CHAPTER II

THEORETICAL FRAMEWORK

This chapter describes about the theoretical framework of this research. The theoretical framework includes the general concept of speaking, the general concept of disfluency, kinds of disfluencies, the concept of presentation, English language teaching, and the relevance of the study. The aim of discussing and describing those subtopics is to make readers understand about the theory which is used by the writer to support this research. All of the headings will be discussed and described as follows:

2.1 General Concept of Speaking

English speaking has an important role in general english competence. It is also the way to deliver or present something by using oral language or direct communication. As a productive skill, speaking is very important in communicative interaction. Theoretically, according to O’Grady as in Siahaan (1996 p. 94), a spoken utterance is mental concept turned by a speaker in speaking. It means that speaking is a psychological process which a speaker puts a mental concept into some linguistic forms, such as word, phrases, and sentences used to convey a message to a listener. So the speech production is the process by which the speakers turn their mental process into their spoken utterances to convey a message to their listeners in the communicative interaction (Gleason and Ratner as in Siahaan 1998 p. 95).
Meanwhile, Richard (2008) stated that “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners” (p. 19). Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

(After Jones, 1996; Burns, 1998) (as in Richard 2008, p.21) divided the function of speaking into three parts. They are: talk as interaction, talk as transaction, and talk as performance.

- **Talk as interaction**
  
  Talk as interaction refers to what we normally mean by “conversation”. When people meet, they exchange greetings, engage in small talks, share their recent experience, and so on. The focus is more on the speakers. How they present themselves to each other than on the message.

- **Talk as transaction**
  
  Talk as transaction refers to situations where the focus is more on the message of what is said and done. The message and making oneself understood clearly and accurately is the central focus of the transaction. It means that in talk as transaction, the speakers should deliver the message accurately in order to make the listeners understand clearly so the process of transaction can run well.
Talk as performance

Talk as performance refers to classroom presentation, public announcements, and speeches. It tends to be in the form of monolog than the dialog, often follows a recognizable format. The purpose is to know or to evaluate the effectiveness or impact on the listeners.

Based on the theory of Richard above, this research focuses on the talk as performance. This research will analyze the students’ speaking disfluencies in oral presentation while talk as performance refers to the classroom presentation which appropriate with this research.

2.2 General Concept of Disfluency

The most common case that always arise when the people speak in English is disfluency. Nicodemus (2011) stated that “disfluency is any interruption to the flow and rhythm of language that does not add propositional content” (p. 01). It means that disfluency can change the meaning of every single sentence which delivered by the speakers. It is because of the disfluency interruption when the speakers speaking.

According to Gleason and Ratner (1998 p. 310), Speaking or speech disfluency is the speakers’ utterances with the characteristics of hesitation, repetition, false start, and filler words such as um, well, or you know (so-called filled pauses). Meanwhile, Yaruss and Reardon (2006) brefly devided the disfluency into four types. They are hesitations, interjenctions, revision, and repetition of phrases. Based on the explanation above, this research strongly refers to the theory of Gleason and Ratner
which divided the disfluency into four parts. They are hesitation or anxiety, repetition or restart, false start, and fillers words such as um, uh, well, you know.

### 2.2.1 Kinds of Disfluencies

Gleason and Ratner (1998 p. 310), Speaking or speech disfluency is the speakers’ utterances with the characteristics of hesitation, repetition, false start, and filler words. These characteristics will be described and discussed as follows:

- **Hesitation**

  Hesitation is a noun. It comes from the word hesitate which means that to be slow to speak or act because you feel uncertain or nervous. It also means that to be worried about doing something, especially because you are not sure that it is right or appropriate. Beside that, hesitation also relates to the alphabet “a” but in this case the “a” happens many times like “aaaaaaaa” and it happens in a long term. Meanwhile, not all “aaaaaa” is called hesitation if it only happens one or two times because it may consider as the strategy of the speakers to speak or do a presentation orally. If it happens many times so it can be called as the kind of hesitation.

  Gregersen (2003) (as it cited from Brown 2007, p. 178) observed that the learners who are hesitate or anxious in learning English, they will make a lot of mistakes then the learners who are not. In addition, hesitation is one of disfluencies in speaking which can influence the self-confidance of students in presentation.
**Filler words**

Filler words are the words like you know, um, well, frankly speaking, etc. Benesty (2008) divided the disfluency into two broad categories. “First, fillers (such as ‘um’ and ‘uh’), including discourse markers (such as ‘well’ and ‘you know’), with which speakers try to fill pauses while thinking or to attract the attention of listeners. Second, Repairs, including repetitions and restarts, where speakers try to correct, modify, or abort earlier statement” (p. 642).

Honal and Schultz (2005, p.1) argued that discourse markers or also called filler words mean words which do not contribute to the semantic content of the discourse but indicate the speakers intend to keep or take a turn. Furthermore, words are considered as discourse markers which occur within repetitions or false starts, indicating that previously uttered words will be corrected. Words of the latter category are sometimes called editing terms.

**Repetition**

Repetition is a noun. It comes from the word repeat which means that to say or write something again or more than once. Benesty stated before that repairs including repetitions and restarts. It means that people make the repetition because they try to correct, modify, or abort the earlier statement. Honal and Schultz (2005, p.1) argued that repetition or also called correction is a word sequence is repeated or modified without changing the original train of thought.
False starts

False start means that wrong to start or to begin a sentence or word. Honal and Schultz (2005, p.1) stated that false starts means an utterance is aborted, then restarted with a new idea or train of thought.

