# "An Analysis Of Disfluencies For Describing Phenomena In Spontaneous Speech"
## (As a describing of simple research for qualitative methode)

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*Abstract*

*This research is motivated by a phenomenon that is often found when students speak English. This phenomenon can be found in spontaneous speech, the researcher wants to know and describe the non-fluency in spontaneous speech used by fourth semester English students at UIN FAS Bengkulu. The form of research is a qualitative descriptive. It has the spontaneous speech object of the fourth semester English students of UIN FAS Bengkulu. Researchers collected data in several steps; first, he gave the topic to the students, the second the students were instructed to speak the given topic, the next time was 5 minutes, the last was recording the students speaking. After that, the researcher analyzed it in several steps; First, he transcribed the students' speech, classified the types of non-fluency, coded the non-fluency, analyzed all the data, interpreted and concluded. The results of this study indicate that there are still many students who make mistakes in speaking spontaneously. Students make more mistakes in repairing, especially in repetition. Paying attention to vocabulary changes in speech is very important to tell them how to speak well. The researcher concludes that in spontaneous speech that the four types of non-fluency (unfilled pause, filled pause, ritual speech unit, and correction) proposed by the fourth semester English students of UIN FAS Bengkulu by sentences in spontaneous speech. 1. There are 28 non-fluency in the unfilled pause, 2. There are 46 non-fluency in the filled pause, 3. There are 2 non-fluency in the ritual speech unit, 4. There are 57 non-fluency in the improvement. The researcher suggested that the students improve their speaking skills to make the right form of their speaking.*
*Key Words: Disfluencies, Spontaneous Speech*

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## INTRODUCTION

Improving the quality of how to improve students' English language skills, of course, really needs to be continuously improved, especially in the field of public speaking, speeches in English (speech) are still low in implementationwhich leads to public speaking.Public speaking can be defined as an activity to convey messages from certain speakers to certain audiences (public) in a formal context and have been planned in advance, therefore the process of speaking in front of the audience is delivery carried out by compiling sentences to be conveyed in order to stay focused on the aims and objectives being discussed., then the delivery mechanism will not be separated from the delivery that is spontaneous.Conversation is present in spoken which exchange of thoughts, opinion, feeling and talk. Usually in the form of talk, this conversation can see in language use and speaking practices in societies. Many speaking can we see in our daily life. For example, like public speaking, speak community, and etc. Not everyone is capaable of making a good speech with avriaety of speech at certain conditions and situations. Speech topics and certain conditions can of course have agreat influence on the speech delivered. Element of doubt is a phenomenon that often a gap filler appears which is most likely to occur at the beginning of the pronunciation, this is a consequence of the greater demands on this processjunctures[1]the speech process is strongly influenced by nervousness and anxiety, this often causes errors in speaking, this problem is not only found when someone speaks in front of an audience, but also when he talks to other people.For example, silence or slipping of the tongue can lead to misunderstandings between the speaker and the listener.Therefore, one type of speech error that is often found in speech delivery is dis-fluencies.When giving a speech disorganized events will often be

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[1]Barr, D. J. 2001. Trouble in mind: Paralinguistic indices of effort and uncertainty in communication. Oralité et gestualité, communication multimodale, intéraction, ed. by S. Santi, I. Guaïtella, C. Cave, and G. Konopczynski, 597-600. Paris : L'Harmattan.

found when a person feels nervous or anxious.Even doubts are also often found in everyday conversations carried out by many people.Especially when they use a foreign language, they will find many mistakes.Many people have considerable difficulty in learning a foreign language. In our conversation there are intentional and unintentional speech[2]. Intentional speech is the speaker acknowledges what he or she is doing wrong and doesn't do anything to fix it. Unintentional speech is the speaker does know what they are doing but something may happen where they forgive to site the information. This situation usually can we found in people spontaneous speech. It is anything the people initiates without being given a clue or having someone elicit it. When the speech is spontaneous, the speaker may pronounce a word more than once during the course of the speech. this of course will not be the same as written text, because spontaneous speech of course there is no punctuation that limits one utterance from the next utterance. Spontaneous speech sometimes needs to revise what has been said so it can improve speech. As a first step in understanding spontaneous speech by dividing speech into different utterances and determining the important role as a speaker in order to correct errors in speech that may occur. Implementing speech into speech and completing speech corrections is certainly closely related to the task of speech recognition in order to determine what words will be spoken by the speaker. The speech process also cannot be separated from the process of improving speech and speech boundaries which technically will also cause disturbances in the local context, both acoustically and in predicting the next word. Speech corrections and speech boundaries (as well as part-of-speech tags and discourse markers) can be revised quickly during speech recognition tasks. In the language model that can be used for speech recognition in order to help voice recognition, it can be said that the acoustic hypothesis is an alternative and at the same time can consider the phenomenon of

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[2]Carroll, B. John. 1972. Linguistic: Language and Psychology. The Macmillan. USA

spontaneous speech. The hesitation disfluencies in spontaneous speech can we found in our daily life, For example, a speaker exchanges two-word prefixes, maybe that person will say "this is boring" even when that person means to say "luxury house", we can analyze that it is very unlikely that the exchange of words was intentional by the speaker, therefore the occurrence of speech errors that occurThis kind of accidental speech can give us an idea of a planned or unplanned speech.. We can see another example:

(1)  I have one sister. (2) She is. (3) She is.. um. (4) She is beautiful.
      (5)  She has long hair.

