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## Research Article

### The Speaking Disfluencies in the University Students' Classroom Conversation

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#### ABSTRACT

The main topic as the research focus in this study deals with the investigation of the category of the speaking disfluencies of the students of the English Study Program. To explore the types of the speaking disfluency produced by the students of the English Study Program of FKIP Universitas HKBP Nommensen Pematangsiantar in their classroom conversation. The design of this research is categorized to a qualitative design. The technique of the data collection is by participant observation. By this technique the researcher functions as the key instrument in the data collection. In collecting the data the researcher is acting as a substitute lecturer giving a subject in Interpersonal Speaking. The results of the study present an analysis of data on the types of speech impediments produced by students of the English Study Program at the University of HKBP Nommensen Pematangsiantar FKIP in their speeches in speaking class. And find analysis data on how each type of speech disfluency is used by students of the English Language Study Program at the HKBP Nommensen University FKIP. The students of English program FKIP Nommensen University use all of the type's disfluency such as Filler or Repairs, Repetition, Hesitation and False Starts. They use Fillers or Repair while they are having a speech in front of their classroom and occurs every five to eight words.

**Keywords:** Classroom conversation, Disfluencies, Speaking

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#### Introduction

This research is about a research on the categorization of the speaking disfluency produced by the university students in Indonesia.

The research is conducted in the teacher training, FKIP Universitas HKBP Nommensen Pematangsiantar. The study is conducted on the classroom conversation of the second semester

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students studying interpersonal speaking subject in the academic year 2022/2023. The research which is going to be conducted based on some reasons which are presented as in the following.

First, to have a successful foreign language teaching in the classroom must not any focus on the hierarchical formal aspects of the language, in addition teachers need to seek for the information why the nonnative speakers often experience the speech disfluencies while they are speaking (Alghonaim, 2021; Pawlik & Perrin, 2020). This means that teaching the formal aspect of the language mentioned in the curriculum is not sufficed (Skidmore & Moore, 2022; Luiselli, 2022). It means that teachers need needs to go beyond the study only the grammatical aspect of the language. It means that in addition to that teachers also needs to study the other aspects such as disfluency since it is also a natural phenomena of the speech production experienced the native speakers of any language in this world (Montes et al., 2019; Liao, 2022). As a foreign language teacher, a person is wise not only to pay attention on the the correct use of the language aspect she or he is teaching in the classroom, but for a successful teaching she or he also needs to study how the foreign language students produce the category of the speaking disfluencies in their conversation in the classroom instruction (Kosmala & Crible, 2022; Buana & Ananda, 2022).

Second, In the field of psycholinguistics, analaze study speaking disfluency as part of the speech production. According to O'grady in Siahaan (2013) a spoken utterance [such as speaking disfluency] is a mental concept turned by speaker in speaking. Further, Siahaan (2013) says that linguists are interested to study the steps in the process of the speech production, however since the study is more difficult than the tudy on the speech perception or comprehension, so linguists use a less direct method, i.e., by the speech error or speech disfluencies to get insight into how the process is accomplished by the speaker (Susanto, 2022). This means that speaking disfluency is also a speech production. It is also studied in the domain of the speech production (Jon et al., 2022). As a speech production, it can also be studied to

analyze the process of their production to understand that it is also a speech phenomena which is practiced also by the native speakers of all languages in this world (Dewi, 2020; Gerlach-Houck et al., 2022).

Third, a study on how the category of the speaking disfluency produced by the students in their classroom conversation can be made possible based on the orientation of the theoretical concept given by experts in psycholinguistics. Gleason and Ratner (in Yenkimaleki et al., 2023) say that speech disfluencies are the speakers' utterances with the characteristics of hesitation, repetition, false starts and filler words such as um, well, or you know which can occur every five to eight word, and be assumed to provide valuable insights into unit of speech production and permit the evaluation on how much speech is mentally planned in advance of its production (Montes et al., 2021). In addition, similarly Shriberg (in Witherby & Carpenter, 2022) says that disfluencies such as "um" s and "uh"s, false starts, and word repetition are prevalent in spontaneous spoken language, yet have received surprisingly little attention. Further, Clark & Wasow (in Mueller & Richardson, 2022) also say that pauses may be filled with uh, or um and some words may occur with elongated pronounciations, like the words. Based on these experts the concept of speaking disfluency can be defined as the utterances of a speaker hesitation, repetition, false starts and filler words such as um, well, or you know which can occur every five to eight word, and be assumed to provide valuable insights into unit of speech production and permit the evaluation on how much speech is mentally planned by that speaker in advance of its production (Jansson-Verkasalo et al., 2021; Rokhaniyah, 2019).

