

HESITATION PAUSES IN CONVERSATIONAL INTERACTION OF THE
ENGLISH LETTERS AND LANGUAGE DEPARTMENT'S STUDENTS
AT THE STATE ISLAMIC UNIVERSITY OF MALANG

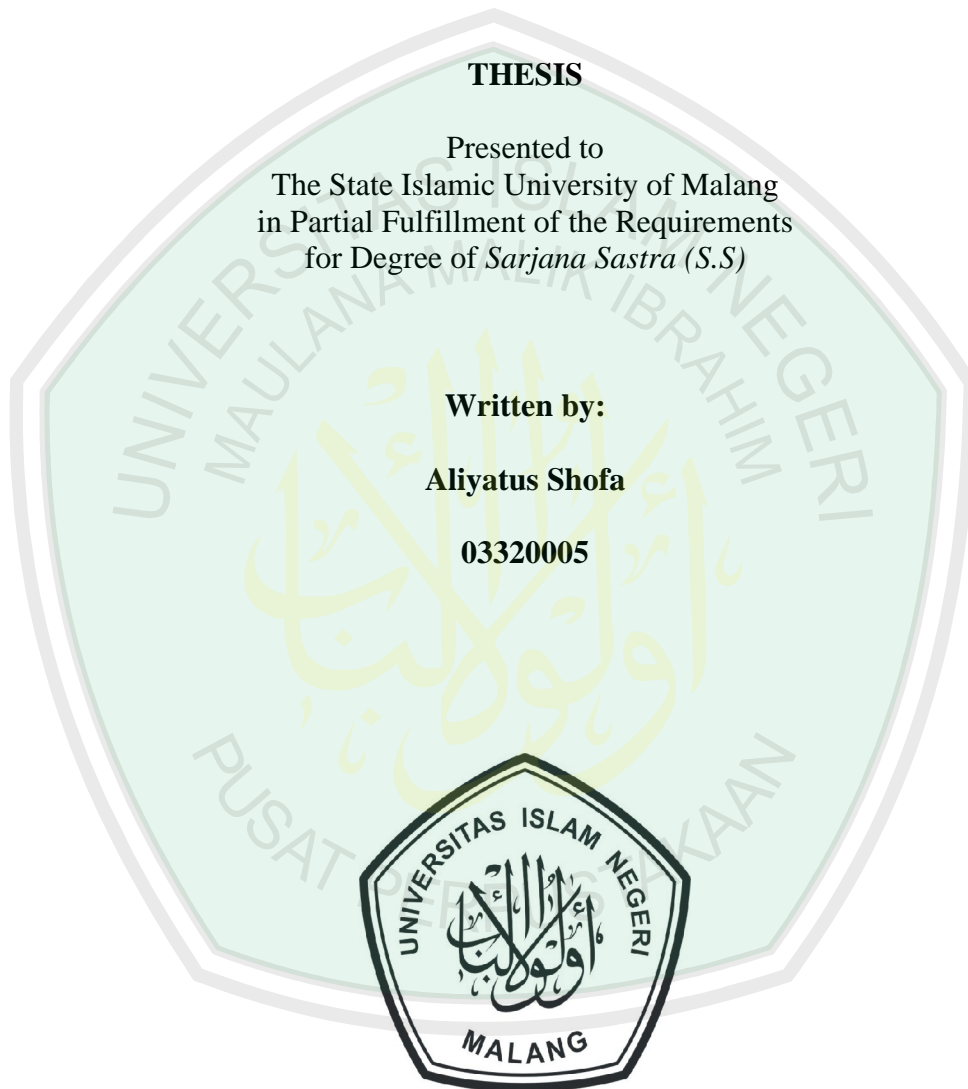
THESIS

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The State Islamic University of Malang
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Written by:

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THE STATE ISLAMIC UNIVERSITY OF MALANG

2008

APPROVAL SHEET

HESITATION PAUSES IN CONVERSATIONAL INTERACTION OF THE ENGLISH LETTERS AND LANGUAGE DEPARTMENT'S STUDENTS AT THE STATE ISLAMIC UNIVERSITY OF MALANG

THESIS

This thesis is to certify that this Sarjana linguistic's thesis of Aliyatus Shofa entitled "Hesitation Pauses in Conversational Interaction of the English Letters and Language Department's Students at the State Islamic University of Malang" has been approved by the thesis advisor or further approval by board of examiners

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MOTTO

إِنَّمَا يَسْتَعْذِرُكَ الَّذِينَ لَا يُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ وَأَرْتَابَتْ

قُلُوبُهُمْ فَهُمْ فِي رَيْبِهِمْ يَتَرَدَّدُونَ ﴿٤٥﴾

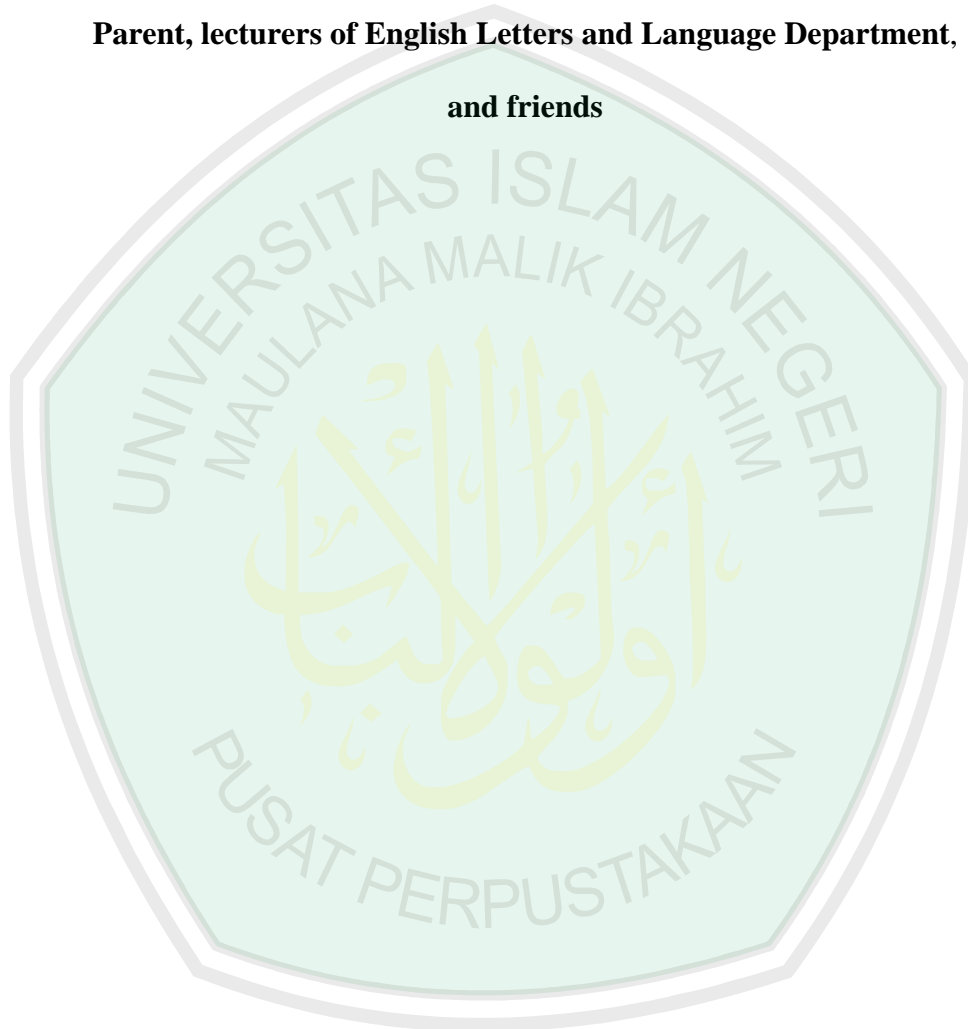
Only those ask thee for exemption who believe not in God and the last Day, and whose hearts are in doubt, so that they are tossed in their doubts to and fro.

Q. S. At Taubah: 45

DEDICATION

For Allah SWT

**Parent, lecturers of English Letters and Language Department,
and friends**



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ABSTRACT

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Key words: Hesitation, Pauses, Conversation, Interaction, English Letters and Language Department's Students at the State Islamic University of Malang.

The writer is interested in analyzing hesitation pauses used in conversational interaction produced by the English Letters and Language Department's Students at the State Islamic University of Malang. This study is focused on the categorization of hesitation pauses and also the reason of producing hesitation based on the context of situation when the hesitation pauses are produced by the English Letters and Language Department's Students at the State Islamic University of Malang. The researcher hopes that this study gives contribution toward the psycholinguistics study especially on hesitation phenomena.

This study is a descriptive qualitative research as it concerns with the description of hesitation pauses founded in the utterances of English Letters and Language Department's Students at the State Islamic University of Malang used in conversational interaction, and the reason of producing hesitation based on the context of situation. The design requires data presenting form of word and utterances rather than numbers. In order to obtain the valid data, the writer applied observation instruments through recording the speeches of the English Letters and Language Department's students at the State Islamic University of Malang, listening carefully for every dialog or conversation to cross check with the scrip of the speeches, taking note of every possible hesitation pauses, tones and expression, and mostly the utterances are categorized into silent pause and filled pause. The writer found that hesitation pauses take an important role in natural conversation, especially in turn-taking in English conversation. They used silent and filled pauses as a signal to open the conversation, to take place for the speaker in turn-taking, to think first before continuing their speech, and to 'hold the floor'.

Based on the data analysis, the writer has some suggestions that useful for the speakers in speaking. The writer suggest to the speakers to minimize the usage of silent and filled pauses when the speakers wanted to 'hold the floor', because thus will give bad effect in speech production. The writer also suggests for the next researcher who studied this topic would investigate pauses in turn-taking from speeches of native speaker. So that we can find out more reasons using hesitation pauses.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, scope and limitation, significance of the study, and definition of the key terms.

1.1. Background of the Study

When we watch formal news on television with one presentation or we listen the preacher at mosque, we agree with the assumption says that normal human speech is fluent. But how about in normal life? Do people speak fluently without any errors and produce a little hesitation when they communicate with others? Real life conversation will reveal the reliability of the presumption.

