They Who Hesitate: The Influencing Factors of Hesitation Phenomena in Students' Speaking at IAIN Langsa

Keane Mariza Ajani[1*]
[1] English Department of Tarbiyah Faculty IAIN Langsa, Indonesia

Abstract

This research is carried out to investigate the influencing factors of the Hesitation phenomena in students' speaking. The participant of this research is five students of seventh semester from English Department of IAIN Langsa in academic Years 2017-2021 who have been selected through purposive sampling based on certain characteristics. This research used qualitative method to gain the data, observation and interview. Based on the results, there are five factors lead the students to hesitate during speaking, which is breathing, pragmatic reason, cognitive process, linguistic planning, and nervousness. Therefore, one of the participants blamed that breathing can be the solution to overcome hesitation in speaking as well as practice and preparation. The researcher has several suggestions for this research. Specifically, first, the students should be aware of the existence of the hesitation phenomena during their speaking. Second, it is necessary to raise the lecturers' awareness since the hesitation phenomenon is an important factor that affects students speaking performance and difficulty. Finally, due to the limitation of this study, further investigation hopes to explore more with a larger population and different groups of students. Therefore, further research about certain approaches or methods to reduce hesitation phenomena in speaking is needed.

Keywords: *Hesitation; pragmatic reason; Students' Speaking.*

1.   INTRODUCTION

Speaking skill is regarded as one of the most onerous aspects of language learning. Particularly, Brown defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994, p. 227). In this case, the effective speaking involves a good deal of listening, understanding of how other parties are feeling, and knowledge of how linguistically to take turns

[1*]Corresponding author: keanemarizaajani345@gmail.com

(Harmer, 2001, p. 271). Additionally, Mahripah (2010) define 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 factors face by the students had been caused the low involvement in the speaking skill.

As a language learner, the students of the English Department IAIN Langsa often face linguistic problems in their speaking activities due to their inadequate knowledge of the language. This commonly occurs when they have to answer the questions from lectures in the classroom discussion or when they have to present certain topics in front of the class. Particularly, this situation occurred in students during speaking in giving a speech or presenting the discussion of the topics. In this case, the researcher has observed the situation that requires them to give the presentation in the class, the researcher encountered some of her classmates who are finding difficulties to seek the appropriate word they intended to say. As a result, they gave up and continued the speaking activities without any solution to overcome the linguistic problems.

Considering the phenomena that have been occurred, the researcher did the pre-observation to the seventh-semester students during the presentation into the proposal seminar. Naturally, there are several types of hesitation phenomena that occurred while the students were 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 on Taufik (2019) stated this is occurred due to the speaker who does not produce any sound or words to fill their pause in the silent period. Therefore, those

phenomena cannot ignore in avoiding the disfluency when producing language in speaking as a language learner.

The purpose of this research is to investigate the factors that influencing the hesitation phenomena which occurred in students' speaking at English Department of IAIN Langsa and the question of this research is what factors contrives the hesitation phenomena in students' speaking?

2. LITERATURE REVIEW

2.1. Language Production

Language production describes all the stages in the production of spoken or written language. It divided between having a concept and translating into a linguistic form. The speakers are possibly produced the language when they have an idea to put into words and utterances. Finally, the listener catch-up the sound, recognize the word, and understand the meaning from what the speakers' intended to say (Dennet, 1987).

Mistakes are possibly occurred when we produced language in our mind (D. McNeil, 1990). Some people believed that language production can be intrinsically more difficult subject than speech comprehension to study. Thus, the reason is because although speech is observable, the ideas that lead to the ambiguity.

According to Levelt in (David Carroll, 2008), stages of speech production distinguish into four stages in the following:

1) Conceptualizing what supposed to be communicate

2) Formulating the idea into linguistic plan

3) Executing the plan through the muscles located in the speech system

4) Monitoring the speech to conformed what and how intended to say

According to (Dennett, 1987), oxygen is one of the crucial things to produce the speech sound. Generally speaking, language production related to the transformation between aerodynamic energy and acoustic energy. In this case, aerodynamic defines as the airflow in the vocal tract. It includes the process of a kinetic form to produce air pressure which represent into sound waves. In detail, it can be seen in the following:

1)   The brain processed the massage that the speaker will say

The massage can be possessed from the other speaker or from the speaker itself.