Based on the three reasons presented above, the main topic of the study which is investigated in this research is focused on the category of the speaking disfluencies produced by the students in their classroom conversation. The research will explore how the students produce each type of the category existed in every clause they produce in their conversation. The findings of this study can offer some theoretical and practical significance (Buechel, 2020). Theoretically the findings of this study

can be very important information to understand the students' speech disfluency in the classroom conversation as an English language phenomena in Indonesia (Werle & Byrd, 2021). This information can be also important information for the construction of the speaking disfluency theory specifically and in general in the construction of the speech production theory in the field of psycholinguistics. Practically, the finding of this research can be very important information to understand the process of language learning through the classroom instruction. They are important information for English teachers to understand that the findings are classroom language phenomena as natural language phenomena experienced by the native speakers of that language (Al-Ghazali, 2019). By the findings teachers can become theoretically wise in treating how the students create each of the categories in the classroom (Khoiriyah, 2020).

Based on the background presented above, the title of the research given in this research is as follow: "The Speaking Disfluencies in the University Students' Classroom Conversation".

## **Methods**

The design of this research is categorized to a qualitative design. According to Berg (in Vallente, 2020), a qualitative research is a type of research which tries to describe an object. Analysis of qualitative data is a creative process. Therefore the contents of this quick guide are suggestion for the basic direction that qualitative analysis should take and should not be taken as strict procedures or rules. Miles & Huberman (in Lestari, 2019) break down the analysis of qualitative data into three processes which are not sequential steps, but which happen at the same time and happen over and over again. This quick guide is organized around these three processes 1) reducing data, 2) displaying data, 3) drawing and verifying conclusions. Accordingly the object of this study is the category of the speaking disfluencies of the students of English study program of FKIP Universitas HKBP Nommensen Pematangsiantar. The

object also include the way each of the category of the speaking disfluencies produced by the students in their classroom conversation. So this study is different from the quantitative research (in Usman, 2021).

The technique of the data collection is by participant observation. By this technique the researcher functions as the key instrument in the data collection. In collecting the data the researcher is acting as a substitute lecturer giving a subject in Interpersonal Speaking. The procedure in collecting the data is as follows:

1. The researcher instruct the students to presents some conversations in front of the classroom. The topic of the conversations are free according to the topic being learned in the time table of the study program.
2. The researcher uses a tape-recorder which she hides in her pockets to record all the conversations presented by the students who are assigned to come in front of the classroom.
3. When the students speak, the researcher also makes some notes on the relevant important behaviour of the students while they are presenting in the classroom.

The technique of the data analysis used in this research is based on the three concurrent activities mention by Miles and Huberman (in Poria et al., 2019), they are data reduction, data display, and drawing conclusion

In the process of the data analysis, the researcher works as the key instrument in reducing the data into clauses. Then the researcher display the data to show the classification of the speaking disfluencies. At last the researcher draws the conclusion of each type of the classification (in Bahing et al., 2018). The three concurrent activities are conducted by the researcher at the same time for several time until a strong conclusion can be made. The three concurrent activities are conducted on the orientation of the analytical framework which is constructed based on the theoretical framework.

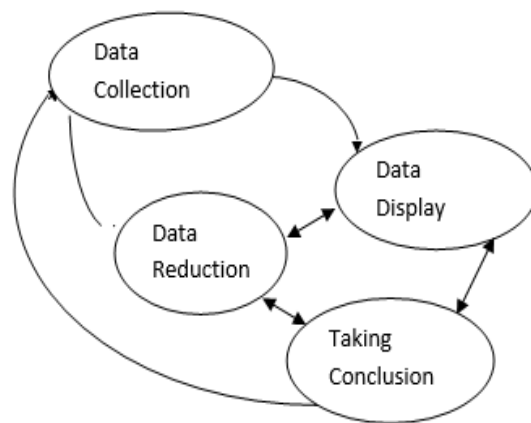


Figure 1. Component of data Analysis : Interactive Model

## Results and Discussion

The results of the study present an analysis of data on the types of speech impediments produced by students of the English Study Program at the University of HKBP Nommensen Pematangsiantar FKIP in their speeches in speaking class. And find analysis data on how each type of speech disfluency is used by students of the English Language Study Program at the HKBP Nommensen University FKIP. And why are each type of speech impediment uttered by students of the English Study Program, FKIP University of HKBP Nommensen Pematangsiantar in their speeches in speaking class.

