PAUSE ERROR ANALYSIS ON STUDENTS' TRANSLANGUAGING SPEAKING PRACTICE IN SMA DARUL ULUM 1 JOMBANG

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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THESIS
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STATEMENT OF AUTHORSHIP

I state that the thesis I wrote to fulfil the requirement for the Degree of Sarjana Sastra (S.S) entitled **Pause Error on Students' Translanguaging Speaking Practice in SMA Darul Ulum 1 Jombang** is truly my original work. It does not incorporate any materials previously written or published by another person, except those cited as references and written in the bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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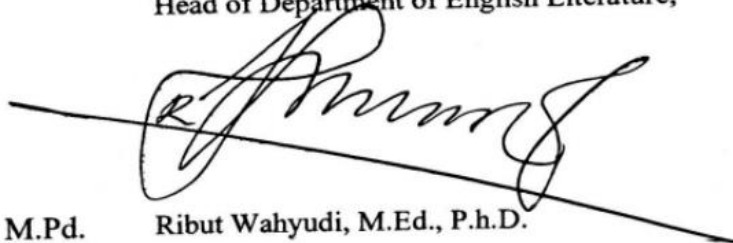
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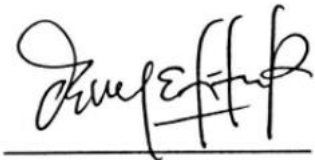   NIP 198208112011011008

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MOTTO

"Fighting is enjoined on you, and h is an object of dislike to you; and it may be that you dislike a thing while it is good for you, and it may be that you love a thing while it is evil for you, and Allah knows, while you do not know".

-Al-Baqarah 2:216-

DEDICATION

The thesis is proudly dedicated to:

My beloved parents, my late father, Sumali and my mother, Siti Anifah.

My Precious brother: the late Happy Herlambang Setyawanca.

My lovely sister Dheppy Putriayu Setyo Wahyuningsih.

My dearest teacher Ning Laila, S.Pd.

They are the warmest circle I have ever had that could bring the best version of me.

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Last, I admit that this thesis is far from the perfectness. Thus, to improve this work, criticisms and suggestions are welcomed. Hopefully, this thesis would give significant benefit to other researchers and people who read it.

Malang, 20 February 2022

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ABSTRACT

Setyaningrum, Cheppy Fyastutik (2022) *Pause Error on Students' Translanguaging Speaking Practice in SMA Darul Ulum 1 Jombang*. Undergraduate Thesis. English Literature Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Denny Efita Nur Rakhmawati, M.Pd.
Keyword: Silent Pause, Filled Pause, Translanguaging

English language is one of lessons that is taught in Indonesia. Learning English cannot be separated from speaking. In speaking English, students sometimes shift their language into two or more languages. This is called as translanguaging. In the practice of translanguaging, the students are sometimes disfluent. It happens because English is not their mother language. The error in speaking can be called as pause error. Pause error can be divided into silent pause and filled pause. Those errors will be observed at SMA Darul Ulum 1 Jombang.

This study aimed to investigate pause error on students' translanguaging speaking practice, which covers the kind of pause error and the possible cause for pause error in students' translanguaging speaking practice. In this study, translanguaging was being the data source in which the students were asked to tell their unforgettable experience in English, then when they did not know the specific vocabulary, they might shift their language in Indonesian, Java, or other foreign language.

This study employed descriptive qualitative method in which the data were analyzed using Rose (2013) theory of hesitation. The data were taken from the second-year students of SMA Darul Ulum 1 Jombang who take EIC (Excellent International Class). Then, the researcher transcribed the utterances produced by the students of SMA Darul Ulum 1 Jombang from oral into written form to identify the types of pause error and the occurrences of pause error.

The finding of this research is there are two types of pause error produced by the students, such as silent pause (short silent pause are 49 times, silent pause of normal duration are 19 times, silent pause of unusual length are 14 times) and filled pause (short open unlexicalized filled pause are 18 times, long open unlexicalized filled pause are 27 times, and short lexicalized filled pause are 8 times). Meanwhile, the possible reason for pause error in students' translanguaging speaking practice because they needed time to breath, to extend the time, hold the floor, organize the ideas, and recall their memory.

ABSTRAK

Setyaningrum, Cheppy Fyastutik (2022) *Pause Error on Students' Translanguaging Speaking Practice in a High School.* Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Denny Efita Nur Rakhmawati, M.Pd.
Keyword: Silent Pause, Filled Pause, Translanguaging

Bahasa Inggris merupakan salah satu pelajaran yang diajarkan di Indonesia. Belajar bahasa Inggris tidak dapat dipisahkan dari berbicara. Dalam berbicara bahasa Inggris, siswa terkadang mengubah bahasa mereka menjadi dua bahasa atau lebih. Ini disebut sebagai translanguaging. Dalam praktik translanguaging, siswa terkadang tidak lancar. Itu terjadi karena bahasa Inggris bukan bahasa ibu mereka. Kesalahan dalam berbicara dapat disebut sebagai kesalahan jeda. Kesalahan jeda dapat dibagi menjadi jeda diam dan jeda terisi. Kesalahan tersebut akan diamati di SMA Darul Ulum 1 Jombang.

Penelitian ini bertujuan untuk menganalisa kesalahan jeda pada praktik berbicara translinguasi siswa, yang mencakup jenis kesalahan jeda dan kemungkinan alasan kesalahan jeda dalam praktik berbicara translinguasi siswa. Dalam penelitian ini, translinguasi menjadi sumber data di mana siswa diminta untuk menceritakan pengalaman tak terlupakan mereka dalam bahasa Inggris, kemudian ketika mereka tidak tahu kosakata tertentu, maka mereka boleh mengalihkan bahasa mereka ke bahasa Indonesia, Jawa, atau bahasa asing lainnya.

Penelitian ini menggunakan metode deskriptif kualitatif dimana data dianalisis dengan menggunakan teori keragu-raguan Rose (2013). Data diambil dari siswa kelas 2 SMA Darul Ulum 1 Jombang yang berada di kelas EIC (*Excellent International Class*). Kemudian, peneliti mentranskripsikan ucapan-ucapan yang dihasilkan oleh siswa SMA Darul Ulum 1 Jombang dari lisan ke dalam bentuk tertulis untuk mengidentifikasi jenis kesalahan jeda dan penyebab terjadinya jeda.

Temuan dari penelitian ini terdapat dua jenis kesalahan jeda yang dihasilkan siswa, yaitu jeda senyap (jeda hening singkat sebanyak 49 kali, jeda hening durasi normal sebanyak 19 kali, jeda hening dengan durasi yang tidak biasa sebanyak 14 kali) dan jeda terisi (jeda terisi pendek terbuka dan tidak leksikal adalah 18 kali, jeda terbuka panjang yang tidak diisi leksikal adalah 27 kali, dan jeda yang diisi dengan leksikal pendek adalah 8 kali). Sementara itu, kemungkinan penyebab kesalahan jeda dalam praktik berbicara translinguasi siswa karena mereka membutuhkan waktu untuk bernafas, untuk memperpanjang waktu, menyusun ide, dan Menyusun kalimat.

مستخلص البحث

جيفي فياستوتيك سيتيانيغروم، 2022، إيقاف الخطأ مؤقتًا في ممارسة التحدث المترجم للطلاب في المدرسة الثانوية، بحث الجامعي، قسم الأدب اللغة الإنجليزية، جامعة مولانا مالك إبراهيم مالانج،

مشرفة: دنيي افيتا نور رحموتي، الماجستير.

الكلمات المفتحيات : وقفة صامتة ، وقفة مملوءة ، وترجمة للغة

اللغة الإنجليزية هي إحدى المواد التي تدرس في إندونيسيا .لا يمكن فصل تعلم اللغة الإنجليزية عن التحدث .عند التحدث باللغة الإنجليزية ، يقوم الطلاب أحيانًا بتغيير لغتهم إلى لغتين أو أكثر .يشار إلى هذا باسم الترجمة .في ممارسة الترجمة اللغوية ، لا يتقن الطلاب أحيانًا .حدث ذلك لأن اللغة الإنجليزية لم تكن لغتهم الأم .يمكن الإشارة إلى الأخطاء في الكلام على أنها أخطاء توقف مؤقت .يمكن تقسيم أخطاء الإيقاف المؤقت إلى فترات توقف صامتة وتوقفات مملوءة .سيتم ملاحظة هذا الخطأ في المدرسة الثنوية دار العلوم 1 جومبانج

تهدف هذه الدراسة إلى تحليل أخطاء الإيقاف المؤقت في ممارسة التحدث المترجم للطلاب ، والتي تتضمن أنواع أخطاء الإيقاف المؤقت والأسباب المحتملة لأخطاء الإيقاف المؤقت في ممارسة التحدث المترجم للطلاب. في هذه الدراسة ، أصبحت الترجمة مصدرًا للبيانات حيث طُلب من الطلاب إخبار تجاربهم التي لا تُنسى في اللغة الإنجليزية ، ثم عندما لا يعرفون مفردات معينة ، يمكنهم تبديل لغتهم إلى اللغة الإندونيسية أو الجاوية أو اللغات الأجنبية الأخرى.

تستخدم هذه الدراسة المنهج الوصفي النوعي حيث يتم تحليل البيانات باستخدام نظرية الشك روز (2013). تم أخذ البيانات من طلاب الصف الثاني في المدرسة الثنوية دار العلوم 1 جومبانج الذين كانوا في فئة EIC (فئة دولية ممتازة). بعد ذلك ، قام الباحث بنسخ الأقوال التي أصدرها طلاب المدرسة الثنوية دار العلوم 1 جومبانج من صيغة شفهية إلى مكتوبة لتحديد أنواع أخطاء التوقف وأسباب التوقف.

