THE IDENTIFICATION OF STUDENTS' HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR

A THESIS

Submitted to the faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the degree of education in English Department

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2023

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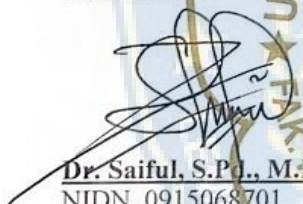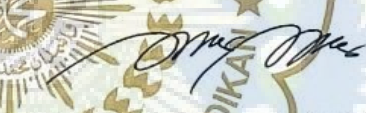|		
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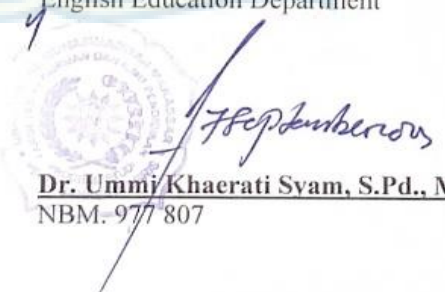**Dr. Saiful, S.Pd., M.Pd.**
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Day / Date	Chapter	Note	Sign
26/7/2023		- Abstract - Acknowledgment	
28/7/2023	IV	- Grammar	
3/8/2023		- Make list of Figures - Make list of Appendices	
4/8/2023	IV	- Connect your theory in chapter II to the result of discussion in your final chapter IV	

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Day / Date	Chapter	Note	Sign
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9/08/2023	IV	— Discussion bernightm Robh fendugu dolun bahon hmur — Conclusion musk 2 keynu Question	
11/08/2023	V	— Conclusion based on finaly Phanuer study Chapter II — Theorum	
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Day / Date	Chapter	Note	Sign
15/7/2023		Revise Abstrach Make the list of table.	
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11/8/2023		Fix the proxy & discussion Related with theory	
14/8/23		Acc	

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English At SMKN 7 Takalar

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4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

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MOTTO

" Only you can change your life. Nobody else can do it for you "

Orang lain tidak akan paham perjuangan dan masa sulitnya kita, yang mereka

ingin tau hanya cerita sukses. Berjuanglah untuk diri sendiri walaupun tidak ada

yang tepuk tangan.

" Now i, finally found my wings., i let go of everything. Decided to follow my

heart. I don't care what they say! My life is not a game! Never gon run away!

So don't wake me up! Finally able to breathe. "

DEDICATION

In the name of Allah, I dedicate my thesis for: My beloved parents, Muh. Idris S

and deceased Siti Nurhayati, My beloved supervisor and lectures cannot be

mentioned one by one, My beloved campus, Muhammadiyah university of

Makassar, my family and my friends, for your sincerities and lots of prayers in

supporting the writer in making this comes true. Also, thanks for myself, who stay

up till the end of this thesis

ABSTRACT

Resky Natasya Idris, 2023 *THE IDENTIFICATION OF STUDENTS' HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR*. Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Saiful and Andi Asri Jumiaty.

This study aims to find out what factors cause students to hesitate in speaking and to find out what kind of hesitation students produce in speaking English, especially in speaking in class XI Accounting SMKN 7 Takalar. This research is a descriptive qualitative research conducted on 20 students in class XI Accounting. It consists of giving a questionnaire and a voice recorder. Each questionnaire to find out what factors cause students to hesitate in speaking. While the voice recorder is done to find out what kind of hesitation the students generate in speaking English. The results of the study show that hesitate still occurs when students are having a conversation. From the research data, the 8 questions used by class XI Accounting students at SMKN 7 Takalar in a questionnaire to find out the hesitation factors influenced by students when speaking showed an answer of 85% "Yes" and 15% "No" and there were 4 types of hesitation, namely false start (researcher found 6 data), repeats researcher found that all 3 data were used), filled pauses (researcher found 1 data) and silent pauses (researcher found 3 data) and finally word lengthening (researcher found 2 data). Therefore, it can be concluded that the factors that cause students' hesitation in speaking performance are feeling nervous, lack of confidence and lack of vocabulary that is known, while the types of hesitation produced by students in learning English, especially in speaking. There are 4 such as false start, repeats, pause and word lengthening.

Keywords: Talking, Factors of Hesitation, Types of Hesitation

ABSTRAK

Resky Natasya Idris, 2023 *THE IDENTIFICATION OF STUDENTS' HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR*. Di bawah tesis departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu pendidikan, Universitas Muhamadiyah Makassar. Dibimbing oleh Saiful dan Andi Asri Jumiaty.

Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang menyebabkan siswa ragu-ragu dalam berbicara dan untuk mengetahui keragu-raguan seperti apa yang dihasilkan siswa dalam berbicara bahas inggris khususnya dalam berbicara di kelas XI Akuntasi SMKN 7 Takalar. Penelitian ini adalah penelitian kualitatif deskriptif yang dilaksanakan pada 20 siswa di kelas XI Akuntasi. Itu terdiri dengan memberikan questionnaire dan voice recorder. Setiap questionnaire untuk mengetahui faktor apa saja yang menyebabkan siswa ragu-ragu dalam berbicara. Sedangkan voice recorder dilakukan untuk mengetahui keragu-raguan seperti apa yang dihasilkan siswa dalam berbicara bahasa inggris. Hasil penelitian menunjukkan bahwa ragu-ragu masih terjadi pada saat siswa melakukan percakapan. Dari data penelitian 8 pertanyaan yang di gunakan siswa kelas XI Akuntasi SMKN 7 Takalar dalam kusioner untuk mengetahui faktor ragu-ragu yang dipengaruhi siswa saat berbicara menunjukkan jawaban 85% "Yes" dan 15% "No" dan ada 4 jenis ragu-ragu yaitu false start (peneliti menemukan ada 6 data), repeats peneliti menemukan bahwa semua 3 data digunakan), jeda diisi (peneliti menemukan 1 data) dan jeda-jeda tidak terisi (peneliti menemukan 3 data) dan yang terakhir pemanjangan kata (peneliti menemukan 2 data). Oleh karena itu, dapat disimpulkan bahwa faktor penyebab ragu-ragu siswa dalam penampilan berbicara adalah merasa gugup, kurang percaya diri dan kurangnya kosakata yang di ketahui, sedangkan pada jenis ragu-raguan yang dihasilkan siswa dalam belajar bahasa Inggris khususnya dalam berbicara. Ada 4 seperti false start, repeats, pause dan lengthening.

Kata Kunci: Berbicara, Faktor-faktor Keraguan, Jenis-Jenis Keraguan

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In the process of compiling this thesis, the researcher realized that there a lot of assistances, supports, advicse, and directions given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

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2. Erwin Akib, S.Pd., M.Pd., Ph.D. as Dean of the Faculty of Teacher Training and Education.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the Head of English Education Department.

4. Dr. Saiful, S.Pd., M.Pd. as the first consultant and Dr. Andi Asri Jumiati, S.Pd., M.P., as the second consultant, thank you for guiding the researcher with patience, wisdom, providing direction, and always encourage researcher to do her best in completing her study.

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CHAPTER I

INTRODUCTION

A. Background

Since English is a second language in our nation, therefore many students especially those in high school cannot speak English. (Hetrakul, 1995). Kavin Hetrakul also said that they rarely used English outside of class and more often in class. Even though they are given little time in class to learn the language, students are still not well encouraged to practice speaking outside of the classroom in order to become proficient in the language. In this case, there is a problem that makes it difficult for high school students to converse in English.

In learning English, there are four skills that must be mastered by student. They are listening, reading, writing, and speaking. Each skill has a specific goal that must be met to master English. One of the most important language skills is speaking which is considered a productive skill. As a productive skill, speaking produces verbal or nonverbal utterances to convey meaning which involves interactive processes, producing and processing information. Speaking involves more than using the right sounds, words or grammatical constructions. However, speaking is more difficult because it involves many elements and units (text, utterances, clauses, phrases, words, etc.) that have to work together when learners speak English. These elements include phonology, morphology, syntax, and discourse (Van Lier, 1995).

Rao (2018) revealed that speaking has a dominant role in mastering a foreign or second language, Speaking is usually focused by teachers to improve good students speaking skills because speaking is useful for increasing networks, personalities, and people characters. Furthermore, (Dolmans et al., 2016: Edens, 2000) argues speaking is one of the challenging aspects of learning English. This is one of the ways in which people around the world exchange information orally. Everyone who wants to learn about English will find it more useful. Most of the time, words are spoken without mental effort. People consider what to say, who to talk to, where they are, and how many times they should talk. Therefore, emphasizing accuracy and fluency is a key teaching strategy to help students improve their speaking.

