CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a goal-directed activity having communication as its goal. Motivational and social factors need to be considered in addition to linguistic ones. In other word language is a crucial part of our everyday lives. For most of us, there is not a day that passes without exposure to some form of language. English Language Teaching (ELT) as a foreign language concerns with convincing students to do trial and error. Students are placed in such an atmosphere that they must train using the target language regardless of the deviations students probably create as the primary aim of language learning is to enable the students resort to the language as a means of communication. In other words, students must practice using the language to transfer the message either in spoken or in written form to produce them acquire the aim that is communicative competence (Brown, 2001: 69).

Spoken form is very fast and seemingly effortless process. In speaking aloud, people produce up to 150 words per minute. However, the speech error rate in normal individuals is not more than 1 error in every 1000 words (Levelt, 1989). Such a low error rate indicates that there must be a monitoring system that checks for errors and corrects them if any are found. It is very important to monitor one's own speech, since producing speech errors

hampers the fluency of speech and can sometimes lead to embarrassment, for instance when taboo words are uttered unintentionally (Motley, Camden, & Baars, 1982). For example, saying "I want to spank all the thinkers" instead of "I want to thank all the speakers" (Fromkin's Speech Error Database from the Max Planck Institute for Psycholinguistics). Furthermore, verbal-monitoring is often implicated in disorders such as aphasia (for an overview see Oomen, Postma, & Kolk, 2001), stuttering (Lickley, Hartsuiker, Corley, Russell, & Nelson, 2005), and schizophrenia (Seal, Aleman, & McGuire, 2004). Nevertheless, normal people also can produce speech errors or disfluency when they do speech production.

In addition, speaking becomes one of four basic skills that have to be mastered by university students in Indonesia especially English department students. Moreover, speaking is one of the subjects that have to be taught in English Education Department included in IAIN Salatiga as an Islamic university in Salatiga that also has English department faculty. Speaking subject has been taught to the students in the first semester until the fourth semester. It becomes the requirement by the students of English Education Department in IAIN Salatiga as well. First and fourth semester students have to comprehend speaking skill. Speaking is admitted as a difficult skill because of its components which consist of grammar, vocabulary, pronunciation, and fluency. Students use Grammar to make their conversation correctly.

Moreover, students use vocabulary to put prefect words and dictions when they communicate each other. Without having a prosperous vocabulary,

someone is not able to communicate effectively or express his / her ideas in both oral and written form. Having poor vocabulary can be a backstop which blocks students from learning a language. Additionally, pronunciation is used by students to speak language clearly. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Then, fluency can be described as the mastery to speak fluently and accurately. A lot of language learners have a goal to speak fluently. The characteristics of fluency can be included as reasonably rapid of speaking and only a minimum number of pauses and "um" or "ers". These characteristics indicate that the speaker does not have to spend so much time looking for the language objects needed to reveal the message (Brown, 2001: 267).

Even though speaking is a skill that has to be comprehended by the students, but the reality shows that the most of them do disfluency in their speech production. It means students' speeches between planning and execution are not same which create hesitation, silent pause, correction etc. It is why speaking can be said as the difficult skill to be mastered. The other factor of students' disfluency in their speaking is the lack of confidence because students admit that they are not able to speak English like native speaker. Moreover, students feel difficult to explore the ideas in English although they are expert in Indonesian.

Disfluencies such as "um"s and "uh"s, false starts, and word repetitions are common in spontaneous spoken language, yet have received surprisingly

little attention. Additionally, "slips of the tongue" (of which the "spoonerism" is the prototypical example) occur rarely but have been learnt much more extensively. Interested to disfluencies (henceforth, "DFs") is definite to get importance, but, as study in speech-related fields focuses increasingly on speech production, rather than speech that is read or rehearsed. In psycholinguistics, study has been wider from laboratory speech toward an understanding of the complexities of daily speech. In the quickly-growing zone of speech applications, many tasks, minimizes user training and cognitive load, and provides a more pleasant user interface is united to speech production input.

