HESITATION IN BILINGUAL CHILD'S SPEECH

THESIS

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FACULTY OF HUMANITIES

2016

HESITATION IN BILINGUAL CHILD'S SPEECH

THESIS

Presented to

Maulana Malik Ibrahim State University of Malang

In partial fulfillment of the requirement for Degree of Sarjana Sastra (S.S)

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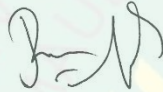
FACULTY OF HUMANITIES

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

2016

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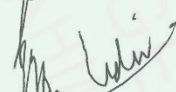
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i

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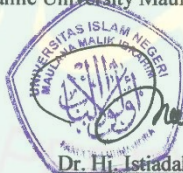NIP: 19760910 200312 2 003

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ii

STATEMENT OF THESIS AUTHORSHIP

I state that the thesis I wrote entitled **Hesitation in Bilingual Child's Speech** is truly my original work. It does not incorporate any material previously written or published by another person, except those indicated in quotation and Bibliography. Due to this fact, I am the only person responsible for the thesis is any objection or claim from others.

Malang, August 29th 2016

Rizki Maulita

MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي (25) وَيَسِّرْ لِي أَمْرِي (26) وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي (27) يَفْقَهُوا قَوْلِي (28

Musa said, "Allah, expand for me my breast [with assurance], and ease for me my task, and

untie the knot from my tongue, that they may understand my speech. (QS. Thoha: 25-28)

DEDICATION

This thesis is dedicated to: My beloved father and mother, Nasrifin and Erna Triani who

eternally reminds me to do not give up in every single step of live. My beloved brother Adi

Rahmat Maulana who always support me.

ACKNOWLEDGMENT

All praises are to Allah, who has given power, inspiration, and health in finishing the thesis. All my hopes and wishes are only for him. Shalawat and Salam always blessed upon our prophet Muhammad SAW who has guided us to the right way of life. He is the noblest human being and the teacher of all people in the world.

This thesis was not finished simply and easily, I should spend much time and effort to make it complete. It, however, has given invaluable experience. This thesis actually would never be finished without support, motivation and contribution from many people. Firstly, I would like to thank those who have guided me in writing the thesis. I express my first gratitude to Dr.Rohmani Nur Indah, M.Pd who has patiently taught and guided me throughout the entire process of the thesis writing with all of the meaningful notes, which made me finish this thesis more easily. I also want to express my sincere thanks to H. Djoko Susanto, M.Ed., Ph.D and Abdul Aziz, M.Ed., Ph.D as my examiners for their invaluable guidance as well as constructive suggestion. Then I express my gratitude to all my teachers who had taught me who had taught me and transferred their knowledge.

Secondly, I extend gratitude to my second family in Malang, Kertosariro rent house who always lead me to the right place. My beloved roommate Milla, Alvin, Nita, Naylus, Seruni, and Tea, who always support and accompany me every day.

Thirdly, I want to say thank you very much to all member of English Language and Letter 2012, especially for my beloved teammate Hilda, Cicid, Rima, Rifa, Lisda, Ridzky, and Fathur. Then my best friend since first semester, Ayul, Faridah, Risda, Evin, and Vera who always make me laugh, strong, and always beside me. Besides, I apologize all of you if I often leaved my responsibility because of my incapacity to do all things during conducting this research.

Finally, I admit that this thesis is truly not perfect. Therefore, I hope any comments from the readers. In addition, I hope that this thesis will give a valuable contribution, especially for study of hesitation.

Malang, August 29th 2016

The Writer

ABSTRACT

Maulita, Rizki. 2016. Hesitation in Bilingual Child's Speech. Thesis. English Letters and Language Department. Faculty of Humanities. The State Islamic University Maulana Malik Ibrahim of Malang.   Advisor: Dr. Rohmani Nur Indah, M.Pd

Key Words   : Hesitation, Bilingual

The research deals with study of hesitation in bilingual child's speech. The writer chooses to analyze hesitation because this phenomenon commonly found among all speakers including bilingual children. There two problems of this study (1) What are the types of hesitation in the bilingual child's speech? (2) What are the characteristics of hesitation in the bilingual child's speech? The writer analyzes hesitation to help the readers improve the accuracy of language communication especially when they speak. Based on the reason above, this research uses descriptive analysis to describe the data. The writer applies the theory of hesitation by Rose. Hesitation is period of silence during speaking in spontanous. There are six types of hesitation; pause, repeats, self-correction, false starts, lengthening, and restarts.

The writer finds five types of hesitation which are presented in thirty two data. In bilingual child's speech, hesitation comes with certain reasons. For instance to come up for air, for pragmatic reason, for planning what the utterance or sentence that we will say. Thus the writer concludes that hesitation is used as quality control device to anticipate errors occuring in speech. In the communication, people frequently experience hesitation when they speak, because there are no human speak perfectly in all condition.

viii

مستخلص البحث

مالطا رزقي. 2016 . تردد في الكلام للطفل لغتين. طروحة. أحرف اللغة الإنجليزية وقسم اللغة. كلية العلوم الإنسانية . جامعة الدولة الإسلامية مولانا محمد إبراهيم مالك من مالانغ . المستشار: الدكتور رومني نور انداه، M, Pd.

الكلمات الرئيسية: تردد، اللغتين الإنكليزية والفرنسية

ويتناول البحث دراسة تردد في الكلام للطفل لغتين . يختار الكاتب لتحليل تردد نظراً لأن هذه الظاهرة توجد عادة بين جميع المتكلمين بما في ذلك الأطفال ثنائي اللغة . هناك مشاكل في هذه الدراسة (1) ما هي أنواع تردد في الكلام الطفل لغتين؟ (2) ما هي خصائص تردد في الكلام الطفل لغتين؟ ويحلل الكاتب تردد لمساعدة القراء تحسين دقة الاتصال لغة خاصة عندما يتكلم . استناداً إلى السبب المذكور أعلاه، هذا البحث يستخدم التحليل الوصفي لوصف البيانات. يطبق الكاتب نظرية تردد من روز. تردد الفترة من الصمت أثناء حديثة في سبونتانوس. هناك ستة أنواع من التردد؛ وقفه ويكرر والتصحيح الذاتي، وبدايات زائفة، وإطالة وإعادة تشغيل.

ويرى الكاتب خمسة أنواع من التردد التي ترد في بيانات اثنين وثلاثين. في خطاب للطفل لغتين، يأتي تردد مع بعض الأسباب. فعلى سبيل المثال أن تصل للهواء، لسبب عملي، لتخطيط ما الكلام أو الجملة التي سوف نقول. وبالتالي يخلص الكاتب إلى أن تردد يستخدم كجهاز مراقبة الجودة على توقع الأخطاء التي تحدث في الكلام. وفي الرسالة، الناس كثيرا ما تجربة تردد عندما يتكلم، نظراً لوجود الإنسان لا أتكلم تماما في كل حالة.

ABSTRAK

Maulita, Rizki. 2016. Ragu-ragu dalam Berbicara pada Anak Dwibahasa. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Ilmu Budaya. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Rohmani Nur Indah, M.Pd

Kata kunci : Ragu-ragu, Dwibahasa

Penelitian berkaitan dengan studi ragu-ragu dalam berbicara anak dwibahasa. Penulis memilih untuk menganalisis ragu-ragu karena fenomena ini biasanya ditemukan di antara semua pembicara, termasuk anak-anak dwibahasa. Ada dua masalah dari studi ini (1) apa yang jenis ragu-ragu dalam pidato anak dwibahasa? (2) Apakah karakteristik ragu-ragu dalam pidato anak dwibahasa? Penulis menganalisis ragu-ragu untuk membantu pembaca yang meningkatkan akurasi bahasa komunikasi terutama ketika mereka berbicara. Berdasarkan alasan diatas, penelitian ini menggunakan analisis deskriptif untuk menggambarkan data. Penulis menerapkan teori ragu-ragu oleh Rose. Ragu-ragu adalah periode diam selama berbicara secara spontan. Ada enam jenis ragu-ragu; jeda, mengulangi, koreksi diri, kesalahan ketika mulai, pemanjangan dan restart.

Penulis menemukan lima jenis ragu-ragu yang disajikan dalam tiga puluh dua data. Dalam pidato dwibahasa anak, ragu-ragu datang dengan alasan-alasan tertentu. Misalnya untuk datang untuk udara, untuk alasan pragmatis, untuk merencanakan apa ucapan atau kalimat yang kita akan mengatakan. Dengan demikian penulis menyimpulkan bahwa ragu-ragu yang digunakan sebagai perangkat kontrol kualitas untuk mengantisipasi kesalahan terjadi dalam pidato. Dalam komunikasi, orang sering mengalami ragu-ragu ketika mereka berbicara, karena ada tidak ada manusia berbicara dengan sempurna dalam semua kondisi.