         In the speaking above we can see the example of hesitation disfluencies in spontaneous speech especially in repairs. The speaker tend to repeat her speak. That is one of component in hesitation disfluencies in spontaneous speech.Traditionally, fluency is a potential danger forunderstanding, dis-fluency may be caused by unprepared learners. The use of pauses to unhesitatingly, and filler to buy some time while the speaker is thinking about how to speak in order to produce words to convey messages to the speaker.audience.In fact, many speakers even spontaneously speak according to the speaker's needs.This research examines thestudentspeak where the disfluencies occuredSpeech material is one of the interesting topics to study because it can be analyzed through speech, speakers do more than just express ideas.that is, speech is more than just a means to communicate ideas that have been made in the form of concepts;in order to create and formulate new ideas.This research was carried out at UIN FAS Bengkulu academic year 2021/2022, English student fourth semester. The reason was the researcher chooses in fourth English students because they have good experience in speaking. Based on the explanation above, the researcher will entitle this research with ""**An Analysis Of Disfluencies For Describing Phenomena  In Spontaneous Speech"(As a simple research for qualitative methode)**

**FINDINGS AND DISCUSSION**

As previously mentioned, all of the disfluencies forms analyzed in this study were in line the types of disfluencies by [3] and there are Unfilled Pauses, Filled Pauses, Unit of Ritualized Speech, and Repairs[4].

## 1. Students' Disfluencies in Spontaneous Speech

Based on the data was got through the students' disfluencies, the students' disfluencies in spontaneous speech can be shown in the table bellow:

**Table 1 Disfluencies in class A**

| No. | Sentences | UP | FP | URS | R |
|-----|-----------|----|----|-----|---|
| 1. | I think there are um many.. |  | √ |  |  |
|  | Young marriage they, they, they cannot control.. |  |  |  | √ |
|  | Because if the, if they get merried.. |  |  |  | √ |
| 2. | And than um [ ] in this problem.. | √ | √ |  |  |
|  | More keep, keep from their parrent.. |  |  |  | √ |
|  | Their background and um and uh and in.. |  | √ |  |  |
|  |  |  | √ |  |  |
| 3. | But um but um didn't sold about that.. | √ |  |  |  |
|  |  |  |  |  | √ |
|  | Temperature of the earth [ ] and.. | √ |  |  | √ |
|  | And guess from, from and.. |  |  |  |  |
|  | Reboisation [ ] and, and make and |  |  |  |  |

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[3]Schiffrin, Deborah. 1992. Discourse Markers. Great Britain: Cambridge University Press.

[4]Riggenbach, H., &Lazaraton, A. (1991). Promoting oral skills. Teaching English as a second or foreign language, 125-136.e-Journal.http://tesol.aua.am/tq_digital/TQ_DIGIT/Vol_21_2.pdf#page=64.Accessed on November 17th 2013

| | | UP | FP | URS | R |
|---|---|---|---|---|---|
| 4. | make the green environment.. | √ | | | √ |
| | In indonesia [ ] and many cause and many problem.. | √ | | | √ |
| | Many accident  [ ] and I this is very very bad.. | | √ | | |
| 5. | Can be fast um married because.. | √ | | | |
| | | √ | √ | | |
| | About the future and [ ] second problem.. | √ | √ | | |
| | | √ | | | |
| | We know many [ ] young uh teenager.. | | | | √ |
| | Many um um cause [ ] one of them... | | | | |
| | Dont think about they future and [ ] they in time.. | | | | |
| | Must to, to hard to protect. | | | | |
| | **Total** | 9 | 7 | 0 | 8 |

Note:  UP     = Unfilled Pauses
FP      = Filled Pauses
URS    = Unit of Ritualized Speech
R        = Repairs

From the table above, we can see that the most disfluencies of student A class are unfilled pauses with 9 disfluencies, in the second is repairs with 8 disfluencies, the third position is filled pauses with 7 disfluencies, and there was no unit of ritualized speech disfluencies in class A.