2)   The speech organ produced the sound

The speakers need oxygen as the biologically needs to breath. Speech sound can be produced when there are some interruptions. When the speaker breath restfully, the air goes will uninterruptedly and that is why there is no speech sound is produced.

2.2. Hesitation Phenomena

The complete sentence productions often turned people to disfluency in speaking. Normally, many speakers often heard hesitate during their speech, for instance, on the daily basis such as formal and informal events, etc. Hence, this is humane that human communication is imperfect and often produces any errors and hesitation. According to Crystal (2008), 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. Therefore, the existence of hesitations in any language indicates a feature of natural speech that occurs when participants unable to express their particular idea during speaking.

2.2.1. The Factors of Hesitation

As Gilquin stated that spoken language is unrehearsed and spontaneous in its purest form. The speaker builds speech as they go along, in a process of on line planning. As a result, sometimes the speakers are inevitably 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.

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

Levelt on David Caroll (2008) explained four stages of language production are divided into conceptualizing, formulating, articulating, and self-monitoring. In detail, firstly, the speaker must conceptualize what they need to communicate. Secondly, formulate the thought in the form of a linguistic plan. Thirdly, execute the plan through the muscle in the system of speech. Finally, monitor the speech in order to determine what and how we intended to say. Therefore, speech production is a complex process that requires the coordination of the laryngeal, respiratory, and supralaryngeal systems.

According to Carroll (2008), hesitation may happen due to these three reasons. First, sometimes the speaker pauses because they have to "come up for air" or breathing. In case, speech is produced as the speaker expels the air from the lungs and must occasionally pause to inhale before its 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, unreceptive, it often pays to wait before going on. In detail, there are several different kinds of Pragmatic reason for pause which are the speaker sometimes pause "for effect" when making speeches to sound pronouncements. Besides, it occurred because the speakers are trying to attempt or achieve a specific communicative effect on the listener. Third, hesitation could occur due to the course of planning. When the speakers trying to utter what to say and the way to say it. In this case, the entire sentences are planned, then uttered. Perhaps, this could work for short or common sentences, it must require planning as the way we articulate including the decisions of the proper word and sentence structure.

From the explanation above, the researcher concludes that some factors that make the speaker hesitate to speak are breathing, pragmatic reason, cognitive process, linguistic planning, and nervousness.

3. METHODS

3.1. The Participants of the Study

This research was implied the purposive sampling technique. According to Creswell (2009), hence the synonymous for purposive sampling and qualitative research is because the researcher can be preferred the participants and research sites that are correlated with the phenomenon and research problem being studied. The participants of this research were consisting of five students of the English Department IAIN Langsa in academic years 2017-2021. In detail, it was divided into two students from the fourth semester, one student from the six-semester and two students from the eight-semester. Therefore, Rubin and Rubin suggest three guidelines for selecting the participants in purposive sampling. In detail, they should be: 1) knowledgeable about the subject

and phenomena being studied. 2) prepared to participate in the research. 3) represent the range of points of view.

3.2. Research Design

This research is a descriptive qualitative method. Broadly speaking, this method is used in research that is designed to contribute an in-depth description of a specific program, process, or setting. According to Donna M. Mertens (2010) qualitative research requires the researcher to conduct an interpretive and naturalistic approach to the world. This is the situated activity consists of the representation, namely, field notes, interviews, conversations, photographs, recordings, and memos. Moreover, Creswell and Plano Clark (2009) added that the aim is to exploring and understanding the meaning of the social and human problems of the individual or groups.

At this level, this research presents the data in a descriptive qualitative way. The phenomenon is described naturally based on the data that was found in the field that is present in form of a word or description instead of several measurements. The process involves emerging questions and procedures, collected the data in the participants setting, analyzed the data from particulars to general themes, and the researcher interpreted the meaning of the data. Therefore, the researcher must not make any interventions that possibly damage the naturalization of the data.

3.3. The Procedures of Data Collection

The research used observation and interview. The researcher observed the students' speaking activities by acted as the participant. In addition, the researcher also conducted an in-depth interview to seek the factors of the hesitation phenomena in students during speaking.

