

**AN ANALYSIS OF STUDENTS' SPEAKING HESITATION AT
SMP IT TEUKU UMAR**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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Bachelor of Education in English Language Teaching

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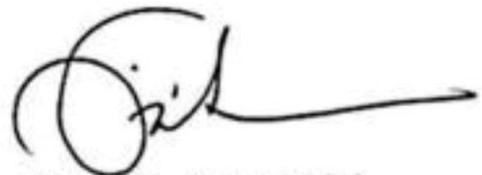
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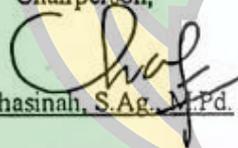
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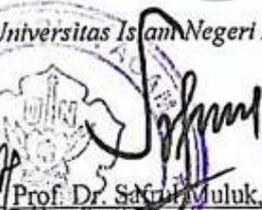

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An Analysis of Students' Speaking Hesitation at SMP IT Teuku Umar

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



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ABSTRACT

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This research was about hesitation in students' speaking, which used qualitative method. The subject of this research was the students of the first grade at SMP IT Teuku Umar, consisting of one class of 30 students. It aimed to determine the types of hesitation that occurred most often in students' speaking class and to investigate the factors affecting students' hesitation in speaking. This study was conducted from 23rd - 24th November 2022. The techniques of collecting the data were observation and interview. The observation was used to find the types of hesitation that the students often made in their speaking. The interview was used to know the factors of hesitation. The result of this research; 1) almost all of the students did hesitation in their speaking. There are nine types of hesitation made by students in their speaking: fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, stutter, and a slip of the tongue. The observation found that the types of hesitation often made by students are fillers, 2). The factors that make the students often hesitate in speaking are difficulty in pronouncing the word, confusion in choosing a word to use, shyness, breathing, and nervousness. To conclude, the students are expected to be better at speaking English and reduce using these types of hesitation because the students in speaking class must improve their speaking without hesitation.

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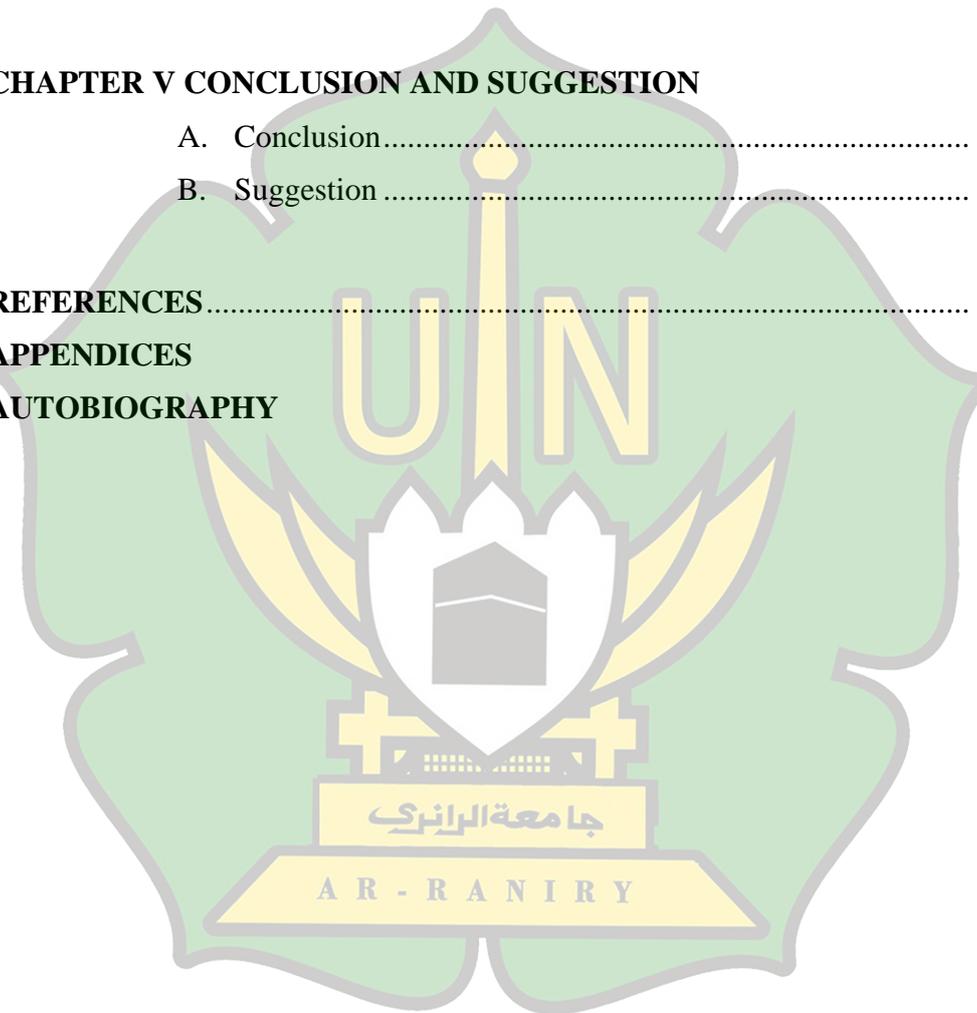
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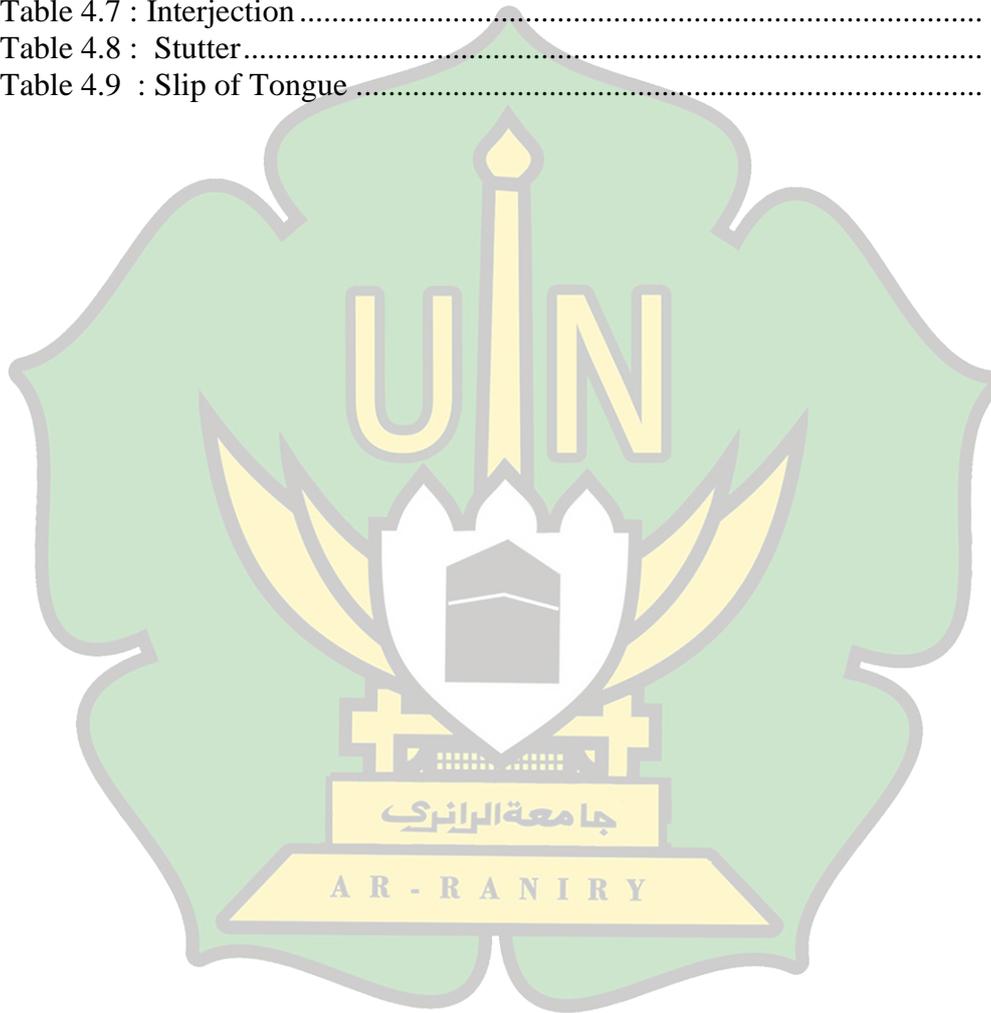
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CHAPTER I INTRODUCTION

This chapter describes the background of the study, research questions, the aims of the study, the significance of the study and it is followed by the terminology.

