

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As social beings, people always want to relate to other human beings. They want to know their surroundings and interact with the surrounding environment. When people want to interact with other people, they need the language to communicate. The use of language is to establish and maintain social relationship. It means that human being needs language in every interaction with other utterance. Language is a medium of communication that is used by humans in this world to interact with others.

According to Lucas (2015 :3-5), communication can happen in verbal or nonverbal. Verbal communication encompasses any form of communication involving words, spoken, written or signed. We can use verbal communication by face to face, telephone, radio, or television and other media. Nonverbal communication can affect people's perception and exchange in subtle but significant ways. It include body language, gesture, how we dress or act-even our scent, eye contact, and any other that frequently save people's judgments about other, regardless or whether or not the perception are true.

The scientific study of language is called linguistic. The scope of linguistic itself is divided into two parts : micro and macro linguistics. Micro linguistic is the smallest scope of linguistics that deals with the internal structure of language, such as phonology, morphology, syntax, semantic and discourse. Meanwhile macro linguistic is the large scope of linguistic that deals with the relation of language

with all aspect beyond of the language itself as psychology, sociology, anthropology, literary, and neurology.

While speaking, people are thinking that the more difficult the topic that they are talking about the bigger amount of pause will occur. The writer is really interested in analyzing the speech disfluency as is it is a part of speech production and also because this research is novelty. This speech disfluency is oftenly assumed as not a serious thing, however it is not. In communicating, speech disfluency appears when the speaker hesitates in saying something or in a disconnect in communicating. It happens because the speaker is lack of knowledge of the topic being discussed, which is a normal thing that often happens in communicating. When we think in words, the thought come in grammatical form with subject, verb, object ,and modifying clauses falling into place without our having the slightest perception of how the sentence structure is produced. Although it was basically correctly, it is not always the case that the thoughts come in correct grammatical form not that we always select the right words to express the meaning we wish to convey.

This thesis attempts to analyze speech disfluency. According to Gleason and Ratner (1998 :313), the disfluency are characterized by hesitation (sometimes called unfilled pause), “filler” words such as *uh*, *um*, *well*, *you know* (sometimes called filled pause), repetations and false start.

For example :

- This is real, *um*, this is this month cover of *Time*
- I...I...Think *that...that...*it was wonderful

The utterance uses the filler word „*um*“ and repetition of the types of the speech disfluency uttered by the speaker.

The writer considers analyzing the speech disfluency in those types (unfilled pauses, “filler” words such as uh, um, well, or you know (sometimes called filled pauses), repetitions, and false starts). Linares (2009: 41) says “Spontaneous speech occurs in broadcast news data under several forms: interviews, debates, dialogue, etc.” Thus, one of the talk shows in Indonesia, Ini Talk Show, is chosen to analyze the speech disfluency.

Ini Talk Show, is an Indonesian television talk show hosted by comedian/actress Sule and Andre Taulany. Ini talk show airs every Monday-Friday, with live broadcasts every Tuesday-Friday. The concept and shooting of the show started on March 23, 2014 and aired starting March 29, 2014, therefore March 29 was the birthday of Ini Talk show on NET. It is featuring a unique mix of celebrity interviews, chart-topping and up-and-coming musical performances, audience participation games, and segments spotlighting real life stories and amazing talent throughout all age-groups. The writer chooses Ini Talk Show, on November, 13th 2019 with Najwa Shihab as the guest stars.

1.2 Problems of the study

In this analysis, there are some questions to be answered. These questions are the problems that need solution, they are:

1. What types of speech disfluency are found in the talk show Net TV?
2. What type of speech disfluency is the dominant one used in talk show Net TV?
3. What are the causes of speech disfluency made by the speakers on the talk show Net TV?

1.3 Objectives of the Study

In relation of the problem, the objectives of this analysis are:

1. To identify the types of speech disfluency found in the talk show.
2. To find out the dominant type of the speech disfluency.
3. To find out the causes of speech disfluency made by the speakers on the talk show.

1.4 Scope of the Study

There are two types of speech Production. They are Speech errors and speech disfluency. The analysis only concerns with the types of speech disfluency that occur along the show. The writer believes that such speech disfluency made by the speakers who were involve in the selected data are interesting to be revealed since the talk show has been one of the indonesia highest rated show.

1.5 Significances of the Study

This study offers some benefits for several parties as presented below.

1. Theoretically

This Study contributes to speech disfluency studies, particulary introducing Gleason and Ratner theory of disfluency. This study is also expected for the readers to get information about the types of speech disfluency and the dominant type of speech disfluency occurs in spontaneous speech.

