

**HESITATION IN JOB INTERVIEW OF NON-NATIVE ENGLISH
SPEAKER AT ENGLISH LAB TORONTO**

THESIS

By:

Siti Nur Jannah

12320052



**ENGLISH LANGUAGE AND LETTERS DEPARTMENT
FACULTY OF HUMANITIES
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG
2016**

**HESITATION IN JOB INTERVIEW OF NON-NATIVE ENGLISH
SPEAKER AT ENGLISH LAB TORONTO**

THESIS

Presented to:

Maulana Malik Ibrahim State Islamic University of Malang

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By:

Siti Nur Jannah

NIM 12320052

Advisor:

Dr. Rohmani Nur Indah, M.Pd

NIP 19760910 200312 2 002



ENGLISH LANGUAGE AND LETTERS DEPARTMENT

FACULTY OF HUMANITIES

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

2016

APPROVAL SHEET

This is to certify that the Sarjana thesis of Siti Nur Jannah thesis entitled **“Hesitation in Job Interview of Non-Native English Speaker at English Lab Toronto”** has been approved by the thesis advisor for further approval by the board of examiners as one of the requirements for the Degree of Sarjana Sastra (S.S) in English Language and Letters Department.

Malang, June 21th, 2016

Advisor

The head of English letters and language
Department



Dr. Rohmani Nur Indah, M.Pd

NIP. 19760910 200312 2 002




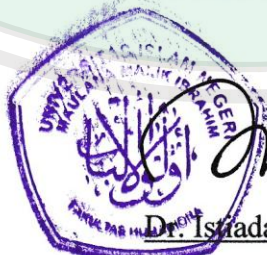
Dr. Syamsuddin, M.Hum

NIP. 1969122 200604 1 001

Approved by

The Dean of Faculty of Humanities

Maulana Malik Ibrahim State Islamic University of Malang



Dr. Istiadah, M.A

NIP.19670313 199203 2 002

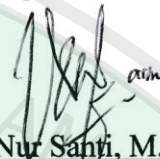
LEGITIMATION SHEET

This is to certify to Siti Nur Jannah thesis entitled **“Hesitation in Job Interview of Non-Native English Speaker at English Lab Toronto”** has been approved by the thesis advisor. For further approval by the Board of Examiner as the requirement for the degree of Sarjana Sastra (S.S) at Maulana Malik Ibrahim State Islamic University of Malang.

The Board Examiners

Signature

(Main Examiner)


Vita Nur Santi, M.Pd


NIP. 19830619 201101 2 008

(Chairman)


Abdul Aziz, M.Ed., Ph.D

NIP. 19690628 200604 1 004

(Advisor)


Dr. Rohmani Nur Indah, M.Pd

NIP. 19760910 200312 2 002

Approved by

The Dean of Faculty of Humanities

Maulana Malik Ibrahim State Islamic University of Malang



Dr. Istiadah, M.A

NIP.19670313 199203 2 002

CERTIFICATE OF THESIS AUTHORSHIP

Name : Siti Nur Jannah
NIM : 12320052
Department : English Language and Letters

Hereby, I certify that the thesis I wrote to fulfill the requirement for Sarjana Sastra (S.S) entitled *Hesitation in Job Interview of Non-Native English Speaker at English Lab Toronto* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicate quotations and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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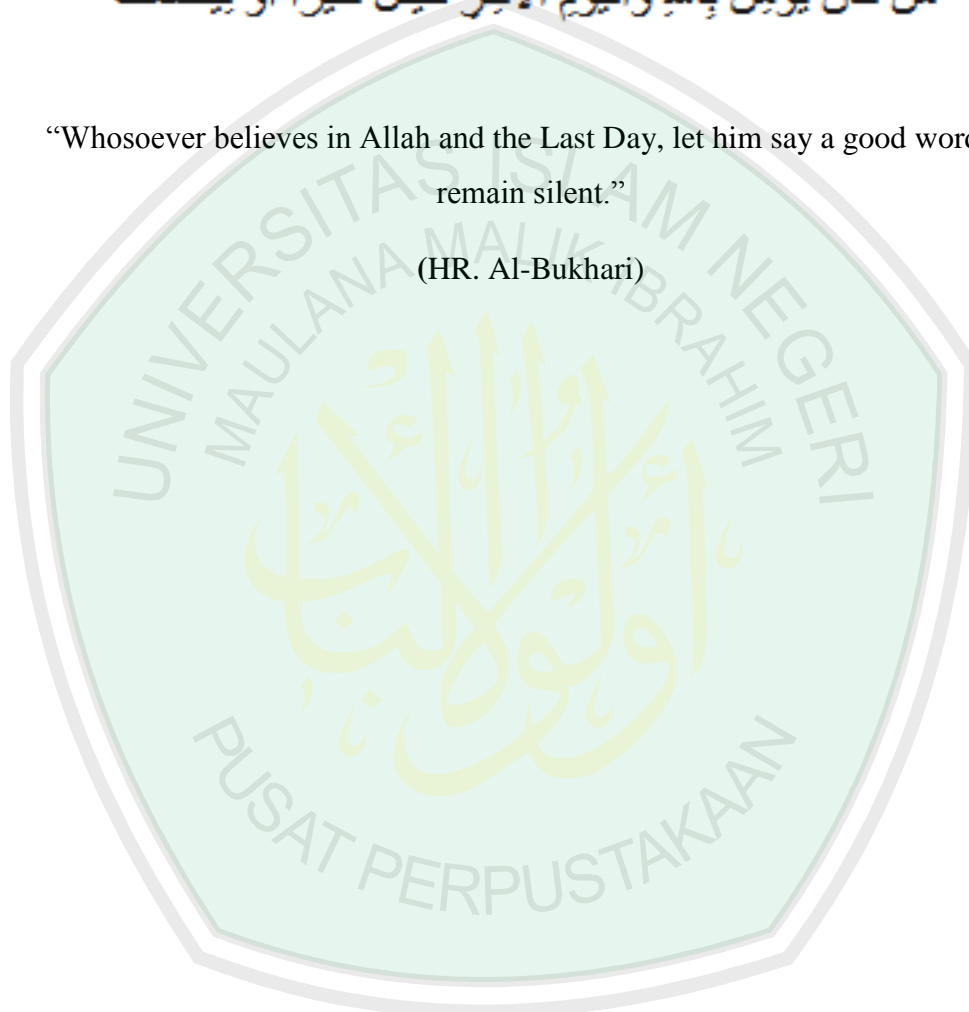


MOTTO

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

“Whosoever believes in Allah and the Last Day, let him say a good word or remain silent.”

(HR. Al-Bukhari)

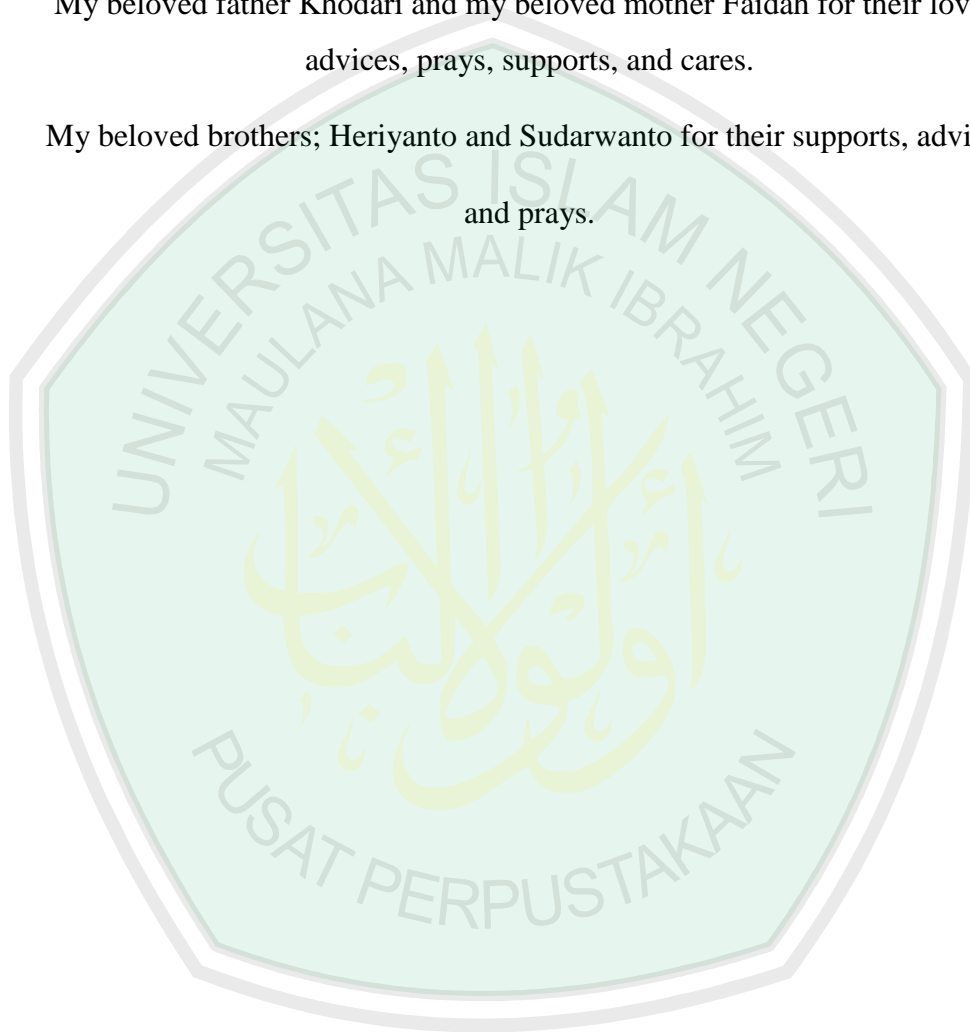


DEDICATION

THIS THESIS IS DEDICATED TO:

My beloved father Khodari and my beloved mother Faidah for their loves,
advices, prays, supports, and cares.

My beloved brothers; Heriyanto and Sudarwanto for their supports, advices
and prays.



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Alhamdulillah, all praises belong to Allah SWT for his mercies and blessing so that I can finish my thesis entitled “Hesitation in Job Interview of Non-Native English Speaker at English Lab Toronto” as the requirement for the degree of Sarjana Sastra. Shalawat and Salam are delivered to the Prophet Muhammad SAW who has guided his follower to the new civilization that is Islam.

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Finally, as the human being, I cannot avoid making mistake in writing this thesis. Therefore, I expect endless suggestions and critics for the goodness of this research to help the following researchers to conduct better research with the same topic.

Malang, June 21th, 2016

Author,



Siti Nur Jannah

ABSTRACT

Jannah, Siti Nur. 2016. *Hesitation in Job Interview of Non-Native English Speaker at English Lab Toronto*. Thesis, English Language and Letters Department. Humanities Faculty. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Hj. Rohmani Nur Indah, M.Pd

Key Words: Hesitation, Job Interview, Intended Meaning, Discourse

This study analyzes the types of hesitation and the intended meaning of hesitation in job interview of non-native English speaker at English Lab Toronto. This research is expected to give several contributions toward Pragmatic approach especially in hesitation. In conducting this research, the researcher uses descriptive qualitative as research design and the data were collected by downloading and transcribing the utterance from oral form into written form to find out the types of hesitation and the intended meaning of hesitation. To answer the problem statements of this research, the researcher uses Ralph Leon Rose's theory (1998) to identify and investigate about the types of hesitation. Meanwhile, to analyze about the intended meaning of hesitation, the researcher employs Clark and Fox Tree's theory (2002). The findings reveals that there are four types of hesitation in job interview of a non-native English speaker (CYP). They are pauses (filled pauses are 15 times and silent pauses are 11 times), repeats are 10 times, false starts are 8 times, and word lengthening are 5 times. For the intended meanings, filled pause is to implicate that a non-native English speaker is momentarily unable to produce the next words. Therefore, she buys a time for thinking and preparing her answer. Moreover, she wants to buy a time to search or recall for the word(s) and gives a time for herself to breathe before continuing her utterance. The last, she wants to keep the floor.

مستخلص البحث

جنتي، ستي نور. ٢٠١٦. يشك ليست المتحدث الإنجليزية الأولى في في المقابلة في اللغة الإنجليزية تورونتو. بحث جامعي، قسم اللغة الإنجليزية وآدابها. كلية العلوم الإنسانية. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف: الدكتورة نور انداه، الحجة الماجستير

كلمات الرئيسية: شكوك، المقابلة، المعنى المقصود، الخطاب

تحليل هذه الدراسة مختلف الشكوك والمعنى المقصود من شك في مقابلة العمل بدلا من الناطقين باللغة الإنجليزية في اللغة الإنجليزية تورونتو. ومن المتوقع أن يوفر بعض المساهمة في اتباع نهج عملي، وخاصة في مجالات شك هذا البحث. في إجراء هذه الدراسة، استخدم الباحث المنهج الوصفي النوعي. ثم، فإن البيانات التي تم جمعها عن طريق تحميل ونسخ الكلمات من شكل الفم في شكل مكتوب لمعرفة أنواع الشكوك والمعنى المقصود من الشك. للرد على صياغة مشكلة الدراسة، استخدم الباحث هذه النظرية من رالف ليون روس (١٩٩٨) لتحديد واستقصاء حول مختلف الشكوك. وايضا، لتحليل حول المعنى المقصود من الشك، استخدم الباحث نظرية كلارك وفوكس ترى (٢٠٠٢) ووجد الباحث أن هناك أربعة أنواع من الشكوك في مقابلة العمل لا يتحدث اللغة الإنجليزية. (CYP) فهي توقف (وقفة اهتم ١٥ مرات وفترات الصمت بقدر ١١ مرة)، والتكرار تصل إلى ١٠ مرات، بدأت واحدة إلى ما يصل إلى ٨ مرات، واستطالة للكلمة بقدر ٥ مرات. عن المعنى المقصود، ويستخدم وقفة مملوءة تعني أن غير الناطقين اللغة الإنجليزية لم يكن قادرا على قول الكلمات التالية. لذلك، وقال انه اشترى وقتا للتفكير وإعداد الأجوبة. وبالإضافة إلى ذلك، وقال انه يريد شراء الوقت للعثور أو تذكر الكلمات وإعطاء الوقت لنفسها على التنفس قبل مواصلة كلمته. وأخيرا، وقال انه يريد الحفاظ على موقعه في كلامه

ABSTRAK

Jannah, Siti Nur. 2016. *Keraguan Penutur Bukan Asli Bahasa Inggris dalam Wawancara Kerja di Lab Bahasa Inggris Toronto*. Skripsi, Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Hj. Rohmani Nur Indah, M.Pd

Kata Kunci: Keraguan, Wawancara Kerja, Arti yang dimaksudkan, Wacana

Penelitian ini menganalisa macam-macam keraguan dan makna yang dimaksudkan dari keraguan tersebut dalam wawancara kerja dari penutur bukan asli bahasa Inggris di Lab Bahasa Inggris Toronto. Penelitian ini diharapkan dapat memberikan beberapa kontribusi terhadap pendekatan pragmatik khususnya dalam bidang keraguan. Dalam melakukan penelitian ini, peneliti menggunakan kualitatif deskriptif sebagai desain penelitian. Kemudian, data dikumpulkan dengan mengunduh dan menyalin ucapan dari bentuk lisan ke dalam bentuk tertulis untuk mengetahui macam-macam keraguan dan makna yang dimaksudkan dari keraguan tersebut. Untuk menjawab rumusan masalah dari penelitian ini, peneliti menggunakan teori Ralph Leon Rose (1998) untuk mengidentifikasi dan menyelidiki tentang macam-macam keraguan. Sementara itu, untuk menganalisa tentang makna yang dimaksudkan dari keraguan, peneliti menggunakan teori Clark dan Fox Tree (2002). Peneliti menemukan bahwa ada empat macam keraguan dalam wawancara pekerjaan dari penutur bukan asli bahasa Inggris (CYP). Mereka adalah jeda (jeda terisi sebanyak 15 kali dan jeda diam sebanyak 11 kali), pengulangan sebanyak 10 kali, salah mulai sebanyak 8 kali, dan pemanjangan kata sebanyak 5 kali. Untuk makna yang dimaksudkan, jeda terisi digunakan untuk mengimplikasikan bahwa penutur bukan asli bahasa Inggris sedang tidak mampu untuk mengatakan kata-kata selanjutnya. Oleh karena itu, dia menghabiskan waktu untuk berpikir dan mempersiapkan jawabannya. Selain itu, dia ingin membeli waktu untuk mencari atau mengingat kata-kata dan memberikan waktu untuk dirinya sendiri untuk bernapas sebelum melanjutkan ucapan-nya. Terakhir, dia ingin mempertahankan posisinya untuk berbicara.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, definitions of the key terms, and research method. All of the sections are discussed as follows:

1.1 Background of Study`

A job interview is one of the most frequently used methods to assess candidates for employment (Macan, 2009: 203). In this case, many companies in today's world conduct an employment interview in English, in which can be a difficult phase for non-native English speakers (NNESs) because of several folds; English is not their mother tongue, they may lack of vocabulary, have trouble when conceptualizing ideas (what to say next), formulating syntax (how to say it) (Gilquin, 2008: 22), selecting words, or pronouncing words. Therefore, they hesitate when answering interviewer's questions by producing hesitation such as false starts, restarts, repeats, pauses (silent pause and filled pause *uh* and *um*), and word lengthening. According to Fischer (2006 as cited in Tottie, 2014), filled pause such as *uh* or *um* which is a part of hesitation are signals that can be used by speakers to implicate different meanings, not just 'I'm thinking'. Accordingly, hesitation can be a signal which indicates some meanings.