A. Background of Study

Speaking skill is regarded as one of the essential aspects of language learning. Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. In this case, effective speaking consists of listening, understanding how other parties feel, and knowing how linguistically to take turns. Additionally, Mahripah (2013), defined that speaking skill is affected by some linguistic components of language, namely phonology, syntax, vocabulary, and semantics. It includes psychological factors such as motivation and personality. Therefore, all of the students' elements had been caused by low involvement in their speaking skills.

One of the most difficult skills language learners faced in language learning is speaking skill. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, & McLaren, 2006). According to Carrol 1985 as cited in Novytsari (2018), people have considerable difficulties learning a foreign language. Furthermore, he states it is because people have to think more about the structure and the pronunciation. The learners of English are primarily wrong in pronouncing the

words, especially in pronouncing the vowels sound. It is caused by several problems.

The common problem faced by English learners, especially Indonesian, is that they do not pronounce some vowels or diphthongs "tense and lax" with enough duration. They still get confused about whether the vowels or diphthongs are pronounced tense or lax. For instance, when they say the word "name" and "make," which should be pronounced [neɪm] and [meɪk] (tense), but in fact, they always pronounce [nɛm] and [mɛk] (becomes lax). It is caused by there is differentiation between English and Indonesian. Indonesian has 6 vowels (a, i, u, e, ə, and o), while 12 vowels contain tense and lax sounds in English. In addition, in the foreign language learning process, making hesitation cannot be avoided by learners to acquire the target language; the learners face new rules of the target language which are different from their native language rules. This phenomenon usually can be found clearly when the people listen to the student's speaking or conversations.

In order to communicate smoothly, students in this situation should try to keep speaking. Therefore, the researcher found that the students often did silent pause, fillers such as ehmmm/uhmm, repeats, false start (retraced/un-retraced) such correction of a wrong word that they have been uttered word or correction of word also included the repeating word of one more words before the corrected words. Then sometimes the students also did correction, interjection, stutter, and slip of tongue. Those all are called types of hesitation. Besides that, In our daily communication, either consciously or unconsciously, people also make some hesitations in communication. That is why the researcher is very interested in

making research about hesitation. Hesitation strategies appear in speech in the form of filled or unfilled pauses, paralinguistic markers like nervous laughter or coughing, or signals which are used to justify units in the coming utterances in which the speaker struggles to produce. The main functions of these forms of hesitation strategies have been associated with speech planning or accessing speech difficulties.

There are several factors which affect students' performance in speaking English fluently. They are scared about committing mistakes while they speak. They also cannot express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students hesitate to speak in English is that they are shy and nervous. They feel fearful to speak English in front of other people because they lack confidence about their own competence in English. So, it is important to help the learners overcome their anxiety, nervousness' and fear with encouraging words.

Several researchers have conducted studies related to hesitation. Tree (2001) investigated "the Listeners' Uses of *Um* and *Uh* in Speech Completion." He contended that the use of *um* and *uh* by speakers has a very beneficial function in helping listeners' online processing of spontaneous speech; as such, *um* and *uh* will make listeners easier to recognize new upcoming words that speakers will utter. On the other hand, he clarified that *uh* is a short upcoming delay signal, and *um* is a long upcoming delay signal (Tree, 2001). The study's main finding was that two *um* and *uh* significantly differ participants' speed at recognizing the next words. On one point, *ums* detect longer delays than *uh*.

Therefore, Corley and Stewart (2008) examined the study focusing on the meaning of *um*. The study investigated the role played by hesitation in human communication, with a particular focus on fillers and the communicative goals they may serve. The result of the study showed that fillers occur in speakers' utterances while engaging themselves in communications, detecting that they are not uncertain about uttering the next word. It means that when producing fillers in communication, the speakers may doubt whether their next sentences are correct or not. Therefore, they choose to fill *uh* and *um* before uttering them.

Moreover, Roza and Rosa (2013) expanded the research that deals filled pause is a type of hesitation occurrence that mostly used by the characters in movie *Akeelah and the Bee*. The result of the study showed that there are 22 from 80 data for fillers. It is about 27,5% from all of the data. It is because all of the characters are native speakers of English. A native speaker usually uses fillers in their hesitations. In this case, the researcher will gain a new focus. The differences from this research are the researcher do not only focus on analyzing fillers in classroom presentations but also all types of hesitation such us silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, stutter and slip of tongue in students' speaking base on the theory of Clark and Tree (2002). It also provides some factors that influence students' hesitation in speaking.

In this research, the researcher focuses on the hesitation produce by student especially in speaking in Learning English at SMP IT Teuku Umar Meulaboh. The researcher always watches phenomena closely, that nowadays many people have been confused, misunderstood, misinterpreted or they have got wrong information

caused by some errors in speech. The researcher knows that when all people have hesitation in speaking, it can make the listener confused, misunderstanding, or get unclear information. Naturally, several types of hesitation phenomena occurred while the students were speaking or delivered their ideas during the presentation. In detail, they often used some words such as (u:m, u:h, ok, and a); They also did a repetition and silent pause, Hlavac (2011) Given this point. Carroll and Luna (2011) stated this occurred due to the speaker who does not produce any sound or words to fill their pause in the silent period. Seeing these problems, the researcher is interested in figuring out what types of hesitation that occurred most often in students' speaking and the factors that make students hesitate in speaking at SMP IT Teuku Umar.

B. Research Question

Based on the previous explanation, this research focuses on two research questions:

1. What types of hesitation occurred most often in students' speaking at SMP IT Teuku Umar?
2. What are the factors affecting students' hesitation in speaking at SMP IT Teuku Umar?

C. Objective of the Research

Based on the statements of the problem above, the aims of the research are:

- 1) To find out types of hesitation occurred most often in students' speaking at SMP IT Teuku Umar
- 2) To investigated the factors affecting students' hesitation in speaking at SMP IT Teuku Umar

D. Significance of The Study

Hopefully, the importance of this research will be beneficial to the students, the teacher, and the future researchers in the following ways.

1. For the Teacher

Theoretically, this research is expected to give meaningful contributions for the teacher, especially to complete and increase the student's speaking skill. There were many hesitations occurred such as silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, and stutter. It means that the teacher makes the students practice more how to express ideas without made hesitation.

2. For the Students

This research is also expected to give information to the students that there are many types of hesitation occurred in speaking, in order the students can practice more to decrease hesitation in speaking.

3. For the Other researcher/Reader

Practically, the researcher hopes that the results provide the useful information for other researcher who are interested in investigating other written

works which have similar topic, especially in types of hesitation by using different method of the research.

E. Limitation of Study

This study mainly focuses on students' speaking hesitation at the first grade in junior high school. The study will be conducted at SMP IT Teuku Umar Meulaboh, Aceh Barat.

F. Terminology

1. Hesitation

According to Clark and Tree (2002), hesitation is defined as pauses of varying lengths when the speakers lose their words while speaking. The same may be said for learning a new language. In a foreign language, hesitation is a symptom of a lack of proficiency. Disfluent speech, according to Hilton (2008), is speech distinguished by extended pauses that split the discourse into less well-defined chunks from a syntactic or conceptual standpoint. The hesitation that lasts longer than three seconds indicates a significant breakdown or perhaps an early conclusion to the discourse. Here, the researcher means that hesitation is when the students stop speaking because they forget the words or think about what they want to say next.

2. Speaking

Speaking is the speech production that becomes a part of our daily activities (Thornbury,2005). While, Underwood (1989) defined speaking as "a creative process involving thought and emotion between a speaker and a listener." Speaking

results from two or more people working together in a shared time and space. Furthermore, Luoma (2004) defined speaking as an interactive process of meaning construction that involves the production, reception, and processing of information. Its form and meaning are determined by the context in which it occurs, which includes the participants, the physical environment, and the reasons for speaking. According to Richards and Renandya (2002), effective oral communication requires the ability to use language appropriately in social interactions that include verbal communication and paralinguistic elements of speech, such as pitch, stress, and intonation. Furthermore, non-linguistic elements such as gestures, body language, and expressions are required when communicating directly without speech.



