

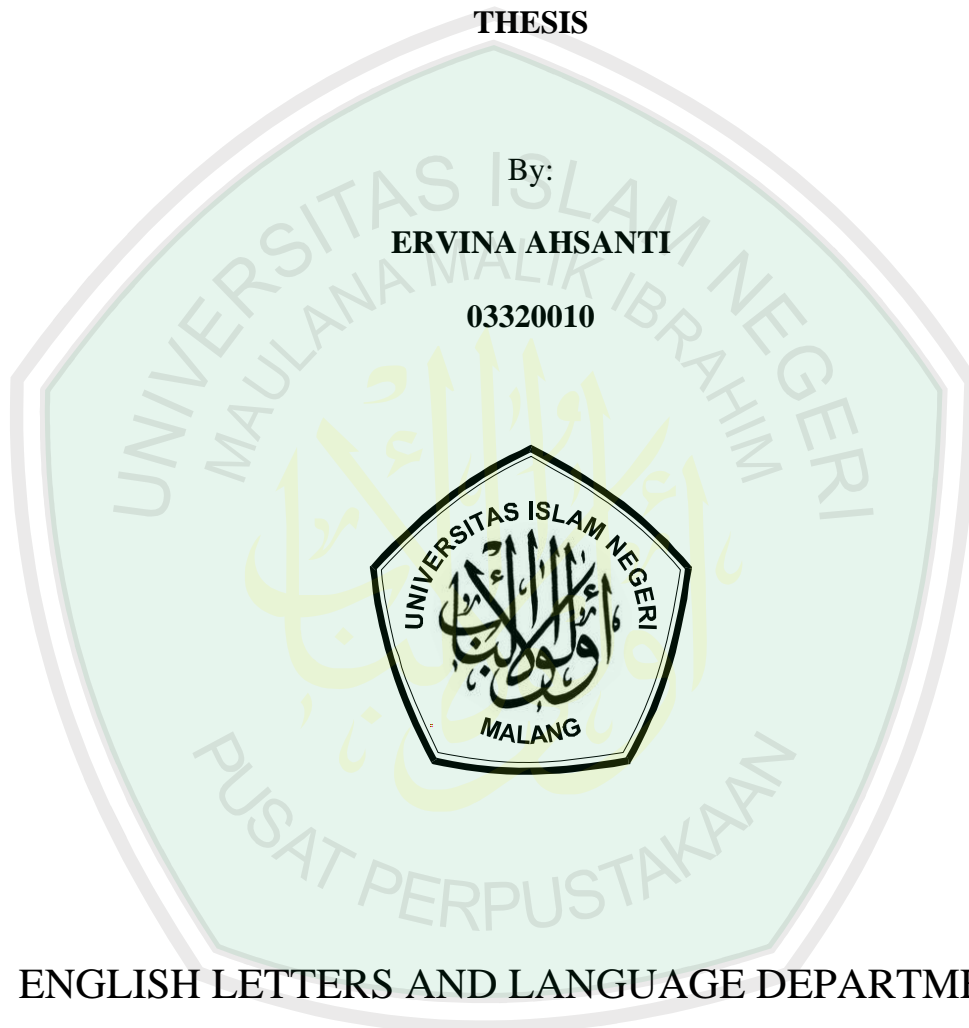
**HESITATION IN THE INTERACTIVE PROGRAM OF
GROOVY CHAT IN MAS FM**

THESIS

By:

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03320010



ENGLISH LETTERS AND LANGUAGE DEPARTMENT

THE FACULTY OF HUMANITIES AND CULTURE

THE STATE ISLAMIC UNIVERSITY OF MALANG

2008

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Presented to State Islamic University of Malang in Partial Fulfillment of the
Requirement for the Degree of Sarjana Humaniora

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APPROVAL SHEET

This is to certify that sarjana's thesis of Hesitation in The Interactive Program of Groovy Chat in MAS FM by Ervina Ahsanti has been approved by the advisor for futher approval by the board examiners.

Malang, 26 December 2007

Approved by

Advisor

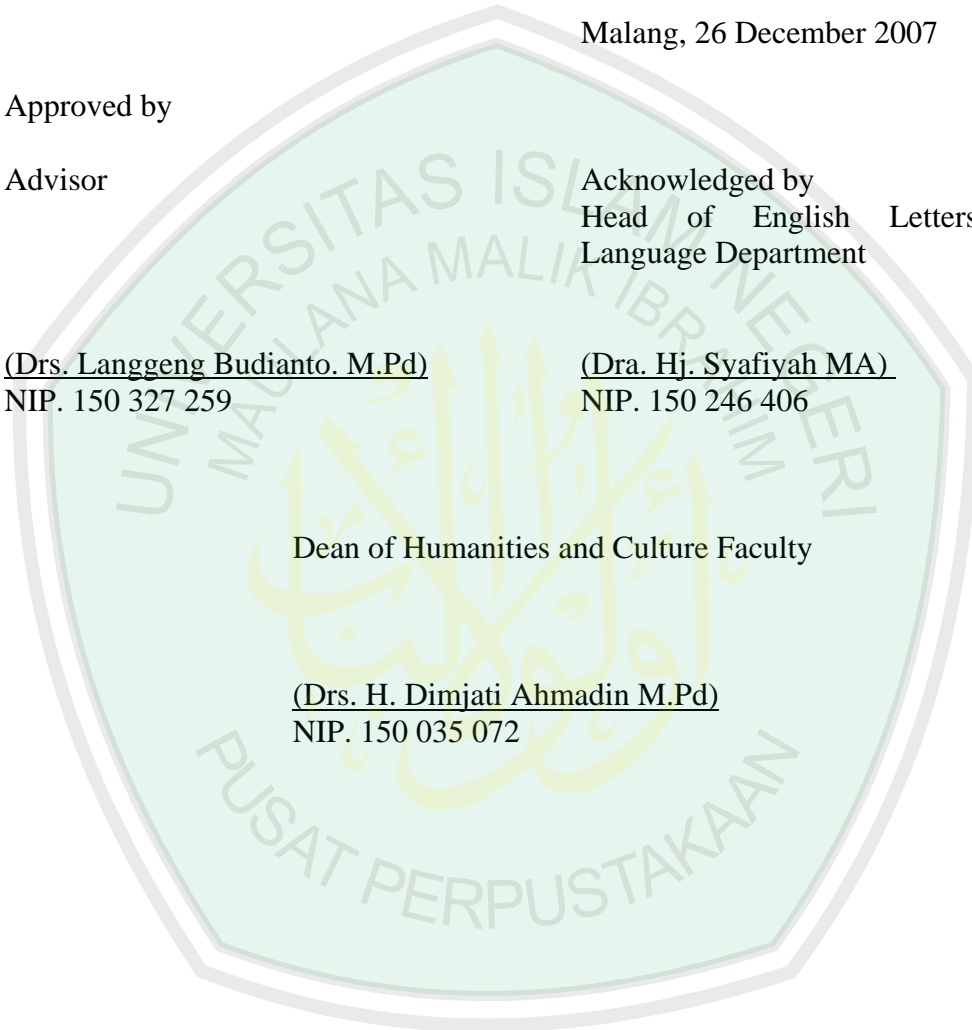
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MOTTO

The best human is the human who give benefit to the other people



DEDICATION

My biggest thanks to my God, my best inspirator, Allah SWT. Shalawat and Salam always for Nabi Muhammad SAW.

My father, you are the best man in the world. Teach me to be religious woman and the patient woman. My mother, you are the perfect woman and always make me save. I feel to be a parent is very hard. Thanks for your love, supports, advices, and pray. Wherever and whenever I always love you, need you and miss you. Please forgive me if sometimes I make you disappointed.

My parent in law, thanks for you love and pray. I give my best regard to you. I try to make you proud of me.

My soul mate, my beloved husband, Ruslan Abdul Ghofur Noor M.SI, thanks for being a half of my life. Forever I always love you and need you. I hope we can be a beautiful family "Sakinah, Mawaddah wa Rahmah".

My twins' brother, Irwan Abd Rahman and Erwin Abd Rakhim. And my sister, Irma Kurnia, thanks for your advices and pray. Thanks for making my life cheerful.

Also my brother in law and my sister in law, thanks for your sympathy and accept me, so make me harmful and happy.

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In the name of Allah, the most gracious and the most merciful, who always blesses me and my family, Peace and salutation be upon our prophet Muhammad SAW, who teach us a life on Islamic guidance. This thesis is intended to fulfill the requirement for achieving the degree of Sarjana in English Letters and Language Department at the State Islamic University of Malang.

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Finally, realizing that this thesis is still beyond the perfected so I still open for suggestion and criticisms. I hope that the thesis would be useful for everybody and especially for other researcher.

Malang, 25 December 2007

The Researcher

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ABSTRACT

Ahsanti, Ervina. 2007. Hesitation in the Interactive Program of Groovy Chat in MAS FM. The Advisor: Drs. Langgeng Budianto M.Pd. English Letters and Language Department. Faculty of Humanities and Culture. The State Islamic University of Malang.

Key Word : Sentence Production, Hesitation, MAS FM, False Starts, Repeats, Restarts, Pauses, Word Lengthening.

Human beings always communicate with others. They can convey ideas and feeling by many ways. When we produce a language, either consciously or unconsciously, we always make some hesitations. Hesitation is indefinite words that usually happened on spontaneous human communication.

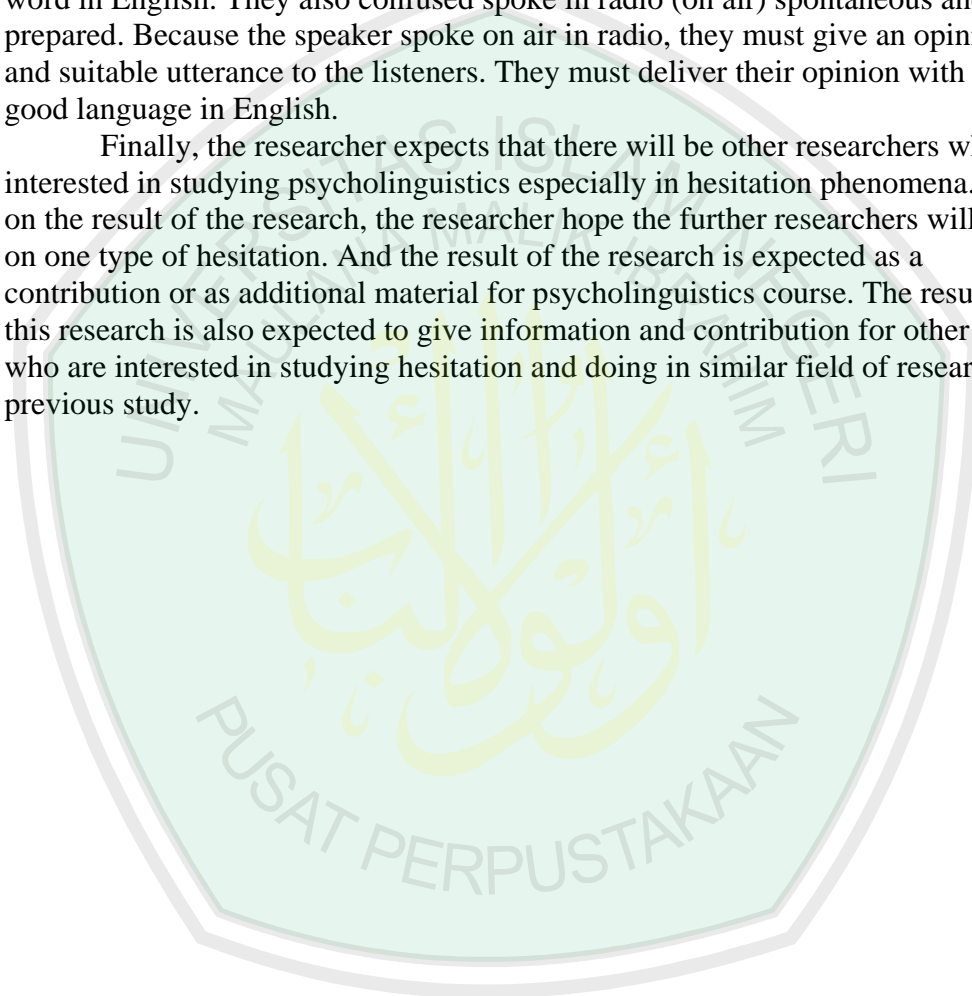
The researcher focused on the hesitation special in the interactive program of Groovy Chat in MAS FM Radio in her research. The interactive program of Groovy Chat in MAS FM Radio is very interesting to investigate and it is exiting to be analyzed, as the broadcaster gives certain topics in everyday presentation and sometime presents the guest to let the listeners argue or propose their opinions about those topics through telephone calls. In addition, the broadcaster gives chances to the listeners to share the problems, or express feeling to someone by using English. It is expected to be away or contribution to minimize the existence of the hesitation in interactive, especially in giving information and others in communicating. Groovy Chat is guided by the broadcaster who is able to speak English well. So, in order to improve the English ability of the people around Malang, MAS FM presents an English program and English Community gathering.

This research attempts to investigate the phenomena of hesitation in the interactive program. The questions arise are: (1) what kinds of hesitation produced by the broadcaster, the gusts, and the caller in the interactive program of Groovy Chat in MAS FM Radio? (2) How are hesitations produced by the broadcaster, the guests, and the caller in the interactive program of Groovy Chat in MAS FM Radio? The objectives of her research are to describe the kinds of hesitation produced in the interactive program of Groovy Chat in MAS FM Radio and to get the description of how hesitation produced in the interactive program of Groovy Chat in MAS FM Radio.

The researcher used qualitative method to analyze and collect the data. This research was designed as a descriptive qualitative research because the purpose of this research is to describe about hesitation found in the interactive program of groovy chat in MAS FM Radio. So this research gave description the kinds of hesitation in the interactive program of groovy chat in MAS FM Radio and how hesitation expressed in the interactive program of groovy chat in MAS FM Radio. These descriptions were related to the objectives of this study.

This research, the dominant hesitation found in the interactive program of Groovy Chat in MAS FM is repeats and unlexicalized filled pause. The factors of hesitation in the interactive program of Groovy Chat in MAS FM are confused to choose the next utterance to be executed, forget the next utterance so almost the speaker (the broadcaster, the Broadcast Challenge, and the caller) need to remind or think first, and they often nervous so they ever got stutter. It is normal because English is their second language, so sometimes they forgot how to produce the word in English. They also confused spoke in radio (on air) spontaneous and no prepared. Because the speaker spoke on air in radio, they must give an opinion and suitable utterance to the listeners. They must deliver their opinion with the good language in English.

Finally, the researcher expects that there will be other researchers who are interested in studying psycholinguistics especially in hesitation phenomena. Based on the result of the research, the researcher hope the further researchers will focus on one type of hesitation. And the result of the research is expected as a contribution or as additional material for psycholinguistics course. The result of this research is also expected to give information and contribution for other people who are interested in studying hesitation and doing in similar field of research as a previous study.



CHAPTER I

INTRODUCTION

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

1.7 Background of the Study

Human beings always communicate with others. They can convey ideas and feeling by many ways. For example by using the paralinguistic techniques that do not involve vocalization like hand signals, facial expressions, body language, nods, smiles, and winks (Field, 2003:4). Besides, there is one most important way to communicate. It is language.

According to Clark (1977:7) language is fundamentally an instrument of communication. People talk as a way of conveying ideas to other, answer questions, register promises, and so forth. Language is oral or the oral symbols represent meaning as they are related to real life situation and experiences.

Language can be used not only as means of communication but also as means to express our feelings, ideas, thoughts, and whatever exists in our mind. Although, someone does not express his/her sadness, happiness, and also nervousness verbally, we can see it from the language that is used or uttered.

