

**THE HESITATION OF STUDENTS IN SPEAKING
ENGLISH AT THE ENGLISH EDUCATION STUDY
PROGRAM CLASS OF 2019**



THESIS

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By

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APPROVAL SCRIPT

PENGESAHAN SKRIPSI

Skripsi berjudul *The Hesitation of Students in Speaking English at The English Education Study Program Class Of 2019* yang ditulis oleh Siti Karina Nomor Induk Mahasiswa 180110014, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Senin, tanggal 26 Juli 2022 M bertepatan dengan 26 Dzulhijjah 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRAK

Siti Karina. *Keragu-raguan Siswa dalam Berbicara Bahasa Inggris di Program Studi Tadris Bahasa Inggris Angkatan 2019.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Muhammadiyah Sinjai, 2022. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis keragu-raguan dalam berbicara bahasa Inggris di Program Studi Tadris Bahasa Inggris angkatan 2019. Jenis Penelitian ini merupakan penelitian fenomenologis dengan pendekatan kualitatif. Subyek penelitian ini adalah mahasiswa Program Studi Tadris Bahasa Inggris angkatan 2019 yang berjumlah 5 orang mahasiswa. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Instrumen penelitian berupa daftar periksa observasi, pedoman wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa jenis keragu-raguan yang paling umum adalah *unlexicalized fillers* seperti uhh, err, ee, aah, umm, dan ehmm. False start retraced adalah jenis keragu-raguan yang paling sedikit ditemukan dalam penelitian ini. Peneliti juga menemukan semua jenis keraguan dalam observasi yang telah peneliti lakukan sebelumnya. Selanjutnya, peneliti menemukan jenis keragu-raguan baru yang bersifat sementara. Ini berarti semua mahasiswa yang diamati oleh peneliti mengalami keragu-raguan ketika mereka berbicara bahasa Inggris. Oleh karena itu, siswa diharapkan dapat meningkatkan keterampilan berbicara mereka agar dapat berbicara bahasa Inggris dengan lancar dan mempelajari strategi berbicara untuk menghindari berbagai jenis keragu-raguan yang sering terjadi saat berbicara.

Kata Kunci: Berbicara, Bahasa Inggris, Ragu-ragu

ABSTRAK

Siti Karina. The Hesitation of Students in Speaking English at The English Education Study Program Class of 2019. Thesis. Sinjai: English Education Study Program Faculty of Tarbiyah and Teacher Training Islamic Institute of Muhammadiyah Sinjai, 2022. The aim of the research is to know the types of hesitation in speaking English at the English Education Study Program Class of 2019. This type of this research is phenomenological research and qualitative approach. The subject of this research was the students of English Education Study Program Class of 2019, it consisted of 5 students. Data collection techniques were used observation, interview, and documentation. Instruments of the research were observation checklist, interview guidance, and documentation. The result of this research is the hesitation that mostly occurs is unlexicalized fillers such as *uhh*, *err*, *ee*, *aah*, *umm*, and *ehmm*. The hesitation that least occurs is false start retraced. And all of nine types of hesitation are occurs in all of the observation that the researcher had been done before. The researcher found a new type of hesitation which is temporize. It means all of the students that the resercher have been observed are hesitate when they are speaking English. Therefore, the students are expected to be able to improve their speaking skills in order to speak fluent English and to learn speaking strategies in order to avoid the various types of hesitation that frequently occur when speaking.

Key Word: Speaking, Hesitation types

المستخلص

سنتي كرشنا. تردد الطلاب في التحدث باللغة الإنجليزية في فصل برنامج دراسة تعليم اللغة الإنجليزية لعام ٢٠١٩. البحث. سنحائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة الإسلامية المحمدية سنحائي، ٢٠٢٢. الهدف من البحث هو معرفة أنواع التردد في التحدث باللغة الإنجليزية في قسم تعليم اللغة الإنجليزية فئة ٢٠١٩. نوع هذا البحث هو بحث ظاهري بمنهج نوعي. موضوع هذا البحث كان طلاب قسم تعليم اللغة الإنجليزية دفعة ٢٠١٩ والمكون من ٥ طلاب. كانت تقنيات جمع البيانات المستخدمة هي الملاحظة والمقابلة والتوثيق. كانت أدوات البحث قائمة مراجعة الملاحظة وإرشادات المقابلة والتوثيق. تظهر نتيجة هذا البحث أن أكثر أنواع التردد التي تحدثت هو الحشوات غير المرنة مثل أه، يخطئ، إي، آه، أم، إهم. البداية الخاطئة التي تم تتبعها هي أقل أنواع التردد التي تحدثت في هذه الدراسة. كما وجد الباحث كل أنواع التردد في الملاحظة التي قام بها الباحث من قبل. علاوة على ذلك، يجد الباحث نوعاً جديداً من التردد وهو مؤقت. هذا يعني أن جميع الطلاب الذين تمت ملاحظتهم للباحث يترددون عندما يتحدثون الإنجليزية. لذلك، من المتوقع أن يكون الطلاب قادرين على تحسين مهارات التحدث لديهم من أجل التحدث باللغة الإنجليزية بطلاقة وتعلم استراتيجيات التحدث من أجل تجنب أنواع التردد المختلفة التي تحدث بشكل متكرر عند التحدث.

الكلمات الأساسية: التحدث، اللغة الإنجليزية، التردد

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Sinjai, 11 May 2023

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a tool for expressing meaning. Mastery of the language component is required to promote communicative competence mastery. According to Bukat in Hanum claims that language has both its transactional and interactional function, language is not used only as a communication tool but also to relate and built relationship with other people (Hanum, 2017). Communication aims to get or share information from speaker and listener. One of the tools that used in communication is language.

Language is means of communication. Keraf in Sitti stated that language serve a variety of task depending on person's needs, including self-expression, communication, organizing and adapting to social integration in the environment or situations, and social control (Sitti, 2018). People all over the world speak a variety of languages, one of them is English. For Indonesians, English is a foreign language.

In many nations, English is one of thousands of languages spoken. English is a global language that is

utilized in nearly every element of education, including science, technology, economics, travel, information sharing, popular culture, education, and politics. English demonstrates that when someone learns the English language, the learners be aware of a wide range of topics and will be able to expand their knowledge. As a result, the English language becomes one of the most vital communication tools.

There are four skills of language that should be master in English Education Study Program. There are speaking, listening, writing, and reading. All those skills are related to each other and practicing all of them on daily basis will greatly improve the learning process. It is related to Saputra statement that speaking also one of the skills that students have to be master as English as Second Language (ESL)/English as Foreign Language (EFL) learners”(Saputra, 2020). Many people tend to put more effort into certain skills and not enough on other skills. Interestingly enough, speaking is the skillthat most people wish to master and become the focus of the study since the students learn English. Speaking could not be mastered without master several components such as vocabulary, grammar, spelling linguistic component.

Speaking is a productive part of the language learning process. Speaking will be important for students in their daily life, for example: describing something, complaining to other and making conversation with foreign as the tool of commerce. Nunan in Juniardi stated One essential component of learning a foreign language is being fluent in speaking, and success is determined by how well one can carry on a conversation in that language (Juniardi et al., 2020). By mastering speaking skill students will be able to communicate to each other to build a good interaction.

However, speaking is not easy for the students. Most of them only speak English in the classroom for academic aims and less frequently outside of it. In language learning, speaking ability are particularly important. Students will need lots of practice, which including having conversations with the other students and participating in question and answer or discussion sessions with the lecturer, developing their vocabulary, and paying close attention to the pronunciation. As a result, despite being English students, the students do not use English in their daily activities.

Students frequently made mistakes when making speech. Students will occasionally pause, repeats, false start and restart in the middle of a statement to choose the right words to say next. The students frequently do not know the language that students should have used when answering questions from lectures in class discussion or when presenting particular theme in front of the class. This characteristic of phenomenon known as hesitation.

Based on preliminary observation and interview at the English Education Study Program students, when the researcher was in a speaking class, the researcher found that several students in English Education Study Program Class of 2019 could not locate the suitable term to say. Some of students gave up after the unsuccessful attempt and then continued the conversation without any effort to overcome from speaking difficulties for the hesitation problem.

The researcher interviewed some students of the fifth semester of English Education Study Program which having speaking class to know whether they had any issue when speaking English. Most of students stated that they are difficult to say some words because they forgot those words and did not know about what they want to

say/express. As a result, students used pauses, repeats, and fillers like *uhm/ehm*, among other things. Based on the researcher question, some students answered:

“Yes, I am in fifth semester but I am still hesitated when speaking English. Sometimes I feel aflutter while speaking in front of my friends, because I forgot and do not know what words that I want to say when they look at me” (ATW, Personal Interview, 2021).

The speaker, in this instance frequently take pauses and feel aflutter in her speech to comprehend the information they need to communicate. Hesitation indicate that the speaker is undecided on what to say. Furthermore, hesitation is utilized to effectively manage dialogue as the speaker formulates what the speakers want to say. In this situation, another students answered:

“I do, I do feel confused what is the next words that I want to say next, the reason is because I am lack of vocabularies, I rarely memorize vocabulary when I am at free time” (ME, Personal Interview, 2021).

The speaker being hesitate always occur while speaking, it is because the speaker could not master vocabularies. Besides, it is important to mastered vocabularies as English Education Study Program students.

Furthermore, the speaker do not know what words that the speaker should say next.

In other words, hesitation occurs during spontaneous speaking, which requires the speaker to communicate a large amount of information to the listeners. Clark & Fox Tree hesitation is utilized to effectively manage dialogue as the speaker formulates what the speakers want to say (Abbas et al., 2018). The speakers must instinctively consider what information that the speakers wish to convey to the audience. The speakers, in this instance frequently take pauses in their speech to comprehend the information they need to communicate.

According to Ralph Leon Rose, there are six types of hesitation: false starts, repeats, pause, restart, self-corrections, and lengthening (Maulita, 2016). Hesitation is also defined as varying-length pauses that occur when speakers lose their words while speaking. When people speak, the development of whole sentences has frequently led to speech, which is not fluent, in terms of solving the production processes. Many speakers, whether in everyday life, movie scenes, formal events, or other situations, are known to pause in their remarks. This issue is so

fundamental that no person can speak correctly without making any mistakes or hesitations.

Hesitation has a worldwide explanation, not only in academic speaking, but also hesitation discussed in Ibnu Hibban hadith:

فَإِنَّ الْخَيْرَ طُمَأْنِينَةٌ وَإِنَّ الشَّرَّ رَيْبَةٌ

Translation: For surely goodness in order and ugliness is hesitation (Al-Manhaj, n.d.).

The meaning of the Hadith above can be related beTMeen this study that if there is still hesitation in our speech that could be cause our speaking ability to be poor, if our ability to speak is poor then it would be fatal, for indeed as a student must have good speaking skill, then ugliness is hesitation.

Based on the explanations above, the researcher conclude that hesitation is an action of pausing before doing something, especially because of nervous or not certain. In addition, hesitation occur whenever we speak, so that the speaker must be more prepare what they want to deliver to others. Furthermore, the researcher then is interested in conducting research entitled "The Hesitation

of Students in Speaking English at the English Education Study Program Class of 2019”.

B. Limited Research

In this study, the researcher limits on the sorts of hesitation that students utilize when speaking and the variables that cause them to pause frequently. The point of this study was to know the hesitation of students in speaking English at English Education Study Program Class of 2019. The researcher focuses on the types of hesitation.

C. Research Question

Based on the previous background, the researcher formulates research question as follow:

1. What types of hesitation in Speaking English at the English Education Study Program Class of 2019?

D. Objective of the Research

In relation to the problem statements above, the objective of the research are:

1. To know the types of hesitation in speaking English at the English Education study program Class of 2019.

E. Significance of the Research

Based on the research objectives to be achieved, this research is expected to have benefits in education, either

directly or indirectly. The benefits of this research are as follows:

1. Theoretically (scientific) Significant

Theoretically, the result of this study are expected to be useful, namely:

- a. This research is expected to provide information to the student. There are many types of hesitation that occur while speaking, so that students can practice more to reduce the hesitation in speaking.
- b. This research can contribute to the development of linguistic science, especially in the hesitation of students in speaking as a tool or media to know the factor of the hesitation of students in speaking English.

2. Practically Significant

Practically this research is expected to give contribution to the researcher, the teacher and the university.

a. For the Researcher

The researcher is expected to be able to add insight and direct experience in dealing with students during the research process later regarding the hesitation of students in speaking English, with that researcher are required to master the subject and object to be studied.

b. For the Teacher

The teacher shares their information and knowledge with teachers concerning students' apprehensions in speaking English.

c. For the University

This research can be as a matter of consideration in compiling a learning program and determining the appropriate learning methods to know the hesitation of students in speaking English.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Hesitation

a. Definition of Hesitation

Crystal in Ajani stated hesitation is language learners employ psycholinguistics phenomenon research in connection to language processing (Ajani, 2021). Most people think that native speakers of English are fluent in their mother language, but non-native speakers are not. It is appropriate since it is dependent on the mother language, which can allow the speakers to talk fluently as a result of the language's everyday use. When people to native speakers giving delivering statements, they occasionally notice that people do not always delivering the information fluently.

Hesitation is how people utilized silence for taking a breath during speaking, preparing the continuity of speaking, in the end of speaking (Dewi, 2020). When a speaker feels hesitant, they might stop their words. Stewart in Zuldayanti stated that

unprepared spoken language is characterized by hesitation, which frequently results in a variety of accidental mistakes (Zuldayanti et al., 2018). The entire language productions have frequently turn to language difficulty to explain the manufacturing techniques.

HKojastehrad in Boonsuk defines hesitation as varying-length pauses that are usually left unfilled (Boonsuk et al., 2019). They also happen when participants in a conversation are unable to plan their thoughts because of a lack of vocabulary. Native English speakers are no exception to this phenomenon, since they employ non-lexical fillers such as extending sounds, quasi-lexical fillers, and repeating lexical items and fillers when speaking.

Hesitation also defined as a pause before doing something, particularly when the speaker is nervous. Barr in Kosmala & Morgonstem defines that the auditory manifestation of hesitancy is when speakers pause for a period of time (Kosmala & Morgenstern, 2017) . The important factor in order not just the spoken or written language, but also

entire circumstances that occurred at the moment. The speakers pause such as this not just in middle of concept groups, but also at the end or beginning.

According to explanation above, it can be conclude that hesitation appear whenever we speak. People may simply be silent for a short period of time or say anything to cover the blanks. Thus, hesitation is varying-length pauses that are not frequently left unfilled. Furthermore, speakers are hesitant about the message they are delivering. It suggests that hesitation can be part of a communication with several meaning depending on the context.

b. Types of hesitation

According to Ralph Leon Rose's Theory there are several types of hesitation phenomena that are generally used by people in delivering their speech (Sari, 2020).

1) False Starts

False starts can occur when a speaker utters or speak the words, then stop in the middle of a sentence (Dewi, 2020). False starts would be

like an incomplete sentence or correcting words at the beginning of a sentences. False starts are word repairs, after short pauses the speakers guide the correcting of a mistake words or repetition of one additional words before corrected words. It is typically followed by a pause, which new a language or total break in the communication occurs.

For example:

This is not... whaa this is a wonderful place
(Maria Astri Hutabarat, n.d.) .

The speakers do not finish the initial speech in the cases above, but instead replaced it with another words. Furthermore, the speakers wish to convey that they still in command, and they do not want to be interrupted. Additionally, the speakers feel that the place is not as exciting as she wishes, however is actually that they expect to be.

2) Restart

Sometimes a speaker will utter a few words and then suddenly return to the beginning

and it iterate the same words (Maulita, 2016) . Restart also define when a speaker says a few words and then immediately returns to the beginning and repeats the words.

For example:

Nana: Maybe he will agree... he will agree with that (Goodwin, n.d.).

The speakers above utters a few phrases before returning to the beginning and repeating the same words. It suggests that the speakers wishes to conceal their previous error. Furthermore, the speakers may suggest that they in command and want to explain the statements. And also the speakers may forget to express what they want to say.

3) Repeat

Repeats are immediate repetition of sequence of one or more words (Boonsuk et al., 2019) . Another commonly used types of hesitation is repeat, which is involves the pause of speech following by the repeat of previously

generated information, whether it is a fraction of a word, a complete word, or many words.

For example:

I am going to have--- I am going to have birthday party (Levin & Silverman, n.d.).

From the example above, it can be seen that the speaker repeat the words or phrases TMice in a single conversation. The speakers repeat various parts of the words in the context of repetitions.

4) Pauses

The study of pauses and hesitation phenomena also has teaching implications because second language learners have to learn how to be silent and how to be hesitate as part of their pragmatic and strategic competence. Goldman-Eisler in HKapsoh that pauses in the process of producing spontaneous speech are a very changeable phenomena that are indicative of individual variations, sensitive to the demands of social interaction and verbal tasks, and that they get smaller with learning, or with a

decrease in the spontaneity of the process (HKapsoh, 2017). When the speaker hesitates while speaking, pauses is one of the types of hesitation. It is also always happen when people communicate with one and another.

