AN ANALYSIS OF HESITATION TYPES IN STUDENT'S SPEAKING AT STAIN CURUP

(A Descriptive Qualitative Research in Third Semester Students at STAIN CURUP)

THESIS

This Thesis is submitted to fulfill the Requirement for 'Sarjana' Degree in English Language Education

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     Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

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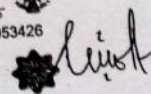
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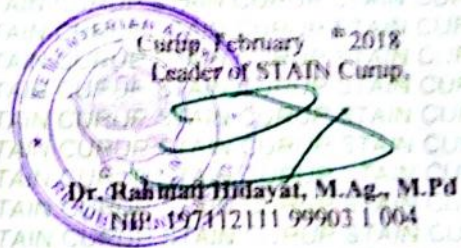
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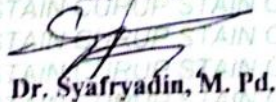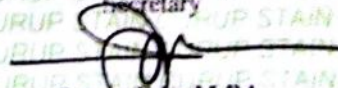**EXAMINERS,**

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This thesis is "*An Analysis of Hesitation Types in Student's Speaking at STAIN Curup*". This thesis is obtainable in partial fulfillment of the requirement for the degree of strata I in English Study Program of STAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express his deepest appreciation to:

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Curup, Desember 2017
Writer

Rizki Oktamalia
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MOTTO

" Patience is a real Power"

"Be grateful for every conditions"

**"Keep your heart and mind strong.
Than strengthen your goal"**

DEDICATION

This thesis is proudly dedicated to:
Allah SWT
Ayah Hidayat (Alm.) and mamak Marlini.

I love you so much and Thanks for your prayer and support. You are

My Inspiration.

My beloved brother Diko Harnelis,

And also my beloved aunts, Elva Susanti. S. Pd, Surya Ningsih, S. Pd,

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My Co advisor, Mr. Sarwo, M. Pd.

ABSTRACT

Rizki, Oktamalia. 2017. *An Analysis of Hesitation Types in Student's Speaking at STAIN Curup* (Third Semester Students of English Study Program Academic Year 2017/2018)

Advisor   : Sakut Anshori, S.Pd.I, M.Hum
Co-Advisor : Sarwo Edy, M.Pd

This research was about An Analysis of Hesitation Types in Student's Speaking of English Study Program in STAIN Curup. This research used descriptive method, which focused on analyzing the types of hesitation used by the English Study Program Students that occurred in their speaking class activities. The subject of this research was the students who took Speaking Class subject, it consisted of two classes, and they were IIIA and IIIB. The purposes of this research were to find out the types of hesitation used by the students of English Study Program at third semester in speaking class and to know the factors that make the students often hesitate in speaking. This research was conducted from October to December 2017. The techniques of collecting the data were observation and interview. The observation was used to find the types of hesitation used by the students in their speaking. And the interview was used to know the factors of hesitation. The result of this research; 1) almost all of the students did hesitation in their speaking. From nine types of hesitation based on Clark and Tree's theory, the students used eight types of hesitation, they were silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, and stutter. However, the students mostly used fillers, repeats and silent pause, 2). The factors that make the students often hesitate in speaking were getting difficulty, confused, shy and reluctant. Based on the result of the interview, the researcher concluded that not all of the students hesitate because of these factors, because the students have their own reasons. Based on the result of this research, the students are expected to be better in speaking English, especially in Speaking. The students are hoped to avoid using the types of hesitation, because the students who are in speaking class must improve the speaking without hesitation.

Key words: *Analysis, Hesitation types, Speaking.*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is an instrument to express meaning. "Learning a language is learning to use the language in communication activities in the target language mastery of the language component is needed to support the mastery of the communicative competence"[1]. It can be understood that language is the important element for individual or nation in this world. Language is not only used by people to communicate but also to express their thoughts.

English is a foreign language for Indonesian. English is one of thousands of language used and spoken in many countries. "English is international language that used in almost every aspect of education such as science, technology, economic, travel, information exchange, popular culture, education and politic"[2]. It means that it is very important thing to learn and to be developed, because it can be useful to adopt and improve knowledge, technology, art, culture and keep relationship to other countries. It shows that, when someone understands English language, he or she will know many matters and add his or her knowledge. Hence, English language becomes one of the important tools of communication in societies of international worl

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[1] Ronald W. Langacker. 1973. *Language and Its Structure some Fundamental Linguistic Concept*. New York: Harcourt. p.3
[2] Jeremy Harmer. 2004. *The Practice of English Language Teaching*. Lagman. p.3

There are four skills that have to be mastered by students in use English, namely listening, speaking, reading and writing. Speaking is one of the skills which need more attention than other skills. According to Green and Party Tarigan, "Conversation is the exchange of thinking or opinion about one topic between two or more speaker[3]". It means that the conversation can be held based on the purpose or even spontaneously we can deliver some information by conversation. Any way conversation is very important, because conversations which refers to speaking.

According to Bygate, "Speaking is an oral interaction signed routine, as conventional way to serve information and interaction"[4]. In short, speaking is the activity that aims at developing students' fluency in speech through pair interaction, group discussion and role-play. Such activities not only provide an opportunity for pupils to practice in wide range of language and communicative skills but also help to develop self-confidence. It is important to note that the focus of such activities should be the communicative task, rather than linguistic accuracy, to enable students to feel free to English creatively and purposefully, to explore their own experience of language and to be more aware and sensitive to the use of language.

As language learners, the students of the English study program, STAIN Curup, often face linguistic problems in communication because of their inadequate knowledge of the language. When they answer the questions from lectures in class discussion or when they present certain topics in front of the class, for instance, they

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[3] Green and Party Tarigan, P. *Pengembangan Keterampilan Berbicara*. Depdikbud. p.14
[4] Bygate. 1987. *Speaking Oral Interaction Signed Routine*. Oxford University Press

often do not know the vocabulary that they should have used. Mostly, this situation happens in speaking classes. For example, when the researcher was in speaking class which requires students to give presentations, the researcher saw some of her friends did not know or find the appropriate word they intended to say. Some of them gave up after the unsuccessful attempt and then continued the conversation without any solution for the linguistic problem.

In order to communicate smoothly, students in this situation should try to keep speaking. Therefore, the reseacher found that the students often did silent pause, fillers such as ehmmm/uhmm, repeats, false start (retraced/unretraced) such correction of a wrong word that they have been utterred word or correction of word also included the repeating word of one more words before the corrected words. Then sometimes the students also did correction, interjection, stutter, and slip of tongue. Those all are called types of hesitation.

The researcher interviewed to some students in speaking class at third semester, whether they have difficulties in saying some words when they are speaking English? Most of them said that they have difficulties when they want to say some words because they forget the words, or they really do not know the words that they want to say. Therefore, sometimes they did silent pause, repeats, fillers such uhm/ehm and many others.

Due to lots of hesitation happen in speaking class especially for English study program students, when the researcher did pre-observation to the classroom

of the third semester students. There are many types of hesitation occured while the students were talking to the others. When the students wanted to express their ideas, they often used some filler like 'Oh' 'emh' 'um' 'Ok' and sometimes the students made silent pause and many more. In addition, the researcher also asked a question to the third semester students whether they always hesitate during they did conversation or not, most of them answered:

> *"Yes, sure. We are still in third semester, so we are still new in speaking English. Sometimes we feel nervous then hesitate to say what we want to say when we have difficulty to express our ideas."*

It means that hesitation were occured when they spoke English. It was proved by the researcher's experience too, when the researcher looked at the third semester students answering the questions from their lectures in discussion class or when they present certain topics in front of the class, for instance, they often used words like 'um', 'uh' 'eh', 'ok' and 'a', then they did repeatation, and sometimes they made silent pause. Mostly, this situation happens in speaking classes in the third semester students.

In addition, the researcher also did pre-observation to fifth semester students, in their speaking class. The students also hesitate when they were speaking English. But, the fifth semester students did less hesitation than third semester. And also the cause of third semester students always using hesitation is they felt nervouse when they speak, afraid, confuse, and not get attention from the audience. Because of that, third semester students always using hesitation when they speak. Different with fifth semester students, they also using hesitation but not much and often like third

semester students. That's why the researcher took the third semester students because the third semester students used hesitation types more than the fifth semester students. As the English students who have studied only as long as one year in English study program, they should make more hesitation on their speaking than fifth semester students who had passed Speaking 1, Speaking 2 and Speaking 3. Based on the phenomenon above, the researcher is interested to analyze hesitation types in the speaking of students at STAIN Curup especially in the third semester. Second, the researcher also wants to investigate what are the factors that make students often hesitate when they speak. Therefore, the researcher is interested in conducting a research, entitled *"An Analysis of Hesitation Types in Student's Speaking at STAIN Curup"*

B. Research Questions

1. What types of hesitation are made by the students in speaking?

2. What are the factors that make students often hesitate in speaking?

C. Objectives of the Research

The Objectives of this research are:

1. To find out types of hesitation that made by the students in speaking

2. To know the factors that make the students often hesitate in speaking

D. Delimitation of the Research

In this research, the researcher limits the study on the types of hesitation used by the students in speaking and what factors that make students often hesitate in speaking. In this research, the researcher focused on analysis of hesitation types in student's speaking at third semester at STAIN Curup. The researcher focuses on the hesitation types which consist of nine types based on the theory of Clark and Tree. They are silent pause, fillers, repeats, false start, correction, interjection, stutter, and slip of tongue.

E. Significance of the Research

The significances of the research are:

1. For The Lecturer

Theoretically, this research is expected to give meaningful contributions for the lecturer, especially to complete and increase the student's speaking skill. There were many hesitation occurred such as silent pause, fillers, repeats, false start (unretraced), false start (retraced), correction, interjection, and stutter. It means that the lecturers make the students practice more how to express ideas without made hesitation.

2. For The Students

This research is also expected to give information to the students that there are many types of hesitation occured in speaking, in order the students can practice more to decrease hesitation in speaking.

3. For the Other researcher/Reader

Practically, the researcher hopes that the results provide the useful information for other researcher who are interested in investigating other written works which have similar topic, especially in types of hesitation by using different method of the research.

F. Definition of key terms

To avoid an ambiguity and misunderstanding on the terms used in this study, the researcher defines some key terms as follows:

1. Speaking : is a speaking activity between two or more people in talking a certain topic or expressing ideas what they discuss about.[5] In this research, speaking is student's ability in speaking English accurately and fluently.

2. Hesitation : Hesitations are defined as pauses of varying lengths which happen when the speakers are losing their words during speaking.[6] Here, the researcher means that hesitation is the the situation when the students stop speaking which occurred because the students forget the words or thinking what they want to say next.

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[5] *Ibid*
[6] H.Clark and J.E. Fox Tree. 2002. *Using "uh" and "um" in Spontaneous Speaking*. California: University of California.

CHAPTER II

LITERATURE REVIEW

A. Review of The Related Theories

1. Speaking

"Many languages are used by people in this globalize world, but only several language that know by knowledge"[7]. From the statement is indicates if the relationship between some groups in global society are need English as communication and very need to mastery it language. By the means every people in the world has competence for learning and mastery English in order to can follow development and progression period, they can stand the middle of globalize world. In the view of English as international language that has the influence and the important function in the world.