In this study, hesitation and meaning deals with pragmatic approach. Chapman (2011) stated that pragmatics is the branch of the study of language

concerned with “meaning in context”. Meanwhile, pragmatic approach is the approach in studying the relation of language with contextual background. It includes: context, text and function (Cutting, 2008). Though the focus of pragmatic as the approach in this study is finding out the intended meaning of hesitation such as false starts, restarts, repeats, pauses (silent pause and filled pause *uh* and *um*), and word lengthening providing by speaker which relies on the context. Hesitations here carry little or even no meaning by themselves and can only be understood by clues in the context or situation. It means that they can be meaningful or meaningless depend on the context and situation.

This study employs Ralph Leon Rose’s (1998) and Clark and Tree’s theory (2002) in analyzing hesitation in pragmatic approach. Rose (1998) stated that there are five types of hesitation; false starts, restarts, repeats, pauses (silent pause and filled pause), and word lengthening. This study applies this theory because it is widely used in exploring types of hesitation. Meanwhile, in attempt to analyze the intended meaning of hesitation, this study uses Clark and Tree’s theory (2002). They argue that speakers use filled pause such as *uh* or *um* to implicate, for example, that they are searching for a word, are deciding what to say next, want to keep the floor, or want to cede the floor. In addition, they argue that *um* and *uh* should be considered as integral to the information the speaker is trying to convey, although they do not add to the propositional content, or primary message. In a detailed argument, they claim that fillers conform to the “phonology, prosody, syntax, semantics, and pragmatics of English words”. They can be used to transmit a variety of interpersonal messages, such as “speakers

want to keep the floor”, and should therefore be considered members of the word class of interjections, like *ah* and *oh*. Thus, both theories mentioned above have been commonly used by some researchers in examining hesitation in pragmatic approach.

Furthermore, the main objective of this study is to identify hesitation in job interview of a NNES, named CYP at English Lab Toronto. The researcher chooses her for several considerations: First, she is a job seeker who speaks English when doing job interview. Second, she is from Korea who has English as foreign language. Third, she gets difficulty when speaking English. Finch (2001 as cited in Guzman, et al, 2006: 153) stated that difficulties of Korean students in speaking the English language due to lack of confidence (being afraid of mistakes and shy to answer) and lack of effort. Cho (2004) added that some difficulties experienced by Koreans when speaking English are language differences, differences in consonants and vowels, differences in stress, cultural differences. Therefore, she hesitates during the interview. In this case, she often employs filled pause such as *uh* and *um*, silent pause, repeating, word lengthening and false start. Moreover, through those hesitations, she tries to show the meaning of those hesitations while maintaining eye contact, using some facial expressions, intonation and gestures when answering interviewer’s questions. By analyzing this subject with this topic, researcher knows the types and the intended meaning of hesitations in job interview of a NNES. Therefore, CYP’s utterances are necessary to be analyzed.

So far, there are several prior studies on hesitation have been conducted by some researchers. Mukti and Wahyudi (2015), for example, in their research journal discovered the intended meaning of *um* and the occurrence of *um* is used by EFL students in classroom presentations in English. In analyzing their data, they used Clark and Fox Tree theory (2002) and pragmatic approach. Another researcher is Hadiyanto (2014). In his bachelor thesis, he found the types and context of hesitations used by lecturers at Maulana Malik Ibrahim State Islamic University of Malang. For analyzing this research, he used Rose's theory and psycholinguistics approach. Furthermore, Rahmawati (2013), in her bachelor's thesis found the types and the most dominant hesitations used by broadcasters of "*English Day*" program on Simfoni FM Malang. In this study, she used Ralph Leon Rose theory and psycholinguistics approach.

Most of those previous studies analyzed about hesitation using psycholinguistics approach and Rose's or Ralph Leon's theory. None of them examined hesitation based on pragmatics approach, Ralph Leon Rose's and Clark and Tree's theory (2002). Therefore, to fill the gap among those prior studies, this study takes hesitation as the topic and a NNEs's or CYP's utterances as the subject employing pragmatics approach, Ralph Leon Rose's and Clark and Tree's theory (2002). This study emphasizes on the types and the intended meaning of hesitation in job interview of CYP. The distinction between the approach, object and context are supposed to have different findings. Hence, the findings will be contributed as an empirical basis in pragmatics dealing with hesitation.

1.2 Research Questions

This research is conducted to answer the following questions:

1. What are the types of hesitations in job interview of non-native English speaker at English Lab Toronto?
2. What are the intended meaning of those hesitations in job interview of non-native English speaker at English Lab Toronto?

1.3 Objectives of the Study

Based on the above research problems, this research is mainly aimed to achieve the following objectives:

1. To discover the types of hesitations in job interview of non-native English speaker at English Lab Toronto.
2. To identify the intended meaning of those hesitations in job interview of non-native English speaker at English Lab Toronto.

1.4 Significances of the Study

This study is undertaken to give several theoretical and practical contributions. Theoretically, the result of this research is expected to enlarge the theoretical perspective on hesitation in pragmatics, especially in job interview. In addition, this research is able to make people aware about hesitation. Furthermore, it can provide such knowledge about the types and the intended meaning of hesitation of a NNES.

Practically, the finding of this research is supposed to give the readers and students, especially English department students in linguistics class, more

understanding about the types and the intended meaning of hesitation. Thus, it can confer some teachings to NNEs readers and fresh graduates who are looking for job to minimize and interpret the meaning of hesitation in order to avoid misunderstanding in daily communication and job interview. Furthermore, it is supposed to be beneficial reference for English lecturers, especially in linguistics field, interviewers, interviewees, linguists, public speakers, and researchers to enrich their knowledge which focus on hesitation in pragmatic approach to be used as the basis of creating some strategies to overcome and interpret the meaning of hesitation in daily communication or job interview.

1.5 Scope and Limitation

This study discusses pragmatic approach which focuses on hesitation in job interview of a NNEs, named CYP at English Lab Toronto. In analyzing the types and the intended meaning of hesitation, this study employs Ralph Leon Rose's (1998) and Clark and Tree's theory (2002). Both theories applied because the researcher wants to gather the analysis of hesitation in pragmatic as a packet.

As the limitation, this study focuses on investigating hesitation in job interview by a NNEs at English Lab Toronto. Unfortunately, the researcher is able to work with only one video on CYP in job interview at English Lab Toronto on August, 2015 which is downloaded from <https://m.youtube.com/watch?v=7pnTi5pMd9g>. Moreover, as the limitation, the researcher cannot see the conversation directly, in which she realizes that the data is obtained from video. Therefore, the researcher does not have access to the real situation when the interview happened.

1.5 Definition of the Key Terms

The definition of the key terms is used to avoid ambiguity and uncertainty in comprehending content of this research. In addition, it is used to avoid misunderstanding of readers, those terms are:

1. *Hesitation*: Incomplete sentence, false start, interruption of fluency such as pauses, hesitation sounds, repetitions and stutters (Tracer, 1958 as cited in Hadiyanto, 2014: 13).
2. *Job interview*: One of the most frequently used methods to assess candidates for employment (Macan, 2009:203).
3. *Intended meaning*: What speakers' means by their utterances (Yule, 2006).
4. *Discourse*: The study of language in text and conversation (Yule, 2006).

1.7 Research Methods

This section discusses about the research method applied in the study. It consists of research design, data source, research instrument, data collection, and data analysis.

1.7.1 Research Design

This study employs descriptive qualitative method to analyze the data. The qualitative research is designed to obtain detailed understanding about the

phenomena. Moreover, it is to find out and interpret phenomena or issue related with the topic to be analyzed based on Ralph Leon Rose's (1998) and Clark and Fox Tree's theory (2002) and pragmatic approach in CYP's utterances in interview.

Further, this study uses descriptive qualitative since it describes all things happen in the process of research without any reduction. In this study, the types and the intended meaning of hesitation of CYP in the interview are described descriptively by using pragmatic approach.

1.7.2 Data Source

The data that are analyzes in this study are in the form words, phrases, clauses, and sentences which involves hesitation in CYP's job interview. The data source in this study is a video entitled job interview in which a NNES, named CYP did job interview at English Lab Toronto on August, 2015. The video is downloaded from ELT's YouTube Channel <https://m.youtube.com/watch?v=7pnTi5pMd9g>. The researcher chooses this video because of four reasons; first, it involves a conversation between a native English interviewer and a non-native English interviewee who have different cultural and language background. Second, the non-native English interviewee is a non-native English speaker who has English as foreign language. She is CYP who is a job seeker from Korea. Third, the non-native English speaker hesitates when speaking English, but she still shows her confidence by maintaining eye contact, making gesture, and laughing. The last, this video shows the real situation in job

interview; it is not in a setting situation. It is a part of English Laboratory Toronto's program in which the students will get advance level such as job interview and leadership presentation in front of public.

1.7.3 Research Instrument

The main instrument of this study is the researcher herself who attempts to make sense the language phenomena of hesitation in pragmatic. It does not need interview or observation since the object of this study is downloaded from video in YouTube. Therefore, the researcher is the one who is responsible in downloading, collecting, observing, gathering the data, analyzing, inferring, and concluding the result.

1.7.4 Data Collection

In order to investigate hesitation in CYP's utterances in her job interview, several steps are done. The first step is the researcher goes to YouTube and searches for a video when CYP did interview at English Lab Toronto in ELT's YouTube Channel <https://m.youtube.com/watch?v=7pnTi5pMd9g>. Secondly, the researcher downloads the video. Furthermore, the researcher watches and listens the video six times; the first time is to observe the uniqueness of the subject and the video while taking notes, the second time is to make sure that the video contains hesitation, the third is to transcribe video from oral form into written form, fourth is to match the observation and the transcribe, fifth is to make reduction and select hesitation, and the last is to make coding for hesitation.

1.7.5 Data Analysis

After collecting the data, the researcher analyzes the data by conducting these following steps. Firstly, the researcher categorizes each of the sentences according to the types of hesitation by Ralph Leon Rose's theory (1998). Secondly, the researcher explains and discusses the first and second question; the types and the intended meaning of hesitations of a NNEs, named CYP in Job Interview at English Lab Toronto referring to each of the context by using Ralph Leon Rose's (1998) and Clark and Fox Tree's theory (2002) and pragmatic approach. Finally, the researcher draws a conclusion as the result of both analyses, so that the researcher can answer the problems of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with pragmatics, hesitation, intended meaning, and several prior studies. All of the sections are discussed as follows:

2.1 Pragmatics

According to Chapman (2011), pragmatics is the branch of the study of language concerned with “meaning in context”. Additionally, it deals with a particular aspect of human communication; the relationship between language and contexts. Furthermore, Yule (2006) said that it is the study of meaning conveyed by a speaker and interpreted by a hearer. As consequence, this study related with analyzing what speakers’ means. It also involves inferring about what speaker’s meant in specific context and how the context will influence against what he said. Through learning pragmatics, somebody is able to utter about others’ means, their assumptions, their purposes and kinds of acts during interaction.

In line with pragmatics, one of some approaches to language analysis is pragmatics approach. The focus of pragmatic as the approach is finding out the intended meaning provided by the speaker which relies on the context. Intended meaning here is what speakers’ means by their utterances rather than what the words or phrases in those utterances might mean by themselves (Yule, 2006). To interpret the meaning, the hearer must use the meanings of the words, the context in which they occur, and some pre-existing knowledge of the message toward a reasonable interpretation of what the speaker intended to communicate. The

analysis should be done on the utterances because of two folds; to indicate cooperativeness within the conversation; and then to determine and keep the smoothness of the conversation.

Pragmatics approach does not only involve with context, nonetheless text and function. In context, pragmatics analyzes the meaning of words in context. Its focus is on the meaning of words during interaction and how speakers communicate more information than the words they utter. The speaker's meaning is dependent on assumptions of knowledge that are shared by both speaker and hearer. The speaker constructs the linguistic message and implies a meaning, and the hearer interprets the messages and infers the meaning (Thomas, 1995 as cited in Cutting, 2008). There are three kinds of context: firstly, the situational context in which speakers undergo what they can establish around them. Secondly, the background knowledge context; what they know about each other and the world. Lastly, the co-textual context; what they recognize about what they have uttered.

Afterward, pragmatics in the text means the use of language either in pieces of spoken or written discourse. Its focus is on how the language becomes meaningful and unified as well as relevance. While on the function, pragmatics concerned with the speaker's short-term purposes and long-term purposes in speaking.

Thus, pragmatics is a branch of linguistics which deals with language use and meaning in context. It includes some fields, such as speech act, implicature, and politeness. Pragmatics is also can be as approach. The focus of pragmatics

approach is finding out the intended meaning which relies on the context. Here, the context is not only language that are spoken or written but also the whole situation that is existed at that time where the spoken or written language are used. In studying the context, we must focus on what the speakers are saying and fitting it into the context of what they have just said. It means that the meaning can be found or interpreted by looking at the context or situation during interaction.

2.2 Hesitation

2.2.1 The definition of hesitation

According to Tracer (1958 as cited in Hadiyanto, 2014: 13) stated that hesitation phenomena or hesitation features deals with incomplete sentence, false start, interruption of fluency such as pauses, hesitation sounds, repetitions, and stutters. It usually occurs in spontaneous speech in which has a lot of information delivered by the speakers to the hearers. Hesitations occur at rate of about five to six per hundred words of spontaneous speech (Ferreira, et al. 2004).

Hesitation also can be defined as pauses of varying lengths which happen when the speakers are losing their words during speaking. Rose (1997) as mentioned in (Roza & Rosa, 2013: 320) adds that hesitation is a period of breaks when speaking. Those pauses can be unfilled (making silent) or filled with inserting *uh*, *um*, *you know*, *I mean*, and *well*, likewise using repetitions to cover the disfluency during speaking. The speakers make those kinds of pauses not only in the middle, yet at the end or at the beginning of idea units. Nair (2000 as cited in Hidayat, 2012) argued that the speakers make those pauses anywhere at any

point in the speech stream, therefore hesitation becomes very important in which plays an important role in speaking.