Human speech is often disfluent. Usually it marked by frequent of repeat, restart and hesitation. Hesitation pauses are one of the frequent features which are commonly produced. Hesitation pauses may appear as a result of poor communication skills (Rose, 1998). Hesitations also appear for a simple reason, breathing. As Field says (2003) that speech may be characterized by the fact that it involves vocalization. In speech, it demands a complex interrelationship between the tongue, teeth, soft palate, jaw and nasal cavity as well as the ability to flex the vocal cords at will. During speaking occur, people also demanded to have an

ability to breathe and utter the sounds at the same time. So that why people, sometimes, hesitate or make a silence period between the linguistics units of their utterances.

Hesitation is pauses of varying length that occur when the speakers is losing their words during speaking. As Rieger (1995) says that hesitation is pauses of varying length which are usually not left unfilled. There are two varieties of hesitation pauses that occur during speaking. Both are silent paused and filled paused. Silent pause is periods of silence between the major content units of an utterance (Carroll: 1985). In silent period, speaker does not produce any sounds or words to fill their pause. For instance, “I’d like to be a teacher.....a fashion designer.....or a doctor” (those periods indicate pauses). People also use silent pause or completion point in conversational interaction as a maker of finishing speaking turn by pausing at the end of a completed syntactic structure like a phrase or a sentence (Yule, 1985).

Filled pause can be defined as gaps in fluency which are 'filled' by either such non-lexicalized sounds or lexicalizations (Rose, 1998). This filled pause is marked by hesitation marker such as *errr*, *eeemm*, *eeenn*, etc. some people also use some repetition of one or several lexical items and lexical filler to fill pauses. For instance, “well, you know...”, “I think...”, “I mean...” etc.

Furthermore, Rose (1998) states that pause are ubiquitous elements of spontaneous speech. Perhaps this is because filled pauses often produce no meaningful segments as a result of speech processing difficulties.

This research is to analyze hesitation pauses used in conversational interaction by the fifth semester of English Letters and Language Department's students at the State Islamic University of Malang, how those pauses occur in naturally occurring spoken conversation; exactly in the context of formal conversation. The writer found that almost student of English Letters and Language Department at the State Islamic University of Malang (UIN Malang) used hesitation pauses during speaking, when they make conversation with their friends and when they are in class room discussion. For instance, one of the students used filled pause "eee" when she continuous her speaking turn and seems like she wants to dominate conversation, and there were still any other students also used hesitation pauses during speaking and speaking turn.

There are many studies about hesitation pauses previously done as follow: Rieger (1995) in "Communicative strategies in the second language classroom" investigated the hesitation strategies and self repair strategies of intermediate learners of German as second or foreign language (L2) when they take part in oral L2 test. Atik Husnawati (2007) in "A Psycholinguistics study on hesitation in Ahmed Deedat's debated with Christian missionaries" investigated kinds and function of pauses in speech.

The writer had some similarities with both of them that were the topic of the research, but the differences were on speech. Both researchers investigate hesitation pause used in monolog while the writer investigate hesitation pauses used in conversation with two or more people. The writer found that hesitation pauses take an important role in natural conversation, especially in turn-taking in

English conversation. They used as signal to open the conversation, to take place for the speaker in turn-taking, to think first before continuing their speech, etc.

1.2. Problems of the Study

The research is conducted to find the answers of the research problems, they are:

1. What kinds of hesitation pauses are used by the students of English Letters and Language Department of the State Islamic University of Malang?
2. How do hesitation pauses occur between the students of English Letters and Language Department of the State Islamic University of Malang's conversation?

1.3. Objectives of the Study

Based on the problems above, the objectives of the study are aimed at:

1. giving the detail descriptions about kinds of hesitation pauses used by the students of English Letters and Language Department of the State Islamic University of Malang; and
2. identifying occurrence of the hesitation pauses between the students of English Letters and Language Department of the State Islamic University of Malang's conversation.

1.4. Scope and Limitation

This research focuses on the study of hesitation pauses in conversational interaction by analyzing the concurrency of filled and silent pauses at speech and

their function, especially in turn-taking of conversation between two or three students of the Fifth Semester of English Letters and Language Department of the State Islamic University of Malang. The writer observed them for three weeks.

1.5. Significance of the Study

Theoretically, the findings of the study are expected the writer can support the assumption that people always produce a little hesitation during speaking that caused disfluency in speech. These findings specifically are to support the assumption that the fifth semester of English Letters and Language Department of the State Islamic University of Malang's students often produce hesitation pauses during speaking English at the class.

Practically, the result of the study is expected to give valuable contribution to the students of English Letters and Language Department. Knowing language production which is focused on the hesitation pauses will give them valuable knowledge. For further research, it can be developed to provide more comprehensive data by using the students of English Letters and Language Department of the State Islamic University of Malang as an object of research.

1.6. Definition of the Key Terms

In order to avoid misunderstanding in interpreting the terms used in this study, the definitions are given as follow:

- Hesitation: is periods of silent that occur during speaking used in conversational interaction, focused on turn-taking by the English Letters and Language Departments of the State Islamic University's students.
- Filled pause: is hesitation that filled set of words, repetition or nonmeaningful sounds (*er, e, 5 ng*) to recover the disfluency in a speaking which is produced by the English Letters and Language Departments of the State Islamic University's students.
- Silent pause: is an empty or unfilled hesitation that is produced by the English Letters and Language Departments of the State Islamic University's students. Here, students do not produce any sounds to fill their pause.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the following sections; Language Production, Speech Errors, Conversational Interaction, Hesitation Phenomena, Hesitation Pauses, Reason for Hesitation, The Use of Words or Lexical Items in Hesitation, and Previous study.

2.1. Language Production

Language production is the way people produce language, how people produce the sound or spell a word. Language production might be thought of as the flip side of language comprehension; that is, in comprehension, you have to take the sounds (phonemes) that you hear, group them into words, and arrive at their meaning. In production, you begin with a meaning that you wish to convey, and you have to select the appropriate words before transforming them into sounds.

Production begins when a message-level representation is formulated. A speaker forms a pre-linguistic concept of what he or she would like to say; for example, the speaker might decide to tell her partner about what she did yesterday, but she has not specified which words she will use. The next step is to select the words that are appropriate for the meaning (the lexical-semantic level), followed by specifying the sound of the word (phonological form) and eventually outputting the utterance via the articulatory organs in the mouth, throat, and nose (<http://psych.rice.edu/mmtbn/language/wordProd1/wordProduction.html#part1>).

Furthermore, Carroll (2003) demonstrated four layers of models of production; they are semantic, syntactic, morphological, and phonological. Those layers work in parallel. Thus production begins with concepts, and works down from there. One might start with the idea of a word, for example; a cat: small soft fur animal with whiskers, etc. This conceptual set would attempt to find the corresponding word {cat}. This selected word would then select morphological and phonological data /kat/. The distinction of this model is that during this process, other elements would also be primed; {rat} might somewhat primed, for example, when thinking of a {cat}, and if errors occurred in phonology then one is more likely to say a previously primed word (such as rat) than an unprimed word (such as bat).

In addition, Chaer stated (2003: 45) that the process of language production started with semantic encode; that was the process of arranging the concept, idea, or understanding, followed by grammatical encode; that arranged those concept or idea into grammatical structure. Those code then were arranged into the phones, it's called phonological encode, outputting from organ of speech.

Generally, Taylor (1990) stated that language production may involve at least the following cognitive activities: conceive a message, select words (concept + phonological shapes), formulate a structured sentence with words of right grammatical classes in right order, and articulate the sentence.

So, we can conclude that language production is the process of how people output the verbal language, begins with an idea, puts it into words and utters them as the meaningful sounds.

2.2. Speech Errors

One of the problems in language production is speech errors. It is impossible that people speak fluently without breathing during speak or making any errors. As Taylor said (1990) that speech, especially spontaneous speech, contains occasional errors.

In speaking, people have already formulated speech plans and execute them but not all goes well in practice. In practice, people usually have two fundamental problems (Clark and Clark, 1977). First, people have not always formulated their plans fully before they begin their execution. So, they often speak in fits and starts that make them produce variety of speech errors. Second, in final preparation for execution, they must build an “articulatory program,” a plan in working memory that tells the articulatory muscles what to do when. In forming this program they also make errors.

There are many types of speech errors, but the most common speech errors that occurred during speaking is hesitation pause, either the silent pause or filled pause. Goldman-Eisler (in Clark and Clark, 1977: p. 262) found during observation that pauses took up from 5 to 65 percent of the total speaking time of people she interviewed or had described pictures; most people paused between 40 and 50 percent of the time.

In addition, Taylor (1990) said that sentence production is often accompanied by filled and unfilled pauses and speech errors, which serve as windows into sentence-producing processes.

2.3. Conversational Interaction

A conversational interaction is a communication by two or more people, often on a particular topic. The English word, conversation, is made up of a combination of two Latin roots, 'con,' and 'vers.' 'Con' means: with, together. 'Vers' means: to turn about in a given direction. Thus, to engage in conversation literally means, to turn about with others (http://ccat.sas.upenn.edu/~emiller/conversation_paper.html).