Although English is not our native language, we must have awareness if English is very important to master and we must have ability and self-confidence to using English in communication. The best for it, we must learning carefully to mastery it and always do more practice to use English in our life.

Speaking is the skill which is used by someone in communication; in which it demands does make the other person understand our utterances and we demand too understand the other person utterances. Suppose we cannot convey our message to someone or very difficult to understand the other persons speaking that mean we

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[7] Leonard Bloomfield. 1995. *Language*. Jakarta: Gramedia Pustaka Utama. p.56

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have difficulty in speaking skill. We do not have ability to spread from some threaded, barrier, and interference toward their language because in their selves still save feeling afraid of making mistake, shy to say anything, feel inferior, unpretentious, and there is not self confidence.

Speaking is an ability in pronouncing the word or sentence orally. Hornby said, "Speaking is the voice produced by marking use of language in an ordinary"[8]. It is the process to create language in conversation. In same line, people can be easier doing communication with others. "Speaking is in fact doing in one of the most important human way"[9]. Doing consists of saying something and saying it in a particular way. From those opinions we can conclude that speaking is an ability which involves pronunciation and voice in producing the word or sentence orally.

According to Broughton, "Speaking is a phonological level where it is essential to develop an ability to recognize a sound before success in producing the sound"[10]. And according to Bygate, "Speaking is an oral interaction signed routine, as conventional way to serve information focusing to information and interaction"[11]. It means that we have to know how to speak the words before producing them in some sentences or phrases to make interaction.

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[8] As Hornby. 2000. *Oxfords Advanced Learner's Dictionary of Current English*. Oxford University Press

[9] J.F Wallword. 2001. *Language People Heinemann Educational Book*. London. p.70

[10] Broughton Geoffrey, ET. Al. 2001. *Teaching English as Foreign Language*. London: Rountledge and Kegan Paul. p. 76

[11] Bygate. *Opcit*. p.87

Of all four skills (listening, speaking, reading and writing), speaking seem intuitively the most important one. People who know a language are referred to as the speakers of that language, as if speaking included all others kinds of knowledge and many if not most foreign language learners are primarily interested in learning to speak[12]. For the most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language"[13]. From the opinion above, it can be understood that speaking is one of English skills and indication of having ability in mastering the language. Speaking is also one of the methods of mastering the language owing to it is identically with practicing, due to practicing is one of the methods of mastering and improving the language learnt.

2. Hesitation

a. The Definition of Hesitation

Garret and Bell describe hesitation in three meaning,[14] Firstly; context is associated as the background, environment, framework, and setting. Secondly, it defines as situation surrounding an event that occurs before or after a word or sentence and in spire it with a particular meaning. Thirdly, environment under with a document was created, including its function, purpose, use time, the creator and the recipient. Hesitation is also pause before

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[12] Penny, Ur. 1995. *A Course in Language Teaching Practice and Theory*. Cambridge University Press. p.120

[13] David, Nunan. *Language Teaching Methodology*. New York: Prentice Hall. p.39

[14] M. F. Garret and Bell, *Syntactic Processing in Sentences Production,* http:www.org/wiki/ falsestart.Definition.html.

doing something, especially because the speaker is nervous. The context is not only language that are spoken or written but also whole situation that is existed at the time where the spoken.

Hesitation also can be defined as pauses of varying lengths which happen when the speakers are losing their words during speaking. Rose as mentioned in (Roza & Rosa)[15] adds that hesitation is a period of breaks when speaking; those pauses can be unfilled (making silent) or filled with inserting uh, um, you know, I mean, and well, likewise using repetitions to cover the disfluency during speaking. The speakers make those kinds of pauses not only in the middle, yet at the end or at the beginning of idea units.

Schifrin defined hesitation as ''sequentially dependent elements which bracket units of talk which can facilitate listener comprehension and help smooth.[16] From that point of view, it can be inferred that, hesitation–such fillers, self-correction, repeat, and silent pause, may help both interlocutors while speaking and listening.

Rieger defined Hesitations are pauses of varying lengths, which are not usually left unfilled.[17] In line with that point, Corley & Stewart every filler has different usage. For instance, 'um' is used when the speaker having greater

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[15] M. F. Garret and Bell, *Syntactic Processing in Sentences Production,* http:www.org/wiki/falsestart.Definition.tml.

[16] C. Rieger, *Disfluencies and hesitation strategies in Oral L2 tests,* Gothenburg Papers in Theoretical linguistics, 2003. Pdf.

[17] M. Corley and O. W. Steward, *Hesitation Disfluencies in spontaneous Speech: The meaning of um,* Language and linguistics Compass*,* 2008. P. 5. Pdf.

difficulty than 'uh'. It depends much more on the speakers' feeling hardness in uttering next utterances.

b. Hesitation Theory

This study employs Clark and Fox Tree theory, since it is commonly used in analyzing hesitation especially in pragmatics. It gives detail explanation about the meaning of one of the commonest hesitation used by people. The most explicit claim that filler serve a communicative function, effectively as words in the speaker's vocabulary, comes from Clark and Fox Tree, who argue that um and uh should be considered, as integral to the information the speaker is trying to convey although they do not add to the prepositional content, or primary message.

Hesitations are part of a collateral message in which the speaker is commenting on performance. In detail arguments, Clark and Fox Tree claim that hesitation conform to the "Phonology, Prosody, syntax, semantics, and pragmatics of English words. Clark and Fox Tree also argue that filler serve a pragmatic role as giving an account of an impending delay in communication on the part of the speaker. [18]

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[18] H. H Clark, and J.E. Fox Tree, *Using "uh" and "um" in Spontaneous Speaking,* California: University of California.Cognition 84, 2002.P. 73-111. Pdf.

c. Types of Hesitation

According to Ralph L. Rose, there are five types of hesitation which are listed below:[19]

1. False Starts

A false start is when a speaker begins an utterance and then abandons it completely without finishing it. It is like incomplete word or correction of a word in the beginning of speaking. In other words, false starts are corrections of a word. After the speakers have hesitation for a while, they direct make correction of a wrong word or repeat of one more word before the corrected word. It is generally followed a pause which may then be followed be a new utterance or a complete stop in the conversation.

2. Restarts

In this case of restarts, a speaker abandons an utterance or constituent, and neither corrects it or repeats it partially or wholly. Restarts occur when a speaker will utter a few words and then suddenly return to the beginning and iterate the same words.

3. Repeats

Repetition are another common form of disfluency, that involve that interruption of speech, followed by the repetition of previously produced material, whether that part of a word, a whole word, or multiple words that

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[19] Ralph. L. Rose, *The Communicative Value of filled pauses in spontaneous speec,*. The University of Birmingham: United Kingdom, 2002. Pdf.

have just been produced. When a speaker iterates a lexical item in mid-sentence, it is called a repeat.[20] In the case of repetition, the speaker repeats some parts of the utterances. This can have an effect similar to a stutter, in which one word or sound is repeated.

Repetition is used for indicating that speaker corrects or clarifies wrong words with appropriate words which have clear meaning. So from repetition, the listener will understand about the message.

4. Pauses

Pauses seem to be the most studied of the hesitation. Pauses are often happened on the speakers when they speak in their conversation. Pauses are most likely to occur between phrases or near the start of phrases.

5. Word Lengthening

Lengthening occurs when the speakers take articulation of words longer than what it should be. The lengthening generally happens at the end of word, but may occur anywhere within a word. As Fox Tree and Clark said that the most common instance of lengthening occurs when "the" is pronounced as "thee" and the ending vowel sound is drawn our past it is usually enunciated duration. A speaker may say the word "the" and rather than it being a short, curt, normal sound, the speaker will continue

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[20] Leech and Jan. Svartvik, *A Communicative of Englishlanguage,* London / New York: Longman. (second edition), 2000.

articulating the word longer than necessary as a means of hesitating before continuing.

The researcher also uses Clark and Clark to find the types of hesitations. According to Clark and Tree, there are nine types of hesitation. They are:[21]

1. Silent Pause (unfilled pause)

Silent pause is marked by the existence of an empty time any periods while speaking. Silent pause is a rest of time in speech production during any duration.

2. Fillers

Fillers are vocalized by speakers by uttering noises while thinking process before uttering next utterances, such as *eh, ah, oh, erm, um, uhm, well,* and *ok.*

Scholar states that Causes of filler words into three categories: *divided attention, infrequent words,* and *nervousness.*[22] *Divided attention* is caused when an individual is attempting to focus on multiple points of interest at one time. This will be manifest during speeches in which there is a distracting member of the audience or when something unplanned or unanticipated occurs. The speaker momentarily directs his or her attention

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[21] Fatihurrahman, *The Use Of fillers In Thesis Proposal Persentation By Indonesian EFL Learners.* Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016. P. 11. Pdf.
[22] Emily Duvall, Aimee Robbins, Thomas Graham, and Scott Divett, *Exploring Filler Words and Their Impact,*P.37-39

from his or her speech, and often filler words creep in to occupy the void left by not fluent speech.

Infrequent words are a major cause of the appearance of filler words. Infrequent words are simply words that we do not use on a daily basis and are therefore somewhat foreign to our mental dictionaries. Filler words, then, appear when someone is having difficulty processing a word. This means that a person's brain cannot locate a word, which will cause him or her to pause, frequently throwing um in its place until the word, or a synonymous word.

As a result of *nervousness* if a speaker is required to employ infrequent words. Words that people would not normally say may come into speech when the speaker is nervous because the speaker's brain is occupied with thoughts about the listeners and their opinions rather than about which words to say. The same phenomenon happens when speaking too quickly; speakers want to stop speaking as soon as possible to get rid of the feeling of nervousness and speak quickly. In addition to the nervousness that comes from infrequent words, *glossophobia*—anxiety regarding public speaking—may occur. This fear is manifest in a form similar to the well-known idea of stage-fright and can appear as a social anxiety disorder. This anxiety has a direct impact on the speaking ability of the presenter and often leads to dysfunctional speech disorder. This disorder is often manifested as a

quivering voice, (leading to repetitions), as well as vocalized pauses (leading to filler words). These repetitions and filler words lead to the decreased credibility of the speaker, which in turn may cause the audience to become more disinterested and thus further exacerbate the nervousness of the speaker.[23] It means that the most factor that can make the students use fillers is nervousness because of infrequent words or lac of vocabular of the students and attention of the students in speaking, when there is something disturbs the students.

Clark and Tree, stated that, even though, fillers are not the meaning in a communication, yet it can be employed to transfer a variety of interpersonal message such as holding the floor. Therefore, fillers are one of the tools in communication strategies in spoken language. One thing that should be questioned is why speakers prefer using fillers while communication to other hesitations–such as repeating words, self-correction, false start, silent pause. It is because of the hardness of their though in uttering the next utterances and need longer time to produce next words. Therefore they prefer using fillers to keep their speaking turn and do not want their turns to be disturbed. Besides, it is also used by speakers to show that they are fluent without pausing much longer.

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[23] *Ibid*

Fillers can be placed at three locations of utterances. Each location has its own meaning. Its meaning depends much more on where it occurs. Clark and Trees proposed three locations of the occurences of um, namely:[24]

(I) At the boundary;

(II) After the first word (ignoring uh and um); and

(III) Later.

They also argued that these three locations also followed by a delay, the more speakers have difficult time planning the utterances, the longest delay will be produced.