Since the 1950's, was a new science in language discipline psycholinguistics. Although psycholinguistics has been recognized at that time,

psychologists' interest in language goes as far back as the beginnings of experimental psychology in the late 1800s (Carrol, 1986:10). Fromkin, Blair, and Collins in their book "An Introduction to Language" state that psycholinguistics is the area of linguistics that is concerned with linguistics performance how we use our linguistic competences our knowledge of language in speech (or sign) production and comprehension.

This research focuses on language production. According to Carrol (1985:252) language production is an intrinsically more difficult subject to study than language comprehension, and, as a consequence, far more is presently known about receiving language than producing language. This primarily because it is easier to study the process of going from speech to thought than the other way around. Although speech is observable, the ideas derived from or leading to speech are far more elusive. In comprehension, it is relatively easy to specify the ideas that a person extracts from a segment of speech; for example compare the recall of a text with its original version. With production, the very origin, not simply the sequences of the process must be observed, identified, and categorized.

We realized that there is relation between language production and communication. Clark (1977:3-4) states that communication with language is carried out through two basic human activities: speaking and listening. In speaking, people put ideas into words, talking about perceptions, feelings, and intentions they want other people to grasp. In listening, they turn words into ideas, trying to reconstruct the perceptions, feelings and intentions they were meant to grasp. Speaking and listening ought to reveal something fundamental about the

main and how it deals with perceptions, feelings, and intentions. Speaking and listening, however, are more than that. They are the tools in which people use them in more global activities. People talk in order to convey facts, ask for favors, and make promises and other listen in order to receive this information. There actions in turn are the pieces out of which casual conversations, negotiations, and other social exchanges are formed. So speaking and listening ought to tell us a great deal about social of cultural activities too.

In our daily communication, either consciously or unconsciously, we always make some hesitations. It means that we have problem in our communication. That is why the researcher is very interested in making a research about hesitation. Hesitation is one of types of speech errors that have received most of the experimental attention (Fodor, 1974:420). Besides, the researcher wants to improve her knowledge in psycholinguistics field.

In this research, the researcher focuses on the hesitation because she thought that it is very important. The researcher always watches phenomena closely, that now days many people have been confused, misunderstood, misinterpreted, or they have got wrong information caused by some errors in speech, specifically the hesitation in giving information especially for formal information like news program. We know that when all people have hesitation in speaking, it can make the listener confused, misunderstanding, or get unclear information.

This research was conducted due to the fact that the phenomena of hesitation often happen when people deliver speech specifically when the

language is foreign language. Based on this reason, this study is very important to know the factors that often cause hesitation in speaking and delivering speech.

This research was conducted in the interactive program.

The researcher chooses the interactive program to observe. We know that interactive is a shape of communication. In interactive, the people speak to convey their ideas and facts. They also have an argument about something which opposed. Interactive are often held in public places, or are broadcast on radio and TV. Interactive programs also often recording in cassette or compact disk to be an important document.

The researcher focused on the hesitation special in the interactive program of Groovy Chat in MAS FM Radio in her research. For the researcher, the interactive program of Groovy Chat in MAS FM Radio is very interesting to investigate and it is exiting to be analyzed, as the broadcaster gives certain topics in everyday presentation and sometime presents the guest to let the listeners argue or propose their opinions about those topics through telephone calls. In addition, the broadcaster gives chances to the listeners to share the problems, or express feeling to someone by using English. It is expected to be away or contribution to minimize the existence of the hesitation in interactive, especially in giving information and others in communicating. Groovy Chat is guide by the broadcaster who is able to speak English well. So, in order to improve the English ability of the people around Malang, MAS FM presents an English program and conducts English Community gathering.

The researcher chooses MAS FM Radio as research object because it has a different uniqueness which not had by other radio. The uniqueness of MAS FM Radio is a popular and modern radio, and also most of programs in MAS FM Radio give information and educate people about politic, economy, social and always present useful messages. MAS FM Radio as an education radio because there is education about how we can practice our English. MAS FM Radio is one kind of public broadcast radio in Malang which has some programs by using English in their conversation. So, in order to improve the English ability of the people around Malang, MAS FM presents an English program and conducts English Community gathering. The members of MAS FM English Community always gather once every month to discuss and converse in English. Besides, the researcher did it because she wanted to develop her knowledge in psycholinguistics.

There are some researchers who have already searched about hesitation. A research entitled “Hesitation and Laughter in L2 Japanese Attrition” by Lynne Hansen, Junko Tsuyakama, and Ryan Ottley (the students of Brigham Young University, Hawaii) (2000) focuses on silent pause and fillers both Japanese and English, in a Japanese story. Fern L. Johnson and Leslie K. Davis (2000) researched the nature of frequency of hesitation phenomena in speech as presented within content segments featuring interaction among family members on three modes of television programming: documentary, prime time, and soap opera entitled “Hesitation Phenomena in The Language of Family Conversations Across Three Conversational styles in Three Formats on Television Programming in

USA”. However, not many researchers investigated on hesitations who study in the interactive program. So, the researcher wants to do this work.

1.8 Problems of the Study

Based on the background of the study above, the researcher investigated the following problems:

1. What kinds of hesitation are produced by the broadcaster, the guests, and the caller in the interactive program of Groovy Chat in MAS FM Radio?
2. How are hesitations produced by the broadcaster, the guests, and the caller in the interactive program of Groovy Chat in MAS FM Radio?

1.9 Objectives of the Study

Concerning the problems of study above, the objectives of the study are:

1. To describe the kinds of hesitation produced by the broadcaster, the guests, and the caller in the interactive program of Groovy Chat in MAS FM.
2. To get the description of how hesitation produced by the broadcaster, the guests, and the caller in the interactive program of Groovy Chat in MAS FM Radio.

1.10 Significance of the Study

This research is to enrich understanding on hesitation described in psycholinguistics. The findings of the study are expected to give both theoretical and practical contribution to linguistics area.

Theoretically, the result of the research is expected to be one of the sources in psycholinguistics research. Basically, the research is conducted in order to find hesitation in the interactive program of Groovy Chat in MAS FM Radio.

Practically, it was expected to be more practically. The students who learn English are expected to be able to recognize hesitation in the interactive program. To the lecturers, the result of the research is expected as a contribution or as additional material for psycholinguistics course. The result of this research is also expected to give information and contribution for other people who are interested in studying hesitation and doing in similar field of research as a previous study.

1.11 Scope and Limitation of the Study

This research focuses on hesitation in the interactive program of Groovy Chat in MAS FM Radio, which are used in the conversation between the broadcaster, the guests, and the caller. The researcher collected the data by recording the interactive program of Groovy Chat in MAS FM Radio. This program is chosen because the interactive program is very interesting to be investigated about hesitation. The researcher chooses the interactive program of groovy chat in MAS FM Radio as research object because it became popular program which was not had by other radio. MAS FM Radio is one kind of public broadcast radio in Malang which has some program by using English in their conversation. Besides, in those interactive of groovy chat makes more hesitations produced than in other interactive.

Because of limited time and to make this research easier, the researcher limited her study merely to analyze hesitation in the interactive program of groovy chat in MAS FM Radio in allocated time as long as one months. It began from 5th of March until 15th March 2007. Because as long as one month, there were many special moment for example Broadcast Challenge 2007. Broadcast challenge is one of the programs to get the new potential broadcaster, so in that moment there would many hesitations happen. This research focused on Anton Vincent as a broadcaster, because he wanted to tire from MAS FM and he also wanted to get married. So the researcher wanted to find the Broadcast Challenge who had more ability than Anton Vincent with propose to reposition him as the broadcaster.

1.12 Definition of the Key Terms

The title of this thesis is “Hesitation in the Interactive Program of Groovy Chat in MAS FM Radio”. Concerning the title, to avoid misunderstanding the researcher gives some definitions related to the key terms.

1. *Hesitation*

Silent sound or indefinite words that usually happen on spontaneous human communication.

2. *Interactive Program of Groovy Chat*

One of the MAS FM Radio programs which has interesting topic in every presentations and it is guided by the broadcasters who are able to speak English.

3. *MAS FM Radio*

One of the radio station in Malang that has several education entertainment programs and it is located at Jl. Dr. Cipto 16 Malang.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses and presents about sentence production, hesitation, functions of radio, profile of MAS FM Radio, and previous study.

2.1 Sentence Production

2.1.1 The Overview of Sentence Production

We know that sentence production is part of psycholinguistics that study about how individuals comprehend, produce and acquire language. (Carrol, 1985:3). To study about three parts above we can not do directly. We observe the sentences that speaks, we observe how the sentences speak, and especially for sentence production we also observe where and when the speaker hesitates, why the speaker and what the mistakes that speaker do. (Dardjowidjoyo, 2003:141).

In fact, sentence production is more difficult to investigate than sentence comprehension. In comprehension, we can vary the input and then look for differences in responses resulting from these variations. With sentence production, on the other hand, it is much more difficult to find out how our thoughts, which are not necessarily temporally organized, are converted into sequentially ordered grammatical speech.

(<http://psych.rice.edu/mmtbn/language/sentProd/sentProduction.html>).

Carroll (1985:252) also said that language production is an intrinsically more difficult subject to study than language comprehension, and, as a consequence, far more is presently known about receiving language than producing language. This is primarily because it is easier to study the process of going from speech to thought than the other way around.

According to Taylor (1990:98) to study comprehension, researcher can examine both sentence stimuli and the products of comprehension, whereas to study production, they can examine the sentence produces and perhaps the events described.

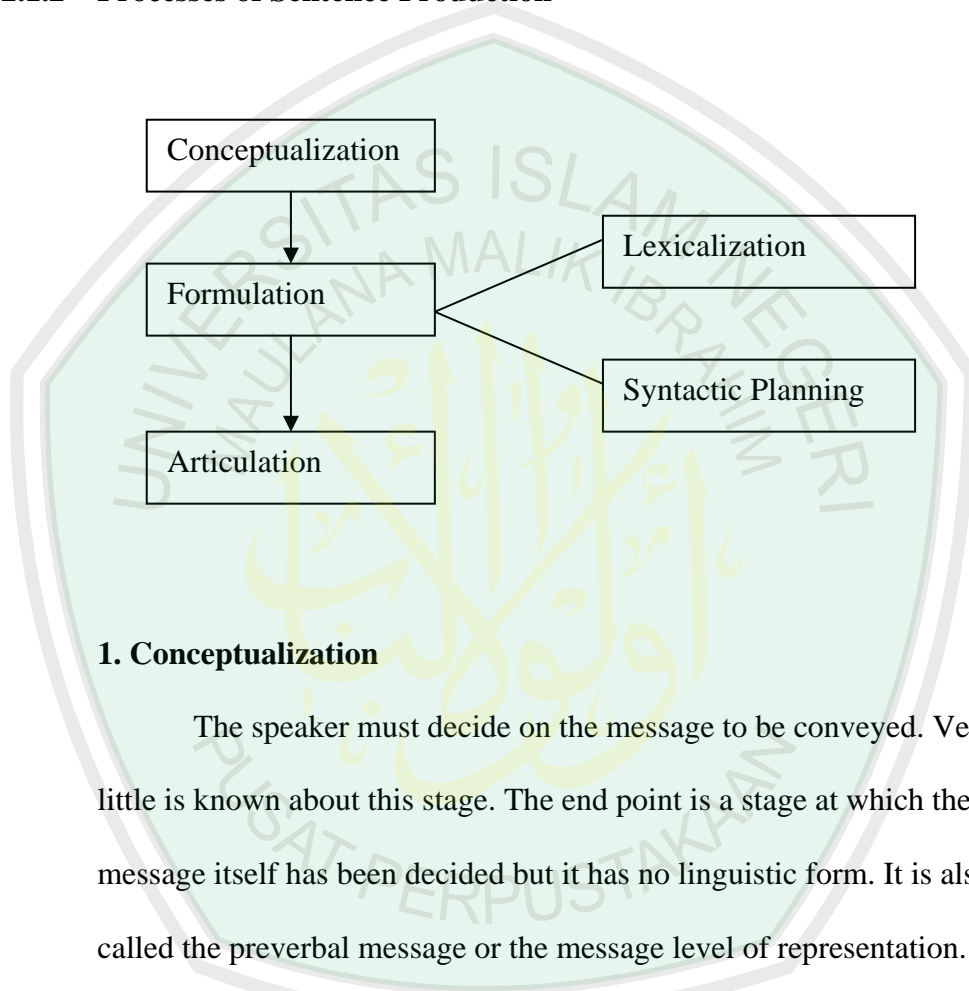
Study about sentence production is very excellent. That is because the storage space of the brain is finite. This means that it cannot store the infinite number of sentences that we may ever need to produce. From this, it follows that we must somehow construct sentences from smaller parts or units before we are able to say them. The main issues then concern the processes by which units come to be selected and then combined in a particular order.

(<http://psych.rice.edu/mmtbn/language/sentProd/sentProduction.html>).

Many researchers interested in the production of complete sentences have often turned to speech disfluencies to unravel the processes of production. In particular, they have examined the most ubiquitous of all the disfluencies, the pauses or hesitations that occur between linguistic units of an utterance. Most of us, when speaking, interject segments such

as 'uh' or periods of silence, between the major content units of our utterances. (Carrol, 1985:268).

2.1.2 Processes of Sentence Production



1. Conceptualization

The speaker must decide on the message to be conveyed. Very little is known about this stage. The end point is a stage at which the message itself has been decided but it has no linguistic form. It is also called the preverbal message or the message level of representation. This stage is often represented by a thought bubble.

2. Formulation

The speakers must convert their message into a linguistic form.

This stage involves:

- a. Lexicalization: selecting the appropriate word.

b. Syntactic planning: putting the words in the right order and adding grammatical elements.

3. Articulation/Execution

The speaker must plan the motor movement needed to convey the message.

(<http://psych.rise.edu./mmtbn/language/sentProd/sentProduction.html>)

2.1.3 Models of Sentence Production

Two types of models of sentence production can be distinguished: top-down serial models and interactive parallel models. In the top-down serial production model, a single message is selected and then is translated into an output consisting of a string of sounds ready for articulation; the translation is done through three or four levels, one level at a time from top to bottom, as follows (Harley 1984, who based on Clark & Clark 1977, Fromkin 1971, Garret 1980, and Taylor 1990).

1. Message selection
2. Construction of a syntactic frame with word slots and prosody (rhythm, tempo, and melody; or stress, timing, pitch, and intonation).
3. Content word selection (phonological form).
4. Affix and function word formation.
5. Phonetic segment specification.
6. Instruction to articulators.

2.2 Hesitation

2.2.1 Definition of Hesitation

Talking about definition of hesitation, linguistic performance cannot be sufficiently described as the application of linguistic rules of units to speech behavior. During the speech process phenomena occur which have no direct function according to linguistic rules. Actual speech comprises incomplete sentences, false starts, interruptions of speech fluency such as pauses, hesitation sounds, repetitions, and stutters. Such phenomena are often referred to as “hesitation features” or “hesitation phenomena”. (Tracer, 1958 in [http://solific.ling.sophia.ac.jp/SL/o1%20\(1975\)/02Helfirich00.html](http://solific.ling.sophia.ac.jp/SL/o1%20(1975)/02Helfirich00.html)).

According to Susen Rabold from Filled Pause Research Centre (FPRC) who has research about filled pause in 12th August 2002, hesitation is said while fluid speech is usually considered advantageous in spontaneous human communication. Human speech, here, she means speech that is not prepared or spontaneous speech, and the discourse is being organized ‘on the fly’, is punctuated with and interrupted by a wide variety of seemingly meaningless words like *uh, um, well, like, you know*. (<http://www.bas.uni-muenchen.de/forschung/SmartKom/Konengl?engltrans/node42.html>).

