

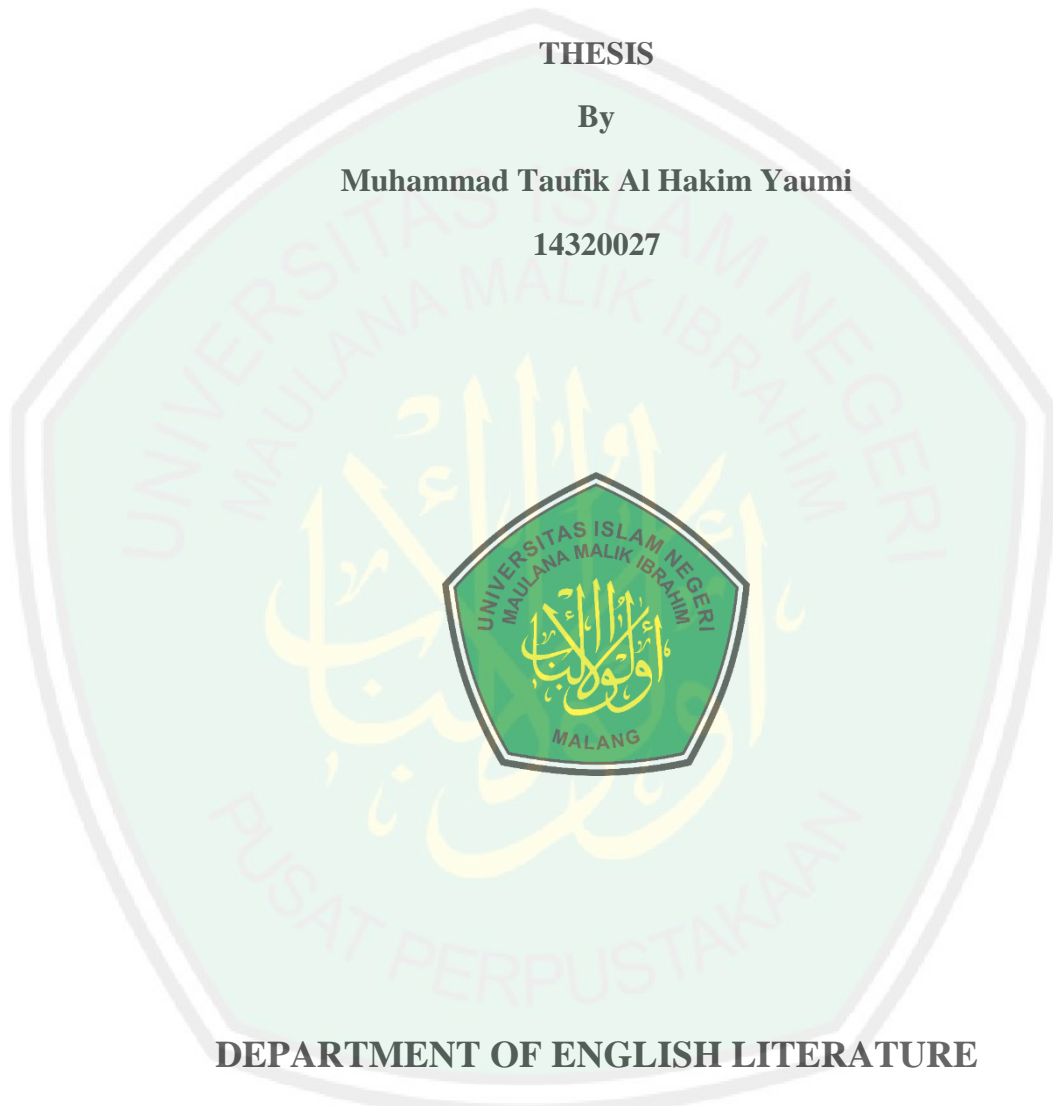
**Hesitation Phenomena in English Debate Competitions – An Analysis of Impromptu  
and Prepared Motions**

THESIS

By

Muhammad Taufik Al Hakim Yaumi

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**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

**2019**

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and Prepared Motions**

THESIS

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Universitas Islam Negeri Maulana Malik Ibrahim Malang in Partial Fulfillment of the Requirement for  
the Degree of Sarjana Sastra (S.S.)

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2019**

## STATEMENT OF ACADEMIC INTEGRITY

I state that the thesis entitled “*Hesitation Phenomena in English Debate Competitions – An Analysis of Impromptu and Prepared Motions*” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 14 August 2019

The researcher

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## APPROVAL SHEET

This is to certify that Muhammad Taufik Al Hakim Yaumi's thesis entitled **Hesitation Phenomena in English Debate Competitions – An Analysis of Impromptu and Prepared Motions** has been approved by the advisor for further approval by Head of English Letters Department and Dean of Faculty of Humanities as one of the requirements for the Degree of Sarjana Sastra (S.S.) in Department of English Literature.

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**MOTTO**

*Faith is the road through the impossible*



## DEDICATION

This thesis is especially dedicated to:

My beloved father, Muhammad Yaumi and my mother, Siti Fatimah



## ACKNOWLEDGEMENT

In the name of Allah, the Beneficent and the Merciful. All praises and thanks are to Allah, the Master of the Universe. Peace is upon the prophet Muhammad SAW, the best role model in this world, and his household, his companions, and his faithful followers. Hopefully, he could give his hands to us in the hereafter.

First of all, my sincere gratitude extends to the Head of English Letters Department, Ibu Rina Sari, M.Pd., who allowed me to accomplish this thesis without any trouble. Likewise, my sincerest gratitude also extends to my wonderful and the most kindhearted considerate and understanding advisor Zainur Rofiq, M.A., who armed with enormous patience to teach and assist me writing this thesis till it is well accomplished.

Secondly, my wholehearted gratitude is delivered to my father Muhammad Yaumi, and my mother, Siti Fatimah, millions of thanks to them for their prayer, love, and affection that never stop ending for me. It is blessed for me to be your son. Special thanks to my sister and brother, Dewi Ainun Jariah and Malik Al Hakim Yaumi, for always supporting and encouraging me in their own way.

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Finally, it is my maximum effort of conducting this study and I know it is imperfect. Any constructive critics and advice are gratefully welcome. I really wish that this thesis can be useful for anyone.

Malang, 14 August 2019

Muhammad Taufik Al Hakim Yaumi



## ABSTRACT

**Yaumi, Muhammad Taufik Al Hakim.** 2019. *Hesitation Phenomena in English Debate Competitions – An Analysis of Impromptu and Prepared Motions* Thesis. English Letters Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang.  
Advisor: Zainur Rofiq, M.A.

**Keywords:** hesitation, debate, impromptu and prepared motions

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Human conversation is not always flawless, sometimes they produce hesitations that are usually marked by Non-Lexical, Repetition, Parenthetical Remark, Lengthening, Silent Pauses Hesitation and False Start Hesitation. Especially in debating spectrum, debaters often produce hesitation when they are debating a motion. The motions itself are divided into two types of motion which are impromptu and prepared motion. Therefore, this study examines the hesitation phenomena between impromptu and prepared motion.

The purpose of the study is to analyze impromptu and prepared motion in which the hesitations would occur. The data flow stages include data collection and data analysis from the identified data. The data were retrieved from YouTube and classified into six types of hesitation based on Rose's types of hesitation. After categorizing, the data were compared.

Based on the result of the analysis, the results show that there is more hesitation produced by impromptu motion than prepared motion with the majority of Non-Lexical hesitation that were produced, followed by Repetition, Parenthetical Remark, and Lengthening. There are no Silent Pauses and False Start Hesitation found.