In line with hesitation, some people assume that native speaker of English will speak fluently without hesitating rather than non-native English speaker. In fact, all people definitely get hesitation during speaking. It is because they have limited memory, that's why they need to hesitate in order to think first or recall what they are going to say. In conversation, it is normal for people to use hesitation strategies, a pause or delay in performing an action or while engaging in an action. Hesitation may indicate fear, reluctance, uncertainty, or faltering, as in a speech (Tree, 1999 as cited in Mukti & Wahyudi, 2015: 63).

According to Nair (2000 as cited in Hadiyanto 2014), hesitation normally occurs under some surroundings. It happens when we are uncertain about what we are going to say next, or when we are deciding what we want to utter next. It usually occurs after the first one or two words in an idea unit. It also occurs when we are not sure about what we have just said or the correct of words that we are going to say. Furthermore, it ensues when we want to utter a word which is significant, high lexical content, or sound surprising. The last, it arises when we have difficulty completing a particular syntactic structure.

Meanwhile, Carrol (1985 as cited in Hidayat 2012) argued that hesitation is used for some reasons. People "come up for air" or inhale before continuing speaking, for pragmatic reasons; "for effect" in which speakers use sorts of hesitations to make them sounds more like pronouncements (native), and for

achieving a specific communicative effect on the hearer, and then for linguistic planning. They plan what they are going to say next and how to utter it.

Field (in Hidayat 2012) adds that pauses occurs because of speech planning and difficulty which is found by speakers in retrieving an item from the lexicon. He also adds that pauses serve two other important reasons; they may indicate that the speaker prepares the turn to listener and indicate what comes next is important.

Furthermore, Gilquin (2008) argued about the function of using hesitation in which to indicate that speakers need time, but are still “in control” of their turn. Hesitation markers, by signaling a small delay, ensure that the speakers can keep their turn in the conversation and are not interrupted by the other hearers. He also adds that for foreign (or second) language learners, hesitation is used for searching a formulation which is acceptable in the foreign language. In this case, they gain time while they are trying to solve these problems.

To sum up, hesitations are pauses with varying lengths, which are not usually left unfilled. It is usually marked by false start, restart, repeats, pauses (silent pause and filled pause), and word lengthening. It occurs because of some reasons such as the speakers are in the need of words when they plan their next utterances, pragmatic reasons, buy a time for thinking, organize idea, select the word(s), correct the previous word(s), pronounce the word(s), or to keep their turn in conversation. Furthermore, speakers make hesitation to indicate something

about the message that is being conveyed. It means that hesitation can be a part of message which has different meanings in context.

2.2.2 Types of hesitation

According to Rose (1998), there are five types of hesitation which are commonly occurred in spontaneous speaking, they are:

1. False Start

According to Rose (1997 as cited in Roza & Rosa, 2013), a false start happens when a speaker begins to utter the words and then abandons suddenly without finishing it. It also can be defined as correction of a word. When a speaker utters a few words, he stops in mid-sentence, and then make a correction by pausing for a while and saying next utterances or a complete stop in the conversation. They often occur when a conversation becomes intense with many speakers speak at once or when the speaker is being interrupted.

For example:

Cheroline: And then if we want <pauses> How much this is for the jeep?
(Hidayat, 2012: 26)

The example above shows that the first utterance “if we want” does not finished yet, but she revised it into another utterance “how much this is”. It means that the use of hesitation here for correcting the wrong word.

Another example:

This is not... Whaa, this is a wonderful place (Roza & Rosa, 2013: 320).

The examples above shows that the speaker does not complete the first utterance but change it with another utterance. It is used for “mistake editor” in which correcting or clarifying the wrong word produced by the speaker. Furthermore, speaker wants to indicate that she is “still in control, don’t interrupt!”. Additionally, the speaker thinks that the place is not as interesting as she wants, yet in fact the place is more interesting than what she expects to be.

2. Restart

A speaker abandons an utterance, and neither correct it nor repeats partially or wholly, yet instead start over entirely. It occurs when speaker utter few words, and then suddenly return to the beginning and rehearse the same words. A restart usually occurs when the speaker unintentionally forgets to deliver some of the things which are supposed to be delivered (Clark & Tree, 2002).

For instance:

Velt: You know how much to this...how much the cost of the train?
(Hidayat, 2012: 26)

The example above shows that speaker utter few words and then return to the beginning with uttering same words. Actually there is a continuing first utterance after the word “You know how much to this...” but the speaker does not find the next word, so that the speaker pause to think and continue it by restarting the same words before. It implies that the speaker wants to hide her mistake before. Moreover, the speaker may indicates that he / she is in control, and wants to clarify about the utterances. Further, he/she may also forget to deliver what he/she wants to say.

3. Repeats

Repetition of one or more words in a row. In the case of repetition, the speaker sometimes repeats some parts of the utterances in the same time in order to hide speaker's hesitation during speaking. Here, when the speaker does a mistake in pronouncing a single word or more, he/she spontaneously hesitates and repeats the same words where the mistake exists. Then, he/she tries to repronounce the word with the correct one. It can be used for signifying that speaker wants to correct or clarify in order to avoid misunderstanding from the hearer. It also indicates non-fluency and leaves the hearer time to plan what to say next or to choose a new orientation of the discourse (Tree, 2010). Discourse here means the study of language in text and conversation (Yule, 2006).

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: 321).

From the example above, it can be concluded that the speaker repeats the word "present" twice in a single utterance. The two words which is repeated have the same spelling, yet different pronunciation and different meaning. However, the second word that is repeated has the correct pronunciation and meaning. It is used for indicating that speakers correct or clarify the wrong word with correct one to make the meaning is clear and listeners will understand about the message.

Another example:

Hervos Ves: T-tt-two persons eight hundreds? One one er.. one person four hundred <he clarified> one one er..person eight hundred? (Hidayat, 2012: 27)

The example shows that sometimes repetition can have an effect similar to a stutter, in which one word or sound is repeated. The speaker stutters and gets difficulty to utter the correct words, so that he repeats and correct the utterances until the utterance is clear.

4. Pauses

Pauses are commonly happened when the speaker hesitates when speaking. It also occurs when the speaker speaks in the conversation with others. If the speaker has memorized the utterances or has prepared well his speaking, usually 30 – 50% utterances are signed by pauses. Pauses is divided into two types: silent pause and filled pause.

a. Silent pause

Silent Pause is the length/duration of silence taken by the speakers during their speech. It means that a speaker utters the word(s) and stops it without making any sounds (silent). So, the speaker does not produce any sounds while pausing his/her speaking. According to Gilquin (2008), silent pauses are very frequent, especially short pauses (under one second), which occurs both among native speakers and learners which represent the most common device for signaling hesitation. Medium pauses (one to three seconds) are less frequent and long pauses (over three seconds) are comparatively rare. Learners, however, make heavier use of silent pauses than native speakers, in which it is significant.

Silent pause may indicate that the speaker has finished his/her turn and that the floor has become empty. Furthermore, it may indicates that the speaker

wants to utter the word which is significant or sounds surprising. Silences, therefore, may be misinterpreted by the learner who abuses them runs the risk of losing his/her turn, while she/he just trying to gain some time. This is especially true of long pauses (three seconds or more), where speaking may be “declared to have stopped rather than merely paused”. Pauses of one second or less are comparatively well tolerated, one second being is the “standard maximum silence” in interactions.

For instance:

"I went there (0.5) yesterday" (Roza & Rosa 2013: 322).

The sentence shows that the speaker makes a pause after saying the word there. It occurs because of the process of thinking. The speaker thinks when he/she went to the place that is told in the situation. Moreover, the speaker wants to show that the next word is significant. Afterward, he wants to make sounds surprising to the listener.

Another 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: 322).

From the example above, the speaker is in a restaurant and ordering some food to the waitress at the moment speaking. It can be seen that the speaker uses silent pause twice in his/her single utterance. It is because he/she thinks and be confused which food that should be ordered at that time.

b. Filled Pause

A filled pause can be defined as a gap or break followed by simply noise or sound such as *uh* and *um* during speaking. It can be underlined that filled pause is

when a speaker hesitates in his/her speech, then he/she makes a pause and fill it with sound. It usually occurs in the beginning or in the middle of speaker's utterance.

According to Corley and Steward (2008) stated that filler tend to occur in uncertainty situation, either name something or about the name of Capital of Romania. The basic meaning of filled pause also occur when speakers want to announce that they are initiating what they expect to be a minor *uh*, or major *um*, delay in speaking (Clark & Tree, 2002). They can use these announcements to implicate, for example, they are searching for a word, are deciding what to utter next, want to keep the floor, or want to yield the floor. Fox tree (2002) also found that use of "um" actually indicates that the speaker is aware of an upcoming delay in their speech. Lack of a filler word, leaving a silent gap in speech, indicates that the speaker was unaware of an upcoming pause or delay in their speech which may indicate dishonesty, discomfort, or difficulty in speech production.

Wanatabe and Rose (2012, cited in Roza & Rosa, 2013) add that filled pause is a delay which is filled with some sounds in order to make the pause is not just in a form of silence and also to make the listeners do not easy to be bored during speaking moment. Pauses, either silent pause or filled pause, play social function, in which silent pause allows time for listener to interpret the speaker's intention, and filled pause for preventing listeners from interrupting. Filled pause can be divided into two categorizations; unlexicalized filled pause with *uh*, *um*, *err*, *uhm*. For example: *Uh...open the door please!* (Hidayat, 2012). Another

categorization is lexicalized filled with phrases like as *well...*, *ok...*, *you know...* For instance: *Well... I wanna tell my short story* (Hidayat, 2012).

The example of unlexicalized filled pause:

Alan: I've {u:m} recently read {u:m . oh, .} Lord of the Flies (Clark & Tree, 2002: 105).

The example above shows that his second *u:m*, Alan announces that he is initiating a delay at the end of "I've recently read". He implicates that he would like to continue speaking there, yet he has good reasons for initiating a delay. It is because he cannot remember a novel, or retrieve the title of a novel that he has read recently. Moreover, he implicates that he wants Charles to know that he is aware of the problem and is in the process of solving it. Indeed, with "oh", he claims to have just solved it by remembering that he had read Lord of the Flies.

According to Mukti & Wahyudi (2015) by using Clark and Tree's theory (2002), filled pause of *um* played different roles based on the speaker's thoughts on feelings of uncertainty. An *um* is uttered at the beginning of a speech or to open a speech for about 2 - 4 seconds, it may be interpreted as (1) readiness to begin a new sentence, topic, point in conversation; (2) exposing awkwardness, and (3) respectfulness. Furthermore, when *um* is uttered in the middle of a speech, the speaker seemed to have a problem of what to say, or having an uncertainty feeling. This is also marked by restarting after a filled pause or followed by other hesitations such as *well, I mean*. Meanwhile, an *um* is uttered in the last sentence, means that the speaker gets difficulties in referring to something or in describing an everyday object (e.g., an apple), in which they have an object agnosia and it may indicates closing a sentence.

The example of *um* in the initial position:

I guess that um(..) the title is only one man who- who had no eyes Because the eyes is not eyes like this but is actually heart (Mukti & Wahyudi, 2015: 67).

The filled pauses *um* above function as help for speakers to advance the topic. The speaker understood what he was about to say, yet he got a problem in what he was about to say next. His upcoming word was difficult to utter, and was still in a process to be uttered. In this case, the speaker was unable to produce the word or phrase, therefore he used *um* to buy time for thinking.

The example of *um* in the middle of sentence:

So now we: analyse word into um(..) its original word a:nd its uh(.) what is it [yeah] affixes. (Mukti & Wahyudi, 2015: 71).

Um is uttered in the middle of a speech; means that the speaker detected a problem with what to say. Yet, he is confused of what to say, because of a guilty feeling in a presentation.

The example of *um* in the last sentence:

Um(..) first of all we are going to present the articulation above the larynx here we have a diagram that is oral, nasal, um(..)cavity (Mukti & Wahyudi, 2015: 73).

When *um* is uttered in the last sentence, which is also mentioned by Clark and Tree (2002), it is usually used as an indication to point out an object.

Afterwards, lexicalized filled is filling a pause with *well, I mean, you know*. It is also called as parenthetical remarks. It occurs when a speaker utters a sequence of one or more words that is to be understood as a replacement or correction. It is used for making the material of their speaking clearer and easy to

be understood by the listeners by specifying or giving more simple words to describe it.

According to Brinton (n.d.), the functions of *I mean* can be: First, it is a staller indicating ongoing planning. Second, *I mean* may serve as a “mistake editor”, or marker of (self)-repair of a preceding utterance in order to avoid misunderstanding. Third, *I mean* may provide elaboration, clarification, expansion, explanation, or reformulation of the preceding utterance. It indicates change in emphasis, direction, or meaning in order to align the conveyed information with the speaker’s intended contribution. Finally, *I mean* may serve to express a ‘further instance’, in which the general is made more specific, or it may sum up the point of utterances or the meaning. *I mean* also expresses of range of speaker attitudes. For example, it may function as a “softener” or “compromiser”. Moreover, it may function as a politeness marker.

For example:

So, could u open the door, please - I mean could u open the main door?
(Roza & Rosa, 2013: 321).

Based on the example above, the speaker uses a couple of word *I mean*. It is because he/she wants to express a further instance in order to give further explanation and clarification, indeed to make general message in previous utterance becomes more specific. In the first utterance, the speaker uttered the general message “door” in which if there are many doors, which door that speaker’s meant. If listener only hear the first sentence, the listener will never understand which door that the speaker asks to be closed. Through giving the further explanation, the listener can do what the speaker asks to do.

Meanwhile Et-man (2001) argued that the function of *you know* can be differ in adult and adolescent speakers. Young speakers increasingly seem to use this marker as a metalinguistic monitor with a modal function emphasizing the force of the speech-act and as a social monitor eliciting a reaction from the addressee(s) in which the marker is more oriented towards the activity of communicating, ensuring that the channel is open between speaker and hearer, and that messages are understood in accordance with the speaker's intentions; whilst adults use the marker to build up a text, and create coherence, the marker functioning as a textual monitor in which the speaker ensuring that s/he has been properly understood, or that the addressee agrees with the speaker's understanding of a certain reference in the text.

Gilquin (2008) adds that *you know*, for instance, may be used when someone needs to keep someone's attention, but cannot think of what to say next. Whilst Tree (2010) stated that the basic meaning of *you know* is an invitation to the listener to more denote the speaker's intentions. Moreover, the speaker wants to ensure addressee comprehension.

For example:

A: Er you know I told you that thingy?

B: What? (Et-man 2001)

The example above shows that the speaker wants to make sure that the listener has correctly understood specific references made in the text, usually to people but also to objects and other phenomena. This function will here be referred to as 'comprehension-securing'.

Another parenthetical remark is *well*. It is for indicating to listeners that the turns were unchosen, which can be seen as another way of advising to the listener that a less-obvious interpretation of the upcoming information was guaranteed (Tree, 2010).

5. Word Lengthening

Lengthening occurs when the speakers take articulation of words longer than what it should be. It can occur at the end of word, yet may occur anywhere within a word. The most common instance of lengthening is when saying “the” yet pronounced as “thee” in which “the” is pronounced more lengths “thee” rather than “the” in short or normal sound. Lengthening can occur when the speaker gets interrupted in his/her speaking. During this hesitation, the speaker may think and recall the material that he/she wants to utter to the listeners. Additionally, it occurs when speaker wants to forewarn an upcoming delay (Tree, 2010). Clark & Tree (2002) adds that it usually happens for signaling the continuation of an on-going delay.