Martin 1970 (in Fodor, 1974:420) proposed that not all pauses in the stream of speech are hesitations, nor are all hesitation makes by pauses. For example, people frequently use stock phrases like “you know”,

“I mean”, “it seems to me”, etc to but time while formulating their message and it is usually the case that the vowel preceding a hesitation pause is lengthened, possibly for the same reason. Quite often this lengthening is the principal acoustic analog of what is perceived as a hesitation pause. Conversely, many pauses that are acoustically indistinguishable from hesitations may be phonetically or syntactically conditioned and have nothing to do with sentence planning. In short, it is clear why hesitations have been of interest to psychologist because they have face validity as indicants of sentence-planning activity. It is also clear that the most obvious and frequently employed experimental technique for indexing hesitations has at best only rough construct validity.

Perhaps the earliest serious suggestion about the way pauses are distributed is speech derives from Lounsbury 1954 (in Fodor, 1974:420). The suggestion is that hesitations occur at points of high statistical uncertainty in the speech stream, where uncertainty is assessed by determining transitional probabilities from word to word. There are two hypotheses implicit in this proposal: first those words are the primary planning units in the integration of sentences. Second, that the speaker’s subjective uncertainty about what he is going to say mirrors the statistical uncertainties characteristic of his language. It is, to put it mildly, not self-evident that either of these suppositions is true.

The most frequently cited evidence that lexical uncertainty is the chief determinant of the distribution of hesitations derives from a study by

Goldman-Eisler 1958 (In Fodor, 1974:421). They selected a set of twelve sentences from a large sample of spontaneous speech. By employing the Shannon guessing-game technique, they determined the predictability of each of the content words in these sentences, given the rest of the sentence as context. They then compared this assessment of uncertainty with the distribution of pauses in the original sample. Goldman-Eisler's major finding was that hesitations in their corpus occurred significantly more frequently before high-uncertainty lexical items than before low-uncertainty items. Goldman-Eisler's second finding appears to support the view that hesitation is primarily a function of lexical uncertainty and suggests that the integration of the sentence is word by word. However, there are some problems with Goldman-Eisler's experiment. The problems are the sample of sentences used was very small and hardly representative of normal spontaneous speech, the criterion adopted for the occurrence of a hesitation confounded juncture pauses and respiration pauses with true hesitations, and the statistical significance of Goldman-Eisler's findings is sensitive to her decision to exclude from treatment all lexical items so it is hard to see what justifies such a decision.

In contrast to the small samples typically used by Goldman-Eisler's, Maclay and Osgood in 1959 analyzed 50,000 words of spontaneous speech.

([http://solific.ling.sophia.ac.jp/SL/01%20\(1975\)/02Helfirich00.html](http://solific.ling.sophia.ac.jp/SL/01%20(1975)/02Helfirich00.html)).

Moreover, in their study, only cases which independent judges took to be

clearly hesitations (rather than junctural pauses or pauses for effect) were included in the analysis. Maclay and Osgood argued that since content words are much less predictable than function words, hesitation should precede content words more often than they precede function words.

Maclay and Osgood counted not only hesitations but also false starts and repeated items. Maclay and Osgood also showed that it is these pauses that distinguish fast from slow speakers. Fast speakers are fluent because they do not hesitate much, and slow speakers are not as fluent because they hesitate a great deal.

2.2.2 Reasons for Hesitations

According to Carrol, 1985:268, there are some reasons why hesitations happened with us. First, we sometimes pause because they must “come up for air”. Speech is produced as we expel air from the lungs, and we must pause occasionally to inhale before continuing.

Second, we sometimes pause for pragmatic reasons. The purpose of most speech is to communicate information to a listener and if he or she is temporally 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.

Third, 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, then uttered. Perhaps this would work for extremely short or common sentences, but must require planning as we articulate them: decisions about the proper word or sentence structure, for example. Although the first two considerations are important matters to which we will return shortly, the matter of linguistic planning will occupy our attention first.

2.2.3 Three Hesitation Points

What all this evidence suggests is that there are three major points at which speakers are liable to stop for planning:

1. Grammatical junctures. This is the logical place to stop to plan the skeleton and first constituent of the upcoming sentence. Pauses at these junctures tend to be long and frequent (the nice//girl).
2. Other constituent boundaries. Within sentences these boundaries are the appropriate place to stop to plan details of the major constituent precisely what noun phrase, verb phrase, prepositional phrase or adverbial phrase is to fit next into the sentence skeleton. This stopping place is typically marked by a filled pause (I'm...you know...cute).

3. Before the first content word within a constituent. This is a point after speakers have committed themselves to the syntactic form of the constituent being executed, but before they have planned the precise words to fill it out. This is stopping place, like the previous kind, gives speakers time to plan the very next major constituent. It is typically marked by a silent pause (*the // dirty cups*) or by a repeat of the beginning of the constituent (*the / the dirty cups*). (Clark, 1977:267-168).

2.2.4 Types of Hesitation

The commonest types of hesitations are listed below:

1. False Starts (Unretraced).

False starts (unretraced) are all incomplete or self-interrupted utterances. In the other words, false starts are corrections of a word. When the speakers make utterances, they make a mistake words. After they have hesitate for a while, they make corrections of a word but they do not repeat of one or more words before the corrected word. It is generally followed a pause which may then be followed be a new utterance or a complete stop in the conversation.

(<http://www.gpwu.ac.jp/~rose/fpcr/Definition.htm>).

For example:

- “You said, uh...they said about this issue”

2. Repeats.

Repeats are repetitions of one or more words in a row. In the case of repetition, the speaker repeats some parts of the utterance. This can have an effect similar to a stutter, in which one word or sound is repeated:

- “(H-he-he’s) he’s really out of line, or at least that’s what I told”

Or it can involve the repetition of more than one word:

- “(The thing) the thing I wanted to cover with you is”

Repetitions may be accompanied by an explicit editing term:

- “(After the) *um* after the third paragraph, what did it say next?”

In cases of repetition, removal of the repeated material does not alter the meaning of the utterance.

(<http://72.14.235.104/search?q=cache:IUJeLU8hKYJ>).

3. Restarts.

In the case of restarts, a speaker abandons an utterance or constituent, and neither corrects it nor repeats it partially or wholly, but instead just starts over entirely. The original portion of the utterance is often followed by a noticeable pause and may be accompanied by other prosodic features. Restarts occur when a speaker begins an utterance and then restarts the utterance (there may or may not be a pause before the restarts).

(<http://www.gpwu.ac.jp/~rose/fprc/Definition.htm>).

For example:

- “Where do you go...uh- where do you go?”

4. Pauses.

Pauses seem to be the most studied of the hesitation. Pauses are often happened on the speakers when they speak in their conversation. Pauses are most likely to occur between phrases or near the start of phrases. (Maclay H & Osgood C.E in their book “Hesitation Phenomena in spontaneous English speech” in <http://citeseer.ist.psu.edu/context/324896/0>).

Pauses are happened commonly when the speaker is hesitation. Exception if those utterances have memorized before, or those utterances have prepared well, usually 30-50% utterances are signed by pauses. For example: an actress or actors have memorized the scripts and exercised a certain dialog, there will be more pauses (Dardjowidjojo, 2003:144).

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

a. Filled Pauses

Filled pauses are non-lexemes (non-words) that speakers employ to indicate hesitation or to maintain control of a conversation while thinking of what to say next. In spontaneous speech filled pauses

are defined as pauses that are filled with vocalization. Filled pauses do not add any new information to the conversation (other than to indicate the speaker's hesitation) and they do not alter the meaning of what is uttered.

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

Filled pauses can be further categorized as:

- Unlexicalized; filled with some non-verbal utterance like *uh* or *uhm*.

For example:

‘Turn off, uh.. the television please’

- Lexicalized; filled with such phrases like *as well...*, *like...*, *you know...*

For example:

‘‘That boy is very... you know ... handsome’’

(Clark, 1977:263).

b. Silent Pauses (Unfilled Pauses)

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

For example:

- “I will do my exam // tomorrow”

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

(<http://www.gpwu.ac.jp/~rose/fprc/Definition.htm>)

5. Word Lengthening

Distinguishable from a filled pause-and not to be confused with a filled pause either- a lengthening occurs during a word, not a pause, such as the lengthening of the ‘e’ sound in the word “well” in this example: w-e-e-e-ll. In this example, the ‘e’ sound is vocalized as one continuous sound that simply extends for a longer period of time.

The lengthening well usually happen at the end of word, but may occur anywhere within a word. For example, a speaker may say

the word 'the' and rather than it being a short, curt, 'normal' sound, the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing.

For example:

“Have you ever been to the—uh... visit the temple?”

<http://www.gpwu.ac.jp/~rose/fprc/Definition.htm>

2.3 The Profile of MAS FM Radio

2.3.1 Functions of Radio

Radio is one of mass communication media. All of the media have a certain function although nearly the same. Stokkink in Hidayah (2005) describes the functions of radio as follows:

1. Radio is a media of imagination

Radio is one of the forms of mass media. Its potency to communicate is great. Every home, every village, town and state are at broadcast reach. Because it is a friend, therefore the broadcasters have to be friendly and they must be able to know the listener's condition.

2. Radio is a media of entertainment

Radio has comfortable characteristics and stimulates its listeners, by giving fun, nostalgia, suspense or anxiety. A broadcaster should be humorous and can make a good message in his or her presentation.

Radio gives a freedom to its listeners to do another thing at the same time; the program is more to be a friend in an activity.

3. Radio is newspaper

Radio effects news report, radio is easy to adopt and presents live broadcast. It is not necessary for film process and the printing process.

Radio accelerates spread of information until everybody knows the same event news, the same political idea, the same declaration or threat. If knowledge is power, radio gives us all without caring whether we are authorized or not.

4. Radio is a teacher

As educational media, radio educates people through concepts and facts. From the description of dramatic event, to look for the consideration of actual politic radio is able to present all conversation piece.

2.3.2 The History of MAS FM

The development of PT MITRA ADI SWARA (MAS FM) radio starts from 1968. On April 12th, 1968, at Jl. Dr. Sucipto No. 16 Malang, PT. Radio Suara Immanuel, known as Gospel Gerejawi, using AM Radio frequency, was established. This information and entertainment company always improves its existence through structuring and management system. Then, PT. Radio Suara Immanuel which formerly used 1080 AM, finally moved into 107,2 FM.

It took place on August 8th, 1994 at 8.08 AM when PT. Radio Swara Immanuel changed their company name into PT. Radio Adi Swara

(MAS FM). MAS FM Radio never changes its programs since the name was changed from the previous company's name. It always presents information combined with musical programs such as *Pop, Rock, Slow Rock, Jazz, Blues, and Oldies* from Western and Indonesia, with a slogan *Hangat dan Bersahabat* (Warm and Familiar).

Mitra Adi Swara is the combination of three words which each word has its own meaning:

- Mitra means Friend, Partner, Fellow
- Adi means Highly Valued, Superior
- Swara means Voice, Sound

These describe that the radio, through voice will be highly valued media and close friend for listeners or customers.

Radio MAS FM is a family based company and managed in incorporated value. With creativity, this radio is considered as business industry where most of MAS FM staffs have mastered broadcasting field, so that the broadcasting production works properly.

With an expression "Sell Anything You can Sell", PT. Radio MAS FM always tries to get information supporting its business by doing researches and surveys. In 1996, MAS FM got the result from the survey showing that dangdut music in Malang is a potential income. It is one of the rivalry points in broadcasting considering that there was no broadcasting program, which has 100% dangdut music. Then, in 1996, MAS FM Radio decided to broadcast their 100% dangdut music program.

When the country had monetary crisis, and the survey showed that dangdut was no longer a promising income, then, starting from August 8th, 2000, dangdut musical program was no longer broadcasted in MAS FM. It was replaced by the program which provided information, under its own philosophy that was “Hangat dan Bersahabat”, meaning that the information provided consisted of hot news, and the music provided acceptable. This program is still broadcasted until now and MAS FM always tries to find any innovations that can make it as a qualified radio station.

2.3.3 Vision, Mission, and Purposes

The vision, mission and purposes of MAS FM are as follows:

- a. The vision of MAS FM is to educate the society by serving some news, information and entertainment.
- b. The mission of MAS FM is to unite human resource and tool resource professionally to be the radio broadcasting station that is needed by the society with its motto “Hangat dan Bersahabat”.
- c. The purposes of MAS FM are as follows:
 - To develop and progress human professionalism of MAS Fm Radio broadcasting and the listener’s potency in society.

- To cover MAS FM listeners as many as possible and broadcast the program as far as possible.
- To be the broadcasting institute, which is looked for by some components to promote its products whether manufacture or non-manufacture to get the income.

2.3.4 Interactive Program of “Groovy Chat”

The listener's requirement of English media since August 2001, MAS FM Radio makes one kind of interactive program called English Chatting. English Chatting have time to broadcast from 7 pm until 8 pm and 8 pm until 9 pm but in this time English Chatting change broadcast at 8 pm until 9 pm. First Host which guides this event is Saraswati and Erwin Widodo. In the early 2002, the host is replaced by Indra Goddess and Heidi Adelin. In this year English Chatting program for the first time make a program in the form English talk show with speaker of speaker native of America and English.

In the 2003 English Chatting changed into Express in English with the same concept. Change of name happened because deal with overall of youngster program in MAS FM that is Expression Program. In this year Express in English also make English talk show with different theme but attended by speaker native of America and doctor of psychology.

In September 2005, English program again perform in some event that is English Camp. This is the first form of English community in MAS

FM Radio. This called MAS FM English Community (MEC). MEC become the place to meet with English community in English program to be more improving English-speaking ability and have socialization.

At September 2006 name of English program have changed along growth of MAS FM Radio become Groovy Chat until now. English Camp is performed with listener response which is big enough to be. In the future can make innovation programs and talk show with a glorious performed to be more "English world" in Malang.

"Groovy Chat" program is one of the programs in MAS FM radio station by using English. It is an interactive program by using English. It is an interesting program, because this program is guided by the broadcaster who is able to speak English well. In addition, the broadcaster gives certain topics in everyday presentations and sometimes presents the guest to let the listeners argue or propose their opinions about those topics through telephone calls. In addition, the broadcaster gives chances to the listeners to share or solve the problems, reads poems or diaries, or expresses feeling to someone by using English.

All of English program in MAS FM Radio has purpose for education. English as international language, just remain become scary for people which wish studying it. With existence of this program in MAS FM Radio wish to offer concept learn and fun and attractive. We want to be a partner of learning in conversation, which difficult to get.

2.4 Previous Study

Atik Husnawati (2007), student of English Department in The State University of Malang, in her thesis entitled *Hesitation Phenomena Happened on Ahmed Deedats Debates with Christian Missionaries*, has observed about hesitation phenomena. She found the common factors that influences hesitation phenomena on Deedat are confused to choose the next utterance to be executed, forget the next utterance so Deedat need to remind or think first, and he often talk in a rush so he ever got stutter. It is normal because Deedat delivering debate speech in front of many audiences and as a master of debater, Deedat must give informative and suitable utterance to his challenger and to the audiences. Deedat must deliver the speech with the good language.

She used a qualitative research as its method of analyzing and collecting the data. She was designed in descriptive qualitative research because the purpose of her research is to describe about hesitation in Ahmed Deedat's debates with Christian Missionaries. So her research gave description the kinds of hesitation in Ahmed Deedat's debates with Christian Missionaries and the reasons of hesitation in Ahmed Deedat's debates with Christian Missionaries. These descriptions were related to the objectives of this study.

Lynne Hansen, Junko Tsuyakama, and Ryan Ottley (2000) from Brigham Young University, Hawaii have observed about hesitation phenomena in L2 Japanese attrition. They observe reports on a cross-sectional study of hesitation phenomena and laughter in the L2 Japanese of adult learners and attriters. The learners were Americans in Japan over a two years period, the attriters were

returnees back in United States for times ranging from one to forty years, and a control group was to examine, both quantitatively and in terms of function in the discourse, the development of pause behavior and laughter in second language progression and regression.

Following up on earlier analyses of hesitation phenomena in narratives, they focus on silent pause and fillers, both of Japanese and English, in Japanese story. The pauses are quantified, timed, and categorized according to target language adequacy of the immediately following discourse. Laughter, a seemingly invisible yet ubiquitous feature of oral communication is also quantified, and categorized according to apparent communicative function. Finally, attrition rate, as revealed in the hesitation variables examined, is related to personal and social variables which may affect language maintenance.