CHAPTER II

LITERATURE REVIEW

This chapter explains the theory used in the research. It covers a brief discussion of Hesitation and Speaking.

A. Theory of Speaking

1. Definition of speaking

Speaking is the skill that someone uses in communication; it requires that the other person understands our utterances and that we understand the other person's utterances. If we cannot convey our message to someone or find it challenging to understand what the other person is saying, we have a problem with our communication skills. We cannot spread from some threaded barrier and interference toward their language because they are still afraid of making mistakes, shy to say anything, feel inferior, unpretentious, and lack self-confidence.

Speaking is the ability to say a word or sentence aloud. According to Hornby (2016), Speaking is the voice produced by the ordinary use of language. It is the process of making language in a conversation. In the same context, people may find it easier to communicate with others. According to Wallwork (2001), Speaking is one of the essential human activities. We were doing entails saying something and saying it in a specific way. Based on those perspectives, we can conclude that speaking is a skill that involves using one's voice and pronunciation when producing a word or sentence orally.

According to Bygate (1987), speaking is an oral interaction signed routine that provides a convenient way to help information by focusing on communication and interaction. We must first learn how to speak the words before using them in sentences or phrases to interact. Speaking appears to be the most important of the four skills (listening, speaking, reading, and writing). People who know a language are referred to as speakers as if speaking encompassed all other types of knowledge. Many, if not most, foreign language learners are primarily interested in learning to speak (Ur, 2000). Mastering the art of speaking is the most critical aspect of learning a second or foreign language for most people. Success is measured in terms of the ability to carry on a conversation in the language (Nunan, 2006). Speaking is one of the English skills and indicates the ability to master the language.

Based on the definition above, the researcher can conclude that speaking is one of the methods of mastering the language because it is synonymous with practicing, which is one of the methods of mastering and improving the language learned.

2. The Importance of Speaking

Humans are genetically programmed to speak before learning to read and write. In any given situation, humans spend more time interacting orally with language than writing it down. Speaking is essential because it is one of the abilities required to participate in a conversation. English speaking is difficult because speakers must understand many essential components, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should be fluent in English to communicate quickly and effectively with others. Rivers (1972) studied language use outside the

classroom and discovered that speaking is used twice as much as reading and writing combined. Listening and speaking are language tools for learners (Brown 1994).

According to Efrizal (2012), speaking is essential for people's interaction because they speak everywhere and every day. Speaking is the process of verbally communicating ideas and messages. If we want to encourage students to communicate in English, we should use it in real-life situations and ask them to do the same.

According to Richards and Rodgers (2014), traditional methods ignored the speaking skill in classrooms where the emphasis was on reading and writing skills. For example, in The Grammar Translation method, reading and writing were the essential skills, while speaking and listening were secondary. According to Ur (2000), speaking is the most important and necessary for effective communication of the four language skills: listening, speaking, reading, and writing.

The integration of other language skills emphasizes the importance of speaking. Speaking helps students improve their vocabulary and grammar skills, which in turn helps them write better. Students can express their emotions and ideas, tell stories, make requests, talk, discuss, and demonstrate the various functions of language. Speaking is essential outside of the classroom. As a result, language speakers have more opportunities to work in multiple organizations and businesses. Baker and Westrup (2003) backed up these claims by stating that learners who speak English well have a better chance of getting a better education, finding good jobs, and getting promoted.

B. Theory of Hesitation

1. Definition of Hesitation

According to Crystal (1975), hesitation is psycholinguistics phenomena studies in the relation to language processing used by linguists. Moreover, Clark and Tree (2002) added that hesitations are used when the speaker wants to formulate what they want to speak in managing the proper conversation. According to Holmes (1998), Hesitation is one type of speech error that has received most of the most experimental attention. Hesitation is fluttering in speech; stammering. Hesitation is pauses of varying lengths that occur when the speakers are losing their words during speaking. Cenoz (2000), defined that hesitation is a set of tools with a certain time duration that are used to solve oral discourse generation and reproduction problems, and that can be both retrospective (e.g.correction of a produced discourse piece) and perspective (e.g. planning problems of the coming discourse piece).

Rose (1998) adds that hesitation is a crucial factor that sometimes delays message transfer in some way. If the hesitation had not occurred, the communication of the speaker's message would have been faster. From the statement above, we can conclude that hesitation is a period of breaks that occur during speaking. Those pauses can be empty or filled with a set of words or repetition to recover the disfluency in speaking.

According to Rose (1998), hesitation is used to take a breath during speaking, to be prepared to continue speaking and to signal people to end or take their speaking turn. Hesitation pauses are also used when people try to decide what they want to say because sometimes people need time to think before speaking their words. For example, when a

teacher wants to give an explanation and some examples about a subject to her student, she sometimes needs time to think of an example that seems easy to be understood by the student actually, and the teacher hesitation in her speaking by making a silent term, repeating the same word during thinking or making a sound. In short, language, as a means to communicate, will need hesitation in some ways when the speakers deliver their speech. Hesitation pauses within phrases or clauses seem to reflect the difficulty of choosing a word out of many alternatives (Kjellmer, 2003).

Hesitation is presented on two levels: first, surpasses mental, which includes paralinguistic means (e.g. coughing, laughing, etc.), pausing, which can be expressed by silent pauses and pressed mental capital (filled pauses, prolonged sounds, glottal stop, etc.). All types of pauses are classified by two parameters that are. First, its position, which pauses can be boundary or internal in terms of discourse unit, composition pauses can be simple, having only one pause, and Compound having a different composition of filled and silent pauses. Second, segmental indicates discourse markers and repetitions.

Carroll and Luna (2011) as cited in Novytsari (2018) defines hesitation as a period in which the speakers are actually deciding what they want to do or a period in which they search for a word or grammatical pattern that expresses their thought, such as “the uh first thing I want to do is mm locate my uh my book.” The explanation described above suggests three major points at which hesitation occurs. Firstly, it appears in grammatical junctures. Secondly, it occurs in 16 other constituent boundaries. Thirdly, it occurs before the first content word within a constituent. This is a point after speakers have committed themselves to the syntactic form of the constituent being

executed, but before they have planned the precise words to fill it out (Clark & Tree 2002).

Based on some explanations of the concept of hesitation, it can be concluded that hesitation is a period in which the speaker is deciding what they want to do or a period in which they search for a word or grammatical pattern that expresses their thought. Hesitation shows significant ways of retardation because hesitation has a feature signaling in addition to possible feedback or turn-taking.

2. Types of hesitation

According to Rose (1998), there are five types of hesitation that are listed below:

1. False Starts

When a speaker begins an utterance and then abandons it completely without finishing it, this is known as a false start. It is like saying an unfinished word or correcting a word at the start of a sentence. False beginnings, in other words, are word repairs. After a brief pause, the speakers guide the correction of a mistake word or the repetition of one other word before the corrected word. It is usually followed by a pause, after which a new utterance or a total break in the discussion occurs.

2. Restarts

When a speaker restarts, he or she forsakes a word or element and does not amend it or repeat it in part or whole. When a speaker says a few words and then abruptly returns to the beginning and repeats the exact words, this is known as a restart.

3. Repeats

Another prevalent type of dysfluency is repetition, which involves the stoppage of speech followed by the repetition of previously generated information, whether a

portion of a word, a complete word or many words. Repetition occurs when a speaker repeats a lexical item in the middle of a phrase. The speaker repeats some parts of the utterances in the event of repetition. This can have the same effect as a stutter when one phrase or sound is repeated again and over. Repetition shows that the speaker corrects or clarifies incorrect words with appropriate, clear terms. As a result of the repetition, the audience will comprehend the message.

4. Pauses

The most researched type of hesitation appears to be a pause. When the speakers are speaking in a discussion, they frequently pause. Pauses are most common between phrases or towards the beginnings of sentences.

5. Word Lengthening

When speakers enunciate words for longer than they should, this is known as lengthening. The lengthening usually occurs towards the end of a word, although it can happen anywhere within it. The most common instance of lengthening, according to Clark and Tree (2002), occurs when "the" is pronounced as "thee" and the ending vowel sound is drawn from our past. It is usually enunciated duration. When a speaker says the word "the," rather than making a short, curt, normal sound, the speaker will pause before continuing by articulating the word for longer than necessary.

