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constructive critics and suggestion from the readers in order to make it perfect. In addition, hopefully this thesis is useful for many people, either the students of Language and Literature Department or the other researchers.

The Researcher



## ABSTRACT

Fitriah, Lailatul . 2015. Hesitations in proposal seminar of English Letters and Language Department, UIN Maulana Malik Ibrahim Malang. Thesis, English Letters and Language Department, Faculty of Humanities. The state Islamic University Maulana Malik Ibrahim of Malang.  
Advisor: Dr. Rohmani Nur Indah, M.pd.

Key words: Hesitation, Context, Pause

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In speaking, people not only convey particular words with particular meanings but also frequently produce certain sounds without any meaning or un-lexical words in the middle of their utterances. Besides, they frequently changes their way of thinking toward particular things they intend to say when speaking, which cause doubt, and as the result they tend to make hesitation. Hesitation is another form of pausing, which is in general means silent for a while when speaking (Taylor: 98)

The objective of this research is to get understanding and detailed explanation about hesitation produced by the students in proposal seminar of English Letters and Language Department, UIN Maulana Malik Ibrahim Malang. This research provides detail explanation about hesitation, help the reader in understanding how and when hesitation occurs.

This research uses descriptive qualitative method, because this research uses data in the form of words, phrases and sentences. Furthermore, the data of this study are taken from the utterances produced by the speaker in proposal seminar of English Letters and Language Department, UIN Malang, conducted on March 24<sup>th</sup> -25<sup>th</sup>, 2015. The utterances are recorded by using video. Then, in order to make the data manageable, the researcher makes script of the record. The data are analyzed by classifying to the type of hesitations, interpreting and discussing the data. The last, after the whole data are discussed, the researcher made a conclusion.

The result of this research shows that there are some types of hesitation used by the speakers in proposal seminar, they are filled pause, silent pause, false start, repeat, restart and word lengthening. From all the types of hesitation, filled pause is the most dominant. Besides, there are some contexts that support the speakers to produce hesitation, for instance filled pause that mostly occur in the beginning of utterances when the speakers start to open the presentation. Besides, it also usually occur when the speaker try to respond the examiner. After that, False start that mostly occur when the speakers give the explanation about the background of the study. Then the last, word lengthening that mostly occur when the speakers describe about the reason of taking object on their proposal, etc.

Based on the findings mentioned before, it can be concluded that hesitation is important to be analyzed, because it still became the problem in communication, which occurred in informal or formal speech, like in proposal seminar. Therefore, it is suggested to the next researcher who interests to study the similar topic, to conduct the hesitation in different object, such as hesitation in thesis exam or other formal and informal presentation speech.

## ABSTRACT

Fitriah, Lailatul . 2015. Hesitations di proposal seminar pada Jurusan Bahasa dan Sastra Inggris UIN Maulana Malik Ibrahim Malang. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Rohmani Nur Indah, M.pd.

Kata kunci : Hesitation, Context, Pause

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Di dalam kegiatan berkomunikasi, pembicara tidak hanya sekedar menyampaikan suatu ucapan dengan makna tertentu, akan tetapi adakalanya mereka juga akan memproduksi ucapan–ucapan yang bahkan tidak memiliki arti secara linguistic atau un–leksikal pada saat berbicara. Selain itu, pada saat berbicara pembicara seringkali secara tiba–tiba merubah pemikiran mereka terhadap hal–hal tertentu yang awalnya berniat untuk disampaikan, hal inilah yang kemudian menghasilkan ketidak lancar dalam berbicara, dan pada akhirnya mereka akan melakukan senyapan atau jeda pada saat berbicara. Hesitation merupakan bentuk lain dari senyapan atau jeda, yang secara umum berarti diam untuk sementara waktu ketika berbicara (Taylor: 98)

Tujuan dari penelitian ini adalah untuk mendapatkan pemahaman dan penjelasan yang detail mengenai hesitation yang terjadi pada mahasiswa jurusan Bahasa dan Sastra Inggris UIN Maulana Malik Ibrahim Malang pada seminar proposal. Penelitian ini diharapkan dapat memberikan penjelasan secara mendalam tentang hesitation itu sendiri, sehingga dapat membantu pembicara atau pendengar untuk lebih memahami hesitation, terutama pada bagaimana dan kapan hesitation tersebut terjadi.

Penelitian ini menggunakan metode deskriptif kualitatif, karena data pada penelitian ini berupa kata, frase dan kalimat. Data dari penelitian ini diambil dari ucapan–ucapan yang diproduksi oleh mahasiswa jurusan bahasa dan sastra inggris UIN Maulana Malik Ibrahim Malang, pada seminar proposal yang dilaksanakan pada tanggal 24 -25 maret, 2015. Ucapan–ucapan tersebut direkam dengan menggunakan video. Selanjutnya, untuk memudahkan peneliti melakukan analisis data, peneliti membuat salinan ucapan dari rekaman kedalam bentuk teks sesuai dengan apa yang diucapkan pembicara dalam video tersebut. Kemudian, data tersebut dianalisis dengan cara mengklasifikasikannya sesuai dengan jenis hesitation, menerangkan dan mendiskusikan data. Terakhir, peneliti membuat kesimpulan.

Berdasarkan Hasil penelitian menunjukkan bahwa ada beberapa jenis hesitation yang dilakukan oleh pembicara pada seminar proposal, yaitu; Filled pause, Silent pause, False start, Repeat, restart, Self - correction dan lengthening. Dari semua jenis hesitation tersebut, filed pause merupakan jenis hesitation yang paling dominan. Kemudian, pada penelitian ini peneliti menemukan ada beberapa konteks yang mendukung speaker untuk melakukan hesitation. Seperti contohnya filled pause, hesitation jenis ini kebanyakan terjadi pada awal ujaran, yaitu ketika speaker akan memulai membuka presentasi. Selain itu, filled pause juga sering terjadi ketika pembicara mencoba untuk memberi respon atau menjawab pertanyaan dari penguji. Kemudian, hesitation jenis false start yang secara keseluruhan terjadi pada saat pembicara memberikan penjelasan tentang pendahuluan dari proposal mereka. Terakhir, hesitation jenis lengthening yang lebih sering muncul ketika pembicara sedang menjelaskan tentang alasan mengambil objek pada proposal mereka.

Berdasarkan beberapa hasil penemuan yang telah disebutkan sebelumnya, dapat disimpulkan bahwa hesitation penting untuk dianalisis, karena hesitation masih menjadi suatu permasalahan dalam komunikasi. Hesitation bisa terjadi tidak hanya pada pembicaraan informal akan tetapi juga pada pembicaraan formal, seperti pada seminar proposal. Oleh karena itu, disarankan bagi peneliti selanjutnya yang minat untuk mempelajari topik yang sama, untuk meneliti hesitation pada objek yang berbeda, seperti hesitation pada ujian skripsi atau presentasi formal yang lainnya.

## المخلص

فترية، ليلتل. ٢٠١٥. التردد في الندوة المقترحات في قسم اللغة الإنجليزية وآدابها الجامعة الإسلامية الدولة مولانا مالكايراهيم مالانج. أطروحة. قسم اللغة الإنجليزية وآدابها، كلية الآداب والعلوم الانسانية. جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. المشرف: در. رهمني نور انداه، م. ف د.

كلمات البحث: تردد، السياق، وقفة

في الاتصالات، واللغة لا مجرد خطابا مع معنى معين، ولكن في بعض الأحيان أنها سوف تنتج أيضا التصريحات التي لا تملك حتى الشعور لغوية أو غير معجمية أثناء الكلام. بالإضافة إلى ذلك، عندما يتحدث المتكلم غالبا ما تتغير فجأة وكان القصد أفكارهم على أشياء معينة في الأصل ليتم تسليمها، هذا هو الذي أدى بعد ذلك في عدم إطلاق الكلام، وفي النهاية كانت ستفعل الصمت أو توقف عند التحدث. تردد هو شكل آخر من أشكال الصمت أو توقف، وهو ما يعني عادة الصمت لفترة من الوقت عند الحديث (تايلور: ٩٨)

وكان الهدف من هذه الدراسة لفهم وشرح مفصل للتردد الذي يحدث في عدد الطلاب في تخصص اللغة الإنجليزية وآدابها من جامعة ولاية الإسلامية مولانا مالك إبراهيم مالانج بناء على اقتراح الندوة. ومن المتوقع هذه الدراسة إلى تقديم شرح متعمق لتردد نفسها، لذلك يمكن أن تساعد المتكلم أو المستمع إلى فهم أفضل للتردد، وخاصة على كيف ومتى يحدث تردد.

يستخدم هذا البحث المنهج الوصفي النوعي، لأن البيانات في هذه الدراسة من الكلمات والعبارات والجمل. واستخلصت بيانات هذه الدراسة من التصريحات التي تنتجها الطلبة في تخصص اللغة الإنجليزية وآدابها من جامعة ولاية الإسلامية مولانا مالك إبراهيم مالانج، في ندوة اقتراح عقد في ٢٤-٢٥ مارس، ٢٠١٥. وتسجل الكلام باستخدام الفيديو. وعلاوة على ذلك، لتسهيل الباحثون تحليل البيانات، وجعل الباحثون نسخة من خطاب تسجيل في شكل النص وفقا لما قال المتحدث في شريط الفيديو. ثم، يتم تحليل البيانات عن طريق تصنيف وفقا لنوع من التردد، وشرح ومناقشة البيانات. وأخيرا، وخلص الباحثون.

وبناء على نتائج أظهرت أن هناك نوعا من التردد التي أدلى بها متحدثون بناء على اقتراح الندوة، وهي: وقفة شغل، وقفة صامتة، بداية خاطئة، كرر، إعادة التشغيل، الذاتي - تصحيح وإطالة. جميع أنواع من التردد، وقفة قدم هو النوع الأكثر المهيمن تردد. بعد ذلك، في هذه الدراسة وجد الباحثون أن هناك العديد من السياقات التي تدعم مكبرات الصوت لأداء تردد. على سبيل المثال شغل وقفة، تردد يحدث هذا النوع في الغالب في بداية الخطاب، عندما يبدأ المتكلم فتح عرض تقديمي. وعلاوة على ذلك، وشغل وقفة أيضا في كثير من الأحيان يحدث عندما يحاول المتكلم إلى الرد أو الإجابة على الأسئلة من الممتحنين. ثم، تردد نوع من بداية خاطئة أن يحدث عموما عندما يعطي المتحدث حساب لإدخال اقتراحهم. وأخيرا، تردد نوع من إطالة أكثر تواترا عند المتكلم كان يشرح عن أسباب اتخاذ الكائنات في اقتراحهم.

واستنادا إلى بعض النتائج ما سبق، فإنه يمكن استنتاج أن تردد هو المهم تحليل، لأن التردد لا يزال يمثل مشكلة للاتصال. يمكن أن يحدث تردد ليس فقط في مناقشات غير رسمية ولكن أيضا في محادثات رسمية، مثل اقتراح الندوة. لذا، يقترح إجراء مزيد من البحوث التي هي من مصلحة لدراسة نفس الموضوع، لفحص تردد على كائنات مختلفة، مثل تردد على ورقة امتحان أو عرض رسمي آخر.

## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses background of the study, research question, object of the study, scope and limitation, significance, definition of key term, and research method.

#### **1.1 Background of the study**

In speaking, people not only convey particular words with particular meanings but also frequently produce certain sounds without any meaning or un-lexical words in the middle of their utterances, for instance they suddenly produce the sounds of 'a', 'um', 'mm' or even silence for a moment which consciously or unconsciously happen during speaking. Furthermore, people frequently changes their way of thinking toward particular things they intend to say when speaking, which cause doubt, and as the result they tend to make hesitation. Hesitation is another form of pausing, which is in general means silent for a while when speaking (Taylor: 98).

Hesitation is the sounds or un-lexical words which consciously or unconsciously happen during speaking. Consciously means the speakers consciously produce it as the component of their communication. Speakers intend to be able to speak fluently, therefore they consciously produce sounds like 'a', 'um', or 'mm' for filling the interlude or pause during speaking. In the



contrary, unconsciously means sounds, words or phrases naturally produced by the speakers when speaking. As Stewart and Corley (1995) stated that in communication speakers tend to produce the words like 'a', 'umm', or 'I mean' which is consciously produced as a strategy of communication and it however can happen unconsciously or it can be said as unprepared words as the sides effect of planning process.

According to Yule (1983:4) hesitation frequently happens when speaking, especially in foreign language. It happens because when speaking the speakers not only control the production of the communication, but also the process of production the utterances. The speakers monitor what they have been uttered, whether it was appropriate or not with what they think of. Therefore, when speaking the speakers often unconsciously make hesitation spontaneously. In addition, Reiger (2003) stated that hesitation is a pause that is produced in several times. When speaking, the speakers suddenly have no words to be uttered, yet they still try to complete their utterances by producing hesitation like repeat, restart or even pause (filled or unfilled pause).

Speaking is a process of language production in which it is usually followed by hesitation. Hesitation means pause of an utterance, in which that pause can be in the form of silent act (silent pause), or followed by sound (filled pause), repeat, false start, self-correction or prolongation. Filled pause is pauses which is followed by sound, such as 'um', 'a', 'uh' and so forth. In this case, filled pause is quite similar with filler, however there is difference between both of them, filler can be observed through non-linguistic signal

which is consciously uttered or produced by the speaker to postpone his utterance or because of certain error (Clark & Tree: 2002). The speaker consciously produces sounds of 'um', 'uh', and I mean 'or' you know as a tool to hide his lack in speaking in order to seem fluent. However, the sound of 'um' or 'uh' is part of hesitation, as explained in the previous part hesitation means pauses which consciously or unconsciously happens, then filler is a part of hesitation which is consciously uttered by the speaker (www.englishharmony.com). According to Juan (2006) not all people do filler when they are hesitating, yet it can be said that speakers do filler 'um', 'err' and 'ah' in order to fill the interlude or help their conversation to be fluent.

Based on the above explanation, I assume that hesitation is actually a significant part to be analyzed. Hesitation is a linguistic phenomenon which frequently happens during speaking. Moreover, almost every single person does hesitation during his speaking. Hesitation happens not only in daily conversation but also in formal and informal conversations. Carol in Roza and Rosa (2013) stated that hesitation is a period of silence which exists during speaking. Speakers frequently produce hesitation in their utterance, such as in daily life, movie scene, formal event, and others. The problem is so human that there is no human speaks perfectly without any hesitation. Furthermore, Rose (1998: 1) stated that is nearly universal in media genres (like dramatic presentation, public speaker, formal event etc.) the speaker's utterance will be accompanied by hesitation. It is usually marked by frequent stop, restart, stammering 'err' or 'ems' while people speak.



On the other hand, hesitation has linguistic uniqueness. First, hesitation is part of linguistics that can be included in two subjects they are psycholinguistics and pragmatic studies. In this case, hesitation can be a unique object to be explored. Second, as explained in the previous discussion hesitation is a linguistic phenomenon that can happen to all people during their speaking. Therefore, the researcher assumes that it is a significant topic to be analyzed, especially about how and why hesitation occur and in which contexts it is produced.

Furthermore, this study focused on hesitation occurs in the proposal seminar of English Language and Letters Department. Proposal seminar is a formal activity performed by all university students as an initial stage before preparing a thesis. These activities are made to deliver or present a research plan in front of examiners and audiences. The researcher chooses the proposal seminar as the object of this study because proposal seminar is kind of formal communication. Therefore, this study aims to explore whether a significant situation or context influences the speakers to produced hesitation or not. As Mueen (1992) stated the atmosphere or environment can also influence the speaker to speak fluently. In addition, Jokinen (1998) stated that, in communication fluently of speaking is influenced by both external or internal factor, for instance social context or the speaker's condition like nervousness, feeling afraid to speak up or hesitant.