Fern L Johnson and Leslie K Davis (2000) also have observed about hesitation phenomena in the language of family conversations across three conversational styles in three formats of television Programming in the USA. The research investigated the nature and frequency of hesitation phenomena in speech as presented within content segments featuring interaction among family members on three modes of television programming: documentary, prime time, and soap opera. A sample of videotape recordings for each program format was content analyzed by noting repetitions, false starts, filled pause, and unfilled pauses of at least 5 seconds duration. In addition, each conversational segment was categorized according to style (casual, personal, or intimate), and the placement of all pauses was determined as either grammatical or ungrammatical.

Analyses revealed that: (1) hesitation phenomena occur least frequently within the prime time format and depending on particular measure, most frequently in either documentary or soap opera segments of conversation; (2) for most measure, hesitations occur most frequently in conversations of intimate style conversations is with one exception, greatest in the documentary format with prime time segments consistently in the lowest position; (3) for all pausal phenomena, 34% are ungrammatical in the documentary format, 22% are ungrammatical in the prime time format, and 30% are ungrammatical in the soap opera format. The major conclusion of the research is that conversational realism may be perceived variously by viewers attending to different formats of television programming and that perceived content reality may be affected by formal aspects of speech behavior.

<http://w2.byuh.edu/academics/lang/attritionbiblio/symposia/jalt2000.htm>

Therefore, the researcher conducted a research about hesitation in the interactive program of Groovy Chat in MAS FM Radio. She saw the researcher before had already observed about hesitation phenomena but they had different object and different method. The previous researcher also only focuses on many kinds of hesitation phenomena, like pause, repeats, and false starts. In this research focused on five kinds of hesitation. They are false starts, repeats, restarts, pauses and word lengthening.

CHAPTER III

RESEARCH METHOD

This chapter presents and discusses the research method which includes research design, data source, research instrument, data collection, and data analysis.

3.1 Research Design

There are two kinds of research method; quantitative and qualitative research. Miles (1994:15) states that qualitative data, usually in the form of words rather than numbers, have always been the staple of some fields in the social sciences, notably anthropology, history, and political science. In the past decade, however, more researchers in basic disciplines and applied fields, one of them is linguistics, have shifted to a more qualitative paradigm. Qualitative research attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on (Ary, 2002:45)

In this research, the researcher used qualitative method. Therefore, this research used a qualitative research as its method of analyzing and collecting the data. This research was designed is descriptive qualitative research because the purpose of this research is to describe about hesitation found in the interactive program of groovy chat in MAS FM Radio. So this research gave description about kinds of hesitation in the interactive program of groovy chat in MAS FM

and how hesitation expressed in the interactive program of groovy chat in MAS FM Radio. These descriptions were related to the objectives of this study.

3.2 Data Source

The data source of this study was utterances that were supposed to be hesitation in the interactive program of groovy chat in MAS FM Radio. The data are taken by recording the radio in interactive program of groovy chat in MAS FM.

3.3 Research Instrument

The main instrument of this study is the researcher herself. In qualitative studies, the human investigator is the primary instrument for gathering and analyzing the data. Lincoln and Guba (in Ary, 2002:424) states human as instrument and emphasize the unique role that qualitative researchers play in their inquiry, because qualitative research studies human experiences and situations, researchers need an instrument flexible enough to capture the complexity of the human experiences. They believed those only human instruments are capable of this task.

The researcher tried to find out the answer of the problems of the study by conducting some ways of data collection. The researcher observed the interactive program of groovy chat in MAS FM Radio by recording the interactive program in the Compact disk (CD). And she listened for some utterances that are related to the problems of the study.

In addition, taking note is also needed in this study because it helps the researcher to transcribe the data. In conducting and arranging the thesis, the researcher found and collected some literatures or references on hesitation.

3.4 Data Collection

To get the original and valid data, the researcher used the following steps: first, the researcher chooses the interactive program of groovy chat in MAS FM Radio. Second, the researcher observed the data by listening to the interactive program of groovy chat in the radio and takes recorded of this program in to Compact Disk (CD); besides the researcher takes some notes. Finally, the researcher arranged the data which are appropriate with the problems of the study.

3.5 Data Analysis

To analyze the collected data, the researcher uses descriptive techniques. Arikunto (1998:213) states that descriptive qualitative techniques are used to describe the situational phenomena status by words or sentences, which are separated according to its category to get conclusion.

After collecting data, the researcher analyzed the data by using the following steps: firstly, the researcher presented the data which show hesitation taken from the interactive program of groovy chat in MAS Fm Radio. Secondly, the researcher identified the data which refers to five kinds of hesitation. Thirdly, the researcher arranged the data based on five types of hesitation. Fourth, the researcher described and discussed the findings related to be objectives of the

study. Finally, the researcher makes general conclusion by relating to the theory and research finding about the hesitation in the interactive program of groovy chat in MAS FM Radio.



CHAPTER IV

FINDING AND DISCUSSION

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

4.1 Data Presentation and Analysis

The data were taken from 4 episodes of the interactive program of groovy chat in MAS FM in which hesitation were found. Those data are presented one by one based on the time sequence at which the speech was delivered. The data are analyzed as follows:

Data 1 **Monday, (5th March 2007)**

This happened on March 5th, 2007. Here, MAS FM invited the broadcast challenge 2007; his name is Ganda from Muhammadiyah University. Some symbols are used to help the reader easily understand the analysis, namely V (Anton Vincent), G (Ganda), and C (Caller).

V : MAS FM 104.5 good evening everybody. It's me Vincent back to you in this lovely evening. **An---d** why now this evening should beginning with the first nominator challenge broadcast 2007? We want to **choose this guy/choose this guy**, we have a new friend. His name is Ganda. Good evening Ganda.

G : Hello Mr. Vincent.

V : Just call me Vincent. OK! Time after time is our opening song. This is an old song. And lovely talking about time management, so what you do this about? Wait minute, give great to everybody.

G : Here me Ganda from Universitas Muhammadiyah Malang. Actually like Vincent announce me that I'm one of nominator challenge broadcast 2007. Please all of listener try to be listening this kind program.

V : **An---d//and we have a topic** for this evening.

G : Yes correctly. The topic is about time management. I've a unique experience. I've a lot activity, like as collage, student, and with owner conversion. I usually using my phone, my agenda, so significantly help you to remind your arrange time schedule of whole day. Sometime my mom reminds me, 'you have to go, you have to go Ganda'. Whose or what to manage, remind, to control your time all the day?

V : Everybody please come to 353637 or 081555777874. Good evening, who's speaking?

C1: Good evening. Oh you don't remember my name?

V : OK Fatih. I've a new friend here. He is Ganda.

C1: **Please introduce//to me one by one.**

V : This is about Broadcast nominees. The first nominator is Ganda.

C1: **Ganda right/Ganda right**, please introduce to e one by one.

V : Ganda doesn't mean. Ganda is only one. Ganda in Javanese means smell. **Fatih/Fatih** let's we discuss the topic. **I want you to know/we will want to know** what control you and what managing your time?

C1: **My own ti---me but (stop). My schedule/activity schedule** about my lecture, think **yah** related university of course **I will writing/done on my note**. Activity **yah** out of that put in my phone.

V : You use your phone.

C1: But usually related with ILS (Ganda always reminds me).

G : You called some institution. Oh common.

V : Fatih, **let/let** me know. **How/how** to manage your time if you don't have any guided cellular? You don't have any book or what.

C1: It's very difficult to answer. **Actually/actually** I usually if I just **write//at it yah** on my note and on my kind of paper. **I usually/usually** that I can forget that and easily to forget about that of course I will common out to reminds me.

G : How many time everyday that you usually opening your book to remind you about what you do next or **afte---r (stop)**

How many times everyday you open your book again, we're reminding you that I have still had one schedule next or whatever.

C1: **eeee I thi---nk yah** first of all if I have something to do and I know this schedule is very important for me of course I will try open **i---t** more open. And usually if I already remember about **tha----t** usually the main thing that make me confuse I don't know what to do, **bu---t oh...yah..., as wi---ll yah** ok that lateral **yah** because I don't know nothing.

V : You don't know nothing? You can dial to 353637. You know something man.

G : This is one of your schedule today.

V : It should be to describe.

C1: **Wait/wait** the minute. And actually I didn't any **yah** I didn't make any note at all. I didn't put in my phone. **I---/I** don't know why? Yeah cause a few minute ago I remember.

V : **Is/is** this guy which is making you step up of this competition?

C1: **No//common//actually---** no, we are as the team.
V : OK! Actually we have a short time. We wait the next caller.
C1: Can I give my best regard?
V : Of course.
C1: To Mr. Andi a lovely listener. To Ganda, I hope that you will pass **the--- yah** I can say that you can become first winner.
V : Talking about managing the time. You told me that your mom reminds you. So I just want to **know//did you have any//special//may special girlfriend?**
G : I have a lot of girlfriend. No, I am casual. My mother always reminds me to go school. I have serious problem to wake up earlier in the morning. So my mom goes to my bedroom.
V : Do you like to sleep late in night?
G : Yes, **eeee** lately **I/I** sleep about 11 – 12 pm.
V : We get the next caller. Hello, who's speaking?
C2: Hello Vincent. Before I answer the question, I want to know how you are doing.
V : We are great in here, wonderful tonight.
C2: Your English is very good, Ganda.
G : Thank you very much. How you manage your time?
C2: Well, I try to memorize everything, not making note but putting up in my brain.
V : Should you quite a mobile person? When you were the child, how's the way your mother woke you? **How's your way/mother of you to wake you up?**
C2: Since childhood, I lived separately **eeee** special **eeee** another building from a main building. My mom has nine children, so I woke up alone.
G : Oh nice. Thank you, Mr. Andi.
V : Who is the next caller? Hello, who's speaking?
C3: I'm Curly.
G : Curly, how actually you can manage your daily activity? Whose help you?
C3: Ok. **Whose---//ok. That is** my agenda really help me. I have two agenda.
V : You have two agenda? First for what and second for what?
C3: I don't bring my agenda now.
G : What is actually relating that you need agenda to help you manage your activity?
C3: **My experience eeee/my activity** is guiding **eeee** hard and be worse. **I need eeee/I need eeee reading eeee/manage my ti---me** I have to work, I have to study.
V : Thank you Curly. We have the next caller. Hello, who's speaking?
C4: Amelia
V : How you manage your time? Whose help you to do that?
C4: I arrange my schedule by myself. Basically the most important is my activity clearly manages, **you know**, some like job, some like that.

G : Thank you Curly, bye.

V : Hello, who's speaking?

C5: My mane is Ida.

G : The topic is time management. Whose help you to manage your daily activity?

C5: I use my telephone, using my date calendar and write everything what I will to do. If I am in home I use my date calendar. If I go out I use my phone.

G : Thank you to join me in this program.

V : Thank you to everybody whose join in this program. Thank you Ganda for join me. Bye.

G : OK. Thank you. Bye.

There are so many hesitations that are found in this interactive. The first hesitation is found in the utterance “**A---nd** why now this evening should beginning with the first nominator challenge broadcast 2007”. The word “**An---d**” can be categorized as word lengthening because a sound that simply extends for a longer period of time. This hesitation happened because the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing.

The next hesitation occurs at the utterance “We want to **choose this guy/choose this guy**”. The utterance “**choose this guy/choose this guy**” can be categorized as repetition because the speaker repeats some parts of the utterance in a row.

Another hesitation in this interactive is “**An---d//and we have a topic** for this evening”. In this utterance there are three types of hesitation in the one sentence. The first is word lengthening. The speaker said the vowel ‘**A**’ longer for a period time. It happened because the speaker looked think first to give communicative information to the listeners. Perhaps he made it in order to avoid

the silent hesitate. But in fact he still made the silent pause when he would like to continue his utterance. We can see the silent pause between word **'And'** and **'and'**. It happened because the speaker was taking breath. And the third is repetition, because the speaker repeats the word **'and'** in a row.

"Please introduce//to me one by one". In this utterance, hesitation is also found, that is silent pause; there is no speech between **'introduce'** and **'to'**. It was because the speaker hesitated to say it because the speaker intended to say **'Please introduce to me one by one'**.

"Ganda right, Ganda right". This kind of utterance is classified as restart. It happened because the speaker will made the utterance still complete, not separated.

Another hesitation is in the utterance **"Fatih/Fatih let's we discuss the topic"**. The speaker repeats the word **'Fatih'** in a row. It happened because the speaker confused and think first to say the next word.

"I want you to know/we will want to know what control you and what managing your time". At first, the speaker said **'I want you to know'**, so he corrected by producing the word **'we will want to know'** directly. Such kind of hesitation is called false start (unretraced). It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before.

"My own ti---me but (stop). My schedule/activity schedule about my lecture, think yah related university of course I will writing/done on my note". There are so many hesitations in one sentence. He made hesitation in the **'ti---**

me'. He said the vowel **'i'** longer than the other. The speaker spoke confused in that utterance and suddenly he stopped whereas his utterance did not finish. After hesitation happed he continues by his utterance **'but'**.

The utterance **"My schedule/activity schedule** about my lecture, think **yah** related university of course **I will writing/done on my note"**. At first, the speaker said **'My schedule'**, so he corrected by producing the word **'activity schedule'** directly. Such kind of hesitation is called false start (unretraced). It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before. The word **'yah'** can be categorized as unlexicalized filled pause. The utterance **'I will writing/done on my note'**, can be categorized as unretraced false start, there is no repetition of words before the corrected word. It is regarded as hesitation because realizing that he made, he directly corrected the word.

The utterance **"Activity yah** out of that put in my phone". The word **'yah'** can be categorized as unlexicalized. It happened because the speaker forgot what he wanted to say so while managing to remember what would like to say the speaker said **'yah'**.

The sentence **"Fatih, let/let** me know", it can be categorized as repetition because there is no lost word in arrow. The sentence **"How/how** to manage your time if you don't have any guided cellular?" is also can be supposed to be hesitation specifically repetition, because in this case, the speaker forgot the next utterance to say then he decided to repeat her first sentence.

“**Actually/actually** I usually if I just **write//at it yah** on my note and on my kind of paper”. In this utterance there are three types of hesitation in one sentence. At the first is repetition. The speaker repeats the word ‘**actually**’ in a row. And then we can see silent pause between the word ‘**write**’ and ‘**at it**’. This hesitation happened because he was confused to choose the right word to be uttered. After silent pause happened he said ‘**yah**’, so in this utterance he made hesitation, especially unlexicalized filled pause. In here, he spoke fastly in that utterance and think first the utterance that he would like to utter. The utterance “I **usually/usually** that I can forget that...” is classified as repeat.

“.... what you do next or **afte---r (stop)**. How many times....” The speaker said the vowel ‘**E**’ longer for period time, it is the type of hesitation specifically word lengthening. The speaker spoke fastly in that utterance and suddenly he stopped whereas his utterance did not finish. He did not continue his utterance and he made another question.

“**eeee I thi---nk yah** first of all if I have something....”. There are so many hesitations. At first, the utterance ‘**eeee**’, such kind of hesitation is called unlexicalized filled pause. After hesitation happened he continues by his utterance ‘**I thi---nk**’. So in this utterance the speaker made hesitation, especially word lengthening because the speaker said vowel ‘**I**’ longer for period time. And then the utterance ‘**yah**’ can be categorized as unlexicalized filled pause. It happened because the speaker still confused to choose the right utterance to make a sentence. “I will try open **i---t** more open”. The utterance is the continuing from the first utterance. The utterance ‘**i---t**’, such kind of hesitation is called word

lengthening. It happened because the speaker still confused to choose the right utterance.

“.... I already remember about **tha---t** usually the main thing....” In this utterance the speaker made hesitation, especially word lengthening because the speaker said vowel ‘**a**’ longer for period time.