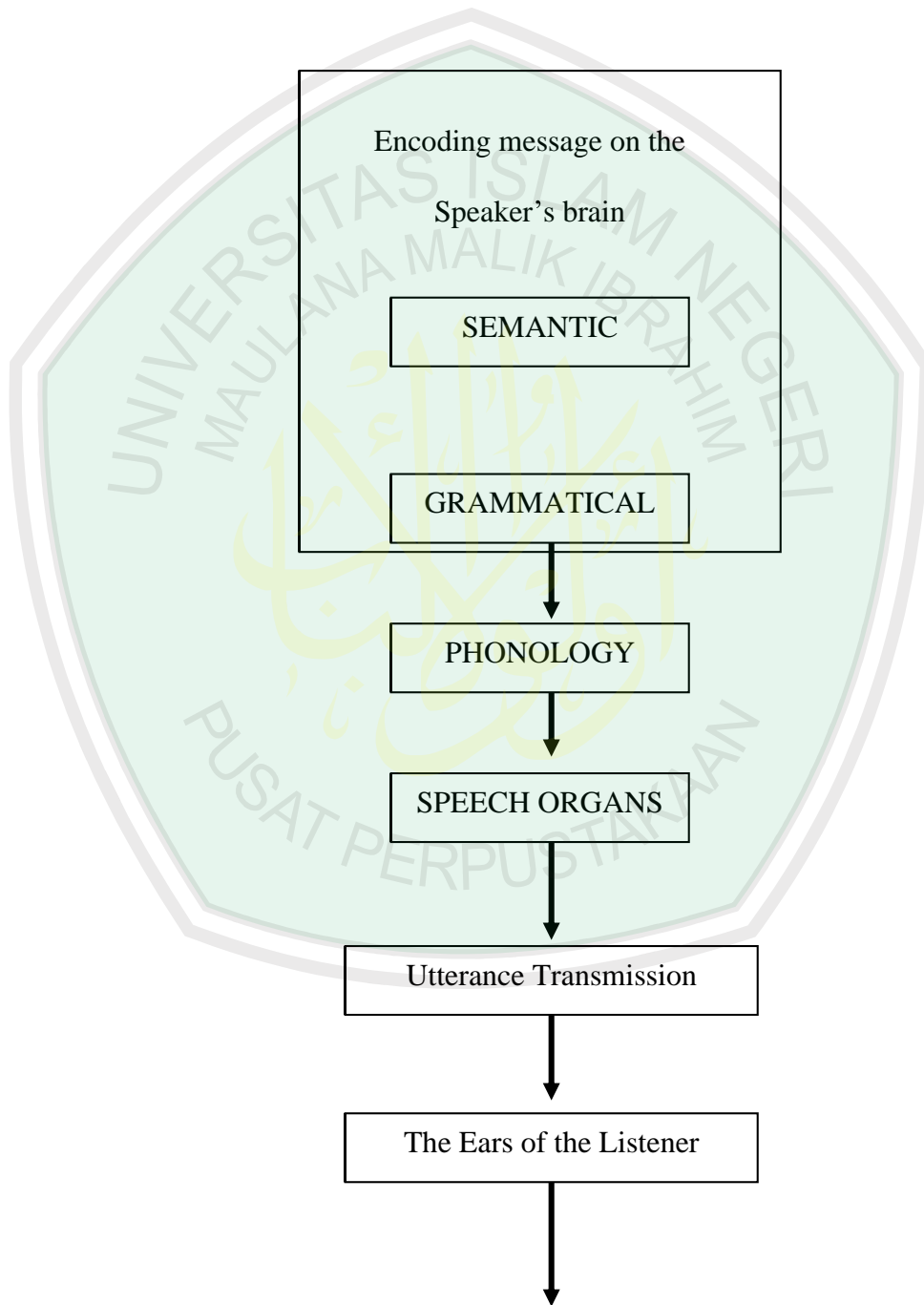
Conversation can be said to contain two elements, the informational and the phatic. The term *phatic*, taken from Greek word, is types of speech form that is said by someone in which he or she does not intend to communicate a specific meaning and may not anticipate any response (Field, 2003). In other words, Phatic communication is used to establish social relationships rather than impart information (taken from Eric Miller's paper, 1999)

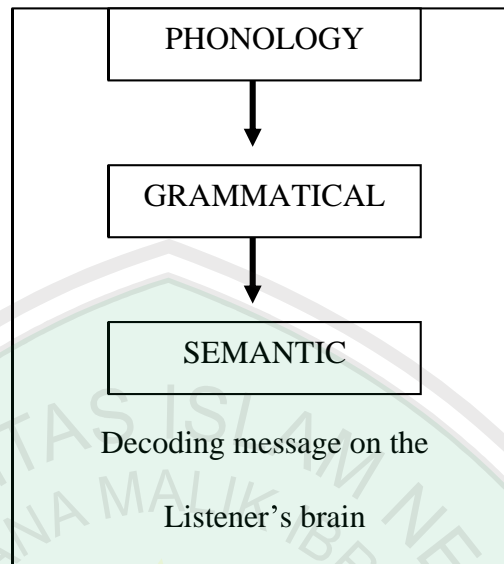
It's different from *phatic*, that informational conversation can be defined as communication in which two individual or more exchange information (Field, 2003). Here, people need to respond and give feed back utterances to the partner.

Conversation is not just a simple activity, where begin with "Hello" and ended with " Goodbye". But, there are complex things in planning conversation. Each participant comes to a conversation with a particular goal in mind, which may be specific or diffuse, and is aware that the other participants have goals of their own (Clark and Clark, 1977)

Furthermore, Chaer (2003) said that conversation is sequence of two processes that are process of production and perception. Production takes place on

the speaker which produces meaningful and useful language codes, while perception is takes place on the listener, how the listener interprets the speaker's speech.





The draft above shows that the process of conversation is the process of sending and receiving the information. In conversation, those processes occur in two directions or repeated turning of speech back and forth.

In addition, Yule (1985) described conversational interaction as an activity where, for the most part, two or more people take turns at speaking.

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

2.3.1. Turn-Taking

Turn-taking is one of the basic mechanisms in conversation. Maite Taboada (2006) states that turns are attributed to a single speaker and are defined in terms of the behaviour of other parties in the conversation (a turn ends when somebody else claims the floor). Sacks, Schegloff, and Jefferson (presented in Taylor, 1990) stated that a speaking turn consist of the entire speaker's utterances up to the point at which another person takes over the speaking role. Goffman (1981) says that a turn is the opportunity to hold the floor, not necessarily what is said while holding it.

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

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

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

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

2.3.2. Turn-Taking Signals

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

Sacks et al. (in Taylor, 1990) stated that people can give out their turn-yielding signal at a transition-relevance place; that is a potential place for exchanging a speaking turn, in the form of a completed clause, accompanied by a falling and rising intonation with drawled final stressed syllable and a silent pause.

When people want to keep their speaking turn or we can say to 'hold the floor', they can run their sentences on by using connectors like *and*, *and then*, *but*, and *so* or using filled pause such as *er*, *em*, *eng*, *uh*, *ah*, *etc* (Yule (1985). As Taboada (2006) said that when a speaker does not produce any talk (unfilled pause), but still wants to hold the floor, a filled pause is produced, to signal the desire to continue talking.

Taylor (1990, p. 44) found that hesitations, either silent or filled pause, play social function: silent pauses allow time for the listener to interpret the speaker's utterance, while filled pauses prevent listeners from interrupting.

People can indicate that they want to take their speaking turn by short sound while the speaker is talking, using body shifts, using facial expression or paralanguage to show their signal that they want to say something (Yule, 1985, p. 107).

2.4. Hesitation Phenomena

Spontaneous speech exhibits a variety of disfluent features, phenomena which slow the transfer of lexicalized information. The following subsections classify these as they are categorized in the literature. These classifications are illustrated with extracts from the corpus of this study.

2.4.1 False Starts

Clark and Clark (1977) said that false starts are corrections of a word, they add to the impression that one does not have something definite to say. So, occasionally, a speaker utters a few words and then stops in mid-sentence.

// Ok class, now close / open your eyes. Don't be sleepy //

The sentence above is called a false start that the speaker discards the first attempt at lexicalization. A false start may be followed by a revised attempt to lexicalize the same idea, or by silence thereby releasing the conversational turn.

There are two types of false starts, namely *retraced false starts* and *unretraced false starts*. Retraced false starts also include the repetition of one or more words before the corrected word, whereas unretraced false starts do not.

False starts (unretraced) // close the window / door, please //

False starts (retraced) // close the window / the door, please //

2.4.2 Repeats

Repeats are repetitions of one or more words in a row (Clark and Clark, 1977). Usually, just one word is repeated.

// Now, we are from the third group would like to present (prezənt) / present (pri'zənt) our paper about//

2.4.3 Restarts

In the case of restarts, a speaker abandons an utterance or constituent, and neither corrects it or repeats it partially or wholly. Restarts occur when a speaker will utter a few words and then suddenly return to the beginning and iterate the same words.

// bu:t yeah my first r *my first reaction* to that // e:rm was a reaction to myself //

2.4.4 Self-Corrections

A speaker will sometimes utter one word, and then a replacement which is to be understood to constitute a retraction of that word.

// Ok class, now close your eyes - **I mean**, open your eyes widely. Don't be sleepy //

This is called a self-correction. Correction is almost the same as false starts but the differences are that they contain an explicit **I mean, or rather, or that is** to mark the phrase as a correction (Clark and Clark, 1977). Self-corrections and repeats are occasionally also referred to as repairs.

2.4.5 Lengthening

When a speaker draws out the enunciation of a word it is called a lengthening as in the following extract.

// well, I think enough for our presentation today and* forgive for our mistakes //

The most common instance of lengthening (Fox Tree and Clark, 1994, cited in Clark, 1994) occurs when *and* is pronounced as *anddd* and the ending vowel sound is drawn out past, its usually enunciated duration.

2.4.6 Pauses

One very common feature of spontaneous speech is hesitation in the form of pauses that consist of two types, silent pauses and filled pauses.

Silent pauses // I'd like to be a teacher.....because..... I like that job //

Filled pauses // she said that you can *ee*....., you can see him at *um*.....nine a clock //

2.5. Hesitation Pauses

Not many definitions about hesitation pauses are found, it just because hesitation becomes familiar word for many people. Hesitation can be defined as pauses of varying length, which occur when the speakers are losing their words during speaking. David W. Carroll (1985: 268) stated that hesitation pauses are period of silent that occur between linguistic units of an utterance. From the statement above we can conclude that hesitation is pauses or period of breaks that occur during speaking. Those pauses can be empty or filled set of a words or repetitions to recover disfluency in speaking.

Hesitation pauses become very important to do during speaking, because hesitation pauses play an important role in speaking. Hesitation pauses is used to take a breath during speaking runs, preparation to continue speaking, as a signal for people to end or to take their speaking turn; hesitation pauses also used when people trying to decide what to say because sometime people need thinking first before speak their words out.

Language, as a mean to speak, will need to hesitate in some way or another when speakers speak (Rose: 1998). When people speak, actually, the productions of complete sentences have often turned to speech disfluencies to unravel the processes of production (Carroll: 1985). It is impossible to speak fluently without any errors or even without breathing during speaking. Most of us, when speaking, unconsciously interject nonmeaningful segments such as *errr*, *emmm*, *eee*, *eennn*, etc, or period of silence. That's why hesitations are needed.