كانت نتائج هذه الدراسة أن هناك نوعين من أخطاء الإيقاف المؤقت التي ينتجها الطلاب ، وهما التوقفات الصامتة49 مرة توقف قصير للصمت ، و 19 مرة من مدة الصمت العادية ، و 14 مرة من فترات توقف غير معتادة وفترات توقف مملوءة (فترات توقف قصيرة مملوءة). فترات التوقف المفتوحة وغير المعجمية 18 مرة ، وقفات الفتح الطويلة غير المعبأة معجمًا 27 مرة ، والتوقفات المملوءة بالمفردات القصيرة 8 مرات). وفي الوقت نفسه ، فإن السبب المحتمل لأخطاء الإيقاف المؤقت في ممارسة التحدث بالترجمة لدى الطلاب هو أنهم يحتاجون إلى وقت للتنفس ، وإطالة الوقت ، وتنظيم الأفكار ، وتكوين الجمل.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, objective of the study, scope and limitation, significance of the study, definition of key terms, previous study and research method.

A. Background of the Study

Speaking is one of important skills in mastering English. The students should master speaking skill because it is connected with communication that facilitates people to express their ideas and feelings in social life. In speaking, students sometimes shift between two or more languages which depend on the purpose and environment of the communication. This is called as translanguaging, where the students understand what they are saying while producing words in both languages.

The notion of translanguaging becomes a new concept into how languages classroom are seen and sometimes it brings impact to the practice of language teaching and research. Translanguaging indicates the ability of bilingual speakers to utilize and integrate diverse language to create their own voice (Elashhab, 2020). In education, teachers and students might use translanguaging as the basic concept of teaching-learning because this concept has been considered in building students' ability to understand the material, especially foreign language subjects. Further, in teaching and learning process of the target language, the use of mother language in mediating the learning process is needed to be considered.

In the practice of translanguaging, types of hesitation can be found from the students' ability in delivering their utterances. Hesitation in speaking is the common thing that everyone can find in anywhere, included at school. Rose (2013) divided hesitation into six types. Those are silent pauses, filled pauses, repairs, repeats, false starts, and lengthenings. The students often make hesitation, especially in pause during learning English when they practice speaking in front of class.

In the speaking practice of translanguaging, students are frequently disfluent. It happens because there is disruption in delivering the ideas that they want to convey. The disruption in uttering something in speaking is called pause error. Pause error appear in speaking due to poor communication skills (R. Rose, 2017). In addition, the students may find the different rules of speaking in the target language which is different with their native language. Rose (2013) categorized pause into two types, namely silent pause and filled pause. Silent pause happens when the speaker stops speaking and the speaker doesn't produce any words to fill the pause. In contrast, filled pause happens when the speaker stops speaking but the speaker produces words or sentences to fill the pause.

Pause error often occurs in impromptu speaking because the speakers are usually thinking first about the ideas they want to convey. According to Irina & Askhatova (2020), impromptu speaking is complicated for those who are the beginners of English learners, so the frequent to pause cannot be avoided. Erten (2014) argued that some speakers tend to pause when they need to silent for a

while to breath or silent for long time to think the next words they want to convey.

In this study, the researcher focused to investigate the kinds of pause on translanguaging speaking practice and the possible causes for pause in students' translanguaging speaking practice when they are doing a speaking practice. The data was taken from the students' translanguaging speaking practice. The reason why the researcher chose translanguaging as data source because the concept of translanguaging is still relatively new and it has been practiced in this era as one of teaching strategies used by Indonesian teachers. In addition, Rasman (2018) argued that global phenomenon in multilingualism has been reached is the reason why translanguaging concept have been recently practiced in this era. Besides, Indonesian teachers use translanguaging as their teaching strategy because it has some benefits for the students, such as it can help the development of students' weaker language.

In this present study, the researcher gained the data from students who practice speaking in translanguaging context in SMA Darul Ulum 1 Jombang. This school has considered as one of schools' best level in foreign language skill. It has been proved that this school has gotten a numerous awards in foreign language competitions. Further, this school has an international class, namely EIC (Excellent International Class) which consists of the students who learn and use both English and Indonesian languages. The students of EIC use English as their main language not only in the school but also in their Islamic boarding school. In fact, their first language is Indonesian language so when

they communicate using English, they often mix their language (English-Indonesian) due to limited vocabularies and avoiding misunderstanding.

In addition, in the teaching and learning process the teacher often changes English language into Indonesian language to make the explanations easy to be accepted by the students. This situation mostly happens when the teacher explains about grammar. The teacher explains in English first, but in the middle of explanation, the teacher often switches the language into Indonesian. Therefore, the researcher is interested in investigating this school, by revealing their ability in speaking English, but in emergent situations, they may shift their languages. They shift the vocabularies from a foreign language, a national language, or a local language in order to make them easier to convey the utterances.

Some researchers have been conducted in the hesitation area which the objects were the students who learn English but their first language was not English come from Al-ghazali & Alrefaee (2019) and Dewi (2020). Al-ghazali & Alrefaee (2019) focused on analyzing students' silent pause while Dewi (2020) analyzed six types of hesitation from the students' conversation, and Mukti & Wahyudi (2015) focused in analyzing the use of filler *um* in classroom presentations. In translanguaging context, Elashhab (2020) sketched out the impact of using of translanguaging strategies on Saudi medical students who learn English with three different English proficiency levels.

In general, the previous studies about hesitation still present slight discussion regarding the object of the research which is only focused on the

utterances of the participants using foreign language. Therefore, this study tried to carry out the kinds of pause found in students' speaking practice of translanguaging and identify the possible causes for pause in students' translanguaging speaking practice.

B. Problem of Study

Based on the background of the study above, the researcher has two problems to be investigated below:

1. What are the kind of pause error found in students' translanguaging speaking practice?

2. What are the possible causes for pause error occurred in students' translanguaging speaking practice?

C. Objective of the Study

Based on the problem of the study above, the researcher has two objectives of the study:

1. To investigate the kind of pause error found in students' translanguaging speaking practice.

2. To identify the possible causes for pause error in students' translanguaging speaking practice.

D. Significance of the Study

This study has significant impact theoretically and practically. Theoretically, this study has benefit to provide a better understanding about pause error on translanguaging speaking practice and it can increase the

knowledge about pause error. In addition, the findings of this study might be a reference in the field of psycholinguistics.

Practically, the findings of this study are expected to be able to provide the data about the research of pause error in translanguaging speaking practice in which the data can be applied in the learning process in order to give more understanding to the learners about pause error, especially in translanguaging speaking practice. Further, this study is also useful for future researchers who are interested in the topic of pause error with different objects and investigate the pause deeper.

E. Scopes and Limitations of the Study

This study is categorized as hesitation area which focused on identifying the kind of pause error in students' speaking practice of translanguaging and how the possible cause for pause in students' translanguaging speaking practice. The data of this study was gained from the students of SMA Darul Ulum 1 Jombang who take EIC (Excellent International Class). Furthermore, the researcher used Rose (2013) theory to investigate the pause error produced by the students. Meanwhile, the researcher limits this study on not analyzing another type of hesitations proposed by Rose (2013). The researcher also will not explain the reason why translanguaging happened in detail explanation because the students' translanguaging speaking is just the source of this study.

F. **Definition of Key Terms**

1. Translanguaging: a proses in which speakers use their bilingual or multilingual languages to communicate with other speakers.

2. Hesitation: the error which occurs in someone's utterances during communication. It occurs unintentionally due to lack of preparation or another reason.

3. Silent Pause: the error that occurs when the speaker is silent for a while and do not take for a long time.

4. Filled Pause: the error that occurs when the speaker is silent and the speaker gives the filler such as *um, ah, uh.*

G. **Previous Studies**

Some researchers have already investigated hesitation with different purposes. Concerning the previous studies about hesitation, Khojastehrad (2012) has purposed to find out the frequency of hesitation of discourse markers from the participants' utterances. The participants were the students of university in Kuala Lumpur which registered in the Tertiary English Language Program. This study also used quantitative method in analyzing the data. The result has shown that the most frequent location of hesitation is in the middle of the sentences.

The second research was done by Al-ghazali & Alrefaee (2019) analyzed silent pause in the speech of the Yemeni learners of English. The analysis focused on three aspects, the frequency, the placement and the length.

However, the findings showed that the Yemeni learners often did non-fluent silent pause. Moreover, they paused in the middle of the sentences.

Roza & Rosa (2013) has also observed hesitation entitled *Types of Hesitation Occurrence Used by the Characters in Movie Akeelah and the Bee.* The researchers used Rose's theory of hesitation to investigate the characters in Akeelah and the Bee movie. The participants are all the characters in this movie. The result has shown that filled pause is the kind of hesitations most happened in the movie scene.

Investigating types of hesitation was also conducted by Dewi (2020). She has analyzed hesitation phenomena in English Conversation Club and she adopted Rose's theory of hesitation. She has revealed the six types of hesitation, such as silent pause, filled pause, repair, repeat, lengthening, and false start. After all, the results showed that the participants made those six types of hesitation because they were unable to communicate smoothly.

Mukti & Wahyudi (2015) also has conducted research entitled EFL students' uses of um as fillers in classroom presentations. The participants of this research was the English Department students of the State Islamic University of Malang during their oral presentations in the classroom. This research however demonstrated that um also occurs due to "keep the floor" or create an understanding with the audience.

In another research, Elashhab (2020) sketched out the impact of using of translanguaging strategies on bilingual learners and discovering whether or

not these strategies support their English language development. The participants of this study was Saudi medical students who learn English in three different level of English language proficiency levels. The findings showed that translanguaging developed students' communication in the target language.

The last, Walt (2016) investigated the development of English language in the Kavango region of Namibia. This study has revealed that translanguaging can increase English language ability in an environment where the language is difficult to understand and spoken well outside the classroom. The findings argued that the use of translanguaging can improve students' English vocabularies.

Based on the previous studies above, it can be concluded that the previous research has delivered interesting findings related to the study of pause error in different context. The difference between this present study with the previous studies above is this study focused on identifying pause error from the six types of hesitations by Rose (2013) and the data of this study was gained through translanguaging speaking practice by the students in SMA Darul Ulum 1 Jombang. Hence, the current research attempted to investigate pause error and identify the possible causes for pause in students' translanguaging speaking practice.

H. Research Method

This section is discussed about the method that the researcher used in analyzing the data of this study. It consists of research design, research instrument, data and data source, data collection, and data analysis.