### Data Analysis

This section presents the data analysis of the types of turn taking markers used by the students of the English study program FKIP Universitas HKBP Nommensen in their speech in speaking classroom. The analysis is about of the types disfluency used by the students and why is each types of the speaking disfluency produced by the students of the English study program of FKIP Universitas HKBP

Nommensen Pematangsiantar in their speech in speaking classroom.

### Disfluency Types

The students of the English study program of FKIP Universitas HKBP Nommensen Pematangsiantar in their classroom conversations used all of the kinds of speaking disfluency those are: Fillers or Repair, Repetition, False starts and Hesitation. Those types analysis are presented one by one as in the following:

#### Filler or Repairs

Fillers are parts of speech production which are not generally recognized as purposeful or containing formal meaning, usually expressed as pauses such as uh, like and eh, but also extending to repairs ("He was wearing a black—uh, I mean a blue, a blue shirt"), and articulation problems such as stuttering.

Based on explanation has shown that rather than being just filler words, disfluencies actually have their own basic meanings, leading to the conclusion that they should be interpreted just as carefully as the rest of the sentence. Filler words such as Um, well, or you know.

Table 1. Data 1 From the M2U00074 Video

Minute	Utterance	Disfluency types
00.30	She is a good mom or good friend, a wonder women for me. She hard work and everything else she can do. For save child. And <i>every..... I see... eh...</i> and every I see she would	Repair or fillers

Based on theory of Gleason and Ratner (in Warner et al., 2022) the utterance with the characteristics of repair and fillers which can

occur every five to eight word. But in this data the word every.. I see.. eh.. is occur every twenty six.

Table 2. Data from the M2U00075 Video

minute	Utterance	Disfluency types
00 : 16	Before <b>I start our... my speech</b> is better to introduce my self the main.. idea may I write in this speech. My inspirator in... in.. my life is my father. <b>it's... its ... a better person in my life</b> . certainly, he is.. he is... my hero.	Repair or filler

Based on the theory of Gleason and Ratner (in Lan, 2021) the utterance of repair or filler occurs every eight to nine words. In this data the words "I start our... my speech", "it's... its ...

a better person in my life." indicates repair or fillers and occurs in the second word to thirty one words.

Table 3. Data From the M2U00079 Video

Minute	Utterance	Disfluency types
00 : 26	<b>If there is a someone.. e.. e..</b> I think that everybody have a different inspirator in their life. the inspirator <b>can be... can be... can be make</b> a motivation, give them spirit.my inspirator in my life is my brother. Im proud of him he always get a good rank..	Repairs

Based on the theory of Gleason and Ratner the utterance of repair or filler occurs every eight to nine words. In this data the words "If

there is a someone..", "can be... can be... can be make". indicates of utterance repairs and occurs in first word to eighteen words.

Table 4. Data From the MU200207 Video

Minute	Utterance	Disfluency types
00 : 26	<b>If there is a someone.. e.. e..</b> I think that everybody have a different inspirator in their life. the inspirator <b>can be... can be... can be make</b> a motivation, give them spirit.my inspirator in my life is my brother. Im proud of him he always get a good rank..	Repairs

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repair which can occur every five to eight word. The words "**about.. is about , She.. she** has got," indicates repairs and occurs in the five to ten words.

Based on the theory of Gleason and Ratner (in Zamora & Finnegan, 2022) the utterance of repair or filler occurs every eight to nine words. In this data the words "**and... and.. and she and at a ... and at a four .. four.. four years..**". indicates of utterance repairs.

Table 5. Data From MU200208 Video

Minute	Utterance	Disfluency types
00 : 29	The topic for today <b>is.. is..</b> to tell biography of someone. And I choose the biography of yamagusho, ladies and gentleman, yamagusho is manga author in this world, <b>I mean.. in japan, UK, and javanese also</b> .	Repairs or fillers

Based on the theory of Gleason and Ratner (1998 : 313 the utterance of repair or filler occurs every eight to nine words. In this data the

words "**is.. is.. , I mean.. in japan, UK, and javanese also.**". indicates of utterance repairs.

