

## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of Speaking

There are many definitions of speaking that have been stated by some experts in language learning. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking form and meaning are dependent on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish language use goals through an interaction with other language speakers. Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

From the definition of speaking above, it is clear that speaking is a skill which need some aspect to master, not only linguistic aspect but also paralinguistic aspect. But paralinguistic aspect are rarely got spotlight in the teaching and learning activity. By master those two aspects, speaker will be able to speak well.

## **B. Pragmatics**

Pragmatics is branch of linguistics dealing with language in use and the contexts in which it is used. Pragmatics cover many studies such as discourse analysis, speech error, speech act, false start, silent pause, and fillers. Parker (1986:11) as quoted in Wijana (2009:4) states, “Pragmatics is distinct from grammar, which is the study of the internal structure of language. Pragmatics is the study of how language is used to communicate.” So it can be said that in understanding utterance it needs more than just comprehension of the words meaning, comprehension about context and intended meaning of the word also needed. In short pragmatics cover many field in language context and meaning.

## **C. Discourse Markers**

Discourse markers are words and phrases used to mark boundaries in conversation between one topic and the next (Carter and McCarthy, 1997). They could be words or phrases such as right, OK, I see, I mean, you know, like, etc. According to Castro (2009), discourse markers have two main pragmatic functions as textual and interpersonal. The functions, types and related examples are the following:

### Textual Function

To initiate discourse, including claiming the attention of the hearer	Opening frame marker	so; okay; now
To Close Discourse	Closing Frame Marker	ok; right; well
To aid the speaker in acquiring or relinquishing the floor	Turn Takers (Turn Givers)	um; eh; and
To indicate a new topic or a partial shift in topic	Topic switchers	and; because; so
To denote either new or old information	Information Indicators	so; then; and then; because
To mark sequential dependence	Sequence/relevance markers	well; I mean; you know; like
To repair one's own or others discourse	Repair markers	well; I mean; you know; like
To serve as a fillers or delaying tactic used to sustain discourse or hold the floor	Fillers (Turn keepers)	okay; well; now

### Interpersonal Function

Subjectively, to express a response or a reaction to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn	Response / reaction markers Back channel signals	yeah, oh; ah; but; oh yeah; well; eh; oh really? hmm; uh huh; yeah
Interpersonally, to affect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference saving face (politeness)	Cooperation, agreement marker Disagreement marker Checking understanding markers	okay; yes; yeah; hmm but; no ah; I know; yeah; hmm; yes

## D. Hesitation

Hesitation is one of the phenomenon in spoken language, it happens to all speaker around the world, whether they are native to their language or not. But, this phenomenon mostly happened with nonnative language speaker. This is happened because when talk they have to translate their language first into the foreign language, phrases or even sentences before speak it and they have to find an appropriate word to be uttered next. While doing that, they must do some kind of act to keep their conversation or their talk flow well such as hesitating, repeating and filling the moment of silence in conversation by using fillers-*erm, uh, oh, ok, well and a.*

Hesitations are pauses of varying lengths, which are not usually left unfilled. They usually occur when a speaker finds himself/herself in a position where he/she lacks the words to continue with cognitive or verbal planning. Even native speakers fill hesitations when they speak and use fillers including non-lexical fillers like lengthening or stretching sounds, quasi-lexica l fillers, repeating lexical items, and finally lexical fillers (Rieger, 2003). According to Herbert. H Clark and Jean E. Fox Tree cited in Fatihurrahman (2016) there are nine types of hesitation, those are;

### 1. Silent Pause

Silent pauses include intervals of silence within stretches of speech. However, not all silent intervals necessarily count as hesitation phenomena. Many of these silent pauses are simply juncture pauses (e.g., corresponding to, say, commas in writing), or pauses for articulatory reasons.

## 2. Fillers

Fillers are vocalized by speaker by uttering noises in their thinking process while they search for the next idea they want to express such as *uh, ah, eh, hmm, well, what is it, and ok.*

## 3. Repeats

Repeats are the used of word, phrases, and sentence twice or more in the same time. In short it is the repetition of some word used by speaker in the same time. For instance, a speaker intended to say something and they make error, it forces them to make any repetitions while speaking to fix the error.

## 4. False start

A false start is when a speaker begins an utterance and then abandon it completely without finishing it. False start divide into two category, those are;

False start (retracted) and False start (un-retracted).

- a. False start retracted; it is correction of word also including the repeating word of one more word before the corrected words. This is happen because speaker realize that they make error so they correct it. For example, *don't read that book.../ that diary.*
- b. False start un-retracted; is the speaker' correction of a wrong word. But they still continue saying the word they want to say by making a correction after the wrong word. For example, *these..../ those girls.*

## 5. Correction

A self-correction is when a speaker utters one or more words that is to correct the wrong words they say before. Usually they will use words such as; I mean, that is, well, etc.