Speaking skills is considered as one of the most challenging aspects of language learning. Therefore, every element that students have to face has constributed to their low interest in speaking skills. There are several speaking skills problems that the teacher encountres in helping students in class to speak. One of the obstacles, lack of existing knowledge. Limited participation and use of the mother tongue. The first problem students have in class in inhibition. When they want to speak in class, sometimes they can get distracted. They worry about making mistakes and fear criticism.

Hesitations have historically been referred to be pause of various length that are typically filled. These typically happen when a speaker struggles with cognitive or verbal planning, lacks words, of fillers to

eliminate hesitations, including lexical fillers, quasi lexical fillers, repetitions of one or more lexical elements, and non lexical fillers like extending or stretching sounds (Reiger, 2003). It can prevent uncertainly. Speakers can stop the conversation and talk in the middle of their speakers. When they communicated their readiness from their minds, they could not continue the conversation. They manifest this skepticism when speaking a certain language. This hesitation includes several types, the first of which is a false start, which is speech that is incomplete or ends on its own. In other words, the beginning is the correction of a word. Repeat is repeating one or more words in one line. In repetition, the speaker repeats several parts of the utterance. Restart when the speaker completely ignores the utterance or constituent, and does not correct it or repeat it partly or completely, but starts over completely. Pauses often occur while speakers are talking in their conversations. The most frequent pauses are at the beginning of a sentence or between phases. Word lengthening according to (Clark, 1997) that the most frequent word elongation occurs when the final vowel sound that is pulled out exceeds the duration normally spoken. Hesitating is common for English students who are asked to speak English. It is known that English is considered a foreign language in Indonesia. Therefore, it's normal to be hesitant to speak, especially in English.

Then from the explanation above, it is related students still need more knowlwdge to minimize hesitate and increase students confidence in expressing their views and opinions in speaking appearances in class. Then, by strengthening students self-confidence, they will feel more comfortable

following the learning process in class, which will allow them to convey all their thoughts clearly and concisely, so that all the ideas that are in their minds can be expressed in a good form.

Based on the phenomenon above, the writer is committed to identifying students hesitation when speaking English SMKN 7 Takalar. Therefore, this proposal is entitled "The Identification of Students' Hesitation to Speak English At SMKN 7 Takalar".

B. Research Problems

The problem in this research is formulated in a research question as follows:

1, What are the factors that cause students' to hesitate in speaking English?

2. What kind of hesitation does the students' produce in speaking English?

C. Objective of the Research

Based on the research question, the objective of this research are:

1. To find out what are the factors that cause the students' hesitate in speaking English?

2. To find out what kind of hesitation are produce by students' in speaking English?

D. Significant of the Research

These are two significances of the research, they are theoretical Significance and practical significance. The explanation is as follow:

1) Theoretical significant

This research can be used as a reference for someone who wants to do research in hesitation in speaking English in class.

2) Practically significant

In addition to the theoretical significance, the researcher hopes that this research can provide practical meaning for students, teachers and future researchers.

    a) For teachers, can it be used as an additional reference to find out what factors cause students hesitation in speaking?

    b) For students, as research subjects, it can be a motivation in reducing students hesitation in speaking.

    c) For future researchers, this research can be used as a source or reference for further research.

E. Scope of the Research

In this study, the researcher only focus to know the factors that cause students to hesitation in speaking English and identifying the types of students' hesitation in speaking English such as the types of hesitation false start is wrong is an incomplete or self-interrupted utterance, repeat is the repetition of one or more words in one line, pauses often occur in moderate speakers, talk in their conversations. The most frequent pauses are at the beginning of sentences and word lengthening is when the final vowel sound that is pulled out exceeds the duration normally spoken.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Findings

There are several related studies that examine students' hesitation in speaking, as follows: first Fatmawati Riri (2015) Hesitation Produced in Learning English Especially in Speaking, this research is a descriptive research with a qualitative approach. The purpose of this study is to describe the hesitation caused by students in learning English especially in speaking. The results of the study show that hesitation still occur when students are having a conversation. There are 5 kinds of hesitation that students experience when speaking, there are false starts, restarts, repeats, pauses-filled pauses, and pauses-unfilled pauses.

The second research was conducted by Rani Zuldayanti (2018) Hesitation in Practicing Dialogue, this research is a descriptive research with a qualitative approach. The purpose of this study is to find out about hesitation in dialogue practice in class. Based on the results of this study, it was found that there were four hesitation when speaking for the first time, unfilled false (students did not continue the dialogue). Second, filled false (students use the word ah). Third, repetition (students repeating the same word). Fourth, false start (students place phrases with other words).

The third research conducted by KM Ajani (2021) They Who Hesitate: The Influencing Factors of Hesitation Phenomena in Students' Speaking, this research is a study using qualitative methods. The purpose of this research is to investigate the factors that influence the phenomenon of

hesitation in students' speaking. The results of this study are five factors that cause students to hesitate when speaking, namely breathing, pragmatic reasoning, cognitive processes, linguistic planning, and nervousness. Therefore, one of the participants pointed out that breathing can be a solution to overcome hesitation in speaking as well as practice and preparation.

Based on the related studies above, researchers found similarities and differences. The similarity is that the researcher discusses the same topic related to the factors that cause students' hesitation in speaking and then the difference lies in the level and location for conducting research. In addition, my research only focuses on obtaining information about students' hesitation in speaking and type of students' hesitation in learning English, especially in dialogue.

B.   Concept of Speaking

In oxford Dictionary, the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

Speaking is very important in second language learning. Speaking has been neglected in schools and universities despite being given importance for various reasons such as an emphasis on grammar and a disadvantageous teacher-student proportion. Speaking has not been tested because it is difficult to evaluate it objectively because speaking tests take

a long time to complete (Clifford, 1987). Speaking is a skill that first and second language learners should focus on. The most important part in learning a second or foreign language is developing speaking skills, and proficiency is determined by a person's ability to converse in that language (Nunan, 1995).

There are many definitions of speaking according to some experts. According to Brown (2001), speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information. Furthermore, Summers (2003) states that speaking is the act of conveying an idea, point of view, or belief that you believe is true. Speaking is a language skill or as a communication tool where a person can convey ideas or information orally to others. This is a complex language skill, because one needs to look up ideas or information and then be well organized.

Harmer (2007) states that there are three main reasons for making students talk in class. First, speaking practice gives students the opportunity to receive training, providing them with a safe environment in which to practice public speaking. Second, speaking exercises in which students attempt to use one or more of the languages give feedback to instructors and students. Everyone can see how well they are doing: including their successes and language difficulties. And finally, the pore opportunities students have to use the many language components they have stored in their brains, the more naturally they will use these components.

Speaking ability, especially in English, is a skill that must be practiced to the maximum extent possible at any time to get satisfactory results, considering that the ability to speak, especially in English, is a skill that must be practiced as fully as possible at any time to give good results. Swary (2014), states that language is a practice. So, speaking English well requires a lot of practice in order to have fluent communication skills. However, the use of English for speaking is not simple because there are many skills that must be mastered by students to have the ability to speak English fluently. Speaking is a complex process of oral communication that requires a variety of skills, including listening, vocabulary, grammar and pronunciation (Tasmia, 2019). However, learning to speak is not simple, especially for those who are learning English as a second language. Problems in learning to speak arise due to several factors that cause students to experience difficulties in learning. Problem factors in speaking English are divided into two of them; linguistic problems and non-linguistic problems.

Based on some explanation about speaking above, the researcher can conclude that speaking is one of the most important language skills and also one of the skills to communicate and interact or share ideas with others orally and produce certain language points that are also understand. How to use linguistic competence. Speaking is the most difficult aspect in learning English because speaking must involve several aspects such as grammar, vocabulary, pronunciation, and also involves several components in linguistics. So, speaking is a tool to communicate and interact with other

people, by speaking people can obtain or share information, ideas, knowledge and skills other.

C. Components of speaking

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For spoken communication, it certainly requires the subject to respond, speak, and also initiate it.

b) Grammar

Students must learn how to construct appropriate sentences in discussions. This is in line with Heaton's explanation (1978: 5) that the student's ability to manipulate structures and the ability to distinguish grammatical forms is appropriate in conformity. Grammar is useful for learning the right approach to becoming fluent in a language both orally and in writing.

c) Vocabulary

Vocabulary means appropriate idioms used in communication. Without the right vocabulary, you cannot communicate or express your thoughts effectively orally or in writing. Limited vocabulary is also a barrier that prevents learners from learning a language. Without grammar, little can be taught, and without vocabulary, nothing can be taught. Based on these

explanations, this study concludes that English learners cannot speak and write English well if they do not master vocabulary well.

d) Pronunciation

Pronunciation is how students produce clearer speech when speaking. Phonological processes refer to grammatical constructions consisting of elements and principles that determine how sounds and patterns change in a language. In pronunciation it has two characteristics. Characteristics of phonemes and upper segments. From the statement above, the researcher concludes that pronunciation is knowledge of how words in a particular language are clearly produced when people speak. This plays an important role in making the process easier to understand.

e) Fluency

Fluency is the ability to read, speak or write easily, fluently and expressively. In other words, speakers are able to read, understand, and respond to language clearly and concisely while connecting meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Speaking fluently is the goal of many language learners.