Table 6. Data from the MU200215

Minute	Utterance	Disfluency types
01 : 00	I choose biography of someone is about albert einstein. Was born in 14 march the meaning of einstein is intellegence and genius. <b>The people... the people judge him a stupid man. Because.. because he (silent and thinking)</b> when he was a child people judge him. <b>Because.. because</b> the child of the age him be able speak and he cant. <b>The hobby... he is hobby are reading, thinking and study his self.</b>	Repairs

Based on the theory of Gleason and Ratner (1998) the utterance of repair or filler occurs every eight to nine words. In this data the words "**The people... the people judge him a**

**stupid man. Because.. because he (silent and thinking, The hobby... he is hobby are reading, thinking and study his self.**" indicates of utterance repairs.

Table 7. Data from the MU200216

minute	Utterance	Disfluency types
00 : 58	my speech about the inventor of television is jhon logie baird. Jhon logie as a person who first discovered the television. He was born on august 13 1888. <b>He received his education at the royal techno.. techno.. technical college of glasgow. He... (thinking)</b> after exhaustion causes neurological disorders. <b>He choose to concentrate on electro.. electronics.</b> Especially after he know that.. that guglielmo marconi finding signal radio.	Repairs or fillers

Based on the theory of Gleason and Ratner (1998) the utterance of repair or filler occurs every eight to nine words. In this data the words "**He received his education at the royal techno.. techno..**

**technical college of glasgow. He... (thinking)** after exhaustion causes neurological disorders. **He choose to concentrate on electro.. electronics.**". indicates of utterance repairs.

Table 8. Data 7

Minute	Utterance	Disfluency types
00.05	In this opportunity I would tell <b>the bio.. biography of alexander ... alexander gustave.</b> Ok my topic is today alexander gustave eiffel. <b>Inven... inventor of menara eiffel .... Eiffel tower</b> . the eiffel tower is the tallest building. Eiffel tower is an iron tower built on the champ de mars on the banks of the river seine in Paris.	Repair or fillers

Based on the theory of Gleason and Ratner (1998 : 313 the utterance of repair or filler occurs every eight to nine words. In this data the words "**the bio.. biography of alexander ... al-**

**exander gustave.** Ok my topic is today alexander gustave eiffel. **Inven... inventor of menara eiffel .... Eiffel tower**. indicates of utterance repairs.

Table 9. Data 8

Minute	Utterance	Disfluency types
00 : 14	At this opportunity, I will narate a few story about the inventor of a social network or social media <b>which we use.... Which we use</b> at the moment frequently. <b>Facebook e...e.. or often we .... Often we call FB .</b>	Repairs or fillers
Minute	Utterance	Disfluency types
00 :46	Mark elliot zuckerberg. E.. e.. simple youngster who was born on february 14 1984 . since childhood, he has interested with the sector <b>of computer programming... computer program-ming</b> early from his hostel room in harvard, Zuckerberg with his some friends launched this social network on february 4 2004. While the name of of facebok <b>was taken away from their... was taken away from their year book which has... wich has name is the facebook.</b>	Repairs or fillers

**Repetition**

A characteristic expression of unconscious psychic processes, repetition drives the

subject, more or less regularly, but inflexibly, to reiterate systematically certain experiences, thoughts, ideas, and representations.

Table 10. Data 1 from the M2U00069 Video

Minute	Utterance	Disfluency types
00.37	My mother has died four years ago. When she is died my father alone to increate us. Iam is the <b>first child, the first child</b> in my family.	Repetition

Based on the theory of Gleason and Ratner (1998 : 313) the utterance with the characteristics of repetition which can occur every five

to eight word. But in this research, the word of the **first child.. the first child..** types of disfluency is utterance every twenty word.

Table 11. Minute 00.56

Minute	Utterance	Disfluency Type
00.56	I have two brothers and three sisters, my father, I know he don't have enough money for make us like another child, but my father <b>always.. always</b> try, try and try to make us happy.	Repetition

Types of disfluency in this data is repetition. The word of **always... always..** is utterance every twenty five words.

Table 12. Data Minute 01.17

Minute	Utterance	Disfluency types
01.17	after I graduate from senior high school, I choice to go to another city for helping him <b>to..to</b> increase our, to increase my sisters and brothers, but he sont agree with it, he said that I will fighting you. So please get the high education	repetition

Types of disfluency in this data is repetition. The word **to.. to..** is utterance every eighteen words.

Table 13. Data Minute 02.06

Minute	Utterance	Disfluency types
02.06	Everything I know his always tired but never showing he always show face refresh he always so face refresh he always show the fresh face to us, so its make me enjoy and don't sad again will and not remember my mother <b>He. He..</b> always give what we want. So, I hope I will fight, I will fighting.	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to eight word. **He.. He..** in the utterance above indicates repetition. the disfluency occurs every twenty words.