## 6. Interjection

An interjection is a lexical form (sometimes a phrase) that is used as a constituent for an utterance on its own and doesn't enter into constructions with other word classes (Wilkins, 1992). Although interjections are sometimes defined as words which have no referential content, but they have many functions. They are used to express current emotions (ugh, damn, hell, bravo, hooray), describe current states of knowledge (huh, indeed, oh, well), especially surprise (ah, aha, boy, wow, oops, gosh, hah), and to request attention (ahem, hey, yoo-hoo) and other actions (shh, whoa, shoo, enough).

## 7. Stutter

Stutter means speaker's difficulty to say the first letter of a word, so they have to utter it repeatedly to continue the next syllable. For example *t-t-t-turn on the lamp*.

## 8. Slip of tongue.

Slip of tongue happens when speaker has actual utterances which differ from the intended utterances. It involves the unintentional moving and many other aspects for its cause.

## E. Fillers

Fillers are words or phrases, and humming that are used during speaking, particularly public speaking or speech, to fill in a moment of silence between connecting thoughts or ideas. Fillers are discourse markers which used by speakers when they think or hesitate during their speech. (Clark and Fox Tree, 2002) claimed that fillers served in communicative function and having a place in the speaker's vocabulary. Nonetheless they are not act as primary message in a communication. They tend to act as signal in managing communication process. Fillers play a special role in communicating, they act as signals to manage the conversation (Clark, 1996; Clark & Fox Tree, 2002).

Fillers are used when the speaker is uncertain about his next utterance or he has choices to make in his utterance, but this does not prove that the speaker signals there will be a delay in his speech due to an uncertainty. In fact, it may be hard to determine why a speaker hesitates by using some fillers. Seemingly, considering such a complex process in his brain during the speech, being certain about why he hesitates is not quite possible. If this process is working in the brain of a non-native speaker, things may be even more complex. Fillers belong to verbal element in communication even some of the fillers didn't have any meaning, in other words some fillers are purely used to obtain more time when the speaker obtaining new idea and managing their communication. Meanwhile there are some fillers used for maintaining the pace of their speaking so the speaker will be able to control audience attention toward him/her. There are three kind of fillers, namely lexical

fillers, quasi lexical fillers, and idiosyncratic fillers. Those kind of fillers, has some differences in the utilization of word and phrases as the fillers. Yet they have same function as time gaining and utterance managing.

### 1. Lexical Fillers

Lexical fillers include words or phrases that are used for the purpose of hesitation. The term is somewhat misleading, though, in that the name implies that other forms of hesitation phenomena are not lexical. However, there is no agreement on this issue. Another point to made here is that some researchers do not include these as hesitation phenomena. Example of lexical fillers; *well, ok, I mean, what is it*, and other specific words or phrases that speaker use while they need time to think in the middle of their conversation.

### 2. Quasi Lexical Fillers

Quasi lexical fillers kind of fillers which didn't use words or phrases in its utilization. Just like its name 'quasi' which mean half, so most of the fillers that belong to this category didn't have any specified meaning because most fillers in this category are in the form of humming and made by the speaker instinctively. Example of lexical fillers; *uhhh, hmmm, errrr*, and other humming produce by speaker.

### 3. Idiosyncratic Fillers

The idiosyncratic fillers is usually but not exclusively a particular lexical fillers that is used as often as or more often than all other lexical fillers combined. For each individual, the idiosyncratic fillers may be a different fillers (Rieger, Caroline.L, 2001). In short idiosyncratic fillers is

a fillers that owned by each individual and every individual has different form of it, the form of this fillers is affected by many aspect from the individual itself such as environment, culture and other social aspect in their life so it has many kind of variety. Another point to make here is that, this fillers is new compared with the other two.

#### **F. The Importance of Fillers**

As we know fillers is part of discourse markers which is branch of pragmatics and teaching pragmatics aspect of a language is teacher responsibility (Eslami-Rasekh, 2005). If the students are unaware of fillers' existence, they do not know how to hesitate in a foreign language even of the fact that hesitating is something they do quite often during their speech. As Kormos and Dénes cited (2004, p.160), there are certain situations in which native speakers frequently hesitate. Considering even the natives hesitate in their unprepared, small, daily-talks, the fact that non-natives hesitate is highly natural.

Fillers also can be used to make our listener understand the problem, by giving some space between ours speech we can let our listener understand the thing we are talking about. Fillers also can be used as the evidence that speaker really know what they are talking about. Speakers pause longer after um than after uh, suggesting that they use um to signal major delays and uh to signal minor delays (Clark & Fox Tree, 2002; Smith & Clark, 1993). Based on that, listeners treat fillers as signals of delay would be supporting evidence

for their act signal in conversation (although this need not imply that speakers actually produce fillers with the intent to signal delay).