Dalton and Hardcastle (cited in Rose, 1998) listed hesitation pauses into three types. The first type is associated with the articulatory closure of stop consonants. These pauses range from 50 millisecond to 250 msec. Such pauses are ubiquitous and are usually not considered in studies of hesitation phenomena. The second type of pause is associated with respiration and occurs when a speaker pauses in order to breathe. Such pauses are normally silent, though on occasion they are accompanied by "an audible voiceless hissing caused by the generation of turbulent air at various points of stricture in the vocal tract" (Dalton and Hardcastle, 1977, p. 34, cited in Rose, 1998).

The two of three pause types are related to articulatory processes. The third type may appear before or after entire speech acts, sentences, clauses, or words, but tends to occur at significant grammatical locations. These may be either silent (or unfilled) pauses or filled (or voiced) pauses (Dalton and Hardcastle, 1977; Leech and Svartvik, 1994, cited in Rose, 1998).

Two types of paralinguistic phenomena are filled pauses (e.g. *err*, *emm*, *uh*, etc) and silent pauses (Taylor, 1990). Pauses can be added in many places of speech, pauses can be added before or during you speak, or after somebody has spoken. Pauses can be desired and intended or it can appear without conscious effort.

2.5.1 Silent Pause

Silent pause is unfilled hesitation produced during speaking. As Carroll's say that silent pause is periods of silence between the major content units of an

utterance (Carroll: 268). In silent period, speakers do not produce any sounds or words to fill their pause. For instance, “I’d like to be a teacher.....a fashion designer....or a doctor” (those periods indicate pauses). This pause indicates that people need periods of silence during speaking for many reasons. Commonly, people hesitate during speaking to take a breath, prepare to continue speaking, trying to decide what to say, etc. some people also pause their speaking when their message clearly complete. Taboada (2006) said that silent pauses, that is, periods of time when nobody talks, are the least effective method of holding the floor.

Forty percent to fifty percent of total speaking time, in fact, is spent in silent pauses (Goldman-Eisler, 1968, cited in Taylor, 1990). Commonly, those periods of silence lasting longer than about 250 ms or 0, 25 second (Sacks et al, 1974, cited in Taylor, 1990)

Each person has different frequency of silent during speaking; it can be long or short period, depend on their condition.

2.5.2 Filled Pause

A filled pause is hesitation intervals during which the speakers hold the floor by producing hesitation noise or other material (Nakatani and Shriberg: <http://www.ling.ohio-state.edu/research/phnetics/EToBI/ToBI/ToBI.4.html>). Filled pauses also can be defined as hesitations sounds that speakers employ to indicate uncertainty or to maintain control of a conversation while thinking of what to say next

<https://secure ldc.upenn.edu/intranet/Annotation/MDE/guidelines/2004/fp.shtml>).

This pause marked by hesitation markers such as *emmm*, *errr*, *eee*, etc. filled pause often used when the speakers almost lost the turn at the first brief hesitation (silent hesitation), they also use them to ‘hold the floor’ or to show that their speaking turn haven’t finished yet. Usually, many people say them out of habit when they need to pause. It is related to Rose’s say (1998) that filled pauses (*errr*, *emmm*, *eee*, *eenn*) are ubiquitous elements that occur widely in spontaneous speech. That because it have often been regarded as meaningless elements.

People also use repetitions of one or several lexical items to fill their hesitation pauses such as “well, you know...”, “I think..., I mean..., as you know...”, etc. generally, those pauses occur before sentences rather than at the end of sentences (Yule, 1985, p. 109). Let’s see the example below:

A: when you...when you buy my business, and you try to run my business, I think...I think it is really hard for you”.

Furthermore, Rose (1998) had noted on his analysis that filled pauses have a high rate of occurrence in two prominent locations in discourse structure, at discourse segment boundaries and at the beginning of conversation turn.

2.6. Reason for Hesitation

There are many reasons for hesitation. Commonly, people hesitate during speaking to take a breath, prepare to continue speaking, trying to decide

what to say, etc. Carroll (1985) listed the reasons people use hesitation pauses into three:

The first reason is people pause for breathing. We must come up for air during speaking. Speech is produced as we expel air from the lungs, and we must pause occasionally to inhale before continuing.

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

The last reason is people pause for linguistic planning. Hesitations often are needed in the course of planning what we are trying to say and the way we want to say it. Rarely is an entire sentence planned in advance, and then uttered.

John Field (2003) stated that pauses occur because of speech planning. Many pauses in informal speech reflect this planning. They tend to come at or near clause boundaries, when the speaker has delivered one clause and is preparing the next one. The second reason is because the speaker finds difficulty in retrieving an item from the lexicon. He adds that pauses serve two other important purposes. At the end of utterance, they may indicate that the speaker is

prepares to hand over the turn to listener. They can also be used rhetorically to indicate that what comes next is of important.

Any researcher (http://www.eng.fju.edu.tw/iacd_2000F/linguistics/sample.htm) listed the reason for hesitation based on length of and condition for pauses into two:

- 1-3 seconds, the condition:
 - ⇒ Out of habit, to moderate atmosphere, to take a breath, thinking, to prepare the next thing to say, to emphasize something.
- 4-8 seconds, the condition:
 - ⇒ thinking, to organize ideas, a lack ideas to continue, not familiar with the topic (in the beginning), really do not know how to start or how to continue, cannot find suitable words or expressions to express their ideas.

People also pause at the end of a completed syntactic structure like a phrase or sentence to show that their speaking turn in the conversation is over (Yule: 1985).

2.7. The Use of Words or Lexical Items in Hesitation

In our community, the writer found that filled pauses “*eee*” was used most. People use them spontaneously because they need to think a while when they lost of words. Researchers (http://www.eng.fju.edu.tw/iacd_2000F/linguistics/sample.htm) had analyzed of pauses in both Mandarin and English. They said that English speaker’s tent to use fillers ‘*I think*’ and ‘*I find*’ during speaking. The reason is those two opening are

more suitable for showing personal response. They also said that people often use the conjunction “and” to connect ideas or linguistic units like sentences, phrases, verbs, or noun.

Some people, especially the teacher or in one-person discussion, also use connectors like *and*, *and then*, *so*, and *but*, to hold the floor.

2.8. Previous Study

There are many studies about hesitation pauses previously done as follows: Caroline L. Rieger (1995) in “Communicative strategies in the second language classroom” investigated the hesitation strategies and self repair strategies of intermediate learners of German as second or foreign language (L2). Atik Husnawati (2007) in “A psycholinguistics study on hesitation in Ahmed Deedat’s debated with Christian Missionaries” investigated kinds and function of pauses in speech.

The writer had some similarities with both of them that were the topic of the research, but the differences were on speech. Both researchers investigate hesitation pause used in monolog while the writer investigate hesitation pauses used in conversation with two or more people.

CHAPTER III

RESEARCH METHOD

This chapter discusses the methods used in the study comprises research design, research instrument, data sources, the technique of data collection, and the analysis data.

3.1. Research Design

Qualitative research is done to describe and analyze the phenomena that usually appear in daily activities and it was not deal with number at all. Rahardjo (2002: 112) states that qualitative research had expansive characteristic where it tried to describe and analyze phenomena. Further Creswell (1994) gave meaning of qualitative because the researcher that how people make sense of their life, experience, and their structure of the world.

This study uses descriptive qualitative method. This research observed the natural phenomena of hesitation pauses used by the students of English Letters and Language Department of the State Islamic University of Malang. It describes hesitation pauses that commonly used by the students of UIN Malang and the usage of that hesitation pauses when they do the conversation with others.

3.2. Research Instrument

Because it is qualitative research, the writer put her self as an instrument for data collection and analysis and its key of these researches. Creswell (1994)

says that data are mediated through this human instrument, rather than through inventories, questionnaires, machines. The writer spent a great deal of time to observe and take a passive and sometimes active participation to find the occurrence of hesitation pauses used by the students of English Letters and Language Department of The State Islamic University of Malang during speaking. The writer makes a list of hesitation pauses occurrence on a paper in order to collect the data. The other tool is tape recorder to get the data of the student's speeches so that it can ease the writer analyzing their pauses.

3.3. Data Sources

The data are taken from the speeches or utterances of the student's speech during speaking in the class. Those students consist of two and three students of English Letters and Language Department of the State Islamic University who are at fifth semester. The writer used student 1, student 2 and student 3 as the name of the respondent in order to keep secretes and confidentiality of the respondents themselves.

3.4. The Technique of Data Collection

There are four major methods used by qualitative researcher, those are observation, analyzing texts and documents, interviews, recording and transcribing (Silverman, 1993). Here, the writer took the data through three steps as follow:

Firstly, the writer observed hesitation pauses used by the fifth semester of English Letters and Language Department of the State Islamic University's students who did not speak English all the time. They spoke English when they were discussing, presenting their paper, asking the question, etc in the class.

Second, the writer recorded the speeches of the students of English Letters and Language Department of The State Islamic University of Malang while keeping notice on the face expression and hands movement of the students who involved in conversation. After that she transcribed them into the text, and then listed hesitation pauses found in their speeches. The writer here didn't involve in the conversation.

The last, the writer analyzed the student's speeches by finding hesitation pauses that were occurred in turn-taking. The hesitations were analyzed by using the theory, included in what hesitation type and what the reason why they produced thus kind of hesitation one by one.

3.5. The Data Analysis

Based on the theory used, the writer would like to explain how to analyze the data. The writer used the steps as follows:

Firstly, after getting the data through direct observation, listing and taking a note, the data were transcribed from spoken to written text, then the transcribed text selected and organized then analyze them to find out kinds and the usage of hesitation pauses used by the Students of English Letters and Language

Department of The State Islamic University of Malang and what kinds of pauses that is commonly they use. The last is the conclusion from a result of analysis.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion that is divided into two sections, the first is data presentation and the second is discussion.

4.1. Data Presentations and Analysis

Data 1 (conversation 1) until data 5 (conversation 5) are data from the speeches of the fifth semester of English Letters and Language Department of the State Islamic University's students. The researcher takes those speeches at June 2007 when the students were doing discussion at the class.