**Table 2 Disfluencies in class B**

| No. | Sentence | Types of Disfluencies | | | |
|---|---|---|---|---|---|
| | | UP | FP | URS | R |
| 1. | Actualy in Jakarta, in Jakarta many poverty... | | | | √ |
| | Because they not have um dont have home or thing.. | | √ | | √ |
| | Poverty is the meaning is difficulty the meaning is a necessary and the other meaning.. | | | | √ |
| | Many thing you have ums uh riches.. | | √ | | |
| | The types like that you can, you can be better.. | | | | √ |
| | Poverty though um goverment or, or the um president.. | | √ | | √ |
| | And than, and thanum and than um I think thats.. | | √ | | √ |
| | And also I have actually um the meaning um poverty.. | | √ | | |
| | Poverty such as, such as they have.. | | | | √ |
| | They have um connection about money, thing, gold and well.. | | √ | | |
| | Someone someone someone said like that.. | | | | √ |
| | If you have um um hard poor or and | | √ | | |

| No. | Text | | | | |
|---|---|---|---|---|---|
| 2. | than um.. | | | | √ |
| | It is not not not poverty in for your live.. | | | | √ |
| | If you dont have good hard or good hard and than.. | √ √ | | | |
| | Young marriage is a children um age.. | √ √ | | | |
| | If um get merried... | | | | |
| | Get merried um and um | √ | | | √ |
| | It cause uh from um background from um economy a free sex.. | √ | | | |
| | And also from and also from um and also from another cause.. | √ | | | |
| | I think the effect uh it can make uh our um we can loose our education.. | √ | | | |
| | When our friend um studied um until university or um.. | √ | | | |
| | We just stay at home and take a umbaby, baby and young marriage.. | | | | √ |
| | We can make we are um uh like uh lived alone.. | | | | √ |
| | By people who know us and, and I think.. | √ | | | √ |
| | The bad effect in sosial, in sosial and in environment.. | √ | | | |
| | It can um uh, it can make the our, our social environment um look that.. | √ | | | |
| | And young married it can uh it also cause a from free sex.. | √ | | | |
| | Because uh our teenager now they don't know about um the bad or the negative effect about the free sex... | √ √ | | | |

| | | | | |
|---|---|---|---|---|
| | So it can make uh factor from uh cause in young marriage.. | √ | | √ |
| | Young marriage it also has uh positive, positive effect in our life... | √ | | |
| | Because um that also from the economic cause yeah may be.. | √ | | √ |
| | It can make the parrents um uh give | | √ | |
| | ah give instruction to uh he | √ | | √ |
| | daughter.. | √ | | |
| | May be in under age yeah ah | √ | | |
| | because uh their parrents.. | | | |
| | Their parents can, can not give them | √ | | √ |
| | um uh give them um uh give them... | √ | | √ |
| | Like um like to take her them again.. | | | |
| | The young marriage people it um | √ | | |
| | may be uh they get  um think about | √ | | √ |
| | uh why are uh married um young | | | |
| | age.. | | | |
| 3. | Because may be I, I can have um | | | |
| | children.. | √ | | |
| | When I uh when I um twenty years | √ | | |
| | may be like that.. | √ | | |
| | Um and I think our in our life.. | | | √ |
| | Young marriage it cause and many, | | | √ |
| | many cause may be in like economic | | | |
| | or um free sex and also may be | | | √ |
| | from, from their self.. | | | |
| | | | | √ |
| | Married is um is the other from allah | | | |
| | uh because uh someone the doesnt | √ | | √ |
| | marry.. | | | |
| | Now in, in indonesia um young | | | √ |
| | marriage.. | √ | | √ |

| | | | | | |
|---|---|---|---|---|---|
| | I think young marriage <u>is, is</u> not good.. | | | | √ |
| | Because <u>someone, someone</u> get merried in young age.. | | | | √ |
| 4. | In young marriage <u>they dont, they dont</u> have <u>um</u> suplay.. | | | | √ |
| | And I think if someone want to marry <u>they must, they must</u> prepare.. | | | √ | |
| 5. | Uhm for someone that marry <u>they will, they will</u> not regreat.. | √ √ | | | |
| | So <u>they can, they can</u> their life well.. | | | | √ |
| | And here in young marriage <u>I think, I think</u><u>um</u>... | | | | |
| 6. | <u>So many, so many</u> people that marry.. | √ | | | √ |
| | Someone must <u>stop to, stop to, stop to</u> school stop to study.. | √ √ | | | |
| | | | √ | | √ |
| | Many people they not <u>have, have</u> many.. | | | | |
| | And <u>I think</u>  may be lazy.. | | | | |
| | So many [ ] cause by.. | | | | |
| | You <u>know [ ]</u> um flood.. | | | | |
| | Global <u>we can, we can</u> avoid global warming.. | | | | |
| | [ ] <u>I think</u> global warming.. | | | | |
| | To protect <u>our, our</u> environment.. | | | | |
| | [ ] <u>as</u> we know poverty is... | | | | |
| | Corruption <u>and [ ] I</u> think we can know.. | | | | |
| | Some case <u>uh</u> have <u>um</u> an such as college... | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | **Total** | 5 | 37 | 2 | 33 |