There are TMO types of pauses. They are silent pauses and filled pauses. Before lexical words, both silent pause and filled pauses are shown to be more common than before function words. But, silent pause probable to appear before lexical terms.

a) Silent Pause

In speaking, silent pause is unfilled type of hesitation. Silent pause is divided into TMO main types: grammatical and/or communicative pauses, and non-grammatical pauses. Brown and Yule in HKarismawan argue silent pauses are pauses that often come before an utterance and aid the speaker in organizing their thoughts before speaking (HKarismawan, 2017). In contrast to previous categorization, communicative

pause is added because of the crucial role they play in spontaneous speech. The speakers do not make any noises or words to fill pause while the silent interval.

For example:

When the train was ... (0.5 s) arrived (Al-Ghazali & Alrefaee, 2019)

This pause shows that people require moment of stillness when speaking for a variety of reasons. People frequently pause when speaking to take a breath, prepare to resume speaking, determine what to say and so on.

b) Filled Pause

Filled pause can be define a term used by linguists to refer to non-silent pause that is to say hesitation which has been “filled” by *er, emmm, uh or some* vocalization (Abbas et al., 2018). Filled pauses are pauses that often come before an utterance and encourage the speaker in organizing their thoughts before speaking.

For example:

Umm, basically my speaking umm should be improved (Indriyana et al., 2021).

5) Lengthening

Lengthening happens when speakers say words for longer than they should be. According to Betz & Wagner in (Kosmala & Morgenstern, 2017) lengthening is also used as a clue that speaker is still formulating their speech. When the speakers say syllables more slowly than normal, this is called lengthening. Though it can happen anywhere inside a word, lengthening often happens near the end of words.

For example:

You have to go to the hospital: ... then turn left (Betz, 2020) .

The words in normal sound is not created with a lengthy voice, but in this case, speakers attempts to pronounce the following words while they think and attempt to finish their utterance. As a result the word *hospital* is said

for a longer period of time than it should be; it becomes hospital:

According to Clark and Tree there are nine types of hesitation. They are (Faturrahman, 2016):

1) Silent Pause (unfilled pause)

The duration of quiet taken by the speakers throughout their statement is referred to as the silent pause. Unfilled pauses, often known as silent pauses, are pauses that are longer than those in an equal fluent speech (Schleef, 2021). The speakers simply stay quiet in beTMeen their utterances. During the quiet interval, the speakers do not make sounds or say anything to fill the silence. Silent pause is symbolized [//]. For example: *I went to the [//] beach*. The phrase indicates that the speakers pause after uttering the word there. The phenomenon might be caused by the thinking process.

2) Fillers

According to Rajabi in Lina, fillers are instinctive techniques that function as a pause in the middle of sentences as the speaker gathers their thoughts while retaining the listeners' attention

(Andriani, 2018). Fillers contribute nothing to converts; they only encourage the speaker in thinking more deeply and organizing their speech.

Types of fillers:

a) Unlexicalized Fillers

Unlexicalized filled pauses are non-lexeme (non-word) used by speakers to convey hesitancy when thinking what to say. For instances: such as *uhh, err, ee, aah, umm, and ehmm*.

b) Lexicalized Fillers

Fillers in the form of words or phrases, such as *well, yes, kind of, if you see what I mean, you know*, are lexicalized fillers pauses.

3) Repeats

Repeats are when the speakers use the same words or phrases or even sentence TMice or more while speaking. On the other hand, when the speakers communicate with others, they might repeats the words, phrases, or sentences. Repeats is symbolized [/] For example those/ those dirty cups. The speakers supposed to say something about else

but make a grammatical error, and the speaker are bound to repeat themselves while speaking.

4) False Starts (Unretraced)

False start (unretraced) is the speaker's verification of an incorrect words that they have said. Nonetheless, the speaker just eventually speak the next words without repeating the incorrect words (Kafifah & Aini, 2020). False start unretraced is symbolized [\] For example: I saw a very big \ a very small boy.

5) False Start (Retraced)

False start (retraced) is the correction of a word that includes the repetition of one or more previous to the repaired word. When the speakers understand they have made a grammatical error, the speakers fix their words. And then make one or more words repeats before the corrected words (Agustina, 2021). False start retraced is symbolized [\]. For example, turn on the stove\ the heater switch.

6) Corrections

Corrections might happen when the speakers have forgotten something they wanted to refer to; the

speakers might be looking for the right words; or the speakers might be deciding one of numerous instances to use. Corrections take the place of earlier, poorly prepared statements when the speaker has better things to say after which the speaker makes the corrections (Kafifah & Aini, 2020). Correction is symbolized [-] For example, we are from-I mean, we are in front of you will present about speech production.

7) Interjections

Speaking is an activity they involve TMO or more people, so that it is common for the speakers to be interrupted while speaking. The speaker should cease considering what to say next when there is an interjection, or period of indecision (Tampubolon & Lubis, 2021). Interjection might occur during a conversation as a result of the speaker losing attention. The interjection of ah, uh, well, and say are illustrated in the following sentences: Nana would like > oh.. carrots...oh: refers to referent selection. Interjection is symbolized [>]. The interjection above indicates the speakers has stopped to pick out as just

one of several possibilities that the speakers could mention.

8) Stutters

Stutters refer to the speaker's difficulty say the first letter of a word, requiring them to repeat it in order to finish the following syllable. Stutter is symbolized [----] For example, please, give me my b-b-b-book!. Stutters are identified by repeating one letter or syllable before the next words. Stutter is prevents a person from speaking clearly in everyday situations, emotions of shame and social anxiety emerge, and this harms a person in many ways, including physically, socially, and psychologically. It also causes despair and poor self-efficacy (Iqbal et al., 2019). Stuttering is when people give speech spontaneously since the speaker have to organize the expressions in words in their heads before delivery.

9) Slip of Tongue

Slips of tongue occur when the speaker's actual utterances differ in some manner from the planned utterance. Clark and Clark in (Anggun

Harastasya & Dadang Sudana, 2020) said cognitive difficulties, situational anxiety, and social circumstances are three elements that might cause a speaker to make a slip of the tongue. It is the inadvertent movement, addition, detection, bleeding, or substitution of content inside an utterance and can be phonological, morphological, lexical, or syntactic.

c. Indicators of Hesitation

According to the types of hesitation, the researcher indicates to make indicator from Clark and Tree theory (Faturrahman, 2016). Furthermore, the researcher make indicator which is include statement about types of hesitation and then a part of yes/no checklist.

1. Silent Pause: The students pauses after uttering word; the students forgot what to say; the students out of idea.
2. a. Fillers (Unlexicalized): The student do not know what to say
 b. Fillers (Lexicalized): The students try to remember the word they want to say

3. Repeats: The students make grammatical errors; The students are bound to repeat themselves
4. False Start (Unretraced): The students use the wrong structure/grammatical
5. False Start (Retraced): The students try to use the right structure/grammar
6. Corrections: The students have forgotten something they wanted to refer to; The students looking for the right words; The students might be deciding one of numerous instances to use.
7. Interjections: The students losing attention during a conversation; The students interrupted while speaking
8. Stutter: The students difficult to say the first letters; The students repeating one letter syllable before the next word
9. Slip of Tongue: The students utterances differ in some manner from the planned utterance

2. Speaking

a. Definition of Speaking

Channey & Burk stated speaking is the process of building and sharing meaning through the

use of verbal and non-verbal symbols, in a variety context (Onainor, 2019). There are many definitions of speaking according to experts. Speaking is the ability to speak clearly and confidently, which involves not only language abilities but also the ability to process information and language. Speaking should be practiced in everyday activities, because speaking is one of the active skills.

Quianthy in Permana defines speaking as the process of transfer information and ideas intranasally in a variety of situations (Permana et al., 2021). Speaking should take into account the construction of English sentence structure in order to understanding the communication. Listening, vocabulary, grammar, and pronunciation are a several of the abilities required to achieve the goal of speaking. People can also do it by writing, although speaking is more effective in terms of time.

Speaking is a person's method of making their thoughts and feelings understood to others (Riswal, 2021). For two reasons, many people believe that speaking a new language is more difficult than

reading, writing, or listening. First, despite reading or writing, speaking occurs instantaneously: people with whom you are conversing is waiting for you to speak directly. Second, unlike writing, speaking does not allow you to create and amend what you want to say.

According to Chaney and Kayi in Dian & Wahyu, speaking is the process of creating and sharing meaning in a range of circumstances through the use of verbal and non-verbal symbols (Dian & Wahyu, 2020). This viewpoint implies that communication occurs not just through verbal activity but also through nonverbal cues such as gestures, facial expressions, and other nonverbal cues.

Speaking is derived from the word “speak”, and it refers to the act of uttering words or sentences in order to receive and understand information or communicate with one another. On the other hand, speaking is a language instrument that is utilized for oral communication. Hornby in Uzer stated speaking means that you are the type of person specified and

are expressing your opinion from that perspective (Uzer, 2017). So that, speaking signifies involves actively expressing oneself in language in a correct and suitable manner.

Kransch O'Malley and Pierce in Dian speaking entails communicating intended meaning and changing one's word to achieve the desired effect on the listener (Dian Rahma Santoso, 2020). A speaker should identify the problem, communicate issue, and critically examine the issue in order for the audiences to comprehend the entire context of the speech, gain comprehension of the focus based on the speaker's opinion, and connect the speaker's and audience's debate.

One of difficulties of communicating with people is the lack of consistency of study materials and courses, which means that almost all teachers do not have opportunities for real-world speaking practice. Furthermore, the teacher should understand the interests and students' needs. Students must participate in oral activities so that they can spontaneously express their thoughts in a second

language. People could not attain their ambitions, intentions or aims if they do not communicate effectively. The most important skill is speaking because this is one of the skills required to carry on a discussion.

According to the explanation above it can be conclude that speaking is a productive skill as a second or foreign language that is intended to convey the speaker thoughts, facts, and feelings to the people directly. People must be able to employ the right pronunciation of words, create the grammar correctly for utterance, and determine the diction or word choice while speaking.

Speaking is one of the language skills that students must be educated. For many second or foreign language students, mastering English speaking skill is a top priority. In this instance, the teacher should be able to encourage students in achieving their objective. It suggests that speaking achievement is a skill that students acquire while studying the subject of speaking.

b. Elements of speaking

Simply, speaking is a communication event by using spoken language. One incident of speech must have element of speech. Dell Hymes stated a view on the abbreviation of SPEAKING.

S: Setting and scene: relating to the scene of the events and time.

The phenomenon occurred;

P: Participants, speaker actors who played a role in the speech of

the inner events;

E: Ends, the goal of speech that happened in context;

A: Act, forms and content of speech related to topics in speech

events. A direct, indirect, and idiom;

K: Keys: how speech spoken; Through attitudes, means, tones. The

psyche of a person doing speech;

I: Instrumentalities: channels or tools used in communication in

speech event;

N: Norms: a code form of acceptable language code;

G: Genres: the kind of activity where speech is going. (Istikomah, 2016)

In all of the activities included in this education, the occurrence of "SPEAKING" was always present. For example, in academic and non-academic activities during the course of instruction. When intense observation and demanding are required, the "SPEAKING" event invariably occurs in the centre of society. This is due to the fact that occurrences of speech do happen and occur as a result of the community's usage of language. Because of the event of speech, the usage of language in the community has increased.

c. Types of speaking

Brown in Kurniati further states that there are some basic types of speaking (Rao, 2018) .

1) Imitative Speaking

The types of speaking takers must reproduce a word, phrase, or sentence in this form of speaking (Ardiyansah & Gresik, 2019). Although grammar is included as a scoring criterion, pronunciation is the most important

feature of the evaluation. What should be emphasized in imitative speaking is that communicative ability in the language is not required. They must gather knowledge and then repeat it verbally without the need for additional explanation. What they say is entirely based on what they hear.

2) Intensive Speaking

Intensive speaking extends beyond imitative speaking to encompass any speaking performance intended to practice any phonological or grammatical component of language. Brown in (Aneski, 2021) stated intensive instruction encourages the speaker to create language on their own. Responding to questions from professors or communicating with people in brief utterances are examples of language production. Certain activities need understanding meaning, although interaction with the counterpart is limited. Reading aloud, sentence and conversation completion are examples of activities.

3) Responsive Speaking

Responsive speech is communication at the rather limited level of a brief chat, a conventional greeting and small talk, a simple comment or request, and the like (Arodjiah, 2020) . Making a simple request response to a short conversation is a type of activity that belongs to this type of speaking. Speaking that is interactive; a complicated conversation that may encompass many exchanges and/or multiple participants. As a result, the speaker is encouraged to speak quickly.

4) Interactive Speaking

Interactive means the duration and complexity of the interaction, which may include many exchanges and/or multiple participants (Ilham et al., 2020). The fundamental distinction between responsive and interactive speaking is the load and complexity of the phrases. The number of speakers is also important since certain conversations require more than two persons.

5) Extensive Speaking

Speeches, oral presentations, and story-telling are examples of extensive oral components in which the opportunity for oral participation from the audience is either severely limited or completely eliminated (Ilham et al., 2020). Extensive speaking involves a diverse variety of speech production techniques. In addition, the speaker will need to communicate with the counter-speakers, who may be responding questions or having a conversation. Extensive speaking is the highest speaking talent that necessitates strong linguistic components.

d. Components of Speaking

According to Nunan in (Lestari, 2021), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. When it comes to improve English language skill, good speaking skills are always the most important, therefore focus on practicing and enhancing them. Good speaking criteria, also known as speaking components, make it simpler for the

audience to recognize what the speaker stated. Mastering speaking components can be combine with practice speaking rather than know components first, yet knowing the speaking components is important.

1) Comprehension

Comprehension is how far the students' ability to respond the oral communication. Comprehension is the process of determining the intended meaning of whether spoken written communication (Salma, 2021). Students should be able to understand whatever the speakers say. It refers to the extent to which students can respond to spoken communication. Whatever the presenters say should be understood by the students.

2) Grammar

Brown stated that grammar is a set of rules that govern how we put together meaningful portions of a language to convey information (Satya Monique Saragih, 2021). Grammar is a set of rules for combining

fundamental units of meaning, such as words, into a sentence. In a communication, grammar is necessary for the speakers to compose a correct sentence. Speakers must be able to manipulate and differentiate between suitable and incorrect grammatical forms.

3) Vocabulary

Vocabulary is the appropriate diction which is used in communication (Istiqamah, 2020). Everybody could not communicate successfully or convey their views in both oral and writing form without a suitable vocabulary. Students who have a restricted vocabulary have another challenge to acquiring a language. Nobody can be communicated without grammar, and nobody can be communicated without vocabulary.

4) Pronunciation

Pronunciation is one of the skills of students should be mastered in speaking (Pratiwi Dyah, 2021). Pronunciation is concerned with the phonology process, which is a part of a

grammar that consists of the parts and rules that define how words change and structure in a language. Phonemes and supra segmental characteristics are TMO aspects of pronunciation. Pronunciation is important in communicating since it makes the process understandable. As a result, if speakers wanted to be able to speak English effectively, they must be able to accurately pronounce phonemes, employ the right stress and intonation pattern, and communicate in connected communication. The speakers must be able to pronounce the words and produce physical noises that convey meaning.

5) Fluency

Fluency is the natural ability to speak spontaneously as quickly, smoothly, accurately, lucid, efficient, and comprehensively with view numbers of errors that may distract the listener from the speaker's message under the temporal constraints of online processing (Permana et al., 2021). The capacity to talk fluently and

accurately is known as fluency. Many language learners strive for speaking fluency. Fluency refers to a learner's capacity to talk in an intelligible manner in order to avoid communication problems.

e. Indicators of Speaking

According to component of speaking, the researcher indicates to make indicator from Nunan theory (Lestari, 2021). Furthermore, the researcher make indicator which is include statement about component of speaking and then a part of yes/no checklist.

1. Comprehension: The students understand when, why and in what ways to produce language; The student able respond the oral communication
2. Grammar: The students know to arrange a correct sentence in conversation; The student know how to choose the words which ought to be placed; The student able to manipulate and differentiate beTMeen suitable and incorrect grammatical forms.

3. Vocabulary: The student knowing many vocabularies.
4. Pronunciation: The student know the words, their meanings, how they are spelt and how they are pronounced; The student understand to produce clearer language when they are speaking; The student know how to produce the words uttered clearly and correctly in order to miscommunication.
5. Fluency: The student be able to speak communicatively, fluently, and accurately.

B. Relevant Previous Research

1. Shofa, Aliyatus. *“Hesitation Pauses in Conversational Interaction of the English Letters and Language Department’s Students at the State Islamic University of Malang”*. Thesis, Humanities and Culture Faculty, English Letters and Language Department, the State Islamic University of Malang. This study is a descriptive qualitative research as it concerns with the description of hesitation pauses founded in the utterances of English Letters and Language Department’s Students at the State Islamic University of

Malang used conversational interaction, and the reason of producing hesitation based in the context of situation (Shofa, 2008).

Based on the data analysis, the writer has some suggestions that useful for the speakers in speaking. The writer suggests to the speakers to minimize the usage of silent and filled pause when the speakers wanted to ‘hold the floor’, because thus will give bad effect in speech production. The writer also suggests for the next researcher who studied this topic would investigate pauses in turn-taking from speeches of the native speaker. So that we can find out more reasons using hesitation pauses.

The similarity beTMeen this research and the present research is both researchers use hesitation in speaking English and also used qualitative method. The difference beTMeen this research and present research is that Shofa presented about hesitation’s types especially pauses and present research is presented hesitation in generally.