4. RESULT

To investigate the factors of the students being hesitant, the researcher conducted a semi-structured interview from 27th to 28th June 2021. The interviewee consists of five students from the English Department IAIN Langsa who have performed themselves in the "Intercultural Peering Discussion Program" that the researcher used as the source of data in this research. Therefore, the researcher interviewed the students face to face to pursue detailed answers and explanations. Thus, there are twenty questions answered by the students presented in the following:

1) Breathing

For the first question, the researcher asked the speakers whether they often did pause and come up for air during their speaking activity. Hence, 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 five 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"

In addition, student 1 added their responses about the reason for the pause and come up for air during their speaking.

> "*The reason is that I got nervous and also I have to think the next word to continued speaking.*"

As well as student 1, student 3 also added their answered in the following:

> "*Because I know since I learn English autodidact, I'm still less of vocabulary and I should translate the utterances within my head before I continued my speaking.*"

Second, the researcher tried to pursue another response from the speakers about the breathing process during speaking, whether they experienced the process of expelling the air from the lung and pause to inhale before continuing the speaking activity. According to the interview, all of the speakers stated that mostly they have always been through such a process to regulated breathing. Furthermore, the following is the student 2 elaboration in response to the given question:

> "*Yes, I did, but it unnoticeable and it depends on my preparation. If I'm never practicing my English and less prepared, I will get nervous and it will affect my breathing.*"

Therefore, student 4 also added their answer to this question in the following:

> "*Yes, I do the process, this is like breathing. Of course, when speaking I need to regulate my breathing and sometimes it will reduce my speaking performance if I'm not speaking at a good pace.*"

Finally, in the third question, the researcher wanted to clarify whether breathing is one of the factors of their hesitation during speaking. According to the interview, three students stated "yes" to this question. Their answers are shown 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."

Then, the other students emphasized more responses to this question:

"Yes, when by breathing distracted and then my speaking performance will reduce because breathing is the key point that makes my communication process clear and fluent."

On the other hand, two students give their perspectives in responses to the question of whether breathing is one of the factors that cause them to be hesitant. From the analysis, both two students 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."

Besides, they also stated that the answer could be "yes or no" and it depends on the preparation because less practice will lead them to nervousness which can contribute to hesitation during speaking. To prove, these are students' answers in the following:

"The answer can be yes or no. For me, it depends on my preparation. When I'm not prepared enough, I will get nervous and this affects my breathing."

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.

2) Pragmatic Reasons

Pragmatic reason can be simply defined as the way language is used to communicate. At this stage, the researcher wanted to know whether pragmatic reason can be the factor that made the students hesitant during speaking. To pursue students' responses given to this indicator, the researcher asked them three different questions. First, the researcher wanted to know whether they agree that the crucial purpose of speech is to communicate information to the listener. Second, the question is about whether the students often wait before continuing their speaking activity. Finally, the researcher wanted to analyze whether the students tried to be communicative to the listener during speaking.

In the first question, the researcher succeeded to seek the students' answers related to the crucial purpose of speech that is to communicate information to the listener. According to the result of the interview, all of the five speakers stated they admitted to the question. It can be seen on the student's answers below:

"Sure, of course. I agree that the important purpose of speech is to communicate the information because there is the content of speech and it should be delivered to the listener. Then, we should be clear in speaking, so that the audience will be understood."

The other students added more responses to support the statement:

"Yes, because I believe if the purpose of communication is to communicate our ideas and transfer the information to the audience."

Therefore, the researcher concluded that all of the speakers believed that communicate the information to the listener is the aim of communication. The reason is that they should make sure that they could transfer all of the ideas clearly so that the listener would not question

their utterances. Thus, student 4 also added their responses regarding the aims of language as a tool for communicating whether to deliver and acquire the information. The answer presented in the following:

"Yes, sure because a language is a tool for communicating and communication is aims to deliver and acquire information."

In the second question, the result of the interview revealed that the students often wait before continuing their speaking activity. In this case, each student stated their reason regarding this issue. Student 1 said that he often waits before continue speaking to avoid the loss of information during speaking, Student 2 and 4 answered that she wants to make sure that no distraction can destroy their concentration or focus during speaking. The answer is proved below:

"Yes, I do most of the time because when my focus is distracted by something, it makes my brain needs some time to wait until the focus comes back."

Student 3 stated that he often waits when there are high-level questions given to him, he should be processed the information and picked up the appropriate word. While Student 5 explained her reason in the following:

"Yes, I often experience such things. For example, when my audiences didn't understand what I'm saying, I often wait, regulate my breathing, and take the time to think about the way to deliver my ideas better."

