

THE HESITATION OF STUDENTS IN SPEAKING ENGLISH AT THE ENGLISH EDUCATION STUDY PROGRAM ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI

Siti Karina¹, Harmilawati², Indirwan³

^{1,2,3} Islamic University of Ahmad Dahlan Sinjai

Author Correspondence.. E-mail: sitikarina@gmail.com Tlp; +6285342777984, iladilla1986@gmail.com,
Tlp: 082292562626, indirwandm@gmail.com, Tlp: +6285256710423

Abstract

Speaking is not only conveying certain meanings but sometimes producing utterances has other meanings, speaking often suddenly changes thoughts, this then results in non-fluency in English. The purpose of this study was to find out the types of hesitation in speaking English in the English language education study program and to find out the factors of students' hesitation in speaking English in the English language education study program Classes of Islamic University of Ahmad Dahlan Sinjai. The type of research used in this research is phenomenological research, qualitative research pays attention to qualitative phenomena related to quality or diversity. Individual beliefs, experiences, and systems of meaning are of particular concern to qualitative researchers. The results of this study found that the most common doubts were fillers that were not lexical such as uhh, err, ee, aah, umm, and ehmm. The slightest hesitation is that a false start must be traced back. And also, there are nine types of doubt that occur viz 1). Silent Pause 2). Filler, 3). Repeat, 4). False Start, (Unrestricted), 5). False Start (Retraced) 6). Corrections, 7). Interjection, 8). Stutters, and 9). Slip of tongue. Based on previous observations, it can be concluded that all students of Islamic University of Ahmad Dahlan Sinjai who are the object of research show hesitation when speaking English.

Keyword: Hesitation, Speaking English

Abstrak

Berbicara bukan hanya menyampaikan ucapan makna tertentu tetapi ada adakalanya memproduksi ucapan memiliki arti selai itu, berbicara seringkali secara tiba-tiba merubah pemikiran, ini kemudian menghasilkan ketidaklancaran dalam berbahasa Inggris. Tujuan penelitian ini untuk mengetahui jenis-jenis keragu-raguan dalam berbicara bahasa Inggris di program studi pendidikan bahasa Inggris dan untuk mengetahui faktor-faktor dari keragu-raguan mahasiswa dalam berbicara bahasa Inggris di program studi pendidikan bahasa Inggris Kelas Universitas Islam Ahmad Dahlan Sinjai. Adapun jenis penelitian yang digunakan dalam penelitian ini adalah penelitian fenomenologis, penelitian kualitatif memperhatikan fenomena kualitatif yang berkaitan dengan kualitas atau keragaman. Keyakinan, pengalaman, dan sistem makna individu menjadi perhatian khusus bagi peneliti kualitatif. Hasil dari penelitian ini ditemukan keraguan yang paling banyak terjadi adalah fillers yang tidak leksikal seperti uhh, err, ee, aah, umm, dan ehmm. Keragu-raguan yang paling kecil adalah awal yang salah harus dilacak kembali. Dan juga terdapat sembilan jenis keragu-raguan itu terjadi yakni 1). Jeda secara senyap, 2). Filler, 3). mengulangi, 4). Kesalahan awal, (tidak tertarik), 5). Kesalahan awal (menulusuran kembali) 6). Koreksi, 7). Interjeksi, 8). Gagap, dan 9). Lidah terpeleset. Berdasarkan dari pengamatan sebelumnya dapat disimpulkan semua mahasiswa Universitas Islam Ahmad Dahlan Sinjai yang menjadi objek penelitian menunjukkan keragu-raguan ketika berbicara bahasa Inggris.

Kata Kunci: Keragu-raguan, Bahasa Inggris

1. Introduction

Language is a tool for expressing meaning. Mastery of the language component is required to promote communicative competence mastery. According to Bukat in (Hanum, 2017), 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. Language is means of communication. Sitti (2018) 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. People all over the world speak a variety of languages, one of them is English.

For Indonesians, English is a foreign language. 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 skill that 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. Juniardi (2020) 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. 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. 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.

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 Universitas Islam Ahmad Dahlan Sinjai.