2. Jannah, Siti Nur. *“Hesitation in job interview of non-native English speaker at English Lab Toronto. Thesis,*

English Language and Letters Department. Humanities Faculty.” Maulana Malik Ibrahim State Islamic University of Malang. This study analyses of the hesitation and the intended meaning of hesitation in job interview of non-native English speaker at English Lab Toronto. This research is expected to give several contributions toward Pragmatic approach especially in hesitation. In conducting this research, the researcher uses descriptive qualitative as research design and the data were collected by downloading and transcribing the utterance from oral form into written form to find out the types of hesitation and the intended meaning of hesitation (Jannah, 2016).

The findings reveals that there are four types if hesitation in job interview of a non-native English speaker (CYP). They are pauses (filled pauses are 15 times and silent pauses are 11 times), repeats are 10 times, false starts are 8 times and word lengthening are 5 times. For intended meanings, filled pause is to implicate that a non-native English speaker is momentarily unable to produce the next words. Therefore, she buys a time for thinking and preparing

her answer. Moreover, she wants to buy time to search or recall for the word(s) and gives a time for herself to breathe before continuing her utterance. The last, she wants to keep the floor.

The similarity between this research and the present research is both researchers use hesitation in speaking English and also used qualitative method. The difference both research is Sitti Nur Janna presented hesitation in job in interview.

3. Rizki, Oktamalia. *“An Analysis of Hesitation Types in student’s speaking at STAIN Curup (third semester students of English Study Program Class of 2017/2018)”*. 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 analyses 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 TMO 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. This research was conducted from October to December 2017. 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 (Oktamalia, 2018).

The similarity between this previous research with the current can be seen from the object of the study and the methodology used. Both researchers use hesitation in speaking English and also used qualitative research. The difference between this research and present research is Rizki analysis about types of hesitation.

In addition, the differences from this research, the researcher do not only concern on recognizing about the hesitation in speaking, but also the researcher focus on the types of hesitation based on the theory of Clark and Tree and factors of hesitation during speaking

English at the English Education Study Program Class of 2019. Besides, the previous study presented about hesitation pauses in conversational, hesitation in job interview, and analysis of hesitation types. Thus, this researcher deals with the types of hesitation of students in speaking English and its factor.

CHAPTER III

RESEARCH METHOD

A. Type and Approach of the Research

a. Type of the Research

The type of research used in this researcher is phenomenological research, which Husserl stated that to describe rather than explain, and to start for a perspective free from hypotheses or preconceptions (Bullington & Karlsson, n.d.). Through observe the students speaking in the classroom and interviewing the students, the researcher describes the hesitation of students in speaking English. The researcher characterized the phenomena as naturally as possible, using words or descriptions rather than numbers or measurements. To preserve the data's originality, the researcher must not add, edit, or intervene in any way that would limit the data's naturalized.

b. Approach of the Research

In this research, the researcher uses qualitative research. Qualitative research is concern with qualitative phenomenon that is related to quality or

variety. The belief, experience, and meaning systems of individuals are of particular interest to qualitative researcher (Mohajan, 2018). Such type of research is typically descriptive and harder to analyze than quantitative data. The researcher conclude that qualitative research is a method of gathering data in order to understand people's individual or phenomena in their natural settings. According to the description above, this research will apply qualitative research, with the researcher serving as both a participant and an observer.

Qualitative descriptive approach tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. According to the previous assumptions, the researcher use descriptive approach and presented data in qualitative method.

B. Operational Definition

Operational definition which indicates how a variable is measured is one element that helps communication between researcher. The researcher receives the assessment of a variable by reading the operational definition of a study, allowing the researcher to determine both the severity of those measurements (Sandu Siyoto, 2015). In this study, the operational definition of the research from the thesis proposal title “The Hesitation of Students in Speaking English at the Students Class of 2019” is the hesitancy of the students that always happen while their speaking or having conversation with one and another. The hesitation types include silent pause, filler (unlexicalized & lexicalized), repeats, false starts unretraced, false start retraced, corrections, interjections, stutters, and slip of tongue.

C. Place and Time of the Research

1. Place of Research

This research conducted in a class, students of English Education Study Program Class of 2019 of Islamic Institute of Muhammadiyah Sinjai, Sultan

Hasanuddin Street number 20, Sinjai Regency as the research location, because of the following considerations:

- a. The only one university who has English Education Study Program major in Sinjai Regency.
- b. The researcher realize why does hesitation could be happened in students during speaking English.
- c. The researcher found problems related to the research title.
- d. Students have difficulties in speaking English.

2. Time of Research

The researcher conducted research for six months, from early November to early July 2022 at Islamic Institute of Muhammadiyah Sinjai.

D. Subject and Object of the Research

The object of this research is students of English Education Study Program Class of 2019 who are listed as active students in Islamic Institute of Muhammadiyah Sinjai. The sampling technique that used to choose the

participants is snowball sampling. Snowball sampling is a simple sampling technique. When it is difficult to find participants with the desired traits, this sampling is used (Naderifar et al., 2017). Snowball sampling is often a slow process, and the choice of samples is influenced by time. Sampling typically goes on until the data are saturated. Researchers select snowball sampling because in the identification of samples, researchers first determined only one or TMO but since the data it obtained was incomplete, they studied others to complete the data. The researcher choose sixth semester students as the subject of the research. While the object of the research focus on students hesitation in speaking English, and they supported the researcher to find out the data of hesitation in speaking English.

E. Data Collection Techniques

The data of this study will be collected by:

1. Observation

Observation is a technique that can be utilized when other methods of data collection are ineffective or

difficult to validate. Observation is a significant method of learning about individuals because people don't always do what people claim they will do (Patel & Patel, 2019). The researcher used participant observation, that is define conventional ethnography, is nearly usually combined with other qualitative approaches, such as interviews and focus groups, in applied research. For example, participants in interviews might be ask about how they behave in various situations, but there is no affirmation that they actually do what they say they do. Participant observation also generate data for confirming or validating data provided in face-to-face interactions. As with other qualitative approaches, researchers using participant observation must make a personal commitment to preserve the identity of those they watch or interact with, even if just informally. The frequency of participant observation is determined by the environment, activity, and population of interest. For instance, the researcher may spend an hour, an afternoon, or a series of after-noons at a certain location.

The researcher used observation checklist to conduct this research. The goals of observation are to describe the situation being examined types of hesitation that happened with the students in English Education Study Program Class of 2019. And also the activities taking place, and the relation between the situation and the activities.

2. Interview

Interview is the process of getting information for purpose research into question-and-answer manner while face-to-face with interviewee (Hardani, 2020). In the general outline, there are two kinds of interviews that are unstructured interview guideline that contained only an outline that would be asked. The second type is a structured interview guideline, which is a detailed interview guide.

Besides, the widely used form of interviews is the semi-structured interview. Semi-structure interview is useful for having lengthy conversations. The researcher may typically draw nuanced findings by

thoroughly examining the talks and various, first superficial replies that took place throughout the Semi-structure interview (Kakilla, 2021). In case the researcher has to first ask the interviewer a barrage of highly structure questions, then one by one deepens in the investigation. Thus, the researcher used semi-structured and resulting answer could include all variables, with a comprehensive and profound explanation.

Furthermore, the researcher employed a tape recorder or voice recorder as a reminder, and the researcher believed it was a substitute instrument for analyzing an entire interview. Following that, the interview data will transform into a written text script. The researcher interviews the students to answer question and also the lecturer who has taught in the class.

3. Documentation

Data will collect with documentation techniques tend to be secondary data, whereas data that are

collected observation and interview technique are primary data or data that comes directly from first person. Sugiyono in (Hardani, 2020) stated the documentation is an event record that is already past. Documentation may come in the form of monumental writings, pictures, or works of a person. An illustrative document, such as photos, live picture, sketches, and the score of the speaking from the lecturer. The researcher find it useful to utilize sheets to capture the context of data gathering during interviews. What information they should provide is determined by the study's design, such as whether many interviewers are participating or whether interviews are done in different locations, which may have impacted the interview. Furthermore, the research questions dictate what you should specifically mention on these forms.

F. Research Instruments

1. Observation Checklist

In this research, the researcher uses a checklist to collect data on the types of hesitation that used

students when speaking. The researcher used Clark and Trees theory about the types of hesitation, and then the researcher writes check (✓) on the given table. In addition, the researcher comprehends the data and analyzes it using Clark and Tree's theory without the involvement of another individual.

2. Interview Guidance

Interview guidelines must be provided to the researcher, indicating what questions should be asked, in what order, and how much extra urging or probing is permissible. Interview guidelines is a list of questions to ask during an interview to elicit information from the study subject. When the researcher questioned the students, it was used to obtain standardized comparable data from each respondent. All interviews must be conducted in a same manner.

3. Documentation

The researcher used tape recorder and camera as instrument of documentation. The researcher found it

useful to utilize sheets to capture the context of data gathering during interviews.

G. Data Validity

This present research will conduct credibility test on testing the data validation. Triangulation is a combination of data/ informants using different methods of interviews in one research (Pradono & Rachmalina Soerachman, 2018). The researcher may prepare triangulation to check data resource, theory and times.

a. Data resource

The triangulation is implemented to test data validity by testing data already obtained from various sources. Triangulation of data sources, is to use different source informants, and to compare and contrast data with other data sources (Pradono & Rachmalina Soerachman, 2018). For example, testing validity data on the student's attitude, so the compilation of data and the checking of data already obtained will be performed to students and lecturer. Data collected

from these three sources then be derived in much the same way as quantitative research.

However, then proceed with classification, decoding to see which perspectives are the same, which are different and which are more detailed and which disagree with the data. The data analyzed will eventually be drawn to a conclusion and then will be retested (member check) the existing conclusion agreement with the three sources of students, fellowahip, and lecturer.

b. Times

The meaning of these time triangulation is that time often contributes to the trustworthiness power of data (Alfansyur & Mariyani, 2020). For example, data collected in the morning with an interview technique where at the time a source was fresh and not in a lot of trouble, would provide more valid data so as to be more credible. In this time triangulation, the researcher considered a time that data collection could be days,

hours, time after meals, morning, day or night. Because time can affect data obtained. For example, data comes from interviews in the evenings when sources are relaxed with the daily work that is done. So the source may well answer the questions more casually and succinctly.

Therefore in validity of the data can be implemented by observation testing, interview or by other methods of a different time or condition. If the results were to receive different data, the researcher would be able to perform the test repeatedly until they received definite, accurate data.

c. Theory

The point of these triangulation is the result or conclusion of qualitative research a formulating information statement. Triangulation of a theory is the use of a different theoretical viewpoint to define a hypothesis and to interpret a set of data (Winaryati, 2019). The researcher used theory from Clark and Tree, who explain about types hesitation in speaking English.

The information then be compared with the other relevant theoretical views to minimize bias from the researcher. Another benefit of the theory's triangulation is to give researchers a deeper understanding. But the conditions of researchers must be capable of learning independently theoretical. And should make expert judgement while passing the research in another light. This ability is intended for researchers to be able to cope when the results are shown to have a huge difference.

H. Data Analysis Techniques

In qualitative research, data is acquired from various sources, using biased data collection techniques (triangulation), and is employed continuously to make it saturated. With these constant observations results in an extremely high variation in data. The data obtained is generally qualitative data (though not resistant to quantitative data), so that data analysis techniques that are used before there was a clear pattern (Sandu Siyoto, 2015).

1. Data Collection

Data collection is the process of acquiring and evaluating information on variables of interest in a systematic manner that allows researcher to answer research questions, test hypotheses, and assess outcomes (Barrett & TMycross, 2018). Quantitative research typically collects data through studying documents, monitoring behavior, and interviewing participants. During data collection time, the reduction phase takes place then summary, code, research the theme, make a gut-clusters, and make footnotes. In essence reduction of data occurs until the writing of the final report of the study.

2. Data Reduction

The reduction of data is defined as selection process, focusing attention on simplification, migration, and transforming data emerging from the field records (Pradono & Rachmalina Soerachman, 2018). The reduction of data lasts continuously for the duration data collection in progress. Actually, data reduction already seems to be when research breaks a

conceptual framework, area research, problem research, and approach research using selected methods of data collection.

3. Data Display

The data display is a collection of information that allows researcher to draw conclusions and to take action (Nugrahani, 2014). With the data display, it is easier to understand what is happening, to plan the next work based on what is already being understood. The most often used display on qualitative data in the past is a narrative form of text. In qualitative research, data display can be done in short descriptions, charts, category-related relationships, flow cards and the like.

4. Hypothetical withdrawal and verification

The deduction results in interpretation of the data analysis and interpretation. The snap of these conclusions is just one of the activities in the complete configuration (Nugrahani, 2014). The foregoing conclusions are still short-lived, and will change if there is no solid evidence support at the next data

collection stage. But when the conclusions presented in the early stages are supported by valid and consistent proofs as the researcher returns to a field gathers data, so the conclusions presented are a credible one. The conclusion is the essence of that research finding describes the last opinions based on in previous descriptions or, decisions obtained based on inductive or deductive thinking methods.

Research the created should be relevant with the focus of research, purpose research and research findings that have been done with interpretation and discussion. remember the research definition not the research summary. The conclusions in qualitative research may thus answer the formulations of problems that are formulated from the outset, but they may not, for as has been shown, problems and formulas in qualitative research are only temporary and will be evolved once researchers were in the field.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the result of the findings. It was related to the research question and theoretical framework proposed in the previous chapter. The researcher describes the result of finding which is types of hesitation and its factors. Whereas, in the discussion the researcher will analyse the findings.

A. General Description of Research Location

1. Profile of Islamic Institute of Muhammadiyah Sinjai

Islamic Institute of Muhammadiyah Sinjai is one of the universities in Sinjai City which is located at Sultan Hasanuddin Street No. 20, Balangnipa, North Sinjai, Sinjai. The campus, which is usually abbreviated as IAIMS, is accredited "Baik" with the SK BAN PT No.1088/SK/BAN-PT/Akred/PT/IXX/2020.

The campus, which was previously named STAI Muhammadiyah Sinjai, is one of several private Islamic universities in Indonesia in the form of a high school, under the auspices of the Ministry of Religion

and belongs to the Regional Kopertais of the Directorate General of Islamic Education VIII.

The institute, which has been operating since June 16, 1995 under SK No. PT 266/1995, is based on the Muhammadiyah organization. Because it is dominated by blue walls, IAIMS is often referred to as a blue campus. IAIMS is one of the fastest growing institutions, with an Islamic, progressive and competitive slogan (*Sejarah – IAIM SINJAI*, n.d.).

Vision

Islamic, progressive, and competitive (*Visi Misi Dan Tujuan – IAIM SINJAI*, n.d.).

Mission

- a. Organizing higher education Caturdarma based on Islamic values.
- b. Organizing competitive higher education.
- c. Produce innovative and creative graduates.
- d. Develop a neTMork of cooperation with various regional, national and international institutions (*Visi Misi Dan Tujuan – IAIM SINJAI*, n.d.).

Goals

- a. Improving the quality of the academic community of the Islamic Institute of Muhammadiyah Sinjai.
- b. Improving the competence of graduates through strategic and comprehensive academic programs.
- c. Improving higher education management that produces graduates with Islamic personality, quality, noble character, and academic, professional, skilled and innovative abilities and able to develop and apply science and technology.
- d. Improving research and service programs to improve community welfare through the application of science and technology.
- e. Improving academic life based on national cultural values and the identity of the Muhammadiyah association in an effort to create a progressive society.
- f. Improving innovative and conducive learning processes and encouraging the realization of responsible, polite and moral academic interactions.

- g. Encouraging students to always be pro-active in academic activities through an interactive, innovative, dynamic learning process and be able to become lifelong learners in an effort to increase their competence (*Visi Misi Dan Tujuan – IAIM SINJAI*, n.d.).

2. Profile of English Education Study Program

In 2016, the Chancellor of the Islamic Institute of Muhammadiyah Sinjai issued a Decree Number: 1164/1.3.AU/B/KEP/2016 concerning the Opening of the English Education study program, the Undergraduate Program of the Islamic Institute of Muhammadiyah Sinjai to add to the existing study programs at IAI Muhammadiyah Sinjai.

After this proposal, in 2017 the Decree of the Director General of Islamic Education Number 541 of 2017 was issued regarding Permits to Organize Study Programs in the 2017 Private Islamic Religious College Undergraduate Program, especially the English Education study program. On that basis, the

English Education study program joined the Faculty of Tarbiyah and Islamic Teacher Training Institute of Muhammadiyah Sinjai.

After issuing the Director General's Decree, officially in 2017 the Islamic Institute of Muhammadiyah Sinjai campus opened its first registration and the first 36 students who passed the entrance test were screened. They were the first to be accepted to study at the Tadris English study program, followed by 38 second batches in 2018. Until the fifth year of its operation, there were 95 of students registered as part of the English Education study program (*Tadris Bahasa Inggris – FTIK IAIM Sinjai*, n.d.).

Vision

Creating a trusted study program in producing excellent, competitive and Islamic English education bachelors (*Tadris Bahasa Inggris – FTIK IAIM Sinjai*, n.d.).