Finally, in the third question, the researcher revealed the students' awareness of being communicative to the listener during speaking. The students' tendency to make sure that they pronounced every single word clearly to make the listeners can easily catch up the meaning from their utterances. This proven by students' responses displayed in the following:

"Yes, I tend to be communicative to the audience to make sure that there is no information that is left behind and there is no misunderstanding among the listener."

Furthermore, the students emphasized the response given to the question, they stated that the way to be communicative is by used the interactive word and always maintain eye contact with the audience, here in the following:

"Yes, I tend to be communicative by choose the more interactive word and also maintain eye contact. The reason is that I want to make sure that my audience put their intention to me."

Therefore, all of the speakers stated "yes" to the question and this summarized by the students' statement below:

"Yes, I always choose to be communicative one, since I want to have an interesting discussion and conversation as always."

However, the researcher believed that the way language communicates information to other people requires adequate knowledge and vocabulary. On the other hand, there are different situations where the students should be prepared to face a variety of audiences. Here in the following is the students' answer:

"Yes, sure because in some context we need to choose an appropriate vocabulary to use to talk with someone. For instance, if we talk to the elder one we need to use a polite word and it makes me hesitate during speech."

In addition, the researcher concluded that pragmatic reason or the way language use to communicate information to other people can cause the hesitation phenomena in their speaking since they still less vocabulary. Here is the students' answer:

"Yes, of course, this is one of the factors of my hesitation because I understand that language used to communicate, requires me to share the information and should have enough vocabulary. But in reality, I still less vocabulary."

Thus, from the explanation above, all of the students acknowledge that pragmatic reason can contrive the hesitation in their speaking.

3) Cognitive Process

In simple terms, the speaking activity requires the process of processing information such as perception, memory, and thinking. To simplify, that is called a cognitive process. Given this indicator, the researcher wanted to know whether the students have been through those cognitive processes. Based on the result of the interview, all of the students confirmed that this has occurred to them. The following is the students' answer:

"Yes, I realize about this thing. I often think first about what I want to say before I uttered it because less practice and English is not my first language. So, I should thinking first to make sure I produced the right utterances in English."

In addition, the students added their reason in the following:

"Yes. The reason is that again, I should think first when I face the question in English. Besides, I'm not born and raised in an English environment, my society speaks in Bahasa. So, I often did the process of translating the utterances within my brain. I should first understand what someone saying and the process of it to become the utterance."

Furthermore, the researcher asked the question whether they experience difficulties in arranged the word during speaking. Speaker 1 stated the answer in the following:

"Yes, I always experience this thing. Sometimes I'm less of vocabulary and confused in the grammatical structure such as chose the tenses, like what I want to use between verb one or two."

Hence, all of the speakers also stated that they admitted the difficulties. The answer is the following:

"Yes, I often forget the information during speaking because I lost my focus and forget to prepare such as make a note about the important things to talk about."

From the answer above, the researcher concludes that fewer vocabularies and grammar use still become the main factor that can cause error activity that made the students face difficulties during speaking.

To sum up, the researcher revealed that all of the students stated "yes" that the cognitive process is one of the factors that contrives the hesitation that occurred in the students' speaking. This is the students' final statement:

"Yes, it impactful to made me hesitant. It makes me should process all the information first within my brain and it cause hesitation."

4) Linguistic Planning

The operation of linguistic planning is provided to plan the utterance linguistically, followed by syntactic organization, content words, morphemes, and phonology. Given this indicator, the researcher revealed the students a sense of planning during speaking activity according to the several related questions. First, the result of the interview revealed that all of the students concern about producing words or sound clearly during speaking. One of the students stated that he wants to make sure that he pronounces every single word correctly to make the listener understand. It can be seen in the answer below:

"Yes, of course. The reason is that I should make people understand my pronunciation when I'm speaking. Then I should also want to make sure I

pronounce the word correctly so that the listener would not be misunderstood."

Given this point, the other students explained they own reason regarding this question:

"Yes, of course. Even English is not my first language, but it has already become my demand since I'm majoring in English Education Department and I'm also a future English teacher. So, I want to make sure that I can be clear especially in my pronunciation. This is my responsibility to make the students and the audiences understand what I'm saying."

