

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of the Study**

English plays a very important role in the era of globalization. Many activities use English as a tool of communication because it is more easy access to the outside world. In communication, English is used for several activities of life such as economics, tourism, trade, education, technology, and to find job etc. In economic aspect, people from different countries are handling their trade, for example export and import of goods and services, use English as a medium of communication. In tourism, tourists from different countries visit tourist places, for example Borobudur in Central Java, they communicate in English with local people. However, those who are able to speak English can directly communicate with tourists from other countries. There are also lot of activities that need English. For example, we read several books written in English to help us to understand technologies, sciences, economics etc. Nowadays, in the era of modernization, most activities use technology such as communication using handphone. Furthermore and industrialization, aircraft mostly use

English as a communication both written and oral. ([http://www.aviation-esl.com/ICAO\\_English.htm](http://www.aviation-esl.com/ICAO_English.htm))

In Indonesia English is as a foreign language. Besides it, there are also other foreign languages such as Arabic, Chinese, Japan, Korean, and others. English is used in formal occasions such as in schools, offices, seminars, workshops, studying abroad, and official state events. While in informal situation, English is used for shopping in some stores, conversation with friends, guidance book, social media, etc.

In Indonesia English, eventhough English has been formally taught started from elementary school until higher education, most of graduates are still unable to speak English well, or some of them sometimes stuck in expressing their ideas in English fluently or find speech disfluency. In formal education, every level of the school has to put English as a compulsory subject. In particularly the English department at Universitas Kristen Indonesia, the subject of English has different kinds of sub-subject, such as four English skill (listening, speaking, reading, and writing), pragmatics, semantics, syntax, etc. Besides the formal institution, English is also studied in the non-formal course, such as Lembaga Indonesia Amerika/Indonesia America institution (LIA), English First (EF), British Institue, etc. These institutions conduct English course in the aim of teaching learners to be particulary fluency in speaking.

To be fluent in speaking, there are some ways to practice to be considered. One of them is to use an immersion method which means in this study is to stay in an English village place such Pare, Kediri- East Java. It is very well known as Kampung Inggris (English Village), not only in Indonesia but also abroad. Many of its alumni have worked as migrant workers, students, diplomats, officials, and etc.

Some learners who attend courses in Pare come from different areas of Indonesia, such as from Central Java, West Java, Jakarta, Maluku, and other islands in Indonesia. They come to Pare Kampung Inggris (English Village) specifically to learn English. Their status are generally fresh graduates from high school or undergraduate degree (Sarjana Strata 1) Those who are graduated from high school come to the village generally to practice English.

To be participants or learners in Pare, there are two enrolment periods in each month; the period of 10 and 25 are packed into the package system. One package contains programs with the duration of 2 weeks to 1 month. The programs usually offer classes of grammar, listening, speaking, translation, writing, vocabulary, TOEFL, and others. Besides, the regular classes, there will be special program held during school holidays based on the agreement of the participants and management of the course. Another program is that a holiday program which is specially designed for

participants to spare the time during the school holidays. In addition, to organize the classroom program, the management of the institution provides dormitories labeled “English area” for learners outside Pare. The dormitory applies the rules to speak English everyday during they stay there. Lots of interesting things can be found in Kampung Inggris of Pare. Visitors may contact with villagers to talk using English in the kind of purchasing and transactions, speeches in audio-visual, that can be replayed whenever he/she needs it. From the videos, there are speakers often express their ideas in speaking.

Learners come to the place to practice speaking. Many of them still find speech disfluency which means lack of expressing any of words or phrases or sentences. The speech disfluency that always occur in speaking, such as "huh", "uh", "erm", "um", "well" "like", "mmm", and using Indonesian language in the middle of the conversation or words and sentences that are cut off mid-utterance, repetition words, phrases, syllables and choosing inappropriate words as well as restarted or false starts repeated. Other disfluency is repaired utterances, i.e. instances of speakers correcting their own slips of the tongue or mispronunciations (before anyone else gets a chance to). "Huh" is claimed to be a universal syllable.