Mission

1. Organizing qualified English education to produce superior and competitive English education graduates.
2. Conducting research and community service in the field of technology-based English language education to create an intelligent, creative and prosperous society.
3. Organizing professional education and teaching activities in the field of English by interacting with Islamic values and local culture.
4. Build an effective, efficient, transparant and accountable quality management system to ensure the quality of graduates and study program management.
5. Establish sustainable cooperation with institutions, alumni and stakeholders in order to develop the quality of study programs and graduates (*Tadris Bahasa Inggris – FTIK IAIM Sinjai*, n.d.)

Goals

1. Produce graduates who are innovative and competitive in learning English.
2. Produce graduates who have knowledge, character attitudes based on Islamic values.
3. Produce graduates who are able to conduct research and serve the community in the field of English language education to improve the quality of life of people who are intelligent, creative and prosperous.
4. Produce graduates who have knowledge and skills in other fields related to English, namely entrepreneurship, tourism and translation (*Tadris Bahasa Inggris – FTIK IAIM Sinjai*, n.d.).

B. Findings and Discussion

1. Findings

The researcher conducted the research and complete the data from all research instruments, including observation checklist, interview and documentation. The researcher had analyzed the data

systematically and accurately. The data was analyzed in order to describe conclusion about the objectives of the study.

a. Types of hesitation

In the way to find the types of hesitation made by the students in speak up, the researcher did observation and interview to the classroom and recorded the students speaking from 16th to 25th June. The researcher observed the students by asked the students to speak up in the classroom and the researcher interviewed the students by asked the students' about factor of hesitation. Observation and interview the students speaking in the class room four times in one class which consist of Twenty-one students and the researcher only take five students to observe and interview. Based on the result of observation and interview which has done by the researcher, the following types of the hesitation that made by the students in speaking class

1) Silent Pause

Silent pause is the act of pausing before speaking or doing something. Based on the observation, the researcher found many silent pauses while the students were speaking.

Extract 1

HK : Study online and // it makes our relationship with our friend is increasingly rapidly not touchable.

HK : Your friend can't help you and // a lot things happened

(Appendix 4.1:73)

Extract 1 shows that silent pause occur in the middle of students' speak up. The speaker said "study online and //" and "your friend and //" after that, the student pauses it without making any sound for 0,5 s. When the student were considering what they wanted to say, they suddenly often stop while speak.

Extract 2

AFK	: In the process of // seeking my knowledge (Appendix 4.2:74)
TM	: because I am // busy with my collage. (Appendix 4.4:76)

Extract 2 shows that silent pause occur in the middle of students' speak up. In this case, the speaker trying to thinking or plan about what the speaker wants to say about the speaker process in his organization. Additionally, this silent pause implicates that the speaker wants to explain what he/she has been done in the students' daily activities.

Extract 3

HR	: because aaa I // honestly i have aaa minim vocabulary (Appendix 4.5:77)
----	---

Extract 3 shows that silent pause occur in the middle of students' speak up. In this case, the speaker trying to say that speaker lacks of

vocabulary. In additional, this silent pause implicates that the speaker begins to utter first utterance. Speaker said “because aaa I” followed by making a silent pause for 0,5s. It ensues because speaker is deciding how to utter the next word which is still on going in speaker’s mind.

The result of the observation supported by the result of the interview.

Extract 4

ZPS : That’s why I still often have hesitation. At the time of speaking I felt nervous, quiet a few seconds to think about the next word.

(Appendix 6.4:98)

HR : Well there are some. Sometimes I was take a few seconds to think and also stammer while talking. During my first semester I was often hesitant to speak in public for fear of being wrong, afraid that others would not understand what I was saying

(Appendix 6.1:86)

AW : Based on some learning of speaking practice that I have followed, there are some who are quiet for a few seconds, repeating the same word about 3-4 times to continue their speech

(Appendix 6.6:106)

2) Fillers

a) Unlexicalized fillers

Extract 5

HK	: Thanks for your attention, aahh a i will aahh talk about aahh the transition from online class tooo offline class.	
HK	: It makes ourself more aahh aahh more aahh more confidence	(Appendix 4.1:73)
AFK	: i have three organization my organization better aahh is a students affair or from the organization	(Appendix 4.2:74)
TM	: i had many failures that aahh that made me aahh mental and physically down	(Appendix 4.4:76)
HR	: but i have aahh something in a mind in my mind but i can't aaa utterance	
HR	: and i do apologize aahh if you aahh don't don't understand what i say	(Appendix 4.5:77)

Extract 5 shows unlexicalized fillers occur in the middle of students' speak up. In this case, the researcher found unlexicalized fillers in the beginning after few words and

also in the middle of the sentence. Unlexicalized fillers ‘**aahh**’ happens because when the speaker is confused about what to say next, they utter this expression. The existence of an empty interval throughout any period while speaking is known as a silent pause.

Extract 6

TM : **aahh** I am **aahh** sixth semester student at aahh
islamic institute of muhammadiyah sinjai

TM : **aahh** I like to watching korean dramas in the past **a-
a-aa-aaa** i used to i used to watch
(Appendix 4.4:76)

AFK : **aahh** in my opinion the organization is the second
place after after my home
(Appendix 4.2:74)

Extract 6 shows that unlexicalized fillers occur in the middle of students’ speak

up. In this case, the researcher found unlexicalized fillers before the speaker start to speak, in other words unlexicalized occur before the speaker deliver the sentence what the speaker wants to say.

Extract 7

ZPS : **Uhuh** well I usually wake up at 5 a.m. to pray subuh
 ZPS : **Ummm** until maybe I wake up at 3 p.m. to prepare pray ashar,
 (Appendix 4.3:75)

AFK : in my organization **mmm** that's where i was from to be who i am today from my organization
 (Appendix 4.2:74)

TM : **Umm** when everyone left me they were always ah phaa a phewww were always there to cheer me on
 (Appendix 4.4:76)

HR : And the next and the next it's about **ummm** my accent and my pronunciation
 (Appendix 4.5:77)

Extract 7 shows that unlexicalized fillers occur in the middle of students' speak up. In this case, the speaker uses different unlexicalized fillers utterance which is *uhhh* or *ummm*. Additionally, there was no significant distinction between use *uhuhh* and *umm* fillers. The speaker getting confused so that the speaker decide put the fillers to make the speaker seemed like fluent while speaking.

The result of explanation above related to the result of interview with the students.

Extract 8

AFK : I often experienced most using "eee" during conversation and forgot what to say
(Appendix 6.3:94)

AW : Based on some learning of speaking practice that I have followed, there are some who are quiet for a few seconds, repeating the same word about 3-4 times to continue their speech. Then, there is also the spying and most often appearing is the use of the word "eee" when speaking.

(Appendix 6.6:106)

b) Lexicalized fillers

Extract 9

HK : **Yess you know** the most interesting is interesting thing that

(Appendix 4.1:73)

TM : And **you know** in 2018 i had many failures

(Appendix 4.4:76)

Extract 9 shows that lexicalized fillers occur in the middle of students' speak up. In this case, the speaker used to share something that you assume the listener already knows. It can also be used instead of an explanation, in cases where the speaker feels the listener just understands what the speaker mean. While the speaker organize his/her thoughts, native speakers may begin with "you know". The speaker also say it to see whether everyone understands.

Exctrat 10

AFK : Oke well Bismillah in this session I want to tell you about the organization.

(Appendix 4.2:74)

TM : Assalamu'alaikum Warohmatullahi Wabarakatuh, **well** let me introduce myself

(Appendix 4.4:76)

Extract 10 shows that lexicalized fillers occur in the middle of students' speak up. In this case, "well" can be used in a few different ways. The speaker can use it to show that the speaker was thinking, the speaker can also use it to put a pause sentence, and the speaker can even use the word to stall. For example, "well, well, well what we have here?" Well in English can be adverb "It's going well!" but also functions as a filler word. Speakers add this to the beginning of a sentence to transition between ideas.

3) Repeats

Exctrat 11

HK : we can't believe our government and and people/people sacrificing

HK : take the case seriously so **our** / **our** new generation doesn't feel the same like like happened to us.

(Appendix 4.1:73)

TM : but i can go through it all because/ because/because/because i have aa parents

(Appendix 4.4:76)

HR : i have aaa minim vocabulary or my vocabulary/vocabulary is bad

(Appendix 4.5:77)

Extract 11 shows that repeats occur in the middle of students' speak up. In this case, the speaker repeats one kind of word in a row. The speaker repeats the words twice or more, the speaker was speaking quickly and spontaneously. HK explained about the current society condition, the speaker tried to emphasizing about his

statement about what people feel during COVID-19 and expressed his argument about government.

Additionally, the speaker TM repeats “because because because” the same word about three times in order to hide her hesitation part in a speaking. In this case, the speaker seemed distracted and nervous about speaking. As a result, she elicited that type of hesitation in order to plan the specific words she might utter next. the speaker explained about her failures that the speaker have been through and believe with her parents who have always accompanied her in all kind of situation.

Extract 12

AFK : **My difficulties / my difficulties** from organization is i can't control my time

AFK : my personality experience in that organization is very very memorable **why I say that / why I say that** because in my organization

(Appendix 4.2:74)

ZPS : after ashar sometimes I am **listening music / listening music** and scrolling tik tok again

		(Appendix 4.3:75)
TM	: in the past a-a-aa-aaa i used to / i used to watch	
TM	: i rarely apa tadi itu de I rarely watch it	(Appendix 4.4:76)
HR	: so i can i can speak in public i can aa make a aaa sentence	(Appendix 4.5:77)
HK	: okay and i hope I hope our education environment could get any better	(Appendix 4.1:73)

Extract 12 shows that repeats occur in the middle of students' speak up. In this case, the speakers not only utter repetition of word but also repetition of phase. It can be seen the speaker AFK utter repetition of phrase "why I say that/ why I say that". The speaker tried to explain all his experience since entered to the organization that makes the speaker have a memorable experience. In addition, the speaker might repeats

those words because the speaker lost his attention about what the speaker want to say next.

Another example, there is repetition of phrase that is uses Indonesian language in the middle of repetition. In this case the speaker TM said “I rarely *apa itu tadi* I rarely”. Through this repetition the speaker confused what the speaker would utter and then the speaker felt surprised what the speaker has said because the speaker suddenly speak Indonesian language. It is common to happen to the speaker who uses English as a second language, so when the speaker felt hesitate what to say next, the speaker might put Indonesian language in the middle of a sentence.

The explanation aove related to the result of interview.

Extract 13

- | | |
|----|--|
| AW | : Based on some learning of speaking practice that I have followed, there are some who are quiet for a few seconds, repeating the same word about 3-4 times to continue their speech
(Appendix 6.6:106) |
|----|--|
- 4) F

alse Start (Unretraced)

Extract 14

- | | |
|-----|---|
| HK | : we must learn to solve oul\our problem in education by ourself
(Appendix 4.1:73) |
| AFK | : We as students an \ in a organization is a process that we must through
(Appendix 4.2:74) |

Extract 14 shows that false start (unretraced) occur in the middle of students' speak up. In this case, the speaker HK utter "oul our problem" the speakers have speech errors, and the speakers make correction of a words but the speakers do not repeat of one or more words

before corrected words, the speaker continue the next word without repeating the wrong word.

In addition, another speaker AFK utter “an in a organization”, it is also unretraced false start. In this case, the speaker getting wrong to distinguish *an* and *in* that the speaker want to say while speaking. There is no repetition of the words before the corrected word. What the speaker does is correcting words to the right ones directly.

5) False Start (Retraced)

Extract 15

HK : make us stay at home and **study on** \ **study online** and
// it makes our relationship with our friend is
increasingly rapidly not touchable

(Appendix 4.1:73)

AFK : And the last **my expect**\ **my hopes** you guys you must
enter and the similar of the organization

(Appendix 4.2:74)

ZPS : and then until maghrib **I pray**\ **I prepare** to pray
maghrib

(Appendix 4.3:75)

HR : i have aaa something **in a mind\in my mind** but i
can't aaa utterance

(Appendix 4.5:77)

Extract 15 shows that false start (retraced) occur in the middle of students' speak up. In this case, the speaker HK utter "study on\study online". It can be seen the speaker correction of a word which included one or more words before the corrected words. The speaker change word "on" into "online", because the speaker thought that "study on" is not related about his speak up. The speaker realized that she speaker make grammatical errors, and then the speaker make correction of his words.

The others speaker HR utter "in a mind\in my mind". In this case the speaker does not correct his utterance directly. The speaker decides to repeat the word "in" and then continue with the correct word. It is a good option to double-check

that the speaker's partner gets the speaker's words. When the speaker become awareness that he would have committed a speech error, the speaker fix it by repeating one or more words.

6) Corrections

Extract 16

AFK : My experience **I mean** my personality experience in that organization is very very memorable
(Appendix 4.2:74)

ZPS : then I go **I mean** then after isya there is nothing i do unless maybe i taking my dinner
(Appendix 4.3:75)

Extract 16 shows that corrections occur in the middle of students' speak up. In this case, both speakers above put words "I mean" in the middle of sentence. The speaker AFK said "my experience I mean my personality experincen". The speaker created correction error as a result of misplanned utterance by saying word "experience" in a confusing manner, and the

speakers attempt to emphasize that the word “experience” that the speaker want to express is “my personality experience”. The corrected words are meant to take the spot of what was previously expressed. It happens because what the speaker said does not plain, therefore the speaker tried to take over the previously words, which are thought to be unintentional by stating “I mean”. “I mean” is used to fix a clear grammatical error that would resulted in the statement having a significantly different meaning.

7) Interjection

Extarct 17

HK could	: okay and i hope I hope our education environment get any better	(Appendix 4.1:73)
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HR	: Okay aha i think enough about my big problem when i try to speak in a public	(Appendix 4.5:77)
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ZPS	: i checking my phone and scrolling tik tok again ahh
-----	--

yeah sometimes my friends come to my home
(Appendix 4.3:75)

Extract 17 shows that interjection occur in the middle of students' speak up. In this case, the speaker HK and HR put interjection word "ok" in the beginning of sentence. The speaker HK put that interjection because the speaker wants to end his speak up and deliver his hopes to the government. Interjection "ok" is a sign that is indicating the speaker wan to take a break from speaking in order to focus on a certain word that the speaker really intend to produce. The speaker HR also put interjection "ok" in the beginning of sentence. It happens because the speaker HR already found the intended words. The speaker ZPS put interjection "ahh yeah" in the middle of sentene. In this case the speaker has stop to pick out as just one of several possibilities that speaker could mention. Interjections are commonly used

as a kind of expression to control the flow of words relating to the issue being discussed. It is used to demonstrate to their interlocutor that they are still gathering linguistics facts to support their position.

8) Stutters

Extract 18

HK : I learn from that situation that **w-w-w-we must** learn to solve our problem in education by ourself

(Appendix 4.1:73)

AFK : we can we faou we **f-f-f find** find i i found aaa my friends my girlfriends i meet my girlfriends

(Appendix 4.2:74)

TM : I like to watching korean dramas in the past **a-a-aa-aaa i** used to i used to watch

(Appendix 4.4:76)

HR : because i don't know when when i **aa-aa-aaa when** i sit in aaa public(Appendix 5.4:82)

(Appendix 4.5:77)

Extract 18 shows that stutter occur in the middle of students' speak up. In this case, stutter in the sentence are as a result of fears of having to enunciate specific vowels or consonants, fears of being caught stuttering in social situations anxiety, stress, or a feeling of loss of control during speech. Most of speakers above being stutter before uttering the word that the speakers want to say. It can be seen the speaker AFK would say "found" but suddenly stutter the first letter of the word. And also the speaker TM stutter "a-aa-aa-" because the speaker want to say "I" because the speaker forgot what to say, so that the speaker stutter the first letter of the word.

Extract 19

TM : aa-aa aa-aa i live in Kajuara with my parents and TMo and with my TMo siblings.
--

(Appendix 4.4:76)

Extract 19 shows that stutter occur in the middle of students' speak up. In this different case of stutter, the speaker TM stutter “**aa-aa aa-aa**” in the beginning of sentence or before speaking. It can be happened because the speaker has forgotten what the speaker would deliver in her speak up. The speaker seems unable to regulate her tempo while delivering the argument. As a result, what distinguishes it from repetition is how the speaker deliver its message.

The result of the explanation above supported to the result of the interview with the student.

Extract 20

HK : Depending on what I experience, the kind of doubt I often get is stutters, because it's a natural disease, I'm always stuttering when speaking with or without someone, it is a natural pain that has come into me since I was a kid, and still can't handle when I talk about something.

(Appendix 6.5:102)

9) Slip of tongue

Extract 21

HK : the government see **thi** that the government see the case

(Appendix 4.1:73)

HR : and i don't know why it's **cha haa can't** can't can't do that

(Appendix 4.5:77)

Extract 21 shows that slip of tongue occur in the middle of students' speak up. The speaker HK slip of tongue "thi" and then say "that", it can be happened because those words have a similar phonetic or how the speaker tried to pronounce it. The speaker HR also would like to say "can't" but the speaker suddenly got pronunciation errors so the speaker utter "chaa haa". The speaker meant to simplify the lines, but the speaker messed up the word by uttering "chaa haa" which sounded like the TMO planned syllables. It most likely happened because the speaker rushing to get short of the speak up.