This study also uses student's utterances in proposal seminar of English Language and Letters Department as data source. It becomes the suitable

source for this research, since this study has to use the data source in English. Besides, the researcher assumes that the speakers in a proposal seminar potentially make hesitation in their speech, because English is not their mother tongue. There is possibility that the speakers will utter the word *aa*, *mm* or *silent act* while speaking. As Kanwal and Khurshid (2012: 329) explained that there are several factors which affect students to do hesitation in English speaking. First, they are worried about committing mistakes while they speak. Second, they cannot express themselves well or adequately because they are lack of vocabulary. The last one, they are shy and nervous, they feel fearful to speak in English in front of other people because they are lack of confidence with their competence in English.

This research uses the theory of hesitation proposed by Rose (1998) because this is a theory of hesitation which gives a more detailed explanation about hesitation and types. According to Rose (1998) classified hesitation into six types. First, *False start* are all incomplete or self – interrupted utterances. On the other words false start are correction of words. Second, *Restart* occur when a speakers begins an utterance and then restarts the utterance. Third, *Repeats* are repetition of one or more words in a row. In this case, the speaker repeats his utterance. Fourth, *self – correction* it is used to correct mistakes. Fifth, *pauses* it is one of hesitations which is commonly studied in hesitation. Six, *word lengthening* or prolongation of word that is voiced longer than as usual. Afterwards, this theory is widely applied by some researchers, it means that use this theory in this analysis is recommended.

Hesitation has been investigated by some researchers. Efawati (2010), for instance, investigated hesitation on Weekly English Program. Furthermore, Mutmainah (2011) studied how hesitation occurs in students of PGRI Nusantara Kediri University. Then, Hidayat (2012) conducted an analysis on hesitation which occur in the conversation of the desk officers and tourists. Most of the researchers above discusses about the hesitation in informal conversation, such as conversation in class speaking, conversation in one of university program and informal conversation between people in tourism places. While in this study, the researcher investigates hesitation in formal situation that is proposal seminar through students in English Language and Letters Department of UIN Malang, focused on the context. Therefore, the researcher takes the research under the title ‘Hesitations in Proposal seminar of English Language and Letters Department, UIN Maulana Malik Ibrahim, Malang’.

## **1.2 Problem of the Study**

Based on the background of the study above, this research is conducted to find out and answer two research questions as follows:

1. What are the types of hesitation produced by the speakers in proposal seminar?
2. What are the contexts supporting the speakers to make hesitation in proposal seminar?

### **1.3 Objective of the Study**

Based on problem of the study above, the objective of this study are:

1. To describe the kinds of hesitation produced by the speakers in proposal seminar.
2. To investigate the contexts which support the speakers to make hesitation in proposal seminar.

### **1.4 Significance of the Study**

In analyzing hesitation which is used in proposal seminar, the researcher provides several purposes. Firstly, this study is expected to give valuable contribution for the students of English Language and Letters Department as additional reference to understand about hesitation, especially which is focused on the context. Even though they do not speak English fluently and use a lot of hesitation in their utterances, but hesitation used appropriately with the context and give them advantages. For instance, the students will take the rule in public speaking and give an explanation to the audience, so that the information will be acceptable.

Secondly, for the public speaker the result of this study is expected to provide detail explanation about hesitation, which can be used to understand more, especially about the contexts that support the speaker to produce hesitation. Therefore, they can improve their skill in speaking by using the appropriate hesitation. Then, it is also hope that the result of this study would be useful for English lecturer or English teacher as an additional material for linguistics course.

The last, this research is expected to give benefit that can be useful for the next researcher who wants to analyze the similar topic. It is expected to be able to give contribution as empirical data which can help them to know how hesitation applied in the real conversation, or they can also use this research as an example of hesitation applied in formal speech.

### **1.5 Scope and Limitation**

This study focused on the study of hesitation used by the speaker in proposal seminar of English Language and Letters Department, UIN Malang, which conducted on March 24<sup>th</sup> -25<sup>th</sup>, 2016. In order to make more specific, the scope of this study is on the utterance (words, phrases and sentences) that produced by the speaker and the context (setting and body language) which appeared during presentation. However, the researcher does not analyze the grammatical error, vocabulary error and expression error.

### **1.6 Definition of Key Terms**

To avoid an ambiguity or misunderstanding of this study, the researcher provides the definition of the terms, as state as follows:

**Conversation** : Communication by two or more people, often on more particular topic. The conversation of this study is a conversation between the speaker with the audience or the examiner in proposal seminar of English Language and Letters Department, UIN Malang.

**Context** : All of the situation form out the utterances which influence the language users and situation where language is produced. The context of this study is the whole of

situation which influence the speaker to produce hesitation during speaking.

**Hesitation** : A period of silent that occur while speaking. Hesitation in this study is an error of producing sounds or un-lexical words performed by the speaker while delivering speech in seminar proposal of English Language and Letters Department, UIN Malang.

**False start** : When the speaker starts to say something then quickly changes their mind and then abandons it completely without finishing it.

**Restart** : Restart occurs when a speaker begins an utterance and then restarts the utterance (there may or may not be a pause before the restarts

**Repeat** : Repetition of one or more words in a row. In it case of repetition the speaker repeat the same parts of utterances

**Self – correction** : When the speaker utters the word, then they replace again which aims to be understood or constitute a retraction of that word.

**Pause** : Pause seems to be the most studied of the hesitation. Pause are often happened on the speaker when they are speak in their

**Lengthening** : When a speaker elongates the articulation of one segment of a word



## **1.7 Research Method**

This point presents and describes about the research method of this study, includes the research design, data source, research instrument, data collection and data analysis.

### **1.7.1 Research Design**

This research classified as a descriptive qualitative research method, because it is describe about how hesitations are used in proposal seminar of English Language and Letters Department, UIN Malang. It is called qualitative research because this study used words, phrases and sentences as data to be analyzed, which are not statistically analyzed. Besides, this study is concerning with the process rather than the outcomes or the product. As Merriam (in Creswell: 1994) stated that qualitative research design is more concerned with the building of the theory than the testing of it.

### **1.7.2 Data Sources**

The data of this research are the transcriptions of the student's utterance taken from proposal seminar of English Language and Letters Department, UIN Maulana Malik Ibrahim Malang, conducted on March 24<sup>th</sup> – 25<sup>th</sup>, 2015. The reason of taking proposal seminar as data source because the data is never analyzed yet before. Therefore, it became the newest object. The data were included the whole situations performed by speakers in proposal seminar. The researcher did not only analyzed the linguistics aspect that used by speakers, but also analyzed the body language like facial expression, the head movement,

hand and finger gesture or handling a placement of objects (e.g. pens or paper) and another atmosphere which appeared in proposal seminar.

Firstly, the researcher asked for permission to the head of English Language and Letters Department to conduct an observation. Second, the researcher makes coordination with the examiners in the proposal seminar in the language section, and also explained the purpose, the way to take the data and the data which is needed to conduct this research. The last, the researcher told to all of the speakers to speak as it is, because I would like to take the data that is as natural as possible to be analyzed.

### **1.7.3 Research Instrument**

In every study, research instrument is very important to collect the data in order to make the research process done easily, systematically and completely. In this case, the research instrument of this study is the researcher herself, because the researcher herself who obtaining and analyzing the data. As Ary et al (2013: 424) explained in qualitative research, investigators are becoming the primary instrument for collecting and analyzing the data.

In addition, the researcher also used another instrument to help her research, namely video to record the data collected. It captured the whole situations that exist in proposal seminar, such as the language, the body language like facial expression, the head movement, hand and finger gesture and other circumstances that is performed by the speakers during presentation. Jokinen and Allwood (2010) argued that in observing people's communication behavior, based on the audio or video recording is easier to collected and

available to analyze. Through video recording can help the researcher to understand the communicative behavior includes, language used, expression and its interpretations.

#### **1.7.4 Data Collection**

The data of this research was taken from the student's utterances in proposal seminar of English Language and Letters Department, conducted on March 24<sup>th</sup> – 25<sup>th</sup>, 2015. The procedures of data collecting were as follows: First, the researcher came to the seminar proposal to take the data, then watched and listened to the speaker's presentation and recorded the utterances, which is accompanied by a note to write some important things. In order to make the data manageable, the researcher made a script of the utterance. Then, the researcher matched the scripts that she made with the utterances contained in the video for several times. After that, the researcher classified the data based on the problem of this research. On the other hand, in order to make the result of this research to be more trusted the researcher did an interview with some speakers of proposal seminar. It is used to crosscheck whether the result of this study agree with the real condition or not.

#### **1.7.5 Data analysis**

After collecting the data, analysis is done. The researchers analyzed the data as following steps: First, the researcher presents the data that is showing the hesitation in proposal seminar of English Language and Letters Department. Second, the researcher reads and identifies phrases, words and sentences which are contained hesitation and classified into the types of

hesitation based on Rose theory. Afterwards, the researcher analyzed on every utterances, (i.e. If there is a pause in the utterances either in the form of silence or followed by a sound like (a, um, emm) it is classified as a pauses. In addition, if there is incomplete utterance or discarded in the parts of the utterances it is called false start. Then it is categorized as repeats when there is a repetition in the utterances either one or more words. Furthermore, if there is a repetition in the beginning of word it is called restart. Next, if the utterances contained with the correction of words, it called self – correction. The last if the utterances are in the form of long voice or there is prolongation of the word it is classified into the types of words lengthening).

Third, the researcher analyzes what context of hesitation which mostly appears and what are the causes. After that, the researcher describes and discusses the findings based on the issues. The last, the researcher makes general conclusion related to the theory and the founding about hesitation in proposal seminar of English Language and Letters Department.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses and presents about Conversation interaction, Hesitation and Previous studies.

#### **2.1 Conversation Interaction**

Human being is always do conversation interaction in particular situation and condition. Conversation interaction means a communication by two or more people. It is a social skill that is not difficult for most individuals. They engage in debates, interviews, ceremonies or meeting and so forth. According to Yule (1985) explained that conversation interaction as an activity where, for the most part, two or more people take turns at speaking. Its mean that each participant has the same time to speak and to end the conversation in order to the conversation run smoothly.

Most conversations seem simple enough, they begin with saying hello for example, end with saying 'good bye' and have a lot of talk in between. However, in reality, conversation is not merely a simple activity. The planning of conversation is complex. In conversation interaction, people cannot just talk to each other without any purpose unless they will only waste the time and there will be no information to share. Each participant comes to a conversation with

particular goal in mind which may be specific or diffuse and is aware that the other participants have goals of their own (Clark & Clark, 1977).

A successful conversation includes mutually interesting connections between the speakers or things that the speakers know. For this to happen, those engaging in conversation must find a topic on which they both can relate to in some sense. Sacks, Schegloff, and Jefferson (presented in Clark & Clark, 1977) has been investigated the process of spontaneous conversation and found that there were three problems in, those are how participants take turns in talking, how they open a conversation and how they close a conversation.

### **2.1.1 Turn Taking**

Turn taking is one of the basic mechanism in conversation. According to Taboada (2006) stated that turns are attributed to a single speaker and are defined in terms of the behavior of other parties in the conversation (a turn ends when somebody else claims the floor). In addition, Sacks, Schegloff and Jefferson (presented in Taylor, 1990) stated that a speaking turn consist of the entire speaker's utterances up to the point at which another person takes over the speaking role.

Clark and Clark (1977) stated that if the participants want to achieve the goals of successful conversation, they must agree implicitly on an orderly method for talking. They are:

- Each participant should have a chance to talk



- Only one person should talk at a time, so that she or he can be heard
- The gaps between turns should be brief (for efficiently)
- The order of speakers, and the amount they say, should not be fixed ahead of time.
- There must be a techniques for deciding who should speak then

At speaking turn, typically, only one person speaks at a time and there tends to be avoidance of silent between speaking turns (Yule, 1985). So, if more than one speaker tries to talk at the same time, automatically the other one usually stops their speech.

To take a turn in conversation is always somewhat risk, as one's contribution may be ignored or rejected by one or by all. This is perhaps one reason why many people dread taking turns in multi – participant, semi – public conversations because they don't want to take a risk, being embarrassed and feel rejected in front of large people.

### **2.1.2 Turn – Taking Signal**

In conversation people need to show their turn – taking signal. When they want to keep their speaking turn or we can say to hold the floor. They can run their sentences on by using connectors, such as *and*, *and then*, *but*, *so* or they can used filled pauses like *er*, *em*, *emg*, *uh*, *eh* and soon (Yule, 1985).

There are many ways that can be decide, people can indicate that they want to take their speaking turn by short sound while the speaker is talking, using body shift, using facing expression or paralanguage to show their signal that they want to say something Yule (1985, p – 107).

Sometimes, people need to show their turn – taking signal to avoid simultaneous talk. Yule (1985) stated that signaling completion point is the one of ways that can be used by the speaker showing her or his finished talking. He also said that speakers can mark their turn as complete by asking a question or by pausing at the end of completed syntactic structure. But, sometimes people make a pause signal.

## **2.2 Hesitation**

In order to give clear explanation about hesitation, all about hesitation will be discussed as further:

### **2.2.1 Definition of Hesitation**

As Roza and Rosa (2012) stated that hesitation is a pause or period of length in speaking, it can be in the form of pause; empty pause or filled pause or set of words repetition which used by speakers to recover their disfluencies.

Further, hesitation means an error of producing un-lexical word or sound which is occurred since the speakers face some difficulties during speaking, such as difficult to arrange the word, lack of vocabulary, try to think the next utterances etc. As Rigger (2003) explained, hesitation is pause of varying

length. They occur when the speaker is in the position of having no words to say or is engaged in cognitive or verbal planning.

Rose (1998) argued that hesitation is the result of mental lapse or poor of communication skill which occur when the speaker have difficulty in remembering information that will be conveyed to the hearer, or because get difficulties to convey what she / he thought. Besides, Rosa and Roza (2013) argue that, hesitation can also be said as pause of varying length that occurs when the speakers are losing their word during speaking. In this matter, people produce hesitation because they do not know what to say next.

However, hesitation is not something wrong. People produce hesitation with certain reason and function. As Clark and Clark (1997) explained that, there are two functions of hesitation. First, speaker perform hesitation because they will convey the proportional content of their message. Secondly, hesitation can indicate the addresses the information to be highlight or that there is going to be an upcoming temporary delay in speech production.

Besides, Khojastehrad (2012) explained there are some researchers who have determined difference function of hesitation. Some of them argue that hesitation such as pause filler has a function as turn – taking. Then, the other hesitation like silent pause has been known to facilitate breathing and unable to harmonize his / her speech process.

Hesitation is one of phenomenon which occurs during speech, it has no direct function according to the linguistics rule. However, it can be experienced

by all speakers, when they speak their utterances contained by un – lexical word (*um, aa, mmm*), add or change the words, and the use of other expression which resulted the disfluencies. Furthermore, it might happen when speaker faces some problem in speaking like get difficulty in finding the words, planning process, etc. (Roza & Rosa: 2013).

### **2.2.2 Reasons for Hesitation**

As Gilquin (1993) argued that spoken language, in its purest form, is unrehearsed and spontaneous. The speaker builds speech as they go along, in a process of on – line planning. As a result, sometimes the speakers are inevitably hesitant and does not know what to say next (how to express it). In this case, hesitation like pause, repeat, or false start are produced to fill the hesitation period.