**Data 2**

Table 14. From the M2U00074 Video

Minute	Utterance	Disfluency types
00.38	I see in her self have one spirit and ...(silent) she never give up. <b>If ... if</b> she have problem, trouble and ...(silent)	Repetition

Repetition occurs every thirteen words.

Table 15. Data Minute 00.58

Minute	Utterance	Disfluency types
00.58	. I always remember when <b>she.. she</b> say to me don't like me but better like me in the future. And the worlds always makes me spirit to risk my dream and dream my families.	Repetition

In this data the words **she... she...** in the utterance above indicates repetition. The disfluency occurs every four words.

**Data 3**

Table 16. From the M2U00080 Video

Minute	Utterance	Disfluency types
01 : 21	And.. and my mother, I and my mother always <b>say.. say.. say for me.</b> Always say for me. Em... I'm from I'm the last child so my mother. My mother hope will is better, I will is better.. <b>I will be better, a good.. a good girl.</b>	Repetition

In this data the words **say.. say.. say.. for me.** Indicates repetition. And occur every nine to ten words.

**Data 4**

Table 17. From the M2U00080 Video

Minute	Utterance	Disfluency types
01 : 35	Although she have many trouble, <b>eh.... She always, she always, she always, she always, she always remember our.</b> And she always care for us. She always care for us	Repetition



The words **she always, she always, she always, she always, she always remember our.** Indicates repetition. And occur every five words.

#### Data 5

Table 18. From the M2U00082 Video

Minute	Utterance	Disfluency types
00 : 30	My inspirator in my life is my parents. Why I say it? Because my parents give me spirit <b>to.. to my life</b> , and my problem in my life. I can finish and everytime everyday <b>my parents always... always... my parents always remmember</b> to me that life is a choice I can success if, we can very patient to try something and don't afraid to fail, and don't afraid to fail.	Repetition

In this data the words "**to... to..**" "**My parents always.. always.. my parents always remember.**" Indicates repetition and occurs every eighteen to eleven.

Table 19. Minute 01.47

Minute	Utterance	Disfluency types
01 : 47	To my activity in everyday and <b>I ... I... I</b> love to my mother and my father.	Repetition

In this data the words **I .. I ... I ..** indicates repetition occurs in every six words.

#### Data 6

Table 20. From the M2U00083

Minute	Utterance	Disfluency types
01 : 00	My father always hard work and full of spirit. <b>e.. to .. to make e..e.. his children</b> can reach our ambition. Eh.. so do I, so with my mother, she always give us a good motivation, and ....(silent) advice for e... her children.	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to eight word. In this data the words **e.. to .. to make e..e.. his children** indicates repetition and occurs every nine words.

Table 21. Minute 01.13

Minute	Utterance	Disfluency types
01 : 13	Eh... <b>my.. my</b> parents is my hero. Eh.... Friends, eh.. my parents always for us. Eh.. always for us with our choice. And (silent) as long as our choice is good. My mother teach me, eh.. be a strong woman.	Repetition

Based on the theory of Gleason and Ratner (1998 : 313) the utterance with the characteristics of repetition which can occur every five to eight word. In this data the words **my.. my..** indicates repetition and occurs in the first words.

**Data 7**

Table 22. From the M2U00084 Video

Minute	Utterance	Disfluency types
00 : 19	My inspirator in my life is my parents. Education is very important <b>in... in...</b> my life and education can be changing our to be better. They always, <b>e..e</b> they always give me advice and motivation. I always remmember they are advice. So they said nobody can get education but we will hard work so that all of you can be getting a education. <b>E...</b> so I say thanks I say thankful, <b>e..</b> I say thankful because my parents can give me the education is better.	repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to

eight word. In this data the words **in... in...** And occurs every twelve words.

**Data 8**

Table 23. From the M2u00085 VIDEO

Minute	Utterance	Disfluency types
00 : 32	who is your inspirator in you life? my inspirator in my life is my mother she is a strong woman, and a single parent. And.. <b>my.. my... my.... My</b> mother <b>always... always</b> give me advice and motivation to me. <b>For.. for</b> study hard. Because i.. I want my mother happy.	repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to eight word. The words “ **my.. my ... my... my... “**

“**always.. always..**”, “**for... for...**” indicates repetition and occurs every twent one to twenty seven.

