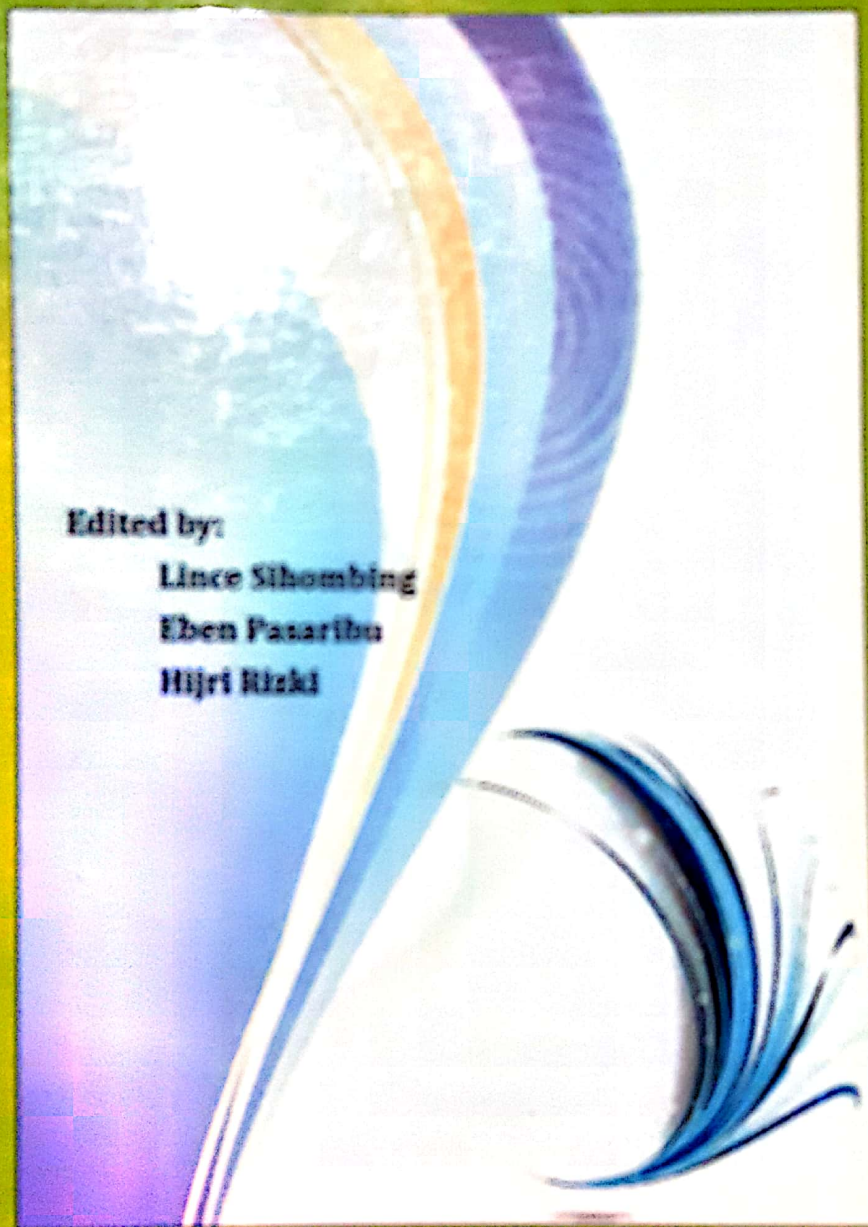


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WRITING JOURNAL ON ONLINE INTERNATIONAL JOURNAL: AN INTERNATIONAL SEMINAR



Edited by:

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Eben Pasaribu

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Medan, Sumatera Utara, Indonesia
MUTIARA Foundation

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Editors Team

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THE ROLE OF LECTURERS' EDUCATIONAL BACKGROUND IN MANAGING IMPROMPTU SPEAKING

Maria Olivia Christina Sianipar, S.S., M.Pd
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ABSTRACT

All human being when producing utterance they often produce impromptu speaking. Educated and uneducated people cannot avoid impromptu speaking. In all activities of communication in all languages will produce impromptu speaking. Errors and disfluencies are unavoidable, they happen beyond our consciousness during the speaking processes. The obstruction occurs in different forms which are characterized by hesitation, repetitions, self correction, and "filler" words such as *um, well or you know* (sometimes called filled pause). This can be proved by analyzing some lecturers who come from different levels of educational background. The higher she/he get the degree, the minimized impromptu speaking she/he produces. The educational background influences very much the produce of phenomena of impromptu speaking. The researcher were collected the data by recording the subjects' response. In this case the researcher asks every subject with three different questions in three different languages they are English and Indonesian language and Batak Toba language. The researcher give some questions to the subjects beyond their knowledge, in other word the writer give the questions to them suddenly without preparation. Most impromptu speaking happens when the speaker talk suddenly without preparation.

Key words: impromptu speaking, hesitation, repetitions, self correction, "filler" words.

I. INTRODUCTION

Impromptu speech is filled with disfluencies-unwanted pauses, elongated segments, fillers (such as *uh* and *um*), editing expressions (such as *I mean* and *you know*), word fragments, self-corrections, and repeated words. Other speaking situations are spontaneous speaking and prepared or planned one.

Spontaneous speaking, which leaves very little or no room at all for thinking, impromptu speech leaves someone time to think or plan before speaking; while the planned one has much longer time to be prepared. This is one of the factors why the researcher preferred to have the research conducted in impromptu speech rather than spontaneous one. Another factor which urged the researcher to focus on impromptu speech is the consciousness of the speakers.