D.   Factors Affecting of Speaking

The teacher wants to help students overcome their difficulties in learning speaking skills, with that they have to identify several factors that influence their speaking performance. Learner's speaking performance is influenced by factors such as performance conditions, affective factors, listening skills, and feedback during speaking tasks (Tuan & Mai, 2015).

The first factors applies to performance circumstances. Under various circumstances, learners participate in a speaking activity. Speaking performance is impacted by performance conditions, which include time constraints, planning, performance quality, and level of assistance (Nation & Newton, 2009).

Affective factors are connected to the second factor. The emotive side of students is one of the crucial components in language learning, according to Oxford (1990). Krashen (1982) noted that various affective factors have been linked to the learning of second languages, with motivation, self confidence, and anxiety being the three primary types that have been extensively researched.

Third factors is listening ability (Doff, 1998) says that learners cannot improve their speaking skills unless they develop their own listening skills. Learners must also understand what they are saying to have a successful dialogue. When students speak, other students respond by listening. The speaker has a role as a listener as well as a speaker. If students cannot understand what is said, it can be concluded that they cannot understand what is being said. Therefore, speaking and listening are very closely related.

Topical knowledge is the fourth factor. Bachman and Palmer (1996) Define it as the structure of knowledge in long-term memory. In other words, topical knowledge refers to the speaker's familiarity with relevant topical information. This gives students the opportunity to apply language in relation to the environment in which they live. Bachman and Palmer

(1996) confirmed that topical knowledge has a significant influence on students' speaking ability.

The fifth factor relates to the feedback received during speaking activities. Many learners expect their teacher to give them the appropriate criticism needed for their speaking performance. According to Harmer (1991), the decisions made by instructors on the performance of their students depend on the stages of the lesson, assignments, and the types of mistakes they make. Harmer (1991) also continued that if the instructor immediately corrected his students' mistakes, the flow of the dialogue and the purpose of the speaking task would be disrupted. Baker and Westrup (2003) support the above statement and say that if students are continuously corrected, they will lose motivation and be afraid to speak when asked to it is suggested that instructors should always correct their students' mistakes positively and give them more support and persuasion while speaking.

E.   Concept of Hesitation

1. Definition of Hesitation

Human speech does not always flow smoothly at times, there are pauses that are silent, filled, lengthened, false starts, repeated or restarted sentences, and parenthetical remarks. The majority of people pause when speaking on a regular basis, especially when speaking involuntarily. Even while speech from one or more interlocutors may be referred to as continuous, a minute of reflection will show that it actually isn't. Speakers must at the very least pause their remarks to take breaths (Wanatabe and Rose, 2008).

Most of the hesitation occurs when people speak spontaneously, which requires them to convey a lot of information to their listeners. The speaker must think about what information he wants to convey to the listener spontaneously. In this case, speakers often pause while speaking to remember what they want to say, Corley and Stewart (2005) state that words from unprepared spoken language tend to be accompanied by a series of unintentional errors.

Hesitation is one of the types of speech irritation that has received the most experimental attention (Fodor, 1974). Hesitation is a flattering speech. Hesitation are pauses of varying length that occur when the speaker is speechless while speaking. Garman (1990:10) further suggests that hesitancy is used as a time-limited tool for solving problems of spoken discourse generation and reproduction, both retrospectively (eg, modifying part of the produced discourse) and prospectively (eg, the problem of planning future discourses).) can be fragmented).

Rose (1998: 320) adds that hesitation is a significant calculation that individuals in some cases delay the exchange of messages in several ways. If hesitation does not occur, communication of the speaker's message will be faster. From the statement above, it can be concluded that hesitation can be a period of pause that occurs in the middle of a conversation. These pauses can be empty or filled with strings of words or repetitions to restore the lack of fluency in speech. Agree with Rose (1998), hesitation is used to take a breath in the middle of a conversation, as a preparation to continue speaking, to be a cue for individuals to conclude or take turns speaking.

Hesitation pauses are used when people are trying to choose what they want to say because sometimes people need a moment to think to begin with some time just saying their words. For example, when a teacher wants to convey explanations and some cases about a subject to his students, sometimes he needs time to think of illustrations that seem easy for his students to catch. Speak using quiet terms, repeating the same word in deliberation or making noises. In short, language, as a tool for speaking, will require hesitation in several ways when speakers convey their speech.

One of the mistakes that can occur when creating the sound and leading to utterance disfluency is hesitation. When speakers are having trouble pronouncing their words while speaking, there may be pauses of different length. According to Carroll (1985), pauses occur in between the linguistic components of an utterance. Speech disfluency has really been used frequently to unravel the creation mechanisms of entire sentences when people talk. It is well knowledge that many public presenters pause before speaking, whether in real life, in movies, at formal gatherings, etc. The issue is so humanistic that no one can talk flawlessly without any mistakes.

2. Kinds of Hesitation

There are several kinds of hesitation phenomena that are generally used by people. They are:

1.False Start

According to Rose (1997: 320), a false start occurs when a speaker starts an articulation and then leaves it altogether without

completing it. A false start means that the speaker says a few words and then stops mid-sentence. False starts are not as common as repeats/corrections. They often occur when a conversation gets intense with many speakers speaking at once or when speakers are blocked. Furthermore, Rose (1998: 321) said that a wrong start is an inadequate articulation or inhibited itself. In other words, start is a correction of word improvement. When speakers make articulations, they make word mistakes. After they hesitated, they succeeded in correcting the word but they did not repeat one or more of the words before the corrected word. Most are followed by a stop which at times can be followed by an midle articulation or a complete stop in conversation.

2.Repetition

Repetition is a phenomenon when a speaker repeats the same words at a time to hide part of his hesitation jn speaking. Clark and Clark (1997: 321) note that repetition is the repetition of one or more words in one line. Repetition usually results from aticulation problems rather than other problems with language output. The statement means the speaker repeats one or more words in an utterance. Here, when the speaker makes a mistake in pronouncing one or more words, he naturally hesitation and repeats the same words where there is an error. Then, he tried to pronounce the word properly a second time.

Repetition is another typical type of disfluency, according to Mahfida (2007). It involves a speech interruption followed by the

repetition of one or more words that the speakers has produced without any editing of the utterance.

3.Restart

According to Fatmawati Riri (2015: 17) Restart refer to when a speaker completely disregards an utterance or constituent, does not partially or fully fix it, and does not repeat it. There is frequently a noticeable delay after the original part of the speech, which may also be followed by other prosodic elements. Restart happen when a speaker starts an utterance before continuing it (there may or may not be a pause before the restarts).

4.Pauses

The pause seems to be the most noticed of the indecision. Pauses often occur in speakers when they are talking in their discussion. Pauses are most likely to occur between stages or close the beginning of an expression. (Malay & Osgood, 1957) Delay often occurs when the speaker is in hesitation.

Pauses usually occur when the speaker hesitates. The exception is if the utterances are memorized beforehand, or the utterances are well prepared, usually 30-50% of the utterances are marked with pauses.

a) Filled Pause

Filled pause is a break taken by the speakers followed by simply noise or sound during their speech. The sounds that are commonly used such as um, err, uh, etc. Wanatabe and Rose (2012: 322) In addition, full pauses involve the articulation of some sounds

throughout the delay. They also concur that a "filled pause" is a delay in speech that contains some sounds in order to break up the stillness and prevent listeners from getting bored while the speaker is speaking

b) Silent Pause

Silent pause is the length/duration of silence taken by the speaker while speaking. According to Syaifuddin (2008: 322), unfilled pauses, also known as silent pauses, are pauses in speech that are measured by how long they last. The speaker only pauses before and after each sentence. In conversational engagement, people also use silent pauses or completion points to indicate the end of a speech turn by stopping at the end of a complete syntactic structure, such as a phrase or sentence, according to Yule (1994). Speakers may pause quietly at the end of their speech.