TABLE OF CONTENT

CHAPTER I: INTRODUCTION

CHAPTER II: REVIEW OF RELATED LITERATURE

CHAPTER III: FINDINGS AND DISCUSSION

CHAPTER IV: CONCLUSION AND SUGGESTION

REFERENCES

APPENDIX

CURICULUM VITAE

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Many children around the world learn more than one language and they do this in different ways. Some children learn two, or more languages from birth (Rosenberg, 1996). Other children begin to learn a second language when they go to daycare or preschool and an increasing number of children learn a second language in immersion programs when they start school. Furthermore, in the first three years of school, children take another big step in language development as they learn to speak. Learning to speak is one of the most visible and important achievements of early childhood. When children speak second language, it means new opportunities for social understanding, for learning about the world, sharing experience, pleasures and needs. Therefore, children can learn a second language in school. However children not only learn second language in school, they can also learn naturally at home.

"The idea of raising bilingual children is both appealing and possible for more families these days and growing up with more than one language certainly has its advantages in today's global village" (Rosenberg, 1996). This is due to the fact that children are raised by parents who speak different language, such as his mother from Indonesia and his father from Australia. Knowing two languages truly gives child so many advantages in life: knowing two cultures, of being able to communicate with another people, it's easier in learning other languages, makes the child more responsive and creative. But there are disadvantages to become bilingual child for example, have fewer vocabulary in every language that they have, and more often

1

experience a "forget the word". In this research the child examined is the boy two years old, so the language result by this child there is still hesitation. In bilingualism, hesitation is an issue.

Hesitation is commonly found among all speakers including bilingual children, regardless of whether they are engaged in their dominant or non-dominant language (Fehringer & Fry, 2007; Reed, 2000). The question is whether a bilingual speaker will engage in the same types of hesitations in both languages. If hesitation patterns can be identified consistently across speakers regardless of language, their appearance as an acoustic cue for speaker identification may be possible. This research examines differences in hesitation use across languages and speaking contexts (reading vs. conversation) in bilingual speakers. Hesitation is used as a quality control device to anticipate errors occurring in speech, as well as to repair them once they have occurred (Reed, 2000).

In language production, the hesitations may be happened in encoding process, how the language is produced and delivered to the listeners. The processes of phonological encoding involve turning words into sounds. The sounds must be produced in the correct sequence and in specific way that is how the muscles of the articulatory system should be moved.

Most of hesitation occurrence usually happens in spontaneous speaking that must have a lot of information delivered by the speakers to the hearers. The speakers have to think of what information they want to deliver to the listeners spontaneously. In this case, the speakers often make pauses in their speaking in order to recall the information that they have to say. Corley and Stewart (2005) the words of unprepared spoken language are likely to be accompanied by a range of unintentional errors.

Hesitation is one of errors that may happen in producing the sound and resulting utterance not fluently. Hesitation can also be said as pauses of varying length that occur when the speakers are losing their words during speaking. Carroll (1985) states that hesitations are period of silent that occur between linguistic units of an utterance. When people speak, actually, the

2

productions of complete sentences have often turned to speech not fluently to unravel the processes of production. It is often heard that many speakers hesitate in their speech, whether it is in daily life, movie scene, formal events, etc. The problem is so humane that there is no human speaks perfectly without any errors or hesitations.

Rose (1998) adds that hesitation is a crucial factor that people sometimes do the delay of message transfer in some way. If the hesitation had not occurred, the communication of the speaker's message would have been faster. From the statement above, we can conclude that hesitation is a period of breaks that occur during speaking. Those pauses can be empty or filled with set of words or repetitions to recover the not fluently in speaking.

According to Rose (1998), hesitation is used to take a breath during speaking, to be preparation to continue speaking, to be a signal for people to end or to take their speaking turn. Hesitation pauses also use when people try to decide what they want to say because sometimes people need time to think first before speaking their words out.

There are six kinds of hesitation according to Ralph Leon Rose (1998): first, false starts occasionally, a speaker utters a few words and then stops in mid-sentence. Second, repeats when a speaker iterates a lexical item in mid-sentence, it is called a repeat (Leech & Svartvik,1994). Thirdly, pause, it is commonly feature of spontaneous speech is hesitation in the form of pauses that can be one of three types (Dalton & Hardcastle, 1977) such as: umm... uhh... or can be the duration of the speech. Fourth restarts, sometimes a speaker will utter a few words and then suddenly return to the beginning and it repeats the same words. Fifth self-corrections, a speaker will sometimes utter one word and then are placement which is to be understood to constitute a retraction of that word. Six lengthening, when a speaker draws out the enunciation of a word it is called a lengthening as in the following extract.

This research is concert to psycholinguistics under hesitation. This research analyze this topic because hesitation are important phenomena for psycholinguists. There are some

researchers who have investigated hesitation phenomena such as Sholikha (2014), Hadiyanto (2014) & Mutmainah (2014). Mahfida (2011), for example found that kind of hesitation used by Susilo Bambang Yudhoyono and Barack Obama in their conversation. Syauqie (2012) show that the hesitation can be found in the conversation of learner foreigner language for the desk office and the tourist in the MTIC (Malang Tourist Information Center). Roza and Rosa also found type of hesitation occurrences used by the characters in the movie of Akeelah and the Bee.

Those previous studies have same similarities in the way of analysis hesitation but, the different this research with previous researcher is most previous researcher investigated hesitation in the monolog and the dialogue, no one previous researcher analysis hesitation in the context of speech. Also, one of the main differences of the present research from the above mentioned studies is the object who give speech in international speech use foreigner language. On the other hand, this research tries to identify the type and the characteristic of hesitation in child's speech. Therefore this research makes an analysis entitled: Hesitation in a Bilingual Child's speech.

1.2 Research Questions

Based on the problems of the study, the problems of this study are:

1. What are the types of hesitation in the bilingual child's speech?
2. How are the characteristics of hesitation in bilingual child's speech?

1.3 Objectives of the Study

Referring the statement of the problems above, the writer has expected objectives of this study those are:

1. To identify what kind of hesitation in the speech of the bilingual child's speech.
2. To describe the characteristics of hesitation in bilingual child' speech.

4

1.4 Significance of the Study

The research is expected to give valuable in practical contributions to Psycholinguistics area. This research is using Rose's theory. Practically the result of this research will become one of the source in linguistics area which focused in hesitation. This research gives valuable contribution for the English student who study hesitation, in order to give more knowledge about many kinds of hesitation. Furthermore, this study also expected to give important direction for the next researcher who interested in this topic.

1.5 Scope and Limitation

This research focuses on the child who speaks with the two difference languages. The object of this research is certainly child who acquires two languages. In order to have an understandable research, this research give an underlying theory that explains based on Ralph Leon Rose theory, the theory is relevant for answering the statement of the problems above.

For those problems, the limitation of this study only analyzes on hesitation and this research do not analyze in the another point of view such as slip of tongue. This research examine just one child, because this research want to focus on the child speaks in two different languages, so this research do not make any comparison with other children.

1.6 Definition Key Terms

To avoid misunderstanding and misinterpretation of the key terms used in this research, the definitions of the terms are given below:

1. *Hesitation* is one of errors that may happen in producing the sound and resulting utterance not fluently. Hesitation can also be said as pauses of varying length that occur when the speakers are losing their words during speaking. Carroll (1986) states that hesitations are period of silent that occur between linguistic units of an utterance.

5

2. *Bilingual* is a person who speaks two languages fluently. Bilingual can also be said as using or knowing two languages; "bilingual education".

1.7 Research Method

There are several points explained in this part. They are about research design, data source, research instrument, procedure of data collection, and data analysis.

1.7.1 Research Design

This research uses qualitative approach because the designed to get understanding on hesitation and to obtain information the data by understanding and analyzing the data based on the Rose's theory in the bilingual child's speech. This research analyzes the text or the written form in their natural setting of the recording without any treatment as how, typically quantitative research.

This research is categorized as descriptive qualitative research because this research describes and interprets the hesitation used by bilingual child's speech including word, phrase and sentence.

1.7.2 Data Source

The data taken from speech implying hesitation through words, phrases, clauses, utterance and sentences from bilingual child's speech. The child is the son of Indonesian and Australian, so he learns two languages. The data source is in the form of text taken from the recording of bilingual child's speech.

1.7.3 Research Instruments

Research instrument is very important to obtain the result of the study. The method of this research used collect the data. This research tries to find out the answer of the problem from this research for collecting. The equipment is use the speech text to take the data. Data

are mediated through this human instrument rather than through interview, questionnaires, machines etc.

1.7.4 Data Collection

In collecting the data the researcher used documentation method. The data collected first step is recording. Second step, after recording, the researcher switches it into written form. Third step the researcher compare between the recording and the written form. Fourth step, this research selects the data which contain to hesitation. Fifth step, make sure the chosen data are not repeated. Finally this research coding the data that related to hesitation.

1.7.5 Data Analysis

After getting the data the researcher analyzes the data as the following: firstly, the researcher describes and explains about the context of hesitation which used by bilingual child's speech and categorized the types of hesitation and also what the reason of the child used hesitation in his speech. Secondly, the researcher analyzes the data that are any utterance phrase or sentence which contain to the hesitation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two parts; theoretical framework and previous study. Theoretical framework consist with following steps: language production and hesitation. Second is previous studies which is consist with related studies done by others and convey the difference of this study from previous studies.

2.1 Language Production

In daily life, human create communication through language in oral and written way. When we use oral to create communication, we deals with language production. It describes all of the stages between having a concept, and translating that concept into spoken language form. Actually, producing language or speech is not easy, it needs mechanism of speech and progress of speech production (including: Construct thought, Transfer thought to ling form, Motor command and Execute utterances). Mahl (2001:124) state that language production is the process by which spoken word are selected to be produced, have their phonetics formulated and then finally is articulated by motor system in the vocal apparatus.