Tree and Clark (1997) explained hesitation occurs when there are some problems faced by the speaker during speak, which comes from the speakers itself. For instance, they may have a trouble in organizing ideas, formulating syntax, selecting the words and pronouncing the words. Watanabe & Rose (2008) stated that speech by one or more interlocutors may be described as continuous, but a moment's reflection will reveal that it is not really continues at all, minimally speakers must break off their speech to breath.

According to Carroll (1986: 268) there are three reasons why hesitations happened with us. First, we sometimes pause because we have to “come up for

air”. Speech is produced as we expel air from the lungs, and we must pause occasionally to inhale before continuing.

Second, we sometimes pause for pragmatic reasons. The purpose of most speech is to communicate information to a listener and if he or she is temporarily distracted, confused, or otherwise unreceptive, it often pays to wait before going on. There are actually several different kinds of Pragmatic reason for pause; another is that speakers sometimes pause “for effect” when making speeches to make them sound more like pronouncements. In any event, pragmatically based pauses occur because the speaker is attempting to achieve a specific communicative effect on the listener.

Third, hesitation often need in the course of planning what we are trying to say and the way to say it. Rarely is an entire sentence planned in advance, then uttered. Perhaps this would work for extremely short or common sentences, but we must require planning as we articulate them: decisions about the proper word or sentence structure, for example. Although the first two considerations are important matters to which we will return shortly, the matter of linguistics planning will occupy our attention first.

### **2.2.3 The Context of Hesitation**

Context is something that related with the background, environment, framework, setting or situation surrounding an event of occurrence, or context is words or sentence that occur before and after a word or sentence and imbue it with a particular meaning. Christiansen and Dahl (2005) stated that context is

used by different authors and communities for different but often interrelated and dependent nation. Linguistics often refer to the context of a phrase or words as the text that surround it. Another context is refers to a section of the real world in which some events or a discourse take places, and it's often intertwined and confused with another meaning, namely knowledge about the same thing.

According to Wan (2009) context is something that related with the *setting*, for seminar event, together with the speaker, topic, audience, time, location and their properties such as name, and affiliation. *Title* and *abstract* for the topic, *size* and *status* for audience, *clock time* for time. It can be said that context is all of the situation from the utterances which influence the language user's situation where language produced.

Furthermore, Garret and Bell (cited in Harefa, 2010) stated that context in communication is associated to three aspects. First, the context is associated as the background, environment, framework, and setting. The second, context is defined as the situation surrounding an event that occurs before or after a word or sentence and inspires it with a particular meaning. The last, context is related with the circumstances under which a document was created, including its function, purpose, use time, the creator and the recipient.

Hesitation is part of communication, it is a pause or indefinite words that usually happen on spontaneous human communication. Hesitation are in the form of un-lexical words which have no direct function according to linguistics



rule. It does not carry meaning by themselves. Nevertheless, it is important to know about the context in which hesitation occur. As Khojastehrad and Abdullah (2012) stated that hesitations carry little meaning or even no meaning by themselves, but the meaning of it can be understood from the clue or context how hesitations occur.

In speaking, the speakers make hesitation whenever they have some kind of hesitation. It can be in the beginning, in the middle or in the end of utterances. According to Nair (2005) stated that, the speaker makes a pause anywhere, at any point in the speech stream. The pause not only occur in the beginning, not only in the middle, but also in the last of the utterances. But normally the speakers make a hesitation pause because of certain circumstances, such as when they difficult to arrange the word, forget some information, get the problem in language formation and so forth.

#### **2.2.4 Types of Hesitation**

Rose (1998) divides hesitation into some types; *false start*, *repeats*, *restart*, *self – correction*, *lengthening*, and *pauses* (include filled pauses and silent pause).

##### **1. False Start**

False start are all incomplete or self – interrupted utterance. On the other word, False start means the correction of words which is performed by the speakers at the time of speaking. When the speakers utter a few words, then stop in the mid- sentences, suddenly they make a mistake words. After they

hesitated for a while, they start again to continue the utterance but in the different words (they do not repeat of one or more words before the corrected word). It is generally followed a pause which may then be followed by a new utterance or a complete stop in conversation. According to Tree (1995: 710 - 711) argued that, false start is kind of hesitation which occurs when speakers start to speak or utter something, but then they decide to stop their utterance and begin again as a fresh start. In this case, the aborted or stop of the utterance as a false start, then the new words replace it as fresh start which completely replace the information that supplied by the false start.

For example; “ *as far as what I finally want to do or what I’m really capable of doing I still have /em/ I’m twenty seven now so I still have a few years yet to figure out something.*”

From the example above, the clear differentiation are between the words ‘I’m still have’ and the words ‘I’m twenty seven now so....’. The speaker for the first utterance said “I still have” and revised into “I’m twenty seven now so....” about this issue. It’s mean that the use of hesitation here for correcting the wrong words produced by the speaker. As Rose (1998: 537) claimed that false start may be followed by a revised attempt to lexically the same idea, or by silence, thereby releasing the conversation turn.

## **2. Repeats**

Repeats mean the repetition of the lexical item in mid – sentence. It occasionally occur in one or more words in a row. In this case, the speaker

repeats some parts of the utterance, which is produced to hide hesitations that is performed by the speakers. Repeats come usually only in one word.

For example: "*I don't not know that **you . you are** my classmate at that time....*"

Or it can involve the repetition of more than one word. As MacGregor, et al. (2009) explained that, the repetition was typically of a single function word (e.g. *the* or *a*) but sometimes more words were repeated (e.g. *to the* or *for the*) when this made it easier to obtain utterances without obvious splicing points.

For example: *I just think of always getting the **best possible** \*best possible\* result with the student.*

Repetitions may be accompanied by an explicit editing term, For example:

"(when I was) um when I was young, I really enjoy to go to the beach when holiday...."

From the example above, the use of repetitions are used for preparing the next utterance. In cases of repetition, removal of the repeated material without alter the meaning of the utterance.

### 3. Restart

Restart means when a speaker utters a few word, at the same time they suddenly return in the beginning and irritate the same words that have been utter. Rose and Wantanabe (2008) argued that restart is the repetition of words which occurs in the beginning of an utterances. In the case of restart, the

original portion of the utterance is often followed by a noticeable pause and may accompanied by other prosodic feature. Restarts occur when a speaker begins an utterance and then restarts the utterance (there may or may not be a pause before the restarts).

For example: *But yeah my fir.. my first reaction to that is...*

From the example above, the speaker used restart in her utterance followed by silent pause. Perhaps the speaker stuttered or hesitated in her utterance. Actually the speaker want to utter “My first reaction” but in the beginning of utterance she stop for a while, followed by silent pause and she begins an utterance again. Therefore, the hesitation used to hiding her mistakes before.

#### **4. self – corrections**

Self – correction means when the speakers utter the word, then they replace again which purpose to be understood or to constitute a reaction of that word. It involves a sequence of words that supposed to be understood as a repair of a preceding sequence of words. Additionally, *self – correction* is a result from a complicated interaction of perceptual and production process. It can be referred as *self – correction* if the speaker had notice some trouble and interrupted his or her speech. Even, she create new utterance (Levelt; 1983).

For example: *I teach only the **fifth** /. / **five** years old.....*

From the example above, the difference utterance between the sound ‘fifth’ and ‘five’ which is uttered by the speaker is known as *self – correction*.

Actually, the speaker want to say 'five' but the first utterance come up is the sound fifth. In this case of *self – correction*, the speaker did it in order to correct the error or mistakes while speak.

## 5. Word Lengthening

Word Lengthening means the prolongation of one or more syllable or word, so that the duration is excessively or long. The lengthening generally happens at the end of word, but may occur anywhere within a word. As Fox tree and Clark (1994) said that the most common instance of lengthening occurs when 'the' is pronounced as "thee" and the ending vowel sound is drawn out past its usually enunciated duration. A speaker may say the word 'the' and rather than it being a short, curt 'normally' sound the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing. In addition, Watanabe and Rose (2008:1) argued that lengthening or prolongation occurs when the speaker extends the articulations of one or more segment of words.

For example: *a;nd you know I will go to th:e beach next week*

The word "and" and "the" in normal sound is not long voice, but here the speakers try to say next word while thinking to complete her utterance. So the word "and" and "the" voiced longer than as usual.

## 6. 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. (MacLay & Osgood C.E in their book “Hesitation Phenomena in Spontaneous English Speech”).

Pauses are happened commonly when the speaker is hesitation. It's produced by the speaker that indicate the planning process. According to Schechter, et al. (1991) pause in speech is indicate the time to search the next words, phrase and idea. Afterwards, pause is actually needed by the speaker because they want to keep the utterances seems fluent. Therefore, pauses are popularly understood as meaningless or as hindrances to good communication (Rose: 2002).

According to Jasone (1998: 26), there are three points of pause. The first is psychologically pause is used to allow the spoken to breathe. The second, as a cognitive function to allow the speakers to plan his or her speech, and the third is to communicative function, to help the listener to identify demarcations in the speech stream.

Pauses can quickly be subdivided into either filled pauses or unfilled pauses (or also called silent pauses).



### a. Filled Pauses

Filled pauses are non – lexemes (non – words) that speakers employ to indicate hesitation or to maintain control of a conversation while thinking of what to say next. In spontaneous speech filled pause are defined as pause that are filled with vocalization. Filled pause do not add any new information to the conversation (other than to indicate the speaker's hesitance) and they do not alter the meaning of what is uttered. Filled pause means break in a several time, which followed by simple noise or sound during speak (Rosa & Roza; 2013). Filled pause is pause include vocalized expression of hesitation, like *a, am, u, um, e, em, mm*, and others expression which characteristically associated with planning problem, or as in the following extract.

A filled pause may occur when a speaker thinks about something and anywhere in the steam of speech. The speaker actually interrupts his speech while continuing his articulation. This articulation is however neither a word nor part of a word and should thus not be treated as such. As a consequence a punctuation mark cannot follow a filled pauses, it has to come first. Nevertheless a filled pause can make a turn of its own.

Filled pause can be further categorized as:

- **Un - lexicalized:** Filled with some non – verbal utterances like *uh, uhm* or *er* . For example: *Sorry this is the synopsis. /uhm/ she is wanna go with someone her love but /uh/ she don't want to make /er/ her mom disappointed with her.*

- **Lexicalized:** Filled with such phrase like *as well, you know, like or ok*. For example: *In this presentation I would like to present about my thesis proposal /ok/ I will start my presentation today by saying hello.*

Filled pause is one of hesitation which is commonly used by people.

From the example above, there are two ways in using filled pause. It can be un - lexicalized and lexicalized, as indicate that the speaker want to find the next suitable utterance.

#### **b. Silent Pause**

Silent pause is a period of no speech between words of talking is almost entirely, determined by the amount of such pausing. The speaker just keeps silent between their words.

For example: For example: *They come /.../ into the water. And after that they come to /..../ the beach.*

Pause may also be characterized in terms of its length. Some speech analysts measure pause length with little accuracy (that is, by ear only), others measure with greater accuracy (using sophisticated equipment to measure the gaps on tape) while a few others measure with nearly inconceivable accuracy (pause length as a function of one cycle of the speaker's own rhythm). Typically, though, pause length falls into one or three ranges: short, medium and long.

### 2.3 Previous study

There are three researchers who conducted the similar field with this study; one of them is Efawati (2010), she analyzed hesitation which occurs in Weekly English Program of Pondok Pesantren Mathlabul Ulum Jabu Lenteng Sumenep Madura. She takes 15 utterances as data to be analyzed. In her study, she found out five types of hesitation phenomenon produced by students such as, false start, restart, repeats, pause and word lengthening. Furthermore, filled pause is the types of hesitations which is more dominantly produced by students.

Besides, Mutmainah (2011) investigated the hesitation performed by students of PGRI Nusantara Kediri University. In her research, she focused on a question and answer session which is conducted in class speaking. Based on the result of her analysis she found four types of hesitation completed with the functions and reasons of speaker do hesitations. Then she found filled pauses, unfilled pause, pause and repeat. In this study, she found two types of hesitation which frequently produced by the speaker during speak, those are repeat and filled pauses.

The last, Hidayat (2012) observed hesitation which is occurring in the conversation of the desk officer and tourist in MTIC (Malang Tourist Information Centre). In his analysis he focused on what happen in second language conversation, by observing two individual as data source. Related to his result, there are some kinds of hesitation contained in conversation, such as false start, repeat, restart, pauses (filled and silent pauses), word lengthening. Furthermore,

he also found the reason of speakers in doing hesitation, such as preparing for the next utterance and forgetting and trying to remember the vocabulary.

The similarity between this study and the researchers above are in using human speech as the data source of this study. Whereas, the object of this study and the researchers above are different. The researchers above focused on the analysis about hesitation in informal conversation like class speaking, conversation in one of university program, and informal communication between foreign people in tourism center. Meanwhile, this study focuses on hesitations occur in formal communication, that is a proposal seminar in order to analysis the types and context which are supporting hesitation.

## **CHAPTER III**

### **FINDING AND DISCUSSION**

This chapter presents the main part of the study, which involves research finding and discussion. Fundamentally, the purpose of this study is to answer the research question as it is presented in the previous chapter. Therefore, this chapter contains detailed explanation occurred in proposal seminar and what are the context supporting hesitation at proposal seminar.

#### **3.1 Research Finding**

The data are taken from 15 speakers of student's presentation in proposal seminar of English Language and Letters Department, conducted on March 24<sup>th</sup> – 25<sup>th</sup>, 2015. There are 138 data collected. However, not all of those data are chosen to be analyzed, because there are some data which has the same characteristics. The researcher only used 19 data that sufficiently represented. Additionally, the researcher assumes by choosing 19 data from 138 data are sufficiently, because those data contains some material that can be used to answer and clarify the two problems of this study. Furthermore, the 19 data are analyzed based on the theory of hesitation proposed by Rose (1998).

#### **Datum 1**

**Ok /a/ here I/I want to present my /a/ proposal thesis under the title Postcolonial study as reflected in Salman Rushdie's Midnight's Children's,**

**ok. /a/ the background of the study /a/ we know that Salman Rushdie is one famous writer /a/ in the liter literary world. We /a/ he was born in /a/ 16<sup>th</sup> June /a/ nineteen seventy, nineteen forty. forty seven, Bombay. And the he is a famous . he is a famous writer and he create many . many novels, the first novel is famous /a/ the first novel is famous. Midnight's children is the second novel. And then the same, and the controversial and this controversial novel is // Ok.**

Context: In the beginning of the presentation, a speaker explained about the background of her research proposal. She seemed nervous as if she was not ready to speak up her proposal. She often looks at her note while speaking. She looked worried about making mistakes, so that she did a presentation by reading her proposal text.

When the speaker uttered the words "*Ok /a/ here I/I want to present my /a/ proposal thesis under the title postcolonial study as reflected in Salman Rushdie's Midnight's Children's, // ok.*" She did some hesitations involved doing repetition of the word "I", it occurred after she uttered the word "*here*" and before the word "*want to present*". This repetition occurred since she was so nervous to speak up. When she uttered the word 'I' she looked that she has not prepared yet of what would like to say next, it can be known from her expression. She apparently confused and tried to find the word to convey. Additionally, she also produced the sound /a/ which occurred after the word 'my', in which it is known as *filled pause* in hesitation. The speaker seemed that she was not ready to speak up or such confused of what to say next. Therefore, she automatically produced *filled pause* to fill the gap. She also used her hand (gesticulated) which is come on the event of spoken. On the other hand, in the end of the utterances the speaker uttered the word 'ok', which is produced after she paused for a while. At

this time, the speaker looked like want to say something, but she seemed difficult to find the suitable words, so that she did silent act and finish her utterance by saying 'ok'.