Note:  UP      = Unfilled Pauses
         FP      = Filled Pauses
         URS   = Unit of Ritualized Speech
         R       = Repairs

From the table above, we can see that the most disfluencies of student B class are filled pauses with 37 disfluencies, in the second is repairs with 33 disfluencies, the third position is unfilled pauses with 5 disfluencies, and the last is unit of ritualized speech  with 2 disfluencies in class B.Basically the sound produced during speech spontaneously which may represent pauses filled by vocalizations. Therefore, the filled pause is articulations issued from speakers that we can find among the utterances issued, butthe researcher must really analyze not to be misinterpreted as an extended sound in a word. In principle, filled pauses most often occur when the speaker is in the thinking process, then thoughts will become words, words that are arranged into sentences which are the result of thinking. In simple terms we can say that This is a complete pause where the speaker actually stops the conversation but the speaker continues to articulate. it is understood in detail that articulation is not only a word, but also part of a word. Based on the results of field observations, several Pauses are filled in, among others: uh : vowel /e/ /a/ /u/ /i/ /er/ etc. uhm : vowel + nasal /eem/, /aam/ hm: nose /mmm/, /nnn/ hes: trash /pfff/, /tsss/ Based on observations and analysis, of course, the researcher states unequivocally that the pause that is filled in is not a word, and therefore should not be treated as such. as a character it will of course ignore punctuation because it can't follow filled breaks; We can say that the process always comes before it.However, the filled gap can stand alone as the shape of its own circle.

**Table 3 Disfluencies in class C**

| No. | Sentence | Types of Disfluencies |
|---|---|---|

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| | | UP | FP | URS | R |
|---|---|---|---|---|---|
| 1. | Corruption <u>already, already, already</u> in in them self.. | | | | √ |
| | Corruption <u>is make, make, make</u> the popular.. | | | | √ |
| 2. | I have <u>uh</u> someone corruption.. | | √ | | |
| | I think smart brain <u>and, and</u> the.. | | | | √ |
| 3. | | | √ | | |
| | <u>Um</u> corruption we know that in Indonesia.. | | √ | | √ |
| | <u>She uh she, she</u> does corruption to, to her self.. | | | | √ |
| 4. | | √ | | | |
| | There <u>are many there are, there are</u> many politicion.. | | √ | | |
| | | | √ | | |
| 5. | I think <u>um</u> corruption is very bad.. | √ | | | |
| | <u>Uh</u> about a man and women.. | | | | √ |
| | | √ | | | |
| | Still <u>young [ ] or</u> still can't organize.. | | | | √ |
| | The <u>people people, around around</u> us.. | | | | |
| | And than <u>third [ ] as</u> we know.. | | | | |
| | They are <u>still [ ] their</u> parrents | | | | |
| | Or <u>they, they, they</u> just can.. | | | | |
| | **TOTAL** | 3 | 4 | 0 | 7 |

Note:  UP     = Unfilled Pauses
         FP      = Filled Pauses
         URS    = Unit of Ritualized Speech
         R        = Repairs

From the table above, we can see that the most disfluencies of student A class are repairs with 7 disfluencies, in the second is filled pauses with 4 disfluencies, the third position is unfilled pauses with 3 disfluencies, and there also was no unit of ritualized speech disfluencies in class C.

**Table 4 Disfluencies in class D**

| No. | Sentence | Types of Disfluencies | | | |
|---|---|---|---|---|---|
| | | UP | FP | URS | R |
| 1. | Corruption in Indonesia uh | | √ | | |
| | very famous.. | | √ | | |
| 2. | In judge um take money.. | √ | | | |
| | In the country [ ] especially.. | | | | √ |
| | We can if we do,to do | √ | | | √ |
| | corruption.. | √ | | | |
| 3. | It can [ ] can hard.. | √ | | | |
| | This country and [ ] it... | √ | √ | | √ |
| 4. | Corruption [ ] can ... | √ | | | |
| | Global warming is a the the result of... | | | | |
| | Human such as [ ] uh um... | | | | |
| | Disadvantages for [ ] women.. | | | | |
| 5. | And the [ ] women must.. | √ | | | |
| | The way and [ ] and etc.. | | | | |
| | **TOTAL** | **7** | **3** | **0** | **3** |

Note:  UP      = Unfilled Pauses
      FP       = Filled Pauses
      URS    = Unit of Ritualized Speech
      R        = Repairs