2. practically

- a. For English Department

The students can used the result of this study as a reference to improve the ability of student in understanding more about speech disfluency.

b. For the teachers

The result of this study can help the teacher to easier present the material about Speech disfluency.

c. Other researcher

To give additional information for other researcher who wants to conduct further research on the related field.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter explain some theories which are related to research. There are 4 parts of this chapter. They are Psycholinguistic, Speech Production, Speech disfluency, and spontaneous speech.

2.1.1 Psycholinguistics

Language is functioned to communicate what you want to convey. The main function of language since someone learns language is for communication. When this communication occurs between the speaker and the speech partner, a language process occurs. The language process is a procedure that exists in our mentality that humans use to produce and understand language. Regarding the mental process that occurs when talking or when communicating with others, is a complicated event. This will show how a speech is understood by its function by the listener. In this case, the role of thinking and other functions plays a role, even taking a very important role. The study of mental processes that humans go through is a study of the discipline of linguistics known as psycholinguistics.

Dardjowidjojo (2005:7) says that psycholinguistic is the study of mental processes passed by man in their speech. and there are four main studies in psycholinguistics :

- (1) comprehension ,is mental processes traversed by humans so that humans can know what people saying and understand what is meant
- (2) production, is mental processes on human who makes man can speak as we said

(3) biological basis and neurology that makes humans can speak , and

(4) language acquisition, is how the child acquires the language.

Dell (1986:283) says that psycholinguistic is concerned with three basic and interrelated aspect of language: Acquisition or how language is learned ; Comprehension or how the sentences are understood ; and Production or how the sentences are spoken.

2.1.1.1 Comprehension

Comprehension is how people understand spoken and written language. Gleason & Ratner in clark (1998: 3) say that it is a broad area of investigation that involves scrutiny of the comprehension process at many levels, including investigation of how speech signals are interpreted by listeners, how the meanings of words are determined, how the grammatical structure of sentences is analyzed to obtain larger units of meaning, and how longer conversation or texts are appropriately formulated and evaluated. Concerns specifically relevant to how written language is processed are also part of this domain. The ability of individuals to comprehend is influenced by their skills and their ability to process information.

2.1.1.2 Acquisition

Acquisition is how people learn language. According to Gleason & Ratner in Clark (1998: 4), the major focus in this domain has been on how children acquire a first language. Adults have always been fascinated by the almost miraculous unfolding of language in children. Although born completely without language, by the time they are 3 or 4 years old, children typically have acquired thousands of vocabulary words, complex grammatical and phonological systems, and equally complex rules for how to use their language appropriately in any social

settings. Developmental psycholinguistics is the discipline devoted to the study of language acquisition.

2.1.1.3 Speech Production

Gleason and Ratner (1998: 312) say “Speech production is the process by which a speaker turns a mental concept into a spoken utterance”. Speech production is how people produce language. Gleason & Ratner in Clark (1998: 4) say that it is somewhat easier to study comprehension than production; we can use controlled language stimuli and then analyze patterns of accuracy and error, response time, and other behaviors to arrive at an estimate of how listener process language. However, it is more difficult to gain insight into how concepts are put into linguistic form; the process is largely hidden from observation, and speaker’s verbal expression, even in response to rather controlled eliciting stimuli, vary considerable. This learns most about the probable nature of the speech production process from speaker’s mistakes (speech error) and from breaks in the ongoing rhythm of connected speech (speech disfluency).

There is a certain area in human brain that is involved with the production of speech. The area is called Broca’s area, bearing the name of the person who discovered it.

“Pierre Paul Broca was a French pathologist and neurosurgeon made the first great discovery regarding brain and language. He discovered a certain area of the cortex that is involved with the production of speech; that part of the cortex bears his name, Broca’s area. Broca further controls the movement of the muscles of the articulators of speech: the tongue, lips, jaw, soft palate, vocal cords, etc. He posited that speech is formulated in Broca’s Area and then articulated via the motor area. The speech production process would begin in Broca’s Area, pass on through the arcuate fasciculus to the motor area and from there to the articulators of speech for vocalization.” (Steinberg, et.al, 2001: 321).

Scovel (1998: 27 – 49) explains that one of the most influential psycholinguistics models for speech production, developed by Levelt, views it as linear progression of four successive stages: conceptualization, formulation, articulation, and self-monitoring. Speech production is neurologically and psycholinguistic far more complicated than negotiating a flight of stars, but its intricacy also goes unappreciated until we suffer some linguistic disability to commit a slip of the tongue. In daily conversations, we remain generally unaware of the complexity of our achievement. Psychologists tend to divide linguistic phenomena into stages.