In the utterance, “/a/ *the background of the study* /a/ *we know that Salman Rushdie is one famous writer* /a/ *in the liter. literary world.*” *Filled pause* is produced. It occurred in the beginning of utterances, after the word ‘study’ and the word ‘writer’. Therefore, the speaker produced three times in one sentence. Here, the speaker often produced the *filled pause* because she thought about the next utterances. She intentionally produced *filled pause* in order to set or arrange her words seems fluent. Afterwards, the speaker said ‘liter. literary’ in which she restarted the words, which in hesitation is called as *restart*. Initially the speaker decided to utter the word ‘the literary’, but she restarted the utterances by saying those ‘liter.literary’. At this point, *restart* is performed by the speaker because of difficulty to pronounce the word literary. It can be shown from her body language, the speaker opened her note while speaking, and she attempted to find the correct pronunciation while she uttered the word ‘litter.litterary’.

The next utterance is “*We* /a/ *he was born in* /a/ *16<sup>th</sup> June* /a/ *nineteen seventy, nineteen forty forty seven, Bombay.* It showed that the speaker revised her utterances. Firstly, the speaker uttered the pronoun *we* and revised into the word *he*. Yet, before made a revision, she produced *filled pause*. It happened because the speaker seemed to confuse about her statement before, then she performed filled pause in order to think the appropriate words. She revised it, realizing her incorrect statement by using the pronoun ‘we’ instead of ‘he’. This kind of error is

called as a *false start*. Afterwards, here, the speaker, for many times, produced *filled pause* because she lack of vocabulary. *Filled pause* is produced by speaker since she needed time to think the words that would be uttered. Later, in the middle of utterances, the speaker *repeated* the word ‘forty’ as *forty forty*. It exactly occurred when the speaker uttered the word ‘year’. At this point, *repeat* is produced by the speaker, because she was worried about committing mistakes in pronounce the word ‘year’.

Then the utterance, “*And the // he is a famous. he is a famous writer and he create many . many novels, the first novel is fomous /a/ the first novel is famous, Midnight’s children is the second novel, and then the same, and the controversy and his controversial novel is //Ok.*” This data showed that the speaker produced *false start* at the beginning of utterances. Initially, the speaker said the word “*and the*” but revised to the word “*he*”. It was occurring because the speaker was not sure about she said is correct. Therefore, *false start* was produced with the aim of correcting her error. Later, *repeat* or redundancy of sentences appeared when the speaker said ‘he is a famous. He is a famous writer’ and as well saying the word ‘many. many’ and ‘the first novel is famous . the first novel is famous’ as in the data above, it was presented three times in a single utterance. Those repetitions occurred because the speaker hesitated and worried about making mistakes while speaking. It is can be understood from the used of body language, the speaker nodded her head and used her hand to explain of what she thought.



Another case occurred in the next utterance, “*the first novel is famous* /a/ *the first novel is famous*”. At this point, the speaker repeated the word “*the first novel is famous*” twice. Here, the speaker produced *repeat* because she was worried about making mistakes while speaking.

Based on the analysis above, it can be concluded that there are some hesitations found in the first datum (i.e. *Repeat, false start, restarts, and pauses either filled pause or silent pause*). Besides, there are some reasons of the speaker produced the hesitation, such as confused of what would like to say next, difficult to find words, felt nervous and worried about making mistakes is the one reason which mostly influenced the speaker in producing hesitation.

## **Datum 2**

**/aa/ midnight's children encourages a number of literary /a/ analysis, one of which is literary and political issues of India as reflected in Salman Rushdie's midnight's children ok. /Emm/ as the third world like Indonesia, India is one of colonize colonize country. Most colonial literary words with magical realism /a/ it may be the reason why? Salman Rushdie writes some /a/ literary words /a/ using magical realism, but in postcolonial /a/ criticize. criticism // ok. Midnight's children . midnight's children told about a /umm/ man who was born in the midnight at the. at the Independents day of India and // he has /a/ capability of smelling good smelling an it it in it include or /a/ annd . It can be clarify classified as a magical realism in this literary world //ok.**

Context: the speaker explained about the background of her study, particularly about the reason of her taking Midnight's Children as her subject of the study. At this time, the speaker looked nervous, she spoke slowly and carefully. She often watched her monitor during speak. When opening the presentation, she did not explain by her own words, but she did it by reading.

She did some hesitation when uttered the words “/aa/ *midnight’s children* encourages number of literary /a/ analysis, one of which is literary and political issues of India as reflected in Salman Rushdie’s *midnight’s children* ./ ok. /Em/, as the third world like Indonesia, India is one of colonize country”.

Firstly, the speaker said un – lexical word or *filled pause* before the word ‘midnight’s children’ and after the word ‘literary’. The speaker did *filled pause* since she was lacked of vocabulary to deliver. She spoke slowly and seemed like still thinking of what to say next. Besides, she also did a pause without sound or did not say anything after the word ‘children’ which is called as *silent pause*. Here the speaker made a silent pause since she got the difficulties of planning process (the speaker seemed difficult to arrange the words). Other hesitations made up in this utterance ‘Emmm’ *filled pause*. It has been mentioned before saying the word ‘as (preposition)’. It was made to think about the next thing to say as well. The last hesitation done is *repeat*. She repeated the word ‘colonize’ after saying ‘of (preposition)’. The expression of her eyes explained that she was somewhat difficult to say the next thing.

Then for the next utterances: “*Most colonial literary words with magical realism /a/ it may be the reason why? Salman Rushdie writes some /a/ literary words /a/ using magical realism, but in postcolonial /a/ criticize. criticism //ok.*”

The data above showed that the speaker hesitates to speak. She often produces *filled pause* while speaking. Here, *filled pause* is used to have some time to think about the next utterance. The speaker looked lack of vocabulary. On the other hand, the speaker looked so nervous while speak, she felt fearful to speak. It can

be seen from her body language, such head movement and upcast of her eyes tried to recall the information, once in a while she looked her note to find the words.

Further, in the end of utterances, the speaker gets a trouble in language organization. It occurred in the word 'criticize' into 'criticism'. The speaker changed the part of speech which was verbally into a noun. Firstly, the speaker decided to utter the word criticism, but appeared to criticize instead. This case in hesitation was known as *self-correction*. It occurred since the speaker was mispronouncing of the word 'criticism'.

Next analysis will be on this utterances: "*Midnight's children. Midnight's children told about a /umm/ mannnn who was born in the midnight at the . at the Independents day of India and he has /a/ capability of smelling . good smelling an it it in it include or /a/ annnnd . it can be clarify . classified as a magical realism in this literary world, ok*". Related to the data above, it can be seen that the speaker committed 'repeat' in the word Midnight's Children. It occurs before the speaker said the word "told". The speaker repeated the word 'Midnight's children' twice in a single utterance. The two words that are repeated has the same spelling, pronunciation and meaning. However the first word was uttered in the high tone, while the second repeated utterance in the lower tone. In this time, the speaker seemed so nervous and lack of word to say. Therefore, she repeated some words to arrange her utterance and tried to think the next utterance.

In addition, *filled pauses* appeared in several parts of the utterances, such as after the speaker said the preposition 'about', before prolonging the conjunction

‘and’. At this time, the speaker in the position lack of words, so that she performed *filled pause* because she needed time to think the next utterance. Later, after producing *filled pause* the speaker prolonged the word ‘man’. Actually the content word ‘man’ in normal sound is not produced with a long voice, but here the speaker looked difficult to express of what she thought, she has something to say but she was lacked of words. Therefore, she did prolonging those words, with aim to think of the suitable words for the next. Another case, the speaker also paused her utterance without saying anything. It was occurred since the speaker was lack of word to complete her utterances.

On the next part, the speaker repaired the word ‘capability of smelling’ which is changed into the word ‘good smelling’. Actually, the speaker decided to utter the word ‘good smelling’, yet the first word appeared to be ‘... of smelling’. Here, the speaker performed *self – correction* since she was worried about making mistakes. She did *self – correction* with aim to correct her mistake which made in the first utterance. Besides, the speaker also restarted the word ‘include’, yet what she restarted was in the beginning of the word, it was in the syllable ‘in..’ as “in ... include”. It occurred because the speaker hesitated and felt worried about making mistakes in saying the word ‘include’.

Later, she produced lengthening again in the word ‘and’ which happened before she pronounced ‘it’ due to the lack of words to say. She did not know what to say next. Therefore, she produced it with an aim to gain the time until she found the appropriate word to continue her speech. On the other hand, the sentence above also presented the *self - correction*, it exactly occurred at the end

of the utterances. The speaker corrected the word 'clarify' as in 'it can be clarify' become the word 'classified'. Here, the speaker realized that she mispronounced. She made *self - correction* with the purpose of fixing the errors.

In short, from the second datum the researcher found some words which are categorized as the form of hesitation namely *silent pause, filled pause, repeat, false start, lengthening and self - correction*. The speaker produced the hesitation because she faced some problem during speaking, such as felt worried about making mistakes, lack of words, difficult to find the words, and mispronouncing.

### Datum 3

**The next is the research question; the first // my first research question is what kind of postcolonial aspects portrayed on Salman Rushdie's Midnight's Children? And the next is how's the real condition of India when this novel /a/ written as the reflection of colony. colonist. colonialism?**

Context: The speaker conveyed the information about the research question of her research proposal. The speaker looked worried about committing mistakes.

Therefore, at this time, the speaker explained it by reading the text.

When the speaker explained the research question of her research proposal, she performed several hesitations, such as presented in the utterance *'The next is the research question. The first // my first research question is what kind of postcolonial aspects portrayed on Salman Rushdie's Midnight's Children? And the next is how's the real condition of India when this novel written as the reflection of colony,, colonies,,, colonialism?'*. From the data above, it can be seen that *false start* performed by the speaker at the beginning of words, the speaker revised her utterance of the word 'the first' into 'my first'. In this point,

the speaker repaired her utterance since she was doubt about what she said. Next, the similar case happened in the end of an utterance as in the words 'colony . 'colonist' . 'colonialism'. *False start* made by changing the part of speech, among 'colony', 'colonist', become 'colonialism'. Here the speaker seemed worried about making mistakes and not sure about her utterance is correct.

Based on the explanation above, the researcher concluded that hesitation produced by the speaker include *false start*, which is occurred since she worried about making mistakes and not sure about the statement before.

#### **Datum 4**

**Here I want to present about my proposal, under title the Genetics Structuralism Analysis in Gender Discrimination of // sorry sorry, nineteen ninety 1900 America as Reflected in Austin's persuasion. So here background is the eer the early Christian theology perpetuated argument by St. Jerome states that women is the gate of the devil; the path of the wick . wicknedness, the sst. sting of the serpent, and in a word of a perilous objects.**

Context: When the speaker opened the presentation, she would like to give an explanation about the background on her proposal, it was about the gender structuralism. The speaker looked nervous, it could be seen from the expression of her body language, such as moved her shoulders and used her hand while giving explanation.

From the datum above, it can be known that the speaker produced *silent* pause, which occurred after she said 'of' (preposition), followed by saying the word 'sorry' twice. At this point, the speaker performed *silent pause* since she was so nervous. She felt fearful to speak English in front of the audience. Therefore, she forgot about the information that would be conveyed, thus she

uttered the word 'sorry' as a strategy to keep her utterance seemed fluent. Later, the speaker also did *restart* such as in the word 'the eer. the early'. From those words, the speaker uttered the word 'the err' as natural speech, but then she created new words 'the early' as the repetition of words after doing hesitation *silent pause*. In this case, the speaker confused about what she said is correct or not. On the other hand, it also occurred in the word 'the wick. wickedness' and 'the sst. setting', which actually happened because she spoke too fast.

From the explanation above, there are two kinds of hesitations produced by the speaker, such as *silent pause* and *restart*. At this point, the speaker did some hesitations since she was so nervous, she felt fearful to speak in front of others people, not sure about her words and she spoke too fast.

#### **Datum 5**

**So, By this . by this title that St.Jerome state the at /a/ I know that the discrimination at the women still axis until now. And // by that time the women philosophers start emerged such as Elizabeth Cadyyy stanton Cady Stanton who was leading theoretician of the women and then she may /a/ her women Bible which mean /a/ this want to attached of St.Jorome argument about the . about the women.**

Context: The speaker gave an explanation about the background of the study, particularly on the significance of the study. At this time, she described about the main issues related to her research proposal. The speaker seemed confused how to express of what she felt. She looked has something to say, but she lack of vocabulary. She used her hand to show that she tried to explain what she intended to.



When the speaker explained about gender discrimination, apparently she did hesitation such as in the utterances below:

*“So, by this by this title. St.Jorome state that the at /a/ I know that the discrimination at the women still axis until now.”* In the beginning of the utterances, the speaker produced ‘two word repetition’, as presented in the word ‘by this by this’ it occurred because she was nervous and not sure with the first words, therefore she repeated it. It can be known from the expression of her body language, she used her hand as instrument to explain. On the other hand, the speaker also interrupted her utterance which occurred before saying the word ‘the’ (article). In this case, initially the speaker would like to say ‘At the time’, but the word that first appeared to be ‘discrimination’, next, replaced the word ‘discrimination’ with the word ‘at this time...’ The speaker seemed lack of words and confused of her statement in the first utterance, in consequence to; she revised it by creating new words and discarding the previous utterances.

Later, in the utterances *“And // by that time the women philosophers start emerged such as Elizabeth Cady Stanton . Cady Stanton who was leading theoretician of the women and then she may /aa/ her women Bible which mean this want to attached of St.Jorome argument about the. about the women.”* In the beginning of the utterance, the speaker pronounced the word ‘and’ (conjunction), and revised into the word ‘by’. The speaker discarded the word ‘and’, then paused for a while, it is known as *false start* . In this case of *false start*, the speaker was in the position of lack of words, therefore she did *silent pause* in order to think about the next words. Additionally, in the middle of utterances, the speaker



performed two word repetitions, as in ‘Candy Stanton Candy Stanton’. The speaker made two word repetitions because of the planning process.

On the other hand, in order to keep her speech seemed fluent, the speaker performed *filled pause* which occurred after saying the word ‘may’. Here, the speaker looked difficult to express what she thought and confused about what would like to say. Therefore, *filled pause* was produced as a way to think the next utterance. Afterwards, the speaker repeated the utterance ‘about the. About the’ at the end of utterances, it occurred because the speaker worried about making mistakes while speaking.

From the explanation above, the speaker performed some types of hesitation, such as *silent pause*, *filled pause* and *repetition*. She did hesitation for some reasons, for example she was felt nervous, fearful to speak in front of other people, lack of vocabulary, confused of what would like to say and worried about making mistakes.

#### **Datum 6**

**The persuasion novel I want to reflect in 1900 of America. The discrimination /a/ at the time I just want a give the example like /aaaa/ widower they are in judge ties and prejudice. Another family have daughters and also son it's gone be like /um/ what is it // sssst //what is it // “apa namaa” //was like a same from their family.**

Context: When the speaker described about the background of her research proposal. The speaker looked experienced such difficulty to express of what she thought. Here the speaker tried to give an explanation about the object of her

proposal. She used the body language, such as handling a pen and using her hand as a tool to explain of what she thought.

When the speaker explained about her background of study, she looked nervous and not ready to speak up, as shown in the data as follows; “*The persuasion novel I want to reflect in 1900 of America. The discrimination /a/ at the time I just want a give the example like /a/ widower they are in judge ties and prejudice*”. The speaker produced *false start* at the beginning of utterances, as in the word “*the discrimination /a/ at the time I just want.....*” At this point, firstly the speaker uttered the words ‘the discrimination’ but suddenly she made *filled pauses* and then revised her utterance by creating new words different from before. The speaker discarded the previous words, and added the new words. At this time, the speaker not sure of what she said. When she realized that she produced inappropriate words. She changed and revised her words quickly. In this case, *false start* used by the speaker in order to correct her error. In addition, from the utterances above the speaker also produced *filled paused* twice in single utterance. The speaker used *filled pause* because she was confused of what would like to say next.