2. Metode

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. To preserve the data's originality, the researcher must not add, edit, or intervene in any way that would limit the data's naturalized. In this study, 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 researchers (Mohajan, 2018). This research conducted in a class, students of English Education Study Program Universitas Ahmad Dahlan Sinjai, Sultan Hasanuddin Street number 20, Sinjai Regency. The researcher conducted research for six months, from early November to early July 2022 Islamic University of Ahmad Dahlan Sinjai.

The object of this research is students of English Education Study Program who are listed as active students in Universitas Ahmad Dahlan Sinjai. The sample in this study amounted to 20

students. 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.

3. Research Process

In collecting data researchers use. Observation is a technique that can be utilized when other methods of data collection are ineffective or difficult to validate. Observation significant method of learning about individuals because people don't always do what people claim they will do (Patel & Patel, 2019) Interview is the process of getting information for purpose research into question-and-answer manner while face-to-face with interviewee. 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.

Using research instruments namely checklists, Interview Guidance, and documentation analysis techniques that are used before there was a clear pattern (Siyoto, 2015:1). Data collection is the process of acquiring and evaluating information on variables of interest in a systematic manner that allows researchers to answer research questions, test hypotheses, and assess outcomes. 2) The reduction of data is defined as selection process, focusing attention on simplification, migration, and transforming data emerging from the field records. 3) With the data display, it will be easier to understand what is happening, to plan the next work based on what is already being understood. 4) The foregoing conclusions are still short-lived, and will change if there is no solid evidence support at the next data collection stage.

4. Result and Discussion

Ajani (2021) stated hesitation is language learners employ psycholinguistics phenomenon research in connection to language processing. Most people think that native speakers of English are fluent in their mother language, but non-native speakers are not. 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. stated that unprepared spoken language is characterized by hesitation, which frequently results in a variety of accidental mistakes. (Zuldayanti et al., 2018) Boonsuk (2019) defines hesitation as varying-length pauses that are usually left unfilled.

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 & Malang, 2020). The researcher conducted the research and complete the data from all research instruments, including observation checklist and interview. The researcher had analyzed the data systematically and accurately. The data was analyzed in order to describe conclusion about the objectives of the study.

4.1. Finding Types of hesitation

a. 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.

Table. 1.Extract 1

KH: Study online and // it makes our relationship with our friend is increasingly rapidly not touchable.
KH: Your friend can't help you and // a lot things happened

Extract 1 shows that silent pause occurs 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 was considering what they wanted to say, they suddenly often stop while Khapsoh (2017) 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. When the speaker hesitates while speaking, pauses is one of the types of hesitation. It is also always happened when people communicate with one and another. argue silent pauses are pauses that often come before an utterance and aid the speaker in organizing their thoughts before speaking. (Kharismawan, 2017).

b. Filler

Table. 2 Extract 2

KH: Thanks for your attention, **aahh** a i will **aahh** talk about **aahh** the transition from online class tooo offline class.
HR: but i have **aahh** something in a mind in my mind but i can't aaa utterance
MZ: i have three organization my organization better **aahh** is a students affair or from the organization
KH: It makes ourself more **aahh aahh** more **aahh** more confidence
HR: and i do apologize **aahh** if you **aahh** don't don't understand what i say
TW: i had many failures that **aahh** that made me **aahh** mental and physically down

Extract 4 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. 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

c. Repeat

Tabel. 3. Extract 3

KH : we can't believe our government and and **people/people** sacrificing
TW : but i can go through it all **because/ because/because/because** i have aa parent
HR : I have aaa minim vocabulary or my **vocabulary/vocabulary** is bad
KH : take the case seriously so **our / our** new generation doesn't feel the same like like happened to us.

The speaker repeats the words twice or more, the speaker was speaking quickly and spontaneously. KH 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 TW repeats “because, because” the same word about three times in order to hide her hesitation part in a speaking. 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.

d. False Start (Unretraced)

Tabel. 4. Extract 4

<p>KH: we must learn to solve oul\our problem in education by ourself MZ: We as students an \ in a organization is a process that we must through</p>
--

Extract 4 shows that false start (unretraced) occurs in the middle of students speak up. In this case, the speaker KH utter “our 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 MZ 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.