After doing this, the researcher sees that there are several flaws and limitation of this study. Hence, it is suggested to the next researcher who is interested in investigating the same field to fill the gap, to try to a comparison between native English and non-native speaker in the debate spectrum. Additionally, having broader and much more time to collect the data could give more potential a richer data for the next researchers.

## ABSTRAK

**Yaumi, Muhammad Taufik Al Hakim.** 2019. *Hesitation Phenomena in English Debate Competitions – An Analysis of Impromptu and Prepared Motions* Skripsi. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.  
Pembimbing: Zainur Rofiq, M.A.

**Kata Kunci:** Keragu-raguan, debat, mosi dadakan dan mosi persiapan

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Percakapan manusia tidak selalu sempurna, terkadang mereka menghasilkan keragu-raguan yang biasanya ditandai dengan Non-Leksikal, Pengulangan, Pernyataan Parenthetis, Pemanjangan, Jeda, dan Kesalahan Memulai. Terutama dalam dunia debat, debat sering menghasilkan keragu-raguan ketika memperdebatkan mosi. Mosi debat dibagi menjadi dua jenis yaitu mosi dadakan dan mosi persiapan. Oleh karena itu, penelitian ini meneliti fenomena keragu-raguan antara mosi dadakan dan persiapan.

Tujuan dari penelitian ini adalah untuk menganalisis keragu-raguan yang terjadi di dalam mosi dadakan dan mosi persiapan. Tahapan aliran data meliputi pengumpulan data dan analisis data dari data yang diidentifikasi. Data diambil dari YouTube dan diklasifikasikan ke dalam enam jenis keragu-raguan berdasarkan pada klasifikasi Rose. Setelah dikategorikan, data kemudian dibandingkan.

Berdasarkan hasil analisis, hasil menunjukkan bahwa ada lebih banyak keragu-raguan yang dihasilkan oleh mosi dadakan daripada mosi persiapan dengan menghasilkan mayoritas keragu-raguan Non-Leksikal, kemudian diikuti oleh Pengulangan, Keterangan Parenthetis, dan Pemanjangan. Tidak ada Jeda Hening dan Kesalahan Memulai yang ditemukan.

Setelah melakukan penelitian ini, peneliti melihat bahwa ada beberapa kekurangan dan keterbatasan penelitian ini. Oleh karena itu, disarankan kepada peneliti berikutnya yang tertarik melakukan penelitian di bidang yang sama untuk mengisi kesenjangan, untuk mencoba perbandingan antara penutur asli bahasa Inggris dan non-penutur asli dalam spektrum debat. Selain itu, memiliki waktu yang lebih lama dan lebih banyak untuk mengumpulkan data dapat memberikan lebih banyak data yang lebih kaya bagi para peneliti berikutnya.

### الملخص الملخص

يوم، محمد توفيق الحكيم. 2019. ظواهر التردد في مسابقات المجادلة باللغة الإنجليزية - تحليل للحركة المرتجلة والحركة المعدة. البحث الجامعي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: زين الرفيق الماجستير.  
الكلمات الرئيسية: التردد، المجادلة، الحركة المرتجلة والحركة المعدة.

محادثة الإنسان ليس دائماً كاملاً، وأحياناً ينتج عنه التردد التي تتميز عادة بغير المعجمية، التكرار، بيان الوالدين، الإطالة، الفاصلة، وخطأ البدء. على وجه الخصوص في عالم المجادلات، غالباً، ينتج التردد عند مناقشة الحركة. تنقسم حركات المجادلات إلى نوعين، الحركة المرتجلة والحركة المعدة. لذلك، يبحث هذا البحث في ظاهرة التردد بين الحركة المرتجلة والحركة المعدة.  
الهدف من هذا البحث هو تحليل الشكوك أو التردد التي تحدث في الحركة المرتجلة والحركة المعدة. تتضمن مراحل تدفق البيانات الي جمع البيانات وتحليل البيانات من البيانات المحددة. يأخذ البيانات من YouTube وتصنيفها إلى ستة أنواع من التردد بناء على تصنيف Rose. و بعد تصنيفها، ثم تقارن البيانات بعد ذلك.  
استناداً إلى نتائج التحليل، تظهر النتائج أن هناك التردد من الحركات المرتجلة أكثر من الحركات المعدة، غالباً، ينتج تردد غير المعجمية، ثم تليها التكرار، بيان الوالدين، والإطالة. لم يوجد توقف مؤقت وخطأ البدء.  
بعد يختم هذا البحث، يرى الباحث أن هناك العديد من القصور والقيود في هذا البحث. لذلك، يُقترح على الباحث التالي المهتم بإجراء البحوث في نفس المجال لملء الفجوة و لمحاولة المقارنة بين متحدثي اللغة الإنجليزية الناطقين والمتحدثين غير الناطقين في نطاق المجادلة. بالإضافة إلى ذلك، فإن توفير وقت أطول وأكثر لجمع البيانات يمكن أن يوفر بيانات أكثر ثراء للباحثين اللاحقين.

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## CHAPTER I

### INTRODUCTION

This chapter presents the research background, research approach, research question, research objectives, research significance, scope and limitation, and definition of key terms.

#### **Background of Study**

In spontaneous speech, mistakes happen because of the nature of human speech is disfluent (Carrol, 1985). Usually, it is marked by frequently used of hesitation such us repeat, restart, and hesitation. However, Carrol only focuses on the purpose of the hesitation. Hesitation is pauses of varying length that occur when the speakers are losing their words during speaking. There are two varieties of pauses that frequently happen in speech. Both are silent and filled pause. As (Carrol, 1985) said that, in the silent period, the speaker does not produce any sound or words to fill their pause. For instance, “I would like ..... a chicken nugget please, and ..... Ice tea also”. mostly used for planning. Yule (1985) has explained that people often used paused to end their conversation with their interlocutor. Avoiding speech disfluency in case of second language user is hard. In relation to that, hesitation pauses are one of the common features of human speech errors or speech disfluency. Hesitation often occurs with simple reason, for example, breathing, pragmatic reasons, (Carrol, 1985). Although at some point, hesitation research occurs frequently in identifying the types of words that are frequently categorized as speech disfluency, such as non-lexical utterances i.e.

“huh”, “uh”, “erm”, “um”, “well”, “so”, and “like”, and *repaired* utterances, i.e. instances of speakers correcting their own slips of the tongue or mispronunciations (before anyone else gets a chance to).

Intercollegiate English debating tournament has been one of the established competitions among university students. In this competition, each respective student from various university competes for each other. University debate is indeed different from other debate. It requires special skills such as communication skills, rhetoric, and argumentation. (Trapp, 2007) In the English debate competition in Indonesia generally used three methods of debating such as Asian Parliamentary Debate, British Parliamentary Debate, and Australian Parliamentary Debate. In the process of the debate, two people or two group will be given the motion to be debated. The debate is assessed according to the quality of their argumentation. However, in the process of the speech, sometimes there will be hesitation occur. Kosmala & Morgenstern (2017) proved that L2 speakers when performing speech often produce hesitation. In their research, they used corpus which contains some conversation between L1-L1 and L1-L2. They are analyzed based on duration and complexity, as well as their non-verbal features expressed in visual modalities. A total of 330 hesitations were found in the data. The speakers produced 11 hesitations per minute. It seems that French learners produced more hesitations in their L1 (16.2 per minute) than in their L2 (12.3 per minute), which does not support the view that L2 learners are more hesitant in their L2.