1. Research design

This study was conducted by using a descriptive qualitative method. Qualitative is identical with rich descriptions and it is designed to help researchers in understanding the social cultural context where people live. Cresswell (2014) stated that qualitative research is the process of investigating an understanding based on a different methodological tradition from inquiry that explores social or human problems. Researchers create complex and holistic pictures, analyze words, report detailed displays of information, and conduct research in a natural setting.

The purpose of using this method is the researcher was able to investigate the students' pause error on translanguaging speaking practice and to identify the possible cause for pause in students' translanguaging speaking practice. In addition, this study was categorized as a case study because the researcher investigated about the phenomenon in real life (Yin, 2014).

2. Research instrument

In qualitative method, Cresswell (2014) stated that the researcher was the main instrument of the study. In this study, the researcher spent time in the field to collect the data. Afterwards, the data was analyzed by using the

researcher's interpretation based on the theory of hesitation proposed by Rose (2013) to answer the questions related to the problem of this study.

3. **Data and Data Source**

The data was taken from the utterances of students' translanguaging speaking practice in SMA Darul Ulum 1 Jombang. The utterances of the students were produced by telling their unforgettable experience in English but when they do not know the English vocabulary, they may shift their languages. Then, the researcher chose an EIC (Excellent International Class) which consists of 20 students, but the researcher only obtained some utterances from 16 students because the other students were not willing to be the participant of this research. From 16 students, it was reduced again to 12 students whose utterances practiced translanguaging.

4. **Data Collection**

In collecting the data, the researcher did some steps. The first step is, the researcher asked the students of SMA Darul Ulum 1 Jombang who wanted to be participant of this present study to tell their unforgettable experience. Each of them performed in front of the class. Then, the researcher recorded the participants' utterances. After that, the researcher listened the audio which consists of students' utterances. The last, the researcher selected the data containing pause error in students' translanguaging speaking practice.

5. Data Analysis

After collecting the data, the researcher analyzed the data in several steps. First, the researcher transcribed the students' utterances when telling their unforgettable experience in the form of written text. Second, the researcher identified the types of pause error (silent and filled pause) produced by the students of SMA Darul Ulum 1 Jombang when telling their experience by using Rose (2013) theory of pause error. Lastly, the researcher discussed the first and second research questions and draw conclusions as results of two analyzes of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the discussion of theories and references dealing with the focus of the study. It involves hesitation, types of hesitation, pause error, and translanguaging.

A. Hesitation

1. Definition of Hesitation

Hesitation occurs when the speakers lose words in the communication process. It is an error that may happen to the speaker in producing the sound and resulting utterance disfluency. Rose (2013) stated that hesitation is a key factor in people sometimes delaying the transmission of messages in some way. If hesitation does not occur, the speakers' messages will be conveyed faster. In sum, hesitation is a period of pause that occur when speaking. This pause can be empty or filled with a series of words or repetitions to recover the disfluency in speaking.

In line with this, Carroll (1985 as cited in Roza & Rosa, 2013) argued that hesitation is a silent period that occurs between linguistic units of utterance. It is often heard that many speakers hesitate during their conversations in daily life, formal events or in movie scene. Moreover, some people assume that native speakers speak English fluently and never hesitate. In reality, when we heard native speakers conveyed their speech, they did not convey it fluently. It is the same as when non-native speakers delivered their utterances, they still paused for a while to think what sentences they should

convey next. So, both native and non-native speakers do some hesitations when speaking.

Furthermore, Tree (1999 as cited in Mukti & Wahyudi, 2015) defined hesitation as indications of fear, shy or uncertainty in delivering speech. When the speakers convey their utterances, sometimes they feel doubt what to say next so in this case, the frequency to hesitate can not be avoided. Hesitation also can be a signal given by speakers to the hearers that what they want to deliver is important. They make hesitations not only in the beginning but also in the middle or in the end of their utterances. In addition, Gilquin (2008) believed that speakers make hesitations to show that they need more time to think the suitable vocabularies to say next.

In sum, hesitation can be defined as pause of varying length. It occurs because of several factors, such as the speakers need time for thinking, arranging the sentences or choosing suitable vocabularies. Further, hesitations also can be occurred when the speakers are doubt about what ideas they want to deliver next or it happens because the speakers need time for breathing. Due to those factors, hesitation is a natural phenomena because no one can speak fluently.

2. Types of Hesitation

According to Rose (1998 as mentioned in Rose 2013), there are six types of hesitations which are commonly occurred in spontaneous speaking, they are listed below:

a. False starts

False start occurs when the speaker delivers the utterances and suddenly stops in the middle of the sentences. After the speaker stops for a while, he makes a correction, then continue delivering utterances. In continuing the utterances, the speaker will not repeat the previous word which does not match with what the speaker will deliver. This often occurs in an intense conversation with many speakers speak at once or when the speaker is being interrupted.

For example:

This is not... Whaa, this is a wonderful place.
(Roza & Rosa, 2013)

From the example above, it can be seen that the speaker does not finish the utterance, then he stops for a while and revises it into another utterance. In those utterances, the speaker thinks that the place is not interesting as he expects, in fact the place is more interesting than what he expects to be.

b. Repeats

Repetition occurs when the speaker is repeating words in one or more words in a sentence. It happens because the speaker usually tries to remember what the next utterance to be conveyed. Therefore, the speaker spontaneously repeats one or more words several times until he finds the suitable words to be delivered to the listener. In addition, repetition also occurs when the speaker does a mistake in pronouncing the word he wants to convey, so he accidently repeats the same word or repronounce the word

with the correct one. It can be used to avoid misunderstanding from the listener.

For example:

Now, we are from the third group would like to present (prezənt), present (pri'zent) our paper about hesitation phenomena.
(Roza & Rosa, 2013)

The example above shows that the speaker repeats the word *present* twice in a single utterance. Those two words have the same spelling but different pronunciation and meaning. However, the second word or the repetition word is the correct one that the speaker should be used in his utterance in order to avoid misunderstanding about the message he wants to convey.

c. Restart

Clark & Fox Tree (2002) stated that restart occurs when the speaker unintentionally forgets the next word to be delivered. The speaker usually utters some words then suddenly return to the beginning of the sentence and iterate the same words.

For example:

Do you have this story book … Do you have a story book about Cinderella?
(Anugrahini, 2019)

Based on the example above, the speaker conveys some words but suddenly returns to the beginning by saying the same words. It occurs because the speaker is still thinking the next words after saying "do you

have this…" so that the speaker repeats the beginning words after finding the right words to be conveyed

d. Repairs

According to Rose (2013) repair is when the speaker delivers a sequence of one or more words that is to be understood as a replacement of an immediately preceding sequence of words. The replacement of one or more words will be done by the speaker when he realizes that he is wrong to mention the words.

For instance:

Look at the blue <u>the red</u> one over there.
(R. L. Rose, 2013)

The example above indicates that the speaker repairs the words "the blue" with "the read" because he makes a mistake in uttering the color so he directly changes it to "the read".

e. Lengthening

Lengthening occurs when the speaker takes articulation of the words longer than it should be. Rose (2013) defined lengthening as prolongation of one or more words' syllables so the duration is longer in its context. It usually occurs in vowels. When the lengthening occurs, the speaker may think and try to remember the messages he wants to convey to the listener.

For instance:

I'll take the blue a:nd the red ones.
(R. L. Rose, 2013)

The example above shows that the speaker pronounces the word "and" longer than usual. In normal sound, the word "and" should be pronounced short but in that utterance, it sounds longer than it should be. The speaker produces the word longer than usual because he tends to think and try to complete the next word.

f. Pause

Pause in speaking is the common thing that everyone can find in anywhere, included at school. Rose (2013) categorized pause into two types, namely silent pause and filled pause.

a. Silent pause

Silent pause occurs when the speaker stops delivering the utterances in order to breathe for a while. In this case, the speaker does not produce any sounds so he just keeps silent between the words. Further, Rose (2013) stated that silent pause is long pause, not articulatory.

Silent pause is categorized as hesitation the duration of silence more than three seconds. In addition, silent pause can be occurred in the end of conversation. It may be the signal that is given by the speaker to the other speakers to speak up. Silent pause is divided into three namely short silent pause, silent pause of normal duration, and silent pause of unusual length.

For example:

I want a cup of coffee (0.5) a serving of fried rice (0.4) and the chocolate ice cream, please!
(Roza & Rosa, 2013)

The example above shows that the speaker may be in a restaurant and ordering some foods. He pause twice, first, he keeps silent in 5 seconds after saying *coffee*. After that, he stops talking in 4 seconds after saying the word *rice*. It happens because he may be confused or still thinking what foods he wants to order.

b. Filled pause

Filled pause is a break taken by the speaker followed by sound. In this case, the speaker produces simply noise such as *err, um, uh, etc*. It usually occurs in the beginning or in the middle of the speakers' utterances. Further, filled pause also can indicate the speaker's uncertainty of his utterances or it can also be the way of the speaker controlling his conversation while thinking the next utterances he will convey. The speaker also uses filled pause as the sign for the listener that the speaker has not finished his utterances yet.

Rose (2013) adds that filled pause includes the articulation of the sound during the delay. The filled pause also has purpose to decrease the listeners' boredom during the conversations. Filled pause are divided into two: unlexicalized and lexicalized filled pause. Unlexicalized filled pause for instance *uhm, uh, err, um* and lexicalized filled pause with phrases like *well…, I mean…, You know…, etc.*

For example:

I will choose one of you to be the chairman {u:m} I choose you!

(Roza & Rosa, 2013)

The example above demonstrates that the speaker uses unlexicalized filled paus *um* after saying the word *chairman*. It occurs because the speaker needs time to decide who the best one to be chairman is.

Another example:

So, could u open the door, please - I mean could u open the main door?

(Roza & Rosa, 2013)

Based on the example above, the speaker uses phrases *I mean* in order to give further explanation or information to the listener to make the previous utterances more specific. When we interpret those utterances, then we read the first sentence only, the listener will never know the specific door which has to be opened because there are some doors there. So, the speaker uses the phrases *I mean* to make his utterances clear and specific.