5. Word Lengthening

Lengthening occurs when a speaker speaks words more slowly than they should. According to Shofa (2008), lengthening occurs when speakers extend the pronunciation of a word, as in the following extract. According to Rose (2012: 323), "elongation is the extension of one or more syllables into a duration that is too long in the context. In vowels, this phenomenon usually occurs.

3. **The Factors of Hesitation**

As Gilquin and KM Ajani (2021: 114) say, the most natural spoken language is when it is spontaneous and untrained. As a result, the speaker may feel reluctant and unsure of what to say next. In this case, the hesitation interval is filled with resulting hesitations such as false start, repetitions, pause (silent pause & filled pause) or word lengthening..

According to Clark and Tree (2002), hesitation occurs when the speaker has a number of problems that arise when speaking. They may have problems organizing ideas, choosing, and remembering to say words. In addition, Watanabe and Rose stated that speech by one or more interlocutors can be classified as continuous, but the moment of contemplation will unfold and not continue at all, at least the speaker must stop his words to breathe.

Conceptualizing, formulating, articulating, and self-monitoring are the four steps of language production, according to Levelt's explanation in David Carroll (2008). To communicate effectively, a speaker must first understand their message. Carroll (2008) says that hesitation can occur for these three reasons. First of all, the speaker sometimes pauses to breathe or "take air". If the speech is spoken while the speaker is exhaling air from the lungs and periodically pauses to take a breath before continuing. Second, for practical purposes, the speaker pauses occasionally. Therefore, the main purpose of speaking is to convey information to the audience. It is often useful to pause if they are

busy, confused, or don't want what to say. And there are many more pragmatic reasons for pauses, including speakers sometimes pausing for effect when making declarations. Also, it happens because the speaker is trying or achieving something. Third, hesitation can occur because of the planning process. When the speaker tries to say what to say and how to say it. In this case, all sentences are planned, then spoken and then hesitation occur because the speaker tries to repeat the word to remember what he wants to say besides that sometimes the speaker is also an extension of the word and the addition of words when he forgets or doesn't know what was said. Perhaps, this could be for short or general sentences, it should require planning how we articulate including proper word decision and sentence structure.

From the explanation above, the researcher concludes that there are several factors that make speakers experience hesitation when speaking, namely nervousness, breathing and linguistic planning.

F. **Conceptual Framework**

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         │                      │ Factor cause students'│
┌─────────────────┐             │     in speaking       │
│   Hesitation    │─────────┐   └──────────────────────┘
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                            └───│     False Start      │
                                └──────────────────────┘
                                          │
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                                │       Repeats        │
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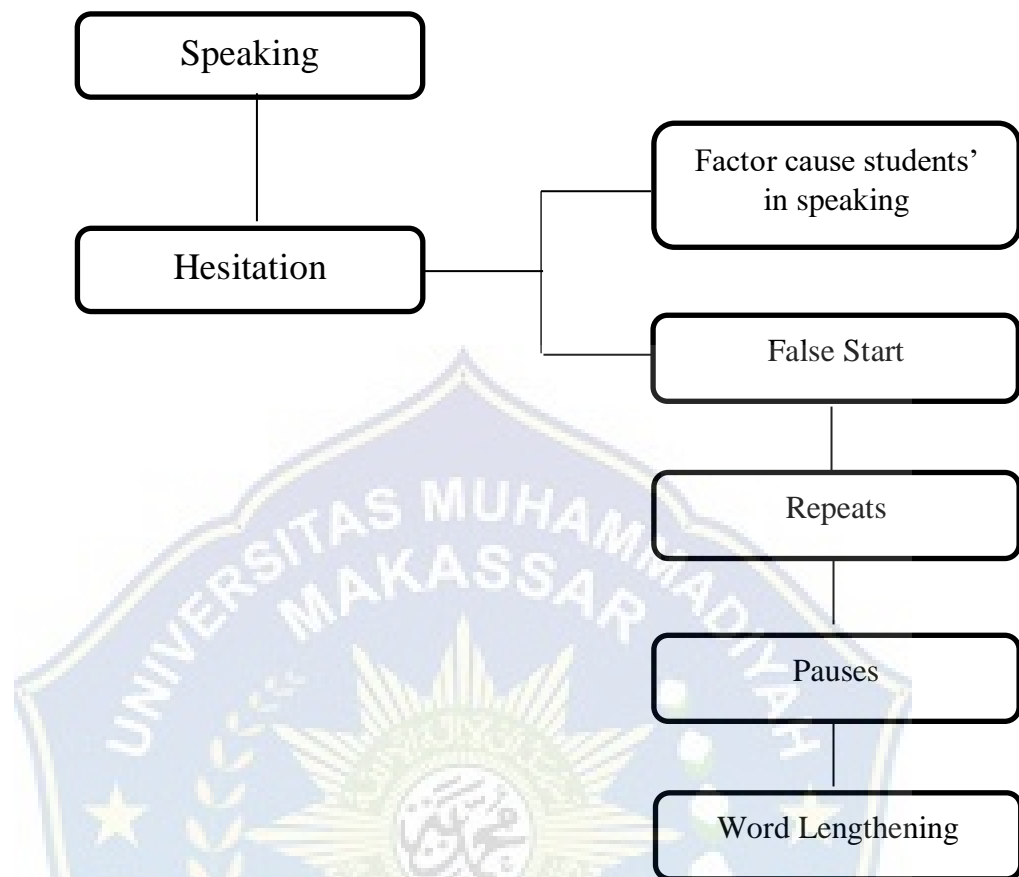
Figure.1.1 Conceptual Framework

Figure 1.1 indicate the researcher will focus on the hesitation factor that students' produce in speaking English. According to Rose (1997 as cited in Roza & Rosa, 2013), false start occurs will a speaker starts to say words and then suddenly leaves without finishing them. Then there are repeats, repetition of one or more words in one line. In, repetition, the speaker repeats several parts of the pronounciation at the same time to hide the speaker's hesitation during the speech. Another factor that makes a person hesitate in speaking is caused by the pause that usually occurs when

the speaker is hesitate in speaking. And there is word lengthening occurs will the speaker takes the articulation of a word longer that it should. It can occur at the end of a word, but it can also occur anywhere in a word. Also in the show the researcher will identify the factors that cause students' hesitation in speaking. Finally, the aims of this research is to find out the hesitation that students' produce when speaking English.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive qualitative research as it's method. The descriptive approach is one that research uses to explain what actually happens when carrying out procedures regarding methods in research. It serves as a guideline for conducting research from start to finish. With this technique, the description of students' speaking performance hesitation is explored using this method.

This study employed qualitative method. Qualitative research is the characteristic of information obtained more verbally and visually than numerically. In addition, statistical methods were not used when analyzing the collected data, but qualitative analysis, which essentially looks for codes in the material under study (Bryman, 2004). The coding process, which includes reading the text being analyzed and assigning meaning from its constituent parts (key words, meanings, codes) to its individual parts (Charmaz, 2006; Bryman, 2004; Flick, 1998).

This study used qualitative methods to identify the factors that cause students' hesitation in speaking and what kind of hesitation students produce in speaking. This research used this method to collect and analyze data according to the purpose of this study, namely to obtain information about the factors that can cause students' hesitation in speaking and what kind of hesitation students produce in speaking.

B.   Research Subject

The subject of this study is class XI Accounting students at SMKN 7 Takalar. This study chose class XI Accounting students as participants. Participants selected using purposive sampling method. Purposive is used because there are participant criteria. Participants involved as subjects and they students who felt hesitation about speaking English. Participants who must be actively present in the room until the end of the room and fulfill questionnaire and voice recording.

C.   Research Instrument

In this study, it is very important to determine the research instrument. In addition, according to Nur Muslimah (2022: 27) to make it easier for researcher to choose instruments as a tool for collecting data. According to Sugiyono (2018), data collection techniques were carried out using natural, primary data sources, and more data collection techniques in qualitative research were in-depth interviews and voice recording. In this study, researcher used interviews and voice recording to collect data.

1. Questionnaire

According to Sugiyono (2018: 17), a questionnaire is a data collection techniques that is carried out by asking certain questions or making written statements to respondents to answer. Questionnaires were instructed to provide a list of questions related to research.

In this study the researcher was use an open questionnaire by making a list of questions related to the hesitation factors that cause students to hesitation in speaking English. As Gilquin and KM Ajani (2021: 114) say, the hesitation factors are breathing, nervousness, pragmatic reasoning and linguistic planning. With respondents answering yes or no options. After the respondent answers the question that has been given the researcher identify the answer based on the hesitation factor experienced by the student.