There is also a thesis that has investigated hesitation in speech disfluency, such as Shofa (2007) in her thesis which identified hesitation pauses in the

conversational interaction of the English students in UIN Maulana Malik Ibrahim Malang. In her thesis, she identified the speech of the English students in UIN Maulana Malik Ibrahim Malang and categorized it in hesitation disfluency.

The next research is Maclay & Osgood (2015). In their research, they explained hesitation which occurs in spontaneous English speech. Spontaneous utterances analyzed in this study display consistent differences between speakers, in both the absolute frequencies of False Starts, Repeats, Filled Pauses, and Unfilled Pauses and the relative "preference" for these types of hesitation phenomena. However, from this research, the researcher only focuses on students' hesitation in performing a particular task given by the researcher.

In this present study, the researcher would like to analyze the hesitation used by English debaters in delivering their speech. They need to deliver their ideas in a limited time. Moreover, sometimes the motion of the debate is given spontaneously with no preparation. Therefore, there is a high chance for speech disfluency occurred. It is because in delivering a speech, the debater will be limited by the amount of time in debating regulation which is 7 minutes. Therefore, the debaters will try to speak as fast and concise as they can which is sometimes hard for the speaker to avoid speech errors. Therefore, the researcher is interested in finding out whether the hesitation used by debaters contribute to the listeners understanding and how the hesitation used by debaters help auditory recognition for listeners.

#### **A. Research Questions**

1. What kinds of hesitation pauses occurred during the speech?

2. How do debaters use hesitation differ when debating prepared from impromptu motions?

### **B. Objectives of the Study**

The objectives of this study are stated below:

1. Giving the complex description on the hesitation used by the debaters in English Debate Tournament.
2. Identifying the difference of the hesitation used in impromptu and prepared motion.

### **C. Scope and Limitation**

The scope of this research is to classify the type of hesitation used by debaters to determine what kinds of hesitation occur during the debate tournament. The second scope is to determine the purpose of using hesitation. The limitation of this research is only focused on the debaters who have a decent amount of debating time in the debating environment due to the massive application and the reliable of the data that have taken a long time to be analyzed.

### **D. The significance of the study**

This study is expected to give theoretical and practical contributions in the area of Hesitation. This study provides theoretical contributions to the study of language speaking, especially in the debate spectrum. Thus, this research is expected to give new information in the area of Hesitation.

For Practical contribution, this study is to give empirical data which are accurate and trustworthy on Hesitation. In this research, the researcher will use a

pragmatic approach to analyze the thesis, because the thesis is intended to analyze the language used based on time, place and conditional environment of the data.

### **E. Definition of Key Terms**

1. Hesitation is pauses that may occur during communication with interlocutor (Rose R. , 2010). Hesitation is a fluttering speech or stammering. Hesitation is pauses of varying length that occurs when speakers are losing words during conversation or speaking (disfluency). It is also stated that it is not only a disfluency, but also, however, it is also containing a different meaning and reason for committing hesitation.
2. A pragmatic approach is a study about language which is used based on time, place, and the conditional environment of the pragmatic concept of a data. (Grice, 1957).
3. The debate is a rhetorical way of speaking with the intention of persuading people to vote for your team with well-ordered and arguable argumentation.

### **F. Previous Study**

Three previous studies have been chosen in this thesis because of the similarity in choosing hesitation as the subject of the research.

The first research is Sofa (2007) who analyzed hesitation in the conversational interaction of the English students in UIN Maulana Malik Ibrahim Malang. The writer found out that hesitation pauses have an important role in the natural conversation especially turn-taking style conversation. However, the writer only focuses on natural conversation.

The next research is coming from Maclay and Osgood (2015). Their research is analyzing hesitation in spontaneous English speeches. The writer found out that spontaneous utterances prove consistent differences between speakers, in both the absolute frequencies of False Starts, Repeats, Filled Pauses, and Unfilled Pauses and the relative "preference" for these types of hesitation phenomena.

The last is from Also, in Corley and Hartsuiker (2011), they identified hesitation speech "can" and "um" could help auditory word recognition. Although the experiments reported here do not provide conclusive evidence for listeners' ability to interpret "um" as indicating speakers' difficulties with speech, the results are suggestive and indicate a potentially productive line of research. However, from this research, the researcher only focuses on students' hesitation in performing a particular task and signs given by the researcher.

#### **F. Research Method**

In this section, the researcher explains the method which is used in conducting this research, which includes 1) research design, 2) research subject, 3) data source, 4) research instrument and 5) data collection analysis.

##### **1. Research Design**

This research is a descriptive qualitative analysis design. It utilizes empirical data and library sources to complete this work. This study also uses qualitative method analysis because the data are in the form of words instead of numbers.

## 2. Research Subject

The researcher used debate as a research subject because when the debaters were speaking too fast with the purpose of delivering many ideas in 7 minutes would possibly a high chance for speech disfluency occurred.

## 3. Data Source

The data were in the form of recording and transcribing the utterances that contain hesitation and also the hesitation of the debaters in the tournament. The data were trustworthy because the data are taken from debaters with a decent amount of knowledge in the debate. Also, the data were taken from the teams that always enrolled in a debate tournament. Moreover, the competition was the Indonesian Varsities English Debate which had high expectation showing a great debating competition with national level competition which contains debaters that have fluency and also have a deep knowledge in debating system that can contribute to the validity of the data.

## 4. Research Instrument

In this research, the writer used a human instrument which could be a participant observation or observation. The research videotaped and transcribed the text. Last, the researcher interviewed the listeners and gave some questions related to the hesitation used by debaters.

## 5. Data Collection Analysis

The data were collected in the following steps. First, the data were downloaded from YouTube. Second, the data were transcribed into utterances where the

hesitation occurred. Third, the transcribed text was analyzed carefully and classified it into different types of hesitations. Fourth, the data were classified will be analyzed on how the hesitation occurs.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter provides the theory used to analyze the data in this research.

#### Definition of Hesitation

Human conversation is not always flawless, sometimes they produce hesitations that are usually marked by a silent pause, filled a pause, lengthening, false start, repeat/restart, and parenthetical remark. Some people commit hesitation with their interlocutor. Speech by one or more interlocutors may be described as continuous, but a moment's reflection will reveal that it is not continuous at all. Minimally, speakers must break off their speech to breathe (Wanatabe and Rose, 2008). In language production, the hesitations maybe happened in the encoding process, how the language is produced and delivered to the listeners. Harley (2001) states that the processes of phonological encoding involve turning words into sounds. The sounds must be produced in the correct sequence and in a specific way that is how the muscles of the articulatory system should be moved. Most of the hesitation occurrence usually happens in spontaneous speaking that must have much information delivered by the speakers to the hearers. The speakers have to think of what information they want to deliver to the listeners spontaneously. In this case, the speakers often make pauses in their speaking in order to recall the information that they have to say. Corley and Stewart (2005) state that the words of an unprepared spoken language are likely to be accompanied by a range of unintentional errors.

There are several types of Hesitation which frequently occur in conversation.

### 1. False Start

In one of the articles of Rose R. (2010), a false start happens when a speaker begins an utterance and then he/she abandons it completely without finishing it. False start means that a speaker utters a few words and then stops in mid-sentence. False starts are not as common as repetitions/corrections. They often occur when a conversation becomes intense with many speakers speak at once or when the speaker is being interrupted. For example: Is this the only thing you... Whaaat, this is wonderful!

The example above shows that the speaker does not finish the first utterance yet. Then, he starts producing the next utterance with a complete one.