3. Repeats

Repeats are speakers used of words, phrases, and even sentence twice or more in the same time while speaking. In the other word, they repeat words, phrases, or even sentences in speaking. For instance, a speaker is intended to say something, yet they make speak errors, it forces them to make any repeat while speaking.

4. False Start (Unretraced)

False start (unretraced) the speakers' correction of a wrong word that they have been utterred word. Yet they mere continue saying or speaking the next words without repeating the wrong word. For instance, *these.../ those dirty cups.*

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[24] H. H Clark, and J.E. Fox Tree, *Using "uh" and "um" in Spontaneous Speaking,* California: University of California.Cognition 84, 2002.P. 94. Pdf.

5. False Start (Retraced)

False start (retraced) is correction of word also included the repeating word of one more words before the corrected words. The speakers realize that they make speech error, so that they make correction. They make repetition of one more words before the corrected word. For example, *turn on the stove / the heater switch.*

6. Correction

Speakers may have a reason why they stop speaking in the middle of their speaking time, sometimes, they forget to say something; they may be searching for the appropriate word or they may be selecting some examples they want to mention. In English, there are two devices in remarking signal why speakers stop the interjection (oh, well, say, ect) and the correction (I mean, that is, well, ect). Moreover, these two devices further evidence that the constituent is an important unit of planning. For example, *turn on the switch....I mean...the heater switch.*

7. Interjection

Interjections, means that speakers have to stop to think about what to say next. They select a particular interjection to signal why they have to stop. The interjection of *oh, ah, well,* and say are illustrated in the following sentences: *John would like…oh... Carrots.....* oh : refers to referent selection.

8. Stutter

Stutter means that, the speakers' hardness of saying the first letter of a word, so they have to utter it repeatedly to continue the next syllable. For example: *turn of the…h…h...h…* heater switch.

9. Slip of Tongue

Slip of tongue occur when the speaker have actual utterances differ in some ways from the intended utterance. It involves the unintentional movement, addition, detection, bleeding, or substitution of material within an utterance and can be phonological, morphological, lexical, or syntactic.

In this research, the theory of Clark and Tree and Ralph L. Rose are almost same, but they have different in terms of hesitation. Besides that, Ralph L. Rose's theory consist of only five, meanwhile Clark's consists of nine types of hesitation. So the researcher decided to choose Clark and Tree to analyze the hesitation types in students' speaking, because this theory is more detailed than Ralph L. Rose theory. In addition, this theory is never investigated before by the other researcher.

d. The Factors of Hesitation

In communication process, hesitations are usually understood as the non verbal communication which occured depending on the condition of the speaker. According to Matthei and Roeper speaker will tend to hesitate when he/she must choose to what words to use and how he/she uses it next.[25]

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[25] Matthei and Roeper. 2000. *Understanding and Producing Speech*. New York: Universe Books, from: //http//fname=jiunkpe/s1/sing/2006/jiunkpe-ns-s1-2006-11401145-5670

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Moreover, it means that hesitations usually appear when the speaker get difficult decision and try to use their time to think. Wardhaugh also assert that hesitations can appear because the speaker gets confused about the words and less eye contact when he/she is speaking.[26] Therefore, it can also be assumed that hesitations can occur because the speaker feels shy with the hearer.

Furthermore, hesitations are usually experienced by the speaker since he/she feels shy with his/her hearer, feels some unwilling, and lack of interest to other people. In addition, hesitations happen when the speaker feels reluctant to speak to the hearer.[27] From explanation above, the researcher conclude that some factors that make the speaker hesitate to speak are getting difficulty, confused, shy, and reluctant.

B. Review of Related Finding

Fillers have been widely explored by many researchers, for example, Fox Tree explored about "the Listeners' uses of um and uh in speech comprehension. He argued that the use of um and uh by speakers have a very beneficial function in helping the listeners' on-line processing of spontaneous speech, such um and uh will make listeners easier to recognize new up come words which will be uttered by speakers.

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[26] Wardhaugh. 2000. *How Conversation Work*. Oxford: Basil Blackwell Publisher Ltd
[27] Miller, G. 2001. Nonverbal Communication. In Clark, V.P , Eschholz , P.A & Rosa, A.F (Eds), *Language: Readings in Language and Culture (6th ed)*. Boston: Bedford

Furthermore, Corley & Stewart examined the study focusing on the meaning of um. The study investigated the role played of hesitation in human communication, with a particular focus on fillers and the communicative goals they may serve. The result of the study showed that fillers occur in speakers' utterance while engaging themselves in communications detecting that they are not uncertain about uttering the next utterance. It means, when producing fillers in communication, the speakers maybe doubt whether their next sentences are correct or not, therefore they choose to fill uhs and ums before uttering them.

The other previous researcher was Wang (2011), he expanded the research that deals with discourse markers (DMs), focusing on analyzing the filler and in Japanese and *Nage* in Mandarin Chinese. The result of the study showed that both fillers in Japanese (ano) and in Mandarin Chinese (nage) have a function as strategies devices and serve the speakers' personal modality in daily communication (Wang, 2011).

Furthermore, Mukti & Wahyudi (2015) were the most current researchers who conducted their studies entitled EFL students' uses of um as fillers In classroom presentations. This research however demonstrated that um also occurs due to wanting to "keep the floor" or create an understanding with the audience, despite the fact that they might be of different ages or genders. Therefore, this research shows that the occurrence of um as fillers, which is commonly shown as a

delay of speech, has its own interpretation, and not just natural delays, as found by Corley and Hartsuiker (2011).[28]

The differences from this research are the researcher do not only focus on analyzing fillers in classroom presentations but also all types of hesitation, such as silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, stutter, and slip of tongue in the students' speaking based on the theory of Clark and Tree. This research was done to the third semester students of English Study Program in STAIN Curup by using observation and interview. In this research, the researcher found out the eight types of hesitation that used by the students on their speaking, they were silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, and stutter. Based on the result of interview, those types were used because some reasons and the students have their own reason.

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[28] Fatihurrahman, Ibid. P. 18-19

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the research

Kind of this research is Descriptive research. According to Gay and Airasian, that descriptive research is a research which determines and describes the way things are, thus the researcher reported the result of the research just as it was found[29]. Generally speaking, that the researcher presented this research based on the real data, which found in the field without any additions or assumptions of the researcher.

This research is presented in qualitative way as Hancock explained that qualitative research is concerned with developing explanations of social phenomena. It described social phenomena as they occur naturally[30]. As can be seen, that qualitative research focused on describing the phenomenon that occur naturally and presented it based on the data on the field.

Furthermore, Bogdan and Biklen in Baverly Hancock stated that descriptive qualitative research concerns providing description of a phenomenon that occurs naturally without any intervention of an experiment or an artificially contrived treatment[31]

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[29] L.R Gay and Peter Airasian, *Educational Research.* (USA: Clarinda Company, 2000). P 175.

[30] Beverley Hancock. *An Introduction to Qualitative Research*. (Britain: Trent Focus, 1998). P. 02.

[31] Ibid. P. 01.

From the explanations above, this research used descriptive method and presented in qualitative way. The researcher described the phenomenon as naturally as possible based on the data that was found on the field, and presented it in words or description form instead of numbers or measures. In order to keep the originality of the data, the researcher must not add or modify or make any interventions that possibly damage the naturalization of the data.

In this research, the researcher would like to describe the hesitation types that made by the students in speaking and the factors that caused hesitation occured in the third semester student's speaking of English study program in STAIN Curup by observing the student's speaking in the classroom and also interviewing the students to know the factors.

B. Subject of the Research

The subject of this research was all students in the third semester of PBI STAIN Curup in academic years 2017-2018, which consist of two classes. In this research, the researcher used total sampling to choose the sample. Total sampling is the entire populations that have particular set of characteristics. In sampling, units are the things that make up the population. Units can be people, cases (e.g., organizations, institutions, countries, etc), pieces of data, and so forth.[32] As a result, the subject of this research was a group of individuals from the students in class who participated in the research. It means that the researcher took all of the third

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[32] Dissertation, http://dissertation.laerd.com/Total-Population-Sampling.php. Accessed on 15th March 2013

semester students who took speaking class as the subject of the research. The researcher indicated the students of English Study Program at third semester who took speaking class in STAIN Curup. They were two classes, A and B which consists of 53 students based on the source of English study program. The researcher chose third semester students as the subject of the research, they were beginners in speaking English who often hesitate in speaking activities and they supported the researcher to look for the data of hesitation types.

C. **Technique of Collecting the Data**

The data of this study were collected by:

1. **Observation**

The researcher used observation to know the real conditions about the hesitation types made by the students of English Study Program at third Semester in Speaking Class. "Observation is systematic record – keeping and perception to accurate symptoms"[33]. It means that the researcher recorded the third semester student's speaking activities in the classroom to get the data. In this research, the researcher used nonparticipant observation. According to Kothari, "Nonparticipation observation means the researcher does not follow directly as participant and separately as observer"[34]. To do this observation, the researcher used checlist. The purpose of observation is to explain the situation that would be

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[33] Kothari. 2004. *Research and Methodology.* New Delhi: New Age International (P) Limited, p. 97

[34] *Ibid*

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studied, activities in that area and the relation between the situation and the activities.

2. Interview

One of substantial technique of qualitative study in collecting data is interview. Interview can be used to collect information which is not obtains from observation. In this research, the researcher used semi-structured interview because the researcher would like to know what topics need to be covered and to a large extent what questions need to be asked.

Semi-Structured interview is prepared to allow the interview to develop in unexpected directions where these open up important new areas. At the end of a really successful interview the interviewer at least had covered all the intended topics and the respondent felt that they have participated in a 'conversation with a purpose'. Part of the skill in using this form of interview, therefore, lies in allowing the interview to develop naturally so, that the respondent does not feel that they are simply replying to questions. [35]

In addition, the researcher used tape recorder or voice recorder as reminder, and the researcher thought it are as substitution tools to scrutinize a whole interview. After that, the data of interview converted in written text script.

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[35] Lisa M Given. *The Sage Encyclopedia Of Qualitative Research Methods.* (California: SAGE Publications. 2008). P. 186.

In this research, the reseacher interviewed the third semester students to answer questions number two about what are the factors that made them hesitate in their speaking.

D. Instrument of the Research

1. Checklist

Research instrument is very important to obtain the result of this research. In this research the researcher uses checklist to find the data about hesitation types used by the students in their speaking. The researcher just write check ( ) on the table provided and then analyze it based on theory of hesitation types by Clark and Tre silent pause, fillers, repeats, false start, correction, interjection, stutter, and slip of tongue. This checklist is suitable to gain the data especially in collecting and classifying the data based on the problems. In short, in this research, the researcher comprehend the data and analyze it based on the Clark's theory without involving another person. Before the researcher gets into the checklist, the research provided some information related to checklist which consists of hestation types, in order to make understanding for the readers.

