

**Speech Disfluencies and Mispronunciation in English
Speaking among English Department Students at
Hasanuddin University**



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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1417/UNA.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Afifah Dwi Anggita (F041171539) to be examined at the English Department of Faculty of Cultural Sciences.

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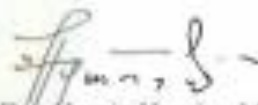
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THESIS

SPEECH DISFLUENCIES AND MISPRONUNCIATION IN ENGLISH
SPEAKING AMONG ENGLISH DEPARTMENT STUDENTS AT
HASANUDDIN UNIVERSITY

BY

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It has been examined before the Board of Thesis Examination on Thursday,
February 18th 2021 and is declared to have fulfilled the requirements.

Approved by

Board of Supervisors

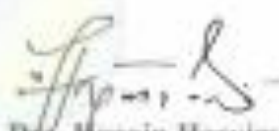
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Today, February 18th, 2021, the Board of Thesis Examination has kindly approved a thesis by **AFIFAH DWI ANGGITA** (Student Number: **F041171539**) entitled **"SPEECH DISFLUENCIES AND MISPRONUNCIATION IN ENGLISH SPEAKING AMONG ENGLISH DEPARTMENT STUDENTS AT HASANUDDIN UNIVERSITY"** submitted as one of the requirements to obtain Sarjana Sastra (S.S) degree at English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, February 18th 2021

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The thesis of **AFIFAH DWI ANGGITA** (Student Number: **F041171539**) entitled **"SPEECH DISFLUENCIES AND MISPRONUNCIATION IN ENGLISH SPEAKING AMONG ENGLISH DEPARTMENT STUDENTS AT HASANUDDIN UNIVERSITY"** has been revised as advised by the examiners on Thursday, February 18th 2021 and is approved by the Board of Undergraduate Thesis Examination.

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

Makassar, February 18th 2021



Yang Menyatakan,
Afifah Dwi Anggita

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Makassar, February 2021

The writer

ABSTRAK

AFIFAH DWI ANGGITA. *Speech Disfluencies and Mispronunciation in English Department Students at Hasanuddin University* (dibimbing oleh **Abidin Pammu** dan **Husain Hasyim**).

Tujuan dari penelitian ini untuk:

- (1) Mengetahui tipe ketidakfasihan berbicara yang sering terjadi diantara para mahasiswa, dan
- (2) Mengetahui bunyi bunyi yang sering salah diucapkan oleh mahasiswa.

Penulis menggunakan metode kualitatif dalam penelitian ini. Penulis mengumpulkan data dengan memberikan bacaan, merekam, dan mencatat, serta menganalisis data tersebut dengan mendeskripsikan tipe ketidakfasihan berbicara dan bunyi-bunyi yang salah diucapkan oleh mahasiswa.

Hasil menunjukkan bahwa:

- (1) Tidak semua jenis ketidakfasihan berbicara yang di tulis oleh Fox Tree (1995) muncul di semua sample.
- (2) Frekuensi kasus dan jenisnya adalah 34 kali untuk jeda tak terisi, 24 kali perbaikan, 6 kali pengulangan, dan 4 kali penghapusan. Oleh karena itu, dari 68 jumlah kasus ketidakfasihan berbicara yang diucapkan oleh mahasiswa, jenis yang paling dominan adalah jeda tak berisi.
- (3) Adapun bunyi-bunyi yang sering salah diucapkan adalah vowel /ɪ/ yang sering diucapkan dengan /e/, kesulitan dalam mengucapkan kata-kata dalam bentuk *past-principle* juga sering dilakukan oleh sample contoh *Formed, Featured, Studied, Received, Introduced* dan *Represented*.

ABSTRACT

AFIFAH DWI ANGGITA. Speech Disfluencies and Mispronunciation in English Department Students at Hasanuddin University (supervised by **Abidin Pammu** and **Husain Hasyim**)

This study aimed:

- (1) To find out the types of speech disfluencies commonly occur among the students, and
- (2) To reveal mispronunciations sounds commonly occur among the students.

The writer used qualitative method in the research. The writer collected data by giving text, recording, and note-taking. The analysis was done to describe the speech disfluency types and mispronunciation sounds made by the students.