### 2. Repetition

Repetition is a phenomenon when a speaker repeats the same words in time in order to hide his/her hesitation part in a speaking. (Rose R. , 2012) noted that repeats are repetitions of one or more words in a row. Repetition usually occurs because of articulatory problems rather than other language production problems. That statement means the speaker repeats a single word or more in an utterance. Here, when the speaker does a mistake in pronouncing a single word or more, he/she spontaneously hesitates and repeats the same words where the mistake exists. Then, he/she tries to repronounce the word with the correct one. Rose also says that repetitions are another common form of disfluency that involve the interruption of speech, followed by the repetition of a single word or more that have been produced

by the speaker without containing any correction of the utterance. For example:  
 Now, we are from the third group would like to present (prezənt), present (pri'zent)  
 our paper about hesitation phenomena.

From the example above, it can be seen that the speaker repeats the word present twice in a single utterance. The two words that are repeated have the same spelling, but a different pronunciation and different meaning. However, the second word that is repeated has the correct pronunciation and meaning that the speaker should be used in his/her utterance in order to make his/her information clearer.

### 3. Parenthetical Remark

Rose R. says that parenthetical remark is when a speaker utters a sequence of one or more words that is to be understood as a replacement (i.e., correction) of the immediately preceding comparable sequence. The speakers use parenthetical remark in order to make the material of their speaking clearer and easy to be understood by the listeners by specifying or giving more simple words to describe it. They usually contain some words like I mean, well, that is, etc. For example: So, could u open the door, please - I mean could u open the main door?

Based on the example above, it is seen that the speaker uses a couple of words I mean. It is because he/she wants to explain what he/she means about his/her previous utterance. If we read the first sentence only, the listener will never know which door that the speaker asks to be closed while there are so many doors in the circumstance. However, by giving the further explanation, the listener can do what the speaker asks to do because the information is concrete enough.

#### 4. Silent Pause

Silent Pause is the length/duration of silence taken by the speakers during their speech. (Rose R. , 2010) Stated that unfilled pause or silent pause is a period of no speech during speaking, determined by the length of the silence. The speaker just keeps silent between their words. In the silent period, the speaker does not produce any sound or word to fill their pause. For example; "I went there (0.5) yesterday". (Harley, 2001) (Watanabe & Rose , 2008) The sentence shows that the speaker makes a pause after saying the word there. The phenomena may occur because of the process of thinking. The speaker thinks when he/she went to the place that is told in the situation. According to Yule (1994), people also use silent pause or completion point in conversational interactions as a marker of finishing speaking turn by pausing at the end of a completed syntactic structure like a phrase or a sentence. The silent pause may happen at the end of the spoken utterance. In this case, the silent pause takes a role as a mark that the first speaker ends his utterance, and it already becomes the second speaker's turn to speak up. The silent pause is categorized as hesitation phenomena if the length of the silence is more than 3 seconds.

#### 5. Lengthening

Lengthening occurs when the speakers take articulation of words longer than what it should be. Shofa (2008) says that lengthening occurs when a speaker draws out the enunciation of a word which is called a lengthening as in the following extract. Rose (2012) adds lengthening is a prolongation of one or more syllables of a word so that its duration is excessively long in its context. The phenomena usually occur

in vowels. The two statements above explain that lengthening occurs when the speaker gets interrupted in his/her moment of speaking. When the interference exists, the speaker pronounces a single word longer than what it should be. During the lengthening phenomena exists, the speaker may think and remind the material that he/she wants to deliver to the listeners.



## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter discusses the finding and discussion that divided into two sections. The first is the presentation of the findings and the analysis of the data that were found during the debate based on the Lexical and non-lexical hesitations. The second is the result of the analysis is discussed in the discussion section.

#### 1. Findings

These data are in the form of videos from YouTube which are about Indonesian Varsities English Debate in 2017. The data were distinct by two videos that were first an impromptu motion and prepared motion. The data were presented and analyzed according to the utterances that hesitation occurs. The motion for impromptu on this video is: **Assuming there is a 100% valid and reliable method to assess a person's behavior, THBT schools should reject enrollment of prospective students with high propensity of becoming a bully/inflicting social stress** Assuming there is a 100% valid and reliable method to assess a person's behavior, THBT schools should reject enrollment of prospective students with high propensity of becoming a bully/inflicting *social stress*. The motion for prepared motion on this video is **THBT the Indonesian government should heavily prioritize development of soft infrastructures over hard infrastructures.**

In this finding section, the researcher will only provide 10 data for each video and analyzed accordingly because the data were too many to be presented in this thesis. Therefore, the researcher only picks up 10 data in impromptu motion, and 10 data in prepared motion.

## Impromptu Motion

### Datum 1

*And my arguments are also going to prove to you on this kind of perspective bully will not going to it's not going to be a burden of school to teach and number two of all its going to impact even the bigger rights of other people to gain **um...** **ah...** rights to educate person in the very first place...*

The speaker produces a non-lexical hesitation at 0.43 in the video. The hesitations are **um...** and **ahh...** that is used because of the process of thinking of the speaker. It is proven by how the speaker's gesture in trying to see his paper while thinking the ideas that he is going to say. Following with his facial expression that suddenly shows difficulties by rising his inner brow showing his fear expression. (Tian, Kanade, & F. Cohn, 2005)

### Datum 2

*So my arguments are going to prove you about number one; what is the role of schools, number two what is the thing that **creat.. create** the conducive situation on how on and by the existence of bullying that is going to hamper those kinds of quality in the very first place...*

The speaker next produces a repetition type of hesitation. The hesitation occurs at 1.38 in the video. The speaker first is trying to say the word *create*. However, the speaker misspells the word **create** /kri'eit/ with /kri'it/. The speaker

omits the *e* sound in the word /kri'eit/. Therefore, the speakers repeat the word and correct it while reading his notes on a paper.

### Datum 3

*The purpose of school is number one; you are going to be prepared the students in both knowledge and skills and behavior. The characteristic is that, that's right, we as BAN PT or any other organizations **do their... do their efforts** to standardize any other schools or any other college...*

The speaker again produces repetition kind of hesitation. The hesitation occurs at 2.03 in the video. The speaker was repeating the word *do their* two times because the speaker forgot his idea. The speaker was trying to say *do their efforts in standardizing schools and college*, however the speaker forgot the idea and showing a gesture of thinking which is looking up while closing his eyes. While doing so, the speaker repeated the word until the ideas come up of his head.

### Datum 4

*On the other hand, schools and university also have standards. Even in the Even if in the college for example, I was being trusted for both physically **ah... in IQ** for examples and intelligence.*

The speaker next produce *ahh...* sound which is a non-lexical hesitation. The hesitation occurred at 02.25 in the video. The ***ahh...*** sound is used by the speaker to think of the next idea that he was going to say. The speaker is trying to find an example for his speech with filling its process of thinking with ***ahh...*** sound. The speaker is trying to think of the example of university standards when the

university is trying to assess its potential lecture the norms or the values. Therefore, while thinking the word, the speaker produced hesitation.

#### **Datum 5**

*The same thing also happens when any other schools like UI, UGM, ITB, or UNPAD, for example, they test you intelligently and also test you task you in case of your personality or on how you are going to fit to the students and how you are going to create a focus for discussion for example. If your personality doesn't fit in into the criteria, they are going to reject you. Even in the status quo they also are going to apply this kind of situations in terms of creating a process, a perfect situation condition. So, I think this is also, we are going to create another private sense, in terms of behavior, if you are going to disrupt the condition situation, we are going to reject you, **until you learn to... you... you only learn to** a proper or better way to be able to be a better person.*

The next hesitation that is used by the speaker is repetition. The hesitation occurred at 13.15 in the video. The speaker repeated the word *until you learn to* two times. The hesitation occurred because of the speaker is thinking the next idea that he is going to deliver in the debate. It is proven by the gestures of the debaters that is distracted by finding his notes in the paper to deliver his next ideas. Therefore, the speakers repeated his word two to three times until he is ready to deliver his next idea.