In the process of language production there are three parts of brain that has important role. Wernick is responsible for "lexical meaning", Broca plays the role in the grammatical planning and finally, supplementary motor area for monitoring and controlling the utterance.

Language production according to Levelt (1989), contains four successive stages: (1) conceptualization means deciding what to express (2) formulation is analysis on eventual output of the process (3) articulation is process of forming the sounds words are made from (4) self-monitoring or expressive controls (Scovel 1998:27). Regardless all of the stages have achievement, language production is affected by fluency in the communication. It is because

8

of many factors in the formulation when speakers encode message into linguistic form, select words to express concepts, organize words syntactically to convey a message that will affect speech error in the communication.

Language production is part of communication which used by human for interacting with other. Language production is also important because is the process of going the speech the other way around. It can describe all of the stage from selecting the word until representation of the particular word (message) from the speaker.

2.2 Hesitation

Hesitation or period of silence is the act of silent period during speaking in spontaneous. Rose (1998) adds that hesitation is a crucial factor that people sometimes do the delay of message transfer in some way. If the hesitation had not occurred, the communication of the speaker's message would have been faster.

In the communication, people frequently experienced in the hesitation when they speak, this problem is so human because there are no human speak perfectly in all condition. According to Rose (1998), hesitation is used to take a breath during speaking, to be preparation to continue speaking, to be a signal for people to end or to take their speaking turn.

Hesitation happens without preparation, the words umm, well, and, emh and soon sometimes occurred in speech, it usually occurred spontaneously. Whether a speaker is engaged in oral reading or spontaneous speech, s/he is likely to exhibit hesitation. These interruptions in the flow of speech are meant to help a speaker achieve accurate expression of his/her thoughts, rather than hinder expression (Temple, 1992). Hesitation is used as a quality control device to anticipate errors occurring in speech, as well as to repair them once they have occurred (Reed, 2000).

2.2.1 Hesitation and Planning in Bilingual Speech

Bilingual speakers differ from monolingual speakers in that they store and use two different languages for speech production. According to Levelt's Model of Speech Production, monolingual individuals begin their word selection during a conceptual preparation stage (Levelt, Roelofs, & Meyer, 1999). This stage involves activating specific lexical concepts as part of a larger message and is designed to incorporate the speaker's overall intent. Once the lexical concept has been activated, speakers then need to retrieve the specific word forms from their mental lexicon. This stage is known as the lexical selection stage. In the past, the research

Literature has not presented a consistent picture with respect to lexical access and language storage in bilingual speakers.

Past opinions of language storage in bilinguals viewed these speakers as being a combination of two complete monolingual speakers within a single person (Grosjean, 1989). Present research, however, views the bilingual speaker as having his/her own distinctive configuration of known languages (Grosjean 1989). When discussing the storage of language within a speaker, the bilingual view proposes that a bilingual speaker is considered a whole, rather than a combination of two separate language parts (Grosjean, 1989). The bilingual speaker is considered to have the ability to use either language or both together depending on the communicative need.

The bilingual speaker's ability to choose between speaking in one language, or both interchangeably, may be related to the range of language activation in bilingual speakers, which goes from no activation to total activation (Grosjean, 2001). As a bilingual individual is engaged in speech, s/he will be engaged in the activated language, while the other language is either not activated, or activated but to a lesser extent than the main language being spoken (Grosjean, 2001). Invariably, the bilingual speaker selects and produces words from a specific language without error (Costa & Santesteban, 2004).

When a speaker has both languages activated and intentionally uses two languages interchangeably in speech, it is referred to as code-switching. Speakers may code-switch when the language in use cannot effectively communicate their intent, or for socially motivated reasons, such as emphasizing emotions or ideas (Poulisse & Bongaerts, 1994). When an individual is engaged in code-switching, the use of the different languages is not considered to be random, but rather an intended choice by the speaker.

It is also interesting to note that code-switching does not increase hesitation rate in bilinguals (Hlavac, 2011). In fact, hesitation is likely to occur in the same places as when only one language is being used. Although most forms of code-switching are viewed as intentional, there are often instances where speakers insert words from one language into another unintentionally (Costa & Santesteban, 2004; Poulisse & Bongaerts, 1994). These insertions, also called performance switches, seem to occur due to language interference, and are often referred to as "slips of the tongue" (Poulisse & Bongaerts, 1994).

Language interference may occur when a bilingual speaker learns his/her second language (L2; Hernandez, L1 & Mac Whinney, 2005). When a speaker begins to learn the L2 at a young age, s/he is already experiencing entrenchment associated with the first language (L1; Hernandez et al., 2005). This entrenchment causes the L2 words to be learned as parasitic connections to the L1 forms (Hernandez et al., 2005). When the speaker is older, the entrenchment of his/her L1 is even stronger (Hernandez et al., 2005). With the effects of entrenchment, speakers will likely not have their L2 links as strong as their L1 links, affecting the overall level of their language competency (Hernandez et al., 2005).

A bilingual speaker's mastery of a language can be judged based on how fluent their speech production sounds in their non-native language (Tavakoli, 2011). Speech fluency, however, can be defined differently, depending on which specific language constraints are encountered. For the purposes of this study, fluency is defined as a stream of smooth,

uninterrupted and hesitation-free speech (Tavakoli, 2011). Speech remaining uninterrupted is important in this definition, as native speakers are considered to produce faster speech with fewer hesitations than non-native speakers (Tavakoli, 2011). In the beginning of a speaker's transition into his/her L2, the odds that s/he engages in more frequent hesitations are larger. However, once the speaker becomes more familiar with the language, his/her number of hesitations should decrease. Hence, hesitation rate might be a speaker-specific characteristic across languages and might assist the listener in determining the degree of fluency that a speakers displays in a particular language. The utility of this type of speech cue also might be helpful in the identification of a speaker by voice alone.

Bilingual speakers have also been thought to employ long hesitations to prepare for any upcoming planning or speech production difficulties (Reed, 2000). In short, non-native speakers may engage in long, silent pauses to slow their rate of speech thereby facilitating speech planning and production. These types of pauses are considered uncharacteristic and unnatural for a native speaker (Reed, 2000). However, this idea was not supported (Reed, 2000), as non-native speakers of a language were not observed to engage in longer silent pauses. Rather, speakers displayed an increase in the frequency of their use of short silent pauses, and an even larger increase in their number of filled pauses when producing spontaneous speech (Reed, 2000). It is interesting to note that speakers have a tendency to use the same planning features in their L2 as they do in their L1, as characterized by their carryover of specific types of hesitations (i.e. filled pauses and silent pauses) in their speech (Fehringer & Fry, 2007). Hence, a speaker who engages in frequent filled pausing in his/her L1 is likely to continue this practice in their L2.

Although the speaker is likely to engage in the same type of hesitations, the number of hesitations used by each speaker is not likely to be consistent. The speaker engaged in his/her L2 may have a significantly greater number of hesitations than a speaker engaged in his/her L1

(Fehringer & Fry, 2007). This may be related to a stronger need for the speaker to access working memory during speech production, which results in an increase in the use of time buying devices to compensate for an incomplete knowledge of the language being spoken (Fehringer & Fry, 2007).

There are many aspects of speech production for bilingual speaker's that may impact the amount of hesitation when engaged in his/her L2. Based on the structural differences and adaptations the speaker must make (Costa & Santesteban, 2004) as well as temporal differences between languages (Reed, 2000), a L2speaker has many barriers to overcome. Although initially early L2 learners will be impacted significantly by these barriers, increased exposure to their L2 should help the speaker become more competent, near the level of a native speaker (Fehringer & Fry, 2007).

2.2.2 Types of Hesitation

Hesitation according to Ralph Leon Rose (1998) contains into six types:

First false starts occasionally, a speaker utters a few words and then stops in mid-sentence. In other word, the speaker make mistake in his/her speaker. After he/she have hesitated for a while, they will correction the word but he/she will not repeat more word before he corrected the word. According to Leech and Svartvik (1994) in general, false starts followed by pause which followed by a new word or utterance completely. For example: *they will buy…….they will bring the cake.*

Second is repeats is a phenomenon when a speaker repeats the same words in in mid-sentence in order to hide his/her hesitation part in a speaking. Clark and Clark (1977) note that repeats are repetitions of one or more words in a row. Repetition usually occurs because of articulatory problems rather than other language production problems. That statement means the speaker repeats a single word or more in an utterance. Here, when the speaker does a

13

mistake in pronouncing a single word or more, he/she spontaneously hesitates and repeats the same words where the mistake exists. Then, he/she tries to pronounce again the word with the correct one. Mahfida (2007) says that repetitions are another common form of disfluency that involve the interruption of speech, followed by the repetition of a single word or more that have been produced by the speaker without contain any correction of the utterance. For example: *I will explain...will explain*. From the example, it show that the speaker repeats the word explain for twice.