“...., **bu---t oh...yah..., as wi---ll yah** ok that lateral **yah** because I don’t know nothing”. This utterance is the continuing from the first utterance. The utterance ‘**bu---t**’ can be categorized as word lengthening because the speaker said vowel ‘**u**’ longer for period time. But actually the speaker could not avoid hesitate although he made word lengthening. We can see the utterance ‘**oh...yah...**’ can be categorized as unlexicalized filled pause. Actually the speaker would like to say something, but he confused what he would to say, and he made another utterance. The utterance ‘**wi---ll**’ is word lengthening. Then the speaker made hesitation in his utterance ‘**yah**’, it is unlexicalized filled pause. Actually the speaker would like to say something. But because the speaker still confused what he would to say, so he stopped his word and before he made next utterance, he made unlexicalized filled pause again, ‘**yah**’. After he said ‘**yah**’ he continued his utterance. It happened because the speaker looked so confused to continue his word, so he made many hesitations in one sentence.

“**Wait/wait** the minute. And actually I didn’t any **yah** I didn’t make any note at all. I didn’t put in my phone. **I---/I** don’t know why?” The utterance ‘**wait/wait**’ can be categorized as repetition. The utterance ‘**yah**’ can be categorized as unlexicalized filled pause. The utterance ‘**I---/I**’ there are two types

of hesitations. The first is **'I---****'can** be categorized as word lengthening because the speaker said vowel **'I'** longer for period time. And the second is repetition because the speaker repeats the utterance **'I'** in a row.

"Is/is this guy which is making you step up of this competition?" This utterance can be categorized as repetition because the speaker repeats the utterance **'is'** in a row. It happened because the speaker confused and think first to say the next word.

The utterance **"No//common//actually---** **no**, we are as the team." There are so many hesitations. There are silent pause happened twice, the first is between the word **'No'** and **'common'**, the second is between the word **'common'** and **'actually'**. But actually the speaker could not avoid hesitate although he made silent pause. We can see the utterance **'actually---****'can** be categorized as word lengthening, because the speaker said **'y'** longer for period. It happened because the speaker confused and think first to say the next word.

"I hope that you will pass **the---** **yah** I can say that you can become first winner." The utterance **'the---****'can** be categorized as word lengthening because the speaker said vowel **'e'** for period. The utterance **'yah'** can be categorized as unlexicalized filled pause. The speaker spoke fastly in that utterance and suddenly he stopped whereas his utterance did not finish. He did not continue his utterance and he made another utterance.

"I just want to **know//did you have any//special//may special girlfriend?**" In this utterance there are so many silent pauses. We can see silent pause between utterance **'know'** and **'did you'**, and between **'any'** and **'special,**

and between **'special'** and **'may'**. It happened because the speaker made a question which was a personal question, so the speaker confused to make a good question with a good word. The speaker wanted to say **'I just want to know, did you have any special girl friend?'**

"Yes, **eeee** lately **I/I** sleep about 11 – 12 pm." The utterance **'eeee'** can be categorized as unlexicalized filled pause. The utterance **'I/I'** can be categorized as repetition because the speaker repeats the utterance **'I'** in a row. It happened because the speaker confused to say the next word.

"How's your way/mother of you to wake you up?" At first, the speaker said **'how's your way'**, so he corrected by producing the word **'mother of you'** directly. Such kind of hesitation is called false start (unretraced). It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before.

"I lived separately **eeee** special **eeee** another building from a main building.". There are two utterances **'eeee'**, it can be categorized as unlexicalized filled pause. It happened because the speaker confused and think first to say next utterance.

"Whose---//ok. That is my agenda really help me." In that utterance, the speaker made two types of hesitation. First, in the utterance **'whose---**' can be categorized as word lengthening, because the speaker said vowel **'e'** longer for a period of time. It happened because the speaker looked think first to give communicative information to the listeners. The second is in the utterance **'Whose---//ok.'** Actually the speaker would like to say something. But because

the speaker confused, he stopped his word and before full stop, he made silent pause. Then he made another utterance.

“My experience eeee/my activity is guiding eeee hard and be worse.”.

There are two the utterances **‘eeee’**; it can be categorized as unlexicalized filled pause. The utterance **‘my experience/my activity’** can be categorized as false starts (unretraced). The speaker wanted to say **‘My activity is guiding, hard and worse’**.

“I need eeee/I need eeee reading eeee/manage my ti---me, I have to work, I have to study.” We can see the speaker spoke the utterance **‘eeee’** three times; it can be categorized as unlexicalized filled pause. The utterance **‘I need/I need’** can be categorized as repetition. Then in the utterance **‘I need reading/manage my time’**. When said that utterance the speaker made a mistake word. After the speaker hesitated for a while, the speaker corrected the word but the speaker did not repeat of one or more words before the corrected word. It called false starts (unretraced). I happened because the speaker made a mistake word, so the speaker corrected the word by hesitate before. The utterance **‘ti---me’** can be categorized as word lengthening because the speaker said vowel **‘i’** longer for a period time. The speaker wanted to say **‘I need manage my time, I have to work, and I have to study.’**

“I arrange my schedule by myself. Basically the most important is my activity clearly manages, you know, some like job, some like that.” The speaker made hesitation with phrases or verbal utterance **‘you know’**. It called lexicalized

filled pause. It happened because the speaker confused to choose and to think first or remind the word that she would like to utter.

Data 2

Thursday (8th March 2007)

This happened on March 8th, 2007. Here, MAS FM invited the broadcast challenge 2007; his name is Aji from State University of Malang. Some symbols are used to help the reader easily understand the analysis, namely V (Anton Vincent), A (Aji), and C (Caller).

V : MAS FM 104.5 with me Anton Vincent. Good evening everybody.

Now I'm not alone. Aji is in here to accompany me. Good evening Aji.

A : Good evening. Hi I'm still nominator of broadcast challenge 2007. My name is Aji. I study at State University of Malang. I'm psychological student second semester.

V : What is our topic today?

A : It's about me, idol.

V : We have the caller. Hello, who's speaking?

C1: Hello. I'm Lia.

V : We have topic today being famous by join talent show.

A : **eeee** let me **I/I**, you can mention what kind of the talent show that you know?

C1: Indonesian idol, and then **eeee** AFI, I don't like dangdut show, and **the---n** what is it that call, I'm forget that call, **Pantene/Pantene**, I don't know Pantene show, **an---d** the wolf is **Dewa/Dewa** 19, we call Dewi-Dewi. The last one is broadcast challenge. **Aji---** I want to **ask/ask** you, how good your English? Because you're wrong spell your name.

A : Ok! I'm sorry. I'm still study. Let's we back to our topic.

C1: Vincent, would you ask **me---**, **just know/just know**, about **born/born**.

V : Where were you born?

C1: I was born in Malang.

A : We back to the topic. What do you think about KDI, **eeee** also **eeee** **that/that** kind of **eeee** talent show also has **a bad/goodness** also has badness. What do you think about that? Can you mention the badness and the goodness?

C1: First about AFI, I don't like about AFI. The people based on their look, whether **eeee** Indonesian idol is pure about their voice talent in singing. And then about KDI, I don't follow this contest because I don't like dangdut, the music is very funny. **I just/I'm not** interesting with this.

A : You think that **eeee** talent show like AFI is **eeee** something bad **eeee** is **that/that eeee** is right?

C1: I'm not sure it is bad, **AFI---** I don't think that AFI is **the---** good one. **I just, you know, I just** disappoint because the AFI team is just shaking on the member just base on their look.

A : I have one opinion. **The---/the---** institution kind of like AFI only find the instantly. **As I know---/as I know** that **the--- the/the** winner they get the **popular/popularly** for a short time.

C1: Yes that's right. Now you can see in Indonesian idol, where is AFI? AFI is blame. How about the challenge?

A : I think that is great, and **eeee** I think **is not/is something** that **import/give** benefit for contestant also it's a nice script.

C1: What kind of benefit?

A : Benefit, of course we can get experience for that also if **eeee** we **eeee** as a winner, we get job **eeee** in **eeee** MAS FM.

C1: Ok. I want to ask you the last one. **Who---** sorry/**who---** sorry, **I ca---** n wait a minute please. **Oke---** **y eeee** did your friend in your faculty support you to follow this competition?

A : They did not/no they didn't. They didn't know.

C1: Are you not famous?

A : I don't know, but I think I just **eeee** special for me **eeee** I didn't tell to them. Thanks for join us. Thank you, Lia.

C1: Thank you. Bye

V : Hello good evening. Who's speaking?

C2: I'm Curly. **We---ll** I like your voice, your sexy voice, and it's also **hard/hard** voice. I don't know **what/how should** I call it because **eeee** in **eeee** radio term. **We ha---ve/they have** a special **eh...eh...** how do we call it, name like that. **We---ll** anyway I like to say that **eeee** your goodness just keep and going, **well, aaaa** I just what to tell here that sometime we make mistake like what you done. I think **um---** but it's a human, don't worry.

A : Thanks. This is my first time I'm in on air. I'm so nervous. We back to the topic.

C2: Some people said instant to be famous. We have to struggle. You have to do the best, so why not.

A : Do ever join talent show?

C2: **I'm afraid/I'm afraid** because **I can't/I can't** be the winner.

A : Thank you, Curly for join us.

V : We get the caller. Hello good evening. Who's speaking?

C3: My name is Ida.

A : What do you think about talent show?

C3: I like talent show because I see all the contestant to show their talent that I like their talent show, that's all.

A : Do you ever join talent show?

C3: **Never/never.** I want to ask to Aji. I hear that you **got//critic** from the first caller. But it's not ok, no problem. Mistake is beautiful. It's common. Thank you

A : Thank you, sister. We get another caller. Hello

C4: Hello

A : Hello Mr. Andi. We have topic about talent show. Do you ever follow?

C4: Never. Aji, are you mentally and physically prepared?

A : Of course. I've prepared. But sometime make me sad.

C4: Please remember Aji, keep on learning, ok guys good luck. Bye

A : Thank you for your advice Mr. Andi. Bye

V : hello good evening. Who's speaking?

C5: I'm Hasun.

A : Do you think that join talent show is good or bad?

C5: Actually, I never wish to be famous person, **actually, eeee** by join **eeee** in challenge **eeee** I'm not sure that I will be a winner. I will be a champion but, **actually**, challenge is also good for us because we can compare our competition like **eeee** in television, fear factor and also many other, but I like watching talent.

V : Sometime you fine your talent and other institution who wants to find you. Do you think that you still go on to be a famous person?

C5: **Yeah/yeah, there are---/there are---** many people who wants to be my fans. That **eeee no/no actually**, I don't know because I never have wished last time for I was child up to know. I never wish to be a challenge, other way **the---y** support me other way admire me, **actually, no/no** I don't want to be famous person. I want to be useful.

A : Do you have fans? How many? **I just want to know/I just want to know.**

C5: **No/no actually**, there are many my friends who **eh...eh...** admire my ability.

V : It's nice to talk about famous person with you. Thank you. Bye

V : Hello who's speaking? We've a few minute because we've to give a song.

C6: I'm Liah.

V : Do you ever joint talent show?

C6: Never

V : Ok Lia thank you for join us.

C6: ok. Thank you.

A : We have to make conclusion about talent show or being famous.

V : What's talent show according to you?

A : Talent show has a goodness and badness. But basically everything depend on their braveness as the winner of talent show and their creativity even there are many facilities, but I think braveness is also important thing. **Eeee** I think **eeee** we should to produce something that important for their, for our carrier development. I think the winner of talent show **eeee** should to **eeee** try make a song by themselves, **eeee** I think they should do that. **An---d eeee** they should learn some more

even **eee** each not schedule from institution so not be independent person.

V : Thanks for Lia, Curly, Ida, Mr. Andi, Hasun, Lia to join this program.
Aji, good luck. Good bye.

A : Thank you. Bye

There are so many hesitations that are found in this interactive. The first hesitation is found in the utterance “**eee** let me **I/I**, you can mention what kind of the talent show that you know?” There are two types of hesitation. The first hesitation can be found in the utterance ‘**eee**’. It can be categorized as unlexicalized filled pause. The utterance ‘**I/I**’ can be categorized as repetition, because the speaker repeats the utterance ‘**I**’ in a row. It happened because the speaker confused to say the next word. Actually the speaker would like to say something. But because the speaker confused, he stopped his word and then he made another question.

“Indonesian idol, and then **eee** AFI, I don’t like dangdut show, and **the---n** what is it that call, I’m forget that call, **Pantene/Pantene**, I don’t know Pantene show, **an---d** the wolf is **Dewa/Dewa** 19, we call Dewi-Dewi. The last one is broadcast challenge. **Aji---** I want to **ask/ask** you, how good your English? Because you’re wrong spell your name.” The utterance ‘**eee**’ can be categorized as unlexicalized filled pause. The utterance ‘**the---n**’ can be categorized as word lengthening because the speaker said vowel ‘**e**’ longer for a period. Then the utterance ‘**Pantene/Pantene**’ can be categorized as repetition, because the speaker repeats the utterance ‘**Pantene**’ in row. The utterance ‘**an---d**’ can be categorized as word lengthening, because the speaker said vowel ‘**a**’ longer for a period. Then the utterance ‘**Dewa/Dewa**’ can be categorized as repetition. The utterance ‘**Aji---**

'can be categorized as word lengthening because the speaker said the vowel 'i' longer for period. The utterance 'ask/ask' can be categorized as repetition. With the same reason, it happened because the speaker confused to choose and the speaker also think first or remind the word that she would like to utter.

"Vincent, would you ask **me---**, **just know/just know**, about **born/born**."

The utterance '**me---**' can be categorized as word lengthening because the speaker said vowel 'e' longer for a period. The utterance '**just know/just know**' can be categorized as repetition. The utterance '**born/born**' can be categorized as repetition. It happened because the speaker confused and think first the word that she would like to utter.

"What do you think about KDI, **eeee** also **eeee that/that** kind of **eeee** talent show also has **a bad/goodness** also has badness." We can there are three the utterance '**eeee**', it can be categorized as unlexicalized filled pause. It happened because the speaker think first or remind the word that he would like to utter. The utterance '**that/that**' can be categorized as repetition, because the speaker repeats the utterance '**that**' in a row. The utterance '**bad/goodness**' can be categorized as false start. At first, the speaker said '**bad**', so he corrected by producing the word '**goodness**' directly. Such kind of hesitation is called false start (unretraced). It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before.

"The people based on their look, whether **eeee** Indonesian idol is pure about their voice talent in singing." The utterance '**eeee**' can be categorized as unlexicalized filled pause. It happened because the speaker forgot what he wanted

to say so while managing to remember what would like to say the speaker said 'eeee'.

"**I just/I'm not** interesting with this." At first, the speaker said '**I just**', so she corrected by producing the word '**I'm not**' directly. Such kind of hesitation is called false start (unretraced). It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before.

"You think that **eeee** talent show like AFI is **eeee** something bad **eeee** is **that/that eeee** is right?" We can see there are three the utterances '**eeee**', it can be categorized as unlexicalized filled pause. The utterance '**that/that**' can be categorized as repetition, because the speaker repeats the utterance '**that**' in a row. It happened because the speaker still confused chooses the right utterance. He just wants to utter 'You think that talent show like AFI is something bad, is that right?'

"..., **AFI---** I don't think that AFI is **the---** good one." The utterance '**AFI---**' can be categorized as word lengthening because the speaker said vowel '**i**' longer for a period. The utterance '**the---**' can be categorized as word lengthening too, because the speaker said vowel '**e**' longer for a period. With the same reason, it happened because the speaker confused to choose and the speaker also think first or remind the word that she would like to utter.

"**I just, you know, I just** disappoint because the AFI team is ..." The speaker made hesitation with phrases or verbal utterance '**you know**'. It called lexicalized filled pause. It happened because the speaker confused to choose and

she also think first or remind the word that she would like to utter. Then we also find the other type of hesitation. The speaker begins an utterance and she was repeating again her utterance after she made filled pause. The utterance is **'I just'**. It called restarts. It happened because the speaker will made the utterance still complete. Not separated. And order to the listeners did not confuse with her utterance.