1. Conceptualization

Conceptualization is the step of deciding what to express. According to Kormos (2006: 15) states that Research into speech planning and conceptualization is traditionally carried out not only in the field of psycholinguistics but also in fields such as sociolinguistics, pragmatics, and discourse analysis. This is mainly due to the fact that among other things, conceptualizing one's message involves the knowledge of the situation, power relations between speakers, norms of interaction in the given language, rules of politeness, and general knowledge of the world. If we compare the spreading activation and modular models, it also becomes apparent that because spreading activation theory has little to say about speech planning, there is no major theoretical disagreement between psycholinguists concerning this phase of speech production. Nevertheless, there are a few problematic issues in speech planning that psycholinguistic research has addressed. One of these concerns the unit of speech planning, and connected to this, the existence of temporal cycles in speech production. The other debated question is related to how concepts are encoded in the preverbal plan. These are syntactic thinking, which

spawns the sequence of words which we typically think of when we talk about how language is initiated, and imagistic thinking, which creates a more holistic and visual mode of communication.

The syntactic thought and imagistic thought collaborate to conceptualize conversation, is quite convincingly demonstrated by the way in which speech utterances and ordinary gestures seem to be tied and timed together in any conversation. Consider the following example:

First Dialogue

Person A : Where's my briefcase?

Person B : *There's* your briefcase!

Person B points to the briefcase the same moment he says *There's*.

Second Dialogue

Person A : Where's my coat and briefcase?

Person B : There's your *briefcase*.

Person B points to the briefcase the same moment he says *briefcase*.

After B hears A's query in the first example, his syntactic thought might generate something that begins with the demonstrative „there“ while simultaneously, his imagistic thought might be of someone pointing toward an object, in this case, a briefcase. Evidence that these two modes are operating concurrently at the conceptualization stage is found in the simultaneous timing of the pointing gestures with the stressed words in each of these two scenes.

2. Formulation

At the second stage of speech production, formulation, we move close enough to the eventual output of the process to allow us to be more convincing in our use of empirical data. Formulation is the step of determining how to express the

speech. The formulator is divided into two sub-components. The first is a grammatical encoder, which retrieves lexical items. Level distinguishes between semantic and syntactic properties of items in the lexicon, bundled together to form lemmas, and the phonological information about the lemmas, which he believes are stored and accessed separately (called lexemes). Thus, a lemma contains an item's meaning as well as syntactic properties, which are used to generate appropriate phrase structures. If a noun is selected, the outline of an appropriate noun phrase is generated from this selection. The grammatical encoder produces an appropriately ordered string of lemmas.

There are two themes which were central on speech production. First, it shows how slips of the tongue provide vivid insight into our understanding of how speech is formulated. Second, it illustrates the power of priming in guiding the direction of speech production and comprehension.

3. Articulation

The conceptualization stage might pompously perceive itself as the primary and ultimate composer of communication, and the formulation stage might pride itself as the conductor and orchestrator of speech sounds, but without the instruments of articulation, the music of voices remains unheard and unappreciated. The articulation of speech sounds is a vital third stage of production. The phonological encoder takes the syntactic outline and generates a phonological plan for the utterance, which includes its eventual intonation and stress pattern. The articulator then executes the phonetic plan by conveying instructions to the neuromuscular system.

After all thought are organized into a linguistic plan, this information must be sent from the brain to the muscles in the speech system so that we can then execute the required movement and produce the desired sounds.

4. Self-Monitoring

In contrast to the conceptualization and formulation stages of production but similar to the articulation stage, it seems that at this final stage of self-monitoring wherein it can have direct evidence of what is happening when people compose speech. Speakers not only produce speech and listen to one another when conversing, they also see to keep one ear open on what they themselves are saying, and if they catch something amiss, they are quick to amend the mistake and then continue to converse. The production process sometimes goes awry and speakers will verbally misstep, especially with irregular or more unusual forms. Almost always, however, they instantly catch themselves, retreat a step, and correctly recreate the intended sequence.

For example:

- The last I *knowed* about it {I mean *knew* about it}, he had left Vancouver.
- She was so *drank* {I mean *drunk*}, that we decided to drive her home.

Levelt (1983: 41) states that making a self-repair in speech typically proceeds in three phases. The first phase involves the monitoring of one's own speech and the interruption of the flow of speech when trouble is detected. The second is characterized by hesitation, pausing, but especially the use of so-called editing terms. The third phase consists of making the repair proper. In levelt speech productions the generation of an idea or message of an intended utterance occurs.

Gleason and Ratner (1998: 310) say that it is more difficult to study speech production than to investigate speech perception or comprehension because of the

difficulty in constructing experimental tasks that can reveal the complex steps in the process. writers have historically relied on two kinds of data in the construction of speech production models; speech errors and speech disfluencies.