From the table above, we can see that the most disfluencies of student A class are unfilled pauses with 7 disfluencies,in the second is repairs with 3 disfluencies,; the third position is filled pauses with 3 disfluencies,and there was no unit of ritualized speech disfluencies in class D. Diffluenty Processing Study Basically when researchers focus on the literature there has been a lot to show about the existence of dis-fluency, although only a small number of researchers have investigated disfluency processing - either by human listeners or by machines. Diffluentt processing towards humans some of the reviews on dis-fluency can be clearly seen from the extraordinary aspects of dis-fluency many of them are largely ignored on a daily basis understanding of the conversation.Human hearing is a very precise tool in filtering dis-fluency that occurs and can be well recorded what is actually said in speech containing Disfluency, so it can be said simply that this is a difficult and unnatural thing, often requiring a lot of passing in transcription[5].The listener is asked to find DF in the constituent of other speakers tend to shift them to constituent showing that Dis-fluency can be filtered separately in processing.This fact can provide evidence that listeners can pay attention to messages even though there is dis-fluency in fast and efficient communication.If we are unable to process speech with Dis-Fluency, then we must prepare a special time and pay attention to planning and delivering each speech.

**Table 5 Disfluencies in class E**

| No. | Sentence | Types of Disfluencies | | | |
|-----|----------|------|------|------|------|
|     |          | UP | FP | URS | R |

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[5]Deese, J. (1980). Pauses, prosody, and the demands of production in language. In H. W. Dechert and M. Raupach (Eds.), Temporal Variables in Speech: Studies in Honour of Frieda Goldman-Eisler. The Hague: Mouton

| | | UP | FP | URS | R |
|---|---|---|---|---|---|
| 1. | In approicit, in appropriate.. | | | | √ |
| 2. | May be um um cannot.. | | √ | | |
| | In Indonesia [ ] many young marriage.. | √ | | | |
| 3. | | | | | √ |
| | In my, my country.. | | | | √ |
| | Very result, result of the people.. | | | | √ |
| | Goverment change, change with the people.. | | | | |
| 4. | | | √ | | √ |
| | Because unstabil um unstabil emotion.. | | | | |
| 5. | | √ | | | |
| | | √ | | | √ |
| | Very much [ ] not only in goverment... | √ | | | |
| | Teaacher want [ ] want corruption.. | | | | |
| | Almost every [ ] um everyone.. | | | | |
| | **TOTAL** | **4** | **2** | **0** | **6** |

Note:  UP    = Unfilled Pauses
FP     = Filled Pauses
URS   = Unit of Ritualized Speech
R      = Repairs

From the table above, we can see that the most disfluencies of student A class are repairs with 6 disfluencies, in the second is unfilled pauses with 4 disfluencies,the third position is filled pauses with 2 disfluencies, and there was no unit of ritualized speech disfluencies in class E.

**The Dominant Disfluencies Made by the Students**

The disfluencies of the students above can be summarized as the following table:

**Table 6 Total of the student disfluencies**

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| No. | Types of Disfluencies | Number of Disfluencies | Percentage |
|---|---|---|---|
| 1. | Unfilled Pauses | 28 | 21,05 % |
| 2. | Filled Pauses | 46 | 34,58 % |
| 3. | Unit of Ritualized Speech | 2 | 1,50 % |
| 4. | Repairs | 57 | 42,85 % |
| | **Total Disfluencies** | **133** | **99,98 %** |

From the table.6 above, we can see that the highest number of disfluencies made by the students were inunfilled pauses, filled pauses, unit of ritualized speech, and the last is repairs.

There are many student who made disfluencies in spontaneous speech. The students made more disfluencies in the repairs, especially in repetition, concerning about some student used as the false start diffluencies. But seldom the student which used grammatical disfluencies in repeat their utterances. The student still low in vocabulary, so they are disfluent in speak.

The types of disfluencies in spontaneous speech can be clarified as follows.

## 1. Repairs

In spontaneous speech there are no preparation to speak, of course many disfluence in the speak. Because we must think what are the word that will be utterance. Repairs disfluencies are characterized by the repated of utterance. In repairs contain which repetition, false start, and grammatical. It is mean that if the people speaking they always repeat their utterance to be true. In repetition the people just repeat their syllables, words and phrases, without notice the grammatical or something like that. And than in false start. Whereas in grammatical the speaker notice the grammar of the sentence, so if the speakir is wrong in grammatical they tend repeat correctly. Every time you analyze a conversation, improvement is also a process when a speaker will recognize the speech errors he has made and even tend to repeat what has been said by making corrections.So there are several improvements including speech improvement, conversation improvement, self-