"The---/the--- institution kind of like AFI only find the instantly." Both of the utterance **'the---**' can be categorized as word lengthening because the speaker said vowel **'e'** longer for a period. Another hesitation is repetition. The speaker repeats some part of his utterance in the word **'the'**. The speaker made it because he confused and he looked think first to say next word after the word **'the'**. So, in order to cover the silent word, he repeats the word **'the'**.

The next hesitation occurs at the utterance **"As I know---/as I know that the--- the/the** winner they get the **popular/popularly** for a short time." The utterance **'kno---w'** can be categorized as word lengthening because the speaker said vowel **'o'** longer for a period. The utterance **'As I know/as I know'** can be categorized as restart. The utterance **'the---**' is called word lengthening because the speaker said vowel **'e'** longer for period. The utterance **'the/the'** can be categorized as repetition because the speaker repeats the word **'the'** in a row. In this utterance, there are so many hesitations. It happened because the speaker confused the word that he would like to say.

"I think that is great and eeee I think is not/is something that import/give benefit for contestant also it's a nice script." The utterance **'eeee'** can be

categorized as unlexicalized filled pause. The utterance **'is not/is something'** can be categorized as false start because at first, the speaker said **'is not'**, so he corrected by producing the word **'is something'** directly. The utterance **'import/give'** is called false start because the speaker wanted to say **'important'** but suddenly he changed the word by producing **'give'**. It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before.

“... also if **eeee** we **eeee** as a winner, we get job **eeee** in **eeee** MAS FM.”. In this utterance all of the word **'eeee'** is called unlexicalized filled pause. It happened because the speaker confused to answer the question from the caller.

“Who--- sorry/who--- sorry, I ca---n wait a minute please. **Oke---y eeee** did your friend in your faculty support you to follow this competition?” Both of the utterance **'who---** can be categorized as word lengthening because the speaker said vowel **'o'** longer for period. The utterance **'Who sorry/who sorry'** can be categorized as restart. The utterance **'ca---n'** is called word lengthening because the speaker said vowel **'a'** longer for period. The utterance **'Oke---y'** is also called word lengthening because the speaker said vowel **'e'** longer for period. Then the utterance **'eeee'** can be categorized as unlexicalized filled pause. It happened because the speaker confused to make the last question in this interactive, so she think first to make some question.

“I don't know, but I think I just **eeee** special for me **eeee** I didn't tell to them.” Both of the utterance **'eeee'** can be categorized as unlexicalized filled

pause. It happened because the speaker confused to answer the question from the caller.

“**We---ll** I like your voice, your sexy voice, and it’s also **hard/hard** voice.” The utterance ‘**we---ll**’ can be categorized as word lengthening because a sound that simply extends for a longer period of time. This hesitation happened because the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing. The utterance ‘**hard/hard**’ can be categorized as repetition.

“I don’t know **what/how should** I call it because **eeee** in **eeee** radio term.” In the utterance ‘**what/how should**’ it called false starts (unretraced). At first, the speaker said ‘**what**’, so he corrected by producing the word ‘**how should**’ directly. It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before. Both of the utterance ‘**eeee**’ can be categorized as unlexicalized filled pause.

“**We ha---ve/they have** a special **eh...eh...** how do we call it, name like that.” There are so many types of hesitation in this utterance. The first is in word ‘**ha---ve**’ can be categorized as word lengthening because the speaker said vowel ‘**e**’ longer for period. The speaker looked think first to the utterance that she will say after made hesitation type word lengthening in the word ‘**have**’. But actually the speaker could not avoid the other hesitate although she made word lengthening. We can see it in the utterance ‘**We have/they have**’ can be categorized as false starts (unretraced). The speaker still confused to continue her utterance, in the utterance ‘**eh...eh...**’ the speaker made hesitate with non verbal

utterance. The type of hesitation that find here is filled pause and the categorized is unlexicalized.

“**We---ll** anyway I like to say that **eeee** your goodness just keep and going, **well, aaaa** I just what to tell here that...” The utterance ‘**we---ll**’ can be categorized as word lengthening because a sound that simply extends for a longer period of time. This hesitation happened because the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing. The utterance ‘**eeee**’ can be categorized as unlexicalized filled pause. The speaker made hesitation with phrases or verbal utterance ‘**well**’. It called lexicalized filled pause. Then the speaker also made hesitation again by producing the word ‘**aaaa**’. It called unlexicalized filled pause. It happened because the speaker confused to choose and also think first or reminds the word that she would like to utter.

In this utterance “I think **um---** but it’s a human, don’t worry.” The speaker made hesitate with non verbal utterance ‘**um---**’. The type of hesitation that find here is filled pause and the categorized is unlexicalized.

“**I’m afraid/I’m afraid** because **I can’t/I can’t** be the winner.” The speaker begins an utterance and he was repeating again her utterance. The utterance is ‘**I’m afraid**’. It called restarts. The utterance ‘**I can’t/I can’t**’ can be categorized as repetition. The speaker intended to say ‘**I’m afraid because I can’t be the winner**’. The speaker made repetition because she tried to find the next utterance so she repeats his utterance rather pauses.

“**Never/never**. I want to ask to Aji. I hear that you **got//critic** from the first caller.”. The speaker made hesitation in the ‘**Never/never**’. It called repetition. The speaker made it because she looked would give the stressing in the by repeating the word ‘**never**’ in order to the listener believe with her utterance. The other hesitation can be found in the utterance ‘**got//critic**’. Between word ‘**got**’ and ‘**critic**’, there is no word between them. And we called silent pause. It happened because the speaker looked confused to look for the next utterance.

“I never wish to be famous person, **actually**, **eeee** by join **eeee** in challenge **eeee** I’m not sure that I will be a winner.” The speaker made hesitation with phrases or verbal utterance ‘**actually**’. It called lexicalized filled pause. Then the speaker also made hesitation again by producing the word ‘**eeee**’. The speaker hesitates by producing ‘**eeee**’ for three times, all of them called unlexicalized filled pause. It happened because the speaker confused to choose and also think first or reminds the word that she would like to utter.

“I will be a champion but, **actually**, challenge is also good for us because we can compare our competition like **eeee** in television, fear factor and also many other, but I like watching talent.”. The speaker made hesitation with phrases or verbal utterance ‘**actually**’. It called lexicalized filled pause. Then the speaker also made hesitation again by producing the word ‘**eeee**’. It called unlexicalized filled pause. With the same reason, it happened because the speaker confused to choose and also think first or reminds the word that he would like to utter.

“**Yeah/yeah**, **there are---/there are---** many people who wants to be my fans.” The utterance ‘**yeah/yeah**’ can be categorized as repetition. The utterance

'there are---' can be categorized as word lengthening because the speaker said vowel **'e'** longer for period. Another hesitation is in the utterance **'there are/the are'**; the speaker repeats some part of his utterance in the word **'there are'**. It happened because the speaker confused to answer the question.

"That **eeee no/no actually**, I don't know because I never have wished last time for I was child up to know." That utterance is the continuing from the utterance before. The speaker said non verbal utterance **'eeee'**. It can be categorized as unlexicalized filled pause. The speaker made hesitation again in the utterance **'no/no'**. It called repetition. The speaker confused to say the next utterance, so he made hesitation with phrase or verbal utterance **'actually'**. It called lexicalized filled pause. It happened because the speaker confused to choose and also think first or reminds the word that he would like to utter.

"I never wish to be a challenge, other way **the---y** support me other way admire me, **actually, no/no** I don't want to be famous person. I want to be useful." The utterance **'the---y'** can be categorized as word lengthening, because the speaker said vowel **'e'** longer for period. This hesitation happened because the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing. Then the speaker made hesitation with phrase or verbal utterance **'actually'**. It called lexicalized filled pause. After that, the speaker said **'no'**. But he still made hesitation on that word. The speaker still confused to continue with the suitable utterance and to make the listeners understood to what he means. Finally he repeats the word **'no'** before he

continued his utterance in order to avoid the filled pause. And the type of this hesitation is repeats.

“Do you have fans? How many? **I just want to know/I just want to know.**” The utterance ‘**I just want to know/I just want to know**’ can be categorized as restarts. It happened because the speaker confused to continue with the suitable utterance and to make the listeners understood to what he means.

“**No/no actually**, there are many my friends who **eh...eh...** admire my ability.” The utterance ‘**no/no**’ can be categorized as repetition. The speaker also made hesitation with phrase or verbal utterance ‘**actually**’. It called lexicalized filled pause. After that the speaker also made hesitation type unlexicalized filled pause by producing the word ‘**eh...eh...**’, so it happened because the speaker confused to answer the question.

“... **Eeee** I think **eeee** we should to produce something that important for their, for our carrier development. I think the winner of talent show **eeee** should to **eeee** try make a song by themselves, **eeee** I think they should do that. **An---d eeee** they should learn some more even **eeee** each not schedule from institution so not be independent person.” We can see in this utterance, the speaker often said ‘**eeee**’, the speaker made hesitation with non verbal utterance ‘**eeee**’ for seven times. All of the utterance ‘**eeee**’ called unlexicalized filled pause. It happened because the speaker confused to choose and also think first or reminds the word that he would like to utter, and also the speaker confused to make the conclusion about the topic in that day. Then the speaker also made hesitation by producing the utterance ‘**an---d**’, it called word lengthening because the speaker said vowel

'o' longer for period. This hesitation happened because the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing.

Data 3 Monday (12th March 2007)

This happened on March 12th, 2007. Here, MAS FM invited the broadcast challenge 2007; his name is Nida. Some symbols are used to help the reader easily understand the analysis, namely V (Anton Vincent), N (Nida), and C (Caller).

V : MAS FM 104.5 good evening everybody. This evening we would to try to open one page to our life with my beautiful friend, single, beautiful young lady. Good evening, Nida. How are you?

N : Good evening. I'm great.

V : You like ordinary people. We will talk about people problem.

N : We're talking about how brave you are in convincing your truth about your feeling Stuart to someone. Sometime we face a problem on that. It's not easy to brave the truth to face the truth anyway because sometimes it's hard so much and it's going to be the topic tonight. Vincent, can I say hello to the listener? Hello who's speaking?

C1 : Hello. I'm Permadi. What's topic today?

N : It's about how brave you are to convincing the truth.

C1 : **eeee** I think I'm very brave to say what I want **to every/to everyone** if **I/I** see that what, he or she does a wrong, I think I will say that it's wrong.

N : Sometime if you say the truth, you will hurt them. How you do with them?

C1: Because if I lay them, that is not good **for/for** me and for them so **eeee** they can **eeee you know**, introspection **eeee what/eeee what** he done is wrong.

N : Permadi, **um...** have you even made **um...** confused, it's a personal question for you. **Um...** have you ever **um...** convinced feeling Stuart somebody and that, **I mean**, toward **um...** girl of course **and/how's** that?

C1: **um...** but, what's the question?

V : You love some girl, but you can't show your love. **How/how** do you with your feeling?

C1: It's personal question, so I don't want

V : If there is the girl love you, you want to stay with your own girl?

C1: **eeee** I try **to---** find the one **eeee** it's personal question. I don't know.

V : Ok. Do you have suggestion or question?

C1: **The---** I just, Nida is great **eh...eh...** for me the English is very complicated just **I/I a---nd eeee** ok.

N : We're both learning, Permadi. Do you have regard to your friend?

C1: **eeee** special to you, at **eeee moga-moga sukses**.

V : Wish you luck, Permadi. Thank you, Permadi. Bye.
We're talking about brave. **There is/there is** one thing you have to know, **we cannot/we cannot** be always brave. We cannot always be brave to face ourselves, to face our condition. We get the caller. Hello who's speaking?

C2: I'm Lidia

V : Are you kind of **eh...eh...** bamboo stick? Lidia, how are you?

C2: I'm great.

N : I think it's perfect question for you. How brave are you in convincing the truth?

C2: I brave enough to convince my feeling to someone. When I was in high, **you know, I just/I just** told him that I had little feeling to him and then he could understand that **um...** he **um...** suggestions to me about that, **you know. What he//that he said that/that** easy, **you know.** You just try to find as many as friend you can do, then I do that and it was.

N : How did **you/you** feel when **you/you** can past that, **I mean,** for **me/myself** it just **eeee you know,** it need **a lot of/much/I mean/much brave/brave** to do that.

C2: You know, that's easy for me.

V : Thank you for join us. Thank you, Lidia. Bye
Hello good evening? Who's speaking?

C3: Liah. What's topic today?

N : How brave are you in convincing the truth?

C3: **um...** where I'm uneasy, so **eeee** but for me sometime is hard when I admire in my sleep. Very hard to tell the truth, **bu---t** whole my life I try to not lie.

V : How to control the feeling?

C3: You know, **um...** who am I? I always, **what is it, eeee** go back. **I just to/I just to** go back where I belong. I'm **eeee** little bit chicken.

V : Thank you for join us.

N : We get a caller. Hello good evening. Who's speaking?

C4: Andi Tanjung.

N : We have the topic how brave are you to convincing the truth?

C4: I'm not very care about this. If I convince my truly about me, nobody gone about it.

V : Andi, as I know that you like very deep philosophy.

C4: Really? I don't think I'm certain people like that.

V : Do you like **some/some** Javanese culture, you know?

C4: Yeah little bit.

V : What is bravery for you?

C4: I don't know. I'm nor so sure about it.

V : Thank you for join us. Bye
 We get the caller. Hello good evening. Who's speaking?

C5: Tias. What's the topic today?

V : The topic today is how brave are you in convincing the truth?

C5: Well, no. I mean, **you know**, sometime we just called the truth for the shake **of our safety/for our safety, you know**, and most but most of time **I/I** try to tell the truth.

N : But sometime, **um... you know, when we have/when we have** to tell the truth is hurt somebody else. How do you with that?

C5: But sometime hurt somebody else in other to make thing better is not a great deal, it's not big trouble.

V : Could you deal with all your promise in your life? Could you deal with all problems in your life?

C5: I'll try too.

V : **How/how** if one day you get a big problem in your life and you cannot deal with it? What do you should do?

C5: Well, may be I get, **you know**, depress. Get stress may be, **but/but** as a human **we must/we must** hard to control all the problem we face.

V : According to you, what is hardest problem in this life for you?

C5: The greatest problem in **my life is//you know**, the useless the common problem about boy. And, **you know**, I'm a kind **o---f** a girl who like to be jealous. I'm really need something to told, **you know**, after **I/I** looked my boyfriend says after I told too many thing. It's really me.

V : Tias, thank you to join us. Bye.
 We get the caller. Hello good evening. Who's speaking?

C6: Hello Vincent.

V : Hello Mr. Andi. How brave are you in convincing the truth?

C6: Nobody's perfect. We are as human.

N : Have you ever felt **um...** you have to be brave in convincing **the truth//um... I mean**, in live there is something **that//can** I ask something have you ever like something or hate something.

C6: Mention brave is not correct, correct word is courage. Everyday we make a mistake, it's a normal. We're human being. Nobody's perfect, except for one thing, practice. Practice makes it perfect. Perfect come from practice. Keep on going be strong.

V : What is conclusion in our topic today?

N : No matter what how biggest the problem in our life, whether how to lie for something, but **um...** you have to brave, brave to convincing the truth.

V : Everybody what do you do right now. Life is life. I'm Vincent, good bye everybody.

There are so many hesitations that are found in this interactive. The first hesitation is found in the utterance “**eeee** I think I'm very brave to say what I want

to every/to everyone if **I/I** see that what, he or she does a wrong, I think I will say that it's wrong." The first hesitation can be found in the utterance '**eeee**'. It can be categorized as unlexicalized filled pause. The utterance '**to every/to everyone**' can be categorized as false starts (unretraced). At first, the speaker said '**to every**', so she corrected by producing the word '**to everyone**' directly. It happened because in this utterance the speaker spoke fastly and he made a mistake word, so she corrected the word by hesitate before. The next hesitation at the utterance "**I/I**" can be categorized as repetition, because the speaker repeats the utterance '**I**' in a row, it happened because the speaker confused to sat the next word.