From the answer above, the researcher concluded that the students have a very high responsibility to make their pronunciation clear to the listener due to demand since majored in English Education Department. Especially, this department requires them the ability to perform the English well in front of the students.

Second, the result of the interview explained that the students often planning their utterances such as choose the words or sentences based on the situation whether formal or informal. The following is the students' answer:

"Yes, basically I often plan my utterance during speaking and it depends on the audience itself. For example, when I was spoken to my students, I wouldn't use too many academic words because they are still learning. Then, if I have to discuss with the surrounding that is more formal such as with the lecture in campus, I tend to be aware in my word chosen."

Therefore, the researcher concluded that the researcher was concerned to deliver the best word to the audiences and the situation they are talking to whether formal or informal. To sum up, the students also aware of the vocabulary used, such as using academic vocabulary according to the context.

"Yes, because I need to choose the word such as academic vocabulary during my speaking according to the context."

Consequently, it takes time for them to planning the utterances when begin to speak. The interview section revealed some of the students' agreement upon this. It can be seen in the following:

"Yes, of course, I have to take time to begin my speaking especially when I have to deliver some information so that I should make sure I speak the right information. I would like to stop first, take a deep breath, and then try to memorize some information."

Besides, the students also explained that they utilized the times to regulate their breathing so that they will be relaxed in transferring the information.

"Yes, I choose to take time to regulate breathing to make me relax and transfer the information better."

On the other hand, another student defined that he took time in speaking due to the process of ideas and sentence structure in English. In this case, this appeared when there is a tricky question given by the listeners that seem to be difficult to answer.

"Yes, I often taking time because I'm feeling confused about the tricky question. So, I need to process the ideas and arrange the sentence in my brain."

Then, the speakers also tend to edit their utterances during speaking. From the result of the interview, the researcher revealed the answer from the students that 1) The students' concern to be clear in their utterances during speaking. 2) Nervousness can cause the students to mispronounce the word and they tend to edit. 3) Naturally, there is a situation where the students produced a different utterance than what they already think, so they should convert it to make sense to the audience. This is the students summarize in the following answer:

"Yes, because sometimes what we said is not the same as what we think. For instance, we wanted to say A but we produced B. So, we need to convert it to make it clear."

It can be seen that the students so much aware of mistakes that they made, it proved by the answer below that they often interrupt themselves after detected an error during speaking. Thus the students stated that they are closer to the fluently since they can easily be detected the error:

"Yes, I'm so aware of my mistakes during speaking and I believe that the moment we can catch up or detect our error in speech, such as the wrong pronunciation or grammar is the sign that we are closer to them fluently. So, I always edited or corrected my error by choosing another word with the same meaning or elaborate it to hide my error. The reason is to make the audience will not notice my mistakes during speaking."

From the explanation above, the researcher concludes that the students paid attention and tend to monitored they utterance since they have a responsibility to make the audience clear to the information. Unfortunately, the students have a problem in choosing an appropriate vocabulary and grammatical structure so that they afraid of making mistakes. As a result, the linguistic planning often caused them hesitant during speaking.

"Yes, I monitoring my speech because I'm afraid to forget some information and also because sometimes there are specific jargons to be explained."

5) Nervousness

Finally, in this stage, the researcher wanted to analyze whether the students experience nervousness in the audience during speaking. Hence, the result of the interview revealed that the audiences answered "yes" given to this question. Furthermore, the students had their reason for this. From the result of the interview, the researcher found out that the students tend to be nervous due to the different context audiences

whether the audience or situation. For instance, student 1 answered stated that it occurred when they have to face the audiences who is elder and have a better background knowledge than the speaker itself, it can be seen from the answer below:

"Yes, because sometimes if the audiences are elder than me and have a good background knowledge better than me."

Moreover, speaker 3 emphasize that he got nervous when there is pressured to perform accurate information, the answer is the following:

"Yes, the pressure is because I should present the accurate data and make sure that I gathered the information from the accurate resources."

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 lost my focus, lost my vocabulary, and lost my confidence and it causes nervousness."

Therefore, speaker 2 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 it so much influences my speaking performance, especially when I'm less of preparation and practice."

5. DISCUSSION

According to the results of the research investigated by did the in-depth interview section, the students' answers supported that they followed Levelt in distinguished the four stages of speech production. First, they conceptualized what they wanted to communicate. Second,

they formulate their thought into a linguistic plan. Third, they executed the plan through the muscle in the speech system. Finally, they monitored their speech to determine what and how it was intended to say. Given this point, the result of the interview also supported the factors defined by Carroll (2008) that caused hesitation in speaking.

