

## CHAPTER II

### THEORETICAL REVIEW

#### A. Speaking

English as a foreign language is extensively used in education system in Indonesia from the primary up to tertiary level (Weni et al., 2018). Each level has different instructional goals for students. One of the main goals of learning English is to enable students to communicate in English. Students need to be able to use English to send the message accurately and fluently in order that the message can be received correctly. In short, the students should be able to use English in communication. In education field, students have to speak English in their class, especially in speaking class to practice their speaking skill to increase their speaking skill. According to Crystal (2003) as quoted by Husna (2021), speaking skills are considered the most important skills to master because it can be a measure for language proficiency.

There are five aspects of speaking skills according Huges (2003) as quoted by Susanti (2019) they are:

1. Accent

An accent is way of of pronouncing a language. It is therefore impossible to speak without an accent.

2. Grammar

It is needed for students to arrange a correct sentences in conversation.

### 3. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during the speaking, vocabulary, means the appropriate selection choice of words which is used in communication.

### 4. Fluency

Huges defined as the ability to express oneself in an itelligible reasonable and accurate way without too much hesitation. Otherwise the communication will break down because listeners will lose their interest.

### 5. Comprehension

Comprehension is ability to grasp something mentally and capacity to understand ideas and facts.

## **B. Hesitation**

Hesitation that occurs in speaking or conversation is a natural thing. According to Rose (2012), hesitation is period of silence in the middle of speaking or having a conversation. Hesitation is phenomenon where the students stop speaking when they speak up. It happens spontaneously in speech. According to Maulita (2016), hesitation happens without preparation, the word “umm”, “well”, “emh” and “soon” sometimes occurred in speech, it usually occurred spontaneously which imply hesitation. These interruption in the flow of

speech are meant to help a speaker achieve accurate expression of his or her thoughts, rather than hinder expression.

### **C. Types of hesitation**

There are nine types of hesitation in speech. According to Clark and Tree (1987) as quoted in Fatihurrahman 2016), there are nine types of hesitation. They are:

#### **1. Silent Pause (unfilled pause)**

Silent pause is marked by the existence of an empty time any periods while speaking. According to Wanatabe and Rose (2010) silent pause is a rest of time in speech production during any duration.

#### **2. Fillers**

Fillers are vocalized by speakers by uttering notices while thinking process before uttering next utterances, such as “eh”, “ah”, “oh”, “erm”, “um”, “uhm”, “well”, and “ok”.

#### **3. Repeat**

Repeats are speakers used of words, phrases, and even sentence twice or more in the same time while speaking. In the other word, they repeat words, phrases, or even sentences in speaking. For instance, a speaker is intended to say something,

yet they make speak errors, it forces them to make any repetitions while speaking.

3. False Start (unretraced)

False start the speakers' correction of a wrong word that they have been uttered word. Yet they mere continue saying or speaking the next words without repeating the wrong word. For instance, these.../ those dirty cups.

4. False Start (retraced)

False start is correction of word also included the repeating word of one more word before the corrected words. The speakers realize that they make speech error, so that they make correction. They make repetition of one more word before the corrected word. For example, turn on the stove / the heater switch.

5. Correction

Speakers may have a reason why they stop speaking in the mild of their speaking time, sometimes, they forget to say something; they may be searching for the appropriate word or they may be selecting some examples they want to mention. In English, there are two devices in remarking signal why speakers stop the interjection (oh, well, say, etc.) and the correction (I mean, that is, well, etc.). Moreover, these two devices further evidence that the constituent is an important unit of planning. For example, turn on the switch.... I mean... the heater switch.

## 6. Interjection

Interjections means that speakers have to stop to think about what to say next. Speakers select a particular interjection to signal why they have to stop. The interjection of oh, ah, well, and say are illustrated in the following sentences:

John would like. Oh... Carrots.... Oh: refers to referent selection.

## 7. Stutter

Stutter means that, the speakers' hardness of saying the first letter of a word, so they have to utter it repeatedly to continue the next syllable. For example, turn of the..h..h..h heater switch.