2.3 The Concept of Presentation

Presentation is a part of communication. It means that when someone does a presentation, so she/he transmits the ideas or informations to the listeners. Presentation or oral presentation is a part of talk as performance and as the focus of this research. In addition, when the speakers do the presentation means that they perform it by presenting what they want to deliver or transmit to the audience. Talk as performance refers to classroom presentation, public announcements, and speeches. The purpose is to know or to evaluate the effectiviness or impact on the listeners.

Handoko (1986, p. 272) argued that communication or presentation is the process of transferring ideas or information from someone to other people. The transferring means that the speakers not only using words in the conversation but also gestures, intonation, etc. Based on the explanation above, I can be pointed out that presentation is essentially a speech with some visual aid in which a presenter transmits a message to the audience. By transmitting the message or idea, the audience or listeners are expected to be able to receive it well. But if the presenter cannot deliver it well, the listener will not be able to receive it well too.
2.4 English Language Teaching

Ardila and Ramos (2007, p.03) briefly stated that English is frequently considered as international language and used for wider communication among people from different countries. In Indonesia, English is a foreign language that should be mastered by people because in doing an interaction from people all over the world, everyone needs English as the quidance. Brown (2001, p. 56) argued that English can be found in anywhere especially in technologies usage for example, computer or internet. Karolina (2006, p.16) figured out that English teaching focuses on instructing people or students by giving information that relates to English. In addition, teachers give some knowledge about English so the students can understand English clearly.

Based on those three experts, it can be figured out that English has a very important role in communication and interaction among people all over the world. Everyone absolutely needs English to build up any relationship among people in this world. It is because English is International language and used used for wider communication so that English is very important to be taught to the students even everyone.
2.5 Relevance of Study

There are some relevances of this study from the previous study. In the context of western, there are several researchers have ever conducted the study about disfluency such as:

1. *Hesitation Disfluencies in Spontaneous Speech: The meaning of *um* by Martin Corley and Oliver W. Stewart (Philosophy, Psychology, and Language Sciences University of Edinburgh). In this research, the researchers analyzed about the filler word of “um”. They analyzed the meaning of “um” in spontaneous speech. The findings show that fillers occur in utterances when the speakers are uncertain or when they have choices to make. They affect the comprehension process, facilitating understanding, and allowing the listeners to amend their prediction about what might be said next. The filler *um* provides information to the listener. The information is something like “pay attention, the speaker’s in trouble and the next part of the message might not be what you predicted”.

2. *Phonetic Consequences of Speech Disfluency* by Elizabeth E. Shriberg (Speech Technology and Research Laboratory SRI International, Menlo Park, CA 94025). This research has found that Disfluencies are rare in laboratory speech, but occur with considerable frequency in everyday communication. Most disfluencies can be analyzed as having a three region structures, in which the first two regions are removed to yield a fluent version of the
utterance. Disfluency affects a variety of phonetic aspects of speech, mainly in the two regions that are removed. The effects include changes in segment durations, intonation, word completion, voice quality, vowel quality, and coarticulation patterns. These effects provide insights into the mechanisms underlying the production of spontaneous speech in conditions characteristic of the real world. In addition they provide information that can be used to better model disfluencies in automatic speech recognition applications.

3. Disfluencies in American Sign Language and English: what “ums” and ” uhs” can tell us about discourse and language production by Brenda Nicodemus (Laboratory for Language and Cognitive Neuroscience, San Diego State University), (2011). In this research, the reseacher has found that, first, Language planning in discourse is a universal phenomenon. Second,Patterning of disfluencies is similar between spoken and signed languages. And the third, Language modality influences both planning and production of discourse.

4. Disfluencies Signal Theee, Um, New Information by Jennifer E. Arnold, Maria Fagnano,and Michael K. Tanenhaus, (psycholinguistic research), (2003). This research has analyzed about the language processing. The result showed that First, disfluency affects core language comprehension processes. Disfluency creates a bias that an upcoming referring expression is less likely to refer to a just-mentioned referent. Once the lexical information becomes available, the bias toward new information combines with it to facilitate reference to a new
object and interfere with reference to a given object. The second conclusion supported by these data is that discourse-new objects can be more accessible than discourse-given objects in some conditions. This finding challenges the traditional explanation of discourse accessibility.

5. **Disfluency detection in a dialogue system** by Dana Dann´ells (Department of Swedish Language G¨oteborg University SE-405 30 Gothenburg, Sweden).

This study has analyzed about the disfluency detection in a dialogue system. Disfluencies signal misunderstanding, confusions, uncertainties and are an important source of information for dialogue systems. They have shown to be relevant at different levels of speech processing. This study focuses on the latter problem, which is in particular relevant for a dialogue manager whose goal is to identify the intended speech act and decide on how to respond to this act and how to proceed with the dialogue.

All of the previous studies have each different strategy to analyze about the disfluency. There are several researchers who analyzed it in linguistics field and there are several also in language skill. In Linguistics fields, they have conducted about the phonetic consequences of speech disfluency, disfluencies signal thee as the psycholinguistic research. In language skill or education, they have conducted well the topic about the meaning of filler “um”, disfluency detection in a dialogue system, and disfluencies in American Sign Language and English: what “ums” and ” uhs” can tell about discourse and language production. However, this study has different view from those. This study focuses on the students’ speaking disfluency in presentation. It
analyzes about the kind of disfluency usually made by the students in presentation and also how and why the types are made by the students. So that, it is strongly different from the previous studies.