Extract 22

TM	: i wish a e pwaahh i used to watch it a lot but now because I am // busy with my college
TM	: they were always ah phaa a phewww were always there to cheer me on (Appendix 4.4:76)
HR	: I speak english but my accent like a bugis aaa kemudi a-a-aa pheh sorry sorry (Appendix 4.5:77)

Extract 22 shows that slip of tongue occur in the middle of students' speak up. In this case, the speakers got slip of tongue that is not include ungrammatically. Because most of the speakers above said "I wish a e pwaah" and also "phaa a phewww". In this situation, the speaker made those utterances because the speaker speak quickly.

10) Temporize

Based on the result of the observation, the researcher found another kind of hesitation that occur to the students' speaking activity.

Extract 23

HK : it makes it makes ourself more aahh aahh more aahh confidence because just you and you, your friend can't help you and 0,5 s a lot things happened in the government too.

(Appendix 4.5:77)

TM : Aahh I like to watching korean dramas in the past a-
a-aa-
aahh i used to/i used to watch

(Appendix 4.4:76)

It can be seen that the students trying to adapt one's behavior to the situation or the time. A speech temporize in the student doesn't always indicate as a problem. The teacher might merely have a slow talker who will soon talk nonstop. A hearing disability, underlying neurological or developmental issues, or both may contribute to a speech temporize. There are numerous speech delays that can be successfully remedied.

2. Discussion

The aims of this part presented about the result of research. The discussion is focused on the findings that discuss about the objective of the research. They are types of hesitation in speaking English and the factors of hesitation in speaking English. From the findings above, the researcher would discuss about the types of hesitation based on the result of observation in the classroom and the factors of hesitation based on the result of interview.

a. Types of hesitation

The researcher found there are many hesitation that occur in the students utterances and it has been presented in finding. The researcher conducted Clark and Tree theory.

1) Silent pause

Silent pause refers to the act of pausing before speaking or responding. When the students have hesitation, it occurs. It could be silence or a speaking pause. There are longer silences than there would be with an

equivalently fluent statement. The researcher found four silent pauses in the students when they spoke up in front of the classroom. The students pause about 3-5 seconds in the middle of the utterances. The students' low vocabulary and weak lexical understanding make it difficult for them to use suitable language to explain their ideas. Therefore, the students should be aware of their speaking errors so they might focus on them. The students who are mostly experiencing hesitate should practice their speak up or presentation more frequently since doing. And then the students would concentrate on their speech and take their minds off of the students' hesitation.

2) Fillers

There are two types of fillers:

1. Unlexicalized Fillers

Unlexicalized filler is a non-lexeme (non-word) used by speakers to convey

hesitancy when thinking about what to say. For example: such as *uhh*, *err*, *ee*, *aah*, *umm*, and *ehmm*. According to the findings of the classroom observation, there are TMenty-TMo unlexicalized fillers in student utterances. In that case, the researcher found that the filler *aahh* is the most common word that appears in the mid-utterances of the students. Fillers *aahh* appear twice or more in the middle of utterances. For example: It makes ourself more *aahh aahh* more *aahh* more confidence. Another example is filler occurs in the beginning of utterances. In addition, filler *uhh* and *umm* occur in the students' utterances. Unlexicalized filler is speech without meaning and was not a word. And the students put unlexicalized filler when they get hesitant and do not know what to say in their utterances.

2. Lexicalized Fillers

Fillers in the form of words or phrases, such as *well*, *yes*, *kind of*, *if you see what I mean*, *you know* are called lexicalized fillers. Based on the result of observation, the researcher only found TMO kinds of filler, which *well* and *you know* in the students' utterances. Filler *well* was included in lexicalized filler because it has the meaning *baiklah*. Putting the filler *well* in the utterances in the sentence does not change the meaning of the sentence, whether or not. But in fact, mostly EFL students' put in a sentence and it became their habit. And either native speaker usually use filler *well*. The next one is filler *you know* is either categorized in lexicalized filler because it has the meaning. The function of this filler is asking for someone

agreement or make the listener understand what is being spoken.

3) Repeats

Repeats is a part of hesitation that frequently appears when speaking. The researcher indicates there were 12 repeats of the students as a result of the observation of participants in speak up. The kinds of repeat could be a word also phrases. The repetition of the students occur TMice or three times. For example: I have *aahh* minim vocabulary or my vocabulary/vocabulary is bad. Repeats occur when the speaker prepared what to say or say next. It also indicates that the student emphasized the word that repeats.

In addition, the students repeat of phrases and put Indonesian language in it. For example: i rarely *apa tadi itu de* I rarely watch it. The student repeated the phrases while thinking of the word that would be say next. The

students tried to control their thought and suddenly slipped Indonesian language *ap aitu tadi de*. In this situation, the students tried to remember what was the students have said before. Therefore, the student covered their hesitation by repeating the same words or phrases.

4) False start (Unretraced)

False start is a word correction when the speak make speech errors in the utterances. In this case, the students corrected the words but did not repeat one or more words said earlier. The result of the researchers' observation found there were four false start unretraced appeared in the speak up utterances. The result shows the student making a false start about the word because the students utter words that have the same sound, but in this case, it was wrong, so the student was trying to corrected to the right

word. For instance: we must learn to solve our problem in education by ourselves.

Another kind of false start that appears in the students' utterances is when they make a grammatical error. The student corrected the previous words to the right word because it does not have any relation to the next word. For example, we as students and in an organization is a process that we must go through. It suggested that the students prepared for their statement. The students realized that they had grammatical errors in their utterances, so the students continue the correction by repeating the word. The students went off to the false start unretraced because of how excited they were about themselves.

5) False start (Retraced)

False start retraced is the opposite of false start unretraced. False start is a correction include one or more words and repeat before the

corrected word. The result of observation shows the researcher only found TMO false start in the students utterances. False start retraced also occur because the student also made a grammatical error. For example: i have aaa something *in a mind**in my mind* but i can't aaa utterance. It can be seen the student used to edit the wrong word to clarify and corrected the inappropriate words spoken by the speaker.

6) Correction

Corrections might happen when the speakers have forgotten something they wanted to refer to; the speakers might be looking for the right words; or the speakers might be deciding one of numerous instances to use. Based on the result of observation, the researcher found four correction appear in the students' utterances. The students necessity correct the word and selecting the appropriate words. For example: then I go *I mean* then after isya there is nothing i

do unless maybe i taking my dinner. Correction is marked by words *I mean* in the sentences. The students put that correction because the student would changed the correction phrase and continuo the specific speech to avoid misunderstanding from the listener.

7) Interjection

Interjections were used to indicate that speakers wanted to pause so they could concentrate on creating a certain word. When a speaker starts to drift off during a discussion, interjection might happen. The result of observation the researcher found there were there interjection appear in the students' utterances. The students put interjection *okay* in the beginning before start to speak, and interjection *ahh yeah* in the mid-utterances. For example: *okay* and i hope I hope our education environment could get any better. It is a common case about losing attention while

speaking, it can be because the student feels nervous speak in front of large group of people.

8) Stutter

Stutters refer to the speaker's difficulty say the first letter of a word, requiring them to repeat it in order to finish the following syllable. The result of the observation in the classroom, the researcher found there are three stutter that occur in the students' utterances. The students repeat the first syllables of the word more than three times. For example: we faou we f-f-find i find i i found aahh my friends. As a result, stutters are not among the speech errors. Speakers do the stutter because they are hesitant, stumbling, tense, jerky or nervous. Stutters are signed by repeating one letter or syllable many times before a certain word that will be said next. Stutters frequently occur when people give speeches in spontaneous situations because they

have to plan the expressions in words before delivery.

9) Slip of tongue

A speech mistake is a departure from the seemingly intended form of an utterance, often known as a slip of the tongue or misspeaking. They can be separated into purposely created wordplay or puns and unintentionally generated speech blunders. The result of observation the researcher found there are five slips of tongue appear in the students' utterances. For example: I speak english but my accent like a bugis *aaa kemudi a-a-aa pheh* sorry sorry. The students take longer to deliver on a topic. There is also hesitation circulating through explanation, perhaps because it is harder to find explanation and the right word to express. Furthermore, at the level of choice of words, there is uncertainty as to whether the speaker is unable to find the right word.

10) Temporize

Speaking is one of the subjects that students find difficult to master. The students were unable to speak properly and more fluently. consistently put off doing something crucial, like making a choice or expressing their true opinion.

CHAPTER V

CLOSING

A. Conclusion

Conclusion is drawn based on the objective of the research which consist of TMO issues.

1. Based on the result of data anyalisis, the conclusion of this research is there nine types of hesitation causes the students in speaking English class of 2019, they are silent pause; fillers (unlexicalzed & lexicalized); repeats; false start (unretraced); false start (retraced); corrections; interjection; stutters; and slip of tongue. The result of this research is, the hesitation that mostly occurs is unlexicalized fillers such as *uhh*, *err*, *ee*, *aah*, *umm*, and *ehmm*. The hesitation that least occurs is false start retraced. And all of nine types of hesitation are occurs in all of the observation that the researcher had been done before. The researcher found a new type of hesitation which is temporize. It means all of the students that the resercher have been observed are hesitate when they are speaking English.

B. Suggestion

Based on studies conducted by English Education Study Program Class of 2019 of Islamic Institute of Muhammadiyah Sinjai, the authors developed suggestion that hopefully could be benefit to the society, next researcher who will do enhanced research, and the students, namely, the following:

1. For the Institution

After the research, hopefully the lecturer should pay attention to the students' speaking skill and provide them the chance to easily communicate their opinions.

2. For the students

Students are expected to be able to improve their speaking skills in order to speak fluent English and to learn speaking strategies in order to avoid the various types of hesitation that frequently occur when speaking.

3. For the next researcher

Suggestion for the next researcher is collect more sources that has connected to references with the hesitation of students in speaking English. Especially, references 10 (ten) years ago.

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APPENDIX

Appendix 1

Research Instruments Preparation

No	Variables	Sub Variables	Indicators	Data Source	Method	Instrument Sheet
1.	Types of Hesitation	Silent Pause	The students pauses after uttering word-there The students forgot what to say The students out of idea	Students	Observation Interview	• Observation Checklist • Interview Guidance
		Fillers	The student do not know what to say The students try to remember the word they want to	Students	Observation Interview	• Observation Checklist • Interview Guidance

			say			
		Repeats	The students make grammatical errors The students are bound to repeat themselves	Students	Observation Interview	• Observation Checklist • Interview Guidance
		False Start (Unretraced)	The students use the wrong structure/grammatical	Students	Observation Interview	• Observation Checklist • Interview Guidance

		False start (Retraced)	The students try to use the right structure/grammar	Students	Observation Interview	• Observation Checklist • Interview Guidance
		Corrections	The students have forgotten something they wanted to refer to The students looking for the right words The students might be deciding one of numerous instances to use	Students	Observation Interview	• Observation Checklist • Interview Guidance

		Interjections	The students losing attention during a conversation The students interrupted while speaking	Students	Observation Interview	• Observation Checklist • Interview Guidance
		Stutter	The students difficult to say the first letters The students repeating one letter syllable before the next word	Students	Observation Interview	• Observation Checklist • Interview Guidance
		Slip of Tongue	The students utterances differ in some manner from	Students	Observation Interview	• Observation Checklist • Interview

			the planned utterance			ew Guidan ce
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Appendix 2
Interview Guidance

No	Questions	Data Source
1.	What is your main reason being hesitate while speaking?	Students Lecturer Fellowship
2.	What kind of hesitation that you ever got while speaking in front of people?	Students Lecturer Fellowship
3.	What will you do to reduce your hesitation and built your confidence to speak in front of people?	Students Lecturer Fellowship

Appendix 3

Revision Matriks

Name : Siti Karina

NIM : 180110014

Tittle : The Hesitation of Students in Speaking English
at The English

Education Study Program Class of 2019

No.	Examiner	Revision	Revised
1.	Dr. Ismail, M. Pd.	1. Das Sollen tidak tertera	Das Sollen telah dimasukkan dan dijabarkan di bagian background
		2. Reason of the research	Alasan meneliti telah ditambahkan dalam <i>backgorund</i>
		3. menemukan jenis tipe baru	Penambahan jenis tipe dari keraguan berbicara di bagian <i>findings</i> dan <i>discussion</i>
		4. Kesimpulan dalam setiap	Kesimpulan dari setiap hasil observasi

		hasil observasi	telah dijelaskan di setiap bagian dari hasil yang telah diteliti dan dijelaskan di setiap tipe.
		5. Menghapus satu rumusan masalah	Rumusan masalah dihapus menjadi satu sesuai arahan dari penguji
2.	Sitti Aminah, S.Hum., M.Hum	Penggunaan kata saya dalam penelitian	Pengubahan kata saya di ubah menjadi <i>the researcher</i>
		Tidak boleh disingkat kata I'm atau jenis kata lainnya yang serupa	Pengubahan kata I'm menjadi I am di hasil speak up

Appendix 4

Types of Hesitation

Appendix 4.1

Speak Up

Students' Utterances

Name of Students : HK
Date of Observation : 10th June, 2022.
Duration of Speak Up : 3 minutes 16 seconds
Place of Observation : Islamic Institute of
Muhammadiyah Sinjai

Thanks for your attention, aahh a i will aahh talk about aahh the transition from online class tooo offline class. I think a lot happened in this few years especially in education environment. Talk about education we already study a lot things about Corona that make us stay at home and study on\ study online and // it makes our relationship with our friend is increasingly rapidly not touchable. Yess you know the most interesting is/ interesting thing that i learn from that situation that w-w-w-we must learn to solve our\ our problem in education by ourself, because we can't stand in nearby our friend it makes it makes ourself more aahh aahh more aahh confidence because just you and you, your friend can't help

you and 0,5 s a lot things happened in the government too. The government say the virus aahh the vi aahh a lot different things that the government say that makes people confuse we can't believe what they say we can't believe our government and and people/ people sacrificing especially the lower society and their way to earn money is so hard because we feel that aahh they can't go anywhere just stay at home and the government can't do anything unless just a word. Okay> and i hope/ I hope our education environment could get any better and i hope the government the government see thi that phwhi the government see the case the government see the case aahh and take the case seriously so our/ our new generation doesn't feel the same like like happened to us. okay thank you.

Appendix 4.2

Speak Up

Students' Utterances

Name of Students : AFK
Date of Observation : 10th June, 2022.
Duration of Speak Up : 2 minutes 47 seconds
Place of Observation : Islamic Institute of Muhammadiyah Sinjai

Oke well Bismillah in this session I want to tell you about the organization. Aahh in my opinion the organization is the second place after after my home after my home in the process of // seeking my knowledge. In the organization we can find a new friends new college and new experience. We as students an\\ in a Organization is a process that we must through because the organization is very important. So i think the organization is so important for me or for us. My experience-I mean my personality experience in that organization is very very memorable why I say that/ why I say that because In my organization we can we faou we f-f-find i find i i found aahh my friends my girlfriends in my organization mmm that's where i was from to be who i am today from my organization. My difficulties/ my difficulties from organization is i can't control my time because i have more one more one

organization. And in my life i have three organization my organization better ahhh is a students affair or from the organization. And the last my expect\ my hopes you guys you must enter and the similar of the organization because the organization is very important if you want if you want to form yourself you must enter the organization. And i think just enough from me maybe just enough thank you.

Appendix 4.3

Speak Up

Students' Utterances

Name of Students : ZPS
Date of Observation : 10th June, 2022
Duration of Speak Up : 3 minutes 17 seconds
Place of Observation : Islamic Institute of Muhammadiyah Sinjai

In this opportunity I want to tell you about my daily activities or sharing to you about my daily routine. Umm some of my friends maybe think I have a boring activity, but I like it so much. Uhuh well I usually wake up at 5 a.m. to pray subuh and then I sleep I back to sleep// untillll 7 a.m. and then I checked my phone i scrolling tik tok until 8 a.m. and then I get up from my bed to do clean wash the dishes, listening music, i usually do workout or Zumba and then until // 11 or 12 or 12 I take a shower and prepared to pray dzuhur. and if I have to go to campus I will prepare to campus but if not i back to my bed to scrolling tik tok again until I feel tired and sleepy then I go to sleep. Ummm until maybe I wake up at 3 p.m. to prepare pray ashar, after ashar sometimes I am listening music/listening music and scrolling tik tok again until i feel bored I will go to out hangout with my friend or i go alone to buy something. I

Like eating so much, so I maybe go to out to buy some foods or snacks and after that i back to home again i checking my phone and scrolling tik tok again >ahh yeah sometimes my friends come to my home sooo we do a girl's times like gossip and something like that and then until maghrib I prepare to pray maghrib and until isya i usually read qur'an from maghrib until isya then I go I mean then after isya there is nothing i do unless maybe i taking my dinner. after dinner i go to bed to scrolling Tiktok until i fall asleep. Okay thank you that's my boring daily activity but i love it so much. Thank you for your nice attention.