The Information could be seen on the table below:

Table 3.1

Indicator of Hesitation Types

No	Types of Hesitation	Indicators
1	**(SP) Silent Pause**	There is the existence of an empty time any periods while speaking. Silent pause is a rest of

		time in speech production during any duration.
2	**(F) Fillers**	The speakers utter noises while thinking process before uttering next utterances, such as *eh, ah, oh, erm, um, uhm, well,* and *ok.*
3	**(R) Repeats**	Speakers used of words, phrases, and even sentence twice or more in the same time while speaking. In the other word, they repeat words, phrases, or even sentences in speaking. For instance, a speaker is intended to say something, yet they make speak errors, it forces them to make any repeat while speaking.
4	**(FS. U)** **False Start** **Unretraced**	The speakers' correction of a wrong word that they have been uttered word. Yet they mere continue saying or speaking the next words without repeating the wrong word. For instance, *these.../ those dirty cups.*
5	**(FU. R)** **False Start** **Retraced**	Correction of word also included the repeating word of one more words before the corrected words. The speakers realize that they make speech error, so that they make correction. They make repetition of one more words before the corrected word. For example, *turn on the stove / the heater switch*
		The speakers may have a reason why they stop speaking in the middle of their speaking time, sometimes, they forget to say something; they

6	(C) Correction	may be searching for the appropriate word or they may be selecting some examples they want to mention. In English, the correction (I mean, that is, well, ect). For example, *turn on the switch....I mean...the heater switch.*
7	(I) Interjection	The speakers have to stop to think about what to say next. They select a particular interjection to signal why they have to stop. The interjection of *oh, ah, well,* and say are illustrated in the following sentences: *John would like...oh... Carrots.....* oh : refers to referent selection.
8	(S) Stutter	The speakers' hardness of saying the first letter of a word, so they have to utter it repeatedly to continue the next syllable. For example: *turn of the...h...h...h...* heater switch.
9	(SoT) Slip of Tongue	The speakers have actual utterances differ in some ways from the intended utterance. It involves the unintentional movement, addition, detection, bleeding, or substitution of material within an utterance and can be phonological, morphological, lexical, or syntactic.

The checklist could be seen on the table below:
Table 3.2
Checklist of Hesitation Types Used by the Students During Speaking Activities

No	Context (Utterance)	Indicators								
		1	2	3	4	5	6	7	8	9
		(SP)	(F)	(R)	(FS.U)	(FS.R)	(C)	(I)	(S)	(SoT)
1										
2										
3										
etc										

Note: 1) Silent pause, 2) Filler, 3) Repeat, 4) False Start (Unretraced), 5) False Start (Retraced), 6) Correction, 7) Interjection, 8) Stutter, 9) Slip of tongue.

2. **Interview Guidance**

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.[36] Interview guidance is a list of several questions in interview to get the information from subject of the research. [37] It was used when the researcher interviewed the Students in orders to attain standardize comparable data from each respondent. All interviews must conducted in essentially the same manner.

Table 3.3
Indicator and Items of Interview

Variable	Indicators	Questions

[36] Chatherine Dawson. *Practical Research Methods.* (Wiltshire: Cromwell Press. 2002). P. 66.
[37] L.R Gay, *Educational Research, Competencies for Analysis and Application,* (Florida: Florida Product, 2003), p. 292.

The Factors of Students' Hesitation	1. Getting difficulty	Do you think that when you get difficulty and use your time to think in speaking is one of the factor of your hesitation? Give your reasons!
	2. Confused	Do you think that feeling confused about the words and less eye contact is the cause of hesitation of speaking English? Give your reasons!
	3. Shy	When you are speaking English, do you hesitate because of feeling shy to the hearer/listener? Give your reasons!
	4. Reluctant	Do you feel reluctant to speak English make you become hesitation? Give your reasons!

Both checklist and interview guidance above were made based on the indicators that the researcher got from the theory. They were validated by Mr. Paidi Gusmuliana who is the Speaking lecturer in STAIN Curup. He helped to validate the relevance of the items in hesitation to the indicators and also the language use.

E. Data Analysis

Based on Gay and Peter Airasian about Educational Research,[38] there are some steps in analyzing the data, they are follows as:

1. **Data Managing**

   Before the data from the interview and observation were read and interpreted, they were managed by envisioning what the data from the interview and observation of the research. The researcher divided the data based on the resources. The purpose of data managing are to analyze the data and check it for completeness, and then to start the researcher on the process of analyzing the data of the use of hesitation types and the factors of hesitation occured.

2. **Reading/Memoing**

   The first in analysis is reading/memoing; transcripts comments to get a sense of your data. In this research, the researcher read the data from interview and observation by using the result of interview and observation the use of hesitation types and the factors of hesitation occured.

3. **Data Classifying**

   Classifying data was done after reading the data from interview and observation. The data were classified based on the data of the use of hesitation types and the factors of hesitation occured.

4. **Data Description**

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[38] Lok. Cit. L.R Gay and Peter Airasian. 2000. P. 224.

The researcher gave the description based on the result of interview and observation which to provide the true picture of the setting and events that took place in it. So, the researcher and the reader had an understanding of the context in which the study took place. In this step, the researcher started to describe all the data that could help the researcher to do next step in analyzing the data of the hesitation types and the factors of hesitation occured.

5. **Interpreting**

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing from the data of the use of hesitation types and the factors of hesitation occured.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After the researcher did observation and interview, the researcher find the types of hesitations that occurred when the students spoke English in speaking class activities by observation and also the factors of the students using hesitation on their speaking from the result of interview.

1. The Types of Hesitation Made by Students in Speaking

In finding the types of hesitation made by students in Speaking Class, the researcher did observation to the classroom and recorded the student's speaking from 17th October to 18th November 2017. The researcher observed the student's speaking in the classroom six times in two classes which consist of fifty three students. This observation was done to find out the types of hesitation made by the students to answer the first research question. Based on the result of observation which has done by the researcher, the following table shows the types of hesitation that made by the students in Speaking Class:

a. Silent Pause

The researcher found many silent pauses in the student's speaking based on the result of observation. The first table is silent pause that made by the students in the speaking class.

Table 4.1
Silent Pause

No	Utterances (Contexts)
1.	And amazing amazing place to **[…..]** visit
2.	Then he has emh... beautiful face then so cute like **[…..]** then he always visit..
3.	Then cat like beautiful face, emh.. like **[….]** if I would be a cat I wanna wanna people love me
4.	And eeeeee it can biten tiger, elephant, and and [**….**]
5.	I want the people to to know me as as educate **[…..]** politician.
6.	And uhm.. her body is uhm.. soft uhm.. because **[……]**
7.	One animal I would like to be is rabbit because uhm.. rabbit always jump **[….]** when she walk **[…..]**
8.	First uhm.. I prepare the **[….]** Apo namonyo yo ingredients
9.	And wait.. wait some.. some **[…..]** sometime eh some minutes
10.	And the **[….]** the the less serious very fun too like English is one because uhm,, for example right now we we speak English
11.	So **[…..]** so it's really ehm… it's really interesting in English class
12.	Actually I am a naughty girls but I always hide it because I am too shy if **[…]** I am afraid if I made my real character
13.	Because I **[….]** I hope God will pay me what I do
14.	I think English class beee better **[…]** I think English class make me feel better
15.	So, someone with me emh.. I want uhm.. **[….]** feel very fresh with the butterfly
16.	One animal I would like to be is a lion. Why I like lion.. the reason I like lion, the first very ehm.. cool, the pet is very cool and **[….]** the second it's very very uhm..yes strong.

17.	I want to leader in **[..]** maybe in Indonesia be a president and I want to be ehm… strong woman like ehm.. lion.
18.	Someday I would like to visit Dubai, because **ehm..** there is high building in there
19.	I can fly like eagle and I I want to go around the world and I can see anything in **[….]** earth
20.	Palembang is one big city ehm one of big city in **[..]** Indonesia which is in sou.. sou.. south Sumatera
21.	Gending Sriwijaya dance is performance by nine young dancer and beautiful dancer. The dance is **[…]** ehm.. the dance is held to welcome special guest to visit Palembang
22.	The second is Tanggai dance **[……]**. It usual dance to great.. to great honorable guest.
23.	You tell about ehm.. **[…..]** Palembang. Ehm.. any your member say that Kuto Besak how many week go there ..eh.. how long
24.	There are so many ehm.. beautiful place or **[…]** destination. For example ehm.. Tes Lake or Danau Tes and another what again Air Putih, Picung, and Masjid Agung, Lubang Kaca Mata and very **[…]** much in there

It can be seen that one type of hesitation that made by the students in their speaking was silent pause. The students often paused when they think what they want to say. Based on the theory of Clark and Tree, silent pause is marked by the existence of an empty time any periods while speaking. The sign of parentheses on the utterances above, it means that the students did not say any words, in this case it is called silent pause.

b. Fillers

The researcher also finds some filler on the student's speaking. It is proved by the researcher's finding based on the observation result below:

Table 4.2
Fillers

No.	Utterances (Contexts)
1.	Cat is so lovely cat and cat is **uhm..** sexy lips then unique unique eyes maybe
2.	And I usually called the cat is catty. He loves **uhm..** eat unique like banana
3.	Then he has u**mh..** beautiful face then so cute like […..] then he always visit..
4.	Then cat like beautiful face, **umh..** like [jeda] if I would be a cat I wanna.. wanna people love me
5.	And **eeeeee** it can biten tiger, elephant, and and ….
6.	I would like to be rabbit because **emmm** rabbit is **emmm** so cute and have long.. long.. long ears
7.	And **uhm..** her body is **uhm..** soft **uhm..** because ……
8.	I know how to cake **uhm..** to make a cake.
9.	**Uhm..** the material is is apo powder, chocolate, umh.. butter, egg, and and sugar and water
10.	And then **uhm..** after that **uhm..** I mix the material
11.	Fifteen minutes to bake **uhm..** and then after that…..
12.	I think English class is fun especially **uhm..** reading and structure class because I have good lecturers
13.	And the [….] the the less serious very fun too like English is one because **uhm,,** for example right now we we speak English
14.	We can learn English with **uhm..** method we want like playing, like presenting
15.	The fun thing is **uhm..** is the playing games

16.	Playing games because **uhm..** we have fun and also knowledge at the same time
17.	So […..] so it's really **uhm…** it's really interesting in English class
18.	My friend will **beeee** pretend me yeah.. (laughing)
19.	When someone hurt my heart but I **ammm** always be patient
20.	I think English class **beee** better […] I think English class make me feel better
21.	The butterfly is very beautiful **uhm..** same with me I am beautiful
22.	Make someone else **uhm..** fresh when look look look the animal
23.	So, someone with me uhm**..** I want **uhm..** [….] feel very fresh with the butterfly
24.	One animal I would like to be is a lion. Why I like lion.. the reason I like lion, the first very **uhm..** cool, the pet is very cool and [….] the second it's very very **uhm..**yes strong.
25.	And I would like be a lion, I want to be a strong if I have much problem and I want to be **uhm..** leader like lion in forest.
26.	I want to leader in [..] maybe in Indonesia be a president and I want to be **uhm…** strong woman like ehm.. lion.
27.	Because we know lion **uhm..** live in forest in there many challenge, eh.. many challenge many challenge for example the friend of lion is **uhm..** very very what we call "garang". But he can be a leader for other animal.
28.	I want to be a leader I want to be **uhm..** manage of my country
29.	One animal I would like to be is **uhm..** eagle
30.	**Ok**, we are from the first group **uhm..** we will describe about Palembang culture
31.	The first speaker is Adinda, she will tell about **uhm..** traditional dancing

32.	And then speaker two is Selvi, **uhm..** tell about culture of Palembang
33.	And Eka for **uhm..** speaker three will describe about **uhm..** traditional food of Palembang
34.	**Ok**, I will tell you about profile of Palembang.
35.	And the city was one of the center of kingdom of Sriwijaya **uhm..** before that move to Jambi.
36.	Culture produce from Palembang tribe can be **uhm..** local culture heritage
37.	Especially foreign country to visit the city is **uhm** Gending Sriwijaya dance
38.	Gending Sriwijaya dance is performance by nine young dancer and beautiful dancer. The dance is […] **uhm..** the dance is held to welcome special guest to visit Palembang
39.	The first one **uhm..** you can go Ampera bridge. Ampera bridge is icon and symbol for city of Palembang
40.	The second one destination is Putih river. That is **uhm..** there are **umh..** there are several astration eh attraction and **uhm..** they there there are restaurant and Arab village
41.	Traditional food in Palembang is Pempek. The history of pempek is pempek are in Palembang **uhm..** since the entry of Chinese immigrant to Palembang
42.	And pempek or empek empek name come to title apek. And pempek is **uhm** the typical food of Palembang
43.	You tell about **uhm..** […..] Palembang. **Uhm..** any your member say that Kuto Besak how many week go there **uhm..** how long
44.	How about **uhm..** character people of Palembang
45.	Lebong is **uhm…** one village or city **uhm..** in the Bengkulu province and the loca.. and the location is **uhm..** between two mountain or big mountain we call in Bahasa Gunung Betang
46.	And the population **uhm..** I think around two million and the the the people

	is very humble and and very beautiful. You can look me here
47.	Then this time, the Lebong tribe **uhm..** has agriculture.