2. Voice Recorder

The audio recorder was be the second study tool. An audio recorder is used to record data during interviews. It is well recognized that audio, both recording and MP3, provides linguistic information that is more dense than field recordings and can be used as evidence or supporting material in learning. As proof that the research has been carried out, the researcher in this case uses a smartphone to record audio and if necessary take pictures as proof that they have done the research.

To make it easier for researcher to remember what data or information the subject has spoken, this study also uses a recording device as a data retrieval tool to make it easier for researcher to recall data. The researcher uses a tape recorder with the contents of the subject, where as possible the interview needs to be recorded and transcribed word for word, so it would be unwise for the researcher in this case to rely solely on memory. Therefore it is necessary to use a recording device so that the researcher can easily play back the interview notes and contact the subject if something is incomplete or unclear. The use of a recording device in this case the researcher

concentrates more on or understands what the subject is saying, both in recording the nuances of voice, as well as aspects of the interview, such as intonation of laughter or emphasis on words and clarity in speaking or if there are repeated words.

In this study, the researcher gave dialogues to students to record conversations of what students said so that they could identify the four types of hesitation such as false starts, repeats, pauses and word lengthening which were generated by students using cellphones.

D.   Procedure of Collecting Data

Based on the design of the study, the researcher used the following methods to solve the issue at hand:

1. First, at this stage the researcher came to class and observes student participation in class and takes a few minutes to explain to students about the purpose of the researcher. As for the things that was be done, the researcher distributed questionnaires to students as the first instrument to find out the factors that cause student hesitation.

2. After filling out the questionnaire, the next step is voice recording. The researcher gave dialogue to students and then records student conversations to get audio and audio visual descriptions to make it easier to collect data and also to help researcher perform data reduction.

3. Finally, the researcher collect data from students' hesitation in English conversation at SMKN 7 Takalar.

E.   Data Analysis

After collecting the data, the researcher analyzed the data. Data analysis in qualitative research is a process of categorization, description, and synthesis, according to Wiersma (1991: 85). For the description and interpretation of the studied phenomena, data reduction is required. Data analysis is basically a methodical process of analyzing the data obtained. Researcher used descriptive qualitative methods to analyze the data. Sugiyono (2008: 245) offers three steps of data analysis in qualitative descriptive research. This includes data reduction, data display, and inference and verification. These statements form the basis for researcher to divide the data analysis process into three steps: data reduction, data presentation, and drawing conclusions.

1. Data reduction is the act of selecting, identifying, and categorizing data that is considered important. Researcher was collect a lot of data when carrying out their investigations. Therefore, researcher must choose data that will provide in-depth insights. Furthermore, to analyze the data, researcher must first perform data reduction. Based on the idea of data reduction, the researcher decided to reduce data by identifying the vocabulary acquisition approach used, the challenges faced when learning a language, and the solutions used to overcome the challenges themselves.

2. Presentation of data refers to the act of simplifying data into one sentence, narrative, or table. The term "views of data" describes the presentation of data that has been condensed into patterns. This is advantageous to assist researcher in understanding the facts. The researcher describes the data that

has been summarized into sentences while describing the data. According to Sugiyono (2008: 249), narrative text is the most popular type of display data in qualitative research. Therefore, the researcher arranges the information in a clear narrative text order to make it easier to interpret.

3. The final process is drawing conclusions and verification. In qualitative research, the characteristics of the conclusions are temporary. If the researcher does not find strong evidence to support subsequent data collection, that may change. However, this conclusion can be trusted if it can be supported by the quality and consistency of previous data when the researcher returns to the field. Researchers in this study draw conclusions from data visualization. The steps in brief data analysis are as follows: (1) Researcher used interview and voice recording to collect data. The researcher then uses the study problem formulation to select, identify, and concentrate on the data. (2) The researcher displays the data in the right sentences after selecting the data. (3) After displaying the data, conclusions are drawn. In addition, to get the validity of the data, interviews are supported by interview.

CHAPTER IV

FINDINGS AND DISCUSSION

A.Findings

The results of the study of the factors that cause students to be hesitation in speaking English and what types of hesitation are generated by students in speaking English in class XI Accounting SMKN 7 Takalar, the researchers based on the findings of the data obtained using an instrument questionnaire and a voice recorder.

1. Factors that cause students to hesitate in speaking English

This section describes the findings obtained through a questionnaire. This is related to the factors that cause students to hesitate in speaking English. In class XI Accounting SMKN 7 Takalar there were 22 students, the researcher found 20 student data who filled out the questions in the questionnaire. So the researcher found that 85% of students answered "Yes" and 15% answered "No". Factors that cause students to hesitate are students feeling nervous, not confident when speaking English and a lack of known vocabulary, so that when they hesitate to speak students sometimes stop for a moment to take a breath, repeat the words spoken and lengthen the words. The results of the questionnaire that the researcher saw from several factors that caused students to hesitate in speaking English were as follows:

a. Questionnaire

Q1: Do you enjoy learning English?

From the results of the first questionnaire question above, the researcher found 13 students answered yes and 7 students answered no, meaning that more students in class XI Accounting SMKN 7 Takalar like learning English. And for students who are not happy learning English, it is caused by several factors according to Krashen's theory, these factors are the lack of motivation given and lack of confidence.

Q2: When you speak English with your friends, do you feel nervous?

In the second question the researcher found that in class XI Accounting SMKN 7 Takalar 18 students answered yes and 2 students answered no, from the results of the answers above the factors that cause students to feel nervous when talking to their friends which the researcher sees when students carry out dialogues are because students are afraid of being being judged by friends when speaking English, afraid of mispronunciation and lack of known vocabulary so that when students speak English with their friends they feel nervous.

Q3: Are you afraid of making mistakes when speaking English with your friends that makes you feel nervous when speaking English?

In the third question in class XI Accounting SMKN 7 Takalar the researcher found 19 students answered yes and 1 student answered no, students felt afraid of making mistakes when speaking English with their friends so that students felt nervous because they were afraid of making pronunciation mistakes and when speaking English with the interlocutor tends to respond in Indonesian.

Q4: Do you stopping for a moment while speaking to catch your breath make you feel confident in speaking English?

On the fourth question in class XI Accounting SMKN 7 Takalar, the researcher found 14 students answered yes and 6 students answered no. Most students answered yes by pausing to take a breath when speaking English can make students remember what they want to say.

Q5: Do you affect the lengthening of the word "ehh or umm" in speaking when you speak English?

In the fifth question in class XI Accounting SMKN 7 Takalar, the researcher found 16 students answered yes and 4 students answered no. Word lengthening is very influential when students speak English to fill in pauses when remembering what they want to say so they don't feel nervous when speaking English.

Q6: When you experience hesitation when speaking, does repeating words to remember what you want to say affect when you speak English?

In the sixth question the researcher found 18 students answered yes and 2 answered no in class XI Accounting SMKN 7 Takalar, the hesitation factor experienced by students when speaking by repeating words to remember what the researcher wanted to say when students conducted dialogues was very influential so that students Don't feel nervous when speaking English.

Q7: Does the lack of known vocabulary make you feel hesitation about speaking English?

On the seventh question in class XI Accounting SMKN 7 Takalar the researcher found 19 students answered yes and 1 student answered no, meaning that the lack of vocabulary is known to make students feel hesitant to speak English due to a lack of motivation and interest in learning, an unsupportive environment that makes students feel lazy know English vocabulary

Q8: According to you, to overcome hesitation by always practicing speaking English can affect speaking English?

In the last question the researcher found 15 students answered yes and 5 answered no in class XI Accounting SMKN 7 Takalar, always practicing speaking English can have an effect on overcoming hesitation when speaking such as always practicing with friends to be more confident and not feel nervous when speaking English.

2. Kind of hesitation are produce by students' in speaking English

Data were taken from 5 conversations of class XI Accounting students at SMKN 7 Takalar. The conversation here is that students are given a dialogue and come to the front of the class to have dialogue in pairs, then all the data analyzed based on the types of hesitation generated by students when speaking English at SMKN 7 Takalar. Researcher found many kinds of hesitation that can categorizes in false start, repetition, pauses (silent pause & filled pause) and word lengthening. The following identified the kinds of hesitation that students generated:

b. Voice Recorder

Dialogue 1

Speaker A: ANAS

Speaker B: NCPT

In dialogue 1 the second speaker uses a silent pause (the speaker pauses for a moment) with the words **"Maaa-kassar"** and **"it's not"** by pausing for a moment and then continuing to say the word **"too far from here"** the speaker stammers in saying the word to remember what was said . The speaker also uses word lengthening with the word **"Dooo-youuu".** And the speaker uses repeat with the word **"there"** to clarify the words spoken.