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 word before corrected words. It is typically followed by a pause, which new a language or total break in the communication occurs.

e. False Start (Retraced)

Table 5. Extract 5

<p>KH: make us stay at home and study on \ study online and // it makes our relationship with our friend is increasingly rapidly not touchable MZ: And the last my expect\ my hopes you guys you must enter and the similar of the organization ZS: and then until maghrib I pray\I prepare to pray maghrib HR: i have aaa something in a mind\in my mind but i can't aaa utterance</p>
--

Extract 5 shows that false start (retraced) occur in the middle of students' speak up. In this case, the speaker KH utter “study on\study online”. 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. 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.

f. Corrections

Table Extract 6

<p>MZ: My experience I mean my personality experience in that organization is very very memorable ZS: then I go I mean then after isya there is nothing i do unless maybe i taking my dinner</p>

Extract 13 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 MZ said “my experience I mean my personality experincen”. 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 spekaer make 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.

g. Interjection

Table. 7. Exarct 7

<p>KH : okay and i hope I hope our education environment could get any better HR: Okay aha i think enough about my big problem when i try to speak in a public ZS: i checking my phone and scrolling tik tok again ahh yeah sometimes my friends come to my home</p>

Extract 7 shows that interjection occur in the middle of students' speak up. In this case, the speaker KH and HR put interjection word "ok" in the beginning of sentence. The speaker KH put that interjection because the speaker wants to end his speak up and deliver his hopes to the government. Speaking is an activity they involve two 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.

h. Stutters

Table 8. Extract 8

<p>KH: i learn from that situation that w-w-w-we must learn to solve our problem in education by ourself MZ: we can we faou we f-f-f find find i i found aaa my friends my girlfriends i meet my girlfriends TW: I like to watching korean dramas in the past a-a-aa-aaa i used to i used to watch HR: because i don't know when when i aa-aa-aaa when i sit in aaa public</p>

Extract 8 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 afeeling of loss of control during speech. Most of speakers above being stutter before uttering the word that the speakers want to say.

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.

i. Slip of tongue

Table. 9. Extract 9

<p>KH : the government see thi that the government see the case HR: and i don't know why it's cha haa can't can't can't do that</p>
--

Extract 9 shows that slip of tounge occur in the middle of students' speak up. The speaker KH 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 woud like to say "can't" but the speaker suddenly got pronunciation errors so the spekar 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 two planned syllables.

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, deletion, bleeding, or substitution of content inside an utterance and can be phonological, morphological, lexical, or syntactic.

a. 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.

1) Types of hesitation

The researcher found there are many hesitations that occur in the student's utterances and it has been presented in finding. The researcher conducted Clark and Tree theory.

a) 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 them 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:

a) 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 twenty-two 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 *uumm* 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.

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 called lexicalized fillers. Based on the result of observation, the researcher only found two 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.

c) 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 occurs twice 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.

d) 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 ourself.

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 an ** in a organization is a process that we must 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.

e) 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 two false starts in the student's 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.

f) 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 corrections appear in the students' utterances. The student's necessity corrects 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 change the correction phrase and continuo the specific speech to avoid misunderstanding from the listener.

g) 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 their interjection appear in the students' utterances. The students put interjection *okay* in the beginning before start to speak, and interjection *aah 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 because the student feels nervous speak in front of large group of people.

h) 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.

i) 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.

5. Conclusion

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. This characteristic of the phenomenon known as hesitation. In other words, hesitation occurs during spontaneous speaking, which requires the speaker to communicate a large amount of information to the listeners. According to Clark and Tree, there are nine types of hesitation. in line with the theory of Ralph Leon Rose's are several types of hesitation They are: silent pause (unfilled pause), fillers (unlexicalized fillers and lexicalized fillers), repeats, false starts (unterraced), false start (retraced), corrections, interjections, stutters, and slip of tongue.