2.1.1.3.1 Speech Error

Garret cited in Fowler (2003: 243) says that speaker sometimes make mistake that they recognize as errors and are capable of correcting. For example, intending to say “this seat has a spring in it”, a speaker said “this spring has a seat in it”, exchanging two nouns in the intended utterance, or intending to say “it’s the jolly green giant”, a speaker said “it’s the golly green giant”, anticipating the /g/ from green. Errors are remarkably systematic and apparently informative about planning for speech production. Fowler (2003: 243) says “Errors have properties that have allowed inferences to be drawn about planning for speech production”.

Gleason and Ratner (1998: 312) explain that such errors in production, called speech errors or slips of the tongue, occur regularly in normal conversation. Although such errors may be funny (to the listener) or embarrassing or frustrating (to the speaker), they also provide indirect evidence for the units, stages, and cognitive computations involved in speech production. Consider the following examples in which we can compare what was actually said to what the speaker intended:

Intended Utterance:	Actual Utterance:
You have missed all my history lectures	You have hissed all my history lectures
Noble sons of toil	Noble tons of soil
You have wasted the whole term	You have tasted the whole worm
The dear old Queen	The queer old dean

Dell (1986: 284-285) defines a slip of the tongue as an unintended, nonhabitual deviation from a speech plan. There are four types of speech errors according to Dell:

1. Sound errors : Accidental interchanges the sounds between words
Snow flurry → Flow snurries
2. Morpheme errors : Accidental interchanges of morphemes between word
Self-destruct instructions → Self-instruct
destructions
3. Word errors : Accidental transposition of words.
Writing a letter to my mother → Writing a mother to
My letter.
4. Errors can have different form :
 1. Anticipations : When a later element corrupts an earlier element
Reading list → Leading list
 2. Perseveration : when a later element is corrupted by an earlier element
Hunting rabbits → hunting habits
 3. Delections : an output element is omitted
Same state → same sate

Corder cited in Gilquin, (2013: 2) distinguishes between errors of performance and errors of competence. Errors of performance (or „mistake“) are due to the pressure of online speech production are shared with native speakers, whereas errors of competence (or „errors“ in the strict sense) result from incomplete knowledge of the language and normally display some systematically.

2.1.3.2. Speech Disfluency

According to Gilquin, (2013: 2) refers to the communicative language teaching approach, which defines fluency as effectiveness of language use within the constraints of limited linguistic knowledge, and the quantitative approach, which defines fluency in terms of quantifiable temporal variables such as speech rate, number and length of pauses, or frequency of lexical and non-lexical fillers like you know or uh. By contrast, Fox Tree cited in Gilquin, (2013: 3) says, “Disfluency may be said to refer to lack of fluency, and disfluencies have been defined as phenomena that interrupt the flow of speech and do not add propositional content to an utterance”.

Scovel (1998: 48) states that along with mistakes, such as slips of the tongue, psycholinguist have also relied on the trivial and sometimes annoying hesitations which punctuate our planned, spoken discourse to gain insights into the ways in which language is produced. Hesitation, like uh, or the ubiquitous you know which pervades a great deal of contemporary conversation, are not mistakes. Nevertheless, they do seem to indicate a lack of fluency.

Rochester cited in Schachter (1991: 362) says “Disfluencies are an integral part of the speech production apparatus is suggested by studies of silent and filled (uh, ah, er, and um) pauses, which are based on hypothesis that such interruptions in the flow of speech are indications of time for the speech production apparatus to search for the next word, phrase, or idea”.

Maclay and Osgood cited in Fraundorf (2008: 4) divide disfluencies into four categories: fillers (or filled pauses), silent pauses (or unfilled pauses), repeats, and repairs (or false starts). The advent of speech technology and the associated

need for natural speech data from which to develop models, led to a huge growth in the availability of large digitally recorded corpora of natural speech.

Gleason and Ratner (1998: 312) states that such disfluencies or nonfluencies are actually more common than we think and we tend not to notice them. They also characterize disfluencies, as same as Maclay and Osgood, into hesitations (sometimes called unfilled pauses), “filler” words such as uh, um, well, or you know (sometimes called filled pauses), repetitions, and false starts.

1. Hesitations (unfilled pauses)

Hesitation is the action of pausing before saying or doing something. It happens when the speakers feel uncertainty or doubt. It can be a pause in speech or a silent. Hesitation (unfilled pauses) sometimes called silent pauses which are periods of silence longer than the pauses in an equivalent fluent utterance. Maclay and Osgood cited in Fraundorf (2008: 20) states that fast speakers are fluent because they do not hesitate much, and slow speakers are not as fluent because they hesitate a great deal. Unfilled pause is symbolized by [//].