**Data 9**

Table 24. From the M2U00088 Video

Minute	Utterance	Disfluency types
00 : 41	There are so many people <b>can make.. can we make to be our inspirator.</b> my inspirator is my parents, why I say like that? Because my parents is very a wonderfull parents in this world. For example my mother, <b>every... every</b> morning my mother get up early <b>to .. to</b> get up us so that we can go to school and she prepare breakfast for us, and call our name in his pray, and my father also, he get up early and work hard for us, and also	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to

eight word. The word “ **every... every**” “**to .. to**” indicates repetition and occurs every twenty to twenty six.

**Data 10**

Table 25. From the M2U00095 Video

Minute	Utterance	Disfluency types
00 : 26	My inspirator in my life is <b>my parents.... My parents</b> ..they are always hard work <b>to...to..</b> hard work to support me get the education. Eh (silent)	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to

eight word. The words "**my parents.... My parents** ", "**to...to..**" indicates repetition and occurs every six words.

Table 26. minute 00.44

Minute	Utterance	Disfluency types
00 : 44	I ever thing to not to continue my study, <b>because... because</b> I ever lose in SMPTN in two times, so I am bored to study.	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to

eight word. The words "**because... because**" indicates repetition and occurs nine words.

Table 27. minute 01.09

Minute	Utterance	Disfluency types
01 : 09	I remember that my father ever said (silent) <b>he want.. he want..</b> one of her child <b>can be... can be</b> success from university and get a title. So I choose in this university to make my parents dream can be true.	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to

eight word. The words "**he want.. he want..**, "**can be... can be**" indicates repetition and occur every seven to fourteen words.

**Data 11**

Table 28. From the M2U00072 Video

Minute	Utterance	Disfluency types
00 : 25	Ok friends, firstly we say thank to our god, and also for two our guest today. <b>E.. E... because. E ... they this is great</b> because this is a great opportunity to us because <b>they... they.. they... make ... e... their research from... from..</b> ourselves. E.. and also to my friends.	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 ) the utterance with the characteristics of repetition which can occur every five to eight word. The words "**E.. E... because. E ...**

**they this is great**", "**they... they.. they... make ... e... their research from... from..**" indicates repetition and occurs every seventeen to seventy seven.

**Data 12**

Table 29. From the M2U00079 Video

Minute	Utterance	Disfluency types
01 : 00	<b>He... he... he ... also good a scholarship. My... my mother and my father,</b> proud of him and they always said be... be... be.. like your brother. He is a succses man. He has... he .. he.. he... has been succesfull man. So I hope.. I hope in my life I can be like him	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to eight word. The words "**He... he... he ... also**

**good a scholarship. My... my mother and my father,"** indicates repetition and occurs in the first sentence.

**Data 13**

Table 30. From the M2U00218 Video

Minute	Utterance	Disfluency types
00 : 34	My topic is about <b>biography ... about biography someone a inventors of jhon.. logie baird. Jhon logie baird born in skotland.. skotland.... Skotland in august 13 1888 and... and... and... died bexhill on sea england june 14 1946.</b> He is the inventors, he is the inventors the firstly television show. Show.. <b>that the visual.. visual... visual</b> can be transmit around 1923 he began to try fiddling with the machine to transmit images as well as voice, over the radio/ which he imagined, would eventually allow th epublic see on television in movie screen.	Repetition

Based on the theory of Gleason and Ratner (in Azhari & Adnan, 2018) the utterance with the characteristics of repetition which can occur every five to eight word. The words "**biography ... about biography someone a inventors of jhon.. logie baird. Jhon logie baird**

**born in skotland.. skotland.... Skotland in august 13 1888 and... and... and... died bexhill on sea england june 14 1946., that the visual.. visual... visual"** indicates repetition and occurs in the four to ten words.

**Data 14**

Table 31. From the M2U00220 Video

Minute	Utterance	Disfluency types
00 : 17	I will tell the biography of martin marty cooper. <b>As the first mobile phone,,, the first mobile phone.. the inventor mobile phone.</b> He was born in chicago 26 desember 1928. <b>He is a leader... he is a leader eingenering motorola team.</b> And october 17 1973 John F.Mitchell as a chief.. as a chief eingenering of motorola.	Repetition

Based on the theory of Gleason and Ratner (in Nofrika, 2019) the utterance with the characteristics of repetition which can occur every five to eight word. The words "**As the first mobile phone,,, the first mobile phone.. the**

**inventor mobile phone., He is a leader... he is a leader eingenering motorola team."** Indicates repetition and occurs in the nine to eleven words.