Another hesitation occurred in the next utterances.

“*Another when family have daughters and also son it’s gone be like /um/? what is it sssst what is it //apa namaa”// was like a same from their family*”.

The speaker produced *filled pause* after she said the words ‘like’. Firstly, the speaker wanted to give the example about gender discrimination. She was stacked in her words, she was lost in the moment, and unable to find the

appropriate words to represent what it has to. It can be seen from the expression of the speaker when using the body language, it appeared that her eyes looked anywhere while moving her hands around that show she was trying to think the next words. On the other hand, the speaker also said the word 'what is it?', 'apa namanya?' even inserting Bahasa Indonesia. It shown that she lost her ideas/words.

In short, it can be concluded that the utterances above contained two hesitations, those are filled *pause* and *false starts*. The speaker made hesitation because she was confused of what would like to say, produced the wrong word, lacked of words and tried to find the next words.

#### **Datum 7**

**Here some synopsis Ana is the one of theeee character inside try to attract gender discrimination itself, but I just want to underline that in this novel I want analysis the discrimination about the women and agaaaiiin I want reflected in 1900 of America**

Context: It occurs when the speaker explained about the novel that would be the object of her research.

As the data above, the speaker made prolongation in two words, those are in the article 'the' and the word 'again'. The speaker seemed in the position lack of words. She looked tried to think about the next ideas and she prolonged those two words in order to pay some time for finding out the next thing to say. In can be shown from the used of body language, she looked handling a pencil and her eyes looked anywhere while prolonging.

To conclude, related to the above explanation the speaker produced hesitation because she planned of what to say next. Further, the researcher found out a type of hesitation in this datum which is *word lengthening*.

#### **Datum 8**

**So, in /a/ descriptive method in the \*there are two, /a / \*this /a/ descriptive method which is comparative annnd . composite and the three article approach than . actually the article approach is like // expedition of the situation of the writer in the real situation.**

Context: the speaker explained about the method that will be used in her research.

She spoke fluently, but in the middle of her utterance she made an interruption of words, she forgot some important information to be delivered. The speaker also used her hand to explain of what she intended to.

In the beginning of the utterance, the speaker performed *filled pause* after the word in 'preposition'. In this case, *filled pause* occurred since she was confused of what would like to say next. She uttered *filled pause* longer than as usually, then her eyes are looked anywhere while speaking. Besides, she also used her hand to explain. It's indicated that she has not any words to say. Later, she made a *false start* after she uttered the article 'the' as shown in the words 'in the there are two'. Firstly, she said 'in the' then she shifted into 'there are two'. *False start* occurred since she was worried about making mistakes and not sure of what she said.

Afterwards, *word lengthening* found in conjunction 'and' before she said the word 'composite'. This prolongation of word happened since she was difficult to find out the next words. Additionally, the researcher found out *false start* as in the words 'the three article approach than' actually the article approach' which

occurred after the speaker pronounce 'the' (article). Initially the speaker said the words 'the three articles, but suddenly she repaired it became 'actually the article'. This case shown that she was confused of what she said was correct or not. *Silent pause* appeared further before the word 'expedition' in order to think the next ideas to finish the phrases.

From the datum above, the researcher found some utterances which can be categorized as the types of hesitation phenomena. Those are *filled pause*, *silent pause*, *word lengthening* and *false starts*. Those hesitations produced by the speaker because the speaker confused of what to say next, worried about making mistakes, mispronounced and need some times to think the suitable utterances to represent her mind.

#### **Datum 9**

**And data collection, first I reading to . I reading fast the novel and I underline theeee \*what is it\* vocabularies that I don't know. And the second reading is reread the novel slowly and understand and try to underline what /a/ the discrimination about the women in the novel. The third is /a/ reading again carefully and try to be sensitive about /a/ gender discrimination in the novel.**

Context: the speaker explained about the data collection of her proposal, and also some steps that she had done in her research. The speaker looked had such difficulty to express of what she thought. She often used her body language (move her hand and her eyes looked anywhere).

From this datum the researcher found some hesitations, such as *false start*, and *filled pause*. As presented in utterance

*“And data collection, first I reading to I reading fast the novel and I underline thee \*what is it?\* vocabularies that I don’t know. And the second reading is reread the novel slowly and understand and try to underline what /a/ the discrimination about the women in the novel. The third is /a/ reading again carefully and try to be sensitive about /a/ gender discrimination in the novel “.*

*False start* found in the beginning of utterances after the speakers uttered the word ‘data collection’ as in the word ‘*first I reading to . I reading fast*’. She planned to say ‘I reading fast’ yet she uttered the words ‘I reading to’. As the previous one, that *false start* performed to correct an error which made as repairs. It occurred after the speaker said the word ‘collection’ as in the word ‘first I reading to change into the correct one ‘I reading to fast’.

Then, the speaker was prolonging an article ‘the’, which occurred before she did *false start*. At this case, actually the speaker has something to say, but she looked difficult to find the suitable words. It can be known when she said the word ‘what is it?’ in the next utterances. Later, the speaker performed *filled pause*, which is occurred three times in one sentence. The first *filled pause* occurred before the speaker uttered the word ‘the’ (article), then before the word ‘reading’ and the last one was before the speaker said the preposition ‘about’. Here the speaker made *filled pause* as a space of her utterances.

In short, from the explanation above, the researcher concluded that there are some hesitations produced by the speaker during speak, those are *false start*, *word lengthening* and *filled pause*. Those hesitations occurred because the speaker

made an error words at the time of speaking, needed to space, and difficult to find the suitable words.

#### **Datum 10**

**First is the Luxe, second is Rumors, third is Envy and fourth is Splendor. /a/ so, there are series novel but every novel has their . their own story and their own character, but it's \*opo yo\* related, the story is related to the one story and another story.**

Context: The speaker gave response to the examiner, about the novel which is used as object in her research proposal. The speaker looked so nervous when she gave the explanation. She seemed has difficulty to express of what she thought. She used the body languages (handling a note and tried to find something in her note).

For the above datum, several hesitations could be found. The first hesitation was *filled pause*. It was done in the beginning of the utterances, before the word 'so'. It was done to have the next ideas to be conveyed. Besides, she also made *repeat* hesitation for the second, which occurred out in the mid-explanation like 'their. their' as in 'their // their own'. At this moment, she tried to think about the next utterances as well. Third, *filled pause* found again. It happened when the speaker pronounced the word 'its'. She lost the words to complete her utterances, and she even took up her dialect which was Javanese such 'opo yooo?'. She actually has something to say yet due to lack of vocabulary, probably, it seemed hard to say any utterance.

For these, the speaker created two hesitations which involve *repeat* and *filled pause*. Those hesitations occurred because the speaker confused of what



would like to say next or lost mind for next utterances to be continued, and spending some time to have the next ideas in mind.

#### Datum 11

**She life in the . she life in upper class until he. her lies died. in the end of the story \*sorry this is the synopsis\* /um/ She is want to go with someone her love but /a / she don't want to make make /a/ her mom, disappointed with her so she create the story that she already died but she run with someone her love.**

Context: the speaker described about the synopsis of the Luxe novel as an object to be studied. The speaker looked like having such difficulty to express of what she thought, she also lacked of vocabulary.

Two hesitations were found as the following data; “*She life in the . she life in upper class until he. her lies died. in the end of the story. Sorry this is the synopsis*”. It was found out that *false start* appeared in the first place as in the beginning of utterances, the speaker uttered the word ‘she lived in the’ in which then she revised it on the second thought as ‘she lived in upper class’. She was stuck to complete her utterances. Besides, similar case also occurred in the next words as in the word ‘until he. her lies died’. When she said ‘he’. She was aware of it and corrected it into the word ‘her’. One next *false start*, again, as was found in these utterances ‘*in the end of the story. Sorry this is the synopsis*’. The speaker was probably going to say an introduction that it was a synopsis, but in fact, she started the content of the synopsis before telling about the introduction. She felt so wrong, and then she repaired her utterances by saying ‘sorry.’



Then in this utterance; “*is the synopsises /ummmm/ she is want to go with someone her love but /a / she don’t want to make /a/ her mom, disappointed with her so she create the story that she already died but she run with someone her love*”. *Filled pause* occurred in the middle of utterances. Exactly, after the speaker uttered the word ‘synopses. Here the speaker produced *filled pause*, she looked forgot the information that will be conveyed. Thus, it was produced by the speaker with aim to think and remember the information and to prepare the next utterance. Besides, it also appeared in the next utterances, before the speaker said ‘but’ and after the word ‘make’. Here *filled pause* produced because the speaker confused of what to say next.

Above all, those two hesitations, *filled pauses* and *false start*. Those hesitations produced in order to correct the errors and mistakes she had made. Besides, the speaker was confused of what to say next. Accordingly, she needed the time to prepare before speaking.

## **Datum 12**

**Apology strategy is method how someone reacts or repairs their action \*when they having when they when they are having mistakes\* to someone else or appointed someone else. So they must repair the condition to maintain their relationship between speaker and hearer or to maintain their social communication.**

Context: In her presentation, the speaker gave an explanation about the background of her proposal. It was about apology strategy. At the time of speaking, the speaker spoke carefully and slowly, in which it is used to keep her utterances fluent.

One category of hesitations found in this datum was *false start* as in the utterances ‘when they having, when they. When they are having mistakes’. It seemed the speaker was going to say ‘when they are having mistakes’ but she was stuck to complete the utterances. She looked so nervous then she repeatedly said those utterances. Besides, the speaker seemed to get the problem in language formulation. It was when the speaker said ‘when they having’ in which then, she shortened it to ‘when they’ and corrected it as the right one such ‘when they are having’. This case occurs because the speaker was wondering on her own capability whether she said those utterances grammatically correct or wrong. Above all, she did that to correct any errors with the right thing she could think of.

To conclude, the researcher found one hesitation produced by the speaker, it was *false start*, which produced in order to correct an error of utterances.

### **Datum 13**

**Although several researcher investigates apology strategy in differ or different context and perspective. Apology strategy of // Malaysian Airlines News Conference has not explored yet before. So the researcher take this subject of // thesis. This research is important to readers know and understand how to act, how to act apology properly, because if we applied in appropriate apology it can . it can got misunderstanding and misperspect . perspect . misperception.**

Context: the speaker explained her reason of doing analysis about apology strategy in Malaysian Airline news conference. The speaker seemed to have such difficulty to pronounce a certain word.

The first type of hesitations found in datum 13 was a *silent pause* as in these utterances; ‘*Apology strategy of / . / Malaysian Airlines News Conference*

*has not explored yet before so the researcher take this subject of / . / Thesis*” The speaker made it after saying the preposition ‘of’ and second was before the word ‘thesis’. Here, she was probably blank of any information she would like to expose or lack of words. It was shown in how the speaker reacted while trying to open up her book to find out any necessary information she planned to come up with in the time of *silent pause* happened.

Another hesitation found in this further utterance, “*This research is important to readers know and understand how to act, how to act apology properly, because if we applied in appropriate apology it can . it can got misunderstanding and misperspect . perspect . misperception*”. It was repeat which occurred twice within utterances after the word ‘misunderstanding’ and before the word ‘got’ as ‘how to act, how to act’ and ‘*it can . it can*’. Here the speaker was trying her best to get the right track in her presentation. Another hesitation happened when the speaker tried to get ‘misperception’ but misspelling twice as ‘misperspect’ to only ‘perspect’. She was probably so nervous while thinking the next utterances to expose. A lot of unexpected things happened, then. *self – correction* was found in the above utterances as well. ‘*misperspect*’ was the error she did not expect to come out. She actually would like to say ‘*misperception*’ but it might be hard for her to say it correctly.

For datum 13, three kinds of hesitations are revealed as follows; *silent pause*, *repeat*, and *self – correction*. It happens because the speaker was probably blank any information to say, nervous and difficult to pronounced a certain word correctly.

#### Datum 14

**The second to know what is the dominant dominant // apology strategies used by Muhammad JauhariYahya a CEO of Malaysian Air. Airline and Triiii . Tri Nur Muhammad . Tri Edi Nur Yusuf a chairman of Malaysian Airlines.**

Context: the speaker explained her purpose by doing an analysis about Apology strategies, and the focus of that analysis.

Next analysis will be on datum 15 which revealed that *self - correction* was found in the first place. It exactly uttered after the speaker said the word 'what is'. The speaker repeated to fix the word she realized was wrong in pronouncing it. Initially, she was going to say 'dominant' but she pronounced it 'deminant'. The speaker looked worried about making mistakes while speak. Besides, she lacked of vocabulary, she was trying to think about what idea has to be delivered further. Then, she performed *silent pause* before said 'apology'.

Another *restart* also happened within these utterances which were in the word 'airline'. In this case, the speaker was so doubt to say the word 'airline' yet she was doing repetition at the beginning of the word, as in 'air.airline'. Then, *self – correction* happened again in the later utterances. The speaker was going to mention a person's name. Unfortunately, she missed to say it as in the words 'tri.tri Nur Muhammad' which eventually repaired to the word 'Tri Edi Nur Yusuf'.

Three types of hesitations are found in the above hesitations namely; *self – correction*, *silent pauses* and *restart*. As the analysis, hesitations occurred because

the speaker was wrong to pronounce the word and worried about making mistakes.

#### **Datum 15**

**If we talk about CDA some of us /a/ are expression with the term of social actor representation. It refers to how a person. a person // a group of people or even a certain ideology is *dispec. depicted* through a text. /aaa/ According to Van Leeuwen, in his book // discourse and practices public in 2008, /aa/. social actor representation divided into two, that is exclusion and inclusion. /a/ it inclusion mean the writer want tooooo /a/ hide or protect a cer . a certain actor which // Doooooooo /a/ doooooo the text, while the inclusion means theeee // thee writers want to show up or /a/ want to show up and performance the existence of the act actor in the text in the text.**

Context: The speaker described the background of her research proposal, which involves the definition of CDA and its types.

In this datum, the utterances which have hesitations as follows; *‘If we talk about CDA some of us /a/ are expression with the term of social actor representation. It refers to how a person. a person // a group of people or even a certain ideology is dis. depicted through a text’*. To start, the speaker made the *filled pause* hesitations after saying ‘us’. She was nervous to say things when explaining about CDA. Next one, she also repeated twice in the utterance. Initially repeated was in the words ‘a person’ a person’. Here the speaker seemed lack of words, she looked unprepared yet of what to say next. A long side with that, the speaker was also did *restart* when saying ‘dispected’, which uttered into ‘dis. dispected’. In this case, the speaker seemed nervous and lack of what to say next.

Later, in the same datum, some hesitations are also found as follows;  
*“through a text /a/ according to Van Leeuwen, in his book // discourse and*

*practices public in 2008 /a/ social actor representation divided into two, that is exclusion and inclusion. it inclusion mean the writer want tooooo hide or protect a cer . certain actor which Doooo /a/ doooo the text, while the inclusion means theeee . thee writers want to show up . want to show up and performance the existence of the act . actor in the text . in the text". Filled pause was found at the beginning of the utterances. It might be done to have some space time after full stop sign. To start with a new sentence when delivering 'according to Van Leeuwen' in her mid-utterances, she stopped for a minute without producing a sound. At this point, the speaker seemed like losing information about a book by Van Leeuwen. Further, the speaker, for many times, prolonged several words like aaa, dooo, too, and thee ( a, do, to, the)'. She was doing it for having some time to think about the next utterances to expose. Restart happened twice. The first one was in the word 'certain'. She said 'cer.certain' and 'act.actor' for the second. She looked so doubt to say those two words that she did that repeating action.*

Then again, the speaker performed *restart* of words twice in one sentence as the words '*want to show up?*'. *Want to show up*', when explaining about social actor. Later, *repeat* found at the end of utterances as 'the text. the text'. She came up with this due to confusion to the completion of her utterances.