Thirdly pause, it is commonly feature of spontaneous speech is hesitation in the form of pauses that can be one of two types (Dalton and Hardcastle, 1977). Watanabe and Rose (2012) add that filled pauses involve the articulation of some sounds during their speech such as *uh... umm...*Based on the statement, filled pause is when a speaker hesitates during his/her speech, then he/she makes a pause and fill the pause with a simply noise or sound. Filled pause takes place in the beginning of the speaker's utterance or sometimes in the middle of the utterance. Watanabe and Rose (2012) add that filled pauses involve the articulation of some sounds during the delay. They also agree that filled pause is a delay during speaking that is filled with some sounds in order to make the pause section is not just a form of silence and also to make the listeners do not easy to be bored in the speaking moment.

The second types of pause is silent pause. Silent Pause is the length/duration of silence taken by the speakers during their speech. Unfilled pause or silent pause is a period of no speech during speaking, determined by the length of the silence. The speaker just keeps silent between their words. In silent period, speaker does not produce any sound or word to fill their pause. For example; "I went there (0.5) yesterday". The sentence shows that the speaker makes a pause after saying the word *there*. The phenomena may occur because of the process of thinking. The speaker thinks when he/she went to the place that is told in the situation. People also use silent pause or completion point in conversational interactions as a marker of finishing speaking turn

by pausing at the end of a completed syntactic structure like a phrase or a sentence. The silent pause may happen in the end of the speaker utterance. In this case, the silent pause takes a role as a mark that the first speaker ends his utterance and it already becomes the second speaker's turn to speak up. The silent pause is categorized as hesitation phenomena if the length of the silence more than 3 seconds. The statement above is supported by Watanabe and Rose (2012) that says that silent pause (unfilled pause) is breaks in speech production of any duration. In silent pause, speakers do not produce any sounds or words to fill their pauses. Rose (2012) also adds that silent pauses are long pauses, not articulatory or juncture pauses. It is usually longer than 3 seconds.

Fourth restarts. Sometimes a speaker will utter a few words and then suddenly return to the beginning and it iterate the same words. For example: *my first r…. my first reaction.*

Fifth self-corrections, a speaker will sometimes utter one word, and then are placement which is to be understood to constitute a retraction of that word. A speaker prevents problems by taking linguistic (or paralinguistic) actions to ensure that there is no problem as in ensuring that one has another's visual attention before beginning to speak. Speakers often warn of upcoming problems through the use of hesitation phenomena. Finally, they may repair problems that have already occurred by correcting them in speech, most often by self-correction. For example: teach only the fifth.

Six lengthening when the speakers take articulation of words longer than what it should be. Lengthening occurs when a speaker draws out the enunciation of a word which is called a lengthening as in the following extract. Rose (2012) adds "lengthening is prolongation of one or more syllables of a word so that its duration is excessively long in its context. The phenomena usually occur in vowels. From the explanation, lightening occurs when the speaker gets interrupted his/her moment of speaking. From example: *You should prepare the books a: nd also the stationeries*. From the statement above explain that lengthening occurs when the

speaker gets interrupted in his/her moment of speaking. When the interference exists, the speaker pronounces a single word longer than what it should be. During the lengthening phenomena exists, the speaker may think and remind the material that he/she wants to deliver to the listeners.

2.2.3 The Use of Hesitation Phenomena

Whether a speaker is engaged in oral reading or spontaneous speech, s/he is likely to exhibit hesitation. These interruptions in the flow of speech are meant to help a speaker achieve accurate expression of his/her thoughts, rather than hinder expression (Temple, 1992). Hesitation is used as a quality control device to anticipate errors occurring in speech, as well as to repair them once they have occurred (Reed, 2000).

Because pauses naturally occur between words, it is important to identify the significance of these pauses by their length. While several different pause lengths have been proposed ranging from 200ms to about 4000ms (Cenoz & Peralez, 2000), has suggested that meaningful, unfilled hesitations consist of periods of silence lasting longer than 250ms. This length is significant because it is longer than the time needed for planning, physiological, or articulatory movements and it is suggestive of cognitive processing time. However, pauses lasting longer than 2000ms are not considered meaningful, as they are not indicative of continuous on-line planning, and only occur in select speakers, due to individual speaker variability (Cenoz, 2000).

Pauses less than 25ms are reflective of the more fluent transitions that occur naturally in speech production. Short pauses are often physiologically necessary (Cenoz, 2000), as a speaker is physically required to interrupt their speech to accommodate breathing (O'Connell &Kowal, 2005), and they account for the time needed for articulatory movements. If a speaker avoids short pauses, speech units become too dense, impacting both the production of intelligible speech and the listener's capacity to understand the spoken message (O'Connell

16

&Kowal, 2005).When planning periods are extended, both the production of speech and transitions become less fluent.

The use of Hesitation

From the explanation above, hesitation occur when the speakers are losing their words during speaking. Well, there are three reasons of hesitation occur in communication according to Carrol (1985:268).

Firstly for come up for air, it means that to produce sound or language someone must pass through the process of language production that will pull out air from the lungs and must pause for occasionally to respire before s/he continuing their speech.

Second for pragmatic reason. The aim of speech is exactly to give information to listener and if s/he face hesitate or confused in his speaking, it often that s/he will wait before going on to his/her speech.

Third for planning what the utterance or sentence that we will say. Infrequently the sentence or utterance planned in advance then uttered, people who produce hesitation doing this because they want to make decisions about the proper word, sentence or structure.

Normally people produced hesitation under following problems: We make hesitation pause when we are uncertain about what to say next, or when we are deciding what to say next. This often happens when we have something to say, but we have no planned in detail. This is a speech-planning pause and his usually occurs immediately after the first one or two word in an idea unit often after the very first word. We make hesitation pause when we are not sure that the word or utterance that we have said is going right. We make a hesitation pause when we are facing the difficulty in finding some appropriate word. We make a hesitation when we want to utter some word that is especially significant or that is of high lexical content or that may

17

sound surprising in that context. We make a hesitation when we are facing the difficulty in the completing a particular syntactic structure.

2.3 Previous Study

There are some researchers who have investigated hesitation phenomena such as Sholikha (2014), Hadiyanto (2014) &Mutmainah (2014). Mahfida (2011), found that kind of hesitation used by Susilo Bambang Yudhoyono and Barack Obama in their conversation. The result of her study show that there are five kinds of hesitation namely: unfilled pause, repeats, false start, world lengthening and the researcher also find that the hesitation happens in the context when SBY and Obama try to give a clear explanation and clarification. Syauqie (2012) show that the hesitation can be found in the conversation of learner foreigner language for the desk office and the tourist in the MTIC (Malang Tourist Information Center).

Roza and Rosa also found type of hesitation occurrences used by the characters in the movie of Akeelah and the Bee. In the data analysis, the writer finds that filled pause is a type of hesitation occurrence that mostly used by the characters in movie Akeelah and the Bee. There are 22 from 80 data for filled pause. It is about 27, 5% from all of the data. It is because all of the characters are native speakers of English. A native speaker usually uses filled pause in his/her hesitations.

The study of temporal variables in speech has progressed for several decades. Freida Goldman-Eisler is often credited with having established this field with her studies of speech rate and silent pauses. Gradually the field has enveloped hesitation phenomena. Presumably, these doubts stem from the subtly diverting natures of these speech phenomena: studies of speech rate and silent pauses tend to use highly sent samples of speech (in one study, Goldman-Eisler (1972), notes subjects were "highly literate people", p. 103), while studies of hesitation phenomena are concerned more with speech decencies and disruptions. Nonetheless, since

18

hesitation phenomena nuance the time it takes the speaker to communicate a message, they are included in the study of temporal variables.

Researches available on parents' attitudes toward language of their children mostly discuss the parents' choice and perception on the language of instruction at school. Researchers on Hmong language (Withers, 2004), Vietnamese parents (Young and Tran, 1999), linguistics minority parents (Lee, 1999) imply that parents are more favorable to have their children to study in a bilingual program, so that the heritage language of the children will be maintained. This result suggests that parents have positive attitude toward bilingualism of their children.

A study on how language minority parents help their children become bilingual in the family context (Li, 1999). This study concluded that language minority parents who communicate on a daily basis with their children have a crucial influence on the development of their children's bilingualism. It is better for them to take initial actions to enable their children to develop both their L1 and L2, and to get together with the two respective cultures, rather than wait passively for schools and communities to reach out to them. The study showed that language minority parents' positive attitudes toward both languages and cultures and supportive interactions with their children at home are very important to the children's bilingualism and identity establishment. Research in the area of bilingual speaker-specific phenomena has been sparse (Fathman, 1980).

CHAPTER III

FINDINGS AND DISCUSSION

The researcher presents two parts in this chapter. Those are finding and discussion. In finding, the researcher presents the data analysis and its interpretation based on Rose's theory (1998). Then in the discussion, the researcher provides the explanation based on the analysis which covers the answer of the problems statement.

3.1 Findings

There are three subjects, father, mother and the child (MK). In MK's speech, the researcher found hesitation in fifty data which was reduced into twenty five data because of similar analysis of the types, context and function. The data are classified based on the Rose's theory on types of hesitation. In the following analysis, each datum is analyzed on the context, type and function of hesitation found.

Datum 1

Mom   : *Apa yang rusak MK? Oh bolong, kenapa bisa bolong?*
MK   : I...I don't know *kenapa bolong* Mom.