Recent linguistic research has suggested that non-pathological disfluencies may contain a variety of meaning; the frequency of "uh" and "um" in English is often reflective of a speaker's alertness or emotional state. Some have hypothesized that the time of an "uh" or "um" is used for the planning of future words; other researchers have suggested that they are actually to be understood as full-fledged function words rather than accidents, indicating a delay of variable time in which the speaker wishes to pause without voluntarily yielding control of the dialogue. (Jennifer Jacquet: [https:// www.edge. org/ conversation/ adam\\_alter-disfluency](https://www.edge.org/conversation/adam_alter-disfluency))

This speech disfluency affects communication between the learner and listener. The disfluency of the learner makes the listener misunderstand the message of the learner. Due to the misunderstanding of the conversation, the listener may confuse, cannot grasp or get the message clearly. As a result, both of them may rise conflict. Therefore, appropriateness is a key issue. Most of us manage to judge with greater and greater ability what is or is not appropriate in a given situation, to learn from our experience and feelings, for how we feel when we are involved in various speaking activities also changes (Cornbleet and Carter. 2001:20). In original telephone context for example, the meaning of the message sent is obvious and part of their jargon, becomes clearer, i.e. the receiver hasn't been replaced properly—it's 'off the hook'. (Cornbleet and Carter.

2001:22). By understanding the disfluency of learners, it is easy to predict the meaning of the message the learner sent. Therefore, analyzing the competence of the learner utter the words, we can suggest the listener to predict the meaning of the words the learner sent. The researcher interests to conduct a study entitled “*Analyses of Speech Disfluency of Learners in Kampung Inggris, East Java*”

### **1.2. Statement of the Problems**

1. What are the components of disfluencies?
2. What are the reasons of learners’ disfluencies?

### **1.3. The Objectives of the Research**

The objectives of the research are:

1. To identify some components of disfluency
2. To explain the reasons of learners disfluency

### **1.4. Scope of the Study**

This research focuses on identifying some components disfluencies and explaining the reasons of learners disfluency. The disfluency might happen when they try to speak English, for example they cannot express their ideas using suitable words and producing wrong words. Another disfluency rises due to lack of speakers vocabulary which make their using

Indonesia language to send their message. The components of the vocabulary which always make the learner produce the disfluency. Besides, the research also identifies the effect of the learner lack of vocabularies such as stuck when they want to speak and using Indonesia language.

### **1.5. Research Method**

This research uses descriptive method. Descriptive is a study designed to depict the participants in an accurate way. The research identifies some components and explains the reasons of disfluency. This research applies a qualitative research using descriptive method. It means designed to reveal a target audience's range of behaviour and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive. Qualitative research methods originated in the social and behaviour sciences: sociology, anthropology and psychology. Qualitative research methods in the field of marketing research include in-depth interviews with individuals, group discussions (from two to ten participants is typical); diary and journal exercises; and in-context observations. Sessions may be conducted in person, by

telephone, via video conferencing and via the internet.

(<http://www.qrca.org/?page=whatisqualresearch>)

The data source is the learners speaking on video taken from youtube. These data will be identified from five videos. The researcher watched the videos, then the learner's utterances will be transcribed. Having transcribed the learners' utterances, the researcher underlines the mistakes of the learners.

In identifying and explaining of the data, the researcher classified the disfluency words. The classified data will be analysed in the form of the speaking disfluency consisting of hesitation, repetition, filler word, false starts, and Indonesia language. Then, the researcher will explain the reasons of disfluency.

Steps of Data Analysis:

1. Searching for related videos that are discussing the topic of speech disfluency
2. Choosing five videos on the you tube and downloading
3. Watching the videos while looking and finding learners' disfluency
4. Having transcribed the learners' utterances and underline the mistakes of the learners
5. Identifying and classifying all the types of disfluency found in the videos of the learners



6. Counting how many disfluencies used in every type and which one is most used
7. Explaining the reasons of disfluency
8. Making a conclusion
9. Writing the skripsi

### **1.6. Significance of the Study**

#### 1. The significance of the theory

The findings of the research will be useful to improve the learners disfluency. The disfluency may be as a basis of the theory in speaking English. Some of the learners are the key of improving speaking skill. By understanding disfluency of speaking, other learners can take an advantage to improve their speaking as a theory of speaking skill.

#### 2. The significance of the practicality

This findings are also useful for instructure to improve learners speaking skill. The instructure can use the disfluency as a referenes of teaching material to the learners. Next, the findings of the research helps instructor to raise consciousness to help learners in acquiring English and use systematic speaking and develop aspects of language learning strategies.