Conversation 1

- Student 1 : *er... what the: the KOPMA is opened and closed* [1.1]
- Student 2 : *Ha^?_ what^?* [1.2]
- Students 1 : *Eh, er... when the KOPMA opened and closed?* [1.3]
- Student 2 : *KOPMA open a:t seven er... pm.* [1.4]
- Students : *am!!* [1.5]
- Students 2 : *Oh yeach. am.* [1.6]
- Students 1 : *until?* [1.7]
- Students 2 : *e:r... unti:l....* [1.8]
- Students : *until ugly!! <Laugh>* [1.9]
- Students 2 : *I don't know because: e:r... here at er.. nine.* [1.10]
- Students 1 : *Is it true^?* [1.11]
- Students 2 : *yes.* [1.12]

The conversation above occurred when the students were in the discussion class. They were presenting the result of their observation. That conversation was begun by giving a question from a student to the presenters sitting in front of the class.

In that utterance, the first student made two types of hesitation pauses. First, in the opening utterance '*er...*'. That is one type of hesitation phenomena namely short open unlexicalized filled pause that marked by hesitation marker. Thus pause provides a little extra processing time. As in the example above, the first speaker just need a seconds to utter unlexicalized item and appears to be prepared for delivering next words .

The short open unlexicalized filled pause above was happened for pragmatic reason. The first speaker produced hesitation marker *er* in order to wait in a seconds before going on. She used that kind of hesitation marker and also by using the face expression, specifically using the eyes contact to their friends as a signal showing to her speaking partner that he want to take her speaking turn by asking the question .

Same as the first speaker, the second speaker also produced non-lexicalized sound 'ha' to fill their pause. He uttered that sound followed by rising intonation then to be understood as the expression of perplexity. Actually, the second speaker didn't catch the brief sentence of the first speaker so that he felt unsure what the meaning of the question that the first speaker had delivered is.

The second type is silent pause found in the end of words. The first speaker used silent pause or completion point as a marker of finishing speaking

turn. She paused at the end of a completed sentence and used falling intonation. It often occurs in discussion class where the audiences deliver their question in a prepared condition. Silent pause also found in the middle of utterance, as in [1.2] // *Ha↘? _ What↗?* //. The second speaker produced a silent pause in normal duration. It happened when the speaker wanted to emphasize his word which showed his perplexity to the speaking partner before continued by the next word. The second speaker expected the first speaker to repeat her question.

There are also other hesitations founded, they are lengthening and repetition. In the example above, the first speaker drew out the enunciation of a word 'the' in seconds. It is lengthening that occurs when the first speaker pronounced 'the' as 'theeee' and enunciated duration. Those hesitations happened as a result of the processing time in enunciating.

Lengthening also happened because of thinking. As in [1.4] // **KOPMA open a:t seven er... pm** //, the speaker drew out the enunciation of a word 'at' because she was thinking the next word which had to delivered.

The first speaker also used repetition in the word 'the' after lengthening, such as in [1.1] // *er... what the: the KOPMA is opened and closed ↘?* //. Those hesitations happened as a result of the processing time in enunciating words.

There is also long open unlexicalized filled pauses *e:r* founded in those sentences. Such as in [1.8] // *e:r... unti:l.....*//, unlexicalized filled pauses that is enunciated in that utterance is longer in the duration than unlexicalized filled pauses in [1.1]. This hesitation happened when the second speaker attempt to answer the question given by the first speaker. He needed to think first before

uttered the right answer. The lengthening in that unlexicalized filled pause indicates the linguistic planning. It needed in the course of planning.

Conversation 2

Students 1 : *I hear from someone er... that Sport Center doesn't belong to UIN _* [2.1]

Students 2 : *what?* [2.2]

Students 1 : *the Sport Center doesn't belong to UIN. I hear from someone _ is it right?* [2.3]

Students 2 : *ya /! _ er... until now Sport Center is not er... doesn't belong to UIN because it is not celebrated yet _ from Adikarya. Er... some of UKM like 'Teater' which use that building _ must pay er... two million for rent. So that Sport Center doesn't belong to: to UIN _ until now_* [2.4]

Teacher : *ok. But you have to know that Sport Center is belongs to UIN _ yes_ it's belongs to UIN _* [2.5]

Students 2 : *e:r... the building is contracted by Adikarya, IDB and UIN. It means that there are three agreements must er... that e:r... there must be any decision from that building _ if the*

*building belongs to UIN so: it has to
celebrate first* ↘ [2.6]

Teacher : *It is back to us _ Sport Center is not belong
to campus but belong to us you know ↗? _
belong to us* __ [2.7]

Students 3 : *I think _ additional fo:r my my two: friends _
why we have to pay if Sport Center belongs to us?
As long as I know _ my sister yesterday
having graduated that the information from
the graduate just now er... have to pay er...
to: to rent for the building the second is 'Teater' _
'Teater' just now has the program. They have
to pay too __ not only for TK2 just er...
but also another UKM* __ [2.8]

The conversation above is about the curiosity of the student to the exact owner of the Sport Center building of the State Islamic University. She wanted to get the truth information about the condition of Sport Center in that university.

In that conversation, student 1 used completion point of sentence as a marker of finishing her turn in a speaking. Let's see in item [2.1.]:

// I hear from someone er... that Sport Center doesn't belong to UIN ↘ __ //

Actually, student 1 hadn't finished her utterance yet but student 2 preceded her in uttering word. It happened as a result of producing silent pause of unusual length. Silent pause of unusual length commonly is interpreted as a completion

point of a sentence; it means that the speaker wants to show to the listener or speaking partner that her or his turn in a speaking is over. Different from that explanation, the speaker here used silent pause of unusual length accompanied by the falling intonation just for grabbing the listener's attention to be more focused on her utterances. Student 1 deliberately delaying enunciated the next words just to emphasize that her utterance is very important information for the listener. So, producing silent pause of unusual length accompanied by falling tone as showed in item [2.1] can bring out a potential place for exchanging a speaking turn.

Such as in [2.2] // **what?** //, student 2 take the speaking turn as a result of producing silent pause of unusual length. That utterance expresses the real condition of the student 2 that he was in perplexity condition. Student 2 hadn't heard more clearly the question delivered by student 1. He also used a question word as a signal of completed clause.

Silent pause can also become a signal to 'hold floor', but it must be accompanied by face expression. Let's see in [2.3]:

//***the Sport Center doesn't belong to UIN. I hear from someone _ is it right?*** //

The context of the utterance is student 1 repeated her utterance after student 2 cut her utterance when she made a silent pause of unusual length. In that utterance, student 1 made three types of silent pause; they are short silent pause and silent pause of normal duration and silent pause because of asking question. First, in the utterance "***the Sport Center doesn't belong to UIN. I hear from someone...***" is type of short silent pause that marked by [.]. It was happened for pragmatic reason. Students 1 attempt to achieve a specific communicative

effect on the student 2 in order student 2 more focused on her statement and interested to come into the deep discussion.

The second is in the words *“I hear from someone _ is it right?”*. In that utterance, student 1 would like to show student 2 that she really wanted to know and get the deep information by emphasizing some words and paused by silent pause of normal duration before continuing the next enunciation. Student 1 can hold her speaking turn although she produced silent pause because she used silent pause of normal duration that accompanied by face expression. She then asked the question as a signal of a completed point of silent.

Short lexicalized filled pause also used for linguistic planning. Have a look at [2.4], *“ya /! _ er... until now Sport Center is not er... doesn't belong to UIN because it is not celebrated yet _ from Adikarya. Er... some of UKM like 'Teater' which use that building _ must pay er... two million for rent. So that Sport Center doesn't belong to: to UIN _ until now _”*

The word “ya!” is kind of short lexicalized filled pause means “OK!”. That is an Indonesian language. The speaker here is the student of English Letters and Language Department of the State Islamic University of Malang that uses English as a foreign language. So, it is natural that he often utters mixed code when he is speaking.

Short lexicalized filled pause “ya!” in the beginning of the sentence indicates that student 2 tried to prepare the right answer he would say. Short lexicalized filled pause that is followed by silent pause of normal duration then followed again by the short open unlexicalized filled pause as in *“ya /! _ er...*

until now” indicate he needed to think a while and organize the ideas before enunciated them out. Thus short open unlexicalized filled pause is the result of the condition of student 2 that almost lost the turn at the first brief hesitation (silent hesitation).

Student 2 would like to ‘hold the floor’ by producing hesitation marker in the middle of sentences as in “*Sport Center is not er... doesn’t belong to UIN because it is not celebrated yet _ from Adikarya. Er... some of UKM like ‘Teater’ which use that building _ must pay er... two million for rent*”. Those hesitation markers indicates that student 2 prevent the occurrence of the interruption of the listener.

Another hesitation phenomenon is also uttered in this utterance. As in “*So that Sport Center doesn’t belong to: to UIN _ until now__*”. It is repetition that is preceded by the lengthening. It was happened for speech planning reason. Students 2 repeated the word ‘to’ after lengthening in order to prepare the next thing to say. He also paused after the word ‘UIN’ in a normal duration (silent pause of normal duration) in order to let the listeners accepted his idea, so he allowed time for the listeners to interpret and think of the speaker’s utterance.

In this context, student 2 produced short silent pause then accompanied by silent pause of unusual length after words, *//UIN _ until now__//*, just to emphasize some words then bring the effect to the listener’s mind. Those hesitations automatically influenced the listeners to think his idea. And of course, producing silent paused of unusual length such as in the word ‘until now __’ to would be interpreted by the listener as an expression of finishing his utterance.

Teacher as the speaker 3 took his turn in speaking by producing short lexicalized filled pauses in the beginning of his utterances. We could see in [2.5] // *ok. But you have to know that Sport Center is belongs to UIN _ yes_ it's belongs to UIN __ //*. This pause happened when the teacher would like to rebuttal his student's answer about the Sport Center building by using polite way. Emphasizing the word '**ok**' in the beginning of enunciation followed by short silent pause represents a good way in communication strategy.

Short lexicalized filled paused "**ok**" in the beginning of the sentence also indicates that the teacher tried to prepare the utterances he would say.

There was long open (closed) unlexicalized filled pause founded in this conversation. It replaced in the beginning of the enunciation. It happened when student 2 would like to answer the teacher's rebuttal of the student 2's statement. Let's see [2.6] bellow:

// e:r... the building is contracted by Adikarya, IDB and UIN. It means that there are three agreements must er... that e:r... there must be any decision from that building _ if the building belongs to UIN so: it has to celebrate first//

The hesitation marker '**e:r**' happened for linguistic planning. Student 2 produced that kind of hesitation to organize his idea; it means that he needed to pause his utterance to plan what answer he would say and prepared the appropriate answer must be uttered.