In conclusion, several hesitations could be found which involved *filled pause, restart, repeat, and lengthening*. The causes were nervousness, lack of concentration, words, and even lack of competence in language formation.

## Datum 16

**This case through article or news in the newspaper. Aaaaand then /a/ there are // twoooo . I mean I provide two previous studies, the first is Megawati (2013) examined about the social actor representation in human trafficking issues in Jakarta Globe.**

Context: It occurred when the speaker explained about the previous study on her research proposal.

In datum 16, the researcher also found out several hesitations. Started from the *false start* as in these utterances, '*then /a/ there are // twoooo, I mean I provide two previous studies...*' First of all, the speaker prolonged the conjunction 'and' in the beginning of sentences, and the word 'two' as the next prolongation done after saying 'there are'. At the same time, the speaker also reacted to her doing of *false start* action for the words 'then there are', I mean, I provide two...' The speaker intended to say 'I provide two...', yet, the words which came up were 'then there are' in the first place. Furthermore, the speaker produced hesitation *filled pause* 'I mean' it used by the speaker to repair the error of statement before.

Based on the above analysis, the researcher has conducted kinds of hesitations were produced, those are; *lengthening* and *false start*. The speaker produced lengthening since she confused to think about any utterances to deliver next. While, the *false start* was for correcting any utterances she thought possibly the right one to go.

## Datum 17

**By using western newspaper with two sample of famous newspaper. And . and then, there will /a/ and then I use /a/ western newspaper therefore there will be different way of thinking annnnnnd then the second one, although**



**both topic and the subject of the research are same, that is the Guardian newspaper I use /a/ I use two samples and then moreover I will conduct more comprehensive research // and based on the a theory of Van Leeuwen // which is /aaa/ which // Which is provided in 2008.**

Context: the speaker explained about the gap or research focus of the speaker's research proposal

Datum 17 served several hesitations too, as in these utterances, *"By using western newspaper with two samples of famous newspaper. and. and then, there will /a/. and then I use /a/ western newspaper therefore there will be a different way of thinking"*. Seeing this datum, the speaker shifted her utterances in the second sentence after full stop. She said the conjunction 'and' first, followed by 'and then, there will /a/'. When saying this, the speaker seemed unclear to where she wanted to go for her utterances. Then she discarded those words and added new words 'and then I use'. Another hesitation was also made up. When the speaker changed her utterances, at the same moment, she also did *repeat* in the word 'and'. The speaker looked unprepared for proposal seminar presentation, so that a lot of hesitation made.

Still in the same datum, some hesitations could also be found. *"Annnd . then the second one, although both topic and the subject of the research are same, that is the Guardian newspaper I use /a/ I use two samples and then moreover, I will conduct more comprehensive research and based on the a theory of Van Leeuwen // which is /a/ which // Which is provided in 2008"*. In the beginning of utterances, *lengthening* was made up in the conjunction 'and'. She did that to get some times to think about next ideas to deliver. Besides, the speaker also did



*repeat* such as in previous sentence which happened after saying ‘newspaper’ to have some time needed for her next ideas.

*Silent pause* also occurred after she said ‘Van Leeuwen’. In this case, the speaker forgot the founding year of Van Leeuwen’s theories. Followed by *repeat* she did as in the words ‘which .which’ in remembering to some information about Van Leeuwen.

So, related to the analysis above, the researcher concluded that the speaker produced four kinds of hesitations, those are *repetition*, word *lengthening* and *pause include silent and filled pause*. The speaker used those hesitations since she faced some problems during delivering speech which involved hesitation and wondering to what she was about to say. On the other hand, the difficulty of speaking and forgetting some information to be delivered were also involved.

#### **Datum 18**

**So the metaphor is we attract one thing to another thing /a/ even one thing is same or different. For example, Juliet is sun /yaa /. when we say Juliet is land. Juliet is sun, actually Juliet is the bright /a/ women in the class. the wright. /a/ the bright /a/ women in the class. And that its can refers to Juliet is sun, so sun is bright and Juliet also bright in the class // like that.**

Context: the speaker explained about his title, which contained some information about metaphor completed with the example of it.

As in this datum 18, “*So the metaphor is we attract one thing to another thing /a/. even one thing is same or different*”. *Filled pause* found after the speaker said ‘another thing’. *Filled pause* produced to think about what he would like to say next.

Then for these utterances, “*For example, Juliet is sun /yaa /. When we say Juliet is land. Juliet is sun, actually Juliet is the bright /a/ women in the class. the wright. /aaa/ the bright/ a/ women in the class. And that /.../ its can refers to Juliet is sun. So sun is bright and Juliet also bright in the class /. / like that*”. Silent pause was made followed by the word ‘yaa’. When delivering the word ‘for example’ the speaker performed pauses (*filled pause*). The speaker, spoke fluently without hesitating anything in the beginning of her utterances. However, when coming to the words ‘for example’, she stopped to deliver for the moment while saying ‘yaa’ with no meaning. But with this short word, she was actually asking to the viewers whether they understood or not.

After that, the speaker also produced *false start*, as in the sentence “*When we say Juliet is land. Juliet is the sun, actually she is the bright*”. She was trying her best to speak fluent even in result a lot of hesitation occurred. The speaker changed her utterance from the word “*Juliet is land*’, into the word ‘*Juliet is sun*’ for the second

In the next sentence, the speaker produced pauses, included *filled* and *silent pause*, as in the utterances “*the bright /a/ women in the class. the wright. /a/ the bright/ a/ women in the class. And that its can refers to Juliet is sun. So sun is bright and Juliet also bright in the class // like that*”. After pronouncing the words ‘the bright’, the speaker made *filled pause* to have the next utterances in mind. Further, after she said the word ‘wright’, the speaker also made *self-correction* again. It was in the word ‘the wright’ then, revised into ‘the bright’. She realized it was wrong in the first place that needed repairing.

Based on this datum, the hesitations made are *filled pause*, *false start* and *self-correction*. The speaker made some hesitation in his utterance since he wanted to make sure that the audience understand of what he said. Besides, another hesitations produced because of an error in pronounced the word.

#### **Datum 19**

**Then for the next /a/ the object of my paper is Movie Production. Why movie production? Because in the movie production also there is a communication and the communication sometimes or always use the metaphor. So that why? Because /a/ movie is the rule model. You know the rule model? /Yaa/ rule model is /a/ sometimes we imitate what /aa/ what appear in the movie. For example like Korean movie, so you will imitate your style and then your speak with a Korean.**

Context: The speaker explained about the object of the study in his research proposal.

From the datum above, it can be seen that the speaker produced *filled pause*. It occurred after the speaker uttered the word 'next' and before the word 'movie'. The speaker produced filled pause because he took time to think the next utterance. He also said 'ya' to emphasize whether audience understood or not of his explanation. Afterwards, the speaker performed *silent pause*, it occurred before the speaker pronounced the word 'rule', she did that to have some ideas in mind.

In conclusion, for datum 20, there are two hesitations found by the researcher those are *filled pauses* and *silent pause*. It occurred since the speaker tried to get times for next utterances to be delivered and tried to persuade the listener to get his point. In addition, he forgot some ideas to deliver.

### 3.2 Discussion

After analyzing and presenting the 19 data from the student's presentation. The researcher found out many types of hesitation which can be categorized as *false starts, repeats, restarts, self – correction, word lengthening and pauses (filled pauses and silent pauses)*. These types of hesitation and the contexts that support the speakers to produce hesitation, will discuss as follows;

#### 1.2.1 The types of hesitation in student's speech at proposal seminar

##### 1. False start

False start are all incomplete or self – interrupted utterances. In the other words, false start are correction of a word. When the speakers made utterances, they make a mistake words. After they have hesitate for a while, then they made corrected of a word, but they did not repeat of one or more word before the corrected word. The first utterance was known as natural word, then in the mid of utterances the speakers will produce hesitation (like *filled pause* or *silent pause*), and created new words as the correction.

Generally, the speakers used *false start* because she was felt worry about making mistakes. They was not sure of what they said or what they are going to say is right. From the whole data the researcher found some data that are categorized as *false starts*. For example, the word '*the background of the study*' that is revised into '*we know that*', '*we*' revised into '*he*' and '*and the*' revised into '*he is a famous*' (Datum 1), '*the first*' revised into '*my first*' (datum 3), '*and*' revised into '*by*' and '*at*' revised into '*by*' (datum 5), '*the*

*discrimination*’ revised into ‘*at the time*’ (datum 6), ‘*there are two*’ revised into ‘*this descriptive method*’ (datum 8), ‘*First I reading to*’ revised into ‘*I reading fast*’ (Datum 9), ‘*he*’ revised into ‘*her*’ (datum 11), ‘*when they have*’ changed become ‘*when they*’ and revised into ‘*when they are having*’, ‘*and then there will*’ revised into ‘*and then I use*’ (Datum 17).

## **2. Repeats**

Repeats means the repetition of one of more word in a row. In the case of repeats, the speakers made repetition of similar word twice, without adding, removing or changing the meaning. Repeats happened because of pragmatic reason, the speakers believed that it has the point of information inside of the repeated word. The speaker wanted to emphasize to the listener that in the word repetition has the important point to be understood by the listener.

Here the researcher found several utterances from the data which are categorized as repeat. For example the word ‘*I... I want to present my proposal*’, ‘*he is famous ..he is famous writer*’, ‘*he create many ... many novel*’ (datum 1), ‘*India is one of colonize ... colonize country*’, ‘*midnight children ... midnight children told about a man who was born at the ... at the*’ (datum 2), ‘*gender discrimination of sorry ... sorry, nineteen ninety*’ (datum 4), ‘*by this... by this title that St. Jerome state*’, ‘*the women philosopher start emerged such as Elizabeth Candy staton ... candy staton*’, ‘*St. Jerome argument about the ... about the women*’ (datum 5) ‘*every novel has their ... their own story*’ (datum 10), ‘*she don’t not want to make ... make her mom disappointed with her*’

(datum 11), *'This research is important to readers to know how to act ... how to act apology properly, because if we applied in appropriate apology it can ... it can got misunderstanding'* (datum 13), *'it refers to how a person ... a person or a group of people'*, *'while the inclusion means the ... the writer want to show up ... want to show up'* (datum 15). *'That is the guardian newspaper I use ... I use two sample'*, *'the theory of Van Leeuwen which is which ... which is provided in 2008'* (datum 17).

### **3. Restart**

Restart means the repetition of words which occurred in the beginning of word or restart means when the speakers started to utter the word, but at the same time they suddenly returned to the beginning and irritated the same words that have been uttered. In this case of restart, the speakers performed restart because they were confused about their words correct or incorrect, especially in pronunciations.

From the 19 data, the researcher found some utterances that are categorized as *restarts*. For example in the word *'Salman Rushdy is one famous writer in the lit.. literary world'* (datum 1), *'he has capability of smelling ./ good smelling and in.. it in...include'* (datum 2), *'so here the background is the ear... the early Christian theology'*, *'St. Jerome stated that women is the gate of the devil, the path of the wick.... wickedness, the sst ... sting of the serpent'* (datum 4), *'Ceo of Malaysian air. .. airline'* (datum 14), *'a certain ideology is dispec...*

*dispected through a text*, ‘*the writer want to hide or protect a cer... a certain*’,  
*‘the existence of the act... actor in the text’* (datum 15).

#### **4. Self – corrections**

Self – correction means when the speakers uttered the word, then they replaced again which purpose to be understood. In the case of self – correction, the speakers had notice some trouble and interrupted his speech. The speakers made self – correction because they wanted get the best words or they were worried about making mistakes while speaking. Therefore, when they realized that they made mistakes they did self – correction in order to revise their error.

From the whole of the data, the researcher found some utterances that are categorized as self – correction. For example in the words ‘*it can got misunderstanding and missperspect... perspect.... misperception*’ (datum 13), ‘*CEO of Malaysian airline and tri...tri nur muhammad ..... Tri Edi Nur Yusuf a chairman of Malaysian Airlines*’ (datum 14), ‘*When we say Juliet is land ... Juliet is sun, actually Juliet is the bright /a/ women in the class*’ (datum 18).

#### **5. Word lengthening**

Word lengthening means the prolongation of one or more syllable of words. So that the duration is excessively or long. Distinguishable from a *filled pause* and not to be confused with a *filled pause* either. A lengthening occurs during a word, not a pause, such as lengthening of the ‘e’ sound in the word ‘well’. For example ‘weeelll’. Word lengthening occur, because the



speakers were planning of what would like to say. At the time of speaking, she lack of words to say or she got the difficulty in giving the next utterance.

Therefore she needed to hesitate.

The researcher found some data that are categorized as word lengthening. For example in the word *'midnight's children told about a maaaaan who was born in the midnight at the independent day of India'*, *'annnddd it can be classified as magical realism'* (datum 2), *'Ana is one of theeee character inside try to attract gender discrimination itself'*, *'the discrimination about the women and agaiiiiiinnn I want reflected in 1900 of America'* (datum 7), *'So, in aaaaa descriptive method there are two descriptive method'*, *'this descriptive method which is comparative annndddd composite'* (datum 8), *'I reading the novel and I underline theeeee ...what is it....'* (datum 9), *'the writer want tooooo hide or protect a cer . certain actor which Doooo /a/ doooo the text, while the inclusion means theeee . thee writers'* (datum 15), *'annnnd then there are twoooo .. I mean .. I provide two previous studies'* (datum 16) *'annnnd then the second one, although both topic and the subject of the research are same'* (datum 17).

## **6. Pauses**

There are two kinds of pauses, filled pause and silent pause. The filled pause also divided into two types un – lexicalized and lexicalized. The researcher found all of them in several data.



### a. Filled pause

Filled pause means pause which is followed by sound. It is a gap which is filled by *mm*, *ah*, *er* or others like *I mean*, *well* or *you know*. The speakers used it because the speaker got the difficulty to express of what they thought, they felt uncertain of what are going to say next. Therefore, the speakers needed time to think first, and they made filled pause.

Based on the data finding, almost all of data are contained of filled pause. The researcher found a lot of filled pauses produced by the speaker. For example '*ok /a/ I...I want to present my /a/proposal thesis*, '*Salman Rushdy is one famous writer /a/ in the literary world*', '*he was born in /a/ 16 th June 1970 (datum 1)*, '*/aa/ midnight's children encourages a number of literary /a/ analysis*', '*Salman Rushdie writes some. /a/ literary words /aa/ using magical realism, but in postcolonial /aa/ criticize. criticism . /ok/.*', '*midnight's children told about a /umm/ mannn who was born in the midnight at the. at the Independents day of India and ./ he has /a/ capability of smelling . good smelling (datum 2)*, '*the next is how's the real condition of India when this novel /a/ written as the reflection of colonialism*' (datum 3), '*the women and then she may /aa/ her women Bible which mean /a/ this want to attached of St.Jorome argument about the . about the women*' (datum 5), '*The discrimination /aa/ at the time I just want a give the example*', '*Another family have daughters and also son it's gone be like... ./umm/.... what is it... sssst... what is it,, "apanaamaa" .... was like a same from their family*'. (datum 6), '*there are two, /*

*a / . This /a/ descriptive method which is comparative' (datum 8), 'try to underline what /a/ the discrimination about the women in the novel. The third is /a/ reading again carefully and try to be sensitive about /a/ gender discrimination in the novel' (datum 9), 'in the end of the story. Sorry this is the synopsis. /umm/ she is wanna go with someone her love but /a / she don't want to make make /a/ her mom (datum 11), '/a/ According to Van Leeuwen, in his book /.... / discourse and practices public in 2008, /a / social actor representation divided into two, that is exclusion and inclusion. /a/ it inclusion mean the writer want tooo . /a/ hide or protect a cer . a certain actor which /.../ Doooo. /a/ dooo the text, while the inclusion means' (datum 15), 'then /a/ there are two . I mean.. I provide two previous studies' (datum 16), ' there will /a/ . and then I use /a/ western newspaper therefore there will be different way of thinking', 'based on the a theory of Van Leeuwen which is /a/ which. which is provided in 2008 (datum 17), ' So the metaphor is we attract one thing to another thing /a/. even one thing is same or different', ' Juliet is the bright /a/ women in the class. the wright. /a/ the bright/ a/ women in the class' (datum 18), Then for the next /a/. the object of my paper is Movie Production', 'Because /a/ movie is the rule model' (datum 19).*

#### **b. Silent Pause**

It is a period of no speech between the words, the speaker needs it to breath. Besides, they used silent pauses because they got difficulties in planning process. At the time of speaking the speaker needed to think the

words that they want to say next or the ideas to deliver next. Therefore, they usually do silent act for several duration. It can be short, medium or long pause. Silent pause is symbolized by sign ‘// ‘.