3. Causes for pause error

There are some causes why some speakers tend to pause, such as, the speaker is not ready to start conveying the utterances, the speaker forgets about the words which he should convey, and the speaker looks for the suitable words to deliver next. Carroll (2008) stated that there are three causes the speakers make pause.

First, the speaker uses pause for breathing. When someone is speaking, he expels air from the lungs then he should pause for a while to inhale before continuing to express the utterances. This cause for pause often happen both in silent pause and filled pause. Breathing is the common cause that the speakers do. For example, *I went there. yesterday*

The example above indicates that the speaker did the pause because he needed time for breathing. The silent pause is marked with [.]. He stopped between the word *there* and yesterday. In doing this, the speaker stopped for a while without producing any sounds. Further, it was his strategy to inhale before continuing to utter his next word *yesterday.*

Second, the speaker pauses for pragmatic cause. The aim of speech is to give information or have communication with the listeners. When the speaker suddenly gets confused or being distracted with something, it often silents and the listener should wait before the speaker goes on her utterances. In doing this, the speaker usually fills the pause in order to catch the listeners attention again. Sometimes, it happens in silent pause where the speaker tends to make repetition after making pause. Here, the speaker tries to get specific communicative effect on the listener. For example, *yeah, I have got the answer.*

The example above shows that the speaker did the pause because of pragmatic reason. In this case, she filled the pause with the sound word *yeah* in order to achieve specific communicative effect from the listeners. It can also indicate that the speaker still has more ideas to convey.

The last is, the speaker pause for linguistic planning. Pause sometimes are needed to plan what the speaker is going to say and also the way he saying it. Usually, the sentence is already planned in advance, then the speaker conveys it.

For example: *So now we analyze word into u:m it's original word.*

The speaker did the pause for linguistic planning. At first, he got problem with what to say next. It happens because he was preparing and formulating the upcoming sentence to utter next.

4. **Translanguaging**

The term translanguaging was first called as "trawsieithu" and later translated into English as "translanguaging" by Cen Williams in 1940 when he was studying bilingual classes at Welsh (García, O., 2014). This term was used as the alternative pedagogical in supporting students' language learning. For example, the students might be asked to read in Welsh and write in English and vice versa (Baker, 2011). Further, Garcia & Lin (2017) argued that translanguaging is not just shifting between languages as code-switching but the use of students' discursive practices to obtain their knowledges and increase their learning ability by drawing on all of their linguistic repertoire.

García et al. (2018) states that translanguaging is the action carried out by bilinguals accessing different linguistic features or various models of what is described as autonomous language, to maximize communicative potential. Translanguaging represents the ability of multilingual speakers to transfer between languages. Furthermore, Sayer (2013) stated that in the learning

process, students are often asked to switch between one language to another, for instance, the students are reading in one language then discussing it in another language.

The example of translanguaging in speaking is cited in Sahib (2019). Sahib (2019) investigated the use of translanguaging as a Pedagogical Strategy in an EFL classroom. The subjects of the research are students and teachers. The examples are below:

T : No? Yes, Sabri what will you do in this month?
S : Hmmm I will join scout event in my organisation. *Pramuka* do mom.

From the example above, the speakers use Indonesian in EFL context. The speakers used the following words:

Pramuka scout
Dimana biasa anda latihan? Where is your place for training?
InBulukumba kota the center of Bulukumba

CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the analysis of the data based on the theoretical framework which was written in the previous chapter, and discussion based on the analysis of the data findings to explain the research concerned. The findings were discussed based on the students' speaking of translanguaging in Senior High School Darul Ulum 1 Jombang in EIC (Excellent International Class) program using the theory of pause error proposed by Rose (2013).

A. Findings

This section provides the findings of the data of pause error carried out by second-year students of SMA Darul Ulum 1 Jombang in EIC class. In order to gather the data, the utterances produced by the students are transcribed into words. The data used in this study are taken from the students' utterances in telling their unforgettable experience which contains translanguaging practice. The researcher found 135 data that contained pause error. The data was selected as an analysis material to represent the whole data to get a clear understanding of the types and cause for pause error produced by the students. In the analysis below, the researcher will explain datum and identify the pause error occurred based on Rose theory (1998 cited in Rose, 2013). In each datum, the researcher also analyzed the causes why the students did pause error based on Carroll (2008). To give a better understanding of the data, the researcher divided into two sections based on the types of pause error proposed by Rose (2013).

1. **Silent Pause**

The first type found was silent pause that the students have been utilized to take a breath before continuing speaking. Based on the analysis of the data, the researcher discovered three types of silent pause in this investigation. The following table would show the overall number of types of silent pause used by the students in the translanguaging speaking practice along with the percentage of each type of silent pause.

Table 1. Types of Silent Pause

No.	Types of Silent Pause	Frequency	Percentage
1.	**Short silent pause**	49	59.8%
2.	**Silent pause of normal duration**	19	23.1%
3.	**Silent pause of unusual length**	14	17.1%

Based on data analysis, it could be shown in table 1 that 59.8% of utterances are the type of short silent pause which was mostly produced by the students in translanguaging speaking practice. Then, the second most used type was silent pause of normal duration with a number of 23.1% percentages. Meanwhile, silent pause of unusual length was the type that had 17.1% percentages. All three types of silent pause would be explained more detail in the sub-sequences below.

1. **Short silent pause**

Short silent pause was symbolized as [.]. The example would be discussed below:

Datum 1

My name is Anita.

The sentence above came from Anita's utterances. In datum 1, the student produces short silent pause which is marked by *[.]*. It occurs when she started to tell her unforgettable experience. However, she produced short silent pause after introducing her name. It indicates that she needs to take a breath before continuing to arrange the idea she wants to convey.

Datum 2

…because u:m ada sholat jamaah in aula one. I and my friend…

Translate: *…because u:m there were many people praying tarawih together in the first hall. I and my friend…*

The sentence came from Alfi's utterances. It starts when she told the reason why she prayed *tarawih* in different hall. After giving the reason, she did short silent pause in the end of her sentence. This pause occurs intentionally because the speaker needs short time to inhale before continuing to convey her utterances.

Datum 3

I can see many animals. like crocodiles, monkeys…

The sentence was found in Aldi's utterances. The speaker made short silent pause because he wanted to inhale for a while before starting his next utterances. In addition, the speaker tends to buy a time to think next utterances which supposed to be the right sentences. However, in datum 3, the speaker produces short silent pause because he wanted to mention kinds of animals that he found in Surabaya Zoo. So, he stopped for a while to breath before mentioning some animals that he found in the zoo.

Datum 4

I found new friends from. from many daerah…

Translate: *I found new friends from. from many regions…*

The utterances above came from Putri's utterances. She produced short silent pause as his strategy to emphasize the words. That short silent pause occured between the repeated words, *I found new friends from. from many regions.* It can be implicated that putting short silent pause between repeated words can give more effect in emphasizing the utterances. In addition, the speaker used short silent pause for linguistic planning. It is used to emphasize the word *from* can be his way to get the attention from the listeners.

Datum 5

…aunt brings a birthday cake beserta kadonya. I'm so surprised…

Translate: *…aunt brings a birthday cake with the gift. I'm so surprised…*

The researcher found that sentence from Dinda's utterances. It starts when she told her unforgettable experience about getting birthday surprise from her family. In her utterances, she produced short silent pause because she wanted to take a breath in a half second. In those utterances, the speaker stopped talking and she was thinking the upcoming utterances. In addition, in datum 5, the speaker looks like very enthusiastic in telling her unforgettable experience. The use of short silent pause there as the sign that the speaker was amazed so that makes her speechless when she utters it.

2. **Silent pause of normal duration**

Silent pause of normal duration is symbolized as [_]. This pause often occurs in three to five seconds. In this type, the researcher found 19 utterances that produced silent pause of normal duration. The example of the sentence could be seen below:

Datum 6

I_ main-main ke pantai…

Translate: *I_ went to the beach…*

This datum was taken from Lia's utterances. She produced silent pause of normal duration. In doing this pause, the speaker did not produce any sounds so she just kept silent in a normal duration. The speaker produced it in four seconds. It happened for linguistic planning.

It was also the way of the speaker to make a structure planning. In addition, the speaker utters Indonesian words after making silent pause because she got difficulties in finding the appropriate words in English. So, she directly said into Indonesian in order to make the pause is not longer and longer.

Datum 7

I'm opname in hospital two_ weeks…

Translate: *I'm hospitalized in hospital two_ weeks…*

The sentence was found in Sita's utterances. It signifies that the speaker was not able to find the appropriate words to say next. It happened for linguistic planning. In this datum, the speaker looks like recalling her memory about how long she hospitalized. She needed time to remember it. In doing this pause, the speaker did not fill the pause with any words.

Datum 8

…floor because_ the floor is basah karena hujan and…

Translate: *floor because_ the floor is wet because of the rain and…*

In datum 8, the researcher found the utterance from Alfi's unforgettable experience. She produces silent pause of normal duration. The speaker kept silent for about five seconds due to linguistic planning.

She conveyed her unforgettable experience until almost the end of the utterances but suddenly stopped and silence between the word *because* and *the floor* for a normal duration. This kind of silent pause indicates that she was getting problem in arranging the utterances so she wanted to buy a time to look for the significant words.

Datum 9

…she asked me_ how are you…

This datum was found in Rosita's utterances. She told her unforgettable story about her sister. She did silent pause of normal duration in three seconds. It was her strategy to remember about what her sister said to her when her sister went home. She needed time to inhale while recalling her memory about her sister utterances which has been said to her after getting left by her sister for a long time.

Datum 10

…finally my turn has come to menyetorkan the page of_…

Translate: … *finally my turn has come to memorize the page of_…*

The researcher found this datum in Rama's utterances. He did this kind of silent pause to stop in a normal duration. He looks like forget about his next utterance. He was just silent without filling it with any sounds. It could be his strategy to inhale the air. In addition, he was losing his words to say next so he needed to buy time.