Fillers are vocalized by speakers by uttering noises while thinking process before uttering next utterances, such as *eh, ah, oh, erm, um, uhm, well, and ok.* Based on the table above, the researcher found most of fillers happened almost in all of the student's speaking. The most filler that made by the students is sound **uhm**. In this research, the sounds that came out from the students such *ok, uhm, eee* on beee*, mmm* on I ammmm meant as fillers.

c. **Repeat**

In this research, the researcher also found repeats in the student's speaking. Many students repeat some words in their speaking while thinking what to say next. The researcher got the examples as follow:

Table 4.3
Repeats

No.	Utterances (Contexts)
1.	And people say that Maldip island is beautiful and **have.. have.. have** some beach who .. with beautiful scene
2.	Cat is so lovely cat and cat is emh.. sexy lips then **unique.. unique** eyes maybe
3.	Then cat like beautiful face, emh.. like [….] if I would be a cat I **wanna.. wanna** people love me
4.	One animal I would like to be is mouse deer because **mouse deer is.. mouse**

	deer is small but it has good intelligence and smart
5.	And eeeeee it can biten tiger, elephant, **and.. and** ….
6.	I want the people **to.. to** know me as as educate [jeda] politician.
7.	I want the people to to know me **as.. as** educate [jeda] politician.
8.	I would like to be rabbit because emmm rabbit is emmm so cute and have **long.. long… long** ears
9.	Uhm.. the material **is.. is** apo powder, chocolate, umh.. butter, egg, and and sugar and water
10.	And then I mix that. **After.. after.. after** that I put it in to theee **bowl.. bowl**
11.	And then after that **I.. I** put it into the the oven
12.	And **wait.. wait some.. some** […..] sometime eh some minutes
13.	And the [….] **the.. the** less serious very fun too like English is one because uhm,, for example right now **we.. we** speak English
14.	So […..] so **it's really** ehm… **it's really** interesting in English class
15.	Make someone else ehm.. fresh when **look.. look.. look** the animal
16.	One animal I would like to be is a lion. Why I like lion.. the reason I like lion, the first very ehm.. cool, the pet is very cool and [….] the second it's **very.. very** uhm..yes strong.
17.	Because we know lion ehm.. live in forest in there **many challenge, eh.. many challenge many challenge** for example the friend of lion is ehm.. **very.. very** what we call "garang". But he can be a leader for other animal.
18.	I **would.. would** go with my parents, with my family, and my friend because there is so much there is so many stores clothes in there and famous in the world.
19.	**And then.. and then I want.. I want** to go to tourist destination there
20.	And then I want go with my friend Tiara Nunin and **all of friend in here,**

	all of friend here to visit there if I have much money
21.	Palembang is the **large.. large** city in in Sumatera after Medan
22.	In addition, the city of Palembang can become icon **of.. of** tourist
23.	The second is Tanggai dance [……]. It usual dance **to great.. to great** honorable guest.
24.	This dance is same with Gending Sriwijaya dance. The difference is **in.. in** the number of the dancer and the clothes
25.	The second one destination is Putih river. That is ehm.. **there are** emh.. **there are** several astration eh attraction and ehm.. they **there.. there are** restaurant and Arab village
26.	And then in my opinion Musi river is **the.. the** perfect place **for.. for.. for** co..co.. culinary
27.	In Kuto Betang you can see **many.. many** ship sailing for Kuto Besak eh on the Musi river
28.	And the population ehm.. I think around two million and **the... the.. the** people is very humble **and.. and** very beautiful. You can look me here

Repeats are speakers used of words, phrases, and even sentence twice or more in the same time while speaking. In the other word, they repeat words, phrases, or even sentences in speaking. From the table above there are some words that repeated by the students such as *have, unique, wanna, and, to, as, long, is, after, bowl, I, wait, some, look, very, the, would, large, of, in, for,* and *many*. There are also some phrases that repeated by the students in their speaking such as *it's really, mouse deer is, many challenge, and then, I want, there are,* and *all of friend in here*.

d. False Start (Un-retraced)

The researcher only found one utterance of the students that related to false Start (un-retraced). The example is as follow:

Table 4.4
False Start (Un-retraced)

No.	Utterances (Contexts)
1	And people say that Maldip island is beautiful and have have have some beach **who .. with** beautiful scene

False start (un-retraced) the speakers' correction of a wrong word that they have been uttered word. From the table above, it can be seen that the student corrected the word he said before. The first, the student said word *who* then she corrected this word became *with*. The second, the students said *honeymoon couple*. Then she corrected the words she has uttered become *fresh bride and bridegroom*.

e. False Start (Retraced)

There are four utterances that found by the researcher. They appeared during the student's speaking based on the result of observation. The four utterances are on the table below:

Table 4.5
False Start (Retraced)

No.	Utterances (Contexts)
1.	And Maldip is one of island who always to **honeymoon… fresh bride and bridegroom**
2.	**We know.. everyone knows** butterfly is very beautiful
3.	I would.. would go with my parents, with my family, and my friend because **there is so much.. there is so many** stores clothes in there and famous in the world.
4.	This can deserve **the inter.. the interest** of the number of the tourist

False start (retraced) is correction of word also included the repeating word of one more words before the corrected words. From the table above, the researcher found some false starts, they were the student did correction of word *we know* become *everyone knows*. It means the student corrected the word *know* then she also included repeat word *knows*. On the second utterance, the student corrected the word *much* become *many* then she also repeated words *there is so* before the corrected word.

f. Correction

The correction made by the students on their utterances. The researcher got some examples of correction on the student's speaking. They are:

Table 4.6
Correction

No.	Utterances (Contexts)
1.	Actually I am a naughty girls but I always hide it because I am too shy if […] I am afraid **I mean** if I made my real character
2.	One animal I would like to be is a lion. Why I like lion **well** the reason I like lion, the first very ehm.. cool, the pet is very cool and [….] the second it's very very uhm..yes strong.
3.	Lebong is ehm… one village or city ehm.. in the Bengkulu province and the loca.. and **well** the location is ehm.. between two mountain or big mountain we call in Bahasa Gunung Betang
4.	Empek-empek is food **I mean** famous food in Palembang

Based on the theory, speakers may have a reason why they stop speaking in the middle of their speaking time, sometimes, they forget to say something; they may be searching for the appropriate word or they may be selecting some examples they want to mention. From the table above, the researcher found that the student used remarking signal *I mean* and *well* to correct what they want really to say.

g. **Interjection**

The researcher found six utterances that used by the students on their speaking. The following are utterances that show interjection:

Table 4.7
Interjection

No.	Utterances (Contexts)
1.	And wait.. wait some.. some […..] **sometime eh some minutes**
2.	To welcome the great guest have a traditional dance, it is Gending Sriwijaya. **Gending Sriwijaya …eh… this dance** come from the heyday of Sriwijaya empire from the Palembang city
3.	The second one destination is Putih river. **That is** ehm.. **there are** emh.. there are several astration **eh** attraction and ehm.. they there there are restaurant and Arab village
4.	The second one destination is Putih river. That is ehm.. there are emh.. there are several **astration ..eh.. attraction and ehm.. they ther**e there are restaurant and Arab village
5.	And don't forget about you**… eh..** and then you can go the.. and then you can go to follow for Kuto Besak
6.	You tell about ehm.. […..] Palembang. Ehm.. any your member say that Kuto Besak **how many week go there eh.. how long**

Interjections, means that speakers have to stop to think about what to say next. They select a particular interjection to signal why they have to stop. In the table above, the researcher found the students used remarking signals *eh* which refers to referent selection.

h. Stutter

Based on the result of observation, stutter was appeared on the following utterances:

Table 4.8
Stutter

No.	Utterances (Contexts)
1.	Palembang is one big city ehm one of big city in […] Indonesia which is in **sou.. sou.. south** Sumatera
2.	And then in my opinion Musi river is the.. the perfect place for.. for.. for **co..co.. culinary**

Stutter means that, the speakers' hardness of saying the first letter of a word, so they have to utter it repeatedly to continue the next syllable. On the table above, the student's hardness of saying the first letter of the words *south* and *culinary*, so the students uttered it repeatedly to continue the next syllable.

i. Slip of Tongue

The researcher found the utterances that show the student did slip of tongue. Slip of tongue occur when the student have actual utterances differ in some ways from the intended utterance. It involves the unintentional movement, addition, detection, bleeding, or substitution of material within an utterance and can be phonological, morphological, lexical, or syntactic. In this research the researcher did not found slip of the tongue that made by the students during the speaking class.

2. The Factors that Make Students often Hesitate in Speaking

To find out the factors that make students often hesitate in speaking English, the researcher did interview to the students who often hesitate in their speaking. This interview was done on 15th November to 3rd December 2017. The researcher interviewed the student's speaking in the classroom in two classes which consist of fifty three students. The researcher found the factors of the students hesitate in speaking English are:

a. Getting difficulty

In communication process, hesitations are usually understood as the non verbal communication which occured depending on the condition of the speaker. According to Matthei and Roeper speaker will tend to hesitate when he/she must choose to what words to use and how he/she uses it next.[39] Moreover, it means that hesitations usually appear when the speaker get difficult decision and try to use their time to think.

Based on the result of interview, the researcher found that the students hesitate because the students got difficult decision and try to use their time to think what words to use. The following is the student's answer when the researcher asked her whether she got difficulty in speaking English:

> *"Of course, because I always think about what the vocabulary that match to speak. So I taking many time to think the vocabulary"*

It means the students get difficulty in choosing what appropriate vocabulary or word that she wants to say.

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[39] *Loc.Cit.* Matthei and Roeper. 2000.