The finding shows that:

- (1) Not all speech disfluency types which are proposed by Fox Tree (1995) appear in all sample.
- (2) The case frequencies and the types that occur are 34 times for unfilled pause, 24 times for repairs. 6 times for repetition, and 4 times deletion. Therefore, from 68 speech disfluencies cases which uttered by the students, the most dominant type belongs to unfilled pause.
- (3) As for, the mispronunciation sounds which often mispronounced is vowel /i/ that they pronounce it as /e/, the difficulty in pronouncing words in past-principle forms also is often done by the samples for examples words like Formed, Featured, Studied, Received, Introduced and Represented.

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, research question, objective of study and the significant of study.

A. Background of Study

The English Department at Hasanuddin University is an undergraduate program which prepare the students to be a professional at English. As the future English experts, they are required to be able to master all four skills in English including listening, speaking, reading, and writing. Focusing on speaking, they have to be able to speak English fluently because they have to be good models for their environment.

All scholars who work with foreign language must deal with the disfluencies and mispronunciations that occasionally occur in speech. In everyday conversation there are times when someone becomes not fluent and mispronounced. If fluency refers to fluent, perfect and well-connected speech or sound, then the loss of the things mentioned above is called fluency. In general, speech fluency is a moment when someone's speech is interrupted. This moment can occur in various forms including, silence that is too long (silent silent), the sounds of signs of doubt like uh, um or err (filled silence), or repeat a word or phrase (repetition). Speech fluency can be caused by a variety of reasons because without unless everyone experiences the same thing.

In addition, this phenomenon can happen anytime and can be anywhere in someone's speech.

However, the use of English is still limited. In fact, during the courses, the students of undergraduates program more often use their first language which is Indonesian than English. Thus, the minimal use of English in their oral communication leads to the speech disfluency and mispronunciation. They actually realize that they are still experiencing disfluency and pronunciation mistakes in speaking English. Thus, this study aims to discuss the speech disfluency and mispronunciation produced by the undergraduate's students in speaking English. Specifically in the reading passage.

Studies with various perspectives on speech disfluencies (psychological, physiological, pathological, linguistic, psycholinguistic, etc.) have put forward that different linguistic (such as phonetic, phonological and morphological constraints of the languages, the similarity of the phonological form of words and semantic relations between the words involved in disfluency production, lexical features, such as word class and word frequency, utterance length, speech rate, etc.), and non-linguistic factors (such as age, gender, familiarity between speakers, cognitive load, speech setting, speech practice, and educational background, or social status of the speaker, etc.) play a role in the occurrence of speech disfluencies.

Psycholinguistics is the study of representations and mental processes involved in the use of language, including production, understanding, and

storage of spoken and written languages. The process that underlines production and Speech understanding is an active information process.

B. Identification of problem

Based on the description above, it is clear that there are many students encounter problem in their speaking activities. Therefore, the problems are identifying in these following:

1. The students were not using English in the classroom during courses
2. The students were difficult to speak English fluently because of their L1
3. The students were still low in speaking English.

C. Scope of the problem

Conducting research covering things stated previously will be very hard and long work and therefore will not be feasible for the researcher. Concerning the limitations that the researcher has, she is going to conduct the research focusing only on the speech diffluency and mispronunciation of English Department students at Hasanuddin University.

D. Research Questions

From the background above, two research questions are formulated:

1. What are the speech disfluencies which commonly occur among the students?
2. What are the mispronunciations in English which commonly occur among the students?

E. Objective of Study

This study initially investigate two specific objectives.

1. The first specific objective is to determine the speech disfluencies which commonly occur among the English department student who attend speaking class.
2. The second specific objective is to determine the mispronunciations among the subjects.

F. Significance of the Study

It is hoped that the results of this study will be able to cast some light on the common speech disfluencies and mispronunciations among the English Department Students. The English Department student who attend speaking class as a sample to this research. Besides that, it is also hoped that through this research, undergraduates will become aware of the linguistic factors that influence their mispronunciations. By knowing the linguistic factors that is affecting their mispronunciations, they will be able to practice avoiding those mistakes consciously and then continue to improve their English pronunciation skills.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer explains briefly the previous research related to speech disfluency and mispronunciation, and to support the research the writer uses several theories which are considered relevant to analyze the data. These theories are speech disfluencies in spoken English mispronunciations in spoken English.

A. Previous Study

In this part, the researchers provides the previous studies on speech disfluency and mispronunciation.