Because of student 2 used English as foreign language and still learned it in advance, it is natural that student 2 made any errors in a speech and produced

hesitation. Such as in the utterance “*there are three agreements must er... that e:r... there must be any decision from that building*”. In that context, student 2 tried to answer the student1’s question and to give more information about the object of the discussion uttered in a long sentence. In the middle of utterances, he made correction of a word which wasn’t appropriated with the next utterances as in ‘*must er... that e:r... there must be*’, so that he discarded the first attempt at lexicalization (must, that) then revised them by another word (there must). Thus hesitation phenomena is called false start.

This hesitation followed by the two hesitations pause; short open unlexicalized paused ‘er’ and long open unlexicalized pause ‘e:r’. Those hesitations happened for speech planning because student 2 cannot find suitable word to express his idea distracted in uttering the right word.

Student 2 produced lexical item or connector ‘so’ that is uttered accompanied by the lengthening in the last sentence in order to show the listener that he was preparing to end his speaking turn.

His utterance then completely ended by delivering a complete clause accompanied by a falling intonation. It is type of silent paused.

Repetition of lexicalized items used to emphasize his words as in “*Sport Center doesn’t belong to campus but **belong to us** you know↗? _ **belong to us**__*”. It is also strengthened by giving lexicalized filled pause accompanied by rising intonation and silent pause of normal duration (*you know↗?*) before repeated the words that would be emphasized.

Repetition one lexical item also used by student 3 to fill her hesitation pause such as in [2.8] "***I think _ additional fo:r my my two: friends _ why we have to pay if Sport Center belongs to us?***". In this context student 3 would like to deliver her idea to give additional for her friend's explanation in the discussion in order to give more strengthening to her friend's answer.

Thus hesitation is used by her to show personal response. Student 3 would like to contribute her idea to the listeners, hoping that she got an effect from the listeners. The word 'I think' indicate that student 3 would like to take her turn in speaking.

In that utterance is also founded other hesitation phenomena, it's called repeats. Such as in "...*additional fo:r my my two: friends...*", student 3 felt distract and in a doubt uttering words. So she produced that kind of hesitation to prepare the definite words would to say next.

Student 3 used silent pause of normal duration for planning structure. She changed the statement to the question word by placing silent pause of normal duration in the beginning and the end of the first utterance, as in "***I think _ additional fo:r my my two: friends _ why we have to pay if Sport Center belongs to us?***". The transcription of silent pause of normal duration symbolized as (_). Silent pause in normal duration that is used for planning structure also founded in the sentence "*As long as I know _ my sister yesterday having graduated*", it's placed in the middle of utterance. In the context of that utterance, the type of hesitation above is used to emphasize and show to the listeners that the next utterance is important.

There is also other kinds of hesitation phenomena founded, as in “*the information from the graduate just now er... have to pay er...to: to rent for the building the second is ‘Teater’ _ ‘Teater’ just now has the program. They have to pay too _ not only for TK2 just er...but also another UKM _*”. It happened when student 3 made correction of words as an impression that she does not have something definite to say and then followed by revised attempt to lexicalize the same idea. Thus hesitation called retraced false starts because the speaker repeated the word ‘to’ before the corrected word.

In the end of the utterance, she produced unretraced false start. As in “*not only for TK2 just er...but also another UKM*”. Student 3 produced silent pause of unusual duration to show to the listeners that her turn in a speaking was over.

When we check over the utterances, we found that there were several short unlexicalized filled paused produced by student 3, just several not a lot. It indicates that she produced those kinds of hesitations out of habit.

Conversation 3

Student 1 : *any other question ↗?* [3.1]

Student 2 : *<rising hand> you: _ you explain about e:r... the kinds of suprasegmental features. You said that er...different langue e:r...er... different langue you produce without meaning. Can you give the example of the sentence that er...that the sentence which has the other words has different*

- meaning will produce the different meaning?* [3.2]
- Student 3 : *ok. for the next question_ keep on you first__* [3.3]
- Students : *<laugh>* [3.4]
- Student 3 : *e:r... __ er... The suprasegmental features that I've explained_ that is a simple feature yet of second langue_ different word produce different langue__* [3.5]
- Student 2 : *er... so: er... in your in your er... example _ that different word and then different langue↗? Not e:r... is there any any example er... that the word that has different er...different meaning. Is there any word that has different < eh> that has same word that produce the different meaning?* [3.6]
- Students 3 : *ok __ e:r... you can hear the pronunciation of our langue. er...not only: for: our langue also korea or japan__* [3.7]

The conversation above happened in the situation of discussion class. The presenters that were sitting in front of class delivering their speeches consist of several students. The transcript of utterances above is one section of asking and answering the question that the writer recorded in the class discussion.

In the first conversation student 1 paused her speech by asking a question to the listeners that indicated a chance for them in taking their speaking turn. We could see at [3.1] “*any other question↗?*”. The completion point of structure

showed on that utterance, marked by the sentence in the form of question accompanied by falling intonation. Thus hesitation is very effective in communicative conversation like in discussion class because it can be able to be the signal for the listeners that they can take their speaking turn at that time.

Repetition followed by the lengthening in the first of two repetition words also used by student 2 in the very beginning of her utterance. It is kind of hesitation phenomena called repeats. Let's see at [3.2] “*you: _ you explain about e:r the kinds of suprasegmental features. You said that er...different langue e:r..._ er... different langue you produce without meaning. Can you give the example of the sentence that er...that the sentence which has the other words has different meaning will produce the different meaning?*”

It was happened when the presenters allowed the audiences to asked question and one of the audiences (student 2) took her speaking turn by showing paralinguistic sign, by raised her hand as a signal to ask the question accompanied by face expression.

Repetition occurred in this conversation is for speech planning. Repetition in the beginning of utterance indicates that she wanted to get response from the presenters and the other audiences because at that time the condition of the discussion class is very crowded and noisy, some of the audiences still involved in the first discussion. So, that hesitation produced by hope that it made them focused on the question that would be delivered.

In the first utterance that student 2's delivered, we also found several hesitations that were used by them. After repetition, student 2 produced long open

unlexicalized filled pause '*e:r*' in the middle of utterance, such as in "*you explain about e:r the kinds of suprasegmental features.*". That kind of hesitation happened for speech planning; it produced when student 2 was attempting to enter the discussion. She wanted to build up the atmosphere of the discussion class to be more interactive so she had to prepare what to say and prepare the next utterances she would like to utter.

Student 2 also produced short open unlexicalized filled pause '*er*'. Same as the function of long open unlexicalized filled pause '*e:r*' above, this pause also produced as a chance to think a while, prepare the next utterance what to say before utter them out.

Combination of three types of hesitation pause was founded in this utterance. They were long open unlexicalized filled pause followed by silent pause of normal duration and then followed again by short open unlexicalized filled pause. You can see in "*different langue e:r..._ er... different langue you produce without meaning.*" . Those pauses occurred in the middle of the utterances when the speaker (student 2) had been delivering her speech. It happened because student 2 would like to 'hold the floor', wanted to show to the presenters that her speaking turn haven't finished yet.

Thus hesitation pauses occurred seems to be her real habit because she uttered them out a lot. She uttered those hesitation markers to fill her pause spontaneously and very often.

There was also another hesitation phenomena occurred among hesitation pauses, it was repetition of lexical items '*different langue*' called repeats. He

repeated that words for pragmatic reason. She distracted in choosing appropriate words for her statement before asking the question, so she repeated a certain words in the utterances. This repetition often accompanied by hesitation pause as the writer has explained above.

Showing to the presenters sitting in front of audiences that she wanted to hand over the speaking turn by asking a question is a good way exchanging speaking turn avoiding simultaneous talk.

The turn of speaking changed to the third speaker was begun by producing lexicalized filled pauses ‘**ok**’ followed by short silent pause. Let’s see in [3.3] “*ok . for the next question_ keep on you first_*”. He used silent pause between the utterances for emphasizing of each utterance. Another paralinguistic sound (laugh) such as in [3.4], which spontaneously is produced by the all of students as the listeners automatically made the student 3 delayed her speech for a seconds until they stopped their laugh.

Student 3 began his speech anymore by producing very long unlexicalized filled pause before enunciated his ideas. Let’s see in [3.5], “*e:r... _ er... The suprasegmental features that I’ve explained_ that is a simple feature yet of second langue_ different word produce different langue_*”. In that utterance, student 3 produced long open unlexicalized filled pauses followed by silent pause of unusual length then followed again by the short open unlexicalized filled pause in the very beginning of utterance. Those hesitations happened because of pragmatic reason. Actually student 3 felt distract to answer the student 2’s question. This

reason caused the student 3 paused his utterance in seconds before going on, prepared something what to say.

We could see in that utterance that student 3 used silent pause in emphasizing each word. Those hesitation pauses indicate that student 3 would like to convince the listeners to his explanation.

Now, let's see in [3.6] "*er... so: er... in your in your er... example _ that different word and then different langue? Not e:r... is there any any example er... that the word that has different er...different meaning. Is there any word that has different < eh> that has same word that produce the different meaning?*".

There were many unlexicalized filled pause produced by student 2. The sequence of uttering that hesitation pauses showed that she produced those as her habit. The reason of uttering those filled pauses among the utterances is that student 2 would like to hold the floor.

There were also three other hesitations phenomena founded in the utterance. The first is lengthening as in the beginning of the utterance "*er... so: er...*", it indicates that she wanted to prepare the utterances would like to speak. The second is repeats as in "*in your in your er... example*" or in "*has different er...different meaning*". That type of hesitation produced for speech planning. Student 2 repeated some words when she found difficulty in retrieving an item from the lexicon. The third is correction of word such as in "*Is there any word that has different < eh> that has same word that produce the different meaning?*", thus type is called retraced false start. Student 2 didn't find the

definite word to express her idea in the beginning so that she discarded the first attempt at lexicalization then revised them with the definite words.

Students 3 took his turn and started his word by producing short lexicalized filled paused in the beginning of his utterances. We could see in [3.7] // *ok. __ e:r... you can hear the pronunciation of our langue. er...not only: for: our langue also korea or japan__* //. This pause happened when the student 3 tried to answer student 2's the next question where student 2 didn't accept or disagree with student 3's answers. Emphasizing the word 'ok' in the beginning of enunciation represents a good way in communication strategy, especially in taking turn strategy in a speaking.

