very familiar in spoken English, it is difficult to find them. Fortunately, there are some courses that provide the English learning through experience of how English is applied in spoken communication. One of the courses that gives the method in learning English by using it in daily activity even in speaking is *Kampung Inggris Semarang*. *Kampung Inggris Semarang* is an institution which runs in education field. It concerns on an effective and fun English learning. The place is located in *Sekar Gading State Gunung pati Semarang*.

Kampung Inggris Semarang is an institution that runs education in which emphasizes on the effective and fun English teaching. Due to the location of *Kampung Inggris Semarang* where is located around mountainous in Semarang, it becomes a comfortable and cool place to learn language and also the place is far from the residence.

The learning method in *Kampung Inggris Semarang* is quite unique. The method used is taken from all learning methods. One of them is direct method and quantitative method and the parts of them combined are then categorized into "Typical Method of *Kampung Inggris mSemarang*". In addition, the media for learning in *Kampung Inggris Semarang* uses some instruments to make easy in teaching and learning English. The instruments used in learning English in *Kampung Inggris Semarang* are flash card, power point, and some games.

In the teaching learning English by using direct method and quantitative method as the teacher of *Kampung Inggris Semarang* claimed, however, it is quite interesting to improve the speaking skill. In addition, by using those methods, speech error usually made by EFL learners is fewer than the common learners who do not attend to learn in *Kampung Inggris Semarang*. This is quite interesting while learning in *Kampung Inggris Semarang* becomes more fluent than learning in another place like in formal school.

As the research conducted by the writer in *Kampung Inggris Semarang*, there are some findings that attract the writer to analyze further. The findings varied from the types that often appeared in the speech to the difference of frequency of errors made by male and female learners. Seeing the findings found in *Kampung Inggris Semarang*, even though they use English intensively and structurally, they even made errors in speaking especially fillers, such as “*when – uh –uh I join...*” and repetition such as “*I-I-I study in –in –in ...*” However, there are other errors made by the learners but it is not as much as the above two errors, like prolongation. The learner made prolongation is about 1-2 second in speaking such as “*It is intereti----ng when...*” Some findings also showed that female learners have fewer errors than the male learners. The factors are also discussed in this study why female learners have fewer errors than male learners. Viewing this finding, the writer also research the learning activity of the subject of the study. It means that there is different learning activity between male and female learners in learning language. So that, it affects on the rate or frequency on the speech disfluency they made. However, the findings do not only show the different rate of disfluency, but also the words that they say are also different from the others.

Unfortunately, the learning activity in *Kampung Inggris Semarang* is absolutely different with the learners who learn English in out of *Kampung Inggris Semarang*, so the result will be varied and different too. While English learners in *Kampung Inggris Semarang* intensively learn English with English teachers in several times in a week, the learners who are do not learn in *Kampung Inggris Semarang* may learn English only four hours in a week it even happens only in school. However, as the writer describes above, English learner who are still in learning process especially in acquiring new language, it does not close the

possibility that the learners in *Kampung Inggris Semarang* also made errors in their speaking even though they often practice it in speaking.

Hence, based on the explanation above, the writer studied the topic about disfluency made by EFL learners, in this case is learners in *Kampung Inggris Semarang*. It will be focused on the speech disfluency that is done by EFL learners in their spontaneous English speech based on the gender. The scope of the object of the research will be taken from the speech of male and female learners in *Kampung Inggris Semarang*. Shortly, this place provides an English learning which combines experience and practical skill especially in speaking competence. Therefore, the title of study that the writer takes is “Speech Disfluency Made by Male and Female EFL Learners: A Case Study Learners in *Kampung Inggris Semarang*”.

B. Research Problem

Based on the problem described above, the research questions can be formulated as follows:

1. What are types of the speech disfluency that made by the male and female learners of *Kampung Inggris Semarang* in their English speech?
2. What is the dominant type of disfluency speech occurred in the speech??
3. What is the difference of disfluency occurred in male and female learners?
4. What factors can affect the occurrence of disfluency in kearners' speeches?

C. Purposes of the Study

Concerning on the research problem above, the research is conducted:

1. To identify the types of the speech disfluency made by the male and female learners of *Kampung Inggris Semarang* in their speeches.
2. To know the dominant disfluency type made by the male and female learners.
3. To describe the differenece of disfluency of male and female learners in *Kampung Inggris Semarang*.
4. To explain what factors can make the learners of *Kampung Inggris Semarang* made disfluency.

D. Benefits of the Study

This study absolutely has some benefits for some people. Its benefits are classified into two parts, i.e. theoretical benefits and practical benefits.

1. Theoretical Benefits

For theoretical benefits, this study is intended to help other researchers who study the phenomenon of speech disfluency as a comparative study or a reference for the upcoming research. In addition, it also helps English teacher to know the characteristics of disfluency type made by the EFL learners. In addition, the research will also be very useful for the writer as a valuable knowledge of speech disfluency.

2. Practical Benefits

For practical benefit, this study may become useful reference for English teachers to know the difficulties in English speaking and to be an input in giving information about student's disfluency in their speech, so the teacher can prevent the difficulties in teaching English especially in teaching speaking.

This study may also be very useful for English learners to know the deficiency of their speech, in this case is based on the gender, male and female EFL learners, so it is expected to avoid the occurrence of disfluency in speech.

E. Key Terms

To make easy in focusing the research, the writer provides the key terms related to the title of the research:

1. Speech

Fernandez and Smith (2011, p. 137) state that speech is a complex motor activity engaging the vocal tract and respiratory physiology. It is the most frequent mode for transmitting linguistic information.

2. Disfluency

Dannells (2007, p. 2) defines that disfluency is an antonym to fluency and especially with regards to speech can be defined as an inconsistent utterance in terms of grammatical structure and flow. Speech disfluency is

an utterance where some of the words that the speaker utters needs to be removed in order to correctly understand the speaker's intention.

3. Speech disfluency

Gleason & Ratner (1998, p. 381) and Clark & Wasow (1998) reveal that speech disfluency is speaker's utterance that contains the characteristics of hesitations, repetition, false starts, and fillers.

4. Speech Errors

Errors are caused by some factors in speech. According to Clark and Clark in Fauziati (2013, p. 87) there are two major sources of speech errors which are errors caused by the difficulties in planning and executing speech and errors caused by the difficulties of articulatory muscles performing sounds

F. Research Paper Organization

The beginning of the study will be begun with chapter I referring to introduction which contains background of study, limitation of study, problem statemets, objectives of study, benefits of study, and research paper organization.

The following chapter is chapter II dealing with the underlying theory which comprises of previous study, underlying theory, and theoretical framework.

The next chapter is chapter III concerning about research method that consists of type of the research, object of the reseacher, subject of the research, data and data source, technique of collecting data, trustworthiness of the study, and technique of analyzing data.

Chapter IV is the following chapter that discusses findings and discussion of the research. This chapter will be the core of the research that is conducted by the writer.

The last chapter is chapter V that contains conclusion which summarize the result of the research and suggestions.