#### **Datum 6**

*But as long as you are going to be predicted 100%. I am going to emphasize; 100% bullies is going to disrupt the schools' capability to teach, you are going **to be...aa... to be... aa..** accepted in schools.*

The next hesitation that occurred in this video is two hesitation at the same time, which are non-lexical and repetition. The hesitation occurred at 03.31 in the

video. The non-lexical hesitation is *aaa...* sounds, and the repetition is repeating the word *to be* two times. The speaker is trying to think of the word schools, however he forgot the word and produce the hesitation while repeating the word before it.

### **Datum 7**

*Another example is that to gain that separative needs to be fulfilled. What we mean by conducive situation is that number one; **they can... a they can** conduct group studies in a conducive situation, a harmony between students where the students can answer or can ask to the teacher and the teacher can answer freely to the students.*

This datum also featured two hesitation that occurred at the same time, which are Repetition Hesitation and Non-lexical Hesitation. These two data occurred at 04.05 in the video. The repetition part is *they can...* which is stated two times during this utterance, and the Non-Lexical Hesitation is the *a* sound that the speaker produced. The speaker also used both Non-Lexical Hesitation and Repetitional hesitation to think of his next ideas. It is proven by the utterance before the hesitation occurs which is *number one*. This utterance indicate that the speaker was trying to listing his ideas. His ideas later than will contribute to his arguments whether or not the argument is persuasive enough to win the debate. Next is that the used of gestures to emphasizes his argumentation that indicates the speaker was going to say something important. The gesture was circling his hands right under his head to indicate something important was going to be said.

### **Datum 8**

*If this kind of facts are going to be distracted at the very first beginning at elementary school for example and can you imagine if he is complex of 9 years old, their perception in the form of how the school should be can*

*change and can hampers all the way **not just... not just...** when they graduated from high school but also to the end or to the other field.*

The hesitation that occurred in this utterance is Repetitional Hesitation. The hesitation occurred at 04.47 in the video. The hesitation is considered Repetitional Hesitation because the speaker said *not just* two times. The speaker is again thinking of the next word of his utterance in his argumentation. In this hesitation, the speaker was also showing hand gesture to indicate he was thinking of his next idea.

#### **Datum 9**

*Become a potential bully student we want to give more and extra **umm you know** taking care or how to be with these children in the very first place.*

The hesitation that occurred in this utterance is Parenthetical Remark. The hesitation occurred at 08.44 in the video. This utterance is considered Parenthetical Remark because of the used of phrase *you know*. The phrase matches the indicator of a Parenthetical Remark in Hesitation. The hesitation occurred because of the speaker is thinking his next idea. With saying the phrase, *you know* it will help the speaker to give more time in thinking rather than pausing his speech.

#### **Datum 10**

*One, **because you have... we have** different characteright... characteristic rights. You have been told with different values and corporation.*

The hesitation that occurred in this utterance is Repetitional Hesitation. The hesitation occurred at 14.59 in the video. This hesitation is considered Repetitional Hesitation because of the speaker repeated the word *characteristic* two times.

However, the writer misspelled the word characteristics /kɛrəktə'ristiks/ with /kɛrəktə'rait/. This hesitation occurs because the speaker is speaking too fast because of his time is limited only to 8 minutes in the debate.

#### **Datum 11**

*What we mean by **umm... ahhh...** soft infrastructure is a movement in **um...** soft infrastructure is first of all is betterment in policy and government policy.*

The hesitation that occurred in this utterance is Non-lexical Hesitation. The hesitation occurred at 00.14 in the video. The hesitation is considered as Non-Lexical Hesitation because the speaker used *umm* and *ahhh* sounds in her speech. The speaker used that kind of hesitation because she was thinking her next ideas while searching for her notes in her paper.

#### **Datum 12**

*Only government that can and have to be willing to take care for its **ahh...** company for example.*

The hesitation that occurred in this utterance is Non-Lexical Hesitation. The hesitation occurred at 01.53 in the video. The hesitation is considered as Non-Lexical Hesitation because of the used of *ahh* sound in the utterance. The *ahh* sound is produced by the speaker because of the process of thinking by the speaker. The speaker was trying to find an example to strengthen her argumentation. However, in the process of thinking, the write used Non-Lexical Hesitation to make certain pauses on her speech. It is proven by the gestures that she made during the hesitation

time. The speaker showed a gesture that was circling her hands to indicate the process of thinking. It is also the same as what Tian, Kanade, & F. Cohn (2005) was talking about in their book of face recognition. They said that there are few kinds of gestures that indicates the process of thinking. In this occasion, the speaker in this debate used circling her hands.

### Datum 13

*In comparison with for example hard infrastructures such as house, walls, bridges... bridges and stuff like that is benefit and better for keep receiving investors and companies.*

The hesitation that occurred in this utterance is Repetitional Hesitation. The hesitation occurred at 02.09 in the video. The hesitation is considered Repetitional Hesitation because the use of repetition words in the utterance. The speaker repeats the word *bridges* /'brɪdʒəz/ two times. However, for the first one, the speaker seems to be misspelled the word by saying /'brɪdʒɪz/ instead of /'brɪdʒəz/. There is slightly different pronunciation that the speaker said. After a few times repeating the video, the difference is the sound of /ɪ/ & /ə/ sound. Therefore, after realizing her mistakes, she immediately corrected the pronunciation to avoid misunderstanding for the adjudicators.

### Datum 14

*Others, what particular changes means is that umm... ahh... the poor society especially in the rural areas they cannot even fulfil their basic human rights. The lack of education, health care, and many children cannot access their primary education.*

The hesitation that occurred in this utterance is Non-Lexical Hesitation. The hesitation occurred at 03.01 in the video. It is considered as Non-Lexical Hesitation because of the use of *umm* and *ahh* sound by the speaker. The speaker produced this kind of hesitation because she was thinking about the definition about particular changes. The speaker wants to define the particular changes in her arguments however, she forgot her definition. The speaker looked back to her notes after she realized that she forgot it.

#### **Datum 15**

*The improvement for example for those hard infrastructures doesn't think that it is enough to improve their life because **umm...** because they are not having **you know... you know...** it is **aahh...** overly urgent for them to actually be able to **umm...** change their life...*

The hesitations that occurred in this utterance are Non-Lexical Hesitation and Parenthetical Remark. The hesitation occurred at 04.45 in the video. This hesitation is considered Non-Lexical Hesitation and Parenthetical Remark because the use of *umm* and *ahh* sound. It is also considered as Parenthetical Remark because the speaker also said *you know* in her utterance. These hesitations occurred in the utterance because of the process of thinking. The process of thinking also was proven by the used of gestures to indicate the speaker was in difficulties to remember her argumentation. There are times when the speaker closed her eyes to remember her argumentation.

#### **Datum 16**

*In comparison to hard infrastructure, which is why we have the Indonesian Mengajar or Doctor for Indonesian for examples, **which prove... which***

***focuses on its self on the credibility of soft infrastructure in Indonesia which is in the school ladies and gentleman.***

The hesitation that occurred in this utterance is Repetitional Hesitation. The hesitation occurred at 11.09 in the video. This hesitation is considered Repetitional Hesitation because of the phrase *which prove* that is corrected into *which focus on*. The reason why the speaker corrected this phrase is because the speaker was talking too fast.