improvement, linguistic improvement, reparation, wrong start,accommodation, and restart.Speech repair The conversation process delivered by the speaker will certainly make various contributions in the conversation carried out in stages with the aim of expressing intentions; However, it can happen to expression which is a concurrent process of intention during the planning process and a good speaker should need to review andrefine what the speaker has said. If examined more deeply, this is one of the factors for the occurrence of non-smoothness. this kind of thing would certainly be annoying utterances that are conveyed normally, and may contain pauses or discourse markers where dis-fluency may occur and require appropriate correction. implementation of Improvements may differ in structure; that is, what has been said in an utterance may be left out completely, because a speaker brings up new ideas; in this process the speaker can also repeat some words to improve speech, or just introduce pauses, perhaps filled with words, such as interjections, to take advantage of time.All these forms of non-fluency have a close relationship with the correction which is known as speech improvement. Improvements in speech have a standard structure, this structure contains three component utterances and one tone element. To understand in more detail, the verbal is called repandum, it leads to the use of terms and changes, and the element of tone when speaking is a form of realized fluency, this process can be known as an interrupt point. Then the form of a structure that has standardization improvements. • Reparandum: is the part of the speech that will always be heard and analyzed by correcting the speaker. • The interrupt process is a form of point in time when a fluency occurs in a speech by doing the appropriate distortion from the normal speech intonation pattern, and of course it will appear at the end of the repandum. • Editing of the terms used in speech in the form of words or phrases, so that they must be able to predict the meaning of each word that

has been used, this is done to fill in the blanks that can be used in order to plan what will be said next; edits can include interjections such as ah, mm or eh as well as some idiomatic phrases such as esdecir/this is, bueno/well or perdón/excuse me • Changes that occur in parts of speech that reveal a detailed picture of the correct idea and can even replace repandums . So in fact it can be said that there is a very significant relationship between repandum and Speech Changes. The process of repairing speech can be classified based on the facts that occur, including: new start, repair modification and short fix, as follows: • New Beginning in this process the speaker tends to ignore what he just said, so we can say in detail that there is no relationship between repandum and change. • Speeches must have many modifications that are in accordance with the situation and conditions, so improvements are needed. Certain modifications are improvements to repetition of repetition, where one or more words are divided by repandum and changes. Based on the explanationsabove , we can know that reason. That the repairs disfluencies are many found in students' spontaneous speech.

## 2. Filled Pauses

During the speech process, there will be a filled pause, usually in the form of a hesitant voice used by the speaker, this is a process that shows a sense uncertainty in conversation can be exploited while thinking about what words should come out next.If we pay attention to the process the filled pause doesn't add any new information to the conversation it won't even change the meaning of what was said.then the process This is a complete pause where the speaker actually stops the conversation while continuing to carry out the articulation.But we need to understand that articulation is not a word, or part of a word.The speaker uses it because the speaker is uncertain

about what he wants to say next or the speaker is still confuses about what he wants to say.

### 3. Unfilled Pauses

Since unfilled pauses are marked with the use of pauseof utterance with silent. The reason is almost same with another types of disfluencies. The speaker speechless, so they usually silent. Because they don't know what will they say. The speaker covered the disfluencies with silent, after that they can continue to another words. In this research also found many unfilled pauses in students' spontaneous speech. We can know the student ability in speaking is low. So, do notbe surprisedif they disfluencies in speaking. The speaker uses it because the speaker comes up for air or taking breath.Based on the finding above we can know the unfilled pauses in spontaneous speech of students' disfluencies. The unfilled pauses is third position in disfluencies of student spontaneous speech in this research

### 4. Units of Ritualized Speech

In this type the studentstryingto make peopleunderstandthemeaning ofwhat issaid. So they made another word, but the meaning is same. In this type is seldom found in student spontaneous speech. Because they only know about one word, and dont have many vocabulary to speech. They tend to repair the words.

## METHODOLOGY

Systematically, for the development of research to become scientific in nature, the research preparation process requires the concept of a contextual framework, schematically can show logical coherence based on views, beliefs, and values, which leads to research.The research logic method has the meaning of theoretical analysis which is part of the body of methods and

principles related to various branches of knowledge.The methodology used from different disciplines varies depending on the historical development[6].That stretches across competing understandings of how knowledge and reality are best understood.This puts the methodology in a comprehensive philosophy and approach This chapter discusses about the metodology that the researcher used in research. Researcher explained about the general procedure in collecting and analyzing the dataThe form of the research design certainly focuses on the speech process, therefore the researcher carries out research by defining a concise and logical plan to answer existing research questions through data collection, interpretation, analysis, and discussion..Qualitative research is a research method to explore and understand the meaning that according to some individuals or groups of people comes from social or human problems [7]. The qualitative research process requires detailed information so that it can describe what we are researching, meaning that the data we produce in the field must be accurate. This qualitative study has a structure or framework that should be flexible with flexible concepts and mechanisms that will provide a non-monotonous and rigid picture of the data that has been obtained in the field, both data involving participant observation or non-participant observation. all data obtained through the analysis process so that it becomes an accurate data source. Regarding the perspective used in research, it is an inductive style, which focuses on individual meanings, and provides solutions and complex descriptions of problems in research. Qualitative research, of course, still focuses on the research field based on the natural environment, not only theoretically but still focuses on the facts on