The researcher also uses Clark and Tree (2002) to find the types of hesitations. According to Clark and Tree (2002), there are nine types of hesitation, there are;

1. Silent pause (unfilled pause)

Silent pause is marked by the existence of an empty time any periods while speaking. Silent pause is a rest of time in speech production during any duration.

2. Fillers

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

3. Repeats

Repeats are speakers used of words, phrases, and even sentence twice or more in the same time while speaking. They repeat words, phrases, or even sentences in speaking. For instance, a speaker is intended to say something, yet they make speak errors. It forces them to make any repeat while speaking.

4. False start (Un-retraced)

False start (Un-retraced) the speakers' correction of a wrong word that they have been uttered words without repeating the wrong word. For instance, *these.../those dirty cups.*

5. False start (Retraced)

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

6. Correction

Speakers have many reasons why stop speaking in the middle of their speaking time. Sometimes, they forget to say something; they may be searching for the appropriate word or they may be selecting some examples they want to mention. In

English, there are two devices un remarking signal why speaker stop the interjection (oh, well, say, etc) and the correction (I mean, that is, well, etc).

7. Interjection

Interjections, means that speaker have to stop to think about what to say next. They select a particular interjection to signal why they have to stop. The interjection of *oh*, *ah*, *well*, and *say* are illustrated in the following sentences. *John would like... oh...carrots.... oh* : refers to referent selection.

8. Stutter

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

9. Slip of tongue

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

In this research, the theory of Clark and Tree (2002) and Ralph L. rose (1998) are almost same, but they have different in terms of hesitation. Besides that, Ralph L. rose's theory consist of only five, meanwhile Clark's consist of nine types of hesitation. So, the researcher decided to choose Clark and Tree to analyze the hesitation types in students' speaking. Because this theory is more detailed than Ralph L. Rose theory. In addition, this theory is never investigated before by the other researcher.

3. The factors of hesitation

In the communication process, hesitation is usually encountered as non-verbal communication, depending on the speaker's condition. According to Matthei and Roeper (2000), the speaker will hesitate when choosing what words to use and how to use them. Besides, hesitate usually arise when someone talks about making difficult decisions and try to use their time to think. As a result, the speakers are sometimes hesitant and do not know what to say next (how to express it). In this case, a hesitation like a pause, repeat, or false start is produced to fill the hesitation period.

Clark and Tree (2002) explain that hesitation occurs when several problems come from the speaker during a speaking activity. In detail, they may have difficulty organizing the ideas, syntax formulizing, selecting, and pronouncing the word. Besides, Watanabe and Rose (2011) defined that speech that occurred by one or more interlocutors may be described as continuous. Still, the moment of reflection will reveal and not continues at all. Minimally speakers must break off their speech to breathe.

According to Carroll (2011), hesitation may happen due to these three reasons. First, sometimes the speaker pauses because they have to "come up for air" or breathe. In case, speech is produced as the speaker expels the air from the lungs and must occasionally pause to inhale before it continues. Second, the speaker sometimes pauses due to pragmatic reasons. The crucial purpose of speech is to communicate information to the listeners, so if they are temporarily distracted, confused, or unreceptive, it often pays to wait before going on. In detail, there are several different kinds of Pragmatic

reasons for pauses: the speaker sometimes pauses "for effect" when making speeches to sound pronouncements. Besides, it occurs because the speakers try to attempt or achieve a specific communicative effect on the listener. Third, hesitation could occur due to the course of planning when the speakers are trying to utter what to say and how to say it. In this case, the entire sentences are planned and then spoken. Perhaps, this could work for short or common sentences, but it must require planning as the way we articulate, including the decisions of the proper word and sentence structure.

According to Mridha et al. (2020), The students who speak a language to express their meaning need much practice. Frequent practice enables a student to have a master over the conversation. In this regard, students need to converse with their classmates in English. But many students hardly talk with their classmates. Even many students never speak English with their peers. Such a kind of phobia for speaking on the part of students reduces their ability. Thus, there is an absence of spontaneity for natural communication. Furthermore, according to Miller (2001), hesitation is usually experienced by the students when they feel shy with their friends, feel some unwilling, and lack of interest to other people. In addition, hesitation happen when the students feel reluctant to speak to the hearer.

From the explanation above, the researcher concludes that some factors that make the students hesitate to speak are breathing, shyness, difficulty pronouncing the word, confusion in choosing a word to use, and nervousness.

CHAPTER III

RESEARCH METHODOLOGY

The research method used in this study is discussed in this chapter. It focuses about the research design, research participants, data collecting, and data analysis.

A. Research Design

This research aims to identify types of hesitation occurred most often in speaking and factors affecting students' hesitation in speaking. The researcher used a qualitative research method. According to Corbin and Strauss (2008) (as cited in Taylor, Bogdan, and Devault, 2016), qualitative research describes social phenomena people associate with their emotions and experiences. The qualitative method aims to have a deep understanding of the current phenomena. Furthermore, Creswell (2014) defined that qualitative research is a method of delving into and interpreting the significance of a social or human issue that affects individuals or groups. The research process comprises changing problems and methodologies, data acquired in the participant's environment, inductively creating data analysis from specifics to general subjects, and the researcher's explanations of the data's importance (Creswell, 2014).

B. Participants

The participants in this research were the first-grade students of SMP IT Teuku Umar, Aceh Barat. They were chosen because, at that level, students are still

not accustomed to speak English. Besides that, English for them is a foreign language. In this case, the researcher only chose one class of the first grades students because it was based on the recommendation of the English teacher at the school. The researcher used purposive sampling to determine the sample.

Purposive sampling is applied because the researcher sets specific criteria in choosing the participants. According to Arifin (2012), purposive sampling is a technique that considers certain aims and criteria or characteristics set beforehand. Bryman (2012) defined that a purposive sampling technique is used to select people, organizations, documents, departments, and others with direct reference to the research questions being asked. In this research, the researcher chose 10 students who most hesitated to be the sample based on the observation.

C. Data Collection

Collecting data is an essential thing in this research that can be determined. So, for collecting the data, the researcher uses observation and personal interviews. First, the researcher observes students' speaking at SMP IT Teuku Umar to analyze what types of hesitation that often made by students in speaking. Second, the researcher interviews the students who have hesitation in speaking to know the reasons for students' hesitation in speaking. Hopefully, by doing these steps, the researcher can get complete data.

1. Observation

Observation is an activity to observe, analyze and understand the phenomena based on the purpose of the research. According to Kothari (2004),

observation becomes a scientific tool, and the method of data collecting for the researcher, when it serves a formulated research purpose, is systematically planned, recorded and subjected to checks and controls on validity and reliability. In this research, the researcher recorded the first grade of SMP IT Teuku Umar students' speaking activities in the class room to get the data. The observation took place in the classroom and focused to conduct direct observation to investigated the types of hesitation occurred most often in students' speaking using an observation checklist that included 9 types of hesitation based on the theory of Clark and Tree (2002).

2. Interview

The type of interview in this research is a semi-structured interview. According to Bryman (2012), a semi-structured interview is a type of interview in which the researcher has prepared a list of questions, but the question may not follow exactly the way outlined on the schedule. The researcher can add or delete questions designed in the interview guide. In short, questions not included in the guide may be asked as the interviewer notices what the interviewees say (Bryman, 2012). From the observation, the researcher chose ten students who most hesitated to interview to answer the factors affecting students to hesitate in speaking like breathing, shyness, difficulty in pronouncing the word, confusion in choosing a word to use, and nervousness.

D. Data Analysis

In analyzing the data, the researcher used a qualitative data analysis technique. The data analysis is the process of systematically analyzing data that has been collected. The goal is to convert unprocessed data into conclusions or outcomes. In analyzing the data, the researcher used a qualitative method developed by Miles et al (2014) to make sense of the data obtained. The processes in performing the analysis are:

1. Data Condensation

Data condensation is selecting, focusing, simplifying, abstracting, and transforming data from written field notes, transcripts, interviews, documents, and other empirical materials. The first step in the analysis of the data is selecting. The researcher assigned a numerical code to each piece of information in the interview transcript. In addition, interview-collected data were picked by the researcher. The data selection is accomplished by highlighting each type and factors of hesitation in speaking. Any information regarding these two components will be preserved and utilized to support research findings. After completing the data selection procedure, the researcher moves on to the focusing step.