#### **Datum 17**

*But second of all, they say that basically **ahh...** people need more direct goal of their life.*

The hesitation that occurred in this utterance is Non-Lexical Hesitation. The hesitation occurred at 11.22 in the video. The hesitation is considered Non-Lexical Hesitation because of the use of *ahh* sound in the utterance. The speaker used this kind of hesitation to indicate that she was thinking of her argumentation. It is proven by how the speaker was searching for her notes in the paper.

#### **Datum 18**

*First of all, they don't have the **educational back...** **educational background** to be able to work here and there.*

The hesitation that occurred in this utterance is Repetitional Hesitation. The hesitation occurred at 17.41 in the video. The hesitation is considered Repetitional Hesitation because of the existence of the corrected word in the utterance. The

writer misspelled the word first word of background /'bæk, graʊnd/ which is /bæk/ into /bɪk/.

### **Datum 19**

*Currently, in the status quo, Indonesia is a very rich peop... ahhh... is a very rich country that has plenty of natural resources but our people do not have the capability to exploit that resource.*

The hesitation that occurred in this utterance is Non-Lexical Hesitation. The hesitation occurred at 24.10 in the video. The hesitation is considered as Non-Lexical Hesitation because of the use of *ahh* sound. This hesitation happened because the speaker made a mistake by stating *a very rich people* instead of saying *a very rich country*. The speaker has noticed the mistake and immediately change it into *a very rich county* following with Non-Lexical Hesitation.

### **Datum 20**

*The problem is that the people are not accessible... ahh... cannot have access to basic live needs and they start to become angry about this very condition.*

The hesitation that occurred in this utterance is Non-Lexical Hesitation. The hesitation occurred at 28.15 in the video. This hesitation is considered as Non-Lexical Hesitation because of the use of *ahh* sound in the utterance. The speaker used *ahh* sound to correct his chosen word. Instead of saying *cannot have access*, the speaker said *are not accessible*. Therefore, the speaker produced Non-Lexical Hesitation to correct his word choice.

## 2. Discussion

The researcher did not find any examples of Silent Pauses Hesitation and False Start Hesitation. The reason is that the Silent Pauses often happened to debaters who are frequently enroll in debating tournament. Moreover, the prestige of the debate competition of IVED is really high. Most of the universities that participate IVED will assign their best debaters to compete with national universities. Therefore, the debaters are very familiar with debating environment and know what to speak in the debate. In case of False Start Hesitation, according to Rose R. (2010) hesitation, False Start will only be occurred when many speakers speak at the same time. In debate, speakers will have their own time to speak and only can interrupt the speaker if the speaker permit it. Therefore, there is a little chance that False Start will be occurred in the debate.

The findings showed that the impromptu motion indicates 49 hesitation. The hesitation varies from the types of hesitation. Non-Lexical Hesitation is consisting of 30 hesitation in total. Repetitional Hesitation is consisting of 11 hesitation in total. Parenthetical Remark is consisting of 4 hesitation in total. Lastly, Lengthening hesitation is consisting of 4 hesitation in total. For the prepared motion, it indicates 35 hesitations in total. Non-Lexical Hesitation is consisting of 28 hesitation in total. Repetitional Hesitation is consisting of 5 hesitations in total. Lastly, Parenthetical Remark has two hesitation in total.

Based on the data, debaters who were debating an impromptu motion show more hesitation than prepared motion. The debaters produced more hesitation when debating a spontaneous motion because of the preparation that they have. Before

debating, the debaters will have only 15-30 minutes of case building. In that time, the debaters were constructing their ideas and argumentation as persuasive as they can to win the debate against their opponent. On the other hand, prepared motions are motion that were given in advance for the debaters far away before the competition had begun. Eventually, the debaters had enough time to search for their argumentation and ideas before entering the debate. They will prepare themselves with countless of sources and ideas. This factor could be one of the distinctive points that differ impromptu and prepared motion in case of hesitation. Apparently, there are no specific studies that prove whether the preparation and the environment could affect the production of hesitation by the speakers, however, there is a research that identified hesitation in second language learners for Germany L2 learners by testing the students with oral test. The qualitative result shows that the main reason why the student produced hesitation is because of two reasons: One, the foreign words are difficult for the students to comprehend, i.e., they have to think of German word and construction of the sentences, and the next is the students were forgotten the parts or details that they had prepared. (Rieger , 2003)

It seems that the most frequently used hesitation is Non-Lexical Hesitation. The reason why Non-Lexical is frequent used by speakers is unknown. It is also stated in Ward's (2006) journal article about Non-Lexical conversation sounds in American English is Arbitrary. It means that the preference of using hesitation is solely the choice of the speaker itself.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestions that are related to the research findings. It concludes the findings that are discussed in the previous chapter and provides the suggestion for the readers.

#### 4.1. Conclusion

Hesitation cannot be separated from any kinds of conversation and also speech. After analyzing the speech of debaters in Indonesian Varsity English Debate, the writer can conclude several new findings related to hesitation. Based on the data findings, the comparison between impromptu and prepared motion is that the impromptu motion produced more hesitation than prepared motion. There is a total of 49 hesitations which occurred in impromptu motion. The hesitation varies from the types of hesitation. Non-Lexical Hesitation is consisting of 30 hesitations in total. Repetitional Hesitation is consisting of 11 hesitations in total. Parenthetical Remark is consisting of 4 hesitations in total. Lastly, Lengthening hesitation is consisting of 4 hesitations in total. For the prepared motion, it indicates 35 hesitations in total. Non-Lexical Hesitation is consisting of 28 hesitations in total. Repetitional Hesitation is consisting of 5 hesitations in total. Lastly, Parenthetical Remark has two hesitations in total. The table below showed the comparison of impromptu motion and prepared a motion in case of the hesitation.

<b>Motion</b>	<b>Non-Lexical</b>	<b>Repetition</b>	<b>Parenthetical Remark</b>	<b>Lengthening</b>	<b>Total</b>
Impromptu Motion	30	11	4	4	49
Prepared Motion	28	5	2	-	35

From the result of this research, the writer can conclude that there are differences between impromptu and prepared motion in case of hesitation. The reason is that the debaters have more time in preparing their speech in prepared motion while in impromptu the debaters only have 15-30 minutes of case building. Therefore, the reason why impromptu motion produced more hesitation than prepared motion is because of the lack of preparation from the debaters.

#### **4.2. Suggestion**

After doing this, the researcher admits that there are some weakness and limitation of this study. Hence, it is suggested to the next researcher who is interested in investigating the same field to fill the gap, to try to a comparison between native English and non-native speaker in the debate spectrum. Additionally, having broader and much more time to collect the data could give more potential a richer data for the next researchers.

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## Curriculum Vitae

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Muhammad Taufik Al Hakim Yaumi was born in Kendari on March, 30 1996. He graduated from MAN 2 Model Makassar in 2014. During his study at the Senior High School, he actively participated in Scout as the treasure. He also joined Debate Organization and got several achievements. He started his higher education in 2014 at the Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2019. During his study at the University, he joined Advanced Debate Community (ADC) and won several competitions. In his semester break, he attended English and translation courses.