Three of five participants responded that breathing can be a factor of hesitation in speaking due to several reasons. They frequently answered that they were very concerned about keeping the pace and rhythm in speaking. All of the students agreed that they did the process of expelling and inhale the air from the lung to regulate their breathing. Therefore, it confirmed by Giegerich (1992), this is called the initiation process or the moment when the speaker expelled the air from the lungs and sets the air into motion to produce the speech sound. 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.

According to the result of the interview, all of the participants supported that the less knowledge and vocabulary gave prior to the hesitation phenomena in their speaking. In this case, the students' answers revealed that all of them agreed they have a responsibility to send a clear message to the listener. Besides, they believed that the crucial purpose of speech is to communicate the content and to the listener. When the listener questioned what the speaker saying, it can be said that the purpose of communication is distracted.

Besides, the result of the interview confirmed that the students did the process of perception, memory, and thinking. In some cases, they have a difficulty in the grammatical structure when have to answer the direct question about the topic discussion. Then, they also sometimes

forgot the information that they already prepared. As a result, they make a speech error during the cognitive process as explained by the primary psycholinguistic theory by Carroll. In brief, speaking skill requires the speaker to find the considerable cognitive process going on during those activities and the result of observation and interview revealed that the students still lacking on.

Another factor that plays a great role in contributing the participants into the hesitation in their speaking is the process of linguistic planning. All of the students' answers in the interview section revealed that they consider the two stages of linguistic planning as stated by the psycholinguistic theory stated by Carroll (2008). These two stages of language production are divided into articulating and self-monitoring.

Moreover, the findings indicate that nervousness was also the factor that contributes to the students' did hesitation in their speaking. Few admitted that the context of the audience made them felt nervous. The reason is, the discussion required them to present a certain topic in front of the international audience and lecturers. Consequently, as the chosen delegates, they had pressure to perform their English well.

According to the result of the interview, one blamed himself for became worried since he was prepared less. This situation leads them to nervousness, sometimes they lose their pace in speaking, forgot some specific information, or in some context they also seemed to produce an empty lexical item in their speech which one of the hesitation types called fillers. Besides, the result of observation also supported that nervousness can cause them to did pause in prepared the time when begin to start the presentation or cheered the audience in the discussion activity.

In brief, one stated that nervousness during speaking can be overcome by had enough practice and preparation. This is validated by

Clark and Clark's statement 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.

6.   CONCLUSION

From the interview section, the researcher revealed some factors that contrive the hesitation phenomena that occurred in students' speaking. In detail, they are breathing, pragmatic reason, cognitive process, linguistic planning, and nervousness. Therefore, one participant blamed that breathing can be the solution to overcome hesitation in speaking as well as practice and preparation.

REFERENCES

Abbas, Nawal Fadhil, Ru'aa Tariq Jawad, and Maysoon Tahir Muhi. "Pauses and Hesitations in Drama Texts." *International Journal of English Linguistics* 8, no. 4 (2018): 106.

Al-ghazali, Abeer, and Yasser Alrefaee. "ELS Journal on Interdisciplinary Studies on Humanities" 2, no. 1 (2019): 39–48.

Carroll, David. *Psychology of Language（5th Ed）*, 2008.

Dewi, Rohmatul Fitriyah. "Hesitaton Phenomena in COnversational Interaction Among Speaking EFL Learners." *NOBEL: Journal of Literature and Language Teaching* 11, no. 1 (2020): 101–110.

Dennet, D. 1987. The International Stance. Cambridge: MIT Press.

"Donna M. Mertens - Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods-SAGE Publications, Inc (2009).Pdf," n.d.

Faculty, Arts. "Students ' Speaking Strategies in Expressing Their Idea in Analytical Exposition Text" (2011): 154–164.

Fatimah, Gotin Siti. "An Analysis of Fillers Used By Lecturer and Students in Efl Classroom Interaction." *JALL (Journal of Applied Linguistics and Literacy)* 1, no. 2 (2017): 43.

Giegerich, Heinz J. 1992. English Phonology: An Introduction, Cambridge: Cambridge University Press

Gudu, Benter Oseno. "Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality ," 6, no. 35 (2015): 55–63.