The other reason is the time is not enough as mentioned on the result of interview below:

> *"I start to construct every word I want to talk but and then because I need time and sometime the time is doesn't enough I lost the word that I have construct"*

In addition, the other reason is the student need more time as the student's answer below:

> *"Yeah, sometimes when I speak I get difficulty and I too much to spend my times to think and it quietly disturbed me to speak and it makes me hesitate"*

From the two statements above, it can be said that one of factor that made the students hesitate in speaking English is getting difficulty when he/she must choose to what words to use and how he/she uses it next so that he/she needs time to think.

b. Confused

The students were also confused about the words and less eye contact that makes them hesitates to speak English. It means that the students sometimes confused in using the appropriate words that they want to say.

Wardhaugh also assert that hesitations can appear because the speaker gets confused about the words and less eye contact when he/she is speaking.[40] It can be said that hesitations can occur because the speaker feels shy with the hearer. Based on the result of interview, the researcher found that most of the students' answers proved that confused is as one of factor that make them hesitate in speaking English. Look at one of the student's answer below:

> *"Of course, If I am confused I will lost the words I construct before to talk to people. That's not only make me hesitate that's make me just like oh God I am gonna die I don't wanna talk again."*

From the statement above, it means that the student lost the words that he has constructed when he felt confused about the words that he wants to say. In addition, the other student's answer also said:

> *Sometimes I feel confused about the word chosen it makes me hesitate and give me feel confused and when I less focus is number one factor for me because when we confused everything in our brain is lost"*

The student will lose what he/she wants to say if he/she feels confused and less eye contact. It also can be seen on the student's answer below:

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[40] Wardhaugh. 2000. *How Conversation Work*. Oxford: Basil Blackwell Publisher Ltd

> *"If have conversation with someone, I am afraid and I nervous, if have eye contact with someone so I lost my mind and lost my sentence or vocabulary."*

The answers above show that confused is one of factor that made the students hesitate in speaking English. Almost all of the students said that when they were confused and less eye contact when they were speaking.

c. **Shy**

Feeling shy becomes one of factors that made the students hesitate in speaking English. Not all of the students has high confident to speak in front of many people. So the students felt shy to the listeners/hearers. There are many students who said that they are shy when they want to speak English.

Furthermore, hesitations are usually experienced by the speaker since he/she feels shy with his/her hearer, feels some unwilling, and lack of interest to other people. One of the student's answers said:

> *"Yes I am shy. Because when I met in the first meeting I don't know to say. So I am hesitates to talking with someone. I don't know what could I say."*

From the answer above, the researcher got conclusion that the student has feeling of shy especially when that is the first meeting to talk in English. It can make her hesitate to speak. In addition, the other student said:

"Yes, Actually I am a people that always shy to talk to everyone that I don't know or to many people. So feeling shy makes me hesitate."

The statement above shows that the student feels shy to talk in front of many people so it can influence his speaking because of this factor. From all the students that the researcher interviewed, not all of the students felt shy in speaking English. There are also many students that did not feel shy in speaking English.

d. Reluctant

The researcher also found the factor that made the students hesitate in speaking is reluctant. In addition, hesitations happen when the speaker feels reluctant to speak to the hearer. One of statement from the student said:

"Sometimes I feel reluctant, because I am afraid to make any mistake and say wrong sentence or wrong words. So, I am afraid being mocking by the people"

It means that the student was afraid to make mistakes, she was also afraid If she said wrong sentence or wrong words. In other word, she was afraid if she did not use appropriate words or sentences to say. It can make she became reluctant to speak. The other student also said:

"Yes, I am afraid to speak. My voice is so bad. Then when I don't know what to say or I am not ready to perform. So the reluctant will come to me."

From the student's statement, the researcher concludes that reluctant come to the student because of he/she is not ready to perform or he/she does not know what to say, so that he/she becomes afraid. But not all of the students feel reluctant in speaking English. It is prove by some of student's answers, one of them is:

> *"No, because I like speak English. My problem is on vocabulary, so*
> *I am not afraid to speak"*

From that statement, there was also student who did not feel reluctant in speaking English because she is not afraid to speak. So, reluctant is not one of factors for her to hesitate speaking English.

Based on explanation above, the researcher takes conclusion that there were eight types of hesitation that occurred on the student's speaking based on the researcher's observation to the speaking activities in the classroom. They were silent pause, filler, repeat, false start (un-retraced), false start (retraced), correction, interjection, and stutter. There was only one type that was not appeared on the student's speaking. Then there were some factors that made the students become hesitate, namely getting difficulty, confused, shy, and reluctant. But not all of the students hesitate because of these factors, because the students have their own reason.

B. Discussion

1. **The Types of Hesitation Made by Students in Speaking**

    From the finding above the researcher would discuss about the types of hesitation that appeared on the students speaking on their Speaking Class activities based on the theory of Clark and Tree. The important of this classification is to help the lecture indicate the types of hesitation because different hesitation is also have different treatment.

    a. **Silent Pause (unfilled pause)**

        Based on the observation result, there were many silent pauses occurred on the students' speaking. Based on the Clark and Tree's theory, silent pause is marked by the existence of an empty time any periods while speaking. For example, one student's utterance:

        And amazing amazing place to **[.....]** *visit.*

        In this sentence, the student made existence of an empty time any periods while speaking then she said word *visit*. Silent pause is a rest of time in speech production during any duration.

        The other examples are: *Then he has emh... beautiful face then so cute like* **[.....]** *then he always visit.*

        The signs of parentheses on those utterances mean that the students did silent pause. There were many others utterances that happened and they can be looked at the appendix.

b. Fillers

There are also many fillers occur on the student's speaking based on the result of the observation. The following examples of fillers that appeared on the students' speaking:

*Then cat like beautiful face, **emh..** like [....] if I would be a cat I wanna.. wanna people love me.*

Based on the theory of Clark and Tree, the researcher got that most of the students used filler such sound **emh.., umh..,** while thinking process before uttering next utterances. The students also made the words become long sound such as on the fifth example above:

*When someone hurt my heart but I **ammm** always be patient.*

On this utterance, the student said the word ***am*** by saying it in long sound. There were also many others utterances that can be seen on the table of checklist observation.

c. Repeats

Repeats are speakers used of words, phrases, and even sentence twice or more in the same time while speaking. In the other word, they repeat words, phrases, or even sentences in speaking. Based on the result of observation, the researcher found the students did repeat word and phrases.

First, there were some words that repeated by the students twice and more than twice. For instance, a speaker is intended to say something, yet they

make speak errors, it forces them to make any repeat while speaking. The example:

"*And people say that Maldip island is beautiful and* **have.. have.. have** *some beach who .. with beautiful scene.*"

In this utterance the student repeated the word **have** three times.

Besides that, there is also phrases that repeated by the students on their speaking such as:

"*Because we know lion ehm.. live in forest in there* **many challenge, eh.. many challenge many challenge** *for example the friend of lion is ehm.. very.. very what we call "garang".*

The researcher concludes that the students used of words and phrases twice or more in the same time while speaking. In the other word, they repeat words and phrases in their speaking.

d. **False Start (Un-retraced)**

The researcher only found one utterance of the students that related to false Start (un-retraced). Clark and Tree states that the speakers' correction of a wrong word that they have been uttered word. Yet they mere continue saying or speaking the next words without repeating the wrong word. For instance, *these.../ those dirty cups.* The false start (Un-retraced) that occurred on the student's speaking is such as on this utterance "*And people say that Maldip island is beautiful and have have have some beach* **who .. with**

beautiful scene". From this utterance, the researcher concludes that the students want to say *with* but she said *who*. Then she made correction of the word *who* that had been uttered.

e. False Start (Retraced)

False start (retraced) is correction of word also included the repeating word of one more words before the corrected words. The speakers realize that they make speech error, so that they make correction. The example:

"*And Maldip is one of island who always to* **honeymoon… fresh bride and bridegroom"**.

From these utterances, the students repeated word of one more words. The students realized that they made speech error, so that they made correction.

In the utterance "*And Maldip is one of island who always to* **honeymoon… fresh bride and bridegroom"***,* the student realized that she made speech error, first she said *honeymoon,* but she meant to say *fresh bride and bridegroom*. Then, she made correction.

f. Correction

Speakers may have a reason why they stop speaking in the middle of their speaking time, sometimes, they forget to say something; they may be searching for the appropriate word or they may be selecting some examples

they want to mention. In English, there are two devices in remarking signal why speakers stop the correction (I mean, that is, well, etc). Moreover, this device further evidence that the constituent is an important unit of planning.

The researcher got some examples of correction on the student's speaking. The student used correction remarking signals such *I mean* and *well*. It can be seen from the examples on the utterances below that the researcher got from the data of observation:

- *"Actually I am a naughty girls but I always hide it because I am too shy if […] I am afraid **I mean** if I made my real character"*

In this utterance the student forgot to say something, then she stopped in the middle of her speaking with remarking signal of correction, she used ***I mean***. After that she continued with the appropriate words.

- *One animal I would like to be is a lion. Why I like lion **well** the reason I like lion, the first very ehm.. cool, the pet is very cool and [….] the second it's very very uhm..yes strong.*

In the utterance above, the student stopped with remarking signal of correction ***well*** when she felt she did not used appropriate words to say. Then she said the appropriate words that she wanted to mention.

g. **Interjection**

On the theory of Clark and Tree, interjection means that speakers have to stop to think about what to say next. They select a particular

interjection to signal why they have to stop. The interjection of *oh, ah, well,* and *say* are illustrated in the following sentences: *John would like…oh... Carrots.....* oh : refers to referent selection. The utterance:

> *"And wait.. wait some.. some [.....]* **sometime eh some minutes,"**

The student forgot to say something, then she searched for the appropriate word. It can be seen on this utterance that she said **sometime** then she stopped with interjection **eh**, then she used the appropriate word **some minutes**.

The utterances above are only some examples of interjection. From the example above, the researcher concludes that most of the students used remarking signal of interjection *eh* when the student stopped to think about what to say next.

h. Stutter

Stutter means that, the speakers' hardness of saying the first letter of a word, so they have to utter it repeatedly to continue the next syllable. For example: *turn of the…h…h...h…* heater switch. Based on the result of observation, stutter was appeared on the two utterances. First:

> *"Palembang is one big city ehm one of big city in […] Indonesia which is in s..s..s.. south Sumatera".*

In this utterance the student was hard to say the first letter of word *south*, so she uttered *"s"* repeatedly to continue the next syllable.

In addition, the utterance *"And then in my opinion Musi river is the.. the perfect place for.. for.. for **co..co.. culinary**"*, here the student uttered *"co"* repeatedly to continue the next syllable of the word the she meant *culinary*.

From explanation above, the researcher concludes that from nine types of hesitation that mentioned on the Clark and Tree's theory, there are eight types of hesitation that occurred when the students spoke English in the classroom. It means that the third semester students still hesitate in Speaking English.

2. **The Factors that Make Students often Hesitate in Speaking**

After the researcher interviewed the students who often hesitate in their speaking, the researcher found the factors of the students hesitate in speaking English.

a. **Getting difficulty**

Based on the result of interview, the researcher found there were some reasons of the students. First, he/she needs more time to speak. Second, he/she has difficulty in vocabulary, for example when he/she wants to say a word that he/she does not know or he/she never used the word before. The last reason is because he/she forgot the vocabulary that he/she wants to say. From the twenty three students, all of the students said that getting difficulty is one of factors that make them hesitate in speaking.