For instance:

You should prepare the books a:nd also the stationeries (Roza & Rosa, 2013: 323).

From the example above, it can be seen that the word “and” in normal sound is pronounced short and not produced with a long sound, yet in this utterance the speaker utters the word “and” with longer sound as “a:nd” which is not normal as should be. The speaker used this length because she/he tries to say the next word while thinking and try to complete his/her utterance.

Thus, according to Rose (1998), there are five common types of hesitation in human speaking, they are: false start, repeats, restart, pauses (silent pause and filled pause), and word lengthening. False start is a condition when a speaker utters few words, abandons it and says new utterances. Here, the speaker does not complete her previous utterance and does not correct it. Furthermore, repeat is a situation when a speaker repeats or stutters one word or more words in one row of a sentence. Afterward, restart occurs when a speaker utters few words and then restarting her previous word(s). Meanwhile, pauses here is divided into two parts: silent pause which is there is a gap in speaking and filled pause which is inserting *uh* and *um* in speaking. The last, word lengthening is a condition when a speaker prolongs a vowel in a word, for instance: the word “the” is pronounced as “thee”.

2.3 Intended Meaning

As stated before, intended meaning is what speakers’ means by their utterances (Yule, 2006). To interpret the meaning, the hearer must use the meanings of the words, the context in which they occur, and some pre-existing knowledge of the message toward a reasonable interpretation of what the speaker intended to communicate. Accordingly, the interpretation of the meaning is not only based on the words, but on what the speaker intended to communicate.

To interpret the intended meaning of hesitation, Clark and Tree (2002) argued that *uh* and *um* have long been called filled pauses in contrast to silent pauses. The unstated assumption is that they are pauses (not words) that are filled

with a sound (not silence). Yet it has long been recognized that *uh* and *um* are not on par with silent pauses.

a. Three views of *uh* and *um*

In the filler-as-symptom view, *uh* and *um* are the automatic, or involuntary, consequence of one or another process in speaking. *Uh* gives evidence that at the moment when trouble is detected, the source of the trouble is still actual or quite recent. But otherwise, *uh* doesn't seem to mean anything. It is a symptom. Speakers actually have control over *uh* and *um*, so they are not automatic. Furthermore, when speakers detect trouble in speaking, they often produce *uh* and *um*. Therefore, *uh* and *um* must be conditional on other factors, and we would need to know what those factors are.

In the filler-as-nonlinguistic-signal view, *uh* and *um* are signals. They are used for holding the floor. For instance, a speaker pauses long enough and then produce some kind of signal like *uh* or *um*, or perhaps a repetition in a conversation. It means that he wants to keep his turn and wants to say that he is still in control – don't interrupt. Moreover, fillers such as *uh* and *um* are elements when the speaker momentarily unable or unwilling to produce the word or phrase.

Meanwhile, in the fillers as linguistic signals view, they are not true words – English interjections. This view was originally proposed by James (1972 as cited in Clark and Tree 2002), who placed *uh* alongside *oh*, *well*, *ah*, and *say* as interjections for commenting on a speaker's on-going performance. An interjection is a conventional lexical form (sometimes a phrase) that

conventionally constitutes an utterance on its own and doesn't enter into constructions with other word classes. Although interjections sometimes well known as emotive words, but they serve many functions, such as to express current emotions (*ugh, damn, hell, bravo, hooray*), to describe current states of knowledge (*huh, indeed, oh, well*), surprise (*ah, aha, boy, wow, oops, gosh, hah*), to request attention (*ahem, hey, yoo-hoo*), to greet (*hello, hi*), bid farewell (*bye, so long, cheers*), and carry out parts of other routines (*okay, thanks, bingo, checkmate, amen*).

If *uh* and *um* are interjections, they should be defined by conventional practices. Most interjections have many uses, therefore it is difficult to interpret the meanings. To deal with this problem, we distinguish between basic meanings and implicatures. A basic meaning of good-bye, for example, is "used to express farewell". Whilst good-bye in implicature, for instance, if a speaker says "good-bye" to the hearer as he walks up to her, it means "Go away!". So, she is implicating that she wants him to go away. Thus, if *uh* and *um* are interjections, they should have basic meanings and be useful for implicating other things.

b. Primary and collateral signals

Speakers, we assume, refer to the official business, or topics, of the discourse with primary signals, and to the performance itself with collateral signals. *Uh* and *um* here are often inserted as signs to correct a wrong utterance, and are commonly followed by a joke, an apologetic statement or an explanation

of the problem. These are also known as collateral signals. They use the collateral signals, in effect, to manage the on-going performance.

For example:

Sam: there is a doctrine about that, I mean a doctrine about u:h – disfavouing American applicants (Clark & Tree, 2002: 78)

Sam inserts a parenthetical aside (“I mean”) to comment on a problem in his official performance. With it he says that what follows (“a doctrine about disfavoring American applicants”) is what he really wants to say but still on going in his mind. Here, he maintains his self-image by producing collateral signals “I mean”.

The collateral signals that are added to utterances are divided into four main categories (Clark & Tree, 2002): (a) Inserts are parenthetical asides placed between elements of a primary utterance. These include: editing expressions such as I mean, you know, that is, no, and sorry; certain discourse markers such as well, now, oh, and like; and even laughter, sighs, and tongue clicks. (b) Juxtapositions. These signals are produced by juxtaposing one stretch of speech against another. For instance, Reynard juxtaposed “Mallet was” against “Mallet said” as a signal to replace Mallet said with Mallet was. Replacements are perhaps the commonest form of speech repair. (c) Modifications. These signals are produced by modifying a syllable, word, or phrase within a primary utterance. They include prolonged syllables and non-reduced vowels. (d) Concomitants. These are collateral signals which include certain head nods, eye gaze, smiles, over-speech laughter, grimaces, iconic gestures, and pointing.

c. Collateral interjection

Uh and *um* in collateral signals belong to collateral interjections. The use of *uh* and *um* as interjections are similar, implying current emotions, states of knowledge, surprise, and requesting attention.

Filler-as-word hypothesis. *Uh* and *um* are interjections whose basic meanings are: a) *Uh* is used to announce the initiation of what is expected to be a minor delay in speaking. b) *Um* is used to announce the initiation of what is expected to be a major of delay in speaking. *Uh* and *um* indicate that there is a delay of speaking – *uh* indicates a brief delay, while *um* indicates a longer one. Short delay can be stated as around 1-2 seconds, whereas long delay is 2- 5 seconds. The inferences to this are that a speaker may need several times from stopping to begin talking again. Commonly, after a lengthening occurs, a speaker often pauses and thinks of the upcoming words. The prolongation is also to indicate that speaker is continuing a delay that is on-going.

d. Implicatures with *uh* and *um*

If the basic meanings of *uh* and *um* are used to announce the initiation of what is expected to be a minor, or major, delay in speaking, other interpretations of *uh* and *um* in context are implicatures. When speakers use *uh* and *um*, they often appear to mean something more than I am announcing the initiation of an expected delay in speaking. In Grice's theory, speakers can implicate things by what they say. In using *uh* and *um*, speakers often implicate things. They presuppose at least three general reasons for using *uh* or *um*: a) Speakers have

reasons for wanting, or for thinking they are expected, to be speaking at t (filler);
 b) Speakers have reasons for initiating a delay in speaking at t (filler); c) Speakers have reasons for announcing that they are initiating a delay in speaking at t (filler).

For example:

David do you know his remarks on Hamlet,

Edward {- - -} yes, I have read them sir,

*David m, {.} what are they, {- -} *will you give me the gist of his approach,**

*Edward {*u:h - uh .}* he {} he believes that, {- -} that Shakespeare attempts in Hamlet, something which he {.} he didn't understanding himself – even, (Clark & Tree, 2002: 89)*

David asks Edward to summarize a scholar's remarks on Hamlet with "what are they". When his request is met with silence ("--"), he rephrases his request. It is at this point that Edward uses overlapping "u:h - uh ." to implicate that he is preparing to answer.

The specific reasons for stopping, delaying, and announcing the delay change with the situation, so *uh* and *um* can be used with opposite implicatures on different occasions.

For instance:

George: and we'll have to {} we'll have to let you know, what we, {.} decide about your application,

Helen: thank you very much, and now I have to see the {u:h .}

George: Tutor to Women Students, and the secretary (Clark & Tree, 2002: 89)

When Helen takes her turn, she doesn't know who she is to see next. By using "u:h" to announce a delay in speaking, she implicates that she wants George to complete her utterance, and he does that.

According to Clark & Tree (2002), the reason for a delay is that the speaker is unable to proceed, speakers should often use *uh* and *um* to implicate “I am unable to proceed”. All interpretation of delaying stated as follow: speakers are currently experiencing a planning problem; speakers are searching memory for a word; speakers are hesitating about something; speakers are in doubt or uncertain about something; speakers are still “engaged in speech-productive labor”, such as deciding what to say or how to say it; speakers want to keep or cede the floor; speakers want the next turn; speakers have completed their turn; speakers are inviting their addressees to speak; speakers are requesting help in completing the current utterance; speakers are being polite, speakers are thinking about what was just said, speakers are inviting listeners to think about what they are about to say; speakers are marking syntactic or discourse boundaries; and speakers are providing information about their current mental state.

Thus, to interpret the intended meaning of hesitation, Clark and Tree (2002) argued that *uh* and *um* have long been called filled pauses instead of silent pauses. In one view, they are symptoms of certain problems in speaking. In a second view, they are non-linguistic signals for dealing with certain problems in speaking. However in a third view, they are linguistic signals – in particular, words of English. Here, *uh* and *um* is commonly followed by collateral signals. Furthermore, if *uh* and *um* in collateral signals, they belong to collateral interjection. The use of *um* and *uh* as interjections are similar, implying current emotions, states of knowledge, surprise, and requesting attention. Because interjections serve many functions, it is difficult to interpret the meaning.

Therefore, we should distinguish between the basic meaning and implicature. By implicature, we can surely interpret the problem of multiple interpretations of *uh* and *um*.

2.4 Previous studies

In line with hesitation, there are several prior studies have been conducted by some researchers (e.g. Mukti & Wahyudi, 2015, Hadiyanto, 2014, Rahmawati, 2013). Mukti and Wahyudi (2015), for example, in their journal “EFL student’s uses of *um* as filler in classroom presentations” discovered the intended meaning of *um* and the occurrence of *um* is used by EFL students in classroom presentations in English. The result shows that an *um* at the initial position of an utterance is to show readiness to open a new sentence, topic, or point of a presentation, to express awkwardness, and to indicate respect to others. In the middle of an utterance, it is used to detect a problem, to struggle, to look for upcoming words, and to restart a conversation. Finally, in the final position of the utterance, it is used as a result of agnosia and to close a presentation. In this research, they used Clark and Fox Tree theory and pragmatic approach.

Another researcher is Hadiyanto (2014). In his bachelor’s thesis “Hesitation among Lecturers at Maulana Malik Ibrahim State Islamic University of Malang”, he found the types of hesitation used by lecturers, such as: false start, repetition, restart, self-correction, lengthening, silent pause, and filled pause (unlexicalized and lexicalized). Furthermore, there are four contexts when hesitation occurs, including: giving explanation, asking question, giving

instruction, and getting interruption. For analyzing this research, he used Rose's theory and psycholinguistics approach.

Furthermore, Rahmawati (2013), in her bachelor's thesis "Hesitation of Broadcasters of *English Day*" program on Simfoni fm Malang" attained that there are four types of hesitations; false start, restart, pauses (filled pause and silent pause), and word lengthening. Likewise, he found that the broadcaster likes using word lengthening. In this study, she used Ralph Leon Rose theory and psycholinguistics approach.

From those previous studies above, the researcher can conclude that most of them analyzed about hesitation using psycholinguistics approach and Rose's or Ralph Leon's theory. None of them examined hesitation based on pragmatics approach, Ralph Leon Rose's and Clark and Fox Tree's theory (2002). Therefore, to fill the gap among those prior studies, this study takes hesitation as the topic and a NNS's or CYP's utterances as the subject employing pragmatics approach, Ralph Leon Rose's and Clark and Fox Tree's theory (2002). This study emphasizes on the types and the intended meaning of hesitation in job interview of CYP. The distinction between the approach, object and context are supposed to have different findings. Hence, the findings will be contributed as an empirical basis in pragmatics dealing with hesitation.

CHAPTER III

FINDING AND DISCUSSION

This chapter presents the analysis of the findings and discussion which relates to the research problem and theoretical framework stated in the previous chapter. It includes finding and discussion. The findings are discussed based on the types of hesitation and the intended meaning of hesitation of a NNEs, named CYP in job interview at English Lab Toronto based on Ralph Leon Rose's (1998) and Clark and Fox Tree's theory (2002) and pragmatic approach. Then in the discussion, the researcher provides the explanation based on the analysis result, which covers the answer of the problem statement.

3.1 Finding

The data are taken from the utterances of a NNEs, named CYP in job interview in the form of words, phrases, clauses, or sentences. The data source of this research is one video when she did job interview at English Lab Toronto on August, 2015. From her utterances, the researcher finds 91 data containing hesitation which is reduced into 22 because of some similarities data; linguistic features, context, function, and types. The complete data can be seen in appendix. Those data are categorized based on Ralph Leon Rose theory (1998), such as: false starts, restart, repeats, pauses (silent pauses and filled pauses), and words lengthening.

In the following analysis, the researcher explains datum, context, and analysis the types of hesitation based on categorization above and the intended

meaning of hesitation based on Clark and Fox Tree theory (2002). In this analysis, the data of hesitation is written in number such as datum 1 *uh* (1.1). Furthermore, the silent pause is marked by /0.5/ (aslant line and number; means duration of pause in seconds).

Datum 1

Uh (1.1) *yeah! First my major, in my Korea University is business mar
business administration* (1.2) *and also I learn newly marketing.*

The statement above is the first sentence of CYP's answer in her job interview. It is uttered by her when she explains to the interviewer about her previous education and experience. She says that her first major in Korea University is business administration and her recently major is marketing. Here, she looks like enthusiastic with her first question. It can be seen from her enthusiastic tone when speaking. Furthermore, she uses some gestures such as playing her hand like she is explaining something and lifting up her eyebrows while explaining cheerfully. However, this datum contains hesitation phenomena which deals with delaying in performing an action.

In this datum, the researcher finds two hesitation phenomena, they are unlexicalized filled pause and false start. The unlexicalized filled pause *uh* occurs in the datum (1.1). It happens when she fills the pause with sound *uh* in her first sentence. It is because she is thinking and preparing herself before begins a sentence that she wants to say.

This *uh* in the filler as linguistic signal view as interjection, it is used for implicating that she is thinking and preparing her answer. Moreover, this *uh* is

followed by interjection “*yeah*” due to a surprising event. Here, she says “*yeah*” cheerfully while lifting her eyebrow. It indicates that she gets her utterance in her mind and she is ready to speak what she wants to say.

Further, false start is found in the datum (1.2). At first, she utters few words and says “*business mar*” in the middle of sentence without finishing it. Then, she suddenly produces new utterance and completes it. Here, she is aware about her wrong word. Therefore, she wants to correct it. Thus, she suddenly correcting her word by repeating the word “*business*” and completing with some words “*administration and also I learn newly marketing*”.

Additionally, this false start implicates that she is actually aware about what she wants to say. Yet, when she wants to say it, suddenly she is disrupted with herself because of her enthusiastic. She wants to say “*business administration*” but she remembers about what she learns recently. Therefore, she almost says “*business marketing*” unintentionally.

Datum 2

So, I can handle uh (2.1) varie variety (2.2) of scope of uh (2.3) works in my company and also I worked as um (2.4) part time job, in Buskin Robbins.