For example:

- She notices // a small box.
- Please, take me the // sugar!

2. Filled Pauses

Filled pauses are verbal interruptions that do not relate to the proposition of the main message. It is most commonly filled with uh, um, well, you know. Filled pause is symbolized by [,...].

For example:

- She notices, uh, a small box.
- Please, take me, um, the sugar!

3. Repetitions

Repetitions are unmodified repetitions of a word, a part of a word, or a string of words. It means that speakers repeat one or more words in a row. It usually happens when people speak spontaneously. Repetition is symbolized by [/].

For example:

- She notices a small / small box.
- Please, take me the sugar / sugar!

4. False Starts

False starts (repairs) are self-corrections or revisions of material already spoken. Honal (2003: 14) says “If a completely different syntactical structure with different semantics is chosen for repair, the observed disfluency is a false start”. False start is symbolized by [\\].

For example:

- She notices a small bag \\ box.
- Please, take me the coffee \\ the sugar!

Clark and Clark (1977: 271) have discovered three possible sources of planning difficulty are cognitive reasons, anxiety, and social reasons. Firstly, regarding with *cognitive difficulty*, people take longer time to produce sentences on topic using the abstract words than the concrete words. Moreover, there are more hesitations scattered through the explanations than through descriptions, presumably because it is harder to come up with explanation and the right words to express them. In addition, at the level of word selection, hesitations appear when the speaker has difficulty finding just the right word. Secondly, *Situational Anxiety* is happened because a certain situation that makes a speaker become tense, anxious or worries about it. Then, they tend to produce the hesitation in speaking. The

anxiety breaks up the planning and execution that become less efficient. Thirdly, speech disfluencies are caused by *Social Reasons*. Speech plan seems difficult when conversation takes place under pressure. Under the press of a conversation, speakers must make clear when they still have something to say and when they are not finished yet. If they hesitate too long at any point, someone else may take over the conversation.

According to the research by Bortfeld, et.al (2001: 123-124), factors that affect speaker's disfluency rate included speaker's age, task roles, difficulty of topic domain, relationship between speakers, and gender. Although disfluencies may not thwart speech comprehension, they are interesting for several reasons. First, they pose a problem for most theories of parsing, are designed to handle only grammatical or "well-formed" utterances. Second, by demonstrating how speech planning and articulation break down, departures from fluent and grammatical speech provide useful data about the architecture of the speech production system and the constraint upon it. Third, in certain circumstances, disfluencies can display metalinguistic information to listeners about a speaker's confidence, inform listeners about a speaker's planning difficulties, or, possibly, serves as devices for coordinating conversational interaction. Last, spontaneous human speech contains disfluencies that pose problems for speech recognition systems.

2.1.2 Spontaneous Speech

Linares (2009: 41) says that spontaneous speech occurs in broadcast news data under several forms: interviews, debates, dialogue, etc. The main evidences characterizing spontaneous speech are disfluencies (filled pause, repetition, repair, and false start) and many studies have focused on the detection and the connection of these disfluencies. In addition to disfluencies, spontaneous speech is also

characterized by ungrammatically and a language register different from the one that can be found in written text.

Spontaneous speech contains a number of phenomena that cause problems for current systems:

1. Filled pauses : noises made by the speaker that do not correspond to words (*ah, uh, um*).
2. Restart : repeating a word or phrase. The original word or phrase may be complete or truncated.
3. Interjections : extraneous phrases.
4. Unknown or mispronounced word.
5. Ellipsis
6. Ungrammatical constructions : users make errors of agreement and may use constituents in unusual orders.

Steinberg (2001 : 211) describes four fundamental properties of spontaneous speech that present problems for spoken language applications:

1. Recovering hidden conversation

In many formal written languages, punctuation is rendered explicitly. But spoken language is a stream of words, with no overt lexical marking of the punctuation itself. Modeling sentence level punctuation can also improve speech recognition performance itself.

2. Coping with disfluencies

Disfluencies such as filled pauses, repetitions, and false starts are frequent in natural conversation. Across many languages, disfluencies occur rates higher than every twenty words and affect up to one third of utterances.. although disfluencies were once viewed as “errors”, a growing literature on the topic has come to

appreciate them as an integral cognitive aspects of language production and the management of interaction.

3. Allowing for realistic turn-taking Spontaneous speech has another dimension of difficulty for automatic processing when more than one speaker is involved. Conversational speech recognition work has largely focused on the case in which each speakers is recorded on a spate channel, and the channel is modeled separately as an independent stream of words.