According to Matthei and Roeper speaker will tend to hesitate when he/she must choose to what words to use and how he/she uses it next.[41] Based on the result above, it can be concluded that the student has difficulty in choosing what words to use and how he/she uses it next. Moreover, it means that hesitations usually appear when the speaker get difficult decision and try to use their time to think.

b. Confused

The students were also confused about the words and less eye contact that make them to speak English. It means that the students sometimes confused in using the appropriate words that they want to say. All of the students agreed that confused is one of factors that make them hesitate in speaking. They have own reason, the reasons are because he/she does not know what to say next, he/she does not understand the topic to discuss, and it is hard to choose appropriate words to say.

Wardhaugh also assert that hesitations can appear because the speaker gets confused about the words and less eye contact when he/she is speaking.[42] It means that feeling confused can make the students hesitate in their speaking.

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[41] Matthei and Roeper. 2000. *Understanding and Producing Speech*. New York: Universe Books, from: //http//fname=jiunkpe/s1/sing/2006/jiunkpe-ns-s1-2006-11401145-5670

[42] Wardhaugh. 2000. *How Conversation Work*. Oxford: Basil Blackwell Publisher Ltd

c. Shy

Feeling shy becomes one of factors that made the students hesitate in speaking English. Not all of the students has high confident to speak in front of many people. So the students felt shy to the listeners/hearers. Not all of the students felt shy in speaking English based on the result of interview. There were sixteen students who felt that shy is not as one of factors that make them hesitate because they are usual to speak in front of many people especially friends.

Meanwhile, there were seven students answered that shy is as one factor that make them hesitate in speaking English. There were six students have same reason feeling shy because the first time to speak in front of many people, and one student said feeling shy because he/she is always shy to speak to everyone. Therefore, it can also be assumed that hesitations can occur because the speaker feels shy with the hearer.

d. Reluctant

Furthermore, hesitations are usually experienced by the speaker since he/she feels shy with his/her hearer, feels some unwilling, and lack of interest to other people. In addition, hesitations happen when the speaker feels reluctant to speak to the hearer.[43] The researcher also found the factor that made the students hesitate in speaking is reluctant. But not all of the students

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[43] Miller, G. 2001. Nonverbal Communication. In Clark, V.P , Eschholz , P.A & Rosa, A.F (Eds), *Language: Readings in Language and Culture (6th ed)*. Boston: Bedford

are reluctant to speak English. Based on the result of interview, there were eight students who are not reluctant in speaking English. The reasons from five students are because they have been ready to perform and three other students said because they have prepared the material to speak.

In other side, the researcher found fifteen students who said that reluctant is as one of factors of hesitation in speaking English. The reason of seven students is because of afraid to make any mistake in their speaking. And the reason of eight students is they were not ready to perform so they were reluctant to speak. In addition, hesitations also happen when the speaker feels reluctant to speak to the hearer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that has been presented in the previous chapter, the researcher concludes that:

1. The types of hesitation that occurred on the student's speaking are silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection and stutter. In means that from nine types of hesitation based on the theory of Clark and Tree, the students used only eight types of hesitation, except slip of tongue.

2. From the result of the interview to the students who often hesitate in speaking English, the researcher got some factors that made the students hesitate in speaking English. They are getting difficulty, confused, feeling shy, and reluctant. But not all of the students hesitate because of these factors, because the students have their own reason.

B. Suggestion

In the end of this research, the researcher suggests to:

1. The students

The students are hoped to avoid using the types of hesitation, because the students who are in speaking class must improve the speaking without hesitation.

The students should use the other strategy which can support their speaking English well.

2. The Teachers/Lecturers

    The teachers or the lectures should pay attention to the student's speaking and give the students chance to express their idea easily. The teachers or the lecturers also may let them use the strategies to avoid hesitation, but the teachers or the lecturers must force them to use the best strategy in their speaking.

3. The next researcher

    The researcher hopes that any further researches can continue and complete this research. This research delivered types of hesitation used in speaking class which occurred a lot in speaking class activity. So, in the further research, the researcher hopes that any other creative researcher want to investigate and to develop the other researcher to avoid hesitation in speaking.

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APPENDIXES

**THE RESULT OF OBSERVATION IN THIRD SEMESTER SPEAKING
CLASS**

No	Context (Utterance)	Indicators								
		1	2	3	4	5	6	7	8	9
1	And people say that Maldip island is beautiful and **have.. have.. have** some beach who .. with beautiful scene									
2	And people say that Maldip island is beautiful and have have have some beach **who .. with** beautiful scene									
3	And amazing amazing place to **[…..]** visit									
4	And Maldip is one of island who always to **honeymoon… fresh bride and bridegroom**									
5	Cat is so lovely cat and cat is **ehm..** sexy lips then unique unique eyes maybe									
6	Cat is so lovely cat and cat is emh.. sexy lips then **unique.. unique** eyes maybe									
7	And I usually called the cat is catty. He loves **ehm..** eat unique like banana									
8	Then he has **emh..** beautiful face then so cute like […..] then he always visit..									
9	Then he has emh... beautiful face then so cute									

	like **[…..]** then he always visit..								
10	Then cat like beautiful face, **emh..** like [jeda] if I would be a cat I wanna wanna people love me								
11	Then cat like beautiful face, emh.. like **[….]** if I would be a cat I wanna wanna people love me								
12	Then cat like beautiful face, emh.. like [….] if I would be a cat I **wanna wanna** people love me								
13	One animal I would like to be is mouse deer because **mouse deer is.. mouse deer is** small but it has good intelligence and smart								
14	And eeeeee it can biten tiger, elephant, **and and** ….								
15	And **eeeeee** it can biten tiger, elephant, and and ….								
16	And eeeeee it can biten tiger, elephant, and and **[….]**								
17	I want the people **to to** know me as as educate [jeda] politician.								
18	I want the people to to know me **as as** educate [jeda] politician.								
19	I want the people to to know me as as educate **[…..]** politician.								
20	I would like to be rabbit because **emmm** rabbit is								

	emmm so cute and have long long long ears								
21	I would like to be rabbit because emmm rabbit is emmm so cute and have **long.. long… long** ears								
22	And **uhm..** her body is **uhm..** soft **uhm..** because ……								
23	And uhm.. her body is uhm.. soft uhm.. because [**……**]								
24	One animal I would like to be is rabbit because **uhm..** rabbit always jump [**….**] when she walk [**…..**]								
25	I know how to cake **uhm..** to make a cake.								
26	First uhm.. I prepare the **….** Apo namonyo yo ingredients								
27	**Uhm..** the material is is apo powder, chocolate, umh.. butter, egg, and and sugar and water								
28	Uhm.. the material **is.. is** apo powder, chocolate, umh.. butter, egg, and and sugar and water								
29	And then **uhm..** after that **uhm..** I mix the material								
30	And then I mix that. **After.. after.. after** that I put it in to theee **bowl.. bowl**								
31	And then after that **I.. I** put it into the the oven								
32	And **wait.. wait some.. some** [**…..**] sometime eh								

	some minutes									
33	And wait.. wait some.. some **[…..]** sometime eh some minutes									
34	And wait.. wait some.. some […..] **sometime eh some minutes**									
35	Fifteen minutes to bake **uhm..** and then after that…..									
36	I think English class is fun especially **uhm..** reading and structure class because I have good lecturers									
37	And the **[….]** the the less serious very fun too like English is one because uhm,, for example right now we we speak English									
38	And the [….] the the less serious very fun too like English is one because **uhm,,** for example right now we we speak English									
39	And the [….] **the.. the** less serious very fun too like English is one because uhm,, for example right now **we.. we** speak English									
40	We can learn English with **uhm..** method we want like playing, like presenting									
41	The fun thing is **ehm..** is the playing games									
42	Playing games because **ehm..** we have fun and also knowledge at the same time									

43	So **[…..]** so it's really ehm… it's really interesting in English class									
44	So […..] so it's really **ehm…** it's really interesting in English class									
45	So […..] so **it's really** ehm… **it's really** interesting in English class									
46	Actually I am a naughty girls but I always hide it because I am too shy if **[…]** I am afraid if I made my real character									
47	Actually I am a naughty girls but I always hide it because I am too shy if […] **I am afraid.. if I made my real character**									
48	My friend will **beeee** pretend me yeah.. (laughing)									
49	when someone hurt my heart but I **ammm** always be patient									
50	Because I **[….]** I hope God will pay me what I do									
51	I think English class **beee** better […] I think English class make me feel better									
52	I think English class beee better **[…]** I think English class make me feel better									
53	**We know.. everyone knows** butterfly is very beautiful									
54	The butterfly is very beautiful **ehm..** same with me I am beautiful									

55	Make someone else **ehm..** fresh when look look look the animal									
56	Make someone else ehm.. fresh when **look.. look.. look** the animal									
57	So, someone with me **emh..** I want **uhm..** [….] feel very fresh with the butterfly									
58	So, someone with me emh.. I want uhm.. **[….]** feel very fresh with the butterfly									
59	One animal I would like to be is a lion. **Why I like lion.. the reason I like lion,** the first very ehm.. cool, the pet is very cool and [….] the second it's very very uhm..yes strong.									
60	One animal I would like to be is a lion. Why I like lion.. the reason I like lion, the first very **ehm..** cool, the pet is very cool and [….] the second it's very very **uhm..**yes strong.									
61	One animal I would like to be is a lion. Why I like lion.. the reason I like lion, the first very ehm.. cool, the pet is very cool and **[….]** the second it's very very uhm..yes strong.									
62	One animal I would like to be is a lion. Why I like lion.. the reason I like lion, the first very ehm.. cool,									

	the pet is very cool and [….] the second it's **very.. very** uhm..yes strong.									
63	And I would like be a lion, I want to be a strong if I have much problem and I want to be **ehm..** leader like lion in forest.									
64	I want to leader in **[..]** maybe in Indonesia be a president and I want to be ehm… strong woman like ehm.. lion.									
65	I want to leader in [..] maybe in Indonesia be a president and I want to be **ehm…** strong woman like ehm.. lion.									
66	I want to leader in [..] maybe in Indonesia be a president and I want to be ehm… strong woman like **ehm.. lion.**									
67	Because we know lion **ehm..** live in forest in there many challenge, eh.. many challenge many challenge for example the friend of lion is **ehm..** very very what we call "garang". But he can be a leader for other animal.									
68	Because we know lion ehm.. live in forest in there **many challenge, eh.. many challenge many challenge** for example the friend of lion is ehm.. **very.. very** what we call									