This utterance happens when CYP continues her explanation about her previous education and experience to the interviewer. In the beginning, she speaks while seeing at the table. After that, she speaks while smiling and playing her hand. Nevertheless, her utterance contains some hesitations or disfluencies during speaking.

The researcher finds unlexicalized filled pauses *uh* in the beginning after few words and in the middle of the sentence, *um* in the almost last sentence, and repeat or repetition. The unlexicalized filled pause *uh* in the beginning after few words occurs in the datum (2.1). It happens when she begins her speaking by uttering few words followed by *uh* and breathing for a while. It arises perhaps she is searching for a word(s) and deciding how to utter it while breathing before continuing her next utterance.

This unlexicalized filled pause *uh* in the filler as non-linguistic signal view, it implicates that she is momentarily unable to produce the next word. Therefore, she wants to buy time to search for the word(s) and gives a time for herself to breath before continuing her utterance.

Furthermore, in the datum (2.2) belongs to type of repeat in hesitation. It appears when she utters a syllable “*varie*”, then she repeats it with the right and complete single word “*variety*”. The repetition of “*varie*” here is called repeat. It happens because she is aware about her previous incorrect word, hence she corrects it by repeating the syllable again and smiling in order to hide her hesitation. Moreover, she perhaps gets difficulty in pronouncing “*v*” like many Koreans. Therefore, she uses extra effort to pronounce it again with the correct one. In pragmatic reason, she repeats “*varie*” twice because she wants to pronounce it like native speaker and wants to make the meaning of that word became clear in the hearer’s interpretation.

In addition, the repetition above implicates that she wants to keep the floor. By repeating “*varie*” twice means that she is still in control. Here, after she repeats that word, she inserts concomitant of collateral signal “*smile*” which indicates that she has solved her problem and has corrected her wrong word.

Afterward, the datum (2.3) belongs to unlexicalized filled pause *uh* which occurs in the middle of sentence. It ensues when she utters few words “....*scope of*” until middle sentence, then followed by *uh*. This type appears because she gets problem about what to say next. So, she fills the gap in her speaking with *uh* in order to think for the appropriate word.

This unlexicalized filled pause *uh* in the middle sentence implicates that she is unable to produce the next word. Thus, she wants to buy a time for thinking the continuation of her utterance. After that, she says her next word “*works*” by playing her hand which means her problem has been solved.

Additionally, unlexicalized filled pause *um* is found in the datum (2.4). She says her utterance until some last words of last sentence “...*of works in my company and also I worked as*” and followed by *um*. It happens perhaps she gets difficulty in retrieving an item for lexicon. Here, she cannot remember about what her position in her previous job. Therefore, she fills the pause with *um* while recalling her memory.

Afterwards, this unlexicalized filled pause *um* above implicates that she is momentarily unable to produce a word about her position in previous job. Thus, she wants to recall her memory about her previous job.

Datum 3

And through that experience I know how to handle with customer's problem and I also experienced about marketing using /0.5/ (3.1) in my previous job in Café.

The statement above is CYP's utterances when she tells to the interviewer about the benefit that she gets from her previous job. Here, she uses flat intonation, emphasizes word "customer's", plays her hand, and nods her head "yes" like she is asking to the hearer about the correctness of her utterance. Furthermore, she maintains her eye contact to the interviewer. In addition, she explains it fluently until almost the end of utterance. Yet, before she completes some last words from her speaking, suddenly she makes a pause. In speaking, this kind of a pause is called as hesitation.

From the datum above, the researcher discovers a silent pause in the datum (3.1). She utters few words until almost the end of utterance, then she stops it without making any sound between the word "using" and preposition "in" for a half second or for short pause. This kind of silent pause can indicate that she is still thinking about the next word which is supposed to be significant. This silent pause implicates that she gets problem about what to say next. She tries to buy a time for searching the continuation of her utterance.

Datum 4

And before we launch our new product we uh do some marketing-- using some marketing tools (4.1) and we attract some new customers and also /1.0/ (4.2) uh (4.3) we gotta advertising of the product.

This statement comes from CYP's utterances when she explains about what she did before launching a product in her previous job. Here, she uses gesture such as playing her hand when saying "using some marketing tools".

From this sentence, we can see that her utterance contains hesitation phenomena such as a pause, *uh* and incomplete utterance.

In this datum, the researcher notices some hesitations, they are unlexicalized filled pause *uh*, false start, and silent pause. A false start is found in the middle sentence in the datum (4.1). It takes place when she says few words, then she abandons it without finishing it. Instead, she utters new utterance. As stated in the datum above, she states some words “*do some marketing*” then she stops it and she says new one “*using some marketing tools*”. It indicates that she wants to correct her previous utterance.

Afterward, the false start implicates that she is nervous. It is because she says “*do some marketing*” while seeing at interviewer. As a result, she does not focus. Yet, she is aware about her previous wrong words “*do some marketing*”, therefore she suddenly correct it while playing her hand like she is explaining the right words.

Afterwards, in this datum silent pause (4.2) occurs in almost the end of sentence. She speaks “*and also*” then stops it without making any sounds for one second. It includes as medium pause and less frequent pause. It happens because she is thinking to plan and organize what she wants to say next. Yet, it is difficult to utter.

Additionally, this silent pause implicates that she wants to keep the floor. Here, she fills a silent pause by breathing deeply. It indicates that she wants to

signal to the hearer that she is still in control. She wants to say the following words but it is difficult to utter.

After that, there is unlexicalized filled pause *uh* (4.3) which indicates that she is in control about the continuation but it is hard to utter. So, she wants to buy a time while thinking and wants to make the hearer is patient to wait her upcoming utterance.

Moreover, this unlexicalized filled pause *uh* which occurs after silent pause implicates that she wants to keep the floor. Here, she wants to buy a time while thinking the continuation of her utterance.

Datum 5

So, I can handle with marketing and also customers and also a lot of the range job the: (5.1) work in our-- in my job (5.2).

The sentence above occurs when CYP tells to the interviewer about her ability in handling the scope of her job. Here, she plays her hand and smiles when prolonging “*the*”. Moreover, in the beginning of her utterance, she looks at the table, then in the middle sentence she looks at to the interviewer. However, her utterance can be called as hesitation because there are prolongation of syllable or articulation of word(s) and repetition during speech.

In this utterance, the researcher finds two hesitation phenomena, they are word lengthening and repeats. The case of word lengthening happens in the datum (5.1) when she speaks few words, then she said “*the*” in the last utterance but not in normal sound. Here, she prolongs a vowel “*e*” of a single word or an article “*the*”. So, she pronounces “*the*” more length as “*thee*” than it should be. Whereas,

the word “*the*” in normal is pronounced in short sound. This kind of lengthening occurs because she tries to say the following words while thinking and recalling her memory about the continuation of her utterance. Further, it indicates that she is still in control about her upcoming words.

In addition, this kind of word lengthening implicates that she wants to signal to the interviewer that she wants to continue a delay that is on-going. Here, she prolongs the article “*the*” while smiling to the interviewer. It indicates that she wants to hide her hesitation while saying “*please, wait my next words. I’m still thinking of them*”.

Another case that the researcher gains in this sentence is repeats or repetition in the datum (5.2). When she almost finishes her sentence, she suddenly repeats a preposition “*in*” twice. At first, she says “*in our*”, then she repeats “*in*” but followed by another word or possessive pronoun “*my*”. It occurs because she is aware about her mistake of previous word “*in our*”. Therefore, she suddenly repeats again to correct or clarify it with the right one “*in my*”. Furthermore, it indicates that she wants to hide her hesitation by repeating quickly with the true one.

After that, this repetition implicates that she is aware about her previous wrong word. Therefore, she wants to signal to the interviewer that she has said the wrong word and now she has corrected it. Yet, she also wants to hide her hesitation by repeating “*in*” quickly.

Datum 6

Um (6.1) I /1.0/ (6.2) search that your company is global and you had your company as a lot of branches in the world.

The interviewer asks to CYP about the reason why she wants to work or apply for this organization. She tells that the reason is because she knows that the company is global and have a lot of branches in the world. When she explains it, she looks like nervous. It can be seen from the way she clenches her hand during speaking. Further, she sometimes looks at the interviewer, the upper, and the left side of the interviewer. Yet, she tries to handles her nervous with calm voice and smile. Nevertheless, the sentence above is actually contains hesitation phenomena. It is because hesitation deals with pauses of varying length during speaking. It is proven with filling the gap or pause with *um* and no sounds.

From the utterance above, the researcher gets two hesitation, they are unlexicalized filled pause and silent pause. The datum (6.1) belongs to unlexicalized filled pause *um*. It occurs when she begins her speaking with *um* in the first sentence. The occurrence of *um* in the beginning here indicates that she plans and organizes what she will say.

Additionally, unlexicalized filled pause *um* in the beginning of her utterance implicates that she is preparing her answer. So, she wants to signal that she needs a time to think about the answer. It can be seen from the way she produces *um*. When she says *um*, she looks at to the left side of the interviewer. By doing this, perhaps she is trying to focus to think about the answer.

Another case of hesitation in this datum (6.2) is silent pause. It happens when she begins to utter first utterance. She said “*um P*” followed by making a silent pause for one second. This pause is classified as medium pause and less frequent. It ensues because she is deciding how to utter the next word which is still on going in her mind. Furthermore, this silent pause implicates that she buys a time to recall her memory about her reason for working in the company.

Datum 7

And also I saw your company's financial statement and before uh (7.1) compare (7.2) to the last year the total income was uh (7.3) decrease for four percent.

This utterance arises when CYP explains to the interviewer about the reason why she wants to work for the organization. Here, the situation is quiet. Further, the interviewer makes a note and CYP explains using gesture such as moving her hand and making eye gaze to the left side of the interviewer and to the interviewer. Moreover, her facial expression looks like serious. However, when she is explaining, her utterance contains hesitation phenomena such as producing *uh* and incomplete utterance.

In this datum, the researcher finds two hesitations, they are false start and unlexicalized filled pause *uh* in the middle sentence and almost the end of the sentence. A case which belongs to unlexicalized filled pause *uh* in the middle sentence happens in the datum (7.1). It occurs when she says the word “*before*” followed by *uh*. This *uh* is actually occurs between adverb “*before*” and verb “*compare*”. This filled pause *uh* indicates that she is thinking and deciding what she wants to say next.

Afterward, the unlexicalized filled pause *uh* which is uttered quickly in this datum implicates that she wants to signal that she is aware about her incorrect word. Therefore, she buys a time to correct her previous word “*before*” with new utterance in complete sentence “*compare to the last...*”. When she says her new utterance, she plays her hand like she is explaining that her new utterance is right.

Furthermore, the false start happens in the datum (7.2) when she says few words until middle sentence, then she produces the word or adverb “*before*”. Here, she does not continue it. She abandons it and says other words in verb form “*uh compare to the last year...*”. This kind of middle false start occurs because she gets interruption of herself. Moreover, she is suddenly confused with the continuation of the previous word, and another utterance suddenly came to her mind. Therefore, she revises it with complete one.

Moreover, false start above implicates that she wants to signal to the interviewer that she is hesitating about the continuation of her utterance. Therefore, she revises it to signal that she wants to continue her utterance by correcting it with her new utterance.

Another case which belongs to unlexicalized filled pause *uh* occurs in the datum (7.3). It arises in almost the end of her utterance. This *uh* in this datum happens when she utters few words “*...the total income was*” followed by *uh*. It occurs because she wants to think the next word which is supposed to be significant word.

Additionally, the unlexicalized filled pause *uh* above in the filler as non-linguistic signal view implicates that she is momentarily unable to produce the next utterance. Therefore, she fills the gap with *uh* to buy a time while recalling her memory about the total income of financial statement of the organization.

Datum 8

So, I thought your company has really good uh financial state—financial statement (8.1) and also um (8.2) I can help your company to global--more global.

This sentence ensues when CYP tells to the interviewer about her reason to work in this company. She says that the company has really good financial statement and she wants to help the company to be more global. When she speaks to the interviewer, she looks at the table first while clenching her hand, then she uses flat voice. Moreover, she looks at to the interviewer, and breathes for a while after saying “*and also*”. However, this utterance contains hesitation such as *I thought*, *uh*, *um*, and repetition.

From statement above, the researcher finds false start and unlexicalized filled pause *um* in the middle sentence. Here, the datum (8.1) is owned by middle false start. She produces utterance until middle sentence “*So, I thought your company has really good uh*”, then she says “*financial state*”. After that, she abandons it and utters new utterance “*financial statement*”. Here, there is a change from the meaning of “*state*” to “*statement*”. This false start occurs because she is aware about the previous incorrect word. Therefore, she wants to make a correction in order to avoid misinterpretation from the hearer. Moreover, she wants to hide her incorrect word by repeating the word “*financial*”.

In addition, false start above implicates that she wants to signal to the interviewer that she is in doubt about what she has just said “*financial state*”. Moreover, she is thinking for the right words and correcting it with new one. After she says “*financial statement*”, she nods her head like saying “yes” which indicates that she has solved her problem.

Another case of hesitation in the datum (8.2) is unlexicalized filled pause *um* in the middle utterance. It happens when she exclaims until middle utterance and she says “*and also*” followed by *um*. This kind of *um* occurs because she is breathing while thinking and organizing about the next utterance.

Furthermore, unlexicalized filled pause *um* above implicates that she gets difficulty to continue her next utterance. It can be seen from her deep breathing before saying *um* to delay her on-going performance. However, this *um* is used to buy a time to think before continuing her next words.

Datum 9

Uh when I was in University in Korea, I have to do one project and also I have to prepare my English uh (9.1) test which is uh (9.2) Unmer test, or - like TOEIC and TOEFL.

This utterance happens when CYP explains to the interviewer about the way she manages her time and organizes her works which is more than one projects at the same time in her previous job or school. She tells that when she is in university in Korea, she has to do one project and prepare her English test. At this time, she looks like serious but also doubt with her utterance. Moreover, she uses gesture such as playing her hand. However, this sentence contains a hesitation mark *uh*.

In this datum, the researcher discovers unlexicalized filled pause *uh* in the beginning, middle and the last sentence. Yet, the analysis of *uh* in the beginning of sentence has similar finding with another datum. Therefore, the researcher goes to the second analysis of unlexicalized filled pause *uh* in the middle sentence in the datum (9.1). Here, she utters few words until middle sentence and she says “*my English*” followed by *uh*. This kind of filled pause happens because she gets difficulty in retrieving an item for lexicon “*test*”.

Furthermore, this unlexicalized filled pause *uh* above implicates that she is momentarily unable to produce the next word. However, she is aware about what she wants to say, but it is difficult to be uttered and is still in a process to be stated. Therefore, after she can say it, she inserts head nods “*yes*” like she has solved her problem.

Further, unlexicalized filled pause in almost last sentence in the datum (9.2) occurs when she utters “...*my English test which is*” followed by *uh*. It ensues because she is recalling her memory about the name of her test which is difficult to be uttered but still on going in her mind. Moreover, the unlexicalized filled pause *uh* above implicates that she announces a delay to buy a time for searching memory about the name of her test.

Datum 10

And second I /2.0/ (10.1) I (10.2) did that-- I shared the (10.3) time with /0.5/ (10.4) the: (10.5) the (10.6) most important thing.

The datum above is CYP’s utterances when she answers interviewer’s question about the way she manages her time when she does more than one

projects at the same time. She says that she shares the time with the most important thing. Here, she looks like doubt with her utterance. Moreover, she looks at the table, plays her hand, and speaks slowly. However, this sentence includes as hesitation because there are some hesitation markers such as repetition, false start, pause and word lengthening.