Hlavac, Jim. "Hesitation and Monitoring Phenomena in Bilingual Speech: A Consequence of Code-Switching or a Strategy to Facilitate Its Incorporation?" *Journal of Pragmatics* 43, no. 15 (2011): 3793–3806.

Hussain, Shafaat. "Teaching Speaking Skills in Communication Classroom." *International Journal of Media, Journalism and Mass Communication (IJMJMC)* 3, no. 3, 2017 (2018): 14–21.

Kecerdasan, Inventori, and Pelbagai Ikep. "No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title" (n.d.): 6.

Khojastehrad, Shadi. "Hesitation Strategies in an Oral L2 Test among Iranian Students Shifted from EFL Context to EIL" 2, no. 3 (2012): 10–21.

Kosmala, Loulou, and Aliyah Morgenstern. "A Preliminary Study of Hesitation Phenomena in L1 and L2 Productions : A Multimodal Approach A Preliminary Study of Hesitation Phenomena in L1 and L2 Productions : A Multimodal Approach," no. January (2017).

Language, English, Teachingenglish Linguistics, and Journal Vol. "No Title" 5, no. 2 (2020).

McNeil, John, D. 1990. Curriculum a Comprehensive Introduction. Glenview Illinoist: Scott.

Moh, Ilham, and Fauzi Bafadal. "The An Analysis of Students ' Speaking Ability on Specific Purpose of Learning ." 7, no. 1 (2019): 33–40.

Oktamalia, Rizki. "Rizki Oktamalia" (2018).

Pepatuzdu, Jurnal. "Jurnal Pepatuzdu, V Ol. 8, No. 1 November 2014 53," no. 1 (2014): 53–61.

Profile, S E E. "Hesitation Markers among EFL Learners : Pragmatic Deficiency or Difference ?," no. January 2008 (2017).

Rahmatian, Rouhollah, Marzieh Mehrabi, Parivash Safa, and Arsalan Golfam. "The Study of the Phenomenon of Hesitation as a Cognitive Process in Iranian French Learners ' Oral Production" 7, no. 2 (2014): 106–116.

Roza, Zahira Desri, and Rusdi Noor Rosa. "Types of Hesitation Occurrence Used By the Characters in Movie Akeelah and the Bee." *English Language and Literature E-Journal* 53, no. 9 (2013): 320–326.

Shofa, Aliyatus. "Hesitation Pauses in Conversational Interaction of the English Letters and Language Department Students at the State Islamic University of Malang" (2008): 1–77.

Siagian, Uli Modesta, and Adam Adam. "An Analysis of Students' Anxiety in Speaking." *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 8, no. 1 (2017): 03.

Tamulis, Alex. "Fillers and Linguistic," no. January (2017): 0–6.

Taufik, Muhammad, and Al Hakim. "Hesitation Phenomena in English Debate Competitions – An Analysis of Impromptu and Prepared Motions DEPARTMENT OF ENGLISH LITERATURE FACULTY OF HUMANITIES Hesitation Phenomena in English Debate Competitions – An Analysis of Impromptu and Prepared Motions " (2019).

Watanabe, Michiko, and Ralph L Rose. "Pausology and Hesitation Phenomena in Second Language Acquisition" (1991): 1–7.

Zhu, Chunyan, Li Chen, Liming Ou, Qingshan Geng, Wei Jiang, Xing Lv, Xiang Wu, et al. "No Titleกระบวนการสื่อสารกับการยอมรับปรัชญาเศรษฐกิจพอเพียงของเกษตรกรในจังหวัดเชียงใหม่." *Aγαη* 8, no. 2 (2019): 2019.

https://barnard.edu/sites/default/files/inline/student_user_guide
_for_spss.pdf%0Ahttp://www.ibm.com/support%0Ahttp://www.
spss.com/sites/dm-
book/legacy/ProgDataMgmt_SPSS17.pdf%0Ahttps://www.neps-
data.de/Portals/0/Working
Papers/WP_XLV.pdf%0Ahttp://www2.psy.

"Passage2020, 8 (2), 40-51" 8, no. 2 (n.d.): 40–51.

"Scott Thornbury - How To Teach Speaking (HOW).Pdf," n.d.

"The Importance of Speaking Skills in English Classrooms," no. March (2019).