In the very beginning of utterances, student 3 also produced silent pause of unusual length then followed by long open unlexicalized filled paused 'e:r...'. Those hesitation pauses happened because of a simply reason, thinking. He needed to think for a while before uttered his idea. He needed to prepare something to say that definitely related to the question. Those are the reasons why he needed to take those pauses before going on.

Conversation 4

- | | | |
|-----------|---|-------|
| Teacher | : <i>ok. any other?</i> | [4.1] |
| Student 1 | : <i>any question?</i> | [4.2] |
| Student 2 | : <i><rising hand> yes. e:r...</i> | [4.3] |
| Teacher | : <i>one more please__</i> | [4.4] |
| Student 2 | : <i>ok. er...for for er... your observation you: you</i> | |

*er... talk more about the pity of the building
right? and then er... our duty is about the hot
spot. Meaning that something like interesting
something that er... meaning that something that
attractive. Isn't it? _ so er... what is the er...
connection between the pity of and the hotspot what
we are talking about?* [4.5]

Student 3 : *the most interest of KOPMA* [4.6]

Student 2 : *what is the interesting one for the pity KOPMA
which you have observed?* [4.7]

Student 1 : *_ actually the hot spot of our topic is er... the
building of KOPMA _ but er... we more concentrate
in er... in a condition inside of KOPMA_ there
are many goods inside of KOPMA shop* [4.8]

Now, let's see the conversation 4. This conversation happened when the discussion class would like to ended the discussion. But there was still one student who asked the question, so the presenters let her to ask a question.

The conversation started by the teacher who asked to the audience if there was student who still kept a question. Let's see "*ok. any other?*". The teacher produced lexicalized filled pause in taking the turn in speaking. He also ended the utterance by uttering the question form. Thus is a good way to show the listeners to exchange the speaking turn. The question that showed the admitting repeated by student 1 as in "*any question?*", when there was no one who seem to ask the

question. Then finally there was a student (student 2) who asked the question by raising a hand as a signal to take a chance in speaking turn. Such as in [4.3] '<rising hand> yes. e:r...'. In that utterance, student 2 produced short lexicalized filled pause followed short silent pauses then followed again by long open unlexicalized pause 'e:r'.

Short lexicalized filled pause "yes" in the beginning of the sentence indicates that student 2 tried to prepare the question he would say. Short lexicalized filled pause that is followed by short silent pause then followed again by the long open unlexicalized filled pause as in 'e:r' indicate he needed to think a while and organize the ideas before enunciated them out.

Producing filled pauses which have the lengthening of long duration caused another speaker has a chance to take the turn by interrupting during the conversation. Let's see [4.3] and [4.4]. The context appears on that conversation is interruption that is uttered by the teacher when student 2 would like to ask the question. Teacher would like to limit the question submission because of the limit time. The words 'one more please' shows the complete structured point that is always ended by the silent pause. Those indicate the exchange of speaking turn.

Now let's see [4.5], " *ok. er... for for er... your observation you: you er... talk more about the pity of the building right? and then er... our duty is about the hot spot. Meaning that something like interesting something that er... meaning that something that attractive. Isn't it?_ so er... what is the er...connection between the pity of and the hotspot what we are talking about?* ", there are so many hesitation phenomena founded. Student 2 produced lexicalized

filled pause ‘**ok**’ to start delivery the question, thus hesitation that often followed by short silent pause indicates that at present is her speaking turn. She produced short open unlexicalized filled pause ‘**er**’ interval during speaking and connectors ‘**and then**’, ‘**so**’. These hesitations were produced as a sign to keep the speaking turn or we can say to ‘hold the floor’. Same as the filled pause, the connectors also used to show to the listeners that she wanted to keep her turn in speaking. This type of hesitation is considered as good filler (hesitation mark) to fill her paused.

When we look in on that enunciation, we can conclude that filled pauses occurred seems to be her real habit because she uttered them out a lot. She uttered those hesitation markers to fill her pause spontaneously and very often.

Student 2 also produced other hesitation phenomena; they are repetitions as in “*ok. er... **for for** er...*”, and lengthening as in “*your observation **you: you** er...*”, it happened for structure planning. She wanted to prepare the next sentences would to say. She showed ended speaking turn by asking the question.

People usually produce silent pause of unusual duration in the beginning of utterance as student 1 uttered in [4.8] “*—actually the hot spot of our topic is er... the building of KOPMA _ but er... we more concentrate in er... in a condition inside of KOPMA_ there are many goods inside of KOPMA shop*”. The utterance above happened when the student 1 tried to give the answer of the student 2’s question. It happened for pragmatic reason. Actually student 1 distracted by the question which is delivered by student 2, so he needed to think a while, preparing the ideas that would to say as the answer the question. Silent pause of unusual duration placed in the beginning of the utterance indicate the

condition of student 1 preparing the ideas would to say.

Same as student 2, student 1 used short open unlexicalized filled pauses to keep speaking. As in “*our topic is er... the building of KOPMA _ but er... we more concentrate in er... in a condition inside of KOPMA_ there are many goods inside of KOPMA shop*”, she also produced silent pause of normal duration to hold the floor although this type of hesitation was considered least effective method to hold the floor . This silent pause also produced as a chance to inhale the air before continuing speaking.

Conversation 5

Student 1 : *I ask! <rising hand>* [5.1]

Student 2 : *<face expression, nodding>* [5.2]

Student 1 : *can you mention us .can you mention us or er...
or give me. us more explanation about it that
before I know _ KOPMA is one of the community.
It means that UKM_ that have defined that
shopkeeper of KOPMA is one of University's
students__* [5.3]

Student 2 : *shopkeeper is almost from this campus so she
gets salary from KOPMA* [5.4]

Student 1 : *then↗ __ then _ then ↘* [5.5]

Student 2 : *he↗?* [5.6]

Student 1 : *then _ where is the center of KOPMA here?* [5.7]

Student 2 : *e:r... the center of the KOPMA here i:s in front
of the library* [5.8]

This conversation occurred when there was a student asked the question while the discussion class would be finished. Student 1 asked the question followed by rising hand to sign that she would like to take a chance in speaking, see at [5.1]. Student 2 permitted the first speaker to join the discussion class by paralinguistic, exactly by showing face expression and nodding means ‘yes, you may’, showed in [5.2].

Now let’s see the utterance that uttered by student 1 when she asked the question at [5.3], “*can you mention us .can you mention us or er... or give me. us more explanation about it that before I know _ KOPMA is one of the community. It means that UKM_ that have defined that shopkeeper of KOPMA is one of University’s students_*”. In that utterance, student 1 repeated some words in which short silent pause is produced between the repeated words, such as in “*can you mention us . can you mention us*”. Thus hesitation is called repeats. It used to emphasize something to say, so these emphasizing words elicited an effect to the listeners. They would pay more attention to the speaker’s utterances. Putting short silent pause between the repeated words would give more effect in emphasizing utterance and tone

There were other hesitation phenomena founded in that utterance. They were repeats as in “*can you mention us or er... or give me*”, and false start as in “*give me . us more explanation*”. She also often produced silent pauses interval during speaking in order to hold the floor. Those hesitations happened for speech

planning where student 1 had delivered one clause and was preparing the next one. Student 1 then showed the exchange of speaking turn by pausing at the end of complete syntactic structure.

In the next utterance, student 1 produced repetition of a word followed by silent pause, such as in [5.5] “*then ↗ _ then _ then ↘*”. It happened when student 1 felt unsatisfied with the student 2’s answer so that she interrupted by giving rising intonation in the first word of repetition. Silent pause of unusual duration that is produced after first repetition showed that the speaker wanted to grab the listener’s attention.

Student 2 produced unlexicalized sound as in [5.6] “*he ↗?*”, this utterance indicates that student 2 didn’t clear enough with the question uttered by student 1. Thus sound followed by face expression that reflected of the distracting. It happened for pragmatic reason. Student 2 was feeling distracted by student 1 because student 1 didn’t continue her utterance so student 2 couldn’t catch the definite question student 1 wanted.

Now let’s see the next utterance at in [5.7] “*then _ where is the center of KOPMA here?*”. Student 1 repeated the word ‘**then**’ followed by silent pause of normal duration is allow times for the student 2 to interpret the student 1’s utterance. That is a social function of hesitation pause.

Student 2 started to answer the question by uttering long open unlexicalized filled pause in the beginning of utterance, as in [5.8] “*e:r... the center of the KOPMA here i:s in front of the library*”. Thus type of hesitation happened for linguistic planning. Student 2 was preparing what she was trying to

say and the way she wanted to say it. So she needed to pause. In that utterance, student 2 also produced other hesitation phenomena that is the lengthening, such as in “*the KOPMA here i:s in front of the library*”. Thus hesitation produced to prepare the next thing to say.

4.2 Discussion

After presenting and analyzing the data from the speeches of the fifth semester of English Letters and Language Department of the State Islamic University’s students during the discussion class. The researcher finds out many types of hesitation pauses that can be categorized as silent pause (short silent pause, silent pause of normal duration, silent pause of unusual length) and filled pause (short open unlexicalized filled pause, long open unlexicalized filled pause) and the reasons of hesitation are presented one by one as followed:

- Short silent pause symbolized as [.]

The researcher found this kind of hesitation almost in all of the data. For example in [2.4] of data 2 (conversation 2) “*it is not celebrated yet _ from Adikarya. Er... some of UKM...*”, and in [3.3] of data 3 “*ok. for the next question_ keep on you first__*”, etc. It occurred for many reasons, they are for speech planning, structure planning and emphasizing something.

- Silent pause of normal duration [_]

It is kind of silent pause that produced in normal duration; means that people usually produced it in three to five seconds. As in [4.8] of data 4 “*the*

building of KOPMA _ but er... we more concentrate in er... in a condition inside of KOPMA_ there are many goods inside of KOPMA shop". This hesitation occurred for pragmatic reason, to emphasizing something, to get the certain effect from the listeners, and for planning structure.