Dialogue 2

Speakers A: A

Speaker B: LRN

In dialogue the first 2 speakers use a silent pause to remember what was said with the word **"Number"** - the speaker **says "Number then pauses to say the word 5"** after that the speaker also uses a false start with the word **"difschool"** which should be **"difficult".** And finally the first speaker also uses repeat in the part of the word **"teach me".**

Dialogue 3

Speaker A:AG

Speaker B: ADI

The dialogue of the first 3 speakers uses a silent pause with the words **"Just trying to stop for a moment and then continue with the word to keep"** which should be said directly without stopping for a moment like with the word **"just trying to keep".** The speaker also uses word lengthening with the word **"see youuuuu-againnnn"** the speaker extends the word at the end of the word that is issued beyond the usual duration of speaking.

Dialogue 4

Speaker A: US

Speaker B: NA

In the dialogue of 4 the second speaker uses the false start hesitation **"I'm fine"** and in the next word uses the word error **"I'm calling the enter my house"** which should be pronounced **"I'm cleaning the entire of my house".** And the speaker again had an error with the word **"helping"** which should have been pronounced **"help me".** The speaker several times used false start doubts by disconnecting himself and not correcting the words spoken.

Dialogus 5

Speakers A:M

Speaker B: AR

The dialogue of the 5 second speakers used a false start with the word **"again about"** which should have been **"assignment about"** and the word **"after school day"** which should have used the word **"together"** after school day. The first

speaker also uses a filled pause in the **"hmm-analyzed"** part and uses repeat in the **"I haven't"** part.

B. Discussion

1. Factors that cause students to hesitate in speaking English

The difficulty of students speaking English causes a factor of hesitation when speaking in class XI Accounting SMKN 7 Takalar, caused by several factors based on the theory of Leong, L., & Ahmadi (2017), the first factor is related to the performance conditions of students carrying out speaking activities in different conditions -different. The second factor is related to affective factors. One of the important factors in learning a language is the affective side of students. By acquiring a second language, motivation, confidence, and anxiety. Listening ability is the third factor with students listening to a lot of English spoken words can make them understand and be confident. And the last factor is topical knowledge, which is the speaker's knowledge of related topical information. This allows students to apply language with respect to the world in which they live. If teachers want to help students overcome their difficulties in learning speaking skills, they must identify the four factors mentioned above.

The results of the questionnaire showed that apart from the four factors that made it difficult for students to speak English in class XI Accounting SMKN 7 Takalar, the hesitation factor was very influential based on Gilquin & KM Ajani (2021) theory the most natural spoken language is when speaking spontaneously and untrained. Sometimes the speaker must experience hesitation and not know what to say next while speaking. In this case, hesitation such as pauses, repeats, or false

starts are produced to fill the hesitation period. According to Clark and Tree (2002), hesitation occurs when the speaker has a number of problems that arise when speaking. They may have problems organizing ideas, selecting, and enunciating words. In addition, Watanabe and Rose stated that when speakers pause to take a breath conceptualize, self-monitoring is a step to overcome speakers so they don't feel nervous when speaking.

Therefore, several previous studies have shown that to overcome the hesitation factor of students in class XI Accounting SMKN 7 Takalar by carrying out speaking activities in different conditions, always being confident when speaking, teacher motivation is very important so that students do not feel hesitation and afraid of making mistakes. And by stopping for a moment to take a breath to remember what you want to say can have an effect when students experience hesitation when speaking English.

2. Kind of hesitation are produce by students' in speaking English

The researcher found that there were several types of hesitation generated by students when speaking English in class XI Accounting SMKN 7 Takalar, based on the theory of Fatmawati Riri (2015) the first type is a false start, a false start occurs when the speaker starts the articulation but stops before completing it. A false start is defined as a speaker saying a few words and then stopping mid-sentence. According to Rose (1997), second repetition is a phenomenon when a speaker repeats the same words at a time to hide some of his hesitation in speaking. Here, if the speaker makes a mistake in pronouncing one or more words, he or she is bound to pause and repeat the word or phrase in question. He then tried again to

pronounce the word properly. In addition, pauses often occur when the speaker hesitates. The exception is if the utterance is memorized beforehand, or the utterance is well prepared, in which case it falls into the first two categories of filled pauses, i.e. a speaker's pause followed by only a noise, such as commonly used sounds such as um, err, and uh . Wanatabe and Rose (2012: 322). And the last type is word lengthening, which occurs when the speaker speaks slower than necessary. According to Shofa (2008), word lengthening occurs when the speaker utters words more slowly towards conclusions.

In contrast to According to Rani Zuldayanti (2018), the first type of hesitation caused by students is called a false start. A false start, as defined by Roza & Rosa (2013), is when the speaker starts speaking but suddenly stops before finishing speaking. Repetition, repeating one or more words in a line. In terms of repetition, the speaker-speaker sometimes successively repeats different parts of the statement at once to hide hesitation. In this case, when the speaker mispronounces one or more syllables, he naturally stops and repeats the wrong words. Pause, pause usually occurs when the speaker hesitates to speak. It also happens when the speaker is speaking in conversation with other people. Pauses are divided into two types: silent pauses and filled pauses. The Silent Pause is the length/duration of silence that is performed while speaking. This means the speaker says the words) and stops them without making a sound (silence). A second filled pause can be defined as a pause or pause followed by sounds or sounds such as uh and um while speaking, usually occurring at the beginning or in the middle of a speaker's speech. And finally, word lengthening, word lengthening occurs when the speaker takes the articulation of

words longer than they should. It can occur at the end of a word, but it can occur anywhere in a word.

Based on the explanation above, the researcher concluded that from the results of the dialogue recordings carried out in class XI Accounting SMKN 7 Takalar, there were several types of hesitation generated by students with the use of six false starts, such as the word difschool which should be difficult. The second is the use of repeating as many as three words such as teach me and there. The third is the use of three-word silent pauses such as Maaa-kassar and the use of one-word filled pauses. And the last word lengthening is two words like the word see youuu againnnnn.
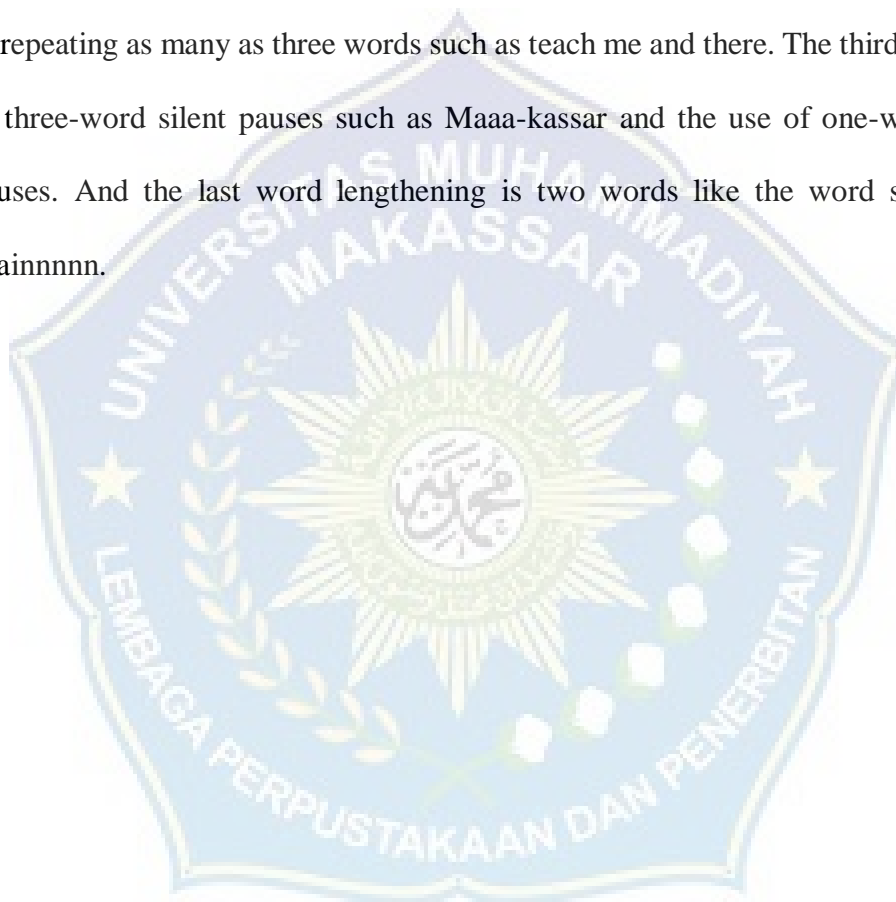
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the findings of the research studied, the researcher conducted data to identify factors that cause students to be hesitate in speaking English and the types of hesitation generated by students in speaking English in class XI Accounting SMKN 7 Takalar:

1. Based on data analysis, the factors that cause students to hesitate in speaking English in class XI Accounting at SMKN 7 Takalar are caused by students' lack of confidence when speaking, lack of motivation, lack of known vocabulary. Hesitation occurs when the speaker has a number of problems that arise while speaking. They may have problems organizing ideas, selecting, and enunciating words.