The utterance "Because if I lay them, that is not good **for/for** me and for them so **eeee** they can **eeee you know**, introspection **eeee what/eeee what** he done is wrong." The utterance '**for/for**' can be categorized as repetition. We can see that the utterance '**eeee**' happened in four times, all of them can be categorized as unlexicalized filled pause. Then the speaker made hesitation with phrases or verbal utterance '**you know**'. It called lexicalized filled pause. It happened because the speaker confused to choose and he also think first or remind the word that he would like to utter. The utterance '**what/what**' can be categorized as repetition because the speaker repeats the utterance 'what' in a row.

The utterance "Permadi, **um...** have you even made **um...** confused, it's a personal question for you. **Um...** have you ever **um...** convinced feeling Stuart somebody and that, **I mean**, toward **um...** girl of course **and/how's** that?" We can see that the speaker said the utterance '**um...**' in five times. All of the utterance '**um...**' can be categorized as unlexicalized filled pause. The speaker

made hesitation with phrases or verbal utterance **'I mean'**. It called lexicalized filled pause. Because the speaker still confused to continue her questions, so she made hesitation by producing utterance **'and/how's'**. It can be categorized as silent pause, it happened because the speaker confused to choose the right word to continue her questions.

"um... but, what's the question?" The utterance **'um...'** can be categorized as unlexicalized filled pause.

"How/how do you with your feeling?" The utterance **'how/how'** can be categorized as repetition, because the speaker repeats the utterance **'how'** in a row. It happened because the speaker confused to make some question. The speaker intended to say **'How do you with your feeling?'**

"eeee I try **to---** find the one **eeee** It's personal question." We can see that the speaker said the utterance **'eeee'** in twice. All of the utterance **'eeee'** can be categorized as unlexicalized filled pause. The utterance **'to---**' can be categorized as word lengthening because the speaker said vowel **'o'** longer for period time. It happened because the speaker confused to answer the question from the host.

"The--- I just, Nida is great **eh...eh...** for me the English is very complicated just **I/I a---nd eeee** ok." The utterance **'the---**' can be categorized as word lengthening because the speaker said vowel **'e'** longer for period time. We can see in this utterance, the speaker made hesitation with non verbal utterance **'eh...eh...'**, it called unlexicalized filled pause. Then the speaker said the utterance **'I/I'**, it can be categorized as repetition, because the speaker repeats the utterance **'I'** in a row. The utterance **'a---nd'** can be categorized as word

lengthening. It happened because the speaker looked think first to continue his utterance. Then he made hesitation with non verbal utterance ‘**eeee**’, it called unlexicalized filled pause. Actually the speaker would like to say something. But because the speaker confused to continue his utterance, so he stopped his word and before full stop, he made unlexicalized filled pause. After that, he said ‘**Ok**’.

“**eeee** special to you, at **eeee moga-moga sukses**.” We can see that the speaker said utterance ‘**eeee**’ in twice. It can be categorized as unlexicalized filled pause. The the speaker said ‘**moga-moga sukses**’. The speaker intended to say ‘wish you luck’. It happened because the speaker confused what is ‘**moga-moga sukses**’ in English.

“**There is/there is** one thing you have to know, **we cannot/we cannot** be always brave.” The utterance ‘**there is/there is**’ can be categorized as restarts. The utterance ‘**we cannot/we cannot**’ can be categorized as restarts. It happened because the speaker looked think first to continue his utterance. The speaker intended to say ‘**There is one thing you have to know, we cannot be always brave**’.

“Are you kind of **eh...eh...** bamboo stick?” The utterance ‘**eh...eh...**’ can be categorized as unlexicalized filled pause.

“When I was in high, **you know, I just/I just** told him that I had little feeling to him and then he could understand that **um...** he **um...** suggestions to me about that, **you know**.” We can see there are so many hesitations. The first, the utterance ‘**you know**’, it called lexicalized filled pause. The utterance ‘**I just/ I just**’ can be categorized as repetition because the speaker repeats the utterance ‘**I**

just' in a row. Then the speaker made hesitation by producing non verbal utterance '**um...um...**' it called unlexicalized filled pause. Perhaps the speaker made it in order to avoid another hesitation. But in fact the speaker still made lexicalized filled pause when she would like continue her utterance. We can see phrase or verbal utterance '**you know**'. It happened because the speaker confused to choose and she also think first or remind the word that she would like to utter.

"**What he//that he** said **that/that** easy, **you know**. You just try to find as many as friend you can do, then I do that and it was." The utterance '**what he/that he**' can be categorized as false starts. Then the speaker made silent pause when she would like to continue her utterance. We can see the silent pause between the words '**he**' and '**that**'. It happened because the speaker needs taking breath. Then the speaker made hesitation again with phrase or verbal utterance '**you know**'. It called lexicalized filled pause.

"How did **you/you** feel when **you/you** can past that, **I mean**, for **me/myself** it just **eeee you know**, it need **a lot of/much, I mean, much brave/brave** to do that." The utterance '**you/you**' can be categorized as repetitions. Then she made repetitions again in utterance '**you/you**'. The speaker also made hesitation with verbal utterance '**I mean**', it called lexicalized filled pause. The utterance '**me/myself**' can be categorized as false starts (unretraced). The speaker also made hesitation with non verbal '**eeee**', it called unlexicalized filled pause. Then continue her hesitate by producing utterance '**you know**', it called lexicalized filled pause. It happened because the speaker confused and she spoke fastly. The utterance '**a lot of/much**' can be categorized as false starts

(unretraced). Then the speaker made hesitation with phrase '**I mean**', it called lexicalized filled pause. The utterance '**brave/brave**' can be categorized as repetition. The reason is still. The speaker spoke fastly and she confused to choose the right word that she would like to utter.

"**um...** where I'm uneasy, so **eeee** but for me sometime is hard when I admire in my sleep. Very hard to tell the truth, **bu---t** whole my life I try to not lie." The utterance '**um...**' can be categorized as unlexicalized filled pause. Then the speaker made hesitation unlexicalized filled pause again by producing the utterance '**eeee**'. It happened because the speaker confused to choose the right word to answer the question. The utterance '**bu---t**' can be categorized as word lengthening, because the speaker said vowel '**u**' longer for period of time.

"You know, **um...** who am I? I always, **what is it, eeee** go back. **I just to/I just to** go back where I belong. I'm **eeee** little bit chicken." The utterance '**um...**' can be categorized as unlexicalized filled pause. Then the speaker made hesitation with phrase '**what is it**', it called lexicalized filled pause. Then the speaker continued her hesitation by producing the utterance '**eeee**', it called unlexicalized filled pause. It happened because the speaker looked think first to continue her utterance. The utterance '**I just to/I just to**' can be categorized as restarts. The utterance '**eeee**' can be categorized as unlexicalized filled pause.

"Do you like **some/some** Javanese culture, you know?" In this utterance there is only one type of hesitation. The type is repeats. The speaker made repetition because he repeats the utterance '**some**' in a row. It happened because the speaker looked think first to continue his question.

“I mean, **you know**, sometime we just called the truth for the shake **of our safety/for our safety, you know**, and most but most of time **I/I** try to tell the truth.” We can see that there are so many hesitations. The speaker made hesitation with phrase or verbal utterance ‘you know’, it called lexicalized filled pause. The utterance ‘of our safety/for our safety’ can be categorized as false starts. At first, the speaker said ‘**of our safety**’, so he corrected by producing the word ‘**four our safety**’ directly. It happened because in this utterance the speaker spoke fastly and she made a mistake word, so she corrected the word by hesitate before. Then the utterance ‘you know’, can be categorized as lexicalized filled pause.

“But sometime, **um... you know, when we have/when we have** to tell the truth is hurt somebody else. How do you with that?” The utterance ‘**um...**’ can be categorized as unlexicalized filled pause. Then the speaker made hesitation by producing phrase or verbal utterance ‘**you know**’, it called lexicalized filled pause. It happened because the speaker looked think first to give communicative information to the listener. Then the speaker made restarts when he would like to continue his utterance. This hesitation can see in the utterance ‘**when we have/when we have**’.

“**How/how** if one day you get a big problem in your life and you cannot deal with it?” In this utterance there is only one type of hesitation. The type is repeats. The speaker made repetition because he repeats the utterance ‘**how**’ in a row. It happened because the speaker looked think first to continue his question. The speaker intended to say ‘How if one day you get a big problem in your life and you cannot deal with it?’”

“Well, may be I get, **you know**, depress. Get stress may be, **but/but** as a human **we must/we must** hard to control all the problem we face.” The utterance ‘**you know**’ can be categorized as lexicalized filled pause. The utterance ‘**but/but**’, it can be categorized as repetition. It happened because the speaker repeats the word ‘**but**’ in a row. The utterance ‘**we must/we must**’, it called repetition also.

“The greatest problem in **my life is//you know**, the useless the common problem about boy. And, **you know**, I’m a kind **o---f** a girl who like to be jealous.” The speaker made hesitation, especially silent pause because there is a period time which there is no speech between the word ‘**my life is**’ and ‘**you know**’. Perhaps the speaker made it in order to avoid lexical filled pause. But in fact she made hesitation with verbal utterance ‘**you know**’. It happened because the speaker was confused to choose the right word to be uttered. In the next utterance, the speaker made hesitation again with verbal utterance ‘**you know**’. The utterance ‘**o---f**’ can be categorized as word lengthening, because the speaker said vowel ‘**o**’ longer for period of time. The speaker intended to say ‘The greatest problem in my life is the useless common problem about boy. And I’m kind of girl who like to be jealous.’

“I’m really need something to told, **you know**, after **I/I** looked my boyfriend says after I told too many thing. It’s really me.” We can see that the speaker made hesitation by producing phrase or verbal utterance ‘**you know**’, it called lexicalized filled pause. Then the speaker made hesitation repetition especially in the utterance ‘**I/I**’, because the speaker repeats the word ‘**I**’ in a row.

“Have you ever felt **um...** you have to be brave in convincing **the truth//um... I mean**, in live there is something **that//can** I ask something have you ever like something or hate something.” The utterance ‘**um...**’ can be categorized as unlexicalized filled pause. Then the speaker made silent pause, we can see between the word ‘**the truth**’ and ‘**um...**’ Although the speaker made silent pause, she could not avoid the other hesitation. She made unlexicalized filled pause in utterance ‘**um...**’ and she made lexicalized filled pause in utterance ‘**I mean**’. It happened because the speaker confused to choose and she also think first or remind the word that she would like to utter. When the speaker continued her utterance, she made hesitation, especially silent pause because a period time which there is no speech between the word ‘**that**’ and ‘**can**’. It happened because the speaker was needed to come up of air or take breath.

“..., but **um...** you have to brave, brave to convincing the truth.” In this utterance there is only one type of hesitation. The type is unlexicalized filled pause. The speaker made lexicalized filled pause because she made hesitation with non verbal ‘**um...**’ It happened because the speaker confused to make conclusion in the end of the program.

Data 4
Thursday (15th March 2007)

This happened on March 15th, 2007. Here, MAS FM invited the broadcast challenge 2007; his name is Amelia. Some symbols are used to help the reader easily understand the analysis, namely V (Anton Vincent), A (Amelia), and C (Caller).

V : MAS FM 104.5 hello good evening everybody. I'm Vincent. Just open your eyes. I have special friend. She is Amel. Good evening, how are you?

A : Hello Vincent good evening. I'm great. Hello everybody, I'm Amelia, I'm student Muhammadiyah University of Malang. I took communication in my major. Please support me. We have very interesting topic tonight. We're going to talk about learning for our mistake.

V : Do you have a mistake?

A : Well, yes. But I think it's very privacy for me.

V : How about common mistake? Just like may be have you made an absent from your school?

A : Yeah, often I think. Yeah but **um... but/but** I want talking tonight, **you know**, everyone makes a mistake. It's natural **an---d** simply show we do not understand something about the matter attend or we have been in attempt it. But unfortunately this process is often interpretation by the idea that some how we are not supposed to make a mistake.

V : Hello good evening, who's speaking?

C1: Rudi

A : What's your story about learning from your mistake?

C1: Basically I don't worry about the mistake, **you know**, I think I take mistake and the choices, **you know**, why it's about thinking choices? It's thinking decision. **Um...** what's definition of mistake? Actually that's it. The think that, **you know**, when we decided something and the result about that something became the respect basically the mistake is just choices we make in life.

A : You want to say that we make mistake by ourselves?

C1: No, I mean that I want to say that make decision we made, we don't even know it's mistake or not because we don't know the effect **of/of** our decision in our future, so whatever the choices it doesn't really the matter actually, because with all those situation with all those a fault I think whatever we made deciding it's the best for us, **so---** I think the point is just became at you, **you know**, about learning about the consequences of our decision.

V : **So---** **so that's/so that's** why my parent takes a consequence. Thank you, Rudi. Who wants to join me? Mistake is mistake. So according to you, is there anyway to prevent that mistake?

A : Well, just like what you say **actually//there is** no caller mistake life is our choice. When you make a choice, any kind of choices, **that/that** always **eeee** kind of consequences **eeee in/in** what you choice.

V : **When/when** we make a mistake is our choice. How about if we never make a choice?

A : You're not life, you not make choice. How about you? Tell about your mistake in your life?

V : I was runaway from house, so unbelief the mistake. My parents search. **My parents/my parents** looked for me everywhere, **well**, finally they

found, that I was not runaway. But I was just shedding. But **I just/I just** make a paper just make **eeee** note for parents announce that I was shedding.

A : Do you think that it is a big problem?

V : Yes because of the thing, my parent get sick, **you know**, my mom gets sick, so on and so on.

A : That's nice.

V : Yeah **because/because** there mistake **born/born** me up. **I don't/I don't** want make a mistake anymore. We get the caller, hello.

C2: Hello.

V : Hello Mr. Andi. Do you have a big mistake?

C2: Get married.

V : Please tell me.

C2: To my opinion, what I did have experienced during my 32nd years married, I came **eh...eh...** to do conclusion that, actually love, that's not exist. It's only fitting from one to the other. Sometime we're really making the argument **fighting/quieting** about really little shilly-shally thing.

V : Ok. Thank you for join us, Mr. Andi. **What/what** is your mistake, may be you want to share about a lot of a mistake that you want make, I don't know, I'm so waiting for you because as long as I do the mistake could be great. Hello, who's speaking?

C3: I'm curly.

V : Curly, do you have terrible mistake in your life? Can you tell us?

C3: Yes, of course. It's not really big. When I was what **um...** I don't really remember. It's at beginning two thousand **a---nd** six. On New Year **um... well**, I do not really care about myself, **I mean**, I do not really kind of forget it word. **I/I** just want to buy a trouser, **then---** I lost my purse because I did not put in my pocket. And I forget to care to my purse, may be that fall down **some/some** pick my pocket. I can get learn for that; I have to more carefully than before.

V : **No/no one/one** thing that you must learn only one? You must be like pickpocket.

C3: **um... well**, I never **um...** oh God, really forget it word **um...the/the** my purse my pocket it has **um...** I do recall "resleting"? I just let it open.

A : Which zipper?

C3: Zipper of my jacket. It's really big jacket.

V : What did you do to prevent that happen?

C3: No **um... well**, zipper. I don't really care about my zipper. I have to close my zipper.

V : Thank you, Curly. It's nice topic. We get the caller? Who's speaking?

C4: I'm Hasun

A : **um...** did you ever make a trouble mistake in your life?

C4: **Frankly---** **I ever made/I ever made** trouble mistake in my life **when I was eeee/when I was eeee one year/one year** ago. When I was in

high school, actually in that time **eeee** my teacher said me **eeee** leave the classroom because at that time **my teacher eeee/my teacher eeee** told about English and she also asked me to **eeee** leave classroom and that time I obey and I didn't want to obey my teacher instruction. At that time my teacher was very angry until she hit me like that.