The major differences are expected to show clearer picture on how Indonesian lecturers from different level education background convey their thoughts in English language other than Indonesian language and whether some phenomena which considered as the obstruction of their thinking occur during impromptu speaking.

II. LANGUAGE AND THOUGHT

Some experts even strongly believe that language and mind are inseparable considering the involvement of both in the production of utterance containing the important message to convey.

As Pillsbury and Meader (1968) in Gleason and Ratner (1998) observed: *"Man thinks first and then expresses his thought in words by some sort of translation. Speech has its origin in the mind of the speaker and the process is completed only when the word uttered or spoken arouses an idea in the listener"*.

Lucas (1992) stated that impromptu speech is delivered without any immediate preparation. Speaking impromptu provides only limited time for someone to prepare him or herself uttering their thoughts or opinion. Thus, the speaker required to think quickly which improve oral expression of thought.

The basic principal of impromptu speech is then used in this research to investigate the role of lecturers' educational background in managing impromptu speaking.

III. METHOD

The researcher did the research of a qualitative descriptive of multi case design. The qualitative descriptive of multi case design is the research which purposes to see how a theory works in a different phenomenon. This research used combined techniques research in elicitation, observation, field note, interviews, and tape recording.

IV. FINDINGS

Data of pauses during impromptu speaking by lecturers in English, Indonesian language and Batak language:

Initial Subject	Level of education	Kinds of pauses	Times			Duration		
			English Topic	Indonesian Topic	Batak Topic	English Topic	Indonesian Topic	Batak Topic
1. A	M.Si	Filler : e, ehm	8	18	12	4 min & 10 sec	9 min & 40 sec	7 min & 22 sec
		Silent pause	None	None	2			
2. S	S. Pd.	Filler : e, ehm	8	5	2	1 min & 32 sec	1 min & 16 sec	2 min & 12 sec
		Silent pause	2	2	1			
3. F	PhD	Filler : e, ehm	2	None	None	4 min & 20 sec.	5m & 10 sec	5 m & 4 sec.
		Silent pause	1	None	None			
4. Y	PhD	Filler : e, ehm	2	2	3	3 min & 15 sec	3 min & 11 sec.	3 min & 43 sec.
		Silent pause	None	None	None			
5. T	M.Si	Filler : e, ehm	5	4	4	1 min & 40 sec.	1 min & 22 sec.	1 min & 20 sec.
		Silent pause	3	1	3			
6. C	SPd.	Filler : e, ehm	26	9	11	1 min & 6sec.	1 min & 21sec.	1 min & 58 sec
		Silent pause	1	2	2			
7. B	SPd.	Filler : e, ehm	12	7	7	1 min & 40 sec.	1 min & 49 sec.	2 min & 10 sec.
		Silent pause	5	2	3			
8. D	SPd.	Filler : e, ehm	31	23	18	3min & 39 sec.	5min & 56 sec.	3min & 25
		Silent pause	10	7	6			

								sec.
9. S	M.Pd.	Filler : e, ehm	5	4	2	3 min & 8 sec.	3 min & 12 sec.	2 min & 52 sec.
		Silent pause	3	2	2			
10. M	PhD	Filler : e, ehm	1	None	None	2 min & 12 sec.	2 min & 26 sec.	1 min & 54 sec.
		Silent pause	None	None	None			

Data of disfluencies during impromptu speaking by lecturers in English,
Indonesian language and Batak language:

Initial Subject	Level of education	Kinds of Disfluencies	English topic	Indonesian topic	Batak topic
1. A	M.Si	Repetition	2	1	1
		Self correction	1	1	1
2. S	S. Pd.	Repetition	2	1	None
		Self correction	1	1	1
3. F	PhD	Repetition	1	None	None
		Self correction	1	None	None
4. Y	PhD	Repetition	None	1	None
		Self correction	None	None	None
		Repetition	1	2	None

5. T	M.Si	Self correction	None	1	1
6. C	SPd.	Repetition	3	1	None
		Self correction	1	None	1
7. B	SPd.	Repetition	3	2	None
		Self correction	None	None	None
8. D	SPd.	Repetition	9	2	None
		Self correction	3	1	1
9. S	M.Pd.	Repetition	1	None	None
		Self correction	1	None	1
10. M	PhD	Repetition	None	None	1
		Self correction	None	None	None

EVALUATION

Data of the Results of Impromptu Speaking by lectures in English, Indonesian language and Batak language :

Subject	Level of Education	Category
1. A	M.Si	Very Good
2. S	S. Pd.	Good
3. F	PhD	Excellent
4. Y	PhD	Excellent

5. T	M.Si	Very Good
6. C	SPd.	Good
7. B	SPd	Good
8. D	SPd.	Good
9. S	M.Pd	Very Good
10. M	PhD	Excellent

V. CONCLUSION

The subjects of this research are Indonesian lecturers and they belong to Batak tribe who are lecturing in some different universities in Medan. They understand and speak 3 languages such as English as an International language, Indonesia as a national language and Batak as a tribal language. All of them are educated people who have different degrees. The difference between them in producing impromptu speaking can be seen as it is written above, in other word the highest degree they have the minimized impromptu speaking they produce. The more educated someone, he/she will show more readiness to answer something and can control their emotions and of course he/she knows much more than someone who is in the lower degree. It is very important for everybody to get knowledge and to learn until she/he get a highest level of degree, because this helps the person so much in thinking, and speaking. This research shows that although someone is educated and have degrees such as BA, Master Degree, and PhD, all of them will produce impromptu speaking. It is also shown that lecturers' different level of degrees in educational background will distinguish them in managing impromptu speaking.

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