In the focus step, the researcher limited the data depending on the research question. Data unrelated to the research question of the topic will not be used as research data and will be eliminated. Afterward, the researcher marked each data related to each research question using a different color mark. After sorting data by giving color to each meaningful data for research, the researcher continued to the abstracting step.

In this abstracting step, the data collected in the focusing stage is evaluated by the researcher, especially those related to the quality and adequacy of the data.

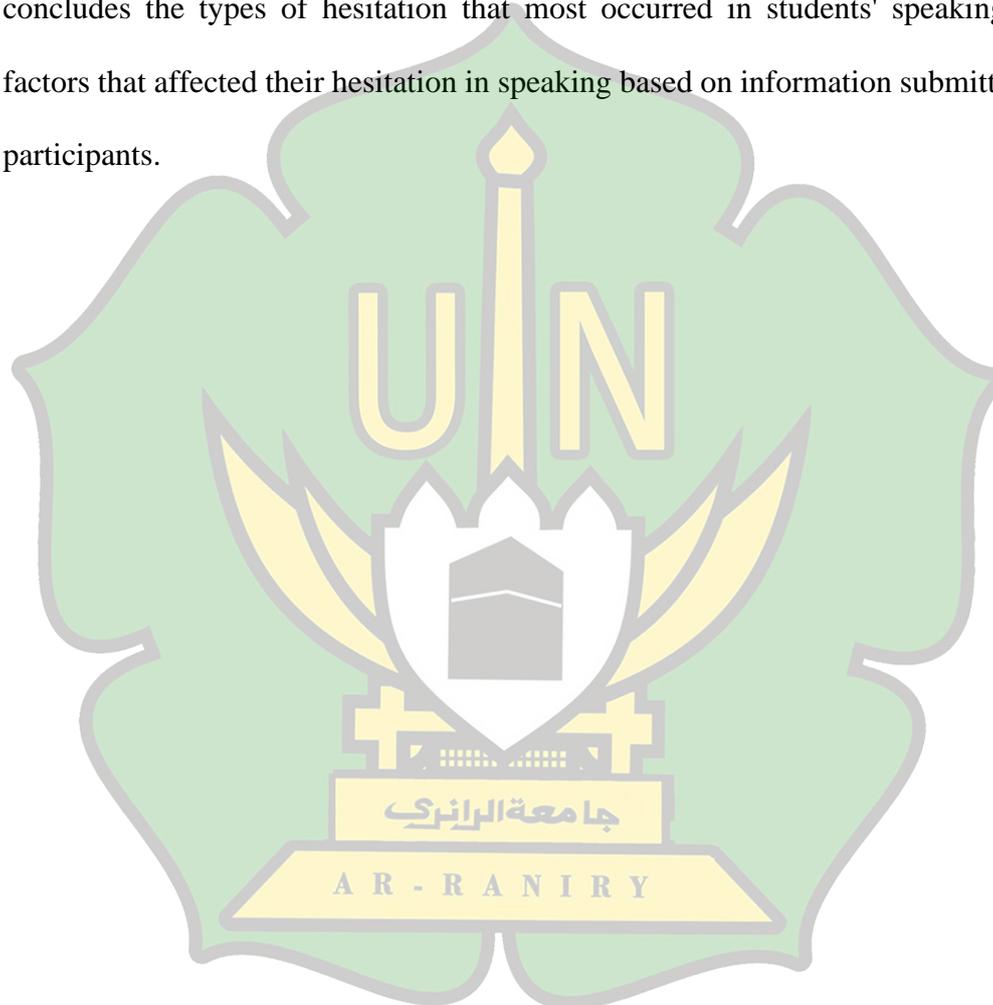
If the data showing the types and factors are felt to be good, and the amount of data is sufficient, then the information is used to answer the research question. The next step is simplifying and transforming. Data that has reached the abstracting stage will be simplified and changed in various ways, including strict selection, summaries, or brief descriptions.

2. Data Display

The data display was carried out to the researcher could proceed to the next step with a better understanding of the problem. The data display is a compilation of information that has been condensed so a conclusion can be reached. After collecting data regarding the types and factors of hesitation the researcher classifies the types of hesitation in table form so that it is easy to understand and see what types of hesitation often occur in students when speaking. For interviews, the researcher provided data through a brief description of each participant based on research questions to obtain information obtained as an analysis of the factors that cause students to hesitate in speaking. All participant identities are displayed using initials and then translated into a code to ensure participant identity privacy. Presentation of data that provides an overview of the types and factors that cause students to experience hesitancy when speaking is organized to be easily understandable

3. Conclusion Drawing/Verification

It is the third step in the qualitative analysis process. The researcher interpreted the data from the beginning of the collection and explained part of the conclusion. Conclusions are proof of the conducted research. At this step, after presenting data relating to the students' speaking hesitation, the researcher concludes the types of hesitation that most occurred in students' speaking and factors that affected their hesitation in speaking based on information submitted by participants.



CHAPTER IV

FINDING AND DISCUSSION

This chapter are covered the results of the research as well as the discussion on the types of hesitation occurred most often in students' speaking and factors affecting students' hesitation in speaking.

A. Finding

After the researcher did observation and interview, the researcher found the types of hesitations that occurred when the students spoke English in speaking class activities by observation and also the factors of the students using hesitation on their speaking from the result of interview.

1. Types of Hesitation in Students' Speaking

In finding the types of hesitation that occurred most often in students' speaking class, the researcher observed 30 students in the first grade at SMP IT Teuku Umar and recorded the student's speaking from 23rd to 24th November 2022. From the observation that the researcher conducted showed there were nine types of hesitation made by the students in Speaking class: silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, stutter, and slip of tongue.

a. Silent Pause

The researcher found many silent pauses in the student's speaking based on the result of observation. The first table is a silent pause made by the students in the speaking class.

Table 4.1
Silent Pause

No	Utterances (contexts)
1.	The teacher is [...] a good person
2.	This class have a white board and black marker [...] but the ink is always run out
3.	This class have three brooms and [...] we have a mirror
4.	I want to describe my class [...] my class have air conditioner
5.	My class have chairs and [...] books
6.	My favorite pencil case has pen, eraser, marker, pencil and [...] ruler
7.	I ask my mom to buy the pencil case and [...] I am so happy because she buy it for me
8.	The color of this book is dominant orange [...] and you can buy this book in the bookshop
9.	There are [...] pencil, pen and correction pen
10.	My doll is so cute and the color is pink [...] and the color of my room is cream
11.	I love Takengon [...] you can take a picture in Takengon too

From the table above, it can be seen that one type of hesitation made by the students in their speaking was a silent pause. The researcher found that students often paused when they think what they wanted to say, and the students did not say any words. In this case, it is called a silent pause. Here, the researcher found that the students did a silent pause with 11 utterances.

b. Fillers

The researcher also finds some fillers on the student's speaking. It is proved by the researcher's finding based on the observation result below:

Table 4.2
Fillers

No	Utterances (contexts)
1.	There are any air conditioner the color is white and uhm.. the fan is white too
2.	This is my pencil case. My pencil case is uhm.. blue
3.	I have 29 classmates uhm.. this class have CCTV too
4.	Make some uhm.. make some corner to take a selfie
5.	And has windows uhm.. and the door
6.	It is famous in the world because uhm.. the scenery
7.	I like go to Takengon because emmm there are any trees and good views
8.	That place is so favorite and eeeeee I go to Takengon with my family
9.	In the first floor has kitchen and one bed room uhm.. in the second floor...
10.	In the third floor has two bed rooms and living room uhm.. and in one bedroom has one bath room
11.	This is marker uhm.. the color is purple
12.	And amazing place to uhm.. visit
13.	The fun thing is uhm.. is the playing game
14.	Playing games because uhm.. we have fun and also get knowledge at the same time
15.	The butterfly is very eeeeee.. beautiful

Based on the table above, the researcher found that most of the fillers happened almost in all of the student's speaking, where the researcher found 15 utterances. The most filler made by the students is the sound **Uhm**. In this research, students voice fillers by making sounds while thinking before uttering the next utterances. The sounds from the students, such as *Uhm, eee, and emmm* meant fillers.