Hence, English department students of IAIN Salatiga produced disfluency on speech production in their presentations in front of the class. They were as the informants of this research had not had communication disorders, but delivered some disfluencies. The students' speech disfluencies were viewed from their length of study. The longer they studied English didn't mean lesser disfluency they made. Thus, the researcher conducted this research by giving the title "Disfluency on Speech production made by IAIN Salatiga students viewed from their length of study".

B. Limitation of the Study

This research is focused on same-turn disfluency on the speech production of adult normal speakers of English Department students of IAIN Salatiga. The disfluency is considering cases in which a nearby area of linguistic material have be eliminated to enter at the sequence the speaker intended, just

like someone that will be spoken upon a request for repetition. Some matters include an extensive class of phenomena generally referred to as filled pauses, repetitions, false starts, repairs, and a variety of other terms. The researcher takes 14 students which study English 1 till 2 years and 14 students which study English more than 2 years. The data takes from the voice record of English as Foreign Language learners. This research discusses about the types of disfluency, the dominant type of disfluency, and the similarity and difference of disfluency made by second and fourth semester students of English Department of IAIN Salatiga.

C.   **Research Problem**

The research problem defines as what the disfluency found on the speech production are produced by the students of English Department of IAIN Salatiga which is viewed from their length of study? Hence, the researcher creates some research questions are as follow:

1. What are the types of disfluency on speech production made by English Department students of IAIN Salatiga based on their length of study?

2. What are the dominant types of disfluency of speech production made by the English Department students of IAIN Salatiga based on their length of study?

3. What are the similarity and difference of disfluency on speech production made by the English Department students of IAIN Salatiga based on their length of study?

D. Purpose of the Study

The objectives of the study are described as follows:

1. To describe the types of disfluency on speech production made by the English Department students of IAIN Salatiga based on their length of study.

2. To describe the dominant of disfluency on speech production made by the English Department students of IAIN Salatiga based on their length of study.

3. To describe the similarity and difference of disfluency on speech production made by the English Department students of IAIN Salatiga based on their length of study.

E. Benefit of the Study

Practical terms are used to describe the benefits of this study are as follow:

1. The researcher hopes that the finding of the study can be used as the references theory for other researchers who will study the same thing in different perspective.

2. Practically, the finding of this research is beneficial for:

   a. The students

   The researcher hopes this study can be one of the references to study and gain information and knowledge about the disfluency of speech production to the students.

b. The lecturers

The researcher hopes this study is able to increases many information and knowledge about disfluency on speech production and give contribution to the lecturers or teachers to decrease the disfluency on speech production.

c. The readers

The researcher hopes the readers' knowledge and information about disfluency on speech production can be enriched by reading this research.

F. Key Terms

To make easy in focusing the research, the researcher provides the key terms deal with the research's title:

1. Speech

Fernandez and Smith (2011, p.137) said that the speech is an intricate movement activity connecting the vocal tract and respiratory physiology; It is the most often way for transferring linguistic information.

2. Speech Production

Fauziati (2016: 101) explains the product of speeches includes how a speaker means information and understanding into the language patterns ready in one language. As a speaker, people are usually not aware of how they produce a speech. Producing speech seems require very little thought and effort.

3. Disfluency

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

4. Speech Disfluency

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

G. Research Paper Organization

The beginning of the study was begun with chapter I referring to introduction which contains background of study, limitation of study, research problem, purpose of study, benefit of study, key terms, and research paper organization.

The next chapter is chapter II which is dealing with the underlying theories which comprises of previous studies, underlying theory, and theoretical framework.

The following chapter is chapter III that is concerning about research method that consists of type of research, object of the research, data and data source, technique of collecting data, and technique of analyzing data.

Chapter IV is the following chapter that discusses findings and discussion of the research. This chapter is the core of the research.

The last chapter is chapter V that contains conclusion of summarization of the research results and suggestions.