From the 19 data the researcher found several silent pauses performed by the speaker during presentation. As the example like in the word ‘*here I* // *I want to present my /a/ proposal thesis under the title Postcolonial study study as reflected in Salman Rushdie’s Midnight’s Children’s, / /ok* (datum 1), ‘*one of which is literary and political issues of India as reflected in Salman Rushdie’s midnight’s children /./ ok.*’, ‘*mannn who was born in the midnight at the. at the Independents day of India and /./ he has /a/ capability of smelling . good smelling*’ (datum 2) ‘*Gender Discrimination of /./ sorry sorry, nineteen ninety 1900*’ (datum 4), ‘*And / / by that time the women philosophers start emerged*’ (datum 5), ‘*comparative annnd / / composite and the three article approach than / / actually the article approach is like // expedition*’ (datum 8), ‘*Apology strategy of / / Malaysian Airlines News*’, ‘*this subject of // thesis*’ (datum 13), ‘*the deminant dominant // apology strategies*’ (datum 14), ‘*comprehensive research // and based on the a theory of Van Leeuwen // which*’ (datum 17).

Based on the above discussion found that in delivering speech, all of the speakers in proposal seminar made some types of hesitation, *false starts, repeats, restarts, self – correction, word lengthening and pauses (filled pauses or silent pause)*. It can be conclude that *pauses (un – lexical*

*filled pause*) are mostly found in the student's presentation at proposal seminar of English Language and Letters Department, UIN Malang. From the whole data, this research found that there are 13 data categorized as *filled pauses*. The *filled pause* that mostly found in proposal seminar occurs after the speakers utter the functional word, such as proposition, article and pronoun. For example are; 'he was born in /a/ 16<sup>th</sup> June /a/ nineteen seventy, Bombay' (datum 1) 'midnight's children told about a /umm/ mannn who was born in the midnight (datum 2) 'St. Jerome state the at /a/ I know that the discrimination at the women still axis until now '(datum5), 'So, in /a/ descriptive method in the. there are two (datum 8) 'The third is /a/ reading again carefully and try to be sensitive about /a/ gender discrimination' (datum 9), 'She is wanna go with someone her love but /a / she don't want to make /. / make /a/ her mom, disappointed with her (datum 11), 'inclusion mean the writer want tooo /a/ hide or protect a cer . a certain actor which /.../ Doooo. /aa/ doooo the text, while the inclusion means theeee ./ Thee writers want to . show up or /a/ want to show up and performance the existence of the act actor in the text.in the text' (datum 15) 'based on the /a/ theory of Van Leeuwen (datum 17), 'Rule model is /a/ sometimes we imitate what /a/ what appear in the movie' (datum 19).

### **3.2.2 What are the context supporting hesitations in proposal seminar?**

The context of this study is not only language that are spoken or written, but also the whole situations that existed at the time where the speakers doing

presentation. Based on the data finding above, this study found that the speakers made a hesitation because of certain circumstances. The hesitation *false start* for instance, it mostly occurred when the speakers gave an explanation about research question and method of their proposal, as presented in (datum 3, 8, 11 and 12), for example *'The next is the research question; the first // my first research question is what kind of postcolonial aspects portrayed on Salman Rushdie's Midnight's Children? And the next is how's the real condition of India when this novel /a/ written as the reflection of colony. colonist. colonialism?'* (datum 3)

Then, hesitation *repeat*, that mostly happened in the beginning of utterances, when the speakers start to open the presentation (datum 1, 5), for example *'And the he is a famous . he is a famous writer and he create many . many novels, the first novel is famous /a/ the first novel is famous. Midnight's children is the second novel. And then the same, and the controversial and this controversial novel is // Ok.'* (datum 1).

Furthermore, Hesitation *restart* that mostly occurred when the speakers tried to give an explanation about the background of the study, for example *'So here background is the eer the early Christian theology perpetuated argument by St. Jerome states that women is the gate of the devil; the path of the wick . wicknedness, the sst. sting of the serpent, and in a word of a perilous objects'* (datum 4). In addition, hesitation *self – correction*, that mostly happened when the speakers tried to described about the reason of taking object on their proposal, as (datum 13, 14), for example *'This research*

*is important to readers know and understand how to act, how to act apology properly, because if we applied in appropriate apology it can . it can got misunderstanding and misperspect . perspect . misperception' (datum 14).*

While for *word lengthening*, it mostly occurred when the speakers tried to give an explanation about the background of the study, object of the study and previous study (datum 7, 15, 16), for example ' *Here some synopsis Ana is the one of theeee character inside try to attract gender discrimination itself, but I just want to underline that in this novel I want analysis the discrimination about the women and agaaaiiin I want reflected in 1900 of America' (datum 7), it inclusion mean the writer want tooooo /a/ hide or protect a cer . a certain actor which // Dooooooooo /a/ doooooo the text, while the inclusion means theeee // thee writers want to show up or /a/ want to show up and performance the existence of the act actor (datum 15). This case through article or news in the newspaper. Aaaaand then /a/ there are // twoooo . I mean I provide two previous studies (datum 16)*

Then, *Filled pause* which mostly happened when the speakers start to open the presentation. As presented in the (datum 1,4), for example ' *Ok /a/ here I//I want to present my /a/ proposal thesis under the title Postcolonial study as reflected in Salman Rushdie's Midnight's Children's, ok' . Then, when the speakers describe about the background of the study (datum 2, 6, 9,13, 14,18, and 19 ) for example, ' /aa/ midnight's children encourages a number of literary /a/ analysis, one of which is literary and political issues of India as reflected in Salman Rushdie's midnight's children ok' . (datum 2). Afterwards,*

it also occurred when the speakers tried to give respond to the examiner, for example *'fourth is Splendor. /a/ so, there are series novel but every novel has their . their own story and their own character, but it's \*opo yo\* related, the story is related to the one story and another story'* (Datum 10).

In addition, the hesitation in *silent pause* also happened in the context when the speakers gave an explanation about the background, especially the reason of her to taking the object (datum 13, 14), for example *'although several researcher investigates apology strategy in differ or different context and perspective. Apology strategy of // Malaysian Airlines News Conference has not explored yet before. So the researcher take this subject of // thesis.* (datum 13).

From the data above, we can conclude that in doing presentation, although the speakers are student in English department, of course they will always make hesitation when delivering speech. It can be proven from the presentation in proposal seminar of English Language and Letters Department, UIN Malang. From the whole data hesitation can be found in each datum. However, it is normal because English is not their mother tongue. English is foreign language for them, therefore they need a long time and need to try harder in using it to have fluent and well in English.

Besides, when delivering speech she or he has many troubles in which it can disturb them to deliver speak fluently. The problems which often faced by the speakers are not only from internal factor such as, getting nervous and



forgetting of what would like to say, lacking of vocabulary, getting difficulty to find the suitable words, and being wary about making mistakes during speaking, but also from external factor, like environment. Therefore, the speakers are supposed to prepare or understand the material well and also try harder in using English language every time, everywhere are the keys for us in delivering utterances well.



## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion dealing with the findings of the analysis. The conclusion is drawn based on the discussions concerning the problem to be answered, and the suggestion is given for the future research.

#### **4.1 Conclusion**

According to 19 data presented and analyzed at the previous chapter, about student's utterance in proposal seminar of English Language and Letters Department, UIN Maulana Malik Ibrahim Malang. It can be concluded that hesitation can be found in all of data. The hesitation are false start, repeat, restart, self – correction, word lengthening and pauses (includes filled pause and silent pause). All the types of hesitation can be found in the utterances, but the most dominant type of hesitation in those utterances is filled pause.

In addition, this study found some contexts in which support the speakers to make hesitation. False start for instance, it mostly occurred when the speakers tried to give clear explanation about the research problem on their proposal (datum 3,8,11,12), repeats which mostly occurred in the beginning of utterance or when the speakers start to open presentation (datum 1,5), restart that mostly

occurred when the speakers gave an explanation about the background of the study on their proposal (datum 4), self – correction that mostly happened when the speakers tried to describe the reason of taking object on their proposal (datum 13, 14), word lengthening that mostly occurred when the speakers tried to give the explanation about the background of the study, object of the study and previous study (datum 7, 15, 16), Filled pause that mostly happened when the speakers started to open the presentation (datum 1,4), when the speakers described about the background of the study (datum 2, 6, 9,13, 14,18, and 19 ) and when the speakers tried to give respond to the examiner (datum 10). The last, silent pause which mostly happened in the context when the speakers tried to give explanation about her reason of taking object (datum 13, 14).

However, hesitation is one of linguistics topic that is very interesting to be analyzed because it happens not only in informal speech but also in formal speech, like in proposal seminar. From all the types and the contexts that are found, hesitation still becomes a problem of communication. Although, the speakers are students of English Department, which is considered good in English spoken, but they made hesitation too. However, it is normal because English is not their mother tongue. Therefore, for the speakers who want to speak in public, they have to prepare well and accustom their self to speak English every time and everywhere, to get the best utterances and minimize the hesitations.

## 4.2 Suggestion

Based on the result of this study, some suggestions are provided. For all English students, it is suggested that they can learn more about hesitation phenomenon. It is also expected that this research can give empirical data to the students about hesitation, which is focused on the context. Moreover, it is also expected to encourage them to conduct the research in different object. Thus, in this study, the researcher found some contexts in which support the speakers to make hesitation in proposal seminar of English Language and Letters Department, UIN Malang. Therefore, it is suggested to all students, especially students in English Language and Letters Department, UIN Malang who wants to get proposal seminar, they have to prepare well their mental and have deeply understanding about the material that would be delivered, in order to minimize the hesitation. The last, for the next researcher who interests to conduct the research in similar topic, it is advisable to select the different context, such as hesitation in the thesis exam or the other formal presentation.

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KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS HUMANIORA  
JURUSAN BAHASA DAN SASTRA INGGRIS

**BUKTI KONSULTASI SKRIPSI**

Nama : Lailatul Fitriah

NIM : 11320115

Judul Skripsi : Hesitations in Proposal Seminar of English Letters and Language Department UIN Maulana Malik Ibrahim Malang

Dosen Pembimbing : Dr. Rohmani Nur Indah, M.Pd

No.	Tanggal	Topik Bimbingan	Catatan Pembimbing	Tanda Tangan
1.	28 November 2014	Judul dan Research Question	Tentukan objek untuk penelitian antara film dan proposal seminar	
2.	01 Desember 2014	Proposal Skripsi (Chapter I)	Perbaiki isi background of the study, Perbaiki research design. Perjelas dan lengkapi data source, data collection dan data analysis.	
3.	5 Desember 2014	Proposal Skripsi (Chapter I)	Perbaiki bahasa dan penggunaan grammar background of the study, Objective of the study, Scope and Limitation, Research Method, Data Souce.	
4.	12 Desember 2014	Proposal Skripsi (Chapter II)	Perbaiki konsep pada (chapter II)	
5.	16 Desember 2014	Proposal Skripsi (Chapter II)	Perbaiki tata cara penulisan penulisan	
6.	1 April 2015	Menyerah revisi proposal	Perlu perbaikan tentang penggunaan bahasa & grammar	
7.	8 April 2015	Menyerahkan data tabulasi	Perbaiki data tabulasi (content), dan dilanjutkan untuk memulai analisis	
8.	27 April 2015	Menyerahkan analisis (Chapter III)	Perbaiki cara analisis data	



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9.	7 Mei 2015	Menyerahkan revisian (Chapter III)	Perbaiki hasil analisis (content) Perbaiki finding	
10.	20 Mei 2015	Menyerahkan revisian (Chapter III)	Perbaiki penggunaan bahasa	
11.	27 Mei 2015	Menyerahkan revisian (Chapter III)	Perbaiki penggunaan tenses, dilanjutkan untuk memulai bab IV	
12.	3 Juni 2015	Menyerahkan (Chapter IV)	Perbaiki konten, bahasa dan tenses	
13.	8 Juni 2015	Menyerahkan (Chapter I, II, III, IV)	Perhatikan penggunaan tanda baca, dan tenses Jangan lupa mencantumkan sumber pada setiap kutipan, Koreksi ulang penggunaan bahasa dan konten	
14.	10 Juni 2015	Menyerahkan (Chapter I & II)	-	
15.	17 Juni 2015	Menyerahkan (Chapter III & IV)	-	
16.	22 Juni 2015	Skripsi (Acc for thesis exam)	-	

a.n. Dekan,

Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Syamsudin M.Hum

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No	Data Utterance	Context	Type of Hesitation							Position
			False start	Repeat	Restart	Self – correction	Lengthening	Filled pause	Silent pause	
1	Ok /a/ here I//I want to present my /a/ proposal thesis under the title Postcolonial study as reflected in Salman Rushdie’s Midnight’s Children’s, ok. /a/ the background of the study /a/ we know that Salman Rushdie is one famous writer /a/ in the liter literary world. We /a/ he was born in /a/ 16 <sup>th</sup> June /a/ nineteen seventy, nineteen forty. forty seven, Bombay. And the he is a famous . he is a famous writer and he create many . many novels, the first novel is famous /a/ the first novel is famous. Midnight’s children is the second novel. And then the same, and the controversial and this controversial novel is // Ok.	In the beginning of the presentation, a speaker explained about the background of her research proposal. She seemed nervous as if she was not ready to speak up her proposal. She often looks at her note while speaking. She looked worried about making mistakes, so that she did a presentation by reading her proposal text.	✓	✓	✓			✓	✓	<ul style="list-style-type: none"> <li>• Repeat <ul style="list-style-type: none"> <li>- First, it occurs in the beginning of utterance after the word ‘here.</li> <li>- Second, it occurs before the word ‘nineteen’. The last, it occur after the speaker utters the article ‘</li> </ul> </li> <li>• Restart <ul style="list-style-type: none"> <li>- It occurs after the speaker says the article ‘a’ and before the word ‘world’</li> </ul> </li> <li>• False Start <ul style="list-style-type: none"> <li>- it occur after full stop, and before the word ‘was born’</li> </ul> </li> <li>• Filled pause &amp; silent pause <ul style="list-style-type: none"> <li>- It occurs in most of utterance during speech, like in the beginning of utterance, after the word ‘ok’, after the word ‘my ‘and before the word ‘proposal ‘after the word children’s and after and before she says ‘the’ (article)</li> </ul> </li> </ul>