c. Repeat

In this research, the researcher also found repeats in the student's speaking. Many students repeat some words in their speaking while thinking what to say next. The researcher got the examples as follow:

Table 4.3
Repeats

No	Utterances (contexts)
1.	I like the teacher because I easy to understand the..the subject
2.	The color of the drink is blue and..and red
3.	Hot air ballon is very beautiful because it is unique on the..the..the Cappadocia
4.	In the second floor there are mini park to put..put some plants
5.	The color..the color paper is white. The book is good
6.	The wall in this class is..is color blue
7.	In front of my class there is..there is some flowers

From the table above, seven utterances are found, and some words are repeated by the students, such as *the, and, put, the color, and there is*. Here, Repetition occurs when students repeat the use of words, phrases, and even sentences two or more times simultaneously while speaking

d. False Start (Un-retraced)

Based on the observation, the researcher also found utterance of the students that related to false Start (Un- retraced). The example is as follow:

Table 4.4

False start (Un-retraced)

No	Utterances (Contexts)
1.	This is my bag. I love my bag very ... so much because the color is my favorite color

From the table above, it can be seen that the student corrected the word she said before. The first, the student said the word *very* then she corrected this word became *so much*. In this research, False start (un-retraced) occurs when students correct the wrong word they have said. Here, the researcher only found one utterance made by the student.

e. False Start (Retraced)

There are three utterances that found by the researcher. They appeared during the student's speaking based on the result of observation. The three utterances are on the table below:

Table 4.5
False Start (Retraced)

No	Utterances (contexts)
1.	You can make two spaces... make two floors
2.	The color ...the cover of the book is very well
3.	This is pen. This is use... this is useful for write

Based on the observation, the researcher found some false starts. In the first utterance, the student did a correction of the word *make two spaces* become *make two floors*. The student corrected the word *spaces* and included the repeated word *make two*. On the second utterance, the student corrected the word *color* to become *cover* and then repeated the word before the corrected word. In the last utterance, the student corrected the word *use* become *useful* then she also repeated the word *this is* before the corrected word. In this research, False start (Retraced) occurred when students corrected a word that included one more word repeated before the corrected word.

f. Correction

The correction made by the students on their utterances. The researcher got some examples of correction on the students' speaking. They are:

Table 4.6
Correction

No	Utterance (contexts)
1.	This is police man I mean police woman
2.	Empek- empek is food I mean famous food in Palembang

From the table above, it can be seen that the researcher found two utterances of this type. Here, students use the word *I mean* to correct what they want to say. Based on the observation, students may have a reason for stopping speaking in the middle of their speaking time. Sometimes, they need to remember to say something; they may be searching for the appropriate word or selecting some examples they want to mention.

g. Interjection

The researcher only found one utterance that used by the students on their speaking. The following is utterance that show interjection:

Table 4.7
Interjection

No	Utterances (Contexts)
1.	My pencil is black eh blue and correction pen is color red and white

Based on the table above, the researcher found that the students used remarking signals *eh*, which refer to referent selection. For example, she said *my pencil is black* then she changed her sentence to *my pencil is blue*, but she used the word *eh* before she corrected it. From the observation, interjections occur when the student must stop to think about what to say next. They select a particular interjection to signal why they have to stop.

h. Stutter

Based on the result of observation, the researcher found two utterances in their speaking and was appeared on the following utterances:

Table 4.8*Stutter*

No	Utterances (contexts)
1.	This is class VII a. this class is com..com.. comfortable
2.	My classmates is v..v..very funny

Stutter occurs when student hardness in saying the first letter of a word, so they have to utter it repeatedly to continue to the next syllable. In the table above, students' difficulty in saying the first letter of the words *comfortable* and *funny*, so they uttered it repeatedly to continue to the next syllable.

i. Slip of tongue

The researcher found two utterances that used by the students on their speaking. The following is utterance that show slip of tongue:

Table 4.9*Slip of Tongue*

No	Utterances (contexts)
1.	I want to description Cappadocia
2.	I well describe my pencil case

From the table above, it can be seen that students want to say *describe* but they say *description* and *will* became *well*, where it changes the meaning of the word itself, in this case it is called slip of tongue.

2. The Factors Affecting Students' Hesitation in Speaking

To find out the factors affecting students' hesitation in speaking English, the researcher did an interview on 24th November 2022. The researcher interviewed the students speaking in the classroom that consisted of 10 first-grade students who the most hesitated in speaking based on the observation. Based on the interviewed, the researcher found there were some factors affecting students' hesitation in speaking English there are difficulty in pronouncing the word, confusion in choosing a word to use, shyness, breathing, and nervousness.

a. Difficulty in pronouncing the word

Based on the interview result, the researcher found that all of the students agreed that they hesitate to speak because they find it difficult to pronounce the word they want to say. They need time to think about how to pronounce it. The following was the student's answer when the researcher asked her whether she got difficulty speaking English:

Yes, because sometimes, there are some words that are difficult to pronounce. At the same time, I also feel nervous and it makes me unable to think. [HN]

I started to remember how to pronounce every word I wanted to say, but I needed time, and sometimes there wasn't enough time, and I lost the word I had composed. [AH]

The students NB and AR also added:

Of course, yes, because when I have difficulty pronouncing the words that I want to say, I will think for a moment, so it takes me a long time to think,

and that's what causes me to hesitate when speaking. [NB]

Yes, when speaking, I often have difficulty pronouncing the word I want to say because I know the words but it difficult to pronounce. [AR]

From the statements above, the researcher concluded that one factor that made the students hesitate to speak English was difficulty pronouncing a word they wanted to say because they needed time to think about how to pronounce it.

b. Confusion in choosing a word to use

Based on the interview result, the researcher found that all of the students' answers proved that confusion in choosing a word to use is one factor that makes them hesitate to speak English. For instance, the students said:

Yes, I feel confused in choosing words to use because I am very lack of vocabulary, so I do not know the English language of that word. [DM]

Three students QM, HN and KS also agreed that they are confused about what word to say because they know the word, but they do not know the English language of the word The student ZS also stated:

I am often confused about what word to use when speaking because I am too nervous. It makes me unable to think. [ZS]

This also supported by the students' answers below:

Yes, sometimes when speaking, I'm confused about what word to use because it suddenly goes blank. [AH]

Of course, I am confused about what word I should use next. Sometimes my brain thinks whether it's okay to use this word here or not. [AR]

The answers above showed that confusion is one factor that made students hesitate to speak English. All of the students said that when they were confused about choosing a word to use, it would make them hesitate when they were

speaking. The reason is that they cannot think at that time, and they are very lacking in vocabulary, so they know the word they want to use but do not know the English of that word.

c. Shyness

from the interviewed result, shyness becomes one of factors that made the students hesitate in speaking English. Not all of the students have high confident to speak in front of many people. So, the students felt shy to the listeners. There are seven students who said that they are shy when they want to speak English. One of the student's answers said:

Yes, I'm shy because when I speak in front of class, everyone will look at me and I'm so afraid that my friends will laugh at me if I made a mistake.
[DM]

This also supported by other students' statement, she said in the interview that:

Yes, actually I am a shy person to appear and speak in front of many people I don't know even though with my classmates I am shy. I feel like I am not confident at all to speak in front of many people. So, when I speak in front of class I will shy and it makes me hesitate [ZS]

The statements above showed that the students feel shy to talk in front of many people because they are fearful of being laughed at by friends and not confident of appearing in front of many people even though they are classmates. It can influence their speaking because of this factor. Of all the students that the researcher interviewed, not all of the students felt shy about speaking English. There are also three students that did not feel shy in speaking English, as NI stated as follows:

I'm not shy, because I really like to speak in front of many people and actually, I am an extrovert person so, it does not matter for me. Moreover, if I speak in front of my classmates where I already know and often interact

with them [NI]

The other two students HA, KS also agreed with the statement that they not feel shy when they are asked to speak in front of class because those who see them are classmates where they have often met and interacted.

d. Breathing

Here, the researcher found that all the speakers conformed that they did pause and breathing process during the speaking activity. In detail, the researcher required a brief explanation from all of the speakers that they often pause and come up for air during speaking due to this several things: 1) Confused about the word they want to deliver, and it takes time to pause before coming up with the new utterances. 2) Nervousness lost their focus and have to think the next word before continued speaking. 3) Less vocabulary and should translate the language in their brain before coming up with the utterances. This was supported by the answer from the speakers which displayed in the following:

Yes, sure. I often pause during speaking and sometimes breath for a while when I got confused about the word I want to deliver. Sometimes I take my time to pause for a while before coming up with the new word or idea [GS]

As well as GS statements', HN also added her answered in the following:

The reason is that I got nervous when I have to speaking in front of class. So, I have to think the next word to continued speaking, it makes me pause to take a breath and think for a while. [HN]

Therefore, QM also added her answer to this question in the following:

Yes, I do think so because when we are breathing during the speech, it takes time to pause our speech for some moments and sometimes we produced the sound "eee" and that's what we called hesitation. [QM]

Four students NB, AR, ZS and DM had same opinion that they often pause when speaking and sometimes they breathing for a while and think what words can be used to continue the speaking.