This conversation happens when MK wakes up in the bedroom and his mom asks why his pants had hollow. He is confused and looking to his mom while holding his pants. Then, MK gives the response to his mom while shaking his head. The response which is produced by him included into one type of hesitation.

The child uses *repetition* when answered his mother. "*I... I don't know why bolong mom*". It can be identified through those sentences which emphasized the word *"I ..I "*. Repeats is the type of hesitation when MK would say. MK repeats *"I...I"* in the beginning of the sentence.

Repeats are divided into two categorize i.e. repetition of word and repetition of phrase. In this case, the data is included repetition of words, because children just repeated the word *"I...I "*. Repetition of a word means that the speakers repeat the same word during speaks.

Datum 2

Dad : Can you fix it MK?

MK : No, I can't Dad. Dad there are some...there are some *bolong* Dad.

This conversation happens when his dad asks MK to fix his pants. MK responds that he cannot fix it. Then he sees another hole in his pants while pointing some other part of the pants which have hollow. His response toward his dad is included into the type of hesitation

MK uses *repeats* to express what he meant. It can be seen in the sentence *"There are some ... there are some"*. In this case, the child uses repetition of phrase. Repetition of phrase means that the speakers not only repeat the words but also the phrases. In this datum the child repeats the phrase in the middle of a sentence mixing English and Indonesian.

Datum 3

Mom : *Kalau begitu celananya mau diapain* MK? *Dibuang*?

MK : *Dibuang*.

Mom : *Mau dibuang tempat sampah*?

MK : No...Not in...Not in *tempat sampah.*

This conversation happens when MK's mom asks him to throw away the pants or not. MK said not to throw it with a sharp stare toward his mother. He takes his pants and hold it so tightly. Then, his utterance in responding his mom is included into the type of hesitation.

In this data, MK uses the types of *repetition* as datum 1 and 2. This sentence is categorized as *repetition of phrase*. Due to the repetition in *"No ... Not in ... Not in "*. The phrase which is repeated by him is in the beginning of a sentence mixing English and Indonesian.

Datum 4

MK   : Mom can I...can I *mencoba memakai* this pants Mom*?*

Mom   : Of course you can MK. *Tapi kalau celananya tambah bolong gimana?*

This conversation happens when MK wants to try his pants. He pronounced with that sentence because he was not sure whether his mother allows him to use the pants or not. He stares at his mother with bright eyes in order persuade his mom. This utterance is included into the type of hesitation

In his sentence MK uses the type of *repetition of phrase*. It indicates when he said *"Mom can I ... can I"*. This sentence shows that he uses the restarts in the explicate meaning, because he's repeating the same sentence from the beginning.

Datum 5

Mom   : *Apa?*

MK   : You...You know *aku lagi apa* Mom?

This conversation happens when MK wants to show his mom about the toy which his dad gave him in the living room. The toy that he recently got from his dad as appreciation for helping him. He smiled when looking to his toy. MK's utterance in this conversation is included into the type of hesitation.

MK uses the type of *repeat* in this conversation uses repeats. As like datum 1, MK uses repetition of the word. MK uses repetition when answered his mother. *"You ... You "*. It can be identified through those sentences which emphasized the word *"You" ... You "*.

Datum 6

MK   : Ya but...umm...Ya but when *aku masih* baby *aku ketemu siapa*?

Mom   : *Waktu masih* baby?

This conversation happens when MK has a small talk with his mom while playing his toy. While playing his toy, he stares at his mother and asks when he was a baby to his mother. But his mother does not understand the question. MK's utterance in this conversation is included into the type of hesitation.

In this data, MK uses *pause* in her conversation with his mom. Pause is commonly feature of spontaneous speech is hesitation. This datum is categorized as *filled pause*, because the filled pause takes place in the beginning of the speaker's utterance or sometimes in the middle of the utterance. Filled pauses involve the articulation of some sounds during the delay. It shows from the utterance *"Yaa but ... umm ... Yaa but"*. In addition MK also uses repetition of phrase, it shows from "*Yaa but* ... umm ... *Yaa but* "

Datum 7

Mom : *Kapan*?

MK : *Waktu aku masih* baby *di* Ausie. Ada...Ada uncle *datang ke* our home.

This conversation happens when MK explains to his mother the time when he met his uncle. Because their families several times moving house before they finally settled in Indonesia. When he was baby in Australia. He looks happy when remember his childhood in Australia. He sees the roof and smile while talking with his mother. MK's response to his mother in this conversation is included into the type of hesitation.

In this data, MK uses *repetition*. It indicates from the word *"Ada ... Ada "*. Through this sentence he uses repetition. Shown in the datum 1 and 5, MK uses repetition of the word. On this datum MK repeats using Indonesian language in the beginning of sentence.

Datum 8

MK : Yaa, after that umm...*di* Melbourne *ada ulang tahun.*

Mom : *Ulang tahunnya siapa*?

23

This conversation happens when MK and his mom talks the moment when they were in Australia. He recalled a time there existed a friend's birthday. His mother asked him whose birthday there. The child looks like trying to remember back to what he would say and who he talking about while stares at his mother. The utterance of MK in this conversation is included into hesitation

In this data, MK uses the type of hesitation that included as pause. Similar with datum 6, MK uses type of filled pause. In the sentence *"Yaa, after that umm ..."* it looks like the child was thinking about what he will say next, therefore there is a pause.

Datum 9

MK   : V's birthday *di* Mc...umm...McD Mom.

Mom   : Oh *ulang tahun* V. *Iya ulang tahun* V *di* MD.

This conversation happens when MK tells her mom about his friend's birthday. When he uttered the place where V's birthday, he hesitated. His eyes look to the left and right. He thinks whether the pronunciation of place would he say is right or wrong. The utterance of MK in this conversation is included into hesitation

This data is similar to data 6 and 8 that MK uses *filled pause* when he pronounced a word or sentence. The sentence *"Mc ... Umm ... MD"*, shows that he tries to speak something but he has not been convinced by his pronunciation. Therefore in the pause period, he thought and produce the sound "umm". In this datum MK also uses self-correction when mentioning the place "*Mc ...* Umm *... McD*. "

Datum 10

MK   : *Kenapa dia disana*?

Mom   : Yaa *Mama Papanya maunya di* MD.

MK   : But why..(0,5)..my birthday *tidak disitu* Mom?

This conversation happens when MK still talks about his friend's birthday. MK protested why his birthday was celebrated not at MD, because he prefers at MD. He speaks while standing in front of his mother and holding his toy. The utterance of MK in this conversation when asking why his birthday was not celebrated in the MD is included into hesitation.

In this data, MK uses *pause*. Different from datum 6, 8 and 9, this conversation is categorized as silent pause. It shows from the sentence *"but why..(0,5).. my birthday"*, through this sentence MK takes a long duration during the conversation with his mother.

Datum 11

Mom : *Kita merayakan di* KK *karena lebih dekat sama rumah kita daripada* MD.
MK : *Kalau* MD *jauh sekali*?
Mom : *Iya*.
MK : Naik...Naik...Naik train *abis itu bis*?

MK protested why his birthday is celebrated at KK, not in MD. His mother said that KK is near their house. MK does not take it for granted. He asks how far MD from their house. He asks while looking at his mother. He mentioned the train and bus while holding a train and bus toy. His mother says that takes an hour to get to MD.

In this data, MK uses *repetition*. Same as datum 1, 5, and 7 he uses types of repetition that is categorized as repetition word. It can be seen when he is repeating the same words three times *"naik...naik...naik train "*. Similar to data 7, he repeats in Indonesian language in the beginning of sentences.

Datum 12

MK   : Why zz...Why zoo dad?

Dad   : *Dimana tulisan* zoo?

This conversation happens when MK and his father are at the yard. MK's Dad brings the camera in order to shoot him. Unexpectedly MK asks to his dad about the letter zoom that he guesses as zoo which he found in the camera. His father does not know what his son says and ask him where the "zoo" is. MK is directly pointing the camera. The utterance in asking question toward his dad is included into the type of hesitation.

In this data, MK uses self-correction as like in the data 9. He says *"Why zz ... Why zoo dad? "* He was hesitated because he learned the meaning of the word "zoo" from his parents. Therefore, he tried to correct his own utterance before uttering the word zoo to his father.

Datum 13

MK   : But why this *tulisan..(0,5)..*like zoo dad?

Dad   : *Dimana tulisan* zoo?

MK   : *Di fotonya ada*.

This conversation happens when MK plays with his toys. However MK focuses on the word "zoom" in the camera. He guesses that the word is "zoo" because his dad's finger cover the letter "m" in that camera.

In this data, MK uses *pause*. Same as data 10. This data uses silent pause. MK thinks why there is a zoo in camera. Perhaps he had in mind that zoo is a place. So when he asked the question *"But why this tulisan ..(0,5).. like zoo dad?"* he was hesitant with his thought, so he is spontaneously silent for a moment to assure what he will say.

Datum 14

Dad   : *Liat nggak ini di belakangnya ada* "m".

MK   : *Ya tapi kalo ditutup dia* zoo.

Dad   : Zoo *artinya apa*?