3. Silent pause of unusual length

Silent pause of unusual length is marked with [__]. In this research, silent pause of unusual length occurred 14 times in students' utterances about telling unforgettable experience in translanguaging speaking practice. The example of the utterances would be described below:

Datum 11

…and then I__ jatuh to the river and…

Translate: …*and then I__ fell to the river and…*

This datum was taken from Sari's utterances. In this part, the speaker got problem in formulating the appropriate words for next sentences. The speaker did the pause in long duration. In addition, she did not fill the pause with any sounds. It happened for breathing and linguistic planning. The speaker needed time to choose the appropriate verb to say next. Moreover, after this pause occurred, the speaker produced the next word in Indonesian language. It means that she did the pause while thinking the English word of *jatuh* but she could not find it. So, the practice of translanguaging was done in these utterances.

Datum 12

…I buy__ pentol and then…

Translate: …*I buy__ meatball and then…*

This utterance came from Rosa's unforgettable experience. She did the pause intentionally because of linguistic planning. She needed more time to arrange the sentences she wanted to convey. She may be difficult to start telling the story. After she starts her story, she suddenly paused because she lost her word or she did not know the meaning of *pentol* in English so she uttered it in Indonesian language.

Datum 13

...we directly go to menghindari the monkeys__ that's all...

Translate: *…we directly go to avoid the monkeys__ that's all…*

The utterance was taken from Fatih's utterances. He did this pause for breathing and linguistic planning. It signified that he was going to complete his utterances because after he kept silent for a long time, he produced an ending expression to the listener. Thereafter, it was his strategy to finish telling his unforgettable experience.

Datum 14

…I slept because I was so sleepy__ that is my…

The researcher found this datum in Rama's utterances. This kind of silent pause is common as completion in speaking. It can be seen from datum 14, the speaker made silent pause of unusual length in the last of his unforgettable story. It can indicate that the speaker did the pause for linguistic planning. She wanted to stop telling his story while

thinking the appropriate sentences to finish the story. Finally, *that is my unforgettable experience* was the appropriate sentence which was chosen by the speaker to end his story.

Datum 15

…my friend and my family__ that's all and thank you

This snippet utterance came from Lia's unforgettable experience. The occurrences of silent pause of unusual length can be a completion point of utterances. It also happened due to linguistic planning. It means that the speaker wanted to give a signal to the listener that her speaking turn was over. In other words, the speaker was ready to give the closing statement. It could be seen from utterances *…and my family__ that's all and thank you.* The speaker produced silent pause of unusual length before she stated the closing statement.

2. **Filled Pause**

The researcher discovered second type of pause, that is filled pause. This study was following Rose (2013) framework. However, the researcher found three types of filled pause namely, short open unlexicalized filled pause, long open unlexicalized filled pause, and short lexicalized filled pause. The following table displays the total number of filled pause found in students' translanguaging speaking practice in telling their unforgettable experience. Thereafter, the percentage of each type of filled pause also will be displayed.

Table 1. Types of Filled Pause

No.	Types of Filled Pause	Frequency	Percentage
1.	**Short Open Unlexicalized Filled Pause**	18	34.0%
2.	**Long Open Unlexicalized Filled Pause**	27	50.9%
3.	**Short Lexicalized Filled Pause**	8	15.1%

Based on the table above, short lexicalized filled pause was the fewest total number of filled pause. There were found 8 utterances with a percentage 15.1%. The highest total number of filled pause belonged to long open unlexicalized filled pause. This kind of filled pause had 50.9% percentage and found in 27 utterances. The second rank was short open unlexicalized filled pause which is employed in 18 utterances and has 34.0% of percentage. All the three types of filled pause would be explained in detail in the sub-sections below.

1. Short Open Unlexicalized Filled Pause

Short open unlexicalized filled pause is type of pause error which the speaker did to fill the pause with the sound such as *er, um,* and *uh.* It is the strategy of the speaker to inhale a few second to think the suitable words to utter next. In doing this, the speaker is not only silent but also the speaker produces some sounds.

Datum 16

…I said like that er and then many friends also…

       This datum came from Anita's utterances. The pause happened because of linguistic planning. Further, it was her strategy to think about the next words to say. Besides, she was recalling her mind to complete her unforgettable experience. In doing this pause, she filled it with the word *er.* It could be also a sign to the listener that the speaker still needed time to utter the next words.

Datum 17

…but we um hampir ketinggalan train…

Translate: *…but we um almost missed the train…*

       The researcher found this datum from Aldi's unforgettable experience. The speaker produced short open unlexicalized filled pause. The sound *um* here could implicate that the speaker was thinking to organize the next utterances. He did the pause for linguistic planning. He wanted to announce to the listener that the next word was difficult to convey but he was still in control. It could be seen from the next words that he uttered. He was getting difficult in finding the English language of *hampir ketinggalan* so that the speaker chose to say it in Indonesian language.

Datum 18

…it's like a refreshing and then uh I played but…

It was found in Putri's utterances. In this utterance, she filled the pause with the sound *uh*. It happened for linguistic planning. It could be identified that the speaker needed a few second to think the suitable words to utter next. The sound *uh* here was used to fill the gap during speaking. Furthermore, it was also a sign for the listener that the speaker had something to say. In this condition, the sign was the expression of filled pause. It made the listeners thought that the speaker had more words to speak.

Datum 19

…because um ada sebuah acara…

Translate: *…because um there was an event…*

The sentence above came from Dinda's utterances. The speaker produced short open unlexicalized filled pause *um* because of linguistic planning. She was breathing while preparing and organizing the reason why she visited her relative house in Mojokerto. She was also deciding how to convey the next utterances which was still on going in her mind. All in all, this short open unlexicalized filled pause implicated that she extended the time to recall the memory why she visited her relative house.

Datum 20

…I want to tell you about my er unforgettable experience…

In datum 20, the researcher took the data from Lia's utterances. In this datum, the speaker produced the sound *er* in the utterance for pragmatic reason. It means that the speaker wanted to hold the floor. In another word, it was the sign of the speaker to keep her turn. She wanted to inform to the listeners that she still had words to utter next. In addition, she wanted to remain her sentences. The speaker also needed time to formulate her sentences so that she did short open unlexicalized filled pause in her utterances.

Datum 21

…um my name is Rama I want to tell you about my unforgettable…

In datum 21, the speaker produced short open unlexicalized filled pause. The utterance above came from Rama's unforgettable experience. The occurrences of sound *um* in the beginning of the speaking is for linguistic planning. It was used to signify that the speaker was ready to start the speaking. It indicates that the speaker was preparing the opening sentences. In this case, the speaker introduced himself after making short open unlexicalized filled pause *um* in the beginning of the utterances.

2. **Long Open Unlexicalized Filled Pause**

Long open unlexicalized pause is the pause that the speaker made during their speaking turn to hold the floor. This pause is marked with *u:m, e:r.* This type of filled pause is longer than the previous type.

The researcher discovered 27 utterances which contains long open unlexicalized filled pause.

Datum 22

…and I can't e:r yeah find my slipper and I lost…

The snippet of the utterances above came from Sari's utterances. In datum 22, the speaker was silent for long time. Moreover, she filled the pause with the sound *e:r*. It happened for linguistic planning. It could be her strategy to think about the next utterances. She was trying to find out the upcoming words that she should convey. Furthermore, she struggled to recall her memory about her unforgettable experience.

Datum 23

…when I mengaji but my teacher not u:m hadir and then…

Translate: *…when I recite Al-Qur'an but my teacher did not u:m come and then…*

This datum came from Rosa's utterances. The researcher found long open unlexicalized filled pause with the sound *u:m* in her utterances. This pause happened because of linguistic planning. It occurred when she tried to look for the English word of *hadir* but she was failed to find it. So, she said it in Indonesian language. The practice of translanguaging happened in this utterance. Further, in this datum, the speaker wanted to control her speaking turn.

Datum 24

…I love her e:r for some I don't like…

The researcher found the utterance from Rosita's unforgettable experience. The speaker produced the sound *e:r* because she was momentarily not able to produce the next utterances. Therefore, she filled the gap with *e:r* to buy time. It also happened for pragmatic reason. The speaker wanted to give a signal to the listener that she still had ideas to convey. Further, she was struggling to recall her memory about her feeling to her sister. It may happen due to a nervousness or an emotional reaction.

Datum 25

…every day in hospital I e:r sangat merasa bersalah sekali…

Translate: *…every day in hospital I e:r felt very guilty…*

The snippet of utterances above came from Sita's unforgettable experience. She produced long open unlexicalized filled pause with the sound *e:r*. Translanguaging practice also happened in this utterance. She was thinking about the appropriate words in English but she was failed to find. Thus, she uttered the upcoming words in Indonesian language. The speaker did this kind of pause because of pragmatic reason. This sound helped the speaker to give a sign to the listener that the speaker was still in control.

Datum 26

…beautiful place to take u:m picture…

The utterance above was taken from Fatih's story. This sound can represent that the speaker suddenly lost his words. He produced this

sound due to pragmatic reason. He produced the sound *u:m* while thinking and searching the next utterances. Furthermore, the speaker was still holding the floor. It means that the speaker had more idea to convey. So, he still wanted to continue his utterances by filling the pause.

3. Short Lexicalized Filled Pause

Short lexicalized filled pause is the pause where the speaker did to fill the gap between words. In this case, the speaker fills the pause with the form of word or phrase such as *yeah, well, you know, etc.* In this study, the researcher discovered 8 data which consist of short lexicalized filled pause.

Datum 27

…and I can't e:r yeah find my slipper and I lost…

The utterances above came from Sari's unforgettable experience. In this datum, the speaker produced the sound *yeah* due to pragmatic reason. The word *yeah* here means that she finally found the utterance that she wanted to convey so she emphasized it with the word *yeah*. Besides, the filler used here to give a sign to the listeners that the speaker has not finished the story yet. It was done to maintain her speaking.

Datum 28

…ustadzah came to aula three and you know she was angry because…

Translate: *…my teacher came to the third hall and you know she was angry because…*

The utterances above came from Alfi's unforgettable experience. It happened because of pragmatic reason. The filler was used by the speaker to make sure that the listener was still with the speaker. It also indicates that she was remembering her memory in the past. It needs a strong memory to remember something that happens long time ago. Moreover, the speaker tried to make an interaction with the listeners by uttering filler *you know*. This strategy was done to decrease the boredom of the situation in the middle of telling the unforgettable experience.