Appendix 4.4

Speak Up

Students' Utterances

Name of Students : TM
Date of Observation : 11th June, 2022
Duration of Speak Up : 3 minutes 35 seconds
Place of Observation : Islamic Institute of Muhammadiyah Sinjai

Assalamu'alaikum Warohmatullahi Wabarakatuh, well let me introduce myself my name is ATMA. Aahh I am aahh sixth semester student at aaa islamic institute of muhammadiyah sinjai I am twenty one years old in the five months i will be twenty TMO years old. Aahh I like to watching korean dramas in the past a-a-aa- aahh i used to/ i used to watch i wush a e pwaahh i used to watch it a lot but now because I am _// busy with my college I ah orgene orge umm with my organization i rarely apa tadi itu de/I rarely watch it. aa-aa aa-aa i live in Kajuara with my parents and with my TMO siblings. And you know in 2018 i had many failures that aahh that made me aahh mental and physically down. Maybe it was the year that broke my life down. Aaa but i can go through it all because because/because/because i have parents who always support me

and guide from behind. Umm when everyone left me they were always ah phaa a phewww were always there to cheer me on. Aahh that's my story about aa the summary story of my life maybe. I just hope that the one story like 2018 going 2018 again and the last I say solidarity is our life. Assalamu'alaikum Warohmatullahi Wabarakatuh.

Appendix 4.5

Speak Up

Students' Utterances

Name of Students : HR
Date of Observation : 11th June, 2022
Duration of Speak Up : 4 minutes 3 seconds
Place of Observation : Islamic Institute of Muhammadiyah Sinjai

Assalamualaikum Warohmatullahi Wabarokatuh, for the first let me introduce myself my name is HR and I am from English education study program. In this time I wanna tell you something about about my difficult or my problem when i/when i aahh try to aahh speak in a public or public speaking and i think maybe problem for the first is aahh i have aahh self confidence-i have bad at self confidence why i say that because i don't know when when i aa-aa-aa-a when i sit in aaa public aaa i don't know i just blank but i have aaa something in a mind\\in my mind but i can't aaa utterance that i can't utterance that aaa and i don't know why it's cha haa can't can't can't do that and for the aaa TMo the third it's about vocabulary. Okay vocabulary because aaa i // honestly i have aaa minim vocabulary or vocabulary/my vocabulary is bad aa but i always try aaa i always try to reading or hearing hear aa video in

English aaa in english to take many vocabulary about that so i
can/i can speak in public i can aa make a aaa sentence ahhh i
can make a sentence. And the next and the next it's about
ummm my

Appendix 5

Indicators of Hesitation Types

Appendix 5.1

Name of Student : HK
 Duration of Speak Up : 3 minutes 16 seconds
 Date of Observation : 10th June, 2022
 Place of Observation : Islamic Institute of Muhammadiyah Sinjai

No.	Indicators	Criterion	Qualification	
			Yes	No
1	Silent Pause	The students pauses after uttering word	√	
		The students forgot what to say	√	
		The students out of idea		√
2	Fillers	Unlexicalized: The student do not know what to say	√	
		Lexicalized: The students try to remember the word they want to say	√	
3	Repeats	The students make grammatical errors	√	
		The students are bound to repeat themselves	√	
4	False Start (Unretraced)	The students use the wrong structure/grammatical.	√	
5	False Start (Retraced)	The students try to use the right structure/grammar	√	
6	Corrections	The students have forgotten something they wanted to	√	

		refer to		
		The students looking for the right words	√	
		The students might be deciding one of numerous instances to use.	√	
7	Interjection	The students losing attention during a conversation		√
		The students interrupted while speaking		√
8	Stutters	The students difficult to say the first letters; The students repeating one letter syllable before the next word	√	
9	Slip of Tongue	The students utterances differ in some manner from the planned utterance	√	

Appendix 5.2

Name of Student : AFK

Duration of Speak Up : 2 minutes 47 seconds

Date of Observation : 10th June, 2022

Place of Observation : Islamic Institute of Muhammadiyah Sinjai

No.	Indicators	Criterion	Qualification	
			Yes	No
1	Silent Pause	The students pauses after uttering word	√	
		The students forgot what to say	√	
		The students out of idea	√	
2	Fillers	Unlexicalized: The student do not know what to say	√	
		Lexicalized: The students try to remember the word they want to say	√	
3	Repeats	The students make grammatical errors	√	
		The students are bound to repeat themselves	√	
4	False Start (Unretraced)	The students use the wrong structure/grammatical.	√	
5	False Start (Retraced)	The students try to use the right structure/grammar	√	

6	Corrections	The students have forgotten something they wanted to refer to	√	
		The students looking for the right words	√	
		The students might be deciding one of numerous instances to use.	√	
7	Interjection	The students losing attention during a conversation		√
		The students interrupted while speaking		√
8	Stutters	The students difficult to say the first letters; The students repeating one letter syllable before the next word	√	
9	Slip of Tongue	The students utterances differ in some manner from the planned utterance	√	

Appendix 5.3

Name of Student : ZPS

Duration of Speak Up : 3 minutes 17 seconds

Date of Observation : 10th June, 2022

Place of Observation : Islamic Institute of Muhammadiyah Sinjai

No.	Indicators	Criterion	Qualification	
			Yes	No
1	Silent Pause	The students pauses after uttering word	√	
		The students forgot what to say	√	
		The students out of idea		√
2	Fillers	Unlexicalized: The student do not know what to say	√	
		Lexicalized: The students try to remember the word they want to say	√	
3	Repeats	The students make grammatical errors	√	
		The students are bound to repeat themselves	√	
4	False Start (Unretraced)	The students use the wrong structure/grammatical.	√	
5	False Start (Retraced)	The students try to use the right structure/grammar	√	
6	Corrections	The students have forgotten something they wanted to	√	

		refer to		
		The students looking for the right words	√	
		The students might be deciding one of numerous instances to use.		√
7	Interjection	The students losing attention during a conversation		√
		The students interrupted while speaking		√
8	Stutters	The students difficult to say the first letters;		√
		The students repeating one letter syllable before the next word	√	
9	Slip of Tongue	The students utterances differ in some manner from the planned utterance	√	

Appendix 5.4

Name of Student : TM

Duration of Speak Up : 3 minutes 35 seconds

Date of Observation : 11th June, 2022

Place of Observation : Islamic Institute of Muhammadiyah Sinjai

No.	Indicators	Criterion	Qualification	
			Yes	No
1	Silent Pause	The students pauses after uttering word	√	
		The students forgot what to say	√	
		The students out of idea	√	
2	Fillers	Unlexicalized: The student do not know what to say	√	
		Lexicalized: The students try to remember the word they want to say	√	
3	Repeats	The students make grammatical errors	√	
		The students are bound to repeat themselves	√	
4	False Start (Unretraced)	The students use the wrong structure/grammatical.	√	
5	False Start (Retraced)	The students try to use the right	√	

		structure/grammar		
6	Corrections	The students have forgotten something they wanted to refer to	√	
		The students looking for the right words	√	
		The students might be deciding one of numerous instances to use.	√	
7	Interjection	The students losing attention during a conversation		√
		The students interrupted while speaking	√	
8	Stutters	The students difficult to say the first letters;	√	
		The students repeating one letter syllable before the next word	√	
9	Slip of Tongue	The students utterances differ in some manner from the planned utterance	√	

Appendix 5.5

Name of Student : HR

Duration of Speak Up : 4 minutes 3 seconds

Date of Observation : 11th June, 2022

Place of Observation : Islamic Institute of Muhammadiyah Sinjai

No.	Indicators	Criterion	Qualification	
			Yes	No
1	Silent Pause	The students pauses after uttering word	√	
		The students forgot what to say	√	
		The students out of idea	√	
2	Fillers	Unlexicalized: The student do not know what to say	√	
		Lexicalized: The students try to remember the word they want to say	√	
3	Repeats	The students make grammatical errors	√	
		The students are bound to repeat themselves	√	
4	False Start (Unretraced)	The students use the wrong structure/grammatical.	√	
5	False Start (Retraced)	The students try to use the right structure/grammar	√	

6	Corrections	The students have forgotten something they wanted to refer to	√	
		The students looking for the right words	√	
		The students might be deciding one of numerous instances to use.		√
7	Interjection	The students losing attention during a conversation		√
		The students interrupted while speaking	√	
8	Stutters	The students difficult to say the first letters;	√	
		The students repeating one letter syllable before the next word	√	
9	Slip of Tongue	The students utterances differ in some manner from the planned utterance	√	

Appendix 6

Data of Interview Result

Appendix 6.1 Student's Interview

Name : HR
Date of Interview : June 15th 2022.
Place of Observation : Islamic Institute of
Muhammadiyah Sinjai

S : *Bismillahirrahmanirrahim assalamu'alaikum
warahmatullah wabarakatuh*

HR : *Wa'alaikumsalam warahmatulahi wabarakatuh*

S : *Baik dalam hal ini saya mahasiswa tadris bahasa
inggris semester delapan ingin melakukan penelitian
atau bisa disebut dengan interview, jadi saya ingin
mewawancarai saudara, apakah saudara bersedia
untuk diwawancarai?*

HR : *Iya saya bersedia*

S : *Iya baik, pertanyaan yang hendak saya ajukan kepada
saudari itu tidak yaitu apa alasan utama Anda merasa
ragu ketika sedang berbicara?*

HR : *Iya kalau alasan saya pribadi kurangnya vocabulary
itu merupakan salah satu factor yang membuat saya
ragu dalam berbicara, karena misalnya kita hanya*

memiliki sedikit vocabulary otomatis keraguan dalam berbicara dalam diri itu lebih besar karena kita tidak bisa menyampaikan apa yang ingin kita sampaikan ketika penguasaan vocabulary kita itu sangat minim jadi itu sangat berpengaruh dalam speaking juga

S : *Apakah saudara merasa kesulitan menghafalkan atau menguasai yang namanya vocabulary?*

HR : *Kalau menurut saya, tergantung jenis vocabularynya bagaimana, misalnya kalau diminta untuk menghafalkan vocabulary misalnya kalau vocabularynya itu yang kurang familiar berarti kalau diminta untuk menghafal memang agak sulit, tergantung bagaimana vocabularynya, kalau misalnya familiar berarti kita mudah untuk menghafalnya sebaliknya jika yang sulit atau jarang didengar atau jarang kita temukan itu sulit untuk menghafalnya*

S : *Jenis keraguan seperti apa yang Anda biasa dapatkan ketika berbicara di depan banyak orang?*

HR : *Yah ada beberapa seperti saya kadang mengambil waktu beberapa detik untuk berpikir dan juga kadang terbata-bata saat berbicara. Waktu saya semester satu itu sering merasa ragu untuk berbicara dihadapan*

umum karena takut salah, takut orang lain tidak bisa paham apa yang saya katakan

S : *Okay pertanyaan selanjutnya, apakah saudara ini tertarik belajar speaking? Maksud saya bagaimana saudara ini menggambarkan ketertarikan dalam belajar speaking?*

HR : *Ketertarikan saya dalam belajar speaking itu, saya sangat sangat tertarik karena saya memang suka menonton film bahasa inggris dan saya sangat tertarik ketika orang-orang bisa berbicara lancar dengan menggunakan bahasa inggris, saya juga menjadikan itu sebagai motivasi karena saya juga suka speaking tapi kurang percaya diri, apalagi diproposal iniu saya juga mengambil skill speaking untuk penelitian jadi saya akan lebih menggali ketertarikan saya mengenai speaking untuk mengimprove speaking saya juga*

S : *Apakah saudara pernah merasa bahwa mempelajari bahasa inggris itu susah jadi anda kurang motivasi untuk mempelajari speaking?*

HR : *Iya, apalagi waktu baru belajar bahasa inggris itu saya merasa memang saya kesulitan, tapi lama-kelamaan sudah lebih terbiasa dan bukan mudah tpi*

saat ini sudah merasa lebih baik untuk mempelajari bahasa inggris, saya sangat tertarik

S : *Sejauh ini setelah mengalami pengalaman berbicara, bagaimana cara saudara menguangi rasa keraguan pada saat berbicara?*

HR : *Iya, kalau mengenai hal itu Kembali lagi bagaimana cara saya mengembangkan diri saya praktek dalam berbicara, menguasai vocabulary dan juga menanamkan rasa percaya diri agar tak merasa ragu berbicara di depan banyak orang.*

S : *Baik saudara, semoga kita semua bisa meningkatkan kemampuan bahasa Inggris kita dengan baik.*

HR : *Iya miss*

S : *Terimakasih atas waktunya untuk menjawab beberapa pertanyaan ini dan terimakasih atas waktunya. Assalamu'alaikum warahmatullahi wabarakatuh*

HR : *Wa'alaikumsalam Warahmatullahi Wabarakatuh*

Appendix 6.1 Student's Interview

Name : HR

Date of Interview : June 15th 2022.

Place of Observation : Islamic Institute of
Muhammadiyah Sinjai

S : Bismillahirrahmanirrahim assalamu'alaikum
warahmatullah wabarakatuh

HR : Wa'alaikumsalam warahmatulahi wabarakatuh

S : I am an eight semester student who wants to do
research or be called an interview, so I would like to
interview you. Would you be willing to be
interviewed?

HR : Yes I do.

S : Yes, well, the question I was going to ask to you, what
is the main reason you were hesitant when speaking?

HR : Yes, personally, lack of vocabulary is one factor that
makes me hesitate in speaking. For example, when we
only have a few vocabulary, automatically hesitation
in speaking within that is bigger because we cannot
express what we want to express when our mastery of
vocabulary was very scarce, so it was very influential
in speaking as well.

S : Do you find it difficult to memorize or master vocabulary?

HR : In my opinion, depending on what kind of vocabulary one might have, one might find it difficult to memorize it. For example, if one were to memorize a vocabulary, such as if one's unfamiliar with it meant memorizing it, depending on what it was, if one's familiar, it would be easy to memorize it. If one's unfamiliar, it would be difficult to memorize it.

S : What kind of hesitate do you usually get when talking in front of a lot of people?

HR : Well there are some. Sometimes I was take a few seconds to think and also stammer while talking. During my first semester I was often hesitant to speak in public for fear of being wrong, afraid that others would not understand what I was saying.

S : Yes, well, have you ever felt nervous or afraid to speak up in front of a large group of people?

HR : Of course, during the first semester, I was often hesitant to speak English in public for fear of being wrong, afraid that others would not understand what I was saying.

S : Okay next question. Are you this interested in learning to speak? I mean, how did you figure out the interest in speaking?

HR : My interest in speaking it, I was very very interested in speaking it because I did love watching English movies and I was very interested when people could speak fluently in English. I also made it into a motivation because I also loved speaking it but lacked confidence. Especially in my own proposal, I also took speaking skills for research, so I would further dig up my interest in speaking to improve my speaking as well.

S : So far based on your experience, what will you do to reduce your hesitation and reconstructed your confidence to speak?

HR : Yes, if it comes back to how I developed myself practice speaking, mastering vocabulary and also instilling confidence so as not to hesitate in front of many people..

S : Well, sisters, I hope we can all improve our English skills well

HR : Yes I miss

S : Thank you for taking the time to answer some of these questions and thank you for your time.

Assalamu'alaikum warahmatullahi wabarakatuh

HR : Wa'alaikumsalam Warahmatullahi Wabarakatuh

Appendix 6.2 Student's Interview

Name : TM

Date of Interview : June 15th 2022

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : *Assalamu'alaikum warahmatullah wabarakatuh*

TM : *Wa'alaikumsalam warahmatullahi wabarakatuh*

S : *Bolehkah saya menyita waktu anda sebentar untuk melakukan interview?*

TM : *Boleh miss*

S: : *Baik saya mahasiswa semester akhir dalam hal ini akan melakukan interview mengenai apa yang menjadi topik pembicaraan saya dipenelitian yakni apa alasan utama Anda merasakan keraguan ketika berbicara?*

TM : *Iya menurut saya karena ketika kita kurang dalam penguasaan vocabulary kita juga akan merasa kikuk ataukah ragu untuk bisa berbicara didepan umum berbicara bahasa inggris, ketika kita minim dengan vocabulary dari bahasa inggris tentunya rangkaian*

kata itu tidak bisa terungkap karena kekurangannya vocabulary

S : Apakah saudara ini merasa kesulitan menguasai ataupun menghafalkan vocabulary dalam kehidupan sehari-hari

TM : saya rasa tergantung juga dari bagaimana kita menguasai vocabulary setiap hari, seperti halnya ketika kita mendengarkan sebuah lagu otomatis kita mendapatkan vocabulary baru dengan biasanya juga kita setiap hari pasti menemukan vocabulary baru, sebenarnya saya tidak merasa sulit dalam menguasai atau menghafalkan vocabulary, karena vocabulary itu cuma satu kata, jadi ketika kita dapat vocabulary baru saya rasa itu gampang untuk bisa dipahami setiap hari, misalnya ketika kita juga mendengarkan lagu, otomatis kita juga mendapatkan vocabulary baru dan otomatis kita juga akan lebih gampang untuk bisa menghafalkan dan memahami vocabulary yang ada dan yang tdk kita ketahui akan menjadi tahu

S : Apa faktor penghambat saudara ketika kurang menguasai vocabulary?

TM : Mungkin karena rasa malas mungkin, apalagi kalau perempuan juga mood-moodan, jadi saya rasa

mungkin rasa malas bisa mempengaruhi, apalagi jika vocabularynya kurang menarik

S : Jenis keraguan seperti apa yang biasa saudara dapatkan ketika berbicara di depan banyak orang?