From the interview, there are three students AH, NI, KS believe that breathing is not the factor that causes hesitation but that is the way to overcome the hesitation. Here in the following:

For me, I believe that breathing is not the factor of hesitation but this is a solution to overcome the hesitation itself. By doing a pause it will give me time to think and prepared my next utterances because sometimes I stop not to breathe, but because I don't know what I have to say next.[AH]

Therefore, from all of the answers, the result of the interview validated that breathing is believe as one of the factors that contribute to the hesitation phenomena in students' speaking.

e. Nervousness

The result of the interview revealed that all of students answered “yes” given to this question. Furthermore, the students had their reason for this. From the result of the interview, the researcher found that the students tend to be nervous due to the different context audiences whether the audience or situation. For instance, three students AR, ZS, KS had the same opinion with GS statements' that it occurred when they have to speaking in font of friends who have speaking better than the speaker itself, it can be seen from the answer below:

Yes, because sometimes if speaking in front of friends who speaking is better than me, it makes me nervous because I feel that my abilities are far below them and I also afraid that I will be laughed if I am made mistake [GS]

In brief, the result of the interview revealed that all of the students agreed

that nervousness can contribute to the hesitation phenomena during their speaking and it so much affected their speaking performance. It summarizes by the students answer below:

Yes, big yes. Mostly, the reason for my hesitation because of nervousness, because when I feel nervous, I will vibrate, I lost my focus, lost my vocabulary, and lost my confidence then, it will make me blank and it causes hesitation. [HN]

Therefore, DM gave her perspective given this point, she stated that nervousness can be overcome by preparation and practice. She explained that her nervousness will be increased since she does not have enough practice.

Yes, I believe that nervous really affects my speaking performance, because when I have been told to speak a few days ago I will prepare well and it does not make me nervous but if I am asked to speak suddenly without any preparation it will make me nervous when speaking. [DM]

B. Discussion

This section discussed the result from the data collected through observation in the classroom and interviews with the students. This study investigated about two research questions; the first was types of hesitation that occurred most often students in students' speaking, and the second research question was factors affecting students' hesitation in speaking at SMP IT Teuku Umar. The observation was conducted to answer the first research question and interview to identify the second research question.

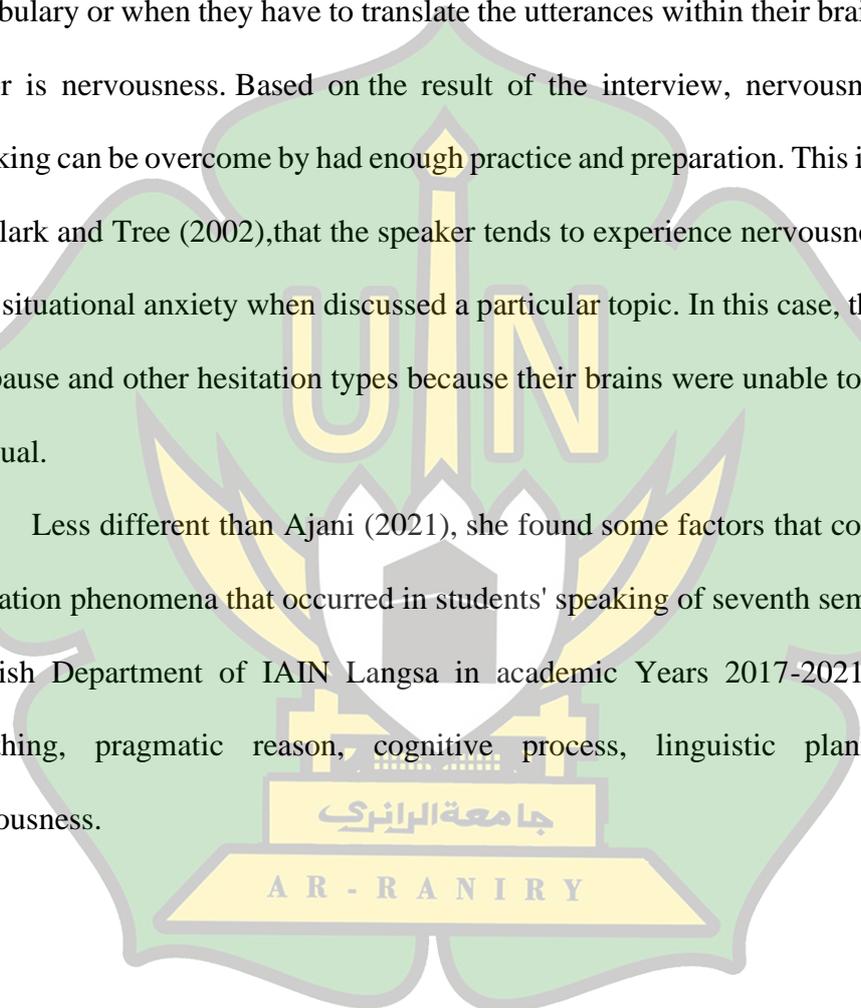
According to Clark and Trees' theory, there are nine types of hesitation: silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, stutter, and slip of tongue. Moreover, the most type that

occurred at the first-grade students of SMP IT Teuku Umar Meulaboh was fillers. Where is silent pause was 11 utterances, fillers 15 utterances, repeats 7 utterances, false start (un-retraced) 1 utterance, false start (retraced) 3 utterances, correction 2 utterances, interjection 1 utterance, stutter 2 utterances, and slip of tongue 2 utterances. This result is relevant to the findings in Roza and Rosa (2013), They found that fillers are a type of hesitation occurrence that is mostly used by the characters in the movie *Akeelah and the Bee*. There are 22 of 80 data for filled pause. It is about 27,5% of all the data. It is because all of the characters are native speakers of English. A native speaker usually uses fillers in their hesitation.

Based on the result of interview, the researcher found there were some factors that made students hesitate in speaking English, there are difficulty in pronouncing the word, confusion in choosing a word to use, shyness, breathing, and nervousness. The first is difficulty in pronouncing the word. Clark and Tree (2002) supported that hesitation occurs when several problems come from the speaker during a speaking activity. In detail, they may have difficulty organizing the ideas, syntax formulizing, selecting, and pronouncing the word. The second is confusion in choosing a word to use. They have own reason, the reasons are because they do not know what to say next, and it is hard to choose appropriate words to say. Wardhaugh (2000) also assert that hesitations can appear because the speaker gets confused about the words and less eye contact when he/she is speaking. It means that feeling confused can make the students hesitate in their speaking. The third is shyness. As supported by Miller (2001), hesitation is usually experienced by the students when they feel shy with their friends, feel some unwilling, and lack of

interest to other people. The fourth is breathing. Therefore, it confirmed by Carroll (2008), sometimes the speaker pauses because they have to “come up for air” or breathe. Besides, the result of the interview also explained that they did pause due to several reasons, namely they have to come up for air, when they lost some vocabulary or when they have to translate the utterances within their brain. The last factor is nervousness. Based on the result of the interview, nervousness during speaking can be overcome by had enough practice and preparation. This is validated by Clark and Tree (2002), that the speaker tends to experience nervousness dealing with situational anxiety when discussed a particular topic. In this case, the students did pause and other hesitation types because their brains were unable to work well as usual.

Less different than Ajani (2021), she found some factors that contrived the hesitation phenomena that occurred in students' speaking of seventh semester from English Department of IAIN Langsa in academic Years 2017-2021 there are breathing, pragmatic reason, cognitive process, linguistic planning, and nervousness.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provided conclusions and suggestions based on finding and discussion. Then provided some suggestions that might be useful for the teachers, students, and also future researchers.