First, "Speech Disfluencies and Mispronunciations in English Oral Communication among Malaysian Undergraduates", this study was written by S.Y. Enxhi it examines the types of speech fluency and pronunciation mistakes. The researchers use the theory of Shriberg (1994) regarding the types of speech fluency. The results showed that the types of speaking fluency found in Malaysian students were filled, repetition, substitution, addition, misrepresentation, stuttering, and wrong start, while the results of pronunciation errors were divided into vocal replacement, /dʒ/, /θ/ and the sound is removed. Second,"Speech Disfluency in Groups' Presentations of English Education Master's Program Students" This study is conducted by A.S Albertus and Veronica (2018). This study aimed to discuss the speech disfluency produced by the master students in oral communication. The

researcher use types of disfluency by Shriberg, 1994; Bailoor, John, & Laxman, 2015. The findings showed that there were five disfluency types found in this study namely unfilled pause, filled pause, repetition, substitution, and deletion.

Last, Wulandari, Nila. (2016). Ketidakfasihan Berbicara Mahasiswa Jurusan Sastra Inggris Dalam Ujian Seminar Proposal Di Fakultas Ilmu Budaya (Sebuah Analisis Psikolinguistik). This study was written by Wulandari, Nila. This study try to identify the types of disfluencies and the cause of disfluencies that occur among the subject. The writer use Fox-Tree (1995) theory regarding the types of disfluencies and Bortfeld. (2001:125-129) theory regarding to the cause of disfluencies. This research results showed the types of disfluencies that the subject occur are, silent pause, filled pause, repetitions, and repairs while the result of the cause found five causes.

The research mentioned above supports the need for this research. However, the 3 studies that the writer mention above, are from different region with different mother tongue (L1) such as from Malaysia and Manado. So, in this research, the writer tried to identify what are the speech disfluencies and mispronunciation which commonly occur among the students from the Hasanuddin University, Makassar.

In this part, the researchers provides the literature about speech disfluency and mispronunciation in spoken English.

1. Speech disfluency

There are several studies which investigated speech disfluency. Oviatt (1995) investigated disfluencies in six types of task-oriented conversations. He found that long utterances had higher disfluency rates than short ones. The same finding also found by Shriberg (1996) in her study of disfluencies in three different task-oriented conversational corpora. Enxhi, Tan, and Yong (2012) and Bailoor and Jomie (2015) investigate speech disfluency among Malaysian undergraduates and Indian young adults. They explored disfluency types which occurred in the conversations. Looking at the year of the studies, it seems that the issues on speech disfluency are still relevant up to now. The previous studies gave the awareness on disfluency types which people might produce and the factors influencing speech disfluency (Bortfeld, Leon, Bloom, Schober, & Brennan, 2001).

Bortfeld, et al (2001) mention several factors influencing speech disfluency. The first factor is processing load in which the normal speakers produced speech disfluencies due to a cognitive process of speech planning. The second factor is coordination function. This factor assumes that disfluencies may provide information that enables two people in conversation to better coordinate interaction, manage turn-taking, or align their mental states. The other factors such as partners, age and gender (Shriberg, 1996) might be able to influence disfluencies. However, in this study the writer tries identify what are the speech disfluencies and mispronunciation which commonly occur for the English (L2) learners.

However, in contrast to the earlier research mentioned, Fox Tree (1995) sought to prove that the effect of speech disfluencies (false starts and repetitions) can vary according to its type and position in a spoken sentence. In order to determine the effect of speech disfluencies with the position and type as a variable, the time that it took for the participants to identify the first viable target words after the disfluencies was compared to the time taken by participants to identify the same items when the disfluencies were taken out of the speech stream and replaced by either a pause or deleted entirely. According to the results, identification of words takes a longer time when there are false starts present; however, this is not the case for repetitions. Also, the more disrupted the syntax of a sentence is, the more effort is used in the repair process of the sentence. Therefore, if the false start is located at the beginning of the sentence, the listener can simply abort the false start and the repair process is less costly. Although repetitions do not create disruptions like false starts, it perhaps might cause some form of distraction to listeners.