MK   : Zoo or zoom? Zzz...Zoo *artinya* umm...garden *artinya*

This conversation happens when MK still arguing about the word "zoom" in the camera. Then, his dad ask the meaning of zoo toward MK. He reminded that in the camera is the word "zoom" has four letters, while the "m" was not seen because it covered by his thumbs. Then, his response in answering his dad question is included into the type of hesitation

In this data, MK uses *lengthening* on *"Zzz ... Zoo* ". In this situation, he repairs the problems that have already occurred by correcting them in speech. MK also uses filled pause after restarts, it shows "Zzz ... Zoo means *umm ...* ".

Datum 15

Mom   : Zoo *artinya apa*?

MK   : Zoo *artinya..(0,5)..tempat* garden

Mom   : No no MK, zoo *artinya kebun binatang*.

This conversation happens when MK's mom brings a glass of juice and asks again about the meaning of zoo toward MK. Then, MK tries answering his mom's question by holding the camera while seeing the "zoom". In answering the question, his utterance is included the type of hesitation.

In this data like in the data 10 and 13 that MK uses one category of *pause* that is silent pause. MK's statement on *"Zoo artinya ..(9,5).. tempat garden"* Indicates that he tries to re-thinking what is meant by the word zoo.

27

Datum 16

Mom : *Jangan dimasukin mulut dong* MK.

MK : But *aku lagi*...I want this Mom.

Mom : *Ayo minum jusnya*.

This conversation happens when he picked up small sticker that he gets from one of his toys to put on the camera. But his mother remind him not to put the sticker on his teeth. His mother got rid of the sticker from his teeth, but the child insisted on to keep the sticker. His mother tells him to drink the juice, but he ignored her and keep rubbing his teeth with the sticker. The reason is because he want the sticker in camera, so he still stick in his teeth.

In this conversation, MK makes hesitate that included as *false starts*. It can be identified from the sentence "*But aku lagi...I want this Mom*" Through this sentence, he makes some mistakes when he is speaking with her mom then he corrects the word. In general, false starts followed by a pause which followed by a new word or utterance completely.

Datum 17

Mom : *Ayo minum jusnya. Ihh jorok jangan dimasukin mulut.*

MK : Tapi aku...di ini *Mom*

Mom : *Jangan pegang gigi ah jorok.*

When his mother told him to drink the juice, MK takes stickers and taped on his teeth. His mother reminds him when holding the teeth it's dirty and could make his teeth gone. The child denied he puts stickers on his teeth, he says if he is just scratching his teeth. He say it while laughing.

This data is like in the data 16, from the conversation above it shows that MK makes hesitate. It can be identified that he makes *false start* from the sentence *"Tapi aku ... di ini mom"*. In this case, he pauses and said while holding his teeth.

Datum 18

Dad : MK, let's swim.

MK : Dad, I wanna...I wanna playing *dengan bola.*

This conversation happens when MK's dad asks MK to swim in the small poll in backyard. However, MK rejected while carrying the ball from inside. The rejection sentence from the MK's utterance is included into the types of hesitation.

This data has similarity with datum 2, 3, 4, and 6 which all of them are included into *repetition of phrase*. From the sentence *"Dad I wanna ... I wanna playing dengan bola"* He repeats the word *"I wanna.. I wanna."* as the signal of the *repetition* of the hesitation.

Datum 19

Mom : MK, which one do you like?

MK : That's one of the best...that's one of the best cake *dari* Mom.

Mom : Really? *Kamu mau mencobanya lagi*?

This conversation happens when his mother is baking the cakes in the kitchen and asks him which cake that he likes much. And he responds to his mother by pointing one of the cakes. The response of MK toward his mother is included into the type of hesitation.

From the conversation above, it is like in the data 2, 3, 4, 6, and 18. From the sentence *"that's one of the best ... that's one of the best cake from Mom"* uttered by MK is included as *repetition of phrase*. In this case, he repeats the sentence *"that's one of the best ... that's one of"* to make sure that the cake made by his mother is the best.

Datum 20

Mom : MK *kalau ada orang yang memberimu sesuatu, kamu harus bilang apa?*

MK : Thank you.

Mom : *Jika orang tersebut memberimu itu berarti orang itu baik.*

MK : So when somebody...somebody *memberiku* candy, *dia orang baik* Mom?

Mom : Of course.

This conversation happens when MK and his mom have a small talk with other family members. MK's uncle gives his favorites candy, but MK does not say thank you. His mother reminded to say thank you to his uncle. Then MK responds his mother's utterance. His response is included into the type of hesitation.

In this data, MK makes *repetition of the word* categories such as datum 1, 5, 7, and 11. Because he likes candy, she immediately asked his mother *"so when somebody ... somebody memberiku candy, dia orang baik mom?"* He repeats the word "somebody" in the question because he thought all of people that gives him candy are good people.

Datum 21

Dad : MK what are you doing today?

MK : Ahh...I have something to tell you dad.

This conversation happens when his dad came home from work and asks about what he was doing in the whole day. Then, MK response to his dad with skipping in front of his father. His response toward her dad is included into the type of hesitation.

From the conversation above it shows that MK makes *filled pause*. This can be seen in the *"Ahh ... I have"* In this case, the child wants to answer his father's question, but he changed his mind. He was thinking about what she would say to his father with giving *"Ahh ..."* He uttered at the beginning of the sentence, unlike datum 14 uttered in the middle of a sentence.

30

Datum 22

Dad   : What is that?

MK   : ...crayon umm...drawing dad.

This conversation happens when they are in the bed and MK is drawing. Then MK's dad asking about something. Then, MK response to his dad while still drawing. The response of MK toward his dad is included into the type of hesitation.

This data contains of three types of hesitation. Those are *silent pause*, *filled pause and self-correction*. Silent pause can be seen at the beginning of the sentence: *"..(0,5)..crayon"* and filled pause *"crayon umm ..."*. Filled pause and silent pause indicates that he is still in the process of thinking before he answer his father's question. Self-correction "*crayon umm...drawing dad"* He was showing what he did with the crayon on his hands.

Datum 23

Mom   : What do you want for breakfast tomorrow?

MK   : I don't umm...I don't know mom.

This conversation happens before sleeping, and then MK's mom asks about the menu of the breakfast for tomorrow. He want to respond with full of enthusiasm, but then he hesitated. He said that he did not know what he wants for breakfast. The response of MK toward his mom question is included into the type of hesitation

In this data, MK uses two types of hesitation i.e. *repetition of phrase* and *filled pause*. Repetition of phrase shown in the sentence "*I don't umm ...I don't*". While the filled pause is indicated in *"I don't umm ... I don't know "*. The reason why he uses two types of hesitation in the one sentence because he wanted to say something, he's still thinking about what to say.

Datum 24

Dad   : Do you have fun today?

MK   : Yeay.

Mom : *Dengan siapa kamu bersenang-senang hari ini?*

MK   : ME umm...play with ME.

This conversation happens before MK go to sleep. His dad asks him about with whom he was playing in that whole day. His mother also asks with whom he's having fun and he replied if he's playing with ME throughout the day. ME is their neighborhood. MK answers by happy what he did during that whole day. The response of MK toward his dad question is included into hesitation.

This data has similarity with datum 6, 8, 9, 14, 21, 22, and 23 that uses *filled pause* in his utterance. The filled pause occurs in the middle of the sentence *"ME umm...play with ME "*. He uses a filled pause because he needs to think with whom he was playing in that whole day. MK also uses repetition of word when mentioning his friend "*ME* umm ... play with *ME*".

Datum 25

Mom : Tell me what your favorite color.

MK   : Umm...orange yes orange.

Mom : Why?

MK   : Because it's look like carrot, I like carrot mom.

This conversation happens when his mother taught him about color by using origami. Although he only remembered a few words for now, he looks really enjoy the lesson from his mother. His mother always taught the simple vocabulary before sleeping in the Indonesia and English. When his mother asked why he like orange, he replied that if the orange looks like carrot's color, he like carrot. MK says "carrot" while pretending to eating carrots. The response of MK in answering his mom's question about his favorite color is categorized as hesitation.

32

In this data, MK uses *filled pause* same as datum 6, 8, 9, 14, 21, 22, 23, and 24. Filled pause when he say at the beginning of the sentence *"umm ... orange"*. This is because MK just learns some vocabulary about the color. Therefore, he needs to think about that color by placing umm as the signal of filled pause.

3.2 Discussion

In the communication, people frequently experienced in the hesitation when they speak, this problem is so human because there are no human speak perfectly in all condition. According to Rose (1998), hesitation is used to take a breath during speaking, to be preparation to continue speaking, to be a signal for people to end or to take their speaking turn.

In this part, after finding and analysis the data are represented, a discussion of the finding is important to answer the two research problems. They are types of hesitation and how the characteristics of hesitation in bilingual child's speech.

3.2.1 Types of hesitation in bilingual child's speech.

Hesitation happens without preparation, the words *umm, well, and, emh* and soon sometimes occurs in speech, it usually occurs spontaneously. Whether a speaker is engaged in oral reading or spontaneous speech, s/he is likely to exhibit hesitation. Hesitation is used as a quality control device to anticipate errors occurring in speech, as well as to repair them once they have occurred (Reed, 2000).

After presenting and analyzing 25 data of hesitation in bilingual child's speech, the researcher does not find all types of hesitation based on the Rose's theory. There are one types of hesitation namely restarts are missing. The types of hesitation frequently found are five: pause, repeats, self-correction, false starts, and lengthening.