## 8. Slip of Tongue

Slip of tongue occur when the speaker has actual utterances differ in some ways from the intended utterance. It involves the unintentional movement, addition, deletion, or substitution of material within an utterance and can be phonological, morphological, lexical, or syntactic.

## D. Speaking test

A speaking test is tool to measured speaking ability in English language department. This study used the speaking test from a speaking course which were held at the mid and the end of the semester in the academic year of 2021. In

the speaking test, the participants talk about the covid 19 pandemic. The participants were asked to record 5-10 minutes to speak about the covid 19 pandemic then upload their recording on google drive.

### **E. Previous Research**

The researcher reviewed three similar research as an additional reference to conduct this research. The first research by Riri (2015) The objective of the research was to describe the hesitation produced by student in learning English especially in speaking at the first grade (VII-A) of SMP Unismuh Makassar. This descriptive qualitative research was applied by recorded and used questionnaire. The use of recorded was applied to get the description of hesitation that produced by student and questionnaire was applied to know the factor internal and external that influence in hesitation when they do a conversation at SMP Unismuh Makassar, VII-A class. The result of the study showed that the hesitation still happened when the students do a conversation. From the research all the 13 data were used hesitation. There were 5 kinds of hesitation used by the students at Smp Unismuh Makassar there were false start (the researcher found that there were 10 data), restart (the researcher only found 1 data), repeats (the researcher found that all of the 13 data were used), pauses-filled pauses (the researcher found 2 data) and pauses-unfilled pauses (the researcher found 4 data) and the last word lengthening (the researcher found 9 data) and also the questionnaire showed that 65,2% hesitation influenced while

speaking. Based on the result of this study, it can be concluded that there are 5 kinds of hesitation that produce by the student in learning English especially in speaking such as false start, restart, repeats, pauses and lengthening.

The second research by Maulita (2016) The research deals with study of hesitation in bilingual child's speech. The writer chooses to analyze hesitation because this phenomenon commonly found among all speakers including bilingual children. There two problems of this study (1) What are the types of hesitation in the bilingual child's speech? (2) What are the characteristics of hesitation in the bilingual child's speech? The writer analyzes hesitation to help the readers improve the accuracy of language communication especially when they speak. Based on the reason above, this research uses descriptive analysis to describe the data. The writer applies the theory of hesitation by Rose. Hesitation is period of silence during speaking in spontaneous. There are six types of hesitation; pause, repeats, self-correction, false starts, lengthening, and restarts. The writer finds five types of hesitation which are presented in thirty two data. In bilingual child's speech, hesitation comes with certain reasons. For instance to come up for air, for pragmatic reason, for planning what the utterance or sentence that we will say. Thus the writer concludes that hesitation is used as quality control device to anticipate errors occurring in speech.

The third research by Oktamalia (2018) This research was about An Analysis of Hesitation Types in Student's Speaking of English Study Program in STAIN Curup. This research used descriptive method, which focused on

analyzing the types of hesitation used by the English Study Program Students that occurred in their speaking class activities. The subject of this research was the students who took Speaking Class subject, it consisted of two classes, and they were IIIA and IIIB. The purposes of this research were to find out the types of hesitation used by the students of English Study Program at third semester in speaking class and to know the factors that make the students often hesitate in speaking. The techniques of collecting the data were observation and interview. The result of this research; 1) almost all of the students did hesitation in their speaking. From nine types of hesitation based on Clark and Tree's theory, the students used eight types of hesitation, they were silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, and stutter. However, the students mostly used fillers, repeats and silent pause, 2). The factors that make the students often hesitate in speaking were getting difficulty, confused, shy and reluctant. Based on the result of the interview, the researcher concluded that not all of the students hesitate because of these factors, because the students have their own reasons. Based on the result of this research, the students are expected to be better in speaking English, especially in Speaking. The students are hoped to avoid using the types of hesitation, because the students who are in speaking class must improve the speaking without hesitation.