CHAPTER I
INTRODUCTION

1.1 The Background of the Study

When speaking, even native speakers sometimes struggle with finding a proper way to express themselves and the less proficient the speaker is, the more communicational problems he or she will face (Kaivanpah, Yamouty & Karami, 2012). This happen when there is a mismatch between the linguistic ability and the communicative intention (Dornyei & Scott, 1997:174). To compensate this problem, sometimes people use different communicative strategies and one of these strategies is using pauses.

Most learners of English nowadays need to be able to communicate with other people in the language. Learners of English as a foreign language, in countries where English is not widely spoken outside the classroom, often build a substantial knowledge about the language through study of its grammar and vocabulary, but have difficulty in developing oral proficiency because they lack exposure to the language, and experience using it. For such learners, fluency is perhaps the major speaking problem they face. Their speech tends to be slow, hesitant, and full of pause, repetitions and self-corrections. This is likely to try the patience of listeners, especially those who are unused to learner-English. It also places more strain on the speakers themselves than would effortless, automatically processed and fluent speech. Oral fluency is therefore an important, but elusive, objective for many foreign language learners.

Learning to speak a foreign language (FL) is not as simple as it seems. It requires many efforts for understanding and practicing it. According to Holmes (2013) and Chaika (2008), people need to develop not only the linguistic competence but also the appropriate communicative competence as well in communicating any foreign language. Therefore, understanding how to pronounce words correctly, use the appropriate grammar, and choose a proficient vocabulary does not guarantee the success to be able to speak a foreign language.

In learning English as a foreign language, listening, speaking, reading and writing skills become the standard competence for students to measure their proficiency. In general, non-native speakers of English find problems to master the four skills. Practically, some students who are required to write a paper in English tend to write its draft in Bahasa Indonesia firstly, then she or he will translate the text literally into English. The differences of structure between Bahasa Indonesia and English obstruct students in their learning process. Therefore, students commonly have problems in lexical knowledge, grammatical rules, and pronunciation. In learning English, students have to understand and comprehend lexical knowledge and grammatical rules and able to use it appropriately in oral or written communication. Differently, the pronunciation difficulty is greatly influenced by personal mother tongue sound systems.

The differences of sound systems between mother tongue, Bahasa Indonesia, and English are quite significant that can lead to speech error (slip of the tongue) and pauses; students tend to make spontaneous error when they are not familiar with the vocabulary, and students probably make pause when they are hesitant about their speech content.

When we speak, we inevitably produce pauses. We cannot speak without pausing (Zellner, 1994). Since speaking foreign language is not easy, sometimes people make some pauses during speaking. Pause frequency and duration have been examined in terms of linguistic and social factors. It has been shown that there is a strong correlation between syntactic and prosodic complexity and pause duration.

The study of pauses and other hesitation phenomena in speech production has a long tradition in psycholinguistics and these phenomena have been analyzed as evidence to infer processes in language planning and to signal overloading of the production system (Golman Eisler, 1968, 1972). Since then many studies have been conducted for the investigation of pauses and their functions in discourse (Stenstorm, 2011). These studies have shown that pauses are of two types: silent pauses and filled pauses. Silent pause is unfilled pause, that is, periods of time when nobody talks or silent periods between vocalizations (including breath pauses). While filled pause is interruptions of speech flow by non-lexical sounds such as ah, oh, mm, er, erm, uh, um, like, and you know. These words and vocalizations can be split into two subcategories; unlexicalized and lexicalized.

Moreover, pauses phenomena have been studied in different languages such as English, German, Hindi, Japanese and Mandarin. Many recent studies have been even carried to investigate the use of pauses by non-natives speakers (Watanabe & Rose, 2012). On the whole, it is worth mentioning that the uses of pauses have been studied by native and non-native speakers of English as well (Watanabe & Rose, 2012).

Pauses have also been studied in the context of language learning and language proficiency. It has been consistently shown that pauses and much related to speaking rate are the major contributing factors of speech fluency and proficiency (Yuan at al, 2016). Kendall (2007) showed that region, gender and ethnicity have significant influences on pause duration, and males tend to use longer pauses than females. Clopper and Smiljanic (2011) showed that Southern male speakers use more pauses per intonation phrase (IP) than Southern female speakers and Midland speakers (both male and female).