2	<p>/aa/ midnight's children encourages a number of literary /a/ analysis, one of which is literary and political issues of India as reflected in Salman Rushdie's midnight's children ok. /Emm/ as the third world like Indonesia, India is one of colonize country. Most colonial literary words with magical realism /a/ it may be the reason why? Salman Rushdie writes some /a/ literary words /a/ using magical realism, but in postcolonial /a/ criticize. criticism // ok. Midnight's children . midnight's children told about a /umm/ man who was born in the midnight at the. at the Independents day of India and // he has /a/ capability of smelling good smelling an it it in it include or /a/ annd . It can be clarify classified as a magical realism in this literary world //ok.</p>	<p>The speaker explained about the background of her study, particularly about the reason of her taking Midnight's Children as her subject of the study. At this time, the speaker looked nervous, she spoke slowly and carefully. She often watched her monitor during speak. When opening the presentation, she did not explain by her own words, but she did it by reading.</p>	✓	✓		✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Filled pause <ul style="list-style-type: none"> <li>- It occurs in the beginning of utterance. Then after the after the word 'literary' and before the word 'criticize' etc.</li> </ul> </li> <li>• Silent pause <ul style="list-style-type: none"> <li>- It occurs before the speaker utters the word 'ok'</li> </ul> </li> <li>• Repeat <ul style="list-style-type: none"> <li>- It occurs before the word 'country', before the word 'told'.</li> </ul> </li> <li>• Lengthening <ul style="list-style-type: none"> <li>- it occur after the speaker says un – lexical word 'umm'</li> </ul> </li> <li>• Self – correction <ul style="list-style-type: none"> <li>- It occurs after the word 'capability'.</li> </ul> </li> </ul>
3	<p>The next is the research question; the first // my first research question is what kind of postcolonial aspects portrayed on Salman Rushdie's Midnight's Children? And the next is how's the real condition of India when this novel /a/ written as the reflection of colony. colonist. colonialism?</p>	<p>The speaker conveyed the information about the research question of her research proposal. The speaker looked worried about committing mistakes. Therefore, at this time, the speaker explained it by reading the text.</p>	✓							<ul style="list-style-type: none"> <li>• False start <ul style="list-style-type: none"> <li>- It occurs after the speaker says the word 'research question'</li> </ul> </li> </ul>
4	<p>Here I want to present about my proposal, under title the</p>	<p>When the speaker opened the presentation, she would like to give</p>			✓				✓	<ul style="list-style-type: none"> <li>• Silent pause</li> </ul>

	Genetics Structuralism Analysis in Gender Discrimination of // sorry sorry, nineteen ninety 1900 America as Reflected in Austin's persuasion. So here background is the eer the early Christian theology perpetuated argument by St. Jerome states that women is the gate of the devil; the path of the wick . wicknedness, the sst. sting of the serpent, and in a word of a perilous objects.	an explanation about the background on her proposal, it was about the gender structuralism. The speaker looked nervous, it could be seen from the expression of her body language, such as moved her shoulders and used her hand while giving explanation.								<ul style="list-style-type: none"> <li>- It occurs after the speaker utters the word 'of' (preposition)</li> <li>• restart</li> <li>- It happen in the position before the word 'Cristian', after and before the word 'of' (preposition).</li> </ul>
5	So, By this . by this title that St.Jerome state the at /a/ I know that the discrimination at the women still axis until now. And // by that time the women philosophers start emerged such as Elizabeth Cadyyy stanton Cady Stanton who was leading theoretician of the women and then she may /a/ her women Bible which mean /a/ this want to attached of St.Jorome argument about the . about the women.	The speaker gave an explanation about the background of the study, particularly on the significance of the study. At this time, she described about the main issues related to her research proposal. The speaker seemed confused how to express of what she felt. She looked has something to say, but she lack of vocabulary. She used her hand to show that she tried to explain what she intended to.		✓				✓	✓	<ul style="list-style-type: none"> <li>• Repeat</li> <li>- it occurs in the beginning of utterance, before the speaker says the word 'that', before the pronoun 'who, after the word 'argument' and in the end of utterance (before the word <i>the women</i>)</li> <li>• Silent pause</li> <li>- It occurs after the word 'and' (article)</li> <li>• Filled pause</li> <li>- It occurs after the speaker utters the word 'mean'</li> <li>• Repeat</li> <li>- It occurs after the speaker utters the word 'argument'</li> </ul>
6	The persuasion novel I want to reflect in 1900 of America. The discrimination /a/ at the time I just want a give the example like /aaaa/ widower they are in judge ties and prejudice. Another family have daughters and also son it's gone be like /um/ what is it // sssst //what is it // "apa namaa" //was like a same from their family.	The speaker explained the background of her proposal, particularly about the focus of her research.	✓					✓		<ul style="list-style-type: none"> <li>• Restart</li> <li>- It occurs before the speaker utters 'I' (pronoun)</li> <li>• Filled pause</li> <li>- Filled pause happen after the speaker says the word 'discrimination', before the word 'widower' and before the word 'like'</li> </ul>

7	Here some synopsis Ana is the one of the character inside try to attract gender discrimination itself, but I just want to underline that in this novel I want analysis the discrimination about the women and agaaaiiin I want reflected in 1900 of America	It occurs when the speaker explained about the novel that would be the object of her research.					✓			<ul style="list-style-type: none"> <li>• Lengthening</li> <li>- It happen after 'of' (proposition), after 'and' (article).</li> </ul>
8	So, in /a/ descriptive method in the *there are two, /a / *this /a/ descriptive method which is comparative annd . composite and the three article approach than . actually the article approach is like // expedition of the situation of the writer in the real situation.	The speaker explained about the method that will be used in her research. She spoke fluently, but in the middle of her utterance she made an interruption of words, she forgot some important information to be delivered. The speaker also used her hand to explain of what she intended to.	✓				✓	✓	✓	<ul style="list-style-type: none"> <li>• Filled pause</li> <li>- It occurs after speaker says the word 'descriptive method', then after the word 'three article'.</li> <li>• Silent pause</li> <li>- It occur after the speaker utters the word 'like'</li> <li>• False start</li> <li>- It occurs after says the word 'method' and before 'the' (article)</li> <li>• Lengthening</li> <li>- It happens after speaker utters the word 'comparative'.</li> </ul>
9	And data collection, first I reading to . I reading fast the novel and I underline theeee *what is it* vocabularies that I don't know. And the second reading is reread the novel slowly and understand and try to underline what /a/ the discrimination about the women	The speaker explained about the data collection of her proposal, and also some steps that she had done in her research. The speaker looked had such difficulty to express of what she thought. She often used her body language (move her hand and her eyes looked anywhere)	✓				✓	✓		<ul style="list-style-type: none"> <li>• False start</li> <li>- False start occurs in the beginning of utterances, after the speaker says the word 'collection'.</li> <li>• Filled pause</li> <li>- It occurs after the speaker says the word 'what', after the word 'reading' and after 'about' (preposition)</li> </ul>



	in the novel. The third is /a/ reading again carefully and try to be sensitive about /a/ gender discrimination in the novel.									<ul style="list-style-type: none"> <li>• Word Lengthening</li> <li>- Occur after the speaker utters the word 'underline'</li> </ul>
10	First is the Luxe, second is Rumors, third is Envy and fourth is Splendor. /a/ so, there are series novel but every novel has their . their own story and their own character, but it's *opo yo* related, the story is related to the one story and another story.	The speaker gave response to the examiner, about the novel which is used as object in her research proposal. The speaker looked so nervous when she gave the explanation. She seemed has difficulty to express of what she thought. She used the body languages (handling a note and tried to find something in her note).		✓				✓		<ul style="list-style-type: none"> <li>• Filled pause</li> <li>- It occurred before the speaker says the word 'so', and after the pronoun 'its'.</li> <li>• Repeat</li> <li>- It happen after the speaker says the word 'has'.</li> </ul>
11	She life in the . she life in upper class until he. her lies died. in the end of the story *sorry this is the synopsis* /um/ She is want to go with someone her love but /a / she don't want to make make /a/ her mom, disappointed with her so she create the story that she already died but she run with someone her love.	The speaker described about the synopsis of the Luxe novel as an object to be studied. The speaker looked like having such difficulty to express of what she thought, she also lacked of vocabulary	✓					✓		<ul style="list-style-type: none"> <li>• Self – correction</li> <li>- Self-correction occurs in the beginning of sentence, before the word 'he'</li> <li>• False start</li> <li>- It occurs after ther speaker utters the word 'until'</li> <li>• Filled pause</li> <li>- The speaker make filled pause before she says the word 'she', after the word 'but' and before the word 'her' (pronoun)</li> </ul>
12	Apology strategy is method how someone reacts or repairs their action *when they having when they when they are having mistakes* to someone else or appointed someone else. So they must repair the condition to maintain their relationship between speaker and hearer or to maintain their social communication.	In her presentation, speaker give an explanation related to the title of her research proposal, it is about apology strategy				✓				<ul style="list-style-type: none"> <li>• Self – correction</li> <li>- It occurs after the speaker says the word 'action'.</li> </ul>



13	Although several researcher investigates apology strategy in differ or different context and perspective. Apology strategy of // Malaysian Airlines News Conference has not explored yet before. So the researcher take this subject of // thesis. This research is important to readers know and understand how to act, how to act apology properly, because if we applied in appropriate apology it can . it can got misunderstanding and misperspect . perspect . misperception.	The speaker explained her reason of doing analysis about apology strategy in Malaysian Airline news conference. The speaker seemed to have such difficulty to pronounce a certain word.		✓		✓			✓	<ul style="list-style-type: none"> <li>• Silent pause <ul style="list-style-type: none"> <li>- It occurs after the speaker pronounce 'of' (preposition) and before the word 'thesis'.</li> </ul> </li> <li>• Repeat <ul style="list-style-type: none"> <li>- It occurs after the speaker says the word 'understand' and then after the word 'apology'.</li> </ul> </li> <li>• Self – correction <ul style="list-style-type: none"> <li>- It occurs in the end of utterance after speaker says 'and' (conjunction).</li> </ul> </li> </ul>
14	The second to know what is the dominant // apology strategies used by Muhammad JauhariYahya a CEO of Malaysian Air. Airline and Triiii . Tri Nur Muhammad . Tri Edi Nur Yusuf a chairman of Malaysian Airlines.	the speaker explained her purpose by doing an analysis about Apology strategies, and the focus of that analysis			✓	✓			✓	<ul style="list-style-type: none"> <li>• Self – correction <ul style="list-style-type: none"> <li>- It occurs in the beginning of utterance, after the speaker says the word 'is'</li> </ul> </li> <li>• Restart <ul style="list-style-type: none"> <li>- It occurs after the speaker utters the word 'Malaysian'</li> </ul> </li> <li>• Silent pause <ul style="list-style-type: none"> <li>- It occurs after the speaker utters the word 'dominant'</li> </ul> </li> </ul>
15	If we talk about CDA some of us /a/ are expression with the term of social actor representation. It refers to how a person. a person // a group of people or even a certain ideology is <i>dispec. depicted</i> through a text. /aaa/ According to Van Leeuwen, in his book // discourse and practices public in 2008, /aa/. social actor representation divided into two, that is exclusion and inclusion. /a/ it inclusion mean the writer	The speaker described the background of her research proposal, which involves the definition of CDA and its types.		✓	✓		✓	✓		<ul style="list-style-type: none"> <li>• Restart <ul style="list-style-type: none"> <li>- It happen before the speaker says the word 'through'</li> </ul> </li> <li>• Repeat <ul style="list-style-type: none"> <li>- It occur after the speaker says the word 'how', and in the last of utterance.</li> </ul> </li> <li>• Lengthening <ul style="list-style-type: none"> <li>- It occurs for may times, after the speaker says the word 'want', after the word 'which' and before 'the' (article)</li> </ul> </li> <li>• Filled pause <ul style="list-style-type: none"> <li>- It occurs almost in the whole of utterance, such as before the speaker</li> </ul> </li> </ul>

	want tooooo /a/ hide or protect a cer . a certain actor which // Dooooooooo /a/ doooooo the text, while the inclusion means theeee // thee writers want to show up or /a/ want to show up and performance the existence of the act actor in the text in the text.									says the word 'are', before pronounce 'it' and before the word 'want'.
16	This case through article or news in the newspaper. Aaaaand then /a/ there are // twoooo . I mean I provide two previous studies, the first is Megawati (2013) examined about the social actor representation in human trafficking issues in Jakarta Globe.	It occurred when the speaker explained about the previous study on her research proposal.	✓				✓			<ul style="list-style-type: none"> <li>• Lengthening <ul style="list-style-type: none"> <li>- It occurs before the speaker says the word 'then' and before the word 'there are'.</li> </ul> </li> <li>• False start <ul style="list-style-type: none"> <li>- It occurs after the speaker prolongs the word 'and'</li> </ul> </li> </ul>
17	By using western newspaper with two sample of famous newspaper. And . and then, there will /a/ and then I use /a/ western newspaper therefore there will be different way of thinking annnnnnd then the second one, although both topic and the subject of the research are same, that is the Guardian newspaper I use /a/ I use two samples and then moreover I will conduct more comprehensive research // and based on the a theory of Van	the speaker explained about the gap or research focus of the speaker's research proposal		✓			✓	✓	✓	<ul style="list-style-type: none"> <li>• False start <ul style="list-style-type: none"> <li>- It occurs in the beginning of utterance after the speaker says the word 'and then'.</li> </ul> </li> <li>• Repeat <ul style="list-style-type: none"> <li>- It occur after the speaker says the word 'newspaper'</li> </ul> </li> <li>• Lengthening <ul style="list-style-type: none"> <li>- It happen before the speaker says the word 'then'.</li> </ul> </li> <li>• Filled pause <ul style="list-style-type: none"> <li>- It occurs before the speaker utters the word 'and' (conjunction)</li> </ul> </li> <li>• Silent pause <ul style="list-style-type: none"> <li>- It occurs after the speaker says the word 'research 'and before 'which'.</li> </ul> </li> </ul>

	Leeuwen // which is /aaa/ which // Which is provided in 2008.									
18	So the metaphor is we attract one thing to another thing /a/ even one thing is same or different. For example, Juliet is sun /yaa /. when we say Juliet is land. Juliet is sun, actually Juliet is the bright /a/ women in the class. the wright. /a/ the bright /a/ women in the class. And that its can refers to Juliet is sun, so sun is bright and Juliet also bright in the class // like that.	The speaker explained about his title, which contained some information about metaphor completed with the example of it.	✓			✓		✓		<ul style="list-style-type: none"> <li>• Filled pause It occurs after the speaker utters the word 'thing', before the word 'when 'and before 'women'</li> <li>• Silent pause - It occurs after the speaker utters the word 'like'.</li> <li>• Self – correction - it occurs after the speaker uttr the word</li> </ul>
19	Then for the next /a/ the object of my paper is Movie Production. Why movie production? Because in the movie production also there is a communication and the communication sometimes or always use the metaphor. So that why? Because /a/ movie is the rule model. You know the rule model? /Yaa/ rule model is /a/ sometimes we imitate what /aa/ what appear in the movie. For example like Korean movie, so you will imitate your style and then your speak with a Korean.	The speaker explained about the object of the study in his research proposal.						✓	✓	<ul style="list-style-type: none"> <li>• Filled pause It occurs after the speaker says the word 'next'. Then before the word 'sometimes'.</li> </ul>

## **CURRICULUM VITAE**

### **PERSONAL DETAIL**

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### **EDUCATIONAL BACKGROUND**

1999 – 2005 SDN 02 Salamwates, Dongko – Trenggalek  
2005 – 2008 MTS GUPPI, Dongko – Trengalek  
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### **ORGANIZATION**

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