TM : Kalau misalnya saya berbicara atau speech di depan umum, rasa ragu pasti ada, cemas juga, linglung juga di depan khalayak umum, pasti kita mengalami keraguan berbicara entah itu karena kecemasan itu sehingga apa yang mau kita sampaikan itu terskak ditengah jalan, padahal sebelumnya tampil berbicara di dapan umum, itu pasti santai, tapi semenjak di depan umum itu semua mata audience itu tertuju kepada kita dan itu membuat kita tertekan jadi lupa apa yang ingin disampaikan dan karena kecemasan itu, karena kekhawatiran, orang-orang juga melihat kepada kita tujuannya satu fokus, jadi kita merasa ragu untuk bisa berbicara, takut untuk bisa mengungkapkan pendapat kita atau apa yang ingin dikatakan

S : Lalu melihat kondisi yang anda alami seperti itu, bagaimana cara Anda mengurangi keraguan dalam berbicara dan membangun rasa percaya diri dalam diri Anda?

TM : *Yang perlu saya lakukan yaitu memperbanyak lagi perbendaharaan kosa kata dan praktek/Latihan sehingga mampu menimbulkan pembiasaan pada diri saya.*

S : *Iya baik, saya pikir cukup untuk interview ini, terimakasih atas kesediaan waktunya dalam interview ini.. Assalamu'alaikum Warahmatullahi Wabarakatuh*

TM : *Wa'alaikumsalam Warahmatullahi Wabarakatuh*

Appendix 6.2 Student's Interview

Name : TM

Date of Interview : June 15th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : Assalamu'alaikum warahmatullah wabarakatuh

TM : Wa'alaikumsalam warahmatulahi wabarakatuh

S : May I take you time for e few minutes to don an
interview?

TM : Yes, you can. My pleasure

S : OK, I am the last semester student. In this case, I will
do an interview on what my topic research. What your
main reason is to feel hesitate when speaking?

TM : Yes, I believe that because we lack vocabulary
mastery, we feel clumsy or hesitant to speak in public.
When we are minimal in our English vocabulary, of
course, the series of words cannot be revealed because
of the lack of vocabulary.

S :Do you feel difficulty mastering or memorizing
vocabulary in daily life?

TM : I think it also depends on how we master vocabulary
every day, just like when we listen to a song we
automatically get new vocabulary, usually we will find

new vocabulary every day. I don't find it difficult to master or memorize vocabulary. Because vocabulary is only one word, so when we get new vocabulary I think it is easy to understand every day. For example, when we also listen to songs, automatically we also get new vocabulary, and automatically we will also find it's easier to memorize and understand existing vocabulary, and what we don't know will become known.

S : What kind of hesitation do you normally have when talking to in front of large group of people?

TM : For example, if we speak or speak in public, we will have hasitate. We will also be hesitant and confused in front of the general public. We will definitely experience hesitate in speaking, whether it's because of what we want to say is stuck in the middle of the utterances. Whereas before appearing to speak in public, it must be relaxed, since in public, all eyes are on us and it makes us depressed, we forget what we want to say.

S : Then based on your condition as you do, how you reduce the hesitation in your speaking and build confidence in yourself?

TM : What I needed to do was increase my vocabulary and practice so that I was able to raise enough of it.

S : Okay fine, maybe that's enough for this interview.
Thank you for your willingness. Assalamu'alaikum
Warahmatullahi Wabarakatuh

TM : Wa'alaikumsalam Warahmatullahi Wabarakatuh

Appendix 6.3 Student's Interview

Name : AFK

Date of Interview : June 17th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : *Bismillahirrahmanirrahim assalamu'alaikum
warahmatullah wabarakatuh*

AFK : *Wa'alaikumsalam warahmatulahi wabarakatuh*

S : *Selamat siang*

AFK : *Selamat siang*

S : *Baik, bolehkah saya menyita waktu saudara beberapa
menit kedepan untuk melakukan interview?*

AFK : *Boleh silahkan*

S : *Okay, baik dalam hal ini saya mahasiswa semester
akhir ingin mengajukan beberapa pertanyaan terkait
penelitian saya. Pertanyaan pertama saya, apa alasan
utama Anda merasa ragu ketika sedang berbicara?*

AFK : *Iya, salah satu factor ketika saya berbicara di depan
umum terkhusus menggunakan bahasa inggris salah
satunya yaitu kurangnya vocabulary, karena
vocabulary itu juga merupakan salah satu ataupun
basic, namun disini saya masih kurang akan hal*

tersebut sehingga biasa ketika saya berbicara di depan mungkin kadang ada perkataan bahkan saya biasa diam dan banyak berfikir terlalu lama jeda sehingga hal tersebut mengambil banyak waktu.

S : Apakah saudara merasa kesulitan menguasai atau menghafalkan vocabulary?

AFK : Untuk masalah penghafalan terhadap vocabulary, sebenarnya saya bisa dan terbilang agak bisa mudah, namun mungkin karena factor kemalasan, dan terhadap waktu mungkin karena tidak bisanya menejemen waktu kapan saya harus menghafal vocabulary tersebut

S : Apakah Anda sering merasa ragu ketika berbicara? Jenis keraguan yang anda dapatkan?

AFK : Saya sering mengalami kebanyakan menggunakan eee pada saat berbicara dan juga lupa denga napa yang ingin disampaikan.

S : Okay, selanjutnya apakah saudara pernah merasa khawatir atau takut untuk berbicara atau merasa ragu berbicara di depan banyak orang?

AFK : Iya, saya sekarang bahkan dari awal itu ketika saya ingin berbicara didepan umum itu saya sangat ragu,

*karena itu kurangnya vocabulary yang saya kuasai
dan mungkin menjadi salah satu factor keraguan saya*

*S : Okay, apakah saudara merasa percaya diri berbicara
didepan banyak orang?*

*AFK : Sebenarnya kalau dalam bahasa inggris itu masih
kurang percaya diri*

*S : Kalau begitu bagaimana Anda cara anda mengurangi
keraguan anda pada saat berbicara di depan banyak
orang?*

*AFK : saya harus mempersiapkan sub sub poin yang akan
disampaikan, juga sebelum berbicara di depan umum,
menetralkan atau focus terhadap apa yang ingin
disampaikan*

*S : Okay baik,, terimakasih atas kesediaannya.
Wassalamu'alaikum Warahmatullahi Wabarakatuh*

AFK : Wa'alaikumsalam Warahmatullahi Wabarakatuh

Appendix 6.3 Student's Interview

Name : AFK

Date of Interview : June 17th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : Bismillahirrahmanirrahim assalamu'alaikum
warahmatullah wabarakatuh

AFK : Wa'alaikumsalam warahmatulahi wabarakatuh

S : Good afternoon.

AFK : Good afternoon.

S : OK, may I take your time for the next few minutes to
conduct an interview?

AFK : Can you please

S : Okay, so I am a final semester student in this case, I
want to ask some questions related to my research,
which is about the factors of hesitation, or the factor of
hesitation to speak. My first question is, what is the
main reason you have doubts when talking?

AFK : Yes, one of the factors when I speak in public,
especially in English, is the lack of vocabulary,
because that vocabulary is also one of the basics, but
here I am still lacking in that, so it is normal when I
speak in front of maybe sometimes there are words. I

am used to being silent and thinking a lot for too long
a pause so that it sucks up a lot of time.

S : Do you find it difficult to master or memorize
vocabulary?

AFK : For the problem of memorizing vocabulary, actually I
can and it is fairly easy, but maybe because of laziness
and lack of time, maybe because I can't manage time
when I have to memorize the vocabulary.

S : Okay, Do you often have hesitation when talking?
What kind of hesitation you get?

AFK : I often experienced most using “eee” during
conversation and also forgot what to say.

S : Okay, so have you ever been nervous or afraid to
speak in front of a large group of people?

AFK : Yes, even from the beginning, when I wanted to speak
in public, I was hesitate, because of the lack of
vocabulary that I mastered and it might be a factor in
my hesitant

S : Okay, do you feel confident speaking in front of a
large audience?

AFK : Actually, in English, you still lack confidence.

S : Then how do you reduce your hesitation when talking
in front of people?

AFK : I have to prepare sub points to be delivered, as well before speaking in public, neutralize or focus on what to say. And improve my speaking skill with lots of practices.

S : Alright then. Thank you for your willingness.
Wassalamu 'alaikum Warahmatullahi Wabarakatuh

AFK : Wa'alaikumsalam Warahmatullahi Wabarakatuh

Appendix 6.4 Student's Interview

Name : ZPS

Date of Interview : June 17th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : *Assalamualaikum Warahmatullahi Wabarokatuh*

ZPS : *Waalaikumsalam Warahmatullahi Wabarokatuh*

S : *Dalam hal ini saya akan melakukan wawancara kepada saudara, apakah saudara berkenaan di wawancarai?*

ZPS : *Iya bersedia*

S : *Baik, hal hal yang ingin saya tanyakan tidak lepas dari apa yang menjadi penelitian saya, yakni keraguan dalam berbicara. Pertanyaan saya, apa alasan utama anda ragu ketika berbicara?*

ZPS : *Alasan utamanya yah saya tidak percaya diri berbicara di depan banyak orang, dan kurang menguasai beberapa kosa kata.*

S : *Apakah saudara merasa kesulitan menguasai/menghafalkan vocabulary sampai sejauh ini?*

ZPS : *Kalau sampai sejauh ini, selagi saya lagi tidak malas itu kalau misalkan menghafal saya bisa, cuman itu*

kurang termotivasi dalam belajar, sering malas menghafal sehingga saya tidak memiliki banyak kemampuan menguasai vocabulary

S : *Apakah yang membuat anda merasa tidak percaya diri berbicara didepan banyak orang?*

ZPS : *Iya, persoalan kepercayaan diri sih itu kalau misalkan kita baru mau naik ke panggung semuanya siap tapi kadang nge blank lupa mau bilang apa, biasa itu karena tergantung audience yang hadir, kalau misalkan audience yang lihat ki itu merasa lebih jago kayak kadang kadang itu mudahki nge blank sehingga vocabulary hilang, grammar hilang, jadi begitu kadang ragu juga tergantung itu audience.*

S : *Keraguan seperti apa yang Anda sering dapatkan ketika berbicara?*

ZPS : *Pada saat berbicara saya merasa gugup, diam beberapa detik untuk memikirkan kata selanjutnya.*

S : *Lalu apa yang anda lakukan untuk mengurangi keraguan Anda pada saat berbicara di depan banyak orang?*

ZPS : *Yah kembali lagi kepada pribadi masing-masing bagaimana cara mengatasi hal tersebut. Karena menurut saya sebelum berbicara alangkah baiknya*

mempersiapkan diri dengan matang baik dari segi bahasa tubuh, pergerakan tangan dan juga tidak menatap langsung mata peserta yang ada dihadapan kita.

S : Wah jawaban yang sangat mengedukasi. Baik terimakasih atas kesediaannya melakukan interview ini. Aassalamu'alaikum warahmatullahi wabarakatuh

ZPS : Waalaikumsalam warahmatullahi wabarakatuh

Appendix 6.4 Student's Interview

Name : ZPS

Date of Interview : June 17th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : Assalamualaikum Warahmatullahi Wabarokatuh

ZPS : Waalaikumsalam Warahmatullahi Wabarokatuh

S : In this case, I will conduct an interview with you. Are you related to being interviewed?

ZPS : Yes, I am willing.

S : OK, the questions I have can't be separated from what I am researching, namely hesitation in speaking. My question is what is the main reason you hesitate when talking?

ZPS : Yes, The main reason is that I am not confident in speaking in front of a lot of people, and less in mastering some vocabulary..

S : Do you find it difficult to master or memorize vocabulary so far? ?

ZPS : So far, while I am not lazy and can memorize it, I am not motivated to learn and am frequently lazy to memorize, so I lack vocabulary mastery skills.

S What makes you feel insecure speaking in front of a lot of people?

ZPS : Yes, it's a matter of confidence. For example, we just want to go on stage, everything is ready, but sometimes it's blank and we forget what to say. Usually it depends on the audience present. For example, the audience who look at us that has high ability speaking, sometimes it's easy to blank, so that vocabulary is lost, grammar is lost, so sometimes I was hesitate depending on the audience.

S : What kind of hesitation you often get when talking?

ZPS : Honestly, learning to speak is actually my favorite subject in English because I think it's easier for to speak, but there must be situations where I have hesitate because of the grammar problem. I am really good at speaking, but I just talk, but grammar and other matters are very minimal. That's why I still often have hesitation. At the time of speaking I felt nervous, quiet a few seconds to think about the next word

S : Then what do you do to reduce yourhesitate at the time speaking in front of people?

ZPS : Well back again to the individual how to deal with the matter. Because according to me before speaking how

well to prepare yourself with matured in terms of body language, hand movements and also not look directly at the eyes of the participants who are facing us.

S : OK, thank you for being willing to do this interview.

Wassalamu'alaikum warahmatullahi wabarakatuh

ZPS : Waalaikumsalam warahmatullahi wabarakatuh

Appendix 6.5 Student's Interview

Name : HK

Date of Interview : June 17th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : *Bismillahirrahmanirrahim*

assalamu'alaikumwarahmatullah wabarakatuh

HK : *Wa'alaikumsalam warahmatulahi wabarakatuh*

S : *Terimakasih atas waktunya untuk melakukan wawancara ini, apakah anda berkenan untuk, apakah anda memiliki waktu menjawab beberapa pertanyaan kedepan ini*

HK : *Iya saya berkenan*

S : *Okay baik, dalam hal ini saya akan mengajukan beberapa pertanyaan dimana tentang factor-faktor dari keraguan dalam berbicara atau hesitation student, dalam proses berbicara beberapa orang tidak lepas dari keraguan dalam berbicara. Berdasarkan pengalaman Anda, apa alasan utama anda merasa ragu ketik sedang berbicara?*

HK : *Alasan mengapa saya ragu-ragu saat berbicara adalah karena saya tidak memiliki kosa kata, saya tidak tahu apa yang ingin saya katakan jika saya tidak*

mengenal bahasa Inggris dari beberapa kata, terutama kita sebagai orang Indonesia yang bahasa Inggris bukan bahasa ibu kita, jadi kita harus berlatih berbicara atau menghafal kata-kata untuk menjadi pembicara yang baik.

S : *Okay, bagaimanakah saudara, bagaimanakah cara saudara mengimprovisasi kosakata yang anda ingin kuasai?*

HK : *Oh iya, cara untuk improvenya itu, ya mungkin kita bisa menggunakan kata lain yang memiliki makna yang berbeda, yang berbeda dengan kata yang tidak kita ketahui apa artinya*

S : *Okay baik, selanjutnya apakah jika anda berbicara didepan banyak orang, apakah anda pernah merasa tidak percaya diri atau lebih percaya diri ketika berbicara didepan banyak orang*

HK : *Untuk sejauh ini, saya kadang merasa kurang percaya diri karena karena mungkin orang-orang yang ada di depan kita seperti orang yang terkenal atau orang besar seperti ibu bupati atau rector yah ada tekanan atau suasana forum yang saya rasakan itu sedikit lebih menegangkan dari yang sebelumnya atau seperti yang ada pada kelas.*

S : *Selanjutnya, dalam situasi berbicara di depan umum, keraguan seperti apa yang Anda rasakan?*

HK : *berdasarkan apa yang saya alami, jenis keraguan yang sering saya dapatkan adalah stutters, karena itu adalah penyakit alami, saya selalu stuttering saat berbicara dengan atau tanpa seseorang, itu adalah sakit alami yang telah masuk ke dalam saya sejak saya masih kecil, dan masih tidak dapat menangani ketika saya berbicara tentang sesuatu.*

S : *Iya ini bisa dikatakan menjadi factor dari dalam diri Anda juga, lalu dengan keadaan yang seperti itu, bagaimana cara Anda mengurangi rasa keraguan dan menjadi percaya diri berbicara di depan banyak orang?*

HK : *Seperti yang saya katakan sebelumnya, saya harus berlatih untuk berbicara atau menghafal atau memahami kata-kata atau topik yang ingin saya bicarakan atau menyampaikan. misalnya jika topik ini tentang COVID, saya perlu meneliti tentang itu, seperti di mana itu berasal, siapa yang bisa terinfeksi dan dll. setelah saya mendapatkan semua tentang Covid, saya akan berpraktek untuk mengingat dan memahami topik. oleh karena itu, saya dapat*

*membangun kepercayaan diri saya untuk bicara di
depan orang-orang tanpa ragu-ragu.*

S : *Okay baik terimakasih atas kesediannya,
Assalamu'alaikum Warahmatullahi Wabarakatuh*

HK : *Wa'alaikumsalam warahmatullahi wabarakatuh*

Appendix 6.5 Student's Interview

Name : HK

Date of Interview : June 17th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : Bismillahirrahmanirrahim Assalamu'alaikum
Warahmatullah Wabarakatuh

HK : Wa'alaikumsalam warahmatulahi wabarakatuh

S : Thanks for taking the time to do this interview. Would
you care to do you have time to answer some of these
questions ahead?

HK : Yes, I do

S : Okay well, in this case I will ask a few questions
about where from hesitate in speaking, in the process
of speaking some people are not free of hesitate in
speaking. Based on your experience, what is the main
reason you feel hesitate while speaking?

HK : the reason why i am being hesitate while speaking is
because I lack of vocabularies, i do not know what I
want to say if I do not know the English of some
words, especially we are as Indonesian which is
english is not our mother language, so we have to

practice to speak or memorize words to be a good speaker.