This study is aimed at analyzing types of speech pause used male and female students of Pesantren Arraudhatul Hasanah Medan in English oral examination context. The students of this school are coming from different regions in Sumatera even from overseas. According to the data of Education Department of the Pesantren, the number of students who come from out of the city (Medan) is in the highest number from total students, grew more than twice between 2007 and 2017. With an increasing flow of students accepted into this school, students' adaptation to the unfamiliar life and environment of Pesantren have drawn the attention of researchers.

Consistently, the Pesantren pays great attention to its students' ability in Arabic and English. Even, there are some slogans about how important Arabic and English for it is. "Arabic and English are our crown" is one of the most popular slogan of the Pesantren, which means that Arabic and English are like a crown, they are the symbol of honor and pride for Pesantren. To support its development, the use of Arabic and English in teaching and learning process in the classroom is required (only in certain lessons, Bahasa Indonesia is allowed to

be used). Arabic and English languages are used as the instructional language in teaching learning process in the classroom. This method is fully implemented starting from grade 2 of KMI (equivalent to class VIII of SMP).

In their daily communication, the students are obligated to communicate in Arabic and English. The application of the two foreign languages in students' conversation is scheduled regularly every week, by dividing the use of English in one week and Arabic in the next week. So, when the students are in their English week, they must speak English, and they may not speak other languages including Arabic. And when Arabic week comes, they must speak Arabic, and they are not allowed to use other languages except English. This regulation runs with strict discipline and control. In the dormitory, students are supervised by managers of hostel from grade 5 (equivalent to grade XI). While students of grade 6 (equivalent to grade XII) as the managers of students' central organization, especially the Central Language Improvement Section (CLI) are responsible to maintain the language discipline in all dormitories and in the other areas of Pesantren overall. Those managers of language are supervised and controlled by some teachers of Language Advisory Council (LAC). The implementation of the above activities and the application of language disciplines, are expected to be able to improve students' abilities in languages in order to support academic achievements. However, the fact does not occur that way. Pesantren is still not satisfied with the students' English proficiency.

To evaluate its teaching and learning process, Pesantren conducts two test approaches, namely oral and writing tests. In every semester, before having their writing test, the students have to pass their oral examination. The oral examination

is conducted to obtain information about the development of listening and speaking skills in the form of question and answer. Only two lessons are examined orally, namely English and Arabic. The material for English oral examination tested includes conversation, reading, grammar, translation and vocabulary. In this oral examination, students are expected to answer all questions given by examiners correctly and firmly.

Based on researcher's observation, many students of Pesantren Arraudhatul Hasanah frequently used pauses in their speech during having their oral examination, as can be seen in the following excerpt.

T : Furqon, where do you come from?
S : I come from **(. 3 seconds)** Medan City Consulate
T : what is the most popular place in Medan?
S : **(. 2 seconds)** the popular is **(. 8 seconds)** cake
T : ha (filled pause)? What? **(. 3 seconds)** what is the most popular place to visit in Medan?
S : **(. 24 seconds)** Mercy

From the conversation above, Teacher was examining student of grade 5 on Tuesday, November 27, 2018 at 09.00 until 09.30 a.m. It can be seen that both teacher and students produced pauses during the conversation. The teacher was surprised to his student answer for the question 'what is the most popular place in Medan' and then he made "filled pause" because his student came with the answer 'cake'. The teacher made silent pause for three seconds, thinking about the best question to make his student understand what the question actually meant. Then, the student produced silent pause for 24 seconds before he answered the question with the utterance "mercy". From the conversation, it can be seen that the student made some pauses without uttering any word even voice. This kind of pause considered as silent pause.

The following example could account the unlexicalized-filled pause.

> T   : coconut is coklat? So your father is a manager?
> S   : **eeee…{ 2 sec}, yes, my father is the manager over there**
> T   : manager in PT Hervinta before Pinang Awan before Rasyid. Ok do you know PT Asam Jawa ?
> S   : yaa
> T   : I live there, and I know Hervinta because everyday the truck of Hervinta pass my house brings pal's oil and what's your mother?
> S   : my mother is …{silent 6 sec}
> T   : **aaa? What's your mother?**
> S   : {silent 5 sec} my mother?
> T   : **haaaa {silent 3 sec}**
> S   : housewife

Based on the example, the vocal 'ee' was also used by the student when he answered the questions. The student used this vocal when he wanted to start his sentence or in the beginning of the sentence. This vocalization is considered as unlexicalized filled pause, because of its function as the filler of pause and it is not a word.