First pause which is dominantly used by MK. Pause is a common feature of spontaneous speech, in the form of pauses namely filled first pause and silent pause (Dalton & Hardcastle, 1977). Watanabe and Rose (2012) add that filled pauses involve the articulation of some sounds during the speech such as *uh... umm...ahh....* Based on the statement, filled pause happens when the child hesitates during his speech, then he makes a pause and fill the pause with a simply noise or sound. In this research MK frequently uses filled pause. *For example in datum 8 "Yaa. After that umm...di Melbourne".* It is also appears in data 6, 9, 14, 21, 23 24, and 25.

Silent pause is the length/duration of silence taken by the child during his speech. Unfilled pause or silent pause is a period of no speech during speaking, determined by the length of the silence. MK just keeps silent between his words. In silent period, MK does not produce any sound or word to fill his pause. In this research MK also uses silent pause during his speech. *For example in datum 10 "but why..(0,5)..my birthday tidak disitu mom".* The child takes a silent 0.5 seconds to continue what he's talking about. Silent pause also occurs in data 13, 15, and 22.

Second is is repeats. It is a phenomenon when the child repeats the same words in in mid-sentence in order to hide his hesitation part in a speaking. Clark and Clark (1977) noted that repeats are repetitions of one or more words in a row. Repeats are divided into two categories, those are repetition of phrase and repetition of word. In this research the child use both categories of repeats. Repetition of phrase means that the child repeats not only the words but also phrases. A phrase is two or more words that do not contain the subject-verb pair necessary to form a clause. *For example in datum 2 "there are some...there are some bolong dad".* It is also similar to data 3, 4, 6, 18, 19, and 23.

Repetition of word means that MK repeats the same word during speaks. *For example in datum 1 "I...I don't know kenapa bolong mom".* It also found in data 5, 7, 11, 20 and 24. MK

also repetition of word in Indonesia. *For example in datum 7 "Ada...ada uncle datang".* MK more repetition of word in English than Indonesia.

Third is self-correction. It occurs when the child sometimes will utter a few words and then suddenly return to the beginning. *For example in datum 9 "di Mc...umm...McD"* It is also found in data 12, 14 and 22.

Fourth is false starts. Occasionally, the child utters a few words and then stops in mid-sentence. In other word, MK makes mistake in his speaking. According to Leech and Svartvik (1994) in general, false starts followed by pause which followed by a new word or utterance completely. Word and phrase that are cut off mid-utterance and repeated with different word or phrase. In this research the child uses false starts when speaking in Indonesia. *For example in datum 16 "but aku lagi...I want this mom".* It is also found in data 17.

The last is lengthening. When the child take articulation of words longer than what it should be. The phenomena usually occur in vowels. Lengthening occurs when the child gets interrupted his moment of speaking. MK use lengthening once in his speech. *For example from datum 14 "Zzz...Zoo artinya".*

It can be concluded that hesitation in bilingual child's speech does not involve all types of hesitation as proposed by Rose (1998). From MK's speech the researcher found 32 data that are categorized into hesitation, they are: pause, repeats, self-correction, false starts, and lengthening. There are one type that missing in this research namely restarts.

3.2.2 Characteristics of hesitation in bilingual child's speech

The second research problem of this study is "How are the characteristics of hesitation in bilingual child's speech?" accordingly, it is very important to discuss the characteristics of hesitation in bilingual child's speech. *Pause, repeats, restarts, and false starts* are some characteristics of hesitation in bilingual child's speech.

1. Pause

Pause is a temporary stop in speaking to emphasize meaning, grammatical relation, metrical division, etc. Pause is commonly feature of spontaneous speech hesitation (Dalton & Hardcastle, 1977). In this research pause is divided into two categories filled pause and silent pause. Filled pause is a conventional expression used to stall for time during the processing of spontaneous speech such as *uh...umm...ah....* Silent pause is more difficult to predict than any lexical item uttered in spoken, silent pause produced in order to gain time during the process of language production. Most of filled pause occur in English. Can be seen in datum 6:

MK : Ya but...umm...Ya but when *aku masih* baby *aku ketemu siapa?*
Mom : *Waktu masih* baby?

The position of filled pause is before and after the conjunction. But there is a sentence that puts a filled pause before the conjunction in Indonesia. Can be seen in datum 8:

MK : Yaa, after that umm...*di* Melbourne *ada ulang tahun.*
Mom : *Ulang tahunnya siapa?*

Although the complete sentence in English, but MK uses conjunction after he had hesitation. It may be that they can be said without a great deal of thought too. MK uses filled pause because he give the signal to listener that he paused to think, but unfinished speaking.

In this research MK uses a silent pause in English. Can be seen in datum 10:

MK : *Kenapa dia disana?*
Mom : Yaa *Mama Papanya maunya di* MD.
MK : But why..(0,5)..my birthday *tidak disitu* Mom?

MK take 0,5 seconds to continue his speech. The position of the silent pause is after the preposition and before the pronouns. In addition MK also uses a silent pause when pronounced in Indonesia. Can be seen in datum 15:

Mom : Zoo *artinya apa?*
MK : *Zoo artinya..(0,5)...tempat* garden.
Mom : No no MK, zoo *artinya kebun binatang.*

36

In this sentence, the position of silent pause is after the verb and before the noun. MK uses silent pause because it effectively to take a deep breath. Take a deep breath can make more functional and think more clearly.

In this research when MK uses filled pause, he more often use "umm" in the middle of a sentence. In addition he pronounce it in English rather than mixing Indonesian and English. Similar with filled pause, when MK uses silent pause he use more in English and pause in the middle of sentence. MK takes about 0.5 seconds when silent pause. The percentage of *pause* that MK uses is 40, 6 %.

    2. *Repeats*

Repeats is literary device that repeats same words or phrases a few times to make an idea clearer. Clark and Clark (1977) note that repeats are repetitions of one or more words in a row. In this research found that repeats divided into two categories: repetition of phrase and repetition of word. Repetition of phrase is repeats the same phrase or clause in the beginning, middle, and last sentence. Repetition of words is pronoun the same word that has the same with previously in the beginning, middle, and last sentence. In this research MK uses the repetition of a phrase in the English. Can be seen in datum 2:

Dad   : Can you fix it MK?
MK   : No, I can't Dad. Dad there are some ... There are some *bolong* dad".

Although MK mix Indonesian and English, but he repeats a phrase in English. The position of repetition of phrase is before the noun. The child use repetition of phrase because he need times for planning what the utterance or sentence that he will say.

In this research MK also uses the repetition of word. In this case the child more use it in English. Can be seen in datum 1:

Mom   : *Apa yang rusak* MK? Oh *bolong, kenapa bisa bolong?*
MK   : I...I don't know *kenapa bolong* Mom.

The position of repetition of word is before the verb. But there are some repetition of word in Indonesia. Can be seen in datum 7:

Mom : *Kapan?*
Mk : *Waktu aku masih* baby *di* Ausie. *Ada ... Ada* uncle came to our home.

The position of repetition of word is before the noun. In datum 7 MK repeats the noun, but in addition there are several datum which repeats the pronouns.

The child use repetition of word because the child exactly to give information to listener if he confused in his speaking, it often that he will wait before going on to his speech.

In this research when MK uses repetition of phrase, he more often repeats the phrase in the beginning of sentence. In addition he pronounce it in English rather than Indonesian. Similar with repetition of phrase, when MK uses repetition of word he use more in English and pause in the beginning of sentence. Although there are several datum that repeats in Indonesia. The percentage of *repeats* that MK uses is 40, 6 %.

3. Self-correction

Self-corrections, a speaker will sometimes utter one word and then are placement which is to be understood to constitute a retraction of that word. Can be seen in datum 9:

MK : V's birthday *di* Mc...umm...Mcd Mom.
Mom : Oh *ulang tahun* V. *Iya ulang tahun* V *di* McD.

MK use in English and in the middle of sentence. The position of self-correction is after noun and before verb. The child use self-correction because he has something to say, but he has no planned in detail. One type of hesitation there has not been investigated in detail by others researchers, so the writer not find too much on this type. While *self-correction that* MK uses is 9, 3 %.

4. False Starts

False starts is when the speaker speak and then realize that the speaker said is the wrong thing in the beginning then quickly change the mind and never finish saying it. According to Leech and Svartvik (1994) in general, false starts followed by pause which followed by a new word or utterance completely. False starts that MK uses twice in his speech. Can be seen in datum 16:

Mom : *Jangan dimasukin mulut dong* MK.
MK : But *aku lagi*...I want this Mom.

The position of false starts is in the beginning of sentence. MK use false starts mix English and Indonesia. In the beginning of sentence he use Indonesia and then he change with different sentence in English. Can be seen in datum 17:

Mom : *Ayo minum jusnya. Ihh jorok jangan dimasukin mulut.*
MK : *Tapi aku...di ini* Mom.
Mom : *Jangan pegang gigi ah jorok.*

MK uses in Indonesia from beginning and change with different sentence. The child use false starts because he is not exactly paying attention what the other say and he want to change the topic. MK realize that he said the wrong thing, and then he produce hesitation doing this because he want to make decisions about the proper word, sentence, or structure. The percentage of *false starts* that MK uses is 6, 2 %.