References

- Agustina, R. (2021). *A Psycholinguistic Analysis of Schizophrenic Speech*.
- Ajani, K. M. (2021). They Who Hesitate: The Influencing Factors of Hesitation Phenomena in Students' Speaking at IAIN Langsa Keane Mariza Ajani 1* 1 English Department of Tarbiyah Faculty IAIN Langsa, Indonesia. *JADEs: Journal of Academia in English Education*, 2(2), 114.
- Andriani, L. (2018). *Fillers Types and Function in Spontaneous Speech by Students at English Education Study Program of IAIN Palangka Raya*. State Islamic Institute of Palangkaraya.
- Anggun Harastasya, Dadang Sudana, R. D. (2020). *Investigating the types and causes of slips of the tongue of one of the Indonesian female singers*. 8(2), 47.
- Boonsuk, Y., Ambele, E. A., & Buddharat, C. (2019). Position of hesitation markers in everyday, informal conversation in English. *ABAC Journal*, 39(3), 138.
- Bullington, J., & Karlsson, G. (n.d.). AnIntroduction to Phenomenological Psychological Research. *Scandinavian Journal of Psychology*, 25(1), 1. <https://doi.org/10.1111/j.1467-9450.1984.tb01000.x>
- Dewi, R. F. (2020). Hesitaton Phenomena in Conversational Interaction Among Speaking EFL Learners. *NOBEL: Journal of Literature and Language Teaching*, 11(1), 108.

<https://doi.org/10.15642/nobel.2020.11.1.101-110>

- Hanum, M. (2017). Factors Affecting The Speaking Difficulties of The Eleventh Grade Hotel Accommodation Students at SMK Negeri 6 Palembang. In *Skripsi*. Islamic State University Raden Fatah Palembang.
- Hardani. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif* (Issue March).
- Iqbal, F., Don, M. Y., & Kasa, M. D. Bin. (2019). The Impact of Self-Acceptance of stuttering on In-Role Performance by Self-Efficiency: Moderating role of Transformational Leadership. *Pakistan Journal of Humanities and Social Sciences*, 7(3), 325. <https://doi.org/10.52131/pjhss.2019.0703.0090>
- Kafifah, N., & Aini, N. (2020). A Comparative Analysis of Spoken Error of Students' Utterances. *Pedagogy: Journal of English Language Teaching*, 8(1), 71. <https://doi.org/10.32332/pedagogy.v8i1.1926>
- Khapsoh. (2017). *An Analysis of Pauses, Overlaps and Backchannels in the Reasonable Doubt Movie by Petter Howitt*.
- Kharismawan, P. Y. (2017). The Types and the Functions of the Fillers Used in Barack Obama's Speeches. *International Journal of Humanity Studies (IJHS)*, 1(1), 113. <https://doi.org/10.24071/ijhs.v1i1.680>
- Mohajan, H. K. (2018). Munich Personal RePEc Archive Qualitative Research Methodology in Social Sciences and Related Subjects Qualitative Research Methodology in Social Sciences and Related Subjects. *Journal of Economic Development, Environment and People*, 7(1), 2.
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14(2). <https://doi.org/10.5812/sdme.67670>
- Patel, M., & Patel, N. (2019). Exploring Research Methodology. *International Journal of Research and Review*, 6(3), 48–55.
- Sandu Siyoto, A. S. (2015). *Dasar Metodologi Penelitian*.
- Saputra, J. . (2020). *An Analysis The Difficulties Factors Of Students' Speaking Performance at The Ninth Grade of Islamic Junior High School Masmur Pekanbaru*. State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- Sari, D. K., & Malang, I. (2020). *Hesitation As The Strategy Of Communication In Live Interview Build Series Youtube Channel Department Of English Literature Faculty Of Humanities Hesitation As The Strategy Of Communication In Live Interview Build Series Youtube Channel Faculty Of Humanit*.
- Sitti, R. (2018). *Language as a Tool for Communication and Cultural Reality Discloser*. 6. <https://doi.org/10.31227/osf.io/nw94m>
- Tampubolon, R. I. A., & Lubis, S. (2021). Speech Error In “Get Real Giving Thanks With Sam Kim Ep #22 By Dive Studios” Video Podcast. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 5(2), 571. <https://doi.org/10.30743/ll.v5i2.4516>
- Zuldayanti, R., Alicia, D., & Sani, R. D. (2018). *HESITATION IN PRACTICING DIALOGUE (A Study at Eleventh Grade Students of SMA Negeri 2 BATANG ANAI Academic Year 2017/2018)*.