Datum 29

…Well, my name is Rosita…

The researcher found this datum in Rosita's utterances. Short lexicalized filled pause happens in the initial position of an utterance. The speaker produced the sound *well*. The word *well* that is produced by the speaker in the beginning of the sentence has indication that the speaker is ready to start telling her unforgettable experience. The speaker tries to give the signal that she was controlling her speaking while thinking the next utterances. In addition, the sound *well* is produced because of pragmatic reason. The speaker produced this sound to get the listeners' attention.

Datum 30

…like crocodiles, monkeys, birds, elephants oh yeah I naik elephant together with…

Translate: *…like crocodiles, monkeys, birds, elephants oh yeah I rode the elephant together with…*

The researcher took the utterances from Aldi's unforgettable experience. It also happened for pragmatic reason. It signifies that the speaker remembered something in the past. He used the words *oh yeah* to show that he just remembered his story about riding an elephant with his sister. In addition, it implicates that the speaker got his utterances in his mind and he was ready to convey it. The use of the sound *oh yeah* could signify that the speaker was showing awareness to the listeners. The speaker wanted to inform that he was going to move to the next a new point.

Datum 31

…I went to Bromo um maksudnya Kelud and Indian village…

Translate: *…I went to Bromo um I mean Kelud and Indian village…*

The researcher found the utterances above from Putri's unforgettable experience. She produced the sound *I mean* to clarify her previous utterances and continue the utterance with the right word. In this case, the speaker was wrong to mention the name of mountain which she visited. At first, she said *Bromo* but it was changed into *Kelud.* It happened because the speaker was nervous so she was wrong to mention the name of the mountain where she visited.

Datum 32

…my turn has come to menyetorkan the page of_ yes Alqur'an then I started to…

Translate: *…my turn has come to memorize the page of_ yes Alqur'an then I started to…*

The utterances above came from Rama's utterances. The pause was started from silent pause of normal duration which is symbolized as [_]. The speaker did this kind of silent pause at first to think in a normal duration. He looked like forget about his next utterance because after producing this silent pause, the speaker produced the sound *yes* which is categorized as short lexicalized filled pause.

He produced the word *yes* in order to give a sign that he finally got the word that he wanted to express. It happened due to pragmatic reason. Further, it was his strategy to catch the listeners attention to be more focused for listening his unforgettable experience.

B.   **Discussion**

This research highlighted pause error on students' translanguaging speaking practice. In order to answer and clarify the research questions, the discussion needed to take place after the findings presented. Based on the concerns of this study, the researcher found 135 data that contained pause error. This finding was in line with Rose's theory of hesitation.

However, based on findings and analysis data above, the researcher merely found two kind of pause error. Those are silent pause (short silent pause, silent pause of normal duration, silent pause of unusual length) and filled pause (short open unlexicalized filled pause, long open unlexicalized filled pause, and short lexicalized filled pause). To answer the problem of the study, here are the explanation of the kind of pause error and the possible cause for pause in students' translanguaging speaking practice.

Short silent pause is the dominant pause that the researcher found in students' translanguaging speaking practice. It was occurred 49 times. The cause why the students produce silent pause because they need to take a breath for a half second before continuing the next utterances. It can also become the strategy for the speaker to emphasize certain words. Further, in datum 4, *I found new friends from. from many regions,* it can be seen that short silent pause can happen because the speaker is feeling doubt with her first utterances so she makes short silent pause to correct her first utterances.

The second most dominant type which occurred in this study is long open unlexicalized filled pause. There are 27 long open unlexicalized filled pause occurred in the analysis above. The use of *e:r* or *u:m* here is to hold the floor. Furthermore, this type of pause occurs mostly because of pragmatic reason. Not only pragmatic reason, the researcher also found that some of the students did this long open unlexicalized filled pause due to linguistic planning. As in datum 24, *I love her e:r for some I don't like*. The student produced long open unlexicalized filled pause to arrange her next

sentences. Further, she was struggling to recall her memory about her feeling to her sister. From the students' utterances above can be concluded that they produced that sound to signify that they still wanted to keep their turn in speaking.

Meanwhile, the third mostly done by students was silent pause of normal duration. There are 19 silent pause of normal duration that the researcher has found in the students' utterances of telling unforgettable experience. This kind of silent pause often occurs in three to five seconds. The students produce silent pause of normal duration because they inhale the air while thinking for a while before continuing their next utterances.

Furthermore, short open unlexicalized filled pause was the next type that the researcher found. There are 18 short open unlexicalized filled pause occurred in this research. In the analysis above, the students produced short open unlexicalized filled pause to identify that the speaker needs a few second to think the suitable words to utter next. It can be seen in datum 18 *...it's like a refreshing and then uh I played but...* It signifies that the speaker finds the appropriate words in her mind and she is already to convey the utterances in her mind.

Furthermore, the example of *um* can be seen in datum 19 *because um there was an event*. The sound *um* there showed that the speaker was thinking to organize the next utterances. She wanted to announce to the listener that the next word was difficult to convey but she was still in control.

It can be seen from the next words that she utters. She was getting difficult in finding the English language of *ada sebuah acara* so that the speaker chose to say it in Indonesian language.

Moreover, silent pause of unusual length occurred 14 times in the findings above. This silent pause usually occurs in almost the last of the story because it is to signify that the speaker is going to do a completion of the utterances. Such as in datum 13, *we are shocked then we directly go to avoid the monkeys__ that's all thank you for listening,* it indicates that the speaker wants to give a signal to the listener that his story is already end. In doing this, he kept silent for a long time while thinking the closing sentence of his story.

The last and the lowest rank in this study is short lexicalized filled pause. The researcher found 8 data which consist of short lexicalized filled pause. The occurrence of short lexicalized filled pause can be seen in datum 30 …*like crocodiles, monkeys, birds, elephants oh yeah I rode the elephant together with…* The use of *yeah* there to signify that the speaker remembered something in the past. He used the words *oh yeah* to show that he just remembered his story about riding an elephant with his sister. In addition, it indicated that the speaker got his utterances in his mind and he was ready to convey it.

To summarize, the findings of this study contribute to a better understanding of pause error in the context of students' translanguaging

speaking practice. According to Carroll (2008), there are three possible causes of doing pause error. Those are for breathing, pragmatic reason, and linguistic planning. The causes are relatively similar to the findings of this study. Therefore, the researcher conclude that the speakers mostly use silent pause and filled pause to take a breath in a short or long duration. When the speakers have more difficulty in the process of discovering their sentences, they tend to make lengthy pause.

To get a specific communicative with the listeners, the speakers tend to use filled pause because the purpose is to hold the floor or keep the speaking turn. In addition, the speakers also tend to pause because they need more time to formulate their next utterances before enunciating it. Moreover, pause error can be the strategy to fix the wrong utterance with the correct one. In addition, the researcher found that translanguaging practice mostly happened in long open unlexicalized filled pause and silent pause of unusual length. Translanguaging practice in this study helped students to decrease the length of the pause. The occurrence of translanguaging in students' speaking practice can make them easier in telling their unforgettable experiences.

Besides that, based on the three causes of pause error which has been proposed by Carroll (2008), the researcher found that the speakers tend to breath in doing silent pause and filled pause. Breathing is the common cause that the speakers usually used to inhale the air. When someone is speaking, they sometimes pause for a while to breath before continuing their sentences.

Breathing is usually taken by the speakers in one to three seconds. For example, in datum 3, *I can see many animals. like crocodiles, monkeys….* This datum shows that the speaker did short silent pause which is marked with [.]. The pause happens between the word *animals* and *like*. The cause why the speaker did the pause because he needed time to breath in a second. After breathing, the speaker continued his utterances to mention the animals which he found in the zoo.

The second cause is for pragmatic reason. Pragmatic reason is the cause that usually the speaker did to get the specific communicative effect from the listeners. It can be said that it is the way of the speaker to get the listener's attention. It can be happened when the listeners are already bored of listening the speaker's story, so the speaker usually makes short lexicalized filled pause such as *you know, I mean, oh yeah, etc.* Further, it also happens in long open unlexicalized filled pause. The speaker makes the sound like *e:r, u:m* to give a signal that he is still in control. The speaker wants to give a sign to the listeners that he still has more ideas to convey. For example, in datum 25, *every day in hospital I e:r sangat merasa bersalah sekali.* This datum shows that the speaker produces the sound *e:r* due to pragmatic reason. The speaker paused for long time but he filled the pause with the sound *e:r*. When doing this pause, the speaker wanted to give a sign to the speaker that he still keeps his speaking turn.

The last cause is for linguistic planning. When someone is speaking, they usually formulate the sentences first before enunciating them out. The

speaker sometimes thinks about the structure of the sentence. Further, finding the appropriate words to say next. In this study, linguistic planning happens in both silent and filled pause. In short silent pause, the speaker did the pause to repeat the word which the speaker's doubt to say it. It happens in datum 4, *I found new friends from. from many daerah*. The speaker was feeling doubt in saying *from* so she tried to formulate the sentence again to become the correct one.

Furthermore, the speaker did the pause because of linguistic planning also can be her strategy to arrange word by word become the appropriate sentence to utter next. For example, in datum 16, *I said like that er and then many friends also*. In this datum, the speaker produced the sound *er* because she needed time to arrange the next utterances. It was her signal to change the topic so that she did short open unlexicalized filled pause with the sound *er*. She filled the pause with the sound *er* while breathing and thinking the next utterances she should convey next.

From the analysis above, the researcher found that the students did silent pause and filled pause because of breathing, pragmatic reason, and linguistic planning. The cause of the students did the pause depend on the context of the utterances. The common cause that the students did is for breathing. It happens because it's impossible for someone who is speaking without breathing. He needs to inhale the air in one to three seconds.