- Silent pause of unusual length) [___]

The researcher found that almost students of the fifth semester of English Letters and Language Department of the State Islamic University produced this type of hesitation, for instance in [3.5] of data 3 that uttered by student 3 "*e:r... ___ er... The suprasegmental features that I've explained_ that is a simple feature yet of second langue_ different word produce different langue___*", this hesitation used for pragmatic reason and prepared something to say. In [4. 8] of data 4 "*___ actually the hot spot of our topic is er... the building of KOPMA _ but er... we more concentrate in er... in a condition inside of KOPMA_ there are many goods inside of KOPMA shop*", this type of hesitation is occurred for pragmatic reason, for thinking and preparing the ideas would to say.

- Short open unlexicalized filled pause [er]

The researcher found that a half of students of the fifth semester of English Letters and Language Department of the State Islamic University produced this kind of hesitation pause as they real habit because they uttered them lots. Such as in [2.4] of data 2, "*ya~! _ er... until now Sport Center is not er... doesn't belong to UIN because it is not celebrated yet _ from Adikarya. Er... some of*

UKM like 'Teater' which use that building _ must pay er... two million for rent. So that Sport Center doesn't belong to: to UIN _ until now__", student 2 produced this kind of hesitation very often so those reflect the real habit of the speaker. She also produced this hesitation marker for thinking a while and organize the ideas before enunciated them out, as the result of the condition of student 2 that almost lost the turn at the first brief hesitation (silent pause), to 'hold the floor', and to prevent the occurrence of the interruption of the listener.

In [1.1] of data 1 "*er... what the: the KOPMA is opened and closed?*", student 1 produced this kind of hesitation for pragmatic reason, prepared for delivering next words, and to wait in a seconds before going on.

- Long open unlexicalized filled pause [e:r]

This type of hesitation pause found in [1.8] of data 1 "*e:r... unti:l.....*", speaker produced this hesitation for thinking, and for the linguistic planning. In [2.6] of data 2 "*e:r... the building is contracted by Adikarya, IDB and UIN.*", student 2 produced this type of hesitation pause for linguistic planning, to organize the ideas, to plan the next enunciation he would say, to prepare the appropriate words must be uttered, the speaker also produced it when he could not find suitable word to express his idea and distracted in uttering the right word.

In [5.8] of data 5 "*e:r... the center of the KOPMA here i:s in front of the library*". The student 2 produced this kind of hesitation pauses for linguistic planning, because she would like to prepare what she would try to say and the way she wanted to say it.

- **Short lexicalized filled pauses**

This type of hesitation pause found in [2.4] of data 2 “*ya! er... until now Sport Center is not er... doesn't belong to UIN*”, student 2 produced this hesitation to prepare the next utterance would to say and organize the ideas. In [3.7] of data 3 “*ok er... you can hear the pronunciation of our langue. er...not only: for: our langue also Korea or Japan*”, student produced this type of hesitation to take the speaking turn.



CHAPTER V

CONCLUSION AND SUGESTIONS

5.1. Conclusion

After analyzed the speeches of the student of the fifth semester of English Letters and Language Department of the State Islamic University, the writer found something new about hesitation pauses and convinced her that hesitation pauses play an important role in speaking especially in turn-taking. In conversational interaction, people produce hesitation pauses as a signal that the turn of speaking is over. People also produce them when they want to exchange the turn in a speaking or even to 'hold the floor'. They will produce hesitation marker (*er*, *em*, *eng*) if they want to keep their speaking-turn going on. These finding same as the George Yule's theory (1985) said that people need to show their turn-taking signal to avoid simultaneous talk.

The writer also concluded, based on the 5 data conversation presented and analyzed at the previous chapter, that hesitation pauses (silent and filled pauses) can be found on 5 conversations speeches delivered by the student of the fifth semester of English Letters and Language Department of the State Islamic University. The hesitation pauses are silent pauses that is produced in a short duration called short silent pause [·], silent pause of normal duration [_], silent pause of unusual length) [___], short open unlexicalized filled pause [er], and long open unlexicalized filled pause [e:r]. The dominant hesitation pauses found in the speeches of student of the fifth semester of English Letters and Language Department of the State Islamic University are short open unlexicalized filled

pause [er] and silent pause of normal duration [_], but for exchanging the speaking turn they often used silent pause of unusual length) [___] , completed syntactic structure and asking the question.

The researcher also found other hesitation phenomenon in those conversations, there are lengthening and repeats as in [2.4] “*So that Sport Center doesn't belong to: to UIN _ until now_*”, retraced false start as in [2.8] “*to pay er...to: to rent for the building*”, and unretraced false start as in [5.3] “*give me. us more explanation about it*”. Paralinguistic like face expression, nodding, rising hand and the tones (rising and falling intonation) also support the usage of those hesitations in conversational interaction.

From the result of analyzing above the researcher conclude that hesitation pauses have an important role in conversational interaction, especially in exchanging speaking turn.

5.2. Suggestions

Actually, it is impossible for people leave their habit producing hesitation pauses during speaking. But that will be better for people to minimize the production of hesitation pauses in a speech. The researcher suggests to the speakers who want to keep the turn in speaking avoid in using silent pause of unusual duration to fill hesitation because this type of hesitation often indicates permission to the listeners or to the other speaker in taking turn of speaking.

Because of the object of this research is the student of the fifth semester of English Letters and Language Department of the State Islamic University in

which they used English as foreign language, so they often distracted because of lack of vocabulary and made any errors in planning structure. Usually they confused in the usage of grammar and how to apply them into speech, it's also hard for them to pronounce vocabulary correctly. Because of those obstacles, these students needed to think the appropriate word, what would going to say, and planed the entire words in advance before uttering them in a speech. Those made the students hesitated to speak and produced speech errors, hesitation pause.

Hopefully, for the next researcher who studies this topic would investigate pauses in turn-taking from speeches of native speaker. So that we can find out more reasons using hesitation pauses and also to find the time differences in producing hesitation pauses during speaking.

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APPENDIX

Transcription Conventions:

| Notation | Denotation |
|------------|--|
| . | short silent pause |
| – | silent pause of normal duration |
| — | silent pause of unusual length |
| : | lengthening (colon placed after lengthened vowel sound) |
| // | tone unit boundary markers |
| er | short open unlexicalized filled pause |
| e:r | long open unlexicalized filled pause |
| < xxx > | other paralinguistic sounds (laughing, throat-clearing, sighing, etc.) |
| ↗ | rising intonation |
| ↘ | falling intonation |

Transcript of the whole data:

Conversation 1

Student 1 : *er... what the: the KOPMA is opened and closed?*

Student 2 : *Ha? what?*

Students 1 : *Eh, er... when the KOPMA opened and closed?*

Student 2 : *KOPMA open a:t seven er... pm.*

Students : *am!!*

Students 2 : *O yeach. am.*

Students 1 : *until?*

Students 2 : *e:r... unti:l.....*

Students : *until ugly!! <Laugh>*

Students 2 : *I don't know because: e:r... here at er.. nine.*

Students 1 : *Is it true?*

Students 2 : *yes.*

Conversation 2

Students 1 : *I hear from someone er... that Sport Center doesn't belong to UIN ↘__*

Students 2 : *what?*

Students 1 : *the Sport Center doesn't belong to UIN.*

I hear from someone _ is it right?

Students 2 : *ya /?! _ er... until now Sport Center is not er... doesn't belong to UIN because it is not celebrated yet _ from*

Adikarya. Er... some of UKM like 'Teater' which use

that building _ must pay er... two million for rent. So that

Sport Center doesn't belong to: to UIN _ until now__

Teacher : *ok. But you have to know that Sport Center is belongs to*

UIN _ yes_ it's belongs to UIN __

Students 2 : *e:r... the building is contracted by Adikarya, IDB and*

UIN. It means that there are three agreements must er...

*that e:r... there must be any decision from that building
_ if the building belongs to UIN so: it has to celebrate
first*

Teacher : *It is back to us _ Sport Center is not belong to campus
but belong to us you know ↗? _ belong to us__*

Students 3 : *I think _ additional fo:r my my two: friends _ why we
have to pay if Sport Center belongs to us?
As long as I know _ my sister yesterday having graduated
that the information from the graduate just now er... have
to pay er...to: to rent for the building the second is
'Teater' _ 'Teater' just now has the program. They have
to pay too __ not only for TK2 just er...but also another
UKM __*

Conversation 3

Student 1 : *any other question ↗?*

Student 2 : *<rising hand> you: _ you explain about e:r...the kinds
of suprasegmental features. You said that er...different
langue e:r...er... different langue you produce without
meaning. Can you give the example of the sentence that
er...that the sentence which has the other words has
different meaning will produce the different meaning?*

Student 3 : *ok. for the next question _ keep on you first __*

Students : <laugh>

Student 3 : e:r... __ er... The suprasegmental features that I've explained_ that is a simple feature yet of second language_ different word produce different language__

Student 2 : er... so: er... in your in your er... example _ that different word and then different language? Not e:r... is there any any example er... that the word that has different er...different meaning. Is there any word that has different < eh> that has same word that produce the different meaning?

Students 3 : ok __ e:r... you can hear the pronunciation of our language. er...not only: for: our language also Korea or Japan__

Conversation 4

Teacher : ok. any other?

Student 1 : any question?

Student 2 : <rising hand> yes. er...

Teacher : one more please__

Student 2 : ok. er...for for er... your observation you: you er... talk more about the pity of the building right? and then er... our duty is about the hot spot. Meaning that something like interesting something that er... meaning that something

that attractive. Isn't it?_ so er... what is the er... connection between the pity of and the hotspot what we are talking about?

Student 3 : *the most interest of KOPMA*↘

Student 2 : *what is the interesting one for the pity KOPMA which you have observed?*

Student 1 : *__ actually the hot spot of our topic is er... the building of KOPMA _ but er... we more concentrate in er... in a condition inside of KOPMA_ there are many goods inside of KOPMA shop*

Conversation 5

Student 1 : *I ask! <rising hand>*

Student 2 : *<face expression, nodding>*

Student 1 : *can you mention us .can you mention us or er... or give me. us more explanation about it that before I know _ KOPMA is one of the community. It means that UKM_ that have defined that shopkeeper of KOPMA is one of University's students__*

Student 2 : *shopkeeper is almost from this campus so she gets salary from KOPMA*

Student 1 : *then↗ __ then _ then ↘*

Student 2 : *he↗?*

Student 1

: then _ where is the center of KOPMA here?

Student 2

: e:r... the center of the KOPMA here i:s in front of the
library