The researcher finds three hesitation in this sentence, they are repeat or repetition, false start, and silent pause. The first type of hesitation in this datum (10.1) is silent pause which occurs after few words in the beginning of utterance and between the repetitions of a word. Here, she says three words “*and second I*” followed by silent pause for two seconds. This pause happens because she is deciding the following word while breathing before uttering it. In addition, the silent pause above implicates that she is announcing the initiation of delay to breathe while thinking her following words.

Furthermore, repeat in the beginning of utterance occurs in the datum (10.2). It takes place when she produces two words “*and second*” then says pronoun “*I*”. Further, she pauses for a while and repeats “*I*” again. This kind of repetition occurs because she is thinking and deciding what she wants to say next.

Moreover, repetition above implicates that she wants to keep the floor. She wants to announce to the interviewer that she is still in control. At this time, she is unable to produce the continuation of her utterance, but she is still thinking of them.

Afterwards, the datum (10.3) belongs to false start which is found after few words in the beginning of utterance. This type of hesitation occurs when she utters few words “*and second I did that*” without finishing it. Then, she stops for a while and produces the new utterance “*I shared the time with the most important thing*”. This kind of false start happens because she is uncertain about what she wants to say. It can be seen from the way she utters the words “*I did that*”. She says it slowly like she is doubt. So, she stops for a while and suddenly makes a correction “*I shared the time*”.

Additionally, the false start above implicates that she is in uncertainty feeling. Here, she says “*I did that*” slowly. Then, she is unable to complete it. Therefore, she utters new words to continue it.

Moreover, the researcher finds silent pause in the middle of utterance in the datum (10.4). After she utters few words “*....I shared the time with*”, she pauses for half second. It occurs because she is thinking about the continuation of her utterance. This silent pause implicates that she is doubt with her utterance. It can be seen from her eye contact and her gesture. Therefore, she makes a pause to indicate that she is still thinking the continuation of her words.

In the datum (10.5), the researcher also discovers word lengthening which occurs between silent pause in almost last utterance and repetition. It ensues when she utters few words followed by silent pause and then she says the word or article “*the*” more length as “*thee*” than it should be “*the*”. This lengthening occurs because she tries to say the next word while buying a time for thinking and

recalling her memory about the continuation of her utterance. Afterward, the prolongation above implicates that she wants to manage her on-going performance. Here, she buys a time to think about the following words which is still on-going in her mind.

The last case of hesitation in the datum (10.6) is repetition in the last sentence. After she lengthens the word “*the*”, she repeated the word “*the*” again but in normal sound. This kind of repetition happened because she wants to clarify and complete her utterance. In addition, this repetition implicates that she wants to announce that she is actually aware about the pronouncement of her previous word which is wrong, but at that time she is still thinking the continuation. Therefore, she repeats it again to correct her previous word in the right pronouncement.

Datum 11

So, I-- /0.5/ (11.1) in the morning (11.2), I study about TOEIC and afternoon I contact with my teammate and we met at the our class and share our ideas about project.

This sentence appears when CYP explains to the interviewer about what she does when she manages her time and organizes her works. She says that in the morning she studies about TOEIC and in the afternoon she meet with her teammate to share their ideas about project. Here, she uses gesture such as playing her hand and makes eye contact to the upper and to the interviewer. However, this sentence includes as hesitation because there are a pause and incomplete utterance.

The researcher finds two hesitation in this datum, they are false start and silent pause. The case which belongs to silent pause happens in the datum (11.1) when she says two words “*so I*” then makes a silent pause for a half second. It ensues because she is thinking for a while before correcting previous utterance with the new one. This silent pause implicates that she is hesitating about the continuation of her utterance. It can be seen from her face which looks like confused. Therefore, she buys a time to think new utterance which supposed to be the complete answer.

Moreover, false start occurs in the beginning of her utterance in the datum (11.2). It happens when she begins her utterance “*so I*” then leaves it without completing it. Instead, she says new utterance “*in the morning*”. This false start occurs because she wants to correct her previous utterance. This false start implicates that she wants to announce that she is momentarily unable to complete her next utterance. Therefore, she buys a time for thinking another utterance.

Datum 12

So I first pri prioritize (12.1) and analyze what is important for me.

At this time, CYP tells to the interviewer about her time management skill. She says that first she prioritizes and analyzes what is important for her. However, her utterance is not fluent. It contains hesitation such as repetition.

In the datum above, the researcher finds a hesitation which is called as repeat or repetition. It takes place when she begins to utter few words “*so I first*” then she says “*pri*”. After that, she pronounces “*pri*” again but with a complete word “*prioritize*”. This repetition occurs because she gets difficulty in uttering the

word “*prioritize*”. Therefore, she pronounces “*pri*” again while thinking how to utter the right and complete word. In addition, repetition above implicates that she is still engaged in productive labor in which she is deciding how to utter the word in the right pronouncement.

Datum 13

And next I just /1.0/ (13.1) um (13.2) /2.0/ (13.3) divide my time by uh second every second (13.4).

This utterance appears when CYP continues her answer about her time management skill when she does more than one projects at the same time. Here, she looks like enthusiastic. Moreover, she plays her hand and smiles in the end of sentence. However, this sentence also contains hesitation such as *um*, a pause, and repetition.

The researcher finds three hesitations in this sentence, they are silent pause, unlexicalized filled pause *um* and repetition. Silent pause occurs after few words in the beginning of utterance in the datum (13.1). She says few words “*and next I just*” followed by silent pause for one second. This kind of pause happens because she is searching for the next utterance. This silent pause implicates that she is momentarily unable to produce the next utterance. By breathing deeply, she wants to announce that she gets difficulty about what to say next.

Further, unlexicalized filled pause *um* (13.2) occurs in the middle sentence between two silent pauses. This type of hesitation ensues when she exclaims few words followed by silent pause and produces *um*. This *um* happens because she gets problem of the next words. Moreover, she is aware about the next utterance

but it is difficult to utter. Therefore, she is aware about the upcoming delay after *um*. Additionally, this filled pause *um* implicates that she wants to buy a time while thinking and planning the continuation of her utterance.

Afterward, the researcher finds silent pause (13.3) again but in the middle utterance after medium silent pause. It happens when she speaks few words “*and next I just um*” then she makes a medium pause for two seconds. This kind of silent pause occurs because she is thinking how to utter the word which is still on going in her mind but it is difficult to utter. Therefore, she makes a medium pause to make the hearer understand that she is still in control to utter it. In addition, this silent pause implicates that she is experiencing a planning problem. At this time, what she wants to say is difficult to utter and is still on-going in her mind.

The last type of hesitation in this datum (13.4) is repeat or repetition in the end of utterance. This repetition happens when she says “*.....my time by uh second every second*”. Here, she repeats the word “*second*” twice in a single utterance. It occurs because she wants to emphasize about a second in time. Here, after she repeats her word, she inserts smiles which implicates that she wants to hide her hesitation.

Datum 14

Uh first I will ask the boss why you change the priorities and if I can accept it I will-- I will (14.1) uh (14.2) oh talk with my colleague about this kind of problem.

This sentence arises when CYP tells to the interviewer about the way she handles a situation where the manager tells her that the priority has changed. She says that she will ask to the boss about the reason of priority’s changing and if she

can accept it, she will talk with her colleague about the problem. Here, she looks like serious and doubt with her utterance. Nevertheless, this sentence is actually contains hesitation marker such as *uh* and repetition.

The researcher discovers two hesitations in this datum, they are repeat or repetition and unlexicalized filled pause *uh*. In the datum (14.1), repeat occurs when she says the words “*I will*” more than once. It happens because she searches the continuation of her utterance which supposed to be significant. This repetition implicates that she is in uncertainty feeling. Moreover, she is momentarily unable to say the following words. Therefore, she repeats it to buy a time while thinking the next words which are difficult to utter.

After she repeats “*I will*”, she fills the gap with *uh*. This case belongs to unlexicalized filled pause (14.2). It ensues perhaps to think the upcoming utterance which is still on-going in her mind. This *uh* in the filler as linguistic signal view implicates that she is commenting her on-going performance. It is because after *uh*, there is *oh* to describe current states of knowledge. Here, she perhaps finds her upcoming utterance and she is ready to utter it.

Datum 15

So, I ff—so first I (15.1) was really stressful and I do not know how to deal with the problem but I try to: (15.2) not take it seriously and personally.

The statement above arises when Chae Yeong Park explains to the interviewer about the way she handle a situation when she had a problem with somebody in her previous school or job. Here, she use gesture such as playing her hand. Yet, she still maintains her eye contact with the interviewer. Additionally,

her facial expression looks like she is serious and sad. In her utterance above, it contains hesitation.

The researcher finds two hesitation in the datum above. The first type of hesitation is false start (15.1) at the beginning of sentence. It can be called as beginning false start. It occurs when she begins to speak “*so I ff*”, then leaves it without completing it. Instead, she utters new statement with complete one “*so first I was really stressful and I do not know...*”. It happens because she wants to make a correction of the previous words. This false start implicates that she is doubt with her utterance, therefore she correct it with new utterance.

Moreover, the researcher finds word lengthening (15.2) which occurs in the almost the end of sentence. It happens when she speaks until almost the end of sentence “*...deal with the problem but I try*”, then she says “*to*” but not in normal sound. She prolongs the vowel of “*o*” so that becomes “*too*” not “*to*”. This prolongation happens because she wants to keep his turn while thinking for the continuation of her utterance. This word lengthening implicates that she wants to signal to the interviewer that she wants to continue a delay that is on-going.

Datum 16

So /1.0/ at first it was really hard for me to work with that kind of boss but now /0.5/ (16.1) I got /0.5/ (16.2) so:me (16.3) solutions to solve it.

This utterance comes from CYP’s utterances when she explains about her boss who is difficult to work with. She tells it using gesture such as playing her hand. Further, she shows her sad facial expression and sad tone. Yet, in the end

she smiles, nods her head “yes”, and raises her tone. However, her sentence contains hesitation.

In this datum, the researcher finds two hesitations, they are silent pause and word lengthening. Silent pause occurs in the middle sentence (16.1) occurs when she utters some words until middle sentence “...*kind of boss but now*”, then she pauses for a half second. It is because she wants to think the next utterance for a while. Here, this silent pause implicates that she is still in control. Moreover, she is still thinking about the continuation of her utterance.

Another silent pause (16.2) occurs after she continues her utterance “*I got*”, then she makes a pause for a half second while breathing. It arises because she comes up for air first before continuing her following utterance. This silent pause implicates that she is deciding what to say the next.

Afterwards, the researcher finds word lengthening in the datum (16.3). She pronounced “*some*” with long sound as “*so:me*” rather than “*some*” in short or normal sound. Whereas, the word “*some*” should be pronounced in short as “*some*” not “*so:me*”. This prolongation can occur because she wants to make the hearer is patient to wait her on going utterance while thinking for a moment. This prolongation implicates that she is still thinking before continuing a delay that is on-going. It can be seen from her face which looks like serious for thinking. After she lengthens that word, she smiles like she is happy while uttering the following words.

Datum 17

Uh /1.0/ I think first I want /0.5/ to /0.5/ be more /0.5/ (17.1) calm down.

The utterance above takes place when CYP tells to the interviewer about the way she handle a situation when she gets a vice who is stressing her again. She says that she wants to be calmer down first. Yet, when she utters it, her facial expression looks like she is doubt with her utterance. Moreover, she looks at the table when speaking. Further, she uses slow and low tone when speaking. Thus, her utterance contains hesitation.

In the datum above, silent pause occurs three times for a half second. It occurs because she gets difficulty in formulating and organizing her next utterance. This silent pause implicates that she is doubt with what she has just said and what next utterance. Although she is doubt, she still tries to think and complete her utterance. In the end, she says “*calm down*” while smiling to hide her hesitation.

Datum 18

So, at the: (18.1) /1.0/ end of the court here I get the opportunity to go over than here here (18.2).

This statement happens when CYP says to the interviewer about her body areas which are really strong in her work performance. The sentence above is actually the last sentence from her answer of this question. Here, she says it while clenching her hand and moving it. However, her utterance contains hesitation.

In this datum, there is a word lengthening (18.1) in the beginning of her utterance. She begins to speak two words “*so at*”, then she says article “*the*”. Yet, she does not produce it in what it should be. She pronounces it the more length as

“*thee*” than usual “*the*”. It ensues because she wants to think about the next words which are still on-going in her mind. This prolongation implicates that she wants to continue a delay that is on-going. So, she buys a time while thinking for the continuation of her utterance.

Additionally, the repetition or repeat (18.2) occurs in the end of sentence. She speaks “...*the opportunity to go over than here*”, then she repeats again the word or adverb “*here*”. It takes place because she is aware about her previous word which is incorrect. Therefore, she pronounces it again in a correct pronunciation. This repetition implicates that she wants to pronounce her wrong word in the right pronunciation. By nodding her head “*yes*”, she wants to say to the interviewer that her repetition is right.

Datum 19

Um I think /2.0/ people around me usually said that I am a good listeners um and I...I (19.1) listen very carefully to others.

This datum happens when CYP argues to the interviewer about any areas that she is strong and she is not strong which needs to be developed. She tells it with enthusiastic tone. Moreover, she smiles and makes a gesture such as playing her hand to point herself. Nevertheless, her sentence contains hesitation.

In the datum above, there is a repeat or repetition which occurs in the middle of her utterance. She utters few words and in the middle of sentence she said “...*good listeners um and I*” followed by pausing for three seconds and then repeated the word or pronoun “*I*” again. It occurs because she is disrupted by herself about her next utterance. She is deciding what she wants to say while

thinking when she makes a silent pause. However, this repetition implicates that she is still in control, then she wants to hide her hesitation by repeating “I” again.

Datum 20

So, I will listen that kind of um curt /4.0/ (20.1) I will listen that (20.2)...sorry...I will listen (20.3) the class for a while.

This utterance happens when CYP explains to the interviewer about what she does in the first month of the job training. She says that she will listen the class for a while. When she speaks, she looks like doubt with her utterance. It can be seen from her eyes movement and her face. Furthermore, she is breathing deeply and moving her hand. However, her utterance contains hesitation and disruption.

In this datum, the researcher finds three hesitations, they are silent pause, false start, and repetition. Silent pause (20.1) occurs when she utters few words until middle sentence “*so, I will listen that kind of um curt*”, then she makes a silent pause for four seconds. Here, it includes as long and rare pause. It takes place because she gets problem in formulating the next utterance. She has thought the response but it is difficult to utter. Therefore, she makes longer pauses. This silent pause implicates that she gets difficulty in planning problem. Here, she does not get what the continuation of her utterance. Although she gets it, but it is difficult to utter.

The researcher also discovers false start in the datum (20.2). She begins to speak “*So, I will listen that kind of um curt*”, then she stops it and leaves it. Yet, she pauses for a while and repeats the words “*I will listen that*”. This false start

occurs in the beginning of her utterance. It happens because she wants to complete her previous utterance but she cannot do it. Therefore, she repeats again in order to correct and complete her utterance. This false start implicates that she is momentarily unable to continue her following utterance. Therefore, she buys a time for thinking new utterance which supposed to be complete answer.

The words “*I will listen*” in a sentence above can be called as repetition (20.3). It is because that words are repeated three times in one utterance. Here, she repeated “*I will listen*” twice, then she breathes and smiles. Afterward, she says “*sorry*” and repeats the same words “*I will listen*” again. The repetition occurs because she gets difficulty in organizing ideas. In addition, this repetition implicates that she is unable to continue her next utterances. Therefore, to maintain herself image, she smiles and says “*sorry*” to give respect or show politeness. By repeating, she also wants to make the hearer is patient to wait what she wants to say while thinking the appropriate utterance.

Datum 21

So, I can be-- can use (21.1) to that kind of trend.