## Appendix

**Table of Data Classification on Prepared Motion**

No	Utterances	Time	Types of Hesitation
1.	And my arguments are also going to prove to you on this kind of perspective bully will not going to it's not going to be a burden of school to teach and number two of all its going to impact even the bigger rights of other people to gain <i>um... ah...</i> rights to educate person in the very first place...	0.43	Non-Lexical Hesitation
2.	On the other hand, schools and university also have standards. Even in the Even if in the college for example, I was being trusted for both physically <i>ah...</i> in IQ for examples and intelligence.	02.25	Non-Lexical Hesitation
3.	But as long as you are going to be predicted 100%. I am going to emphasize; 100% speaker is going to disrupt the schools' capability to teach you are going <i>to be...aa... to be... aa..</i> accepted in schools.	03.31	Non-Lexical Hesitation
4.	Another example is that to gain that separative needs to be fulfilled. What we mean by conducive situation is that number one; <i>they can... a they can</i> conduct group studies in a conducive situation, a harmony between students where the students can answer or can ask to the teacher and the teacher can answer freely to the students.	04.05	Non-Lexical Hesitation
5.	It is going to change the whole culture of the school. What do we mean by the culture of the school? This might be important. For examples, when saying, or talk about the schools' acts. Schools' Acts is a school that <i>finally... a...</i> in the beginning is a really good school, but with the existence of the bully...	05.48	Non-Lexical Hesitation

6.	The government wants that these children have 100% value with the method and behavior, and when are <i>we... aaa...</i>	08.39	Non-Lexical Hesitation
7.	But before that, <i>umm...</i> I want to address several points of rebuttals.	09.10	Non-Lexical Hesitation
8	When you are accepting <i>umm...</i> children or students with the potential bullying action that they're going to give permission to them.	09.16	Non-Lexical Hesitation
9.	In this case we do not want to know whose rights are being hampered by this bullying ladies and gentleman. This is not the case, <i>ah...</i> we would like to remind you the adju and the panels, this is not the idea of the debate, we are not debating whether schools can change <i>umm... the... the...</i> behavior of the students.	17.06	Non-Lexical Hesitation
10.	First of all, they said that the <i>aah...</i> they said that the mechanism in status quo is not enough ladies and gentleman. They made such kind of regulation to prevent this kind of situation from happening.	17.35	Non-Lexical Hesitation
11.	We can see in the status quo right now that bullies are not happens and bully <i>aah...</i> bullies are con... continuously disrupting the school environment.	17.45	Non-Lexical Hesitation
12.	And why is this happening ladies and gentlemen? Because <i>umm...</i>	18.12	Non-Lexical Hesitation
13.	Because <i>umm... we are... we argue...</i> the harm inflicted by these bullies are very permanent and irreversible.	18.14	Non-Lexical Hesitation
14.	I already told you about why this hampers so significantly. Now, <i>umm...</i> they are talking about <i>ahh...</i> why this <i>aahh...</i> how these children future ladies and gentleman.	19.18	Non-Lexical Hesitation

15.	This will completely change the bullies ladies and gentleman. They will not <i>umm...</i> completely fulfil their self-development.	19.57	Non-Lexical Hesitation
16.	No ladies and gentleman. We argue on our side that parents actually self-introspect themselves ladies and gentleman. <i>Umm...</i> they said that <i>these...</i> the kids are going to be lacking of attention.	20.17	Non-Lexical Hesitation
17.	Because on their side of the house they obviously leave the fact that the parents will think about, for example, maybe, <i>umm...</i> the parents will pay to the school.	21.00	Non-Lexical Hesitation
18.	The soul factor is that the children do not receive any passion is because of the lack of attention and the lack of care that parents give to children. And that is the proper example of parents that did not give <i>umm...</i>	21.22	Non-Lexical Hesitation
19.	and introspect themselves on what they lack in taking care of their children ladies and gentleman. <i>You know about... talking about, they umm...</i>	21.38	Non-Lexical Hesitation
20.	The boys will also be able to self-introspect themselves and they will become a better, a much more, <i>umm... a much better aaaa society</i> ladies and gentleman.	22.57	Non-Lexical Hesitation
21.	we take an example of criminals ladies and gentleman. For example, when you know that these criminals won't <i>umm...</i> cannot actually <i>umm...</i> rebuild themselves.	23.47	Non-Lexical Hesitation
22.	and secondly ladies and gentleman, they also stating that <i>umm...</i> we afraid that if this people are with his bad habit trying to harm another children.	25.35	Non-Lexical Hesitation
23.	First of all, we know that there are some <i>umm...</i> teacher.	27.15	Non-Lexical Hesitation
24.	These children should not be treated discriminately and this child should be <i>aaah...</i> should been give an equal chance that aaah that are able to be accessed by them.	28.31	Non-Lexical Hesitation

25.	Or even if when ladies and gentleman it will create a long term <i>aah...</i> a long-term change.	28.53	Non-Lexical Hesitation
26.	We believe that education is not the important thing. We just believe that if you want to be good at school because we are <i>umm...</i> at school right now right.	32.27	Non-Lexical Hesitation
27.	Three clashes <i>ahh...</i> three clashes that were happened in this debate.	32.57	Non-Lexical Hesitation
28.	Let's go to the first one. So, the school does have to prepare the kids for the <i>aaah...</i> for their future life, right? We believe to that.	33.22	Non-Lexical Hesitation
29.	Well, this is a good thing right. Because now you can actually portray <i>ahh...</i> the life real life situation, right.	34.03	Non-Lexical Hesitation
30.	For example, I believe you probably have a friend ho is afraid to speak out loud or sing in public because someone told that your voice is really <i>aah...</i> false.	35.11	Non-Lexical Hesitation

No	Utterance	Time	Type of Hesitation
1.	So my arguments are going to prove you about number one; what is the role of schools, number two what is the thing that <i>creat.. creat</i> the conducive situation on how on and by the existence of bullying that is going to hamper those kinds of quality in the very first place...	1.38	Repetition
2.	The purpose of school is number one; you are going to be prepared the students in both knowledge and skills and behavior. The characteristic is that that's right, we as BAN PT or any other organizations <i>do their... do their</i> efforts to standardize any other schools or any other college...	2.03	Repetition
3.	The same thing also happens when any other schools like UI, UGM, ITB, or UNPAD, for example, they test you intelligently and also test you task you in case of your personality or on how	03.15	Repetition

	<p>you are going to fit to the students and how you are going to create a focus for discussion for example. If your personality doesn't fit in into the criteria, they are going to reject you. Even in the status quo they also are going to apply this kind of situations in terms of creating a process, a perfect situation condition. So, I think this is also, we are going to create another private sense, in terms of behavior, if you are going to disrupt the condition situation, we are going to reject you, <i>until you learn to, you, you only learn to</i> a proper or better way to be able to be a better person.</p>		
4.	<p>If this kind of facts are going to be distracted at the very first beginning at elementary school for example and can you imagine if he is complex of 9 years old, their perception in the form of how the school should be can change and can hampers all the way <i>not just... not just...</i> when they graduated from high school but also to the end or to the other field.</p>	04.47	Repetition
5.	<p>in case of status quo, <i>when you are already-when schools already</i> have limitation that they can actually reject you...</p>	10.34	Repetition
6.	<p>One, <i>because you have... we have</i> different characteright... characteristic rights. You have been told with different values and corporation.</p>	14.59	Repetition
7.	<p>In this case we do not want to know whose rights are being hampered by this bullying ladies and gentleman. This is not the case, <i>ah...</i> we would like to remind you the adju and the panels, this is not the idea of the debate, we are not debating whether schools can change <i>umm... the... the...</i> behavior of the students.</p>	17.06	Repetition
8.	<p>We can see in the status quo right now that bullies is not happens and <i>bully aah... bullies is con... continuously</i> disrupting the school environment.</p>	17.45	Repetition
9.	<p>because <i>umm... we are... we argue...</i> the harm inflicted by these bullies are very permanent and irreversible.</p>	18.14	Repetition