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[6]Barr, D. J. 2001. Trouble in mind: Paralinguistic indices of effort and uncertainty incommunication. Oralité et gestualité, communication multimodale, intéraction, ed. by S.Santi, I. Guaïtella, C. Cave, and G. Konopczynski, 597-600. Paris : L'Harmattan

[7]Creswell, John W. 2012. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar

the ground. The process of collecting data and information obtained from the field will certainly be clarified, identified so that the meaning and concept can be taken, after that it is presented in an analytical descriptive manner.This research used descriptive qualitative method because it describes the recent phenomena of hesitation disfluencies in English speaking by english students Muhammadiyah university of bengkulu fourth semester. Qualitative research is the research that focuses on specific situation or people, and it emphasize on words rather than number and this research got sentence data such as oral and written from people or subject. **Population** consists of the whole group of people that is the researcher interested and the result of the research can be generalized[8]. Who notes that population is a group of individuals who have the same characteristics[9].Population of this research are the fourth semester students of English Department of UIN FAS Bengkulu academic year 2021/2022

**Table 7 population of the research**

| Class | Population |
|-------|------------|
| IV A | 27 |
| IV B | 28 |
| IV C | 29 |
| IV D | 27 |
| IV E | 24 |

*Source : Taken From the English Study Program of UIN FAS Bengkulu 2020-2021*

**Sample is** to improve a detailed understanding of sampling from a population, it is necessary to understand the sample. The sample is a number of observations that do not occur refraction, meaning that the

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[8]Pilot, D. F., & Hungler, B. P. (1999). Nursing research: principles and methods. Phildelphia: JB Lippincott Company

[9]Creswell, John W. 2012. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar.

sample is taken from a population in a careful and thorough manner. In simple terms the determination of the sample is part of the population, then in detail each population is the total number of observations contained in a group or individual context.So in this study sampling using respondents or data selected at random from a larger population.With a sufficiently large sample size, a random sample eliminates bias.In this study researchers will take 20% of the population.Researchers will use random sampling to get a sample and the sample should not be odd.So the sample of this research is like the table below:

**Table 8 sample of the research**

| Class | Population |
|-------|-----------|
| **IV A** | **5** |
| **IV B** | **6** |
| **IV C** | **5** |
| **IV D** | **6** |
| **IV E** | **5** |
| Total | 27 |

*Source : Taken From the English Study Program of UIN FAS Bengkulu 2020-2021*

**Research Instrument** Collectively, as a measuring instrument used to show, measure, and record physical quantities, the process of making scientific instruments is needed.The analogy of an instrument is a scientific analogy so it may seem like naming one tool that could be used as a research instrument and the other wouldn't be a big deal, but as a researcher, of course, go into more detail in making a list of the instruments you will use in your research experiments. The instrument should look as if the researcher knew what he was going to do. in principle, of course, to put a research tool in the wrong category will certainly be costly. Understanding of the instrument is certainly a basic concept that should be determined with various kinds of careful consideration, The term "research instrument" refers to any tool used

by a researcher. Researchers to obtain, measure, and analyze data so that it can produce the accuracy of the data obtained. Researchers also need to understand that the instruments used have different roles. There are various tools that help researchers to conduct quantitative, qualitative, and mixed studies. The process of how the researcher chooses the instrument depends on the type of study that the researcher will carry out. therefore whatever the researcher uses must be explained in the Methods section of a study. Basically, the researcher can say that the more thoroughly the researcher is able to explain it, especially if the researcher has made an instrument, such as in a survey, the more likely it is that other people can repeat the research study.A good research instrument must of course have certain characteristics, especially whatever equipment the researcher chooses to use in the research, then the equipment must have consistent characteristics that can survive under the strict supervision of the researcher. The factual description certainly determines the final result of a study. So empirically the instrument is capable of having a significant impact, and the researcher also does not want the choice of the instrument that the researcher uses to be not good. The instrument used must of course be valid and reliable in a study (the same results occur repeatedly). researchers should use instruments that use a conceptual framework to carry out a research. Fundamentally, of course, the instrument must be able to collect data related to the research topic under study and the instrument must also be able to help researchers to be able to test hypotheses or answer research questions that are being investigated by researchers in the field. All instruments should ensure that all research tools are resistant to monitoring bias and appropriate to the context in which the researcher uses them. In the methodology section, researchers should include clear and concise instructions on how to use instruments or instruments that are not common which are mostly used in the field of research.