V : Thank you for join us. Bye

A : Did you ever any conclusion about problem mistake? Learning from our mistake is more about the thing clearly about what happen why it occurs find a way to not repeat a mistake in the future. That's simple, so **when/when** you're talking with me about **any/anything** that happen at the pet, anything, so it can be hard mistake, it's never be a simple.

V : What about it happen to you?

A : Well yeah, I can feel so regard for that, you know.

V: Thank you, Amel. Everybody thank you for join in this program. Bye

There are so many hesitations that are found in this interactive. The first hesitation is found in the utterance "Yeah, often I think. Yeah but **um...** **but/but** I want talking tonight, **you know**, everyone makes a mistake. It's natural **a---nd** simply show we do not understand something about the matter attend or we have been in attempt it." We can see that the speaker made hesitation with the word '**um...**' it is called unlexicalized filled pause. Then the speaker made hesitation repetition in the utterance '**but/but**' because the speaker repeats the word '**but**' in a row. It happened because the speaker looked think first to continue her utterance. The speaker also made hesitation with phrase or verbal utterance '**you know**' it called lexicalized filled pause. The utterance '**a---nd**' can be categorized as word lengthening, because the speaker said vowel '**a**' longer for period of time. It happened because the speaker confused to say the next utterance.

"Basically I don't worry about the mistake, **you know**, I think I take mistake and the choices, **you know**, why it's about thinking choices?" In this

utterance, the speaker just made hesitation lexical filled pause in the utterance **'you know'** in twice.

"Um...what's definition of mistake? Actually that's it. The think that, **you know**, when we decided..." In this utterance, there are two types of hesitation. At first, the utterance **'um...'** can be categorized as unlexicalized filled pause. The second, the speaker made hesitation by producing the utterance **'you know'** it called lexicalized filled pause. It happened because the speaker confused to explain what the definition of mistakes is.

"... because we don't know the effect **of/of** our decision in our future, so whatever..." The utterance **'of/of'** can be categorized as repetition, because the speaker repeats the word **'of'** in a row. The utterance "..., **so---** I think the point is just became at you, **you know**, about learning about..." The utterance **'so---**' can be categorized as word lengthening because the speaker said vowel **'o'** longer for period of time. Then the speaker made hesitation wit verbal utterance **'you know'** it called lexicalized filled pause. The reasons still same. Because the speaker confused to choose and she also think first or remind the word that she would like to utter.

"So--- so that's/so that's why my parent takes a consequence." The utterance **'So---**' can be categorized as word lengthening, because the speaker said vowel **'o'** longer for period of time. The utterance **'so that's/so that's'** can be categorized as repetition. It happened because the speaker confused to make conclusion of his utterance. The speaker intended to say **'So that's why my parent takes a consequence'**

“Well, just like what you say **actually//there is** no caller mistake life is our choice.” The speaker made hesitation, especially silent pause because there is a period time which there is no speech between the word ‘**actually**’ and ‘**there is**’. It happened because the speaker was needed to come up of air or take breath.

“When you make a choice, any kind of choices, **that/that** always **eeee** kind of consequences **eeee in/in** what you choice.” The utterance ‘**that/that**’ can be categorized as repetition. We can see there are two times the speaker said ‘**eeee**’, it called unlexicalized filled pause. The utterance ‘**in/in**’ can be categorized as repetition. It happened because the speaker confused to choose the right word to continue his utterance.

“**When/when** we make a mistake is our choice.” The utterance ‘when/when’ can be categorized as repetition, because the speaker repeats the utterance ‘when’ in arrow.

“**My parents/my parents** looked for me everywhere, **well**, finally they found, that I was not runaway. But I was just shedding. But **I just/I just** make a paper just make **eeee** note for parents announce that I was shedding.” In this utterance there are so many hesitations. The first in the utterance ‘**my parents/my parents**’ can be categorized as restarts. It happened because the speaker was still confused and think first to the next utterance to be executed. Then the speaker made hesitation again with phrase or verbal utterance ‘**well**’, it called lexicalized filled pause. The utterance ‘**I just/ I just**’ can be categorized as repetition. The last, hesitation happened when the speaker said non verbal in the utterance ‘**eeee**’, it called unlexicalized filled pause. It happened because the speaker remind about

his story when he was child, so he was little bit forgot and he tried to remember his experienced.

“Yes because of the thing, my parent gets sick, **you know**, my mom gets sick, so on and so on.” In this utterance, there is only one hesitation. We can see when the speaker said verbal utterance ‘**you know**’, it called lexicalized filled pause.

“Yeah **because/because** there mistake **born/born** me up. **I don’t/I don’t** want make a mistake anymore.” The utterance ‘**because/because**’ can be categorized as repetition. And also the utterance ‘**born/born**’ can be categorized as repetition. Then the speaker made hesitation in the utterance ‘**I don’t/I don’t**’, it called restarts. It happened because the speaker confused to continue his utterance.

“I came **eh...eh...** to do conclusion that, actually love, that’s not exist.” The utterance ‘**eh...eh...**’ can be categorized as unlexicalized filled pause. It happened because the speaker think first or remind the word that he would like to utter.

“Sometime we’re really making the argument **fighting/quieting** about really little shilly-shally thing. When the speaker said that utterance he made a mistake word. After he hesitated for a while, he corrected the word but he did not repeat of one more words before the corrected word. It called false starts (unretraced). It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before.

“**What/what** is your mistake, may be you want to share about a lot of a mistake...” The utterance ‘**what/what**’ can be categorized as repetition because the speaker repeats the word ‘what’ in a row. It happened because the speaker confused to make some question.

“When I was what **um...** I don’t really remember. It’s at beginning two thousand **a---nd** six. On New Year **um... well**, I do not really care about myself, **I mean**, I do not really kind of forget it word. **I/I** just want to buy a trouser, **then---** I lost my purse because I did not put in my pocket.” In this utterance there are so many hesitations. First, the utterance ‘**um...**’ can be categorized as unlexicalized filled pause. Second, the utterance ‘**a---nd**’ can be categorized as word lengthening. Then the speaker made double hesitation ‘**um...**’ and ‘**well**’. ‘**um...**’ it called unlexicalized filled pause, and ‘**well**’ it called lexicalized filled pause. Although the speaker often made hesitation, she made again by utterance ‘**I mean**’ it called lexicalized filled pause also. The utterance ‘**I/I**’ can be categorized as repetition. The utterance ‘**then---**’ can be categorized as word lengthening. In this utterance the speaker often made hesitation, it happened because the speaker confused to choose and she also think first or remind the word that she would like to utter.

“**No/no one/one** thing that you must learn only one?” The utterance ‘**no/no**’ and ‘**one/one**’, all of them can be categorized as repetition. It happened because the speaker wanted to make some conclusion.

“**um... well**, I never **um...** oh God, really forget it word **um...the/the** my purse my pocket it has **um...** I do recall “resleting”? I just let it open. The speaker

made double hesitation ‘**um...**’ and ‘**well**’. ‘**um...**’ it called unlexicalized filled pause, and ‘**well**’ it called lexicalized filled pause. All of the utterance ‘**um...**’ can be categorized as unlexicalized filled pause. The utterance ‘**the/the**’ can be categorized repetition. It happened because the speaker forgot ‘resleting’ in English.

“No **um... well**, zipper.” The speaker made double hesitation ‘**um...**’ and ‘**well**’. ‘**um...**’ it called unlexicalized filled pause, and ‘**well**’ it called lexicalized filled pause. It happened because the speaker tried to remember the word and perhaps she did not find the suitable word (zipper) yet. So he made hesitate with non verbal and verbal utterance ‘**um...**’ and ‘**well**’.

“**um...** did you ever make a trouble mistake in your life?” The utterance ‘**um...**’ can be categorizes as unlexicalized filled pause.

“**Frankly---** I ever made/I ever made trouble mistake in my life **when I was eeee/when I was eeee one year/one year** ago. When I was in high school, actually in that time **eeee** my teacher said me **eeee** leave the classroom because at that time **my teacher eeee/my teacher eeee** told about English and she also asked me to **eeee** leave classroom and that time I obey...” In this utterance, there are so many hesitations. The utterance ‘**Frankly---**’ can be categorized as word lengthening, because the speaker said consonant ‘**y**’ longer for period of time. The utterance ‘**I ever made/I ever made**’ can be categorized as repetition. The utterance ‘**when I was/when I was**’, can be categorized as repetition. All of the utterance ‘**eeee**’ can be categorized as unlexicalized filled pause. The utterance ‘**one year/one year**’ can be categorized as repetition. The utterance ‘**my**

teacher/my teacher' can be categorized as repetition. It happened because confused to choose and he also think first or remind the word that she would like to utter.

“That’s simple, so **when/when** you’re talking with me about **any/anything** that happen at the pet...” The utterance ‘**when/when**’ can be categorized as repetition, because the speaker repeats the word ‘**when**’ in a row. Then the speaker made hesitation when he said ‘**any/anything**’, it called false starts. At first, the speaker said ‘**any**’, so she corrected by producing the word ‘**anything**’ directly. It happened because in this utterance the speaker spoke fastly and she made a mistake word, so she corrected the word by hesitate before.

4.2 Discussion

After presenting and analyzing the four data from the interactive program in MAS FM, the researcher find out many types of hesitation that can be categorized as false starts, repast, restarts, pauses (filled pause and silent pause), and word lengthening. These types of hesitation and the factors that influence are presented one by one as follows:

1. False starts (Unretraced)

The researcher found this kind of hesitation in all of the data. In data 1 “**I want you to know/we will want to know** what control you and what managing your time”

At first, the speaker said '**I want you to know**', so he corrected by producing the word '**we will want to know**' directly. Such kind of hesitation is called false start (unretraced). It happened because in this utterance the speaker spoke fastly and he made a mistake word, so he corrected the word by hesitate before. For example in data 1 "**I want you to know/we will want to know**". In this case, the speaker intended to say 'we will want to know'. Knowing that he had produced the wrong sentence, he corrected it but he does not repeats the word before the corrected word.

This kind of hesitation happened because the speaker spoke fastly and he made a mistake word.

2. Repeats

The researcher found this kind of hesitation in almost every data. For example in data 3 ""**How/how** if one day you get a big problem in your life and you cannot deal with it?"

This is categorized as repeats. The speaker made repetition because he repeats the utterance '**how**' in a row. It happened because the speaker looked think first to continue his question. The speaker intended to say 'How if one day you get a big problem in your life and you cannot deal with it?"

Sometimes he could not memorize or forget his utterance and he looked remind or think first to the next utterance to be executed. The

speaker also often spoke in a rush and because of that he ever got the stutter and caused the repeats a word or sound.

3. Restarts

Almost in every data the researcher can found this kind of hesitation. This kind of hesitation also found in every data. For example in data 4 “**My parents/my parents** looked for me everywhere”.

The utterance can be categorized as restarts because the speaker begins an utterance and then restarts the utterance. It happened because the speaker was still confused and think first to the next utterance to be executed. He made restarts in order to his utterance still complete so the listeners did not confuse, so the listeners understood to his utterance.

4. Pauses

According to explanation in chapter 2, there are two kinds of pauses. They are silent pauses and filled pauses. Then filled pauses also divided into two types, lexicalized and unlexicalized. The researcher found all of them from some data.

Firstly for silent pause. Silent pause can be found in every data. For example in 2 “I hear that you **got//critic** from the first caller”, data 3 “**What he//that he** said **that** easy”, and in data 4 “just like what you say **actually//there is** no caller mistake life is our choice.”

They are called as silent pauses because there is period of no speech between words. It means that the speaker did not say or produce words for while. When the speaker had found the word, he continued to speak. Silent pauses happen because the speaker needs to come up for air or taking breath.

The second pause is filled pauses that divided into lexicalized filled pause and unlexicalized filled pause. For lexicalized filled pauses, the researcher can found in all of the data. For example in data 4 “I think the point is just become at you, **you know**, about learning about the consequences of our decision.” The speaker made hesitation with verbal utterance ‘**you know**’ it called lexicalized filled pause. Because the speaker confused to choose and she also think first or remind the word that she would like to utter.

And for unlexicalized filled pauses, for the example in data 2 “... also if **eeee** we **eeee** as a winner, we get job **eeee** in **eeee** MAS FM.”. In this utterance all of the word ‘**eeee**’ is called unlexicalized filled pause. It happened because the speaker confused to answer the question from the caller.

5. Word Lengthening

The last type of hesitation is word lengthening. Word lengthening is found on all of the data. For example in data 1 ““**A---nd** why now this evening should beginning with the first nominator challenge broadcast

2007". The word "An---d" can be categorized as word lengthening because a sound that simply extends for a longer period of time. This hesitation happened because the speaker will continue articulating the word longer than necessary as a means of hesitating before continuing.

4.3 Implication of the Finding

Among the five types of hesitations, the hesitation frequently happened in this researched are repeats and unlexicalized filled pauses. Most in all the data, there are so many repetitions and unlexicalized filled pause. The factors of hesitation in the interactive program of Groovy Chat in MAS FM are confused to choose the next utterance to be executed, forget the next utterance so almost the speaker (the broadcaster, the Broadcast Challenge, and the caller) need to remind or think first, and they often nervous so they ever got stutter. It is normal because English is their second language, so sometimes they forgot how to produce the word in English. They also confused spoke in radio (on air) spontaneous and no prepared. Because the speaker spoke on air in radio, they must give an opinion and suitable utterance to the listeners. They must deliver their opinion with the good language in English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and suggestion for the next researcher.

5.1 Conclusion

According to the 4 data presented and analyzed at the previous chapter, it can be concluded that hesitation can be found in all of the data in the interactive program of Groovy Chat in MAS FM. The hesitation are false starts (unretraced), repeats, restarts, pauses that divided into silent pauses and filled pauses (lexicalized and unlexicalized), and the last is word lengthening. All of types of hesitation are found on the interactive program of Groovy Chat in MAS FM. But the dominant hesitation found in the interactive program of Groovy Chat in MAS FM is repeats and unlexicalized filled pauses.

The factors of hesitation in the interactive program of Groovy Chat in MAS FM are confused to choose the next utterance to be executed, forget the next utterance so almost the speaker (the broadcaster, the Broadcast Challenge, and the caller) need to remind or think first, and they often nervous so they ever got stutter. It is normal because English is their second language, so sometimes they forgot how to produce the word in English. They also confused spoke in radio (on air) spontaneous and no prepared. Because the speaker spoke on air in radio, they

must give an opinion and suitable utterance to the listeners. They must deliver their opinion with the good language in English.

5.2 Suggestion

After presented the research, the researcher concludes that hesitation can also be found in the interactive program, as a result of this, the researcher expects that there will be other researchers who are interested in conducting research about hesitation. There are still many objects that can be observed using hesitation theory, like speech contest, debate speech, and talk show.

The researcher hopes that the further researcher will find more data on restarts and word lengthening because the researcher think that in this research two types of hesitation above are still bit. And the researcher also hopes that the further researcher will focus of five types of hesitation, especially either silent pauses and filled pause because those types are most dominant.

From this study, I have learned many things about hesitation. I know the kinds of hesitation are false starts (unretraced), repeats, restarts, pauses that divided into silent pauses and filled pauses (lexicalized and unlexicalized), and the last is word lengthening. I know the factors of hesitation in the interactive program of Groovy Chat in MAS FM are confused to choose the next utterance to be executed, forget the next utterance so almost the speaker (the broadcaster, the Broadcast Challenge, and the caller) need to remind or think first, and they often nervous so they ever got stutter. It is normal because English is their second language, so sometimes they forgot how to produce the word in English. They

also confused spoke in radio (on air) spontaneous and no prepared. Because the speaker spoke on air in radio, they must give an opinion and suitable utterance to the listeners. They must deliver their opinion with the good language in English.



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