4. Hearing more than words

The fourth are is “hearing” a speaker’s emotion or state of being trough speech. Modeling emotion and user state is particularly important for certain dialog system applications. Detecting affect through obviously requires more than just words.

2.2. Previous Study

In writing this study, the writer refered to some former writers who had the same theme in their study. It is taken from :

The first is Scott H. Fraundorf and Duane G. Watson (2008) in *Sources of Disfluencies Production* examined whether each of disfluencies (silent pause, filled pause, and repetition) was more or less prevalent at which speakers were likely to be planning new material they had not yet begun to articulate. The participants were fifteen University of Illinois undergraduate students. All were native speakers of English. Each participant reads and retells three passages, approximately 2000 words in length, excerpted from *Alice’s Adventures in Wonderland*. The retellings were recorded using digital recorder. Participants could not consult the plot points while speaking but had to retell the story in their own words.

The finding of the research concludes that different disfluencies occur depending on both whether recently articulated material is available to repeat and whether a new communicative plan can be quickly intended. Repetition occurred most often when difficult material was already being produced and could be repeated, but fillers and silent pauses occurred most when difficult material was still being planned.

The second is *Journal of Memories and Language*. The study Title is “*Discourse Markers in spontaneous speech 1999: Oh what an different An Oh Makes*” is written by Fox Tree Jean E. Josef C Schrock. This research Discourse markers are usually studied from the vantage point of corpora analyses. By looking at where they fall in spontaneous talk, hypotheses can be made about their possible functions. However, direct tests of listeners' uses of these expressions are rare. In five experiments, we looked at the on-line spontaneous speech comprehension effects of one discourse marker, *oh*. The finding if the research is the recognition of words was faster after *oh* than when the *oh* was either excised and replaced by a pause or excised entirely, semantic verification of words heard earlier in the discourse was faster after *oh* than when the *oh* was either excised and replaced by a pause or excised entirely, but only when the test point was downstream from the *oh*. Results demonstrate that *oh* is not only a potential signal to addressees, as has been suggested by corpora analyses, but that it is in fact used by addressees to help them integrate information in spontaneous talk.

2.1 Conceptual Framework

Speech disfluency is any of various breaks, irregularities, or non-lexical vocables which occur within the flow of otherwise fluent speech. Speech

disfluency easily appears on spontaneous speech such as daily conversation or interview when a person is supposed to answer direct questions. Sometimes, people have difficulties in communicating to each other because of their disfluency. As the result, a conversation does not always run smoothly. There are four major element of speech disfluency such as, hesitation, filled pause, repetitions, and false start.