2. Mispronunciation

The detection of mispronunciations is often influenced by the number of errors that are present in a word or phrase. Another factor that influences the detection of a mispronunciation is the position of the mispronunciation. It was noticed that when the mispronunciation occurred in the first syllable of the word, the listener took a longer time to detect the error. Donselaar (1996) makes similar findings whereby initial deviations

in a word are detected less often compared to deviations located in the middle or at the end of a word. Besides that, listeners finding that accented deviations are easier to detect than unaccented deviations. This might suggest that the mispronunciations by a non-native speaker may be more obvious than mistakes done by a native speaker and therefore, non-native speakers will have to put in extra efforts to communicate effectively with native speakers.

It has already been established that oral communication is important, it should be noted that spoken words never involve spelling, instead they involve pronunciation. It is possible that the occurrence of mispronunciations may have emerged from the students' lack of interest. They probably feel that pronunciation is not as important as other linguistics elements of a language such as grammar and vocabulary.

In an effort to test this hypothesis and compare learners' attitude towards grammar, pronunciation, and vocabulary, a research study involving tertiary English language students in Flanders, a Belgian university. A total of 117 first year students who are native speakers of Dutch completed the extensive questionnaire consisting of semantic scale and Likert scale questions which sought to determine the subjects' views on the importance of grammar, pronunciation, and vocabulary. Results indicate that learners felt that all the three aspects (grammar, pronunciation, and vocabulary) are almost equally important to achieve a native-like competence in the language and that all of those elements could somewhat

contribute to a communication breakdown if used incorrectly with an English native speaker.

However, although they agree that all the three elements are of equal importance, it should be noted that the results reveal that learners perceived learning the pronunciation requires less effort in comparison to learning the vocabulary. This perception could be linked to the mispronunciations that occur among students; they think that it is easier, so they put less effort and time to learn it properly.

B. Theoretical Background

Theory that the writer use in this study are:

1. Psycholinguistics

Essentially the definition of psycholinguistics are the same. According to Aitchison (1998: 1) define psycholinguistics as a “study of language and mind”, Harley (2001: 1) calls it a “study of mental processes in language use”. Meanwhile, Clark (1977:4) stated that the psychology of language is related to three main things: comprehension, production and acquisition of language. From these definitions it can be concluded that psycholinguistics is a science that studies mental processes that humans go through their language. In detail, psycholinguistics studied four main topics:

- a. Comprehension: the mental processes that human go through so that they can grasp what people say and understand what is meant.
- b. Production: mental processes in ourselves which enables us to speak.

- c. The biological and neurological basis that make human can speaks.
- d. The acquisition of language: how children acquire their language.

2. Speech Disfluencies in Spoken English

According to Fox Tree (1995) speech disfluency refers to a linguistic term which has a definition of the occurrence of interruptions or momentary disruptions during the flow of speech but does not contribute any semantic or propositional content to the speech.

Speech disfluencies happen when there are breaks, irregularities, or non-lexical words that interrupt the flow of fluent speech. Some types of speech disfluencies are false starts, fillers, whereby words and sentences are cut off in mid-utterance, phrases are restarted, or syllables are repeated; fillers, grunts, and non-lexical utterances, such as uh, erm, and well.

Disfluency is also characterized by some disruption in easily moving to, and away from sounds, syllables, and words” (Zebrowski & Kelly, 2002). There are several types of disfluency based on the research done by Postma, Kolk, and Povel (1990), such as repetitions, prolongations of sounds, blocking on sounds, and interjections of meaningless sounds. Repetitions include repeating syllables, words, and phrases. There are a few uncertainties on whether pauses are considered as a form of disfluency; however according to Fox Tree (1995), disfluency types consisting of unfilled pause, filled pause, repetition, substitution, deletion, insertion, and articulation errors.

In this research paper, the types of disfluencies discussed follow table 2.1

Table 2.1 Disfluency types

Disfluency types	Example
Unfilled pause	<i>silent</i> – I prefer (<i>silent</i>) to
Filled pause	<i>uh</i> – we live in Dallas
Repetition	all the – <i>the</i> tools
Repairs	<i>Thanks</i> – Thank you Mam
Deletion	<i>it's</i> – I could get it where I work
Substitution	<i>any health cover</i> – <i>any health insurance</i>
Insertion	and <i>I felt</i> – <i>I also felt</i>
Articulation error	and [pin] – pistachio nuts

3. Mispronunciations in Spoken English

Mispronunciations are when a word is produced with the wrong sound output. Donselaar (1996) defines mispronunciation as inappropriate phonemes in the place of an original phoneme in a word.