This statement happens when CYP explains to the interviewer about what she will do in her first month on the job training. It is the last sentence of her answer in this question. When she utters this sentence, there is someone who opens the door. So that, it makes her and the interviewer look toward at the door.

In this datum, the researcher finds false start in the beginning after few words. She produces some words “*so, I can*” while looking toward to the door and suddenly says “*be*”. After that, she abandons it and says “*can use to that kind*

of trend". This false start occurs because her focus is broken with the sounds of the door. At first, she wants to say "*can use*" yet she is not focus. Therefore, she suddenly corrects it while looking at the interviewer. Additionally, this false start implicates that she wants to signal to the interviewer that she is actually aware about what she wants to say. Yet, she does not focus. As a result, she says wrong word.

Datum 22

Uh when I was in University, I volunteered for my-- for the-- for for foreigner (22.1) students who come to Korea to learn about Korean and Korean culture.

This utterance happens when CYP tells to the interviewer about everything that she has not told yet about herself. She says that when she was in University, she volunteered foreigner students who came to Korea to learn about Korean and Korean culture. Here, she is very enthusiastic when tells her experience. Although, she gets a problem when uttering the word "*foreigner*".

In this datum, the researcher finds repetition. It occurs when she utters few words and stutters in saying "*for*". She repeats the word "*for*" twice and utters the right single word "*foreigner*". This kind of stutter can be called as repeats in hesitation. It happens because she gets difficulty in retrieving the word "*foreigner*". Moreover, she gets difficulty in pronouncing the word "*foreigner*". Here, she may lose her memory and she is confused about the next word "*foreigner*". So, she tries to search her memory and pronounces it with extra effort. In addition, this repetition implicates that she is momentarily unable to say

“foreigner”. She wants to buy a time while recalling about that word. As a result, she pronounces it in stutter form.

3.2 Discussion

This part discussed about the result of data analysis of hesitation proposed by Ralph Leon Rose’s theory (1998), there are five types of hesitation which are commonly occurred in human speaking, they are false start, restart, repeat, silent pause and filled pause (unlexicalized and lexicalized).

However, based on the finding and analysis data above, the researcher merely found four types of hesitation, they are false start, repeat, pauses (silent pause and filled pause *uh* and *um*) and word lengthening. In addition, the researcher did not find restart type of hesitation.

After finding and analysis data, a discussion of the finding is important to answer the research problems, they are the types of hesitation and the intended meaning of hesitation in CYP’s job interview.

3.2.1 Types of Hesitation

After presenting and analyzing 22 data from CYP’s utterances in job interview at English Lab Toronto, this study found four types of hesitation: pauses (filled pauses are 15 times and silent pauses are 11 times), repeats are 10 times, false starts are 8 times, and word lengthening are 5 times.

1. Filled Pause

Filled pause is filling the gap by producing such as *uh* or *um*. However, this type is divided into two categories, they are unlexicalized filled pause which contains *uh* and *um*, and lexicalized filled pause which consist of a word(s) such as well, you know, I mean. In this analysis, the researcher only found the use of unlexicalized filled pause *uh* and *um*. Further, this type is the most dominant data which occurs in CYP's utterances when she does job interview at English Lab Toronto. Here, she often produces *uh* rather than *um*. Moreover, she utters it in the beginning, middle and last sentence.

In this study, unlexicalized filled pause occurred 15 times. For unlexicalized filled pause *uh*, it shows in the datum (1.1), (2.1), (2.3), (4.3), (7.1), (7.3), (9.1), (9.2), (13.4), and (14.2). Furthermore, unlexicalized filled pause *um*, it happens in this datum (2.4), (4.2), (6.1), (8.2), and (13.2). In the analysis above, she often uses filled pause to think first before continuing her utterance. Other reasons are she is searching for a word, deciding what to utter next, keeping the floor, and others. From those analysis, she utters *uh* in the beginning because she is preparing herself to begin her speech. For example as in datum 1, "*uh (1.1) yeah! First my major, in my Korea University is business ma business administration and also I learn newly marketing.*" CYP uses this unlexicalized filled pause *uh* because she is thinking and preparing herself before begins a sentence that she wants to say.

Meanwhile, *uh* in the middle sentence occurs because she gets difficulty in retrieving an item for lexicon. She is also confused with what to say next. For instance in the datum 9, “*Uh when I was in University in Korea, I have to do one project and also I have to prepare my English uh (9.1) test which is uh (9.2) Unmer test, or like TOEIC and TOEFL.*” The filled pause *uh* which occurs between my English and test happens because she is confused about what to say next while thinking. Furthermore, for *uh* in almost last sentence which happens between test which is and unmer test, it occurs because she gets difficulty in retrieving the name of the test. Therefore, she produces *uh* to buy a time while recalling the name of the test.

Furthermore, she often uses *um* to recall her memory about a word(s), organize her words, and plan her next utterance. Here, she also uses *um* sometimes in the beginning, middle or last sentence. For example in the datum 2, “*So, I can handle uh varie variety of scope of uh works in my company and also I worked as um (2.4) part time job, in Buskin Robbins.*” This *um* happens because she cannot remember about her previous job. Therefore, she produces *um* while recalling her memory about her job. Another example of *um* in the beginning in the datum 6, “*Um (6.1) I /1.0/ search that your company is global and you had your company as a lot of branches in the world.*” It occurs because she tries to plan and organize her ideas before answering interviewer’s question. The last, *um* in the middle sentence happens in the datum 13, “*And next I just /1.0/ um (13.2) /2.0/ divide my time by uh second every second*”. It is because she is aware about the upcoming delay. It means her next utterance is difficult to utter.

2. Silent Pause

Silent pause is filling a gap without making any sound. This type is second dominant data which occurs in CYP's utterances. This silent pause happens because she wants to utter the word which is significant, she is thinking a word(s), and she gets difficulty in formulating the next words. According to Gilquin (2008), Silent pause can occur in three categorization; short pause (under one second), medium pause (one to three seconds), and long pauses (four to five seconds). In the analysis above, she often uses short pause and medium pause. Here, she also still uses long pause but only once time for four seconds. The researcher found silent pause occurred 13 times. For short pause, it showed in the datum (3.1), (10.4), (16.1), (16.2), and (7.1). After that, medium pause happened in the datum (4.2), (6.2), (10.1), (13.1), and (13.3). The last, long pause occurred one time in the datum (20.1).

The example of short pauses in the analysis above as stated in the datum 17, "Uh /1.0/ I think first I want /0.5/ to /0.5/ be more /0.5/ calm down" This short silent pause which is a half second occurs because she wants to buy a time for thinking and breathing. After that, the example of medium pause in the datum 4 is "And before we launch our new product we uh do some marketing-- using some marketing tools and we attract some new customers and also /1.0/ uh we gotta advertising of the product." She uses this type because she is thinking to plan and organize what she wants to say next. Yet, it is difficult to utter. Afterward, long pause happens in the datum 20, "So, I will listen that kind of um curt /4.0/ (20.1) I will listen that...sorry...I will listen the class for a while". It is because she gets

problem in formulating the next utterance. She has thought but it is difficult. Therefore, she makes longer pauses to buy a time for thinking.

3. Repeat

Repeat is repetition one or more words in a row. It also can happen in a stutter form. This type is the third dominant type which covers 10 times in the datum (2.2), (5.2), (10.2), (10.6), (12.1), (14.1), (18.2), (19.1), (20.3), and (22.2). In the finding above, she often repeats single word or pronoun “I”, syllable, some parts of utterance, preposition, and phrases. Further, she also stutters in repeating the word. The repetition happens because she wants to correct her mistake word(s), makes it pronouncement like a native, wants to continue her utterance while thinking or deciding what she wants to say next, wants to make the hearer be patient to wait her important idea, or hides her hesitation.

The example of repetition which occurs because she gets difficulty in retrieving the word “*foreigner*” and gets difficulty in pronouncing the word “*foreigner*” in stutter form as in the datum 22, “*Uh when I was in University, I volunteered for my-- for the-- for for foreigner (22.1) students who come to Korea to learn about Korean and Korean culture*”. Another example of repetition is in the datum 10, “*And second I /2.0/ I did that-- I shared the time with 0.5 the: the most important thing.*” This repetition occurs in the beginning of utterance. It takes place because she is thinking and deciding what she wants to say next.

4. False Start

False start happens when speaker begins to utter her words, and suddenly abandons it without finishing it. It can occur at the beginning of utterance or middle utterance. False start which occurs in the beginning can be called as beginning false start, meanwhile false start which happens in the middle utterance is middle false start. In this analysis, the researcher found false start 8 times in the datum (1.2), (4.1), (7.2), (8.1), (10.3), (15.1), (20.2), and (21.1).

This false start happens because she wants to correct what she has said before. Additionally, she might be uncertain or doubt about what she has said and then she correct it. Furthermore, she perhaps gets difficulty when recall the next utterance or decides what she wants to say, so she abandons it and revises it into another utterance which supposed to be right utterance. She also might remember the next words which should be uttered at that time, so she revises it. The last, she might want to make her utterance or sentence becomes clear in the hearer's interpretation.

The example of beginning false start is in the datum 10, *“And second I /2.0/ I did that-- I shared the time with 0.5 the: the most important thing.”* It occurs because she is uncertain about what she wants to say. She says it slowly like she is doubt. So, she stops for a while and suddenly makes a correction *“I shared the time...”*.

Another example of false start but in the middle sentence is in the datum 7, *“And also I saw your company's financial statement and before uh compare*

(7.2) *to the last year the total income was uh decrease for four percent.*” After she says “...*before*”, she abandons it without completing it. Further, she says new utterance “*uh compare...*”. It is because she is confused about the continuation after the word before, therefore she makes a correction by uttering new words.

5. Word Lengthening

Word lengthening is the prolongation of sound in a word(s). In this analysis, the researcher found word lengthening 5 times in the datum (5.1), (10.5), (15.2), (16.3) and (18.1). This lengthening occurs in the article “*the*”, and noun “*to, some*”. Here, she often prolongs article “*the*”. It sometimes happens in the beginning, in the middle, or almost in the end of sentence. This word lengthening can happen because she wants to think and recall her memory before continuing her next utterances. Moreover, speakers might want to show that she still in control. So, she wants to make the hearer is patient to wait her on-going words.

The example of word lengthening is in the datum 2, “*So, I can handle with marketing and also customers and also a lot of the range job the: work in our-- in my job*”. This lengthening happens when she pronounces “*the*” more length as “*thee*” than it should be. Whereas, the word “*the*” in normal is pronounced in short sound. This kind of lengthening occurs because she tries to say the following words while thinking and recalling her memory about the continuation of her utterance. Further, it indicates that she is still in control about her upcoming words.

3.2.2 Intended Meaning

Intended meaning is what speaker's means by their utterances. In the analysis above, the intended meaning can be interpreted from filler as non-linguistic signal and as linguistic signal view. Moreover, it can be interpreted from implicature. In this analysis, collateral signals such as interjection “*oh*”, and even laughter, smiles, head nods, eye gaze, gesture, are included as a part of interpretation of intended meaning.

In the analysis above, the intended meanings of unlexicalized filled pause *uh* and *um* implicate that she is thinking and preparing her answer before saying what she wants to say. Moreover, she is momentarily unable to produce the next word. Therefore, she wants to buy time to search for the word(s) and gives a time for herself to breath before continuing her utterance. Furthermore, she wants to signal that she wants to buy a time while recalling her memory. For example of intended meaning of unlexicalized filled pause in the datum (1.1) “*uh* (1.1) *yeah!* *First my major, in my Korea University is business mar business administration* (1.2) *and also I learn newly marketing.*” in the filler as linguistic signal view as interjection, it is used for implicating that she is thinking and preparing her answer. Moreover, this *uh* is followed by interjection “*yeah*” due to a surprising event. It indicates that she gets her utterance in her mind and she is ready to speak what she wants to say.

In addition, the intended meanings of silent pause implicate that she gets problem about what to say next. Therefore, she tries to buy a time for searching

the continuation of her utterance. Moreover, she wants to keep the floor in which she wants to signal to the hearer that she is still in control. She wants to say the following words but it is difficult to utter. Furthermore, she wants to buy a time for thinking the following utterance. For example of intended meaning of silent pause is in the datum (4.2) “*And before we launch our new product we uh do some marketing-- using some marketing tools (4.1) and we attract some new customers and also /1.0/ (4.2) uh (4.3) we gotta advertising of the product.*” It implicates that she wants to keep the floor. Here, she fills a silent pause by breathing deeply. It indicates that she wants to signal to the hearer that she is still in control. She wants to say the following words but it is difficult to utter.

Furthermore, the intended meanings of repetition implicate that she is in uncertainty feeling. Moreover, she is momentarily unable to say the following words. Therefore, she repeats it to buy a time while thinking the next words which are difficult to utter. Additionally, she is aware about her previous wrong word. Therefore, she wants to signal to the interviewer that she has said the wrong word and now she has corrected it. Furthermore, she wants to keep the floor. She wants to announce to the interviewer that she is still in control. At this time, she is unable to produce the continuation of her utterance, but she is still thinking of them. In addition, she wants to buy a time while recalling about that word. As a result, she pronounces it in stutter form. Afterward, she wants to implicate that she is unable to continue her answer. Therefore, she maintains her self-image by saying collateral signal “*sorry*”. The example of the intended meaning of repetition is in the datum (14.1) “*Uh first I will ask the boss why you change the*

priorities and if I can accept it I will-- I will (14.1) uh (14.2) oh talk with my colleague about this kind of problem” This repetition here is to implicate that she is in uncertainty feeling. She is also momentarily unable to say the following words. Therefore, she repeats it to buy a time while thinking the next words which are difficult to utter.

Afterwards, the intended meanings of false start implicate that she is actually aware about what she wants to say. Yet, when she wants to say it, it is difficult to utter. Moreover, it is to implicate that she wants to signal to the interviewer that she is in doubt about what she has just said. In addition, she is thinking for the right words and correcting it with new one. Additionally, it is to implicate that she is in uncertainty feeling. She also wants to announce that she is momentarily unable to complete her next utterance. Therefore, she buys a time for thinking another utterance. The example of intended meaning of false start is in the datum (7.2) “*And also I saw your company’s financial statement and before uh (7.1) compare (7.2) to the last year the total income was uh (7.3) decrease for four percent*” It implicates that she wants to signal to the interviewer that she is hesitating about the continuation of her utterance. Therefore, she revises it to signal that she wants to continue her utterance by correcting it with her new utterance.

Furthermore, the intended meanings of word lengthening implicate that she wants to manage her on-going performance. Here, she buys a time to think about the following words which is still on-going in her mind. Furthermore, it implicates that she wants to keep his turn while thinking for the continuation of

her utterance. In addition, it implicates that she wants to signal to the interviewer that she wants to continue a delay that is on-going. The example of intended meaning of word lengthening is in the datum (5.1) “*So, I can handle with marketing and also customers and also a lot of the range job the: (5.1) work in our-- in my job (5.2).*” This prolongation implicates that she wants to continue a delay that is on-going. Here, she prolongs the article “*the*” while inserting collateral signal “*smile*” to indicate that she wants to hide her hesitation.