This study has two similarities with the previous studies. First, the present study used Rose's theory of hesitation which has also been used by

the previous studies, such as the study conducted by Roza & Rosa (2013) and Dewi (2020). Second, this study also has similarities about the subject of the study with several previous studies. Research conducted by Khojastehrad (2012), Al-ghazali & Alrefaee (2019), Mukti & Wahyudi (2015), Dewi (2020), Elashhab (2020), and Walt (2016) used EFL learners as the subject of the study which is the same as the present study.

In contrast, there are also some differences between this study and the previous studies. First, this study did not observe all types of hesitations which is different with the research conducted by Dewi (2020) and Roza & Rosa (2013). The researchers above investigated all types of hesitation but the present study is only investigated pause error (silent and pause error). Second, the data of the study in the present study is also different with the previous studies. The previous studies took the data from the English speaking but the present study used translanguaging as the data.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of this research. The conclusion is a statement according to the result of this research, and the suggestion is the recommendation for others.

A. Conclusion

The discovery of this study is related to pause error on translanguaging speaking practice. The data are taken from the students' utterances of telling their unforgettable experience in translanguaging speaking practice, as previously stated. Through 12 students who have participated in this study, there are two types of pause error found in students' translanguaging speaking practice. Those are silent pause (short silent pause, silent pause of normal duration, silent pause of unusual length) and filled pause (short open unlexicalized filled pause, long open unlexicalized filled pause, and short lexicalized filled pause). These all pause error have different interpretation based on the situation and the utterance of the speaker.

Further, the occurrences of pause error in the speaking process are intentionally because the speaker uses it to extend the time. The speaker also needs time to formulate or organize the ideas that they want to utter. Although pause error often occur in the speaking process, it does not make the process of the speaking being interrupted by other speakers. It indicates that the use of pause error really can be the strategies to create and convey good utterances.

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In addition, the dominant pause error found in students' translanguaging speaking practice are short silent pause symbolized as [.] and long open unlexicalized filled pause [e:r, u:m].

B. Suggestion

After doing this research, the researcher provides some suggestions for following researchers, readers, public speakers. This study investigates pause error on students' translanguaging speaking practice. For the English learners, they can apply translanguaging practice in learning second language in order to make the learning lesson easier to understand.

Further, for the future researchers who want to conduct a research on the same subject but different topics, the researcher suggests to analyze another types of hesitation because this research limits in analyzing the kind of pause error. By analyzing the two topics in the same subject, it will assist in how translanguaging phenomenon applied in English Foreign Learners.

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CURRICULUM VITAE

Cheppy Fyastutik Setyaningrum was born in Mojokerto on March 7, 1998. She graduated from SMA Negeri 1 Mojokerto. She was a member of journalism and actively participated in EEC (Easy English Club) during her senior year of high school. She began her higher education in 2017 at UIN Maulana Malik Ibrahim Malang's Department of English Literature and finished it in 2022. During her study at English Literature Department in UIN Maulana Malik Ibrahim Malang, she joined volunteer of AICOLLIM seminar.

APPENDIXES

- **Appendix 1: Research permission letter**

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Nomor : B-678/FHm/TL.00/03/2021
Hal : Permohonan Izin Penelitian

30 Maret 2021

Kepada
Yth. Kepala SMA Darul Ulum 1 Unggulan
di Jombang

Assalamu'alaikum wa Rahmatullahi wa Barakatuh.

Dalam rangka menyelesaikan tugas akhir kuliah (Skripsi), kami mohon diberikan izin penelitian di lembaga yang Bapak/ Ibu pimpin kepada mahasiswa:

Nama : Cheppy Fyastutik Setyaningrum

NIM : 17320088

Program Studi : Sastra Inggris

Judul : *Pauses Error Analysis on Students' Translanguaging Speaking Practice in SMA Darul Ulum 1 Unggulan Jombang*

Waktu : 12-15 April 2021

Demikian atas perkenannya kami sampaikan terima kasih.

Wassalamu'alaikum wa Rahmatullahi wa Barakatuh.

a.n Dekan
Ketua Program Studi Sastra Inggris,

Rina

- **Appendix 2: Table of Pause Error**
- **Table 1.** Types of Silent Pause

Student's Name	Type of Silent Pause			Translanguaging Practice (*English with__*)
	Short Silent Pause [.]	Silent Pause of Normal Duration [_]	Silent Pause of Unusual Length [__]	
Anita	1) My name is Anita. 2) I am from senior high school one darul ulum. 3) we can't sleep again and we__ *langsung* got *sahur*. Translate: *we can't sleep again and we__ directly got pre-dawn meal.*	1) in front of my dormitory_	1) and said *sahur sahur* with louder voice and__ make me woke up Translate: *and said let's get pre-dawn meal with louder voice and __ make me woke up* 2) we can't sleep again and we__ *langsung* got *sahur*. Translate: *we can't sleep again and we__ directly got pre-dawn meal.*	English with Indonesian and Arabic language

Sari	1) I will tell you about my unforgettable experience. 2) find my slipper and I lost it.		1) I felt like someone surprised me and then I__ *jatuh* to the river Translate: *I felt like someone surprised me and then I__ fell to the river*	English with Indonesian language
Rosa	1) I'm from senior high school one darul ulum. 2) I can tell you about unforgettable_ experience.	1) I can tell you about unforgettable_ experience.	1) Yesterday after__ I prayed *tarawih* 2) I buy__ *pentol* Translate: *I buy__ meatball*	English with Javanese and Arabic language
Alfi	1) I'm from senior high school one darul ulum. 2) *ada sholat jamaah* in *aula* one. Translate: *there were many people praying tarawih together in the first hall.*	1) I cleaned uh floor because_ the floor is *basah karena hujan* Translate: *and I cleaned uh floor because_ the floor is wet because of the rain*	1) I and my friend__	English with Indonesian and Arabic language
Rosita	1) I'm from SMA darul ulum.	1) she asked me_ how are you	1) we are always fighting for__ *sesuatu*.	English with Indonesian and

	2) we are always fighting for__ *sesuatu.* Translate: *we are always fighting for__ something.*	2) I don't like her and_ now I like her	Translate: *we are always fighting for__ something.* 2) One day she__ *kuliah* Translate: *One day she__ studied at college* 3) she cares with me and__ *mengajari* me Translate: *she cares with me and__ teaches me*	Arabic language
Aldi	1) I will tell you about my unforgettable experience. 2) I went to Surabaya Zoo. 3) we um *hampir ketinggalan* train. Translate: *we um almost missed the train.* 4) I enjoyed the suasana in the train. Translate: *I enjoyed the atmosphere in the train.* 5) we arrived in Surabaya at 10.00 am and__	1) we had lunch together under the tree_	1) we arrived in Surabaya at 10.00 am and__ my brother *langsung pesan* taxi online to go to Surabaya Zoo. Translate: *we arrived in Surabaya at 10.00 am and__ my brother directly ordered taxi online to go*	English with Indonesian language

	my brother *langsung pesan* taxi online to go to Surabaya Zoo. Translate: *we arrived in Surabaya at 10.00 am and__ my brother directly ordered taxi online to go to Surabaya Zoo.* 6) I can see many animals.		*to Surabaya Zoo.*	
Putri	1) I want to tell you about my unforgettable experience. 2) I went there with car. 3) I went there with my family by car. 4) in there I found a new. 5) I found new friends from. 6) from many *daerah*. Translate: *from many regions.* 7) I think it's not like a studying. 8) it's like a refreshing and then uh I played but_ with study.	1) I went to English village in Pare with my friends_ 2) it's like a refreshing and then uh I played but_ with study.		English with Indonesian language
Dinda	1) My name is Dinda. 2) I want to tell you about my	1) I visited a relative house in Mojokerto_ .		English with Indonesian

	unforgettable experience. 3) my unforgettable experience is my birthday surprised. 4) my_ aunt brings a birthday cake *beserta kadonya*. Translate: *my_ aunt brings a birthday cake with the gift.* 5) I'm so happy.			languag e
Lia	1) I want to tell you about my er unforgettable experience. 2) I stayed in. I stayed at home stay	1) I_ *main-main ke pantai* Translate: *I_ went to the beach* 2) and _ *hawanya di sana itu* Translate: *and _ the atmosphere there*	1) I can er go to Banyuwangi again with my friend and my family__	English with Indones ian languag e
Rama	1) I want to tell you about my unforgettable experience. 2) because *ustadz* has come. Translate: *because the teacher has come.* 3) I have to *mengantri*. Translate: *I have to queue.* 4) I read again the page of *Al-qur'an yang mau disetorkan.*	1) my turn has come to *menyetorkan* the page of_ Translate: *my turn has come to memorize the page of_*	1) because I was so sleepy__	English with Indones ian and Arabic languag e

	Translate: *I read again the page of Al-qur'an which I wanted to memorize.* 5) I *semakin mengantuk* but I hold it. Translate: *I was getting sleepy but I hold it.* 6) in the middle of reciting it I slept.			
Sita	1) I want to tell you about my unforgettable experience. 2) I went to my uncle's house with my family. 3) that is my. I am still 4) when my parents went out I drink. 5) after. after from my uncle's house I got a sick 6) that's caused me *opname* in the hospital. Translate: *that's caused me hospitalized in the hospital.*	1) there is many_ food 2) I am um *tertarik dengan* e:r drink_ like Translate: *I am um interested in e:r drink_ like* 3) my parents_ *tidak dibolehin* Translate: *my parents_ forbade* 4) I am not yet to_ eat rice 5) I am still *memaksa* my parents to_ *memperbolehkan* Translate: *but I am still asked my parents to_ allow me* 6) I'm *opname* in hospital two_ weeks	1) it's unforgettable experience for me__	English with Indonesian and Dutch language

		Translate: *I'm hospitalized in hospital two_ weeks*		
Fatih	1) I am going to tell you about my unforgettable experience. 2) I went to Cangar in Pacet with my friend. 3) and *berhenti* in a *warung* to_ get a glass of coffee. Translate: *and stopped in a shop to_ get a glass of coffee.* 4) we *berbincang-bincang* about many things. Translate: *we talked about many things.* 5) the monkey is not one but four monkeys.	1) and *berhenti* in a *warung* to_ get a glass of coffee. Translate: *and stopped in a shop to_ get a glass of coffee.*	1) we directly go to *menghindari* the monkeys__ Translate: *we directly go to avoid the monkeys__*	English with Indonesian language