	"garang". But he can be a leader for other animal.								
69	I want to be a leader I want to be **ehm..** manage of my country								
70	Someday I would like to visit Dubai, because **ehm..** there is high building in there								
71	I **would.. would** go with my parents, with my family, and my friend because there is so much there is so many stores clothes in there and famous in the world.								
72	I would.. would go with my parents, with my family, and my friend because **there is so much.. there is so many** stores clothes in there and famous in the world.								
73	**And then.. and then I want.. I want** to go to tourist destination there								
74	And then I want go with my friend Tiara Nunin and **all of friend in here, all of friend here** to visit there if I have much money								
75	One animal I would like to be is **ehm..** eagle								
76	I can fly like eagle and I I want to go around the world and I can see anything in [....] earth								
77	Ok, we are from the first group **ehm..** we will								

	describe about Palembang culture								
78	The first speaker is Adinda, she will tell about **ehm..** traditional dancing								
79	And then speaker two is Selvi, **ehm..** tell about culture of Palembang								
80	And Eka for **ehm..** speaker three will describe about **ehm..** traditional food of Palembang								
81	She will tell **about what desti ..eh.. what is destination** in Paembang								
82	**Ok**, I will tell you about profile of Palembang.								
83	Palembang is one big city ehm one of big city in **[..]** Indonesia which is in sou.. sou.. south Sumatera								
84	Palembang is one big city ehm one of big city in […] Indonesia which is in **sou.. sou.. south** Sumatera								
85	Palembang is the **large.. large** city in in Sumatera after Medan								
86	And the city was one of the center of kingdom of Sriwijaya **emh..** before that move to Jambi.								
87	Culture produce from Palembang tribe can be **ehm..** local culture heritage								
88	In addition, the city of Palembang can become icon **of.. of** tourist								

89	This can deserve **the inter.. the interest** of the number of the tourist								
90	Especially foreign country to visit the city is **ehm** Gending Sriwijaya dance								
91	Gending Sriwijaya dance is performance by nine young dancer and beautiful dancer. The dance is **[…]** ehm.. the dance is held to welcome special guest to visit Palembang								
92	Gending Sriwijaya dance is performance by nine young dancer and beautiful dancer. The dance is […] **ehm..** the dance is held to welcome special guest to visit Palembang								
93	To welcome the great guest have a traditional dance, it is Gending Sriwijaya. **Gending Sriwijaya …eh… this dance** come from the heyday of Sriwijaya empire from the Palembang city								
94	The second is Tanggai dance **[……].** It usual dance to great.. to great honorable guest.								
95	The second is Tanggai dance [……]. It usual dance **to great.. to great** honorable guest.								

96	This dance is same with Gending Sriwijaya dance. The difference is **in.. in** the number of the dancer and the clothes									
97	The first one **ehm..** you can go Ampera bridge. Ampera bridge is icon and symbol for city of Palembang									
98	The second one destination is Putih river. That is **ehm..** there are **emh..** there are several astration eh attraction and **ehm..** they there there are restaurant and Arab village									
99	The second one destination is Putih river. **That is** ehm.. **there are** emh.. there are several astration eh attraction and ehm.. they there there are restaurant and Arab village									
100	The second one destination is Putih river. That is ehm.. **there are** emh.. **there are** several astration eh attraction and ehm.. they **there.. there are** restaurant and Arab village									
101	The second one destination is Putih river. That is ehm.. there are emh.. there are several **astration ..eh.. attraction and ehm.. they ther**e there are restaurant and									

	Arab village									
102	And then in my opinion Musi river is **the.. the** perfect place **for.. for.. for** co..co.. culinary									
103	And then in my opinion Musi river is the.. the perfect place for.. for.. for **co..co.. culinary**									
104	And don't forget about you**… eh..** and then you can go the.. and then you can go to follow for Kuto Besak									
105	In Kuto Betang you can see **many.. many** ship sailing for Kuto Besak eh on the Musi river									
106	Traditional food in Palembang is Pempek. The history of pempek is pempek are in Palembang **ehm..** since the entry of Chinese immigrant to Palembang									
107	And pempek or empek empek name come to title apek. And pempek is **ehm** the typical food of Palembang									
108	You tell about **ehm..** […..] Palembang. **Ehm..** any your member say that Kuto Besak how many week go there **emh..** how long									
109	You tell about ehm.. **[…..]** Palembang. Ehm.. any your member say that									

	Kuto Besak how many week go there emh.. how long									
110	You tell about ehm.. [.....] Palembang. Ehm.. any your member say that Kuto Besak **how many week go there eh.. how long**									
111	How about **ehm..** character people of Palembang									
112	Lebong is **ehm…** one village or city **ehm..** in the Bengkulu province and the loca.. and the location is **ehm..** between two mountain or big mountain we call in Bahasa Gunung Betang									
113	Lebong is ehm… one village or city ehm.. in the Bengkulu province and **the loca.. and the location is** ehm.. between two mountain or big mountain we call in Bahasa Gunung Betang									
114	And the population **ehm..** I think around two million and the the the people is very humble and and very beautiful. You can look me here									
115	And the population ehm.. I think around two million and **the... the.. the** people is very humble **and.. and** very beautiful. You can									

	look me here									
116	There are so many ehm.. beautiful place or **[…]** destination. For example ehm.. Tes Lake or Danau Tes and another what again Air Putih, Picung, and Masjid Agung, Lubang Kaca Mata and very **[…]** much in there									
117	Then this time, the Lebong tribe **ehm..** has agriculture.									

Note: 1) Silent pause,
2) Filler,
3) Repeat,
4) False Start (Unretraced),
5) False Start (Retraced),
6) Correction,
7) Interjection,
8) Stutter,
9) Slip of tongue

Appendix 2
THE RESULT OF INTERVIEW

The researcher interview 23 students who often hesitate in Speaking English based on the result of observation. The result of interview is on the table below:

No	Questions	Answers	Reasons
1	Do you think that when you get difficulty and use your time to think in speaking is one of the factor of your hesitation? Give your reasons!	Yes (23 students) No (0 student)	1. He/she needs more time to speak. (4 students) 2. He/she has difficulty in vocabulary, for example when he/she wants to say a word that he/she doesn't know or he/she never used before. (11 students) 3. Because he/she forget the vocabulary that he/she wants to say (8 students)
2	Do you think that feeling confused about the words and less eye contact is the cause of hesitation of speaking English? Give your reasons!	Yes (23 students) No (0 student)	1. Because he/she doesn't know what to say next. 2. Because he/she doesn't understand the topic to discuss 3. Because it's hard to choose appropriate words to say
3	When you are speaking English, do you hesitate because of feeling shy to the hearer/listener? Give your reasons!	Yes (7 students) No (16 students)	1. Not feeling shy because it is usual to speak in front of many people especially friends (16 students) 2. Feeling shy because the first time to speak in front of many people (6 students) 3. Feeling shy because she/he is always shy to speak to everyone (1 student)
4	Do you feel reluctant to speak English make you become hesitation? Give your reasons!	Yes (15 students) No (8 students)	1. Not feeling reluctant because he/she has been ready to perform. (5) 2. Not feeling reluctant because he/she has prepared the material to speak (3 students) 3. Reluctant because of afraid to make any mistakes (7 students) 4. Reluctant because he or she was not ready to perform. (8 students)

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 430 /Sti.02/I/PP.00.9/03/ 2017
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
			Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
		2.	Keputusan Menteri Agama RI Nomor I Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
		3.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		4.	Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
		5.	Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN:

Menetapkan			Saudara :
Pertama	:	1.	**Sakut Anshori, M.Hum** 19811020 200604 1 002
		2.	**Sarwo Edi, M.Pd**

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Rizki Oktamalia**
N I M	:	13552015
JUDUL SKRIPSI	:	*An Analysis of Hesitation Types in Student's Speaking at STAIN Curup*

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 02 Maret 2017
a.n. Ketua STAIN Curup
Wakil Ketua I, /2

Hendra Harmi, M.Pd.
NIP. 19751108 200312 1 001

Tembusan :
1. Pembimbing I dan II;
2. Bendahara STAIN Curup;
3. Kasubbag AK;
4. Kepala Perpustakaan STAIN;
5. Mahasiswa yang bersangkutan;
6. Arsip/Jurusan Tarbiyah

Nomor	: 304C /Sti.02/1/PP.00.9/10/2017	Curup, 30 Oktober 2017
Lampiran	: Proposal dan Instrumen	
Perihal	: *Rekomendasi Izin Penelitian*	

Kepada

Yth. **Ketua STAIN Curup**

Kab. Rejang Lebong

di -

      Tempat

Assalamu'alaikum, Wr.Wb.

Dalam rangka penyusunan skripsi S.1 pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup:

Nama	:	**Rizki Oktamalia**
NIM	:	13552015
Jurusan/Prodi	:	Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi	:	**An Analysis Of Hesitation Types In Student's Speaking At STAIN Curup.**
Waktu Penelitian	:	30 Oktober 2017 s.d 30 Januari 2018
Tempat Penelitian	:	**Kampus STAIN Curup Kab. Rejang Lebong**

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikianlah atas kerjasama dan izinnya diucapkan terima kasih.

a.n Ketua

Kabag AUAK,

Benny Gustiawan, S.Ag., M.Pd.

NIP. 196808 1 199103 1 004

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : RIZKI OKTAMALIA

NIM : 13552015

JURUSAN/ PRODI : TARBIYAH / PBI

PEMBIMBING I : SAKUT ANSHORI, M. Hum

PEMBIMBING II : SARWO EDY, M. Pd

JUDUL SKRIPSI : AN ANALYSIS OF HESITATION TYPES IN STUDENT'S SPEAKING AT STAIN CURUP
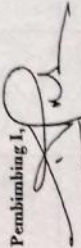
Kami berpendapat bahwa skripsi ini sudah dapat diujikan untuk ujian skripsi STAIN Curup.

Pembimbing I,

SAKUT ANSHORI, M. Hum
NIP. 1981 1020 200604 1 002

Pembimbing II,

SARWO EDY, M. Pd
NIP. 1196001010708

Tabel 1

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	18, MEI 2017	Membahas BackGround di Bab I		
2.	14, JUNI 2017	Membahas BAB I dan II		
3.	06, JULI 2017	Membahas BAB II		
4.	02, Agustus 2017	Membahas BAB III dan instrument		
5.	17, Agustus 2017	ACC BAB I sampai Bab III		
6.	23, NOVEMBER 2017	Membahas hasil Penelitian dan BAB 4		
7.	07, DESEMBER 2017	BAB 4 dan 5		
8.	21, Desember 2017	ACC BAB I – 5		

Tabel 2

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	20, FEBRUARI 2017	Membahas tentang judul skripsi		
2.	07, MARET 2017	Membahas tentang teori dan background		
3.	10, MEI 2017	Membahas tentang BAB I & BAB II		
4.	08, Juni 2017	BAB III dan Instrument Penelitian		
5.	11, Agustus 2017	ACC BAB I dan BAB III		
6.	20, OKTOBER 2017	Membahas tentang Penelitian		
7.	24, November 2017	Acc Lanjut BAB 4 dan 5		
8.	21, Desember 2017	ACC BAB I sampai 5		

DOCUMENTATIONS
The Researcher did observation in speaking class at third semester in STAIN Curup

The researcher did interview with third semester students

BIOGRAPHY

Rizki Oktamalia was born in Curup on October 17th 1995. Her nickname is kiki. She is a daughter of Mr. Hidayat (Alm.) and Mrs. Marlini. She has brother, his name is Diko Harnelis. Kiki is the oldest one. She finished her elementary school at SDN 14 Ulak Mengkudu in 2006. Then, she continued her study to Junior High School at SMP N 4 Tebing Tinggi in 2009. Subsequent, in 2010 she sustained to Senior High School Number One Empat Lawang and graduated in 2012. In 2013, she decided entering State College for Islamic Studies (STAIN) Curup and chose English Study Program as her faculty in Non Reguler class. While she was studying in this faculty, she is a teacher in Private course from elementary until junior high school.