A situation in oral examination room of Pesantren Arraudhatul Hasanah can also create the use of lexicalized- filled pause; for instance:

> T   : you can see the government of north sumatera today and what is your suggestion for them in order to make this city become better .
> S   : a....(2 sec) **maybe** I will (silent 2 sec) suggest them to make many (silent 2 sec) to make many.
> T   : for example?
> S   : **I mean** aaa (3 sec) provide the job for people who is jobless.
> T   : ok, now we talk about food. What is the best food in Medan city you have eaten.
> S   : I have tried in Medan city, there is no the real food from medan, **I mean** the original food from Medan
> T   : what is the delicious food you found in this city? your favorite one?
> S   : **maybe** aa (7 seconds) mie Aceh.

In this situation the student used the word 'I mean' and 'maybe'. The expression 'I mean' was used when the student want to clarify his statement, and the expression 'maybe' was used when he was not sure about his statement.

The examples above show that speech pauses often occur in oral examination interaction from all aspects such as teacher to student, and student to teacher. This case could lead to disfluency of speech. Besides that, it could waste too much time in holding the examination. In further process, it can cause to the less effective interaction and influence the students' achievement in communicative competence.

Based on the phenomena above, the researcher is interested to investigate the use of pause type as this area of study still remains unknown. The previous pause and researches mostly deal with the occurrence of pause in oral reading task and drama script as what Ju (2017) and Abbas, Jawad and Muhi (2018) conducted. Ju (2017) analyzed pause duration, pause frequency, and pause distribution and the reasons for inappropriate pausing patterns in an L2 reading task, and found that Chinese EFL learners tend to produce longer pauses at higher frequencies and more inappropriate pauses than native English speakers do. However, significant differences were observed only in pause frequency, and pause distribution patterns between the EFL and native-speaker groups.

In line with Ju (2017), Abbas et al (2018) applied the pause types by Clark & Fork Tree entitled "Pauses and Hesitations in Drama Texts". Abbas at al. tried to figure out what the pauses and hesitations used in the text of drama by Pinter's *The Homecoming* and Baker's *Circle Mirror Transformation* as well as the functions served and to compare both playwrights in this regard. The findings of the study showed that pauses and hesitations do not exist arbitrarily in speech but they are found to serve certain functions depending on the context in which they occur.

Although many studies have explored the relationship between pausing, and its effect on listening comprehension, reading comprehension, and oral intelligibility, but there is much less research with a specific focus on the pause used by Indonesian learners of English as a Foreign Language. Therefore, the researcher expects to find out the realization of typical pause used in oral examination room used by Indonesian EFL. At least, to fill part of the gap.

Therefore, this area of the study is an intriguing academic inquiry and it will focus on the pause types used by male and female students of Pesantren Arraudhatul Hasanah Medan in oral examination room and why they occur. Having conducting this research, the writer expects that the result of the research will help the school to overcome the problem of pause used by male and female students during the oral examination.

1.2 The Problems of the Study

In relation to the background of study presented above, the problems of the study are formulated as in the following.

1. What types of speech pause are used by male and female students of Pesantren Arraudhatul Hasanah in oral examination room?

2. Why are pauses used by male and female students of Pesantren Arraudhatul Hasanah in English oral examination room realized the way they are?

1.3   The Objectives of the Study

In line with the problems of the study, the objectives are to:

1. find out the types of speech pause used by male and female students of Pesantren Arraudhatul Hasanah in oral examination room

2. explain the reasons why speech pause used by male and female students of Pesantren Arraudhatul Hasanah are realized the way they are.

1.4   The Scope of the Study

Lack of students participation in the oral examination becomes one of the major concerns which has been widely discussed. Due to its influence on students' achievement in communicative competence, this study is limited to the discussion of pause appeared in male and female students' of Pesantren Arraudhatul Hasanah in oral examination context. The main aspects to be observed are the pause type (silent pause and filled pause; lexicalized filled pause and unlexicalized filled pause).

1.5   The Significance of the Study

The findings of the study are expected to be useful theoretically and practically. Theoretically, the research findings are useful for: a) linguists to enrich their knowledge about pause theory; b) other researchers to get information of what pause types used by students in oral examination room, and for those who would conduct a further study about pause which remains tantalizing and fruitful line of academic inquiry in other object of research.

Practically, the findings of this research are expected to be useful for teachers of Pesantren Ar-raudhatul Hasanah, as a guide to overcome the problem of students' pause in the oral examination room and as a reference for those who are interested to research in the field of pause and gender.