2. There are 4 kind of hesitation that arise when students speak English in class XI Accounting at SMKN 7 Takalar based on the results of their recorded voice dialogues while speaking English. Among them are false start with 6 data, repetition of 3 data, pause (filled pause 1 data) & (silent pause 3 data) and word lengthening 2 data.

B. Suggestion

Based on the conclusions above, the researcher proposes the following suggestions:

1. For the English Teachers

   Researchers recommend teachers to be more creative and creative in understanding student problems so that students do not experience hesitation when speaking English.

2. For Students

   The researcher suggests that students are more enthusiastic, confident during speaking activities and memorizing vocabulary.

3. For Further Researchers

   The researcher hopes that this research will be useful for readers to increase their knowledge about students' hesitation in speaking English.
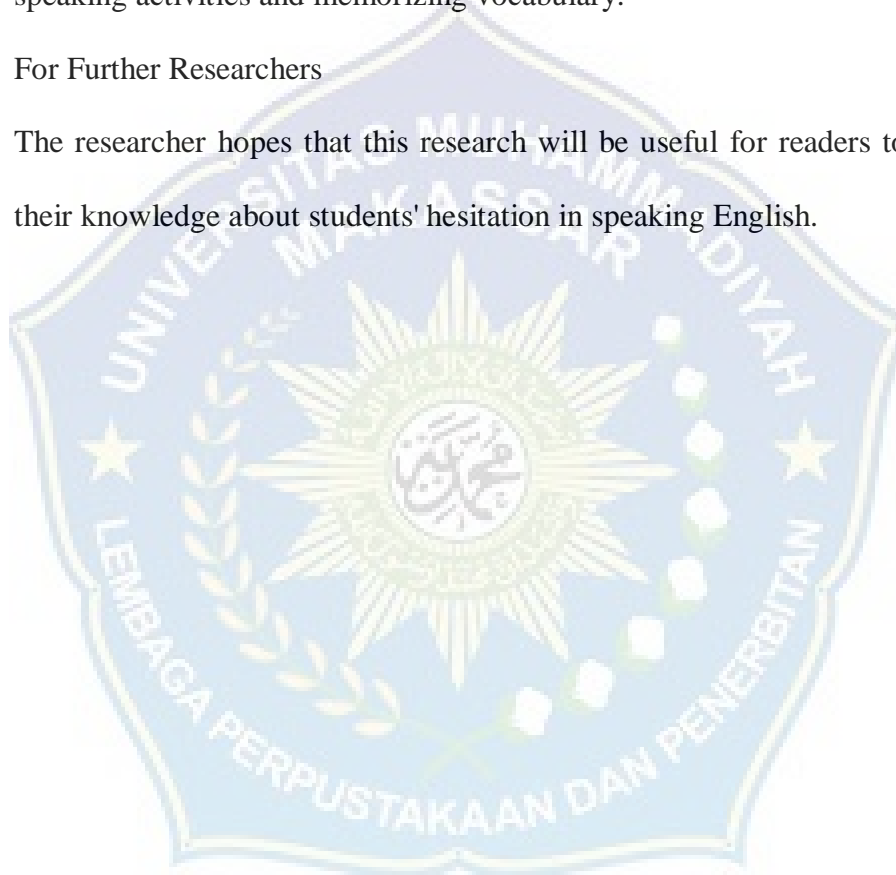
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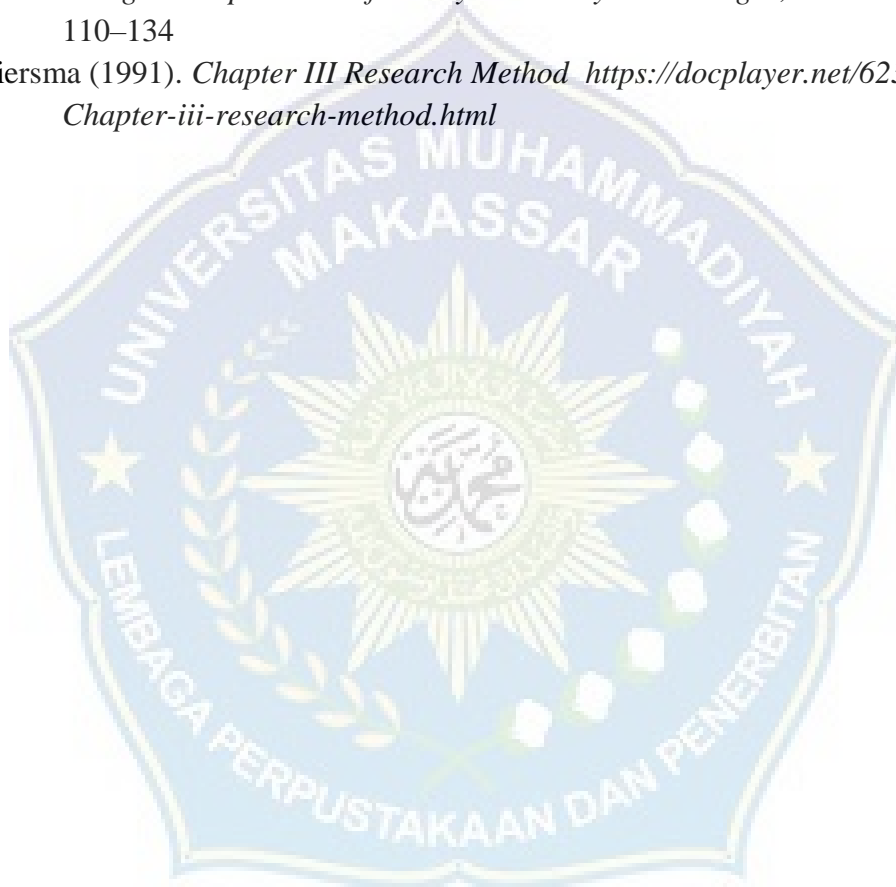
APPENDICES

APPENDICES A

QUESTIONNAIRE / ANGKET

Petunjuk:

1. Jawab pertanyaan di bawah ini dengan memberikan tanda centang (✓) pada kolom huruf yang dianggap sesuai.

2. Ada 2 Pilihan

   YES

   NO

3. Pertanyaan yang belum di mengerti, dapat di tanyakan pada peneliti.

Nama Siswa:

Pertanyaan:

No.	Pertanyaan	YES	NO
1	*Do you enjoy learning English?* (Apakah anda senang belajar bahasa inggris?)		
2	*When you speak English with your friends, do you feel nervous?* (Ketika anda berbicara bahasa inggris dengan teman apakah anda merasa gugup?)		
3	*Are you afraid of making mistakes when speaking English with your friends that makes you feel nervous when speaking English?* (Apakah anda merasa takut membuat kesalahan ketika berbicara bahasa inggris dengan teman anda yang membuat anda merasa gugup saat berbicara bahasa inggris?)		
4	*Do you stopping for a moment while speaking to catch your breath make you feel confident in speaking English?*		

	(Apakah dengan berhenti sejenak saat berbicara untuk menarik nafas membuat anda merasa tidak ragu dalam berbicara bahasa inggris?)		
5	*Do you lengthening the word "ehh or umm" in speaking affect when you speak English?* (Apakah dengan pemanjangan kata "ehh atau umm" dalam berbicara dapat berpengaruh ketika anda berbicara bahasa inggris?)		
6	*When you experience hesitation when speaking, does repeating words to remember what you want to say affect when you speak English?* (Ketika anda mengalami keraguan saat berbicara, apakah dengan mengulang-ulang kata untuk mengingat apa yang ingin di ucapkan berpengaruh ketika anda berbicara bahasa inggris?)		
7	*Does the lack of known vocabulary make you feel hesitation about speaking English?* (Apakah kurangnya kosa kata yang diketahui membuat anda merasa ragu berbicara bahasa inggris?)		
8	*According to you, to overcome hesitation by always practicing speaking English can affect speaking English?* (Menurut anda, untuk mengatasi keraguan dengan selalu mempraktekan berbahasa inggris dapat berpengaruh dalam berbicara bahasa inggris?)		

The Instrument Voice Recorder

Discuss with your partner and then choose dialogue. After choosing a dialogue, practice the conversation with your partner. Then, start the dialogue with your partner in front of the class.