A. Conclusion

Based on the result of the research that has been presented in the previous chapter, the researcher concludes that:

1. There are nine types of hesitation that occur in the student's speaking: silent pause, fillers, repeats, false start (un-retraced), false start (retraced), correction, interjection, stutter, and slip of tongue. The researcher found that the most type that occur was fillers.
2. From the interview of the students who often hesitate to speak English, the researcher got some factors that made their hesitate in speaking English. They are difficulties in pronouncing the word, confusion in choosing a word to use, shyness, breathing, and nervousness.

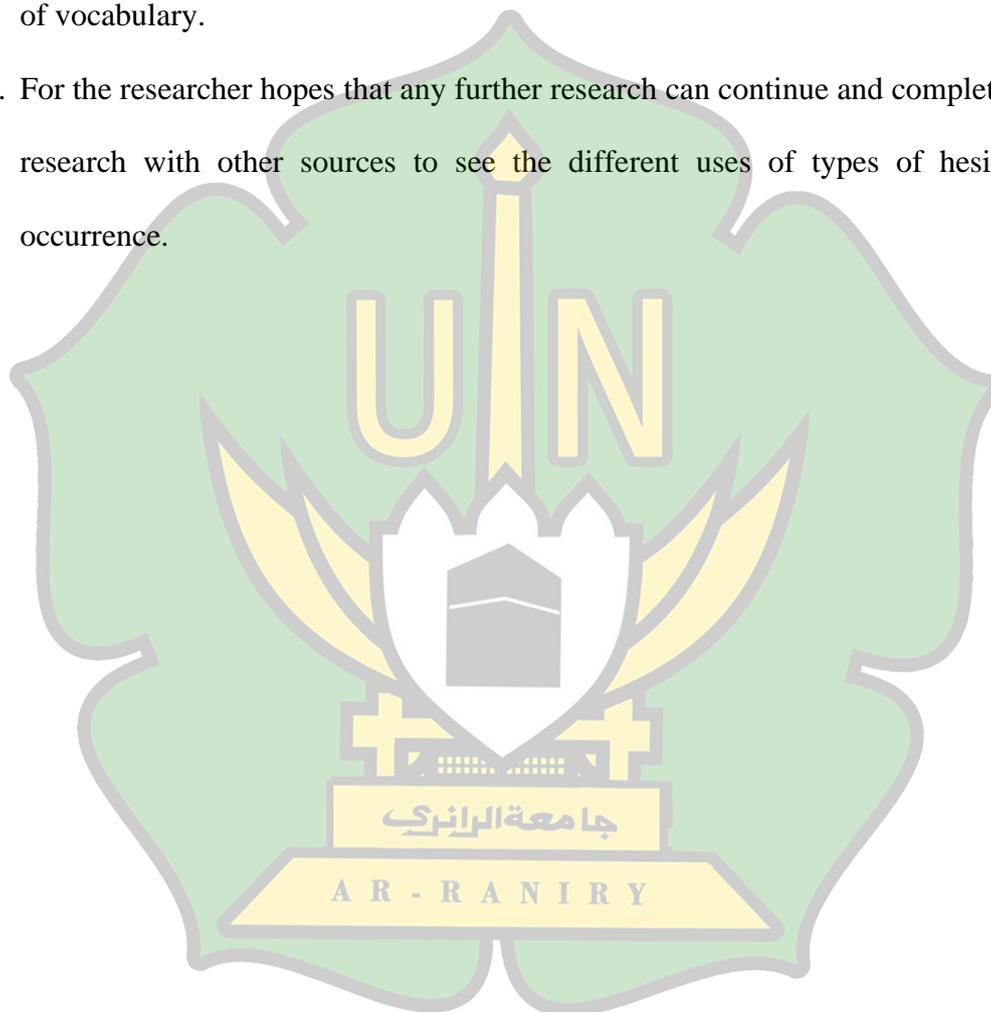
B. Suggestion

Based on the research conclusions above, the researcher provided some suggestions or input to various parties, namely as follows:

1. For the students are hoping to reduce using the types of hesitation. The students should use the other strategy which can support their speaking of English well,

such as by increasing vocabulary and often practicing speaking.

2. For the teacher should pay attention to the student's speaking and give the students a chance to express their ideas easily. The teacher also may let them use strategies to reduce hesitation, such as by asking them to speak in pairs and providing lots of vocabulary.
3. For the researcher hopes that any further research can continue and complete this research with other sources to see the different uses of types of hesitation occurrence.



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APPENDICES

Appendix 1


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14355/Un.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-9583/Un.08/FTK/KP.07.6/8/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;

2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;

3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;

4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-9583/Un.08/FTK/KP.07.6/8/2022 tanggal 5 Agustus 2022

KEDUA : Menunjuk Saudara:
1. Siti Khasinah, M. Pd. Sebagai Pembimbing Pertama
2. Fithriyah, S.Ag.,M.pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : Maharah Shalihah
NIM : 180203050
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Student' Speaking Hesitation at SMP IT Teuku Umar

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 01 November 2022
Dekan,

Saiful Mukhlis

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakn;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix 2



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14554/Un.08/FTK-I/TL.00/11/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
SMP IT TEUKU UMAR MEULABOH

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAHARAH SHALIAH / 180203050**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis of Students' Speaking Hesitation at SMP IT Teuku Umar*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 November 2022

an. Dekan

جامعة الرانيري

Wakil Dekan Bidang Akademik dan
Kelembagaan,

AR - RANIRY



Berlaku sampai : 31 Desember
2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix 3

The Observation Checklist of Hesitation Types Used by the Students During Speaking Activities

Day/date :

Time :

Class :

Material :

Observer : Maharah Shalihah

Teacher :

In this research the researcher uses checklist to find the data about hesitation types used by the students in their speaking. The researcher just write check (✓) on the table provided and then analyze it based on theory of hesitation types by Clark and Tree (2002), silent pause, fillers, repeats, false start, correction, interjection, stutter, and slip of tongue. This checklist is suitable to gain the data especially in collecting and classifying the data based on the problems. The researcher made this observation to analyze what types of hesitation that often made by students in speaking.

Checklist of Hesitation Types Used by the Students During Speaking Activities

No	Context (Utterance)	Indicators								
		1	2	3	4	5	6	7	8	9
		(SP)	(F)	(R)	(FS.U)	(FS.R)	(C)	(I)	(S)	(SoT)
1										
2										
3										
4										
5										

Note: 1) Silent pause, 2) Filler, 3) Repeat, 4) False Start (Un-retraced)
5) False Start (Retraced), 6) Correction, 7) Interjection, 8) Stutter,
9) Slip of tongue.

Appendix 4

Interview Question

Interview can be used to collect information which is not obtained from observation. In this research, the researcher used semi-structured interview because the researcher would like to know what topics need to be covered and what questions need to be asked. The researcher made this interview to know what factors that make students hesitate in speaking.

Interview questions:

1. Do you like when the teacher asks you to speak in front of the class?
2. How do you feel when speaking in front of class and being watched by many people?
3. What are the difficulties you face when speaking in front of class?
4. Do you feel shy when being asked to speak in front of class?
5. Is breathing one of the factors that makes you pause when speaking?
6. Is it difficult to pronounce a word that makes you hesitate when speaking?
7. Do you feel confused in choosing which word to use makes you hesitate in speaking?
8. Does being nervous make you hesitate when speaking?

AUTOBIOGRAPHY

Name : Maharah Shalihah
Student's Number : 180203050
Place/Date of Birth : Meulaboh, 18th August 2000
Sex : Female
Religion : Islam
Nationality : Indonesian/Acehnness
Marital Status : Single
Occupation : Student

Parents

Father's Name : Shalihin
Mother's Name : Didis Maini
Father's Occupation : Entrepreneur
Mother's Occupation : House Wife

Educational Background

Elementary School : MI 1 ,Meulaboh (2006-2012)
Junior High School : SMP PLUS AL-ATHIYAH, Aceh Besar (2012-2015)
Senior High School : SMA PLUS AL-ATHIYAH, Banda Aceh (2015-2018)
University : English Education Department, UIN Ar-Raniry

A R - R A N I R Y