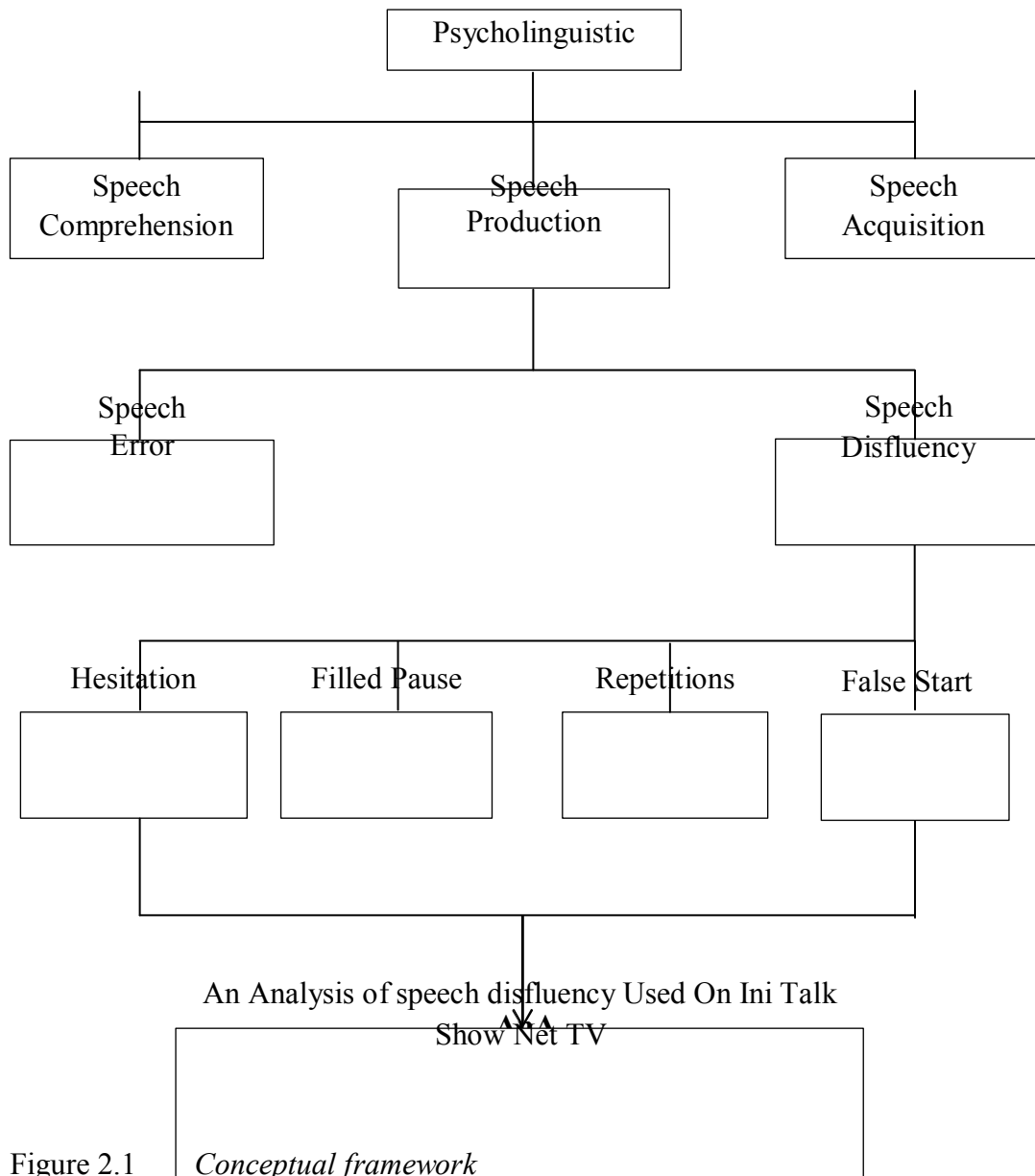


Figure 2.1

CHAPTER III

METHOD OF REASERCH

3.1 Research Design

The method used in this thesis was descriptive qualitative and described into words. As Moleong (2005: 6) says that descriptive qualitative is a research procedure with the purpose to fulfill phenomena about what is experienced by the subject of the research, for example, behavior perception, motivation, etc. Holistically and descriptively in the form of words and language, in a particular concept and exploit some natural methods. The objective of this method is to gain a rich understanding of the problems discussed in this research.

Since the method used in this research is deescriptive qualitative, the finding of the research has been explained descriptively. As one of the objectives of this research is to found out the dominant characteristic of speech disfluency in the selected data, the writer has been indentified the types of speech disfluency found in the talk show and calculate it to found which type was dominant. After that, the writer has been described the result of the analysis into words.

3.2 Instrument of Collecting Data

The data has collected by applying an observation. The writer focuses on analyzing of speech disfluency in spontaneous speech. The writer has observed by watching the movies, to found out the disfluency and finding the causes, which used Indonesian Languages. The data of this research is any words, phrase, clause and sentence that used by the speaker with the guest of the talk show.

3.3 Technique of Collecting data

The technique of collecting data analyzed in following step :

1. Downloading the videos
2. Watching the videos
3. Transcribing the data and listens to the video more and more to make sure the transcription transcribed well.
4. Identifying the speech disfluencies.
5. Classifying the data based on each type of speech disfluencies.

3.4 Technique of Analysis Data

The data of this thesis has been analyzed in the following steps:

1. In the order to answer the problem number two, the writer uses formula in finding the dominant type of speech disfluency.
2. Then, in the order to answer the problem for number three the writer uses the following technique :

1. Familiar Vs Unfamiliar partner conversation
2. Age
3. Gender

The Formula:

$$P = \frac{f}{n} \times 100 \%$$

Note: P : Percentage of speech disfluency

f : Frequency of speech disfluency

n : Total of speech disfluency

According to Hancock et.al (2009:24) analysis data in a research project involves summarizing the mass of data collected and presenting the result in the a way that communicates the most important features.

After collecting the data, the writer has analyzed the data. Data analysis has been taken as part as an important step in the a part of the study to support this answer the problem of the study. Data Analysis in qualitative research is considered of Miles, Huberman and saldana (2014 : 31-32) into three steps occurring together, they are data condensation, data display, and drawing and verifying conclusion. In this study the data has analyzed through the following steps.