5. Lengthening

Lengthening happens when the speakers take articulation of words longer than what it should be. The phenomena usually occur in vowels. During the lengthening phenomena exists, the speaker may think and remind the material that he/she wants to deliver to the listeners. MK use once in his speech. Can be seen in datum 14:

39

Dad   : *Liat nggak ini di belakangnya ada "m".*
MK   : *Ya tapi kalo ditutup dia* zoo.
Dad   : Zoo *artinya apa?*
MK   : Zoo or zoom? Zzz...Zoo *artinya* umm...garden *artinya*

The position of lengthening is in the middle of sentence after nouns and before verb. MK use

lengthening in English. The child use lengthening because he gets interrupted his moment of

speaking. The percentage of *lengthening* that MK uses is 3, 3 %.

However, this research uses bilingual child's speech to be analyzed and finds five types of

hesitation based on the Rose's theory. In short, the most frequently used type's hesitation by

bilingual child is pause.

CHAPTER IV

CONCLUSION AND SUGGESTION

The researcher provides conclusion and suggestion of this study. Conclusion is to answer the statement of the statements, while suggestions are given for the next researcher and the English Department students.

4.1 Conclusion

The results of this study shows that types of hesitation based on Rose's theory are applied in bilingual child's speech. In this case, not all of the types of hesitation are found in this research namely restarts. It is because the child only temporary stop in speaking in silent or filler the word (*pause*), say the word or phrase again to make what the child utter clearly (*repeats*), the child utter some words and then replace with another words without finishing he first words (*self-correction*), when the child make mistake in the beginning of his speech (*false starts*), and the child utter a few words and utter same word (*lengthening*) during conversation with his parents.

In addition, the types of hesitation that mostly appear in bilingual child's speech is *pause*. Furthermore, he used *pause* frequently through the sentence and phrase while his parents ask or speak in Indonesian. Moreover the child also used *repeats* when his parents ask for his opinions or choose something. Then he used *self-correction* when he confused to answer from his parents. Afterwards he used *false starts* when his parents forbid him to do something. The last that the child used is *lengthening* when he sure what he will say to his parents.

4.2 Suggestion

After doing this research, the researcher realizes that there are some of weakness and limitation in this study that should be covered by the next researcher. In this case, this research

focuses on the child who speaks with the two difference languages. For those problems, the limitation of this study only analyzes on hesitation and this research do not analyze in the another point of view such as slip of tongue. Besides that, this research is based on the researcher's interpretation and description that has still superficial knowledge; as result, it is far from the perfection.

Therefore, the researcher provides suggestion for the next researchers and the readers. First, many researchers did analysis in hesitation in bilingual child's speech area. If the next researcher want to do analysis in hesitation, they can analyze the term hesitation in different area, such as in multilingual child's speech or in bilingual class, etc.

Second, the next researcher can use others theories to see whether there is similar finding or disimilar. The next researcher can explore the latest theory about hesitation theory to help them understand the data. Therefore, the researcher will have novelty in state of the psycholinguistics.
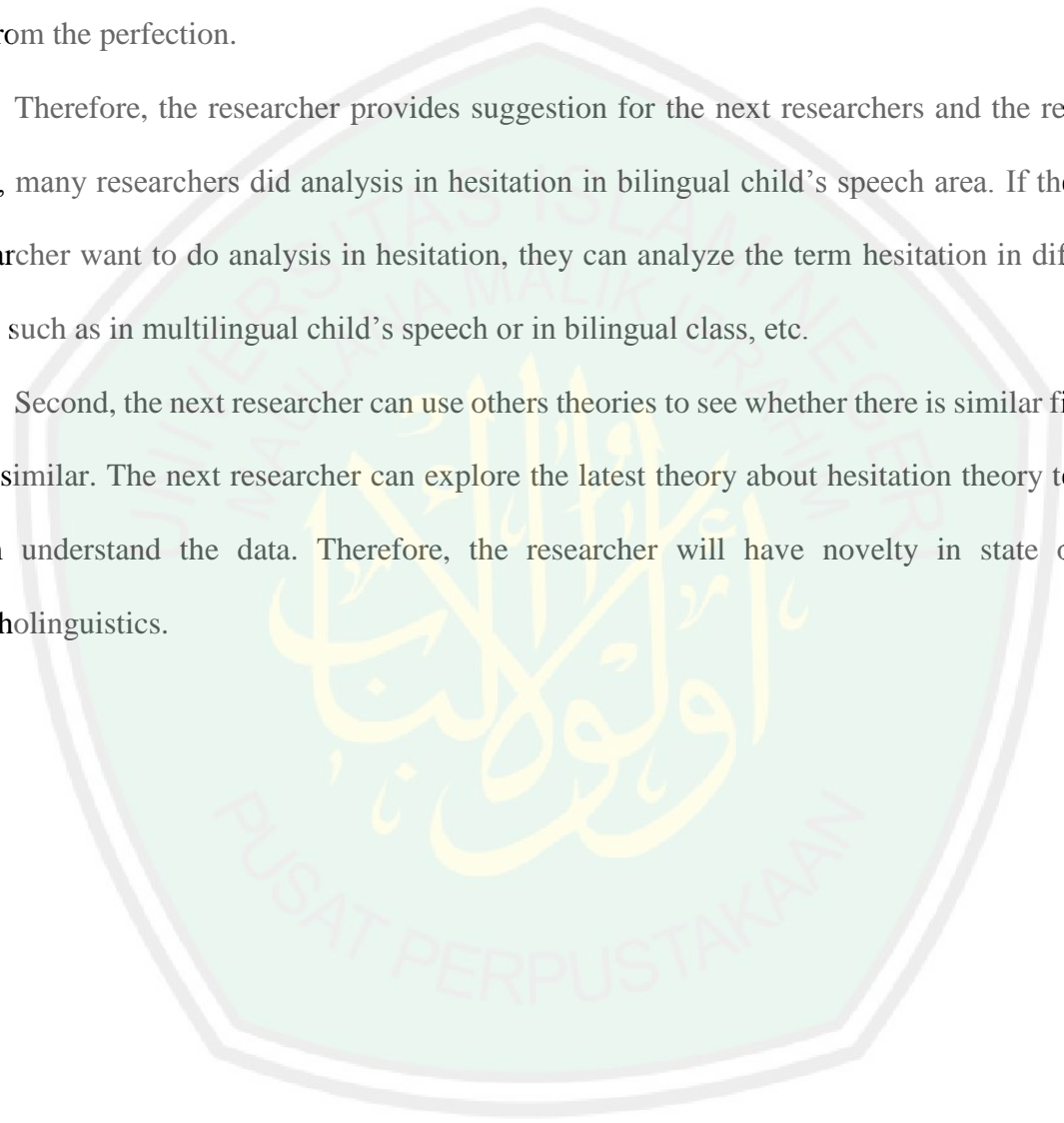
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APPENDIX

Pause : Filled Pause (FP) , Silent Pause (SP)

Repeats : Repetition of Phrase (RP) , Repetition of Word (RW)

Self Correction: (SC)

Lengthening : (L)

Restarts : (R)

No.	Sentence / Phrase	Pause		Repeats		SC	FS	L	R
		FP	SP	RP	RW				
1.	I...I don't know *kenapa bolong* Mom				✓				
2.	Dad there are some...there are some *bolong* Dad			✓					
3.	No..Not in...Not in *tempat sampah*			✓					
4.	Mom can I...can I *mencoba*			✓					
5.	You...You know *aku lagi apa* Mom?				✓				
6.	Ya but...umm...Ya but when *aku masih* baby *aku ketemu siapa?*	✓		✓					
7.	*Ada...Ada* uncle *datang ke* our home				✓				
8.	Ya after that umm...*di* Melbourne *ada ulang tahun*	✓							
9.	V's birthday *di* Mc...umm...McD Mom	✓				✓			
10.	But why..(0,5)..my birthday *tidak disitu* Mom?		✓						
11.	*Naik...Naik...Naik* train *abis itu bis?*				✓				
12.	Why zz...Why zoo Dad?					✓			

13.	But why this *tulisan*..(0,5)..like zoo Dad?		✓						
14.	Zzz...Zoo *artinya* umm...garden *artinya*	✓							✓	
15.	Zoo *artinya*..(0,5)..*tempat* garden		✓						
16.	But *aku lagi*...I want this Mom						✓		
17.	*Tapi aku...di ini* Mom						✓		
18.	Dad, I wanna...I wanna playing *dengan bola*			✓					
19.	That's one of the best...that's one of the best cake *dari* Mom			✓					
20.	So when somebody...somebody *memberiku* candy, *dia orang baik* Mom?				✓				
21.	Ahh...I have something to tell you Dad	✓							
22.	...crayon umm...drawing Dad	✓	✓			✓			
23.	I don't umm...I don't know Mom	✓		✓					
24.	ME umm...play with ME	✓			✓				
25.	Umm...orange yes orange	✓							

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No.	Date	Description	Signature
1.	26 February 2016	Topic and title of research proposal	
2.	18 March 2016	Chapter I and II	
3.	22 April 2016	The revision of Chapter I and II	
4.	1 May 2016	Chapter III	
5.	21 July 2016	Chapter IV	
6.	29 August 2016	All aspect from Chapter I to IV	

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