Table 32. Data 15

Minute	Utterance	Disfluency types
01.20	The reason why I choose <b>this topic because I am interested....</b> <b>I am interested in the panorama..... in the panorama of paris</b> are beautiful and luxury architectural design of the eiffel tower. Eiffel tower is also known as the worlds most beautiful roman- tic cities	Repetition

Based on the theory of Gleason and Ratner (1998 : 313 the utterance with the characteristics of repetition which can occur every five to eight word. The words "**this topic because I am interested.... I am interested in the panorama..... in the panorama of paris**" Indicates

repetition and occurs in the nine to eleven words.

#### False Starts

False start is an error that occurred in the early pronunciation of a sentence.

#### Data 1

Table 33. From the M2U00077 Video

Minute	Utterance	Disfluency types
00: 15	<b>My ..My ..</b> inspirator in my life eh... is my mother. My beloved mother. Why my mother is my inspirator?	False start

Minute	Utterance	Disfluency types
00 : 22	<b>In.. in</b> my life. maybe we us know all mother, another mother wherever, <b>eh... very love children.</b>	False start

Based on the theory of Gleason and Ratner false start can occur in the beginning of the first, second and third sentence of the spoken speech. False start occur every two sentences.

But, in this data the word "**my.. my..**" "**in ... in..**" in the utterance above indicates false start. And the disfluency occur every first, second and fifteen words.

#### Data 2

Table 34. From the M2U00078 Video

Minute	Utterance	Disfluency types
00 : 50	<b>. I .... I ... I</b> know its very important for our life, and <b>my... my</b> parents and my parents always give much, eh.. advice and give me and give me.. eh.. <b>always.. always</b> support our ac- tivity.	False start and repetition

#### Data 3

Table 35. From the M2U00088 Video

Minute	Utterance	Disfluency types
01 : 36	<b>I.... I..</b> love them as my life. one day my parents, <b>they got.. they</b> <b>got</b> accident and.. and my mother. Hand of my mother is broke. And my father also check up my mother until the hand of my mother is health. <b>I ... I</b> look them like nice couple in this year.	False start

Based on the theory of Gleason and Ratner (1998 : 313 false start can occur in the beginning of the first, second and third sentence of the spoken speech. False start occur every two sentences. The words of "**I... I..**" , "**they got.. they got**", "**I ... I** ". Indicates false start and occurs in the first word, nine, and thirty seven words.

### Data 1

Table 36. From the M2U00078

Minute	Utterance	Disfluency types
00 : 47	... I think my mother is strongest woman. <b>eh...I</b> know in her live she have many trouble, have many trouble. <b>But, she....but she not</b> , but she try, but she doesn't showing to us. <b>Eh....</b> Many trouble, many trouble in her live, especially, between her and my father. But, he can explain to us, to all. <b>eh....</b>	Hesitation

Based on theory Gleason and Ratner (1998 : 313 Hesitation occurs in the beginning, in the middle and final parts of the sentence. Hesitation can occur on the subject pronoun. In this

### Hesitation

The act of hesitating; a pause or delay in determining or acting; suspension of judgment or decision from uncertainty of mind; a state of doubt.

data the words "**eh.. I know**" **but, she.. but she not**" indicates hesitation and occur every seven to eighteen words.

### Data 2

Table 37. From the M2U00081 Video

Minute	Utterance	Disfluency types
00 : 32	My first inspirator in my life is my father, she is say ..... <b>i mean.... He is say that who I am? Where.... Where I am. I ..... I must less my heart.</b> So that I can be a successful girl. And the second inspirator in my life is celine dion. She is a wonderful woman, wonderful singer. One of, sing of .one of sing celine dion is when you believe always inspirator in all activity. If I get a problem, I always sick in my heart if I believe I can do it, and I can solve. I know my ability in English less then you all my friend but always try to take some with them and do best.	Hesitation

Based on theory Gleason and Ratner (1998 : 313 Hesitation occurs in the beginning, in the middle and final parts of the sentence. Hesitation can occur on the subject pronoun. In this

data the words **I mean.. he is say that who iam? Where ... where I am. I .. I.. must less my heart.** Indicates Hesitation and occur every twelve words.