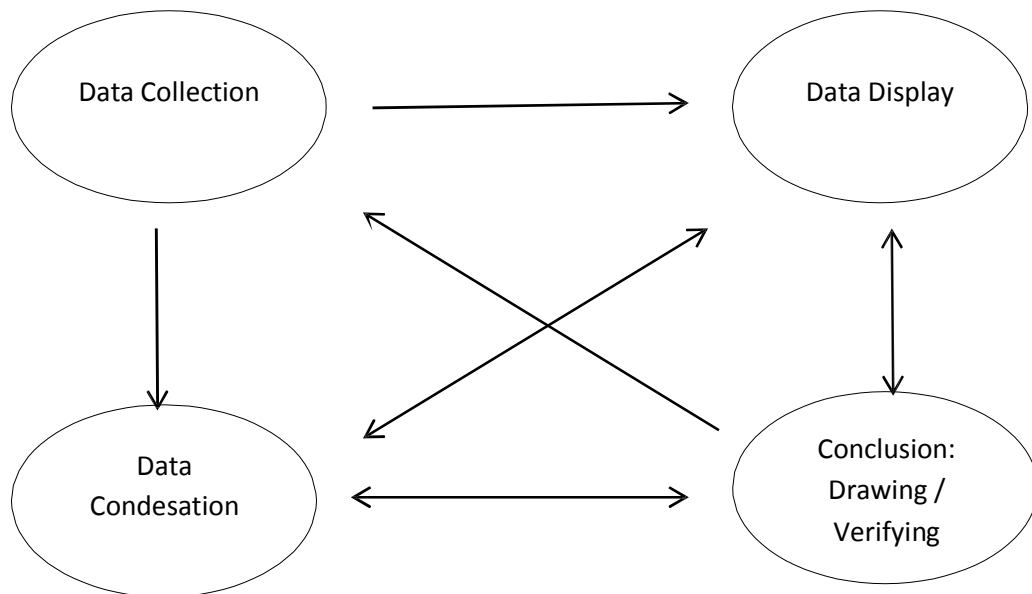


Figure 3.1 : *Component of Data Analysis Model (Miles, Huberman and Saldana, 2014 : 33)*

3.4.1 Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming of rough data appeared from notes written in the

field. Through condensing, it has made data stronger, data condensation is not something separate from analysis. Data condensation is a form of analysis which sharpens sorts, focuses, discard, and organized data in such a way that final conclusions can be drawn and verified. The following of the process in data condensation are:

- a. Selecting, the writer has selected the data from the dialogue of the talk show.
- b. Focussing, in this stage the writer has focused on disfluency which found in the dialogue of talk show.
- c. Simplifying, in this way the writer has converted the data to be simplifying into clause. The clause consist of disfluency in the dialogue.
- d. Abstracting, in the process of abstracting data that has been collected was evaluated especially consist of disfluency that found in the talk show.
- e. Transforming, after abstracting the writer has analyze the data by selection every clause to types of disfluency. The selection data based on hesitations (unfilled pauses), Filled Pauses, Repetitions, and false starts.

3.4.2 Data Display

The next step is to display the data. Display data is an organized, compressed assembly of information. The writer has presented the data in analysis, which showed in the transcribing the data, to made the reader easily in understanding. The following step has been conducted by the writer in presenting data through

grouping the data into types of disfluency such as, hesitation (unfilled pauses), Filled Pauses, Repetitions, and false starts.

3.4.3 Drawing and Verifying

After the data display, the next step was drawing and Verifying. Drawing and verifying was one of the important steps in this study. This is the way to know the result of the study. Here, the writer has made conclusion after completely identifying types of disfluency in spontaneous speech.

3.5 Validity

The reliability of the information is extremely should be checked in looking at the legitimacy of the information. In this research, the triangulation strategy is utilized by the essayist to notice the legitimacy of the information. Deciding reality with regards to a similar social wonder isn't the motivation behind triangulation. However expand one's comprehension of what has been investigated (Sugiyono, 2007: 330). The subjective cross-approval is called as triangulation, and which is evaluated is the adequacy of the information as indicated by the assembly various information source of numerous information assortment, said William Wiersma in Sugiyono (2007:372). There are four sorts to recognize the triangulation of information, they are Data Triangulation, investigator triangulation, Theory of triangulation, and Methodology of triangulation. In this research the writer used Data Triangulation as the data validity confirmation.

1. Data Triangulation

The information of triangulation identified with the utilization of different or diverse information or data in an exploration, for instance subjective and

qualitative information. The cycle of reviewing looking at data by author which got in the distinctive source is called as information triangulation. Looking at perception information and meeting information or poll and test is the technique the essayist will use to get the information.

The research looked at by the author are understudies, expressions, source data and conditions or point of view of various individuals in comperative setting. Furthermore, as indicated by Guion (2011:1) stated that interpretable triangulation information in sociology is frequently viewed as regularly supportive in approving cases that may emerge from beginning pilot contemplates or the blending of information from certain viewpoints.

Considering the comperative setting above, the writer need this data triangulation to confirm the result of the data, therefore there has one videos as an data triangulation to confirm the validity of the data result.