- **Table 2.** Types of Filled Pause

Student's Name	Type of Filled Pause			Translanguaging Practice
	Short Open Unlexicalized Filled Pause *[er, um, uh]*	Long Open Unlexicalized Filled Pause *[e:r, u:m]*	Short Lexicalized Filled Pause *(yeah, you know, well, I mean, yes)*	
Anita	1) I heard uh *banyak orang*	1) e:r I am from senior high school one		English with

	Translate: *I heard uh (1.6) many people* 2)they say to me um she said to me 3) I said like that er and then many friends also woke up	2) e:r now I will tell you about my story 3) when I slept u:m at three am 4) u:m they are play drum, bass		Indonesian and Arabic language
Sari		1) I can't e:r yeah find my slipper	1) I can't e:r yeah find my slipper	English with Indonesian language
Rosa		1) but my teacher not u:m *hadir* Translate: *but my teacher did not u:m come* 2) and then I u:m *menguping di kelas lain* Translate: *and then I u:m overheard in another class*		English with Javanese and Arabic language
Alfi	1) I cleaned uh floor	1) e:r yesterday in the night I prayed tarawih 2) I and my friend u:m *tarawih* in *aula* three Translate: *I and my friend u:m*	1) and you know she was angry	English with Indonesian and Arabic language

		tarawih in the third hall 3) because u:m *ada sholat jamaah* in *aula* one Translate: *because u:m there were many people praying tarawih together in the first hall* 4) I and my friend__ *disuruh* e:r *untuk turun* in *aula* one Translate: *I and my friend__ are asked e:r to go down in the first hall* 5) I and my friend e:r *balik ke kamar* Translate: *I and my friend e:r went back to our room*		
Rosita		1) u:m I'm from SMA darul ulum 2) but sometimes u:m she cares with me 3) I love her e:r for some	1) Well my name is Rosita	English with Indonesian and Arabic language

Aldi	1) but we um *hampir ketinggalan* train Translate: *but we um almost missed the train*	1) after that e:r we had lunch together	1) Well last holiday My family and I went to Surabaya Zoo 2) oh yeah I *naik* elephant together with my sister Translate: *oh yeah I rode the elephant together with my sister*	English with Indonesian language
Putri	1) and then uh I played 2) I went to Bromo um *maksudnya* Kelud and Indian village Translate: *I went to Bromo um I mean Kelud and Indian village*	1) like Jakarta e:r Surabaya, and others	1) I went to Bromo um *maksudnya* Kelud and Indian village Translate: *I went to Bromo um I mean Kelud and Indian village*	English with Indonesian language
Dinda	1) because um *ada sebuah acara* Translate: *because um there was an event* 2) um *selesai acara* Translate: *um when the event has finished* 3) er suddenly someone sings a birthday song	.		English with Indonesian language

	4) my um aunt brings a birthday cake			
Lia	1) I want to tell you about my er unforgettable experience 2) *hawanya di sana itu* um different *dengan yang di sini* Translate: *the atmosphere there was um different with here* 3) I can er go to Banyuwangi again	1) e:r I liked very much 2) because in there e:r I_ *main-main ke pantai* Translate: *because in there e:r I_ went to the beach* 3) u:m I stayed in 4) u:m I hope someday		English with Indonesian language
Rama	1) um my name is Rama 2) but um I have to go	1) so e:r I have to *mengantri* Translate: *so e:r I have to queue*	1) the page of_ yes *Alqur'an*	English with Indonesian and Arabic language
Sita	1) I am um *tertarik dengan* e:r drink Translate: *I am um interested in e:r drink* 2) like er *fanta, sprite*	1) I am um *tertarik dengan* e:r drink Translate: *I am um interested in e:r drink* 2) I got a sick u:m *mutaber* 3) I e:r *sangat merasa bersalah sekali* Translate: *I e:r felt very guilty*		English with Indonesian and Dutch language

| Fatih | | 1) after *ujian akhir semester* e:r we went at 8 am
Translate: *after having final examination e:r we went at 8 am*
2) to take u:m picture
. | 1) there is monkey come to us you know the monkey is not one | English with Indonesian language |

- **Appendix 3: Students' Utterances**

Anita
My name is Anita. e:r I am from senior high school one darul ulum. e:r now I will tell you about my story last night when I slept u:m at three am I woke up because I heard uh *banyak orang* in front of my dormitory_ u:m they are play drum, bass, like that and said *sahur sahur* with louder voice and__ make me woke up at three a.m and I can't sleep again because they are so louder and don't move at in front of my dormitory so my friend also woke up and then they say to me um she said to me like this "I don't know why they are so louder in front of our dormitory" and then I said yes I can't sleep again I said like that er and then many friends also woke up and we can't sleep again and we__ *langsung* got *sahur*. I think enough sorry for my bad English because I still study

Sari
My name is Sari I will tell you about my unforgettable experience. When I was six years old I went to the river with my friends and I felt like someone surprised me and then I__ *jatuh* to the river and I can't e:r yeah find my slipper and I lost it. That was my unforgettable experience

Rosa
My name is Rosa I'm from senior high school one darul ulum. I can tell you about unforgettable_ experience. Yesterday after__ I prayed *tarawih* I buy__ *pentol* and then I ate in SMA DU 3 when I *mengaji* but my teacher not u:m *hadir* and then I u:m *menguping di kelas lain*.

Alfi
My name is Alfi I'm from senior high school one darul ulum. e:r yesterday in the night I prayed tarawih in the *aula* three after I prayed *tarawih ustadzah* came to *aula* three and you know she was angry because I and my friend u:m *tarawih* in *aula* three because u:m *ada sholat jamaah* in *aula* one. I and my friend__ *disuruh* e:r *untuk turun* in *aula* one and I cleaned uh (floor because_ the floor is *basah karena hujan* and after that I and my friend e:r *balik ke kamar*

Rosita
Well my name is Rosita u:m I'm from SMA darul ulum. every day I am always with my sister and we are always fighting for__ *sesuatu*. One day she__ *kuliah dan pergi lama setelah itu dia balik ke rumah* and she asked me_ how are you and I answered I was good before you come because we are always fighting and I don't like she is in home but sometimes u:m she cares with me and__ *mengajari* me she is so patient I love her e:r for some I don't like her and_ now I like her and miss her so much

Aldi
My name is Aldi I will tell you about my unforgettable experience. Well last holiday My family and I went to Surabaya Zoo. We went there by train but we um *hampir ketinggalan* train. I enjoyed the suasana in the train. we arrived in Surabaya at 10.00

am and__ my brother *langsung pesan* taxi online to go to Surabaya Zoo. I was so happy because I can see many animals. like crocodiles, monkeys, birds, elephants oh yeah I *naik* elephant together with my sister then my mother take picture of us after that e:r we had lunch together under the tree_ after that we're back to the *stasiun* and that's my unforgettable experience

Putri

My name is Putri In here I want to tell you about my unforgettable experience. Two years ago I went to English village in Pare with my friends_ I went there with car. I went there with my family by car. in there I found a new. I found new friends from. from many *daerah*. like Jakarta e:r Surabaya, and others in there I think it's not like a studying. it's like a refreshing and then uh I played but_ with study. in the last day I went to Bromo um *maksudnya* Kelud and Indian village so I think it will be unforgettable experience for me

Dinda

My name is Dinda. I want to tell you about my unforgettable experience. my unforgettable experience is my birthday surprised. it was right on my birthday on October second my family and I visited a relative house in Mojokerto_ because um *ada sebuah acara*, *selesai acara* suddenly someone sings a birthday song and my aunt brings a birthday cake *beserta kadonya*. I'm so surprised but I'm so happy. thank you so much for the surprise I love you all thank you

Lia

My name is Lia I want to tell you about my er unforgettable experience. my unforgettable experience is when I was spend my holiday in Banyuwangi with my family e:r I liked very much because in there e:r I_ *main-main ke pantai* and _ *hawanya di sana itu* um different *dengan yang di sini* u:m I stayed in. I stayed at home stay and u:m I hope someday I can er go to Banyuwangi again with my friend and my family__ that's all and thank you

Rama

um my name is Rama I want to tell you about my unforgettable experience. Last week when I *ngaji* I felt so sleepy but um I have to go *ngaji* because *ustadz* has come. when I arrived in *tempat ngaji* there were many friends *yang sudah datang* so e:r I have to *mengantri*. while I *mengantri* I read again the page of *Al-qur'an yang mau disetorkan*. After that I think I *semakin mengantuk* but I hold it. finally my turn has come to *menyetorkan* the page of_ yes *Alqur'an* then I started to recite it but suddenly in the middle of reciting it I slept. my *ustadz* and my friends think that I *pingsan* but actually I slept because I was so sleepy__ that is my unforgettable experience

Sita

My name is Sita I want to tell you about my unforgettable experience. when I was child I went to my uncle's house with my family. in there, there is many_ food and drink and then I am um *tertarik dengan* e:r drink_ like er *fanta, sprite* but with my parents_ *tidak dibolehin soalnya* that is my. I am still three years old and I am not

yet to_ eat rice but I am still *memaksa* my parents to_ *memperbolehkan* and then when my parents went out I drink. I am drink fanta two bottles after. after from my uncle's house I got a sick u:m *mutaber* and that's caused me *opname* in the hospital. I'm *opname* in hospital two_ weeks my parents take care me every day in hospital I e:r *sangat merasa bersalah sekali* it's because I'm not obey my parents it's not happy experience but it's unforgettable experience for me__ thank you very much

Fatih
My name is Fatih I am going to tell you about my unforgettable experience. it happened on last year when I went to Cangar in Pacet with my friend. we went there to refresh our mind after *ujian akhir semester* e:r we went at 8 am and *berhenti* in a *warung* to_ get a glass of coffee. After that we *berbincang-bincang* about many things. then we continued to *mencari* beautiful place to take u:m picture I was very happy but suddenly there is monkey come to us you know the monkey is not one but four monkeys. we are shocked then we directly go to *menghindari* the monkeys__ that's all thank you for listening