S : Okay, Okay, how do you improvise the vocabulary you want to master?.

HK : Oh yes, the way to improvise that, yes maybe we can use other words that have different meanings, which are different from words we do not know what it means.

S : What if you speak in front of a lot of people, have you ever felt insecure or more confident when speaking in the front of many people?

HK : Oh yes, the way to improve it, maybe we can use another word that has a different meaning, which is different from a word that we don't know what it means.

S : Okay, so what if you have to speak in front of a large group of people? Have you ever felt insecure or more confident when speaking in front of a large group of people?

HK : So far, I sometimes feel less confident because maybe the people in front of us are like famous people or big people like the regent or rector. Yes, there is the pressure or atmosphere of the forum that I feel is a

little more stressful than the previous one or like in class.

S : Next, in the situation of speaking in public, what kind of hesitates do you feel?

HK : Depending on what I experience, the kind of doubt I often get is stutters, because it's a natural disease, I'm always stuttering when speaking with or without someone, it is a natural pain that has come into me since I was a kid, and still can't handle when I talk about something.

S : Yes, it can be said to be a factor from within you too, then with such a situation, how do you reduce the feeling of hesitate and become confident talking in front of many people?

HK : Just like I said before, i have to practice to speak or memorize or understand the words or topic that i want to speak or deliver. for example if the topic is about COVID, i have to research about it, like where is it come from, whom could be infected and etc. after i got all about COVID, I will practice to memorize and understand the topic. therefore, i can build my confidence to speak in front of people without any hesitates.

S : Okay, thanks for your willingness. Assalamualaikum
'alaikum Warahmatullahi Wabarakatuh

HK : Wa'alaikumsalam warahmatullahi wabarakatuh

Appendix 6.6 Fellowship's Interview

Name of Students : AW

Date of Interview : June 18th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : *Assalamualaikum Warahmatullahi Wabarokatuh*

AW : *Waalaikumsalam*

S : *Terima kasih, saya mahasiswi akhir semester 8 ingin melakukan wawancara kepada saudari, boleh?*

AW : *Iye bisa bisa*

S : *Dalam hal ini saya melakukan penelitian mengenai keraguan dalam berbicara, nah yang ingin saya tanyakan ialah bagaimana pendapat Anda ketika mengikuti pembelajaran speaking, apa yang menjadi alasan utama ketika mahasiswa ragu ketika berbicara?*

AW : *Yah, salah satu persoalan besar karena perbendaharaan vocabularynya yang sangat kurang. Terkadang kita akan menjawab suatu pertanyaan tetapi mengingat atau sangat kurangnya kosakata jadi yah itu salah penyebab ragunya kita dalam berbicara.*

S : *Bagaimana saudari ini melihat situasi dalam kelas pada saat belajar speaking?*

AW : Kalau situasi dikelas biasanya yang terjadi adalah keragu-raguannya itu sangat kelihatan yah karena tadi salah satunya kurangnya kosa kata kemudian mereka takut salah dalam pronounciationnya, grammarnya juga atau takut di judge oleh teman-temannya

S : Apakah mereka merasa kesulitan menguasai atau menghafalkan vocabulary?

AW : Iya sejauh ini kesulitannya jelas terlihat

S : Melihat kondisi kelas yang seperti itu, jenis keraguan seperti apa yang terjadi ketika berbicara di depan banyak orang?

AW : Berdasarkan beberapa pembelajaran praktek speaking yang sudah saya ikuti, ada beberapa yang diam beberapa detik, mengulang-ulang kata yang sama sekitar 3-4 kali untuk melanjutkan pembicaraannya. Kemudian, ada juga yang terbata-bata dan yang paling sering muncul yaitu penggunaan kata “eee” pada saat berbicara.

S : Yah untuk melakukan speaking membutuhkan persiapan yang cukup matang untuk melakukannya, tapi Kembali lagi kepada pribadi masing-masing bagaimana cara kita mengimprove speaking skill dan

membangun rasa percaya diri untuk mengurangi adanya keraguan pada saat berbicara.

AW : Iya Miss.

S : Baik saya rasa cukup untuk interview terima kasih atas kesediaannya wassalamu'alaikum warahmatullahi wabarakatuh

AW : Waalaukumsalam warahmatullahi wabarakatuh

Appendix 6.6 Fellowship's Interview

Name : AW

Date of Interview : June 18th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : Assalamualaikum Warahmatullahi Wabarokatuh

AW : Waalaikumsalam Warahmatullahi Wabarokatuh.

S : Thank you. I am a student at the end of semester 8. I
want to do an interview with you. May I?

AW : Yes, you can.

S : In this case I do research on doubts in speaking, well
what I want to ask is what your opinion when
following learning speaking is, what is the main reason
when students are in hesitate when speaking?

AW : Well, I think it's become one of the major issues
because the vocabulary is so limited. Sometimes we
will answer a question but forget or lack vocabulary.
That's one of the causes of our hesitation in speaking.

S : How do you see the situation in the class when
learning to speak?

AW : In the classroom situation, usually what happens is that
the doubts are very visible, because one of them lacks
vocabulary. Then they are afraid of making mistakes

in pronunciation, grammar, or being judged by their friends.

S : Do they find it difficult to master or memorize vocabulary?

AW : Yes, so far, the difficulty is clear.

S : Looking at such class conditions, what kind of hesitates happens when speaking in front of many people?

AW : Based on some learning of speaking practice that I have followed, there are some who are quiet for a few seconds, repeating the same word about 3-4 times to continue their speech. Then, there is also the spying and most often appearing is the use of the word “eee” when speaking.

S : Well to do speaking requires a sufficiently mature preparation to do it, but back to each individual how we improve speaking skills and build confidence to reduce any hesitates at the time of speaking.

AW : Yes Miss.

S : OK, I think that's enough for the interview. Thank you for your willingness. Wassalamu'alaikum warahmatullahi wabarakatuh

AW : Waalaukumsalam warahmatullahi wabarakatuh

Appendix 6.7 Lecturer 's Interview

Name : SB

Date of Interview : June 20th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : *Bismillahirrahmanirrahim assalamu'alaikum
warahmatullah wabarakatuh*

SB : *Wa'alaikumsalam warahmatulahi wabarakatuh*

S : *Dalam hal ini pak saya mahasiswa semester akhir,
ingin melakukan interview kepada bapak, apakah
bapak berkenan untuk melakukan wawancara ini?*

SB : *Iya boleh*

S : *Baik, disini saya sebagai peneliti akan meneliti
tentang keraguan dalam berbicara mahasiswa,
sehubungan dengan bapak yang sudah mengajar
dimahasiswa tingkatan 19 khususnya, saya ingin
menanyakan kepada bapak bahwa, bagaimana bapak
memperhatikan keaktifan mahasiswa dalam
mempelajari speaking?*

SB : *Iya, saya kira Ketika waktu mengajar itu kebanyakan
mahasiswa aktif untuk menggunakan bahasa inggris
tapi terkadang juga mereka combine dalam bahasa
Indonesia, mungkin karena kekurangan dibagian*

vocabulary, jadi mungkin salah satu yang membuat mereka ragu ataupun tersenda-sendat dalam berbahasa inggris itu mungkin dipengaruhi oleh vocabularynya.

S : Bagaimanakah cara bapak mengatasi hal tersebut untuk menutupi bagaimana keraguan mereka dalam menguasai vocabulary?

SB : Iya, hal-hal yang pernah kami lakukan itu yang pertama adalah, memberikan list vocabulary yang harus mereka hafalkan dan sesuai dengan topik yang akan dibicarakan jadi Ketika di pertemuan selanjutnya nanti itu mereka bisa menggunakan vocabulary yang sudah dihafalkan jadi membantu mereka untuk lancar berbahasa tanpa ada keraguan lagi tapi, terkadang juga dalam perjalanannya muncul kosakata yang mereke belum pahami jadi disitulah mereka kadang tersendat tapi solusi yang diberikan adalah mereka bisa mengkombinasikan bahasa inggris dengan bahasa Indonesia sebagai tahap awal nantinya mereka bisa lancar berbahasa Inggris.

S : Okay, seperti yang bapak lihat dalam suasana kelas Ketika belajar speaking, apakah bapak bisa menjelaskan bagaimana apa kira-kira factor

penghambatnya mahasiswa kurang bisa menghafalkan atau menguasai vocabulary

SB : *Yang pertama mungkin karena kurangnya interaksi dalam bahasa inggris iya, mahasiswa itu kurang terbiasa dengan vocabulary- vocabulary yang digunakan jadi salah satu faktornya mungkin kurangnya interaksi menggunakan bahasa inggris Ketika misalnya interaksi itu sering dilakukan mau tidak mau vocabulary yang mereka dengarkan akan mereka pahami dan akan mereka dengarkan. Kedua mungkin masalah kurangnya mereka membaca, karena semakin kita membaca literature bahasa inggris maka semakin banyak vocabulary- vocabulary yang akan di dapatkan begitu juga dengan listening semakin banyak kita mendengarkan bahasa inggris akan membantu kita untuk meningkatkan vocabulary, jadi kekurangannya mungkin kurang dengan interaksi berbahasa inggris baik itu speaking, listening, maupun reading. Jadi itu mungkin yang menjadi factor mereka kurang vocabularynya.*

S : *Okay, apakah bapak pernah melihat mahasiswa pada saat berbicara tiba-tiba diam, terbata-bata ataupun linglung pak pada saat ingin berbicara?*

- SB : *Iya sering, Ketika mereka memikirkan apa yang mereka ingin katakan, ya mungkin dari pengaruh mereka tdk paham dengan apa kosakata yang harus mereka sampaikan. Kadang mereka terlihat menjeda pembicaraan dengan filler-filler seperti “eee aaa” ada hal-hal yang mereka lakukan seperti itu yang membuat mereka tidak terlalu lancar dalam berbahasa Inggris.*
- S : *Okay baik, bagaimana dengan kepercayaan diri mereka pada saat berbicara didepan banyak orang pak?*
- SB : *Saya kira untuk semester yang kemarin diajarkan itu kebanyakan mereka sudah punya kepercayaan diri yang baik, tapi terkadang mereka merasa, ada beberapa dari mereka yang kurang percaya diri, mungkin menganggap dirinya kurang dalam hal speaking ya, itu mereka membuat menjadi kurang aktif di kelas, tapi kebanyakan mereka sudah memiliki kepercayaan diri yang baik, mungkin karena diberikan kebebasan untuk menggunakan bahasa yang dicampur, jadi kadang menggunakan bahasa inggris, Ketika mereka tidak memahami bahasa inggris yang mereka ingin sampaikan, mereka menggunakan*

bahasa Indonesia. Jadi ada kombinasi bahasa, mungkin itu yang memberikan mereka kepercayaan diri yang lebih baik dibandingkan harus berbahasa dengan full bahasa Inggris.

S : *Baik pak, saya rasa cukup untuk interview ini, terimakasih atas kesediaan bapak. Assalamu'alaikum warahmatullahi wabarakatuh*

SB : *Wa'alaikumsalam terimakasih semoga bisa bermanfaat*

Appendix 6.7 Lecturer 's Interview

Name : SB

Date of Interview : June 20th 2022.

Place of Interview : Islamic Institute of Muhammadiyah
Sinjai

S : Bismillahirrahmanirrahim assalamu'alaikum
warahmatullah wabarakatuh

SB : Wa'alaikumsalam warahmatulahi wabarakatuh

S : In this case, sir, I am a final semester student, I want to
do an interview with you. Are you willing to do this
interview?

SB : Yes, you can

S : OK, here I as a researcher will examine the students'
hesitation in speaking. Regarding those of you who
have taught 19th grade students in particular, I would
like to ask you how do you pay attention to students'
activeness in learning speaking?

SB : Yes, I think when teaching, most students are active in
using English, but sometimes they also use the
Indonesian language, maybe because of a lack of
vocabulary, so maybe one of the things that makes
them hesitate or falter in speaking English might be
influenced by the vocabulary.

S : How did you overcome this to cover up their shortcomings in mastering vocabulary?

SB : Yes, the first thing we did was to give them a list of vocabulary that they had to memorize and according to the topic to be discussed, so when at the meeting, then later they can use vocabulary that has been memorized, so it helps them speak fluently without any hesitation, but, sometimes along the way vocabulary appears that they don't understand, so that's where they sometimes get stuck, but the solution given is that they can combine English with Indonesian as an initial stage, later they can speak English fluently.

S : As you can see in a classroom setting, When learning to speak, can you explain what the inhibiting factors are that students are unable to memorize or master vocabulary?

SB : The first may be due to a lack of skills. In English, yes, students are not familiar with the vocabulary used, so one of the factors may be the lack of interaction using English. For example, when interactions are often carried out, inevitably the vocabulary they hear will be understood and listened to. Second, there might be a problem with their lack of reading, because the more

we read English literature, the more vocabulary we will get as well as listening. The more we listen to English, the more we will improve our vocabulary, so the drawback may be less with good English interaction. It's speaking, listening, and reading. So that might be a factor that they lack vocabulary.

S : Okay, have you ever seen a student become suddenly silent, nervous, or stutter while speaking, sir, when they wanted to speak.

SB : Yes, sometimes. Maybe because of the influence, when they think about what they want to say, maybe because of the influence they don't understand what vocabulary they have to convey. Sometimes they seem to pause the conversation with fillers like "eee aaa" There are things they do that make them not very fluent in English

S : Okay, fine, what about their confidence when speaking in front of a large group of people?

SB : I think that for the semester that was taught yesterday, most of them already have good self-confidence, but sometimes they feel there are some of them who lack confidence. Maybe they think they are lacking in speaking, so that makes them less active in class , but

most of them already have good self-confidence, maybe because they are given the freedom to use mixed languages, so sometimes they use English. When they don't understand the English they want to convey, they use the Indonesian language. So there is a combination of languages. Maybe that gives them better confidence than having to speak English.

S : Ok sir, I think that's enough for this interview. Thank you for your willingness. Assalamu 'alaikum warahmatullahi wabarakatuh.

SB : Wa'alaikumsalam, thank you. Hopefully it will be useful.

Appendix 7

Documentation

Appendix 7.1

Documentation of Observation in the Classroom



Picture 1. Observation to the English Education Study Program Class of 2019



Picture 2. Student 1 Speak Up in the Classroom



Picture 3. Student 2 Speak Up in the Classroom



Picture 4. Student 3 Speak Up in the Classroom



Picture 5. Student 4 Speak Up in the Classroom



Picture 6. Student 5 Speak Up in the Classroom

Appendix 7.2

Pictures of Interview Process



Picture 1. Interview with Respondent 1



Picture 2. Interview with Respondent 2



Picture 3. Interview with Respondent 3



Picture 3. Interview with Respondent 3



Picture 4. Interview with Fellowship of Respondent



Picture 5. Interview with the Lecturer of Respondent

Appendix 8

Research Permission Letter


INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAL. SINJAI, TLP. 08539097346, KODE POS 92612
Email: info@iaim-sinjai.ac.id Website: <http://www.iaim-sinjai.ac.id>
TERAKREDITASI INSTITUT BAN-PT SK NOMOR : 4180NKG/BAN-PT/akred/PT/030903

Handwritten signature

Nomor : 321.D1/III.3.AU/P/2022
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 9 Dzulqadloh 1443 H
9 Juni 2022 M

Kepada Yang Terhormat
Ketua Prodi TBI IAIM Sinjai

Di -
Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Siti Kacina
NIM : 180110014
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:
"The Hesitation Of Students In Speaking English At The English Education Study Program Class Of 2019"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di Prodi TBI IAIM Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.
Wassalamu 'alaikum Warahmatullahi Wabarakatuh.


Handwritten signature
2025 211495

Tembusan Disampaikan Kepada Yth:
1. Rektor IAIM Sinjai

Ilmu, Progress, dan Kompetitif

Appendix 9

Research Acceptance Letter



SURAT KETERANGAN PENELITIAN

Nomor: 066.P10.1/JIL3.AU/A/2022

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai:

Nama : Harmilawati, S.S., S.Pd., M.Pd
NIDN : 2125058607
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama : Siti Karina
NIM : 180110014
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)

Menyatakan bahwa benar yang namanya di atas telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai dalam rangka penyusunan Skripsi.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 22 Dzulhijjah 1443 H
22 Juni 2022 M


Harmilawati, S.S., S.Pd., M.Pd.
NIDN 2125058607

Research Advisor Decision Letter



Appendix 12

Researcher's Identity



Full Name	: Siti Karina
Reg. Number	: 180110014
Place/Date of Birth	: Sinjai, 06 June 2000
Address	: Jl. Pers. Raya Mannanti, Kec. Tellulimpoe
Organizational Experience	: 1. English Students Association (ESA) IAIMS
Educational Background	:
1. Elementary School	: SD Negeri 96 Mannanti
2. Junior High School	: SMP Negeri 5 Sinjai Selatan
3. Senior High School	: SMA Negeri 1 Tellulimpoe
Phone number	: +62 853-42777-984
Email	: sitikarina161@gmail.com
Parents' name	: Amir (Father) Norma. (Mother)
Professional Background	: English Mentor of Lembaga Bahasa IAIMS

Appendix 13

Free Plagiarism Letter



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nama instruktur: *Aswari Abbas*