The results of the present study are different from those previous related of Mukti and Wahyudi (2015), Hadiyanto (2014), and Rahmawati (2013). This research found that a non-native English speaker from Korea, named CYP gets almost all types of hesitation in job interview. In this case, those types of hesitation almost same with the types of hesitation which occurred in lecturer’s and broadcaster’s utterance. Yet, she does not produce restart and lexicalized filled pause. She prefers to use unlexicalized filled pause *uh* and *um* rather than other types of hesitation. She uses it because she is thinking, searching for a word, deciding how to utter the following word and recalling a memory of a word which is still on-going in mind. Moreover, she often uses this type of hesitation to implicate that she is momentarily unable to produce the next utterance. Therefore, she wants to signal that she buys a time for thinking and preparing her answer before saying what she wants to say.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion of this study. Conclusion is a statement based on the result of this study, while suggestion is a recommendation for the next researchers, readers, English Department students and lecturers, fresh graduates, interviewers, interviewees, and public speakers. All of these sections are discussed as follows:

4.1 Conclusion

To sum up, a non-native English speaker's (CYP)'s utterances in job interview video at English Lab Toronto contain hesitation based on Ralph Leon Rose's theory (1998) and the intended meaning proposed by Clark and Fox Tree's theory (2002).

In this case, hesitations which appear in a non-native English speaker's (CYP)'s utterances are merely four types; false start, repeat, pauses (silent pause and filled pause), and word lengthening, in which are equally significant to be interpreted as some signs which have some different meanings. From those types of hesitation, a non-native English speaker can correct her previous utterance with new statement (false start), correct or clarify her sentence in order to avoid misunderstanding from the hearer (repeat), think first before continuing her utterance (silent pause), search for a word, decide what to utter next, and keep the floor (filled pause *uh* and *um*), and think or recall the material that she wants to say (word lengthening).

Furthermore, the result exposes that a non-native English speaker (CYP) uses filled pause *uh* and *um* in job interview is to implicate that she is momentarily unable to produce the next words. Therefore, she buys a time for thinking and preparing her answer. Moreover, she wants to buy time to search or recall for the word(s) and gives a time for herself to breathe before continuing her utterance. The last, she wants to keep the floor.

4.2 Suggestion

After doing this research, the researcher provides some suggestions for following researchers, readers, English department students and lecturers, fresh graduates, interviewers, interviewees, and public speakers.

This study analyzes about hesitation in job interview of non-native English speaker. Therefore, for the next researchers who concerned on this topic, they can conduct a research about hesitation in pragmatic approach in different areas such as entertainment; stand-up comedy, master of ceremony, education; scholarship interview, and some competitions; debate competition, stand-up comedy competition, and others in order to get various data and potential finding. Further, the following researchers should use the other theory or newest theory in investigating this topic in order to make the research becomes fresher and richer than other researches.

For the readers, interviewers, interviewees, and public speakers, they should be aware about hesitation. As this study found that hesitation has different meanings based on the context. Therefore, they should learn and understand about

hesitation in pragmatic, especially in job interview so that they can apply this research to interpret the meaning of hesitation in special context.

The study shows that a non-native English speaker often uses filled pause in job interview to think or search the next word. Moreover, it is to implicate that she is momentarily unable to produce the following utterance. Thus, she buys a time to prepare her answer. However, this filled pause has many interpretations. Accordingly, English department students and lecturers are supposed to use this research to interpret the meaning of hesitation, especially in job interview. Additionally, the researcher suggests for fresh graduates who will do job interview to understand about hesitation theory in order to ease them in interpreting the meaning of hesitation and overcome hesitation in job interview.

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APPENDIX

No	Data	Types of Hesitation (Ralph Leon Rose, 1998)						
		False start	Restart	Repeats	Pauses			Word lengthening
					Silent pause	Unlexicalized	Filled pause Lexicalized	
1.	<i>Uh</i> yeah! First my major, in my Korea University is business mar business administration and also I learn newly marketing. (1).					✓		
2.	<i>Uh</i> yeah! First my major, in my Korea University is business mar business administration and also I learn newly marketing.	✓						
3.	So, I can handle <i>uh</i> varie variety of scope of <i>uh</i> works in my company and also I worked as <i>um</i> part time job, in Buskin Robbins. (2)					✓		
4.	So, I can handle <i>uh</i> varie variety of scope of <i>uh</i> works in my company and also I worked as <i>um</i> part time job, in Buskin Robbins.					✓		
5.	So, I can handle <i>uh</i> varie variety of scope of <i>uh</i> works in my company and also I worked as <i>um</i> part time job, in Buskin Robbins.			✓				
6.	And through that experience I know how to handle with customer's							

	problem and I also experienced about marketing using /0.5/ in my previous job in Café. (3).				✓			
7.	And before we launch our new product we <i>uh</i> do some marketing--using some marketing tools and we attract some new customers and also /1.0/ <i>uh</i> we gotta advertising of the product. (4).				✓			
8.	And before we launch our new product we uh do some marketing--using some marketing tools and we attract some new customers and also /1.0/ uh we gotta advertising of the product.					✓		
9.	And before we launch our new product we <i>uh</i> do some marketing--using some marketing tools and we attract some new customers and also /1.0/ <i>uh</i> we gotta advertising of the product.	✓						
10.	So, I can handle with marketing and also customers and also a lot of the range job the: work in our-- in my job. (5).							✓
11.	So, I can handle with marketing and also customers and also a lot of the range job the: work in our-- in my job.			✓				
12.	Um I /1.0/ search that your company is global and you had your company as a lot of branches in the world. (6).					✓		
13.	Um I /1.0/ search that your company is global and you had your company as a lot of branches in the world.				✓			
14.	And also I saw your company's financial statement and before uh compare to the last year the total income was <i>uh</i> decrease for four percent. (7).	✓						
15.	And also I saw your company's financial statement and before uh compare to the last year the total income was uh decrease for four percent.					✓		

16.	So, I thought your company has really good <i>uh</i> financial state— financial statement and also <i>um</i> I can help your company to global-- more global. (8).					✓		
17.	So, I thought your company has really good <i>uh</i> financial state— financial statement and also <i>um</i> I can help your company to global-- more global.	✓						
18.	So, I thought your company has really good <i>uh</i> financial state— financial statement and also <i>um</i> I can help your company to global-- more global.					✓		
19.	So, I thought your company has really good <i>uh</i> financial state— financial statement and also <i>um</i> I can help your company to global-- more global.		✓					
20.	<i>Uh</i> when I was in University in Korea, I have to do one project and also I have to prepare my English <i>uh</i> test which is <i>uh</i> Unmer test, or like TOEIC and TOEFL. (9).					✓		
21.	And second I /2.0/ I did that-- I shared the time with /0.5/ the: the most important thing. (10).				✓			
22.	And second I /2.0/ I did that-- I shared the time with /0.5/ the: the most important thing.			✓				
23.	And second I /2.0/ I did that-- I shared the time with /0.5/ the: the most important thing.			✓				
24.	And second I /2.0/ I did that-- I shared the time with /0.5/ the: the most important thing.	✓						
25.	And second I /2.0/ I did that-- I shared the time with /0.5/ the: the most important thing.							✓
26.	So, I /0.5/ in the morning, I study about TOEIC and afternoon I contact with my teammate and we met at the our class and share our ideas about project. (11).				✓			

27.	So, I /0.5/ in the morning , I study about TOEIC and afternoon I contact with my teammate and we met at the our class and share our ideas about project.	✓						
28.	So, after the end I can get good-- also good score in my TOEIC test.		✓					
29.	So I first pri prioritize and analyze what is important for me. (12).			✓				
30.	And next I just /1.0/ um /2.0/ divide my time by uh second every second. (13).				✓			
31.	And next I just /1.0/ um /2.0/ divide my time by uh second every second.					✓		
32.	And next I just /1.0/ um /2.0/ divide my time by uh second every second.					✓		
33.	And next I just /1.0/ um /2.0/ divide my time by uh second every second .			✓				
34.	So, I can get a good uh outcome of the program.					✓		
35.	Uh first I will ask the boss why change the priorities and if I can accept it I will-- I will uh oh talk with my colleague about this kind of problem. (14).	✓				✓		
36.	Uh first I will ask the boss why change the priorities and if I can accept it I will-- I will uh oh talk with my colleague about this kind of problem.			✓				
37.	And also I will ask to the boss /2.0/ what his uh changing idea is and can you please complima-- can you make complimize point to me.				✓			
38.	And also I will ask to the boss /2.0/ what his uh changing idea is and can you please complima-- can you make complimize point to me.					✓		

39.	And also I will ask to the boss /2.0/ what his <i>uh</i> changing idea is and can you please complima-- can you make complimize point to me.	✓						
40.	So, that's why-- that's my <i>uh</i> how to solve that kind of situation.	✓						
41.	So, that's why-- that's my <i>uh</i> how to solve that kind of situation.				✓			
42.	<i>Uh</i> when I worked part time job in Baskin Robbins, actually my boss was really straight, and mean and demanding.				✓			
43.	So, I ff—so first I was really stressful and I do not know how to deal with the problem but I try to: not take it seriously and personally. (15).	✓						
44.	So, I ff—so first I was really stressful and I do not know how to deal with the problem but I try to: not take it seriously and personally.							✓
45.	And after that I <i>um</i> /2.0/ I focus-- I try to do more things than she wants and try to serve best beyond her expectation about me.				✓			
46.	And after that I <i>um</i> /2.0/ I focus-- I try to do more things than she wants and try to serve best beyond her expectation about me.		✓					
47.	And after that I <i>um</i> /2.0/ I focus-- I try to do more things than she wants and try to serve best beyond her expectation about me.	✓						
48.	And after that I <i>um</i> /2.0/ I focus-- I try to do more things than she wants and try to serve best beyond her expectation about me.			✓				
49.	So /1.0/ at first it was really hard for me to work with that kind of boss but now /0.5/ I got /0.5/ so:me solutions to solve it. (16).			✓				
50.	So /1.0/ at first it was really hard for me to work with that kind of boss but now /0.5/ I got /0.5/ so:me solutions to solve it.							✓
51.	<i>Uh</i> /1.0/ I think first I want /0.5/ to /0.5/ be more /0.5/ calm down.				✓			

	(17).							
52.	<i>Uh</i> /1.0/ I think first I want /0.5/ to /0.5/ be more /0.5/ calm down.				✓			
53.	And that I as-- I know that kind of stress can improve myself and my skill at work.	✓						
54.	Uh when I was in University student, uh my first goal was to achieve the opportunity to study abroad.					✓		
55.	And also I prioritize my /0.5/ to do list what should I do first.				✓			
56.	So, at first I try to get high score in uh English conviction test and second I try to <i>um</i> maintain my university score as high as I can.					✓		
57.	So, at first I try to get high score in <i>uh</i> English conviction test and second I try to um maintain my university score as high as I can.					✓		
58.	So, at the: /1.0/ end of the court here I get the opportunity to go over than here here. (18).							✓
59.	So, at the: /1.0/ end of the court here I get the opportunity to go over than here here.				✓			
60.	So, at the: /1.0/ end of the court here I get the opportunity to go over than here here .			✓				
61.	So I really persistent and co co-oriented in some projects that I have to do.			✓				
62.	Um I think /2.0/ people around me usually said that I am a good listeners um and I...I listen very carefully to others. (19).					✓		
63.	<i>Um</i> I think /2.0/ people around me usually said that I am a good listeners <i>um</i> and I...I listen very carefully to others.				✓			
64.	<i>Um</i> I think /2.0/ people around me usually said that I am a good listeners <i>um</i> and I...I listen very carefully to others.			✓				

65.	So, I /1.0/ try to be more independent and nowadays I will covering my weakness through travel around.				✓			
66.	And through that experience I am-- I learn how to get along with /0.5/ different kind of people and how to /0.5/ identify my own idea.	✓				✓		
67.	And through that experience I am-- I learn how to get along with /0.5/ different kind of people and how to /0.5/ identify my own idea.				✓			
68.	Uh /1.5/ I want to make /2.0/ I want to make an own brand in your company and for your company.					✓		
69.	Uh /1.5/ I want to make /2.0/ I want to make an own brand in your company and for your company.				✓			
70.	So /1.0/ I know that kind of um job demanded me or /0.5/ a lot of high skills and high ideas about market.				✓			
71.	So /1.0/ I know that kind of um job demanded me or /0.5/ a lot of high skills and high ideas about market.					✓		
72.	And /3.0/ also /2.0/ um I wanna to improve your company's profit so to do that kind of-- to do um that reach to my goal in your company.				✓			
73.	And /3.0/ also /2.0/ um I wanna to improve your company's profit so to do that kind of-- to do um that reach to my goal in your company.					✓		
74.	And /3.0/ also /2.0/ um I wanna to improve your company's profit so to do that kind of-- to do um that reach to my goal in your company.	✓						
75.	I think I have to be more-- um I have to study more about our marketing and the need's market and global market.	✓						
76.	I think I have to be more-- um I have to study more about our marketing and the need's market and global market.					✓		

77.	So, also I /1.0/ need to search about world /1.5/ trends in globally.				✓			
78.	<i>Uh</i> first when I got a-- when I hire by your company (), I will focus on my-- I know your company <i>uh</i> require— <i>uh</i> provide some educations for employees.					✓		
79.	<i>Uh</i> first when I got a-- when I hire by your company (), I will focus on my-- I know your company <i>uh</i> require— <i>uh</i> provide some educations for employees.	✓						
80.	<i>Uh</i> first when I got a-- when I hire by your company (), I will focus on my-- I know your company <i>uh</i> require— <i>uh</i> provide some educations for employees.	✓						
81.	So, I will listen that kind of <i>um</i> curt /4.0/ I will listen that /2.0/ sorry I will listen the class for a while. (20).					✓		
82.	So, I will listen that kind of <i>um</i> curt /4.0/ I will listen that /2.0/ sorry I will listen the class for a while.				✓			
83.	So, I will listen that kind of <i>um</i> curt /4.0/ I will listen that /2.0/ sorry I will listen the class for a while.			✓				
84.	So, I will listen that kind of <i>um</i> curt /4.0/ I will listen that /2.0/ sorry I will listen the class for a while.	✓						
85.	And I will try to improve my skills and I'll try to-- I'll try to <i>um</i> increase my sense of trend.			✓				
86.	and I will try to improve my skills and I'll try to-- I'll try to <i>um</i> increase my sense of trend.					✓		
87.	And also I will go-- if I can get opportunity I will go over to search more market in globally.	✓						
88.	So, I can be-- can use to that kind of trend. (21).	✓						
89.	<i>Uh</i> when I was in University, I volunteered for my-- for the-- for for foreigner students who come to Korea to learn about Korean and Korean culture. (22).					✓		

90.	<i>Uh</i> when I was in University, I volunteered for my-- for the-- for for foreigner students who come to Korea to learn about Korean and Korean culture.	✓						
91.	<i>Uh</i> when I was in University, I volunteered for my-- for the-- for for foreigner students who come to Korea to learn about Korean and Korean culture.		✓					



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
FAKULTAS HUMANIORA
Jalan Gajayana 50 Malang 65144, Telepon 0341-570872, Faksimile
0341-570872
Website: <http://humaniora.uin-malang.ac.id>

THE EVIDENCE OF CONSULTATION

Name : SITI NUR JANNAH
NIM : 12320052
Faculty/ Department : Humanities/ English Language and Letters
Thesis Title : Hesitation in Job Interview of Non-Native English
Speaker at English Lab Toronto
Advisor : Dr. Rohmani Nur Indah, M.Pd.

No.	Date	Material	Signatures of Advisor
1.	February 26, 2016	Planning	
2.	March 04, 2016	Revise background	
3.	March 11, 2016	Revise method	
4.	March 18, 2016	Revise chapter II	
5.	April 01, 2016	Revise proposal	
6.	April 08, 2016	Check data collection	
7.	April 15, 2016	Check triangulation	
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9.	April 29, 2016	Re-check data	
10.	Mei 01, 2016	Check finding	
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13.	June 17, 2016	Revise Chapter I, II, II and IV	
14.	June 20, 2016	ACC all chapters	

Approved by
The Head of English Language and Letters Departement

Dr. Syamsyudin, M.Hum.

NIP. 19691122 200604 1 001