Instrument of theresearch will tape recorder to record students speaking activities and give the topics there are:

1. Global Warming
2. Corruption.
3. YoungMarriage
4. Sexual Harassment of Women.
5. Poverty in our country

**Data Collecting Technique** used in this study and the individual instruments used to collect data.This research is qualitative, so the data collection approach includes in-depth interviews, document analysis, observation, and audiovisual analysis of the material[10]. To obtain accurate research data, of course the data comes from interviews, observations, and document review results, which were collected through several data collection techniques in the field, it can be said that data collection is the process of collecting and measuring information about the targeted variables in research so that it can be included in an appropriate and targeted system, which then allows researchers to answer relevant questions and be able to evaluate research results. The goal of all data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been asked[11].The accuracy of a data is of course also determined by the detailed data collection process and is very important to maintain the integrity of the research carried out. Selection of the right data collection instrument (existing, modified, or newly developed) and clear and detailed instructions will be able to describe the correct use of the instrument will reduce the chance of error.Formal data collection is very necessary because to ensure that the data that has been collected can be defined accurately.In this way, the data is also based on the arguments contained in the findings in order to obtain valid data. The

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[10]Creswell, John W. 2012. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar.

[11]Ziafati Bafarasat, A. 2021. *Collecting and validating* data: A simple guide for researchers. Advance. Preprint. https://doi.org/10.31124/advance.13637864.

basis for measuring and in some cases an indication of what needs to be improved.Quality control is a control measure to maintain the consistency of data quality that occurs during or after data collection, the data obtained must lead to detailed and accurately documented actions.There is a need for a clear communication structure as a prerequisite for establishing a monitoring system for the data obtained.Uncertainty that leads to more information flow is not recommended because a poorly organized communication structure leads to weak monitoring and can also limit opportunities for detecting errors. Therefore Quality control also has the responsibility to identify the actions needed to improve data collection practices that areerrors and also minimize the occurrences that lead to monitoring errors.

The technique used in collecting the data of this research isspeaking. The students had to speak an English language.

The following procedures of the data collection:

1. Researcher would give the topic to students.
2. Studentswould beinstructedto talktopicthat was given.
3. Timewould begiven tostudentsup to 5minutes.
4. Recording the students's speaking.
5. **Technique Analyzing the Data , t**he process of analyzing research data is defined as a difficult process in a study. Because the researcher concerned needs to work hard to do it. Besides requiring hard work, it also needs to be balanced with creative thinking as well as broad insights[12]Data analysis is an approach that includes a variety of techniques, and is used in different business, science, and social science domains.In this research, the researcher will analyze by descriptive through the following phases:

(1) Classification of the hesitation disfluencies[13] .

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[12]Sugiyono. 2019. Metode Penelitian Kuantitatif, kulaitatif dan R& D. Alfabeta. Bandung

[13]Schiffrin, Deborah. 1992. Discourse Markers. Great Britain: Cambridge University Press.

(2) Coding the disfluencies

(3) Analyzing all of the data

(4) Reporting by writing in thesis

**6. Table 9  form  data analysis**

| No | Sentences | Types of  Disfluencies | | | |
| --- | --- | --- | --- | --- | --- |
| | | **Unfilled Pauses** | **Filled Pauses** | **Units of Ritualized Speech** | **Repairs** |
| | | | | | |

## CONCLUSION AND SUGGESTION

Based on a qualitative description of the phenomenon of disfluency, it is a very complex discussion, but in fact in the field it must be faced directly, especially for the development of speech recognition in order to provide a very complex picture to deal with the phenomena that occur so that they will be able to define a multidimensional language model.Based on the previous analysis, the conclusions of this research are:

1.  Disfluencies Made by the students in spontaneous speech
    The result shows that the students made 57 times disfluencies in repairs, 46 times disfluencies in filled pauses,28 times disfluencies in unfilled pauses and 2 times in unit of ritualized speech of sponteneous speech.

2.  The Dominant Disfluency made by the Students in spontaneous speech.The result shows that the dominant disfluency made by the students in spontaneous speech is repairs.

**Suggestions,** After conducting this research, the researcher would like to give some suggestions that will give detail describing everything

about the speech spontanous and manay types disfluencies for the students, lecturers, and thr next researchers: **For the students**, It is suggested that the students should improve their speaking skills in order to make the right form of their speaking. **For the lecturers ,**It is suggested that the lecturer use this research as of material resource for the speaking lecturer in teaching the subject in classroom. Based on the fact that in a speech spontaneous speech is much more common than planned speech (eg, presentation).Therefore, it is hoped that this research can be used as a non-permanent reference, it should be flexible so that it is possible for lecturers to revise it according to the level of need.**For the next researcher,** It is suggested that the next researchers who are interested in disfluencies and its relation to the use of other theories to do more perfectly in investigating this study.

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