10.	and introspect themselves on what they lack in taking care of their children ladies and gentleman. <b><i>You know about... talking about, they umm...</i></b>	21.38	Repetition
11.	This harm could actually go further to other children because they create a good portrayal for these children that these children will face the same thing in another day. A portrayal that is, Oh, <b><i>that's... those</i></b> bad people is actually exist in society.	26.28	Repetition

No.	Utterances	Time	Type of Hesitation
1.	Become a potential bully student we want to give more and extra <b><i>umm you know</i></b> taking care or how to be with these children in the very first place.	08.44	Parenthetical Remark
2.	Second, they say that, <b><i>well, you know....</i></b>	10.33	Parenthetical Remark
3.	Next, we see that- <b><i>.you know..</i></b> when they said that the bullies are happening because of ...	11.18	Parenthetical Remark
4.	Children are the investment of the country that are the future leaders right? That is mean that it is difficult to achieve this goal seems schools is to support government's agenda to <b><i>.you know..</i></b>	14.02	Parenthetical Remark

No.	Utterance	Time	Type of Hesitation
1.	No ladies and gentleman. We argue on our side that parents actually self-introspect themselves ladies and gentleman. <b><i>Umm...</i></b> they said that <b><i>theee...</i></b> the kids are going to be lacking of attention.	20.17	Lengthening
2.	the boys will also be able to self-introspect themselves and they will become a better, a much more, <b><i>umm... a much better aaaa society</i></b> ladies and gentleman.	22.57	Lengthening
3.	the boys will also be able to self-introspect themselves and they will become a better, a	22.57	Lengthening

	much more, <i>umm... a much better aaaa society</i> ladies and gentleman.		
4.	we take an example of criminals ladies and gentleman. For example, when you know that these criminals won't <i>umm...</i> cannot actually <i>umm...</i> rebuild themselves.	23.47	Lengthening



**Table of Data Classification of Impromptu Motion**

No	Utterance	Time	Type of Hesitation
1.	What we mean by <i>umm... ahhh...</i> soft infrastructure is a movement in <i>um...</i> soft infrastructure is first of all is betterment in policy and government policy.	00.14	Non-Lexical
2.	Only government that can and have to be willing to take care for it's <i>ahh...</i> company for example.	01.53	Non-Lexical
3.	There might be still a movement in that sectors since there are other <i>umm... ahh... since there are other</i> activities within themselves.	02.20-02.21	Non-Lexical
4.	others, what particular changes means is that <i>umm... ahh...</i> the poor society especially in the rural areas they cannot even fulfil their basic human rights. The lack of education, health care, and many children cannot access their primary education.	03.01	Non-Lexical
5.	we would like to increase teachers' salary <i>for... so... that if... aahh...</i> not only that we improve the facilities but we also provide the human resources.	04.15	Non-Lexical
6.	The improvement for example for those hard infrastructures don't think that it is enough to improve their life because <i>umm...</i> because they are not having <i>you know... you know...</i> it is <i>aahh...</i> overly urgent for them to actually be able to <i>umm...</i>	04.45	Non-Lexical
7.	it is significantly benefits this companies or its investors that could actually <i>ahh...</i> in which their advantages that could actually expand their businesses.	06.22	Non-Lexical
8.	In comparison to the needs of this people in which they think that it is less urgent in comparison to the <i>aahh...</i> needs of the people who are actually be able to be help.	06.35	Non-Lexical
9.	we think that this might also help <i>ahh...</i> this is what currently be companies' way to help and develop their businesses.	07.44	Non-Lexical

10.	but second of all, they say that basically <i>ahh...</i> people needs more direct goal of their life.	11.22	Non-Lexical
11.	we see that this needs direct <i>aah...</i> prevention to this problem for not exist in a massive state.	12.11	Non-Lexical
12.	The reason why is Papua's food price is very big <i>aah...</i> it is because the logistics is very minimum.	12.43	Non-Lexical
13.	we have to consider that we are not assure the minorities <i>it's all... its... all their change to... aahh... the... ahh... their rights... ahh...</i> it's up to the development of the infrastructure...	19.46- 19.48	Non-Lexical
14.	For example Al Jazeera even stated that Indonesia has a big culture because of this... <i>ahh....</i> Conservative people...	23.03	Non-Lexical
15.	currently, in the status quo, Indonesia is a very reach <i>peop... ahhh...</i> is a very rich country that has plenty of natural resources but our people do not have the capability to exploit that resource.	24.10	Non-Lexical
16.	the problem is that the people are not accessible... <i>ahh...</i> cannot have access to basic live needs and they start to become angry about this very condition.	28.15	Non-Lexical
17.	the first speaker said that the urgency <i>aahh...</i> only government should do this side...	28.34	Non-Lexical
18.	but let's engage to the comparative the reason why the government is the only actor <i>aahh...</i> that the hard infrastructure in comparison to the soft infrastructure.	28.41	Non-Lexical
19.	that means, this people can visit for free right? if <i>ahh...</i> the government wants to make more roads in Jakarta, people can keeps using it for free.	28.57	Non-Lexical
20.	they will still get profit from it, and at least they can get <i>aah...</i> can gain profit from even... <i>ahh...</i> middle to poor people in Indonesia.	29.23- 29.24	Non-Lexical
21.	For more explanation, they said that, <i>ahh... ahh...</i> they said that people need more education, but of course they do not have the link or rights.	29.44- 29.45	Non-Lexical
22.	but they don't have the industries that needs and have and willing to pay this <i>aahh...</i> these high-quality individuals.	30.16	Non-Lexical

23.	now, secondly, <i>ahh...</i> hard infrastructure is better and eliminate poverty.	31.28	Non-Lexical
24.	who will be better in their scenario, umm... they will benefit from people who has large businesses.	35.01	Non-Lexical
25.	but what is the <i>ahh...</i> core problem in Indonesia? There are so many people in these big areas.	35.18	Non-Lexical
26.	if you can just put <i>ahh...</i> fraction in that <i>ahh...</i> areas	35.47	Non-Lexical
27.	on the government side <i>ahh...</i> government side	43.10	Non-Lexical
28.	can be an excellence elaboration to take care of <i>umm...</i> things that government cannot reach yet.	43.32	Non-Lexical

No.	Utterance	Time	Type of Hesitation
1.	in comparison with for example hard infrastructures such as house, walls, <i>bridges... bridges</i> and stuff like that is benefit and better for keep receiving investors and companies.	02.09	Repetition
2.	There might be still a movement in that sectors since there are other <i>umm... ahh... since there are other</i> activities within themselves.	02.20-02.21	Repetition
3.	The fact is that many <i>corporations uses... many corporations takes out</i> health insurance and scholarship in education.	10.29	Repetition
4.	in comparison to hard infrastructure, which is why we have the Indonesian Mengajar or Doctor for Indonesian for examples, <i>which prove... which focuses on</i> its self on the credibility of soft infrastructure in Indonesia which is in the school ladies and gentleman.	11.09	Repetition
5.	first of all, they don't have the <i>educational back... educational background</i> to be able to work here and there.	17.41	Repetition

No.	Utterance	Time	Type of Hesitation
1.	The improvement for example for those hard infrastructures doesn't think that it is enough to	04.45	Parenthetical Remark

	improve their life because <i>umm...</i> because they are not having <i>you know... you know...</i> it is <i>aahh...</i> overly urgent for them to actually be able to <i>umm...</i> change their life...		
2.	how can we sure that this people will even live a year to at least be there to <i>you know....</i>	17.25	Parenthetical Remark