Researchers have carried out various studies to attempt to categorize the types of mispronunciations. Bonaventura, Herron, and Menzel (2000) state three types of mispronunciation that are categorized based on distinguished problem areas: problems in the pronunciation of non-native sounds; carry-over of pronunciation regularities from the mother tongue (L1); and overgeneralizations of target language (L2) regularities. Speakers will replace phonemes that do not exist in their original mother tongue (L1) with the closest-sounding phoneme from their native language. An example would be a common mispronunciation by

Germans when speaking the English language which is the replacement of the [w] with [v]; therefore, with is pronounced as *vith*.

The second type of mispronunciation, which is the carry-over of pronunciation regularities, involves mostly phonological changes, such as the devoicing of final voiced stop consonants or the spelling-to-sound mapping of the mother tongue. Devoicing of final voiced stop consonants occur when Germans mispronounce banned by changing the [d] to a [t]; whereas spelling-to-sound mapping takes place when Italians mispronounce the [ŋ] in sing as two separate phones [n] and [g] because it aligns with their mother tongue's orthography.

The third type of mispronunciation is when a speaker applies a possible pronunciation in an unsuitable word. For example, when the /g/ in angry is mispronounced as /dʒ/ in judge. Bonaventura, Herron, and Menzel (2000) did not include co-articulation errors in the research. Co-articulation errors include deletions or assimilations of initial and final consonants or vowels when the adjacent phones influence each other. However, these sorts of error are looked at in this paper.

The detection of mispronunciations is often influenced by the number of errors that are present in a word or phrase. Another factor that influences the detection of a mispronunciation is the position of the mispronunciation. It was noticed that when the mispronunciation occurred in the first syllable of the word, the listener took a longer time to detect the error. Donselaar (1996) makes similar findings whereby initial deviations

in a word are detected less often compared to deviations located in the middle or at the end of a word. Besides that, listeners finding that accented deviations are easier to detect than unaccented deviations. This might suggest that the mispronunciations by a non-native speaker may be more obvious than mistakes done by a native speaker and therefore, non-native speakers will have to put in extra efforts to communicate effectively with native speakers.

4. Language Production

There are several steps of language production raised by Levelt (1889), these are:

- a. Conceptualizing: usually known as preverbal message as the speaker has an intention to communicate the idea, but it has not been expressed yet into linguistic form.
- b. Formulating: generating natural language representations for messages that consist of word selection stage and sound selection stage.
- c. Articulating: pronouncing sounds of a word by articulatory gestures.

C. Frame Work

The frame work in this study are:

1. Psycholinguistics

Psycholinguistics is the study of representations and mental processes involved in the use of language, including production, understanding, and storage of spoken and written languages. The process that underlines production and Speech understanding is an active

information process. The task of the speaker is producing ideas in an utterance (Fernandes and Cairns, 2010).

2. Speech-Language Pathology

Speech-Language Pathology is the pathology (science) of speech and language. Speech pathologists are people who are in charge of this speech disorder. According to Lanier (2010: 9) speech disorders include fluency disorders, articulation disorders and voice disorders.

3. Phonetic and Phonology

Phonetics is a branch of linguistics that studies the sound of human speech, or in the case of sign language, the equivalent aspects of sign. Phonetics deals with two aspects of human speech: productions (the way humans make sounds) and perceptions (the way speech is understood). The modality of a language describes the method by which a language produces and perceives languages. Languages with oral modality such as English produce speech orally (using mouth).

Phonology is a study of the categorical organizations of speech sounds in language: how speech sounds are organized in the mind and used to convey meaning. Phonology is patterns of sounds in a language and across languages.

CHAPTER III

METHODOLOGY

This chapter emphasizes the research methodology that contains research design, data source, data analysis, population and sample.

A. Method of Collecting Data

In collecting data, the writer use 2 types of research:

1. Library Research

Methodology is used to find relevant references to the topic of speech disfluency and mispronunciation. By reading some resources like journals, thesis, books and articles from the internet and faculty library, the writer obtained materials or information closely related to this study.

2. Field Research

Besides library research, the writer used this method to support the collected data. This field research was done by observing speech disfluency and mispronunciation cases from the student of English Department on Hasanuddin University.

a. Population

The population of this study were from English Department students at Hasanuddin University. Specifically for a student from