### Data 3

Table 38. From the M2U00082

Minute	Utterance	Disfluency types
01 : 17	My parents always say to me.. <b>eh .. you.. I must.. I must know my life and don't... don't... don't... don't afraid, to try</b> something and (silent) my parents always give spirit to our activity.	Hesitation

Based on theory Gleason and Ratner (1998 : 313 , Hesitation occurs in the beginning, in the middle and final parts of the sentence. Hesitation can occur on the subject pronoun. In this data the words

**Eh.. you.. I.. must.. I.. must know my life and don't.. don't .. don't ... afraid to try.** Indicates Hesitation and occurs every six words.

### Data 3

Table 39. From the M2U00083 Video

Minute	Utterance	Disfluency types
00 : 44	<b>e..e.. well</b> how to face, <b>e...</b> this life. and do you know that my parents is my motivation.	Hesitation

Based on theory Gleason and Ratner (1998 : 313 , Hesitation occurs in the beginning, in the middle and final parts of the sentence.

Hesitation can occur on the subject pronoun. In this data the words.

**e..e.. well** indicates hesitation and occur in the first word.

### Data 4

Table 40. From the M2U00211 Video

Minute	Utterance	Disfluency types
01 : 00	The topic today is about penicilin. All you know about penicilin, don't you? <b>I.. (silent and thinking)</b> penicilin is an antiseptic which is extrem... (thinking) strong enough to kill bacteria.	Hesitation

Based on theory Gleason and Ratner (1998: 313 Hesitation occurs in the beginning, in the middle and final parts of the sentence. Hesitation can occur on the subject pronoun. In this data the words "**I.. (silent and thinking)**" indicates hesitation and occur in every ten words.

### Findings

The findings from the data analysis in this research can be formulated as follows :

1. The students of the English study program of FKIP Universitas HKBP Nommensen Pematangsiantar in their classroom conversation use **Fillers or Repairs** while they are having a speech in front of their classroom and fillers occurs every five to eight words.
2. They use **fillers or repairs** while they are having a speech in front of their classroom and occurs every second words to thirty words.
3. They use **fillers or repair** while they are having a speech in front of their classroom and occurs in first words to eight words.

4. The students of the English program of FKIP Universitas HKBP Nommensen Pematangsiantar in their classroom conversation and speech use **Repetition** while they are having a speech in front of their classroom and occurs every eighteen to twenty one words.
5. They use **Repetition** while they are having a speech in front of their classroom and occurs every four words.
6. They use **Repetition** while they are having a speech in front of their classroom and occurs every nine to ten words.
7. They use **Repetition** while they are having a speech in front of their classroom and occurs every five words.
8. The students of the english program of FKIP Universitas HKBP Nommensen Pematangsiantar in their classroom conversation and speech use **false start** while they are having a speech in front of their classroom and occurs every in the beginning of the first, the second and the third words.

9. They are use **False start** while they are having a speech in front of their classroom and occurs every two words.
10. They are use **false start** while they are having a speech in front of their classroom and occurs every second to fifteen words.
11. The students of the English program of FKIP Universitas HKBP Nommensen Pematangsiantar in their classroom conversation and speech use **Hesitation** while they are having speech in front of their classroom and occurs every seven to eighteen words.
12. They use **Hesitation** while they are having speech in front of their classroom and occurs every twelve words.
13. They use **Hesitation** while they are having speech in front of their classroom and occurs every six word and on the subject pronoun.
14. They use **Hesitation** while they are having speech in front of their classroom and occurs every ten words.

### Interpretation and Discussion

The findings in this research can be interpreted that the students of Universitas HKBP Pematangsiantar use some kinds of disfluencies types such as repairs or fillers, repetition, hesitation, and false start. This fact is related to the theory from Gleason & Ratner (1998 : 313) the concept disfluencies such as “um” s and “uh” s, false start, and word repetition are prevalent in spontaneous spoken language. And the concept of speech disfluencies defined as the student's utterances with the characteristics of hesitation, repetition, false start and filler words which can occur every five to eight word.

### Conclusion

The conclusion from the data analysis in this research can be formulated as follow: The students of English program FKIP Nommensen University use all of the type's disfluency such as Filler or Repairs, Repetition, Hesitation and False Starts. They use Fillers or Repair while they are having a speech in front of their classroom and occurs every five to eight words. They use repetition while they are having a speech in front of their classroom and occurs every eighteen to twenty one words. They use

hesitation while they are having a speech in front of their classroom and occurs every six words on the subject pronoun. They use false starts while they are having a speech in front of their classroom and occurs in the beginning of the first, the second and the third words.

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