Dialogue 1

A: Hello, I don't think we've met before

B: Hi, my name is B.

A: I'm A. So, where are you from?

B: I'm from Makassar, it's not too far from here. What about you?

A: I'm from Takalar, things are a little different here!

B: Do you like it so far?

A: Definitely. It's only been a week, even though i'm living alone in my home, but I've met a lot of fun people. Will you be coming to the freshman party?

B: Yes, I'm coming. I guess I'll see you there.

A: You're right. Anyway, thank you so much for the warm conversation. See you later!

Dialogue 2

A : Hi, B! How are you?

B : I am fine. How about you?

A : I am look fine, right? Anyway, have you finish your homework?

B : Yes, I have finished my math and english homework.

A : B, don't you think that the questions of number 5 for math homework is difficult?

B : The algebra right? Yes, before I was very confuse how to solve it. But, I open the book and remember how our teacher gave the explanation. Then, I can finish it.

A : I think I will need your help to teach me the algebra. I really confuse. Can you help me?

B : Of course, I will help you.

Dialogue 3

A: Oh my gosh, B. I can't believe it's you! How have you been?

B: I've been good! It's been such a long time. How about you?

A: Same here! Life has been busy, but it's great to see you again.

B: Definitely! So, how's school been treating you?

A: It's been good, thanks for asking. Just trying to keep up with classes and assignments. How about you?

B: Same here, trying to finish everything on time. We should catch up more over coffee sometime.

A: That sounds like a great idea. Let's plan on it.

Dialogue 4

A : Hi B, how are you?

B : Hi A, i'm fine, thanks. What about you

A : I'm fine too. Thanks.

A : What are you doing right now?

B : I'm cleaning the entire of my house

A : Oh good, what should I do to help you

B : Really? Are you sure wants to help me?

A : Yeah, sure B. Just tell me what can I do for you

B : Okay, sweep the floor and wash the dishes

A : Ok

B : Thanks for helping me, A.

A : You're welcome

Dialogue 5

A: Good morning, have you finished your homework for Ms. Annisa class yet?

B: No, I haven't had a chance to start it yet. What's the assignment about?

A: We have to write an essay about our favorite book and analyze the characters and themes. It's due on Friday.

B: Oh no, I completely forgot about that! Do you want to work on it together after school today?

A: Sure, that sounds like a good idea. We can meet at the library at 3 pm.

B: Thanks, I really appreciate it. I owe you one!

Adopted by EnglishCoo

APPENDICES B

Script of Conversation

Dialogue 1

A: Hello, I don't think we've met before

B: Hi, my name is B.

A: I'm A. So, where are you from?

B: I'm from **Makassar, it's not too far from here.** What about you?

A: I'm from Takalar, things are a little different here!

B**: Do you** like it so far?

A: Definitely. It's only been a week, even though i'm living alone in my home, but I've met a lot of fun people. Will you be coming to the freshman party?

B: Yes, I'm coming. I guess I'll see you **there.**

A: You're right. Anyway, thank you so much for the warm conversation. See you later!

Dialogue 2

A : Hi, B! How are you?

B : I am fine. How about you?

A : I am look fine, right? Anyway, have you finish your homework?

B : Yes, I have finished my math and english homework.

A : B, don't you think that the questions of **number 5** for math homework is **difficult?**

B : The algebra right? Yes, before I was very confuse how to solve it. But, I open the book and remember how our teacher gave the explanation. Then, I can finish it.

A : I think I will need your help to **teach me** the algebra. I really confuse. Can you help me?

B : Of course, I will help you.

Dialogue 3

A: Oh my gosh, B. I can't believe it's you! How have you been?

B: I've been good! It's been such a long time. How about you?

A: Same here! Life has been busy, but it's great to **see you again.**

B: Definitely! So, how's school been treating you?

A: It's been good, thanks for asking. **Just trying to keep** up with classes and
assignments. How about you?

B: Same here, trying to finish everything on time. We should catch up more over
coffee sometime.

A: That sounds like a great idea. Let's plan on it.

Dialogue 4

A : Hi B, how are you?

B : Hi A, i'm fine, thanks. What about you

A : **I'm fine** too. Thanks.

A : What are you doing right now?

B : **I'm cleaning the entire of my house**

A : Oh good, what should I do to help you

B : Really? Are you sure wants to help me?

A : Yeah, sure B. Just tell me what can I do for you

B : Okay, sweep the floor and wash the dishes

A : Ok

B : Thanks for **helping** me, A.

A : You're welcome

Dialogue 5

A: Good morning, have you finished your homework for Ms. Annisa class yet?

B: No, I haven't had a chance to start it yet. What's the **assignment about?**

A: We have to write an essay about our favorite book **and analyze** the characters
and themes. It's due on Friday.

B: Oh no, I completely forgot about that! Do you want to work on it **together** after
school today?

A: Sure, that sounds like a good idea. We can meet at the library at 3 pm.

B: Thanks, I really **appreciate** it. I owe you one!

APPENDICES C

Data Analysis Questionnaire

The given questions to know about factor that caused students hesitation in speaking English:

1. *Do you enjoy learning English? (Q1)*

   (Apakah anda senang belajar bahasa inggris?)

2. *When you speak English with your friends, do you feel nervous? (Q2)*

   (Ketika anda berbicara bahasa inggris dengan teman apakah anda merasa gugup?)

3. *Are you afraid of making mistakes when speaking English with your friends that makes you feel nervous when speaking English? (Q3)*

   (Apakah anda merasa takut membuat kesalahan ketika berbicara bahasa inggris dengan teman anda yang membuat anda merasa gugup saat berbicara bahasa inggris?)

4. *Do you stopping for a moment while speaking to catch your breath make you feel confident in speaking English? (Q4)*

   (Apakah dengan berhenti sejenak saat berbicara untuk menarik nafas membuat anda merasa tidak ragu dalam berbicara bahasa Inggris?)

5. *Do you lengthening the word "ehh or umm" in speaking affect when you speak English? (Q5)*

   (Apakah dengan pemanjangan kata "ehh atau umm" dalam berbicara dapat berpengaruh ketika anda berbicara bahasa Inggris?)

6. *When you experience hesitation when speaking, does repeating words to remember what you want to say affect when you speak English? (Q6)*

   (Ketika anda mengalami keraguan saat berbicara, apakah dengan mengulang-ulang kata untuk mengingat apa yang ingin di ucapkan berpengaruh ketika anda berbicara bahasa Inggris?)

7. *Does the lack of known vocabulary make you feel hesitation about speaking English? (Q7)*

   (Apakah kurangnya kosa kata yang diketahui membuat anda merasa ragu

berbicara bahasa Inggris?)

8. *According to you, to overcome hesitation by always practicing*
   speaking English can affect speaking English? (Q8)

   (Menurut anda, untuk mengatasi keraguan dengan selalu mempraktekan

   berbahasa Inggris dapat berpengaruh dalam berbicara bahasa Inggris?)

Notes:

Q1 is the first question, Q2: second question, Q3; third question, Q4; fourth

question and so on.

Tabel 1.1 The result answer to the question of factors that cause students

hesitation speak

No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	1	0	1	1	1	1	1	1
2	0	1	1	0	1	1	1	0
3	1	1	1	1	1	1	1	1
4	0	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1
7	1	1	1	0	1	0	1	1
8	1	1	1	0	0	1	1	0
9	0	1	1	0	1	1	1	0
10	0	1	1	1	1	1	1	1
11	0	1	1	0	1	1	1	0
12	0	1	1	0	1	1	1	0
13	1	0	1	1	1	1	1	1
14	1	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1	1
16	1	1	1	1	0	1	1	1
17	1	1	0	1	0	0	0	1
18	1	1	1	1	1	1	1	1

19	1	1	1	1	1	1	1	1
20	0	1	1	1	0	1	1	1
Total	13	18	19	14	16	18	19	15

Notes:

Answer "Yes" = 1

Answer "No" – 0

Tabel 1.2 Total answers to questions in the questionnaire

The question	Yes	No
Q1	13	7
Q2	18	2
Q3	19	1
Q4	14	6
Q5	16	4
Q6	18	2
Q7	19	1
Q8	15	5
Total	132	28

Data Analysis Voice Recorder

1. Types of Hesitation

   The fourth types of hesitation by student was presented in the table below:

Tabel 2.1 Analysis of 4 kinds hesitation

a. False Start

No	Speaker	Types of Hesitation	For Example
1.	A (A)	False start	Difschool – Difficult (Dig.2)
	B (NA)		I'm fine, I'm calling the enter my house – I'm cleaning the entire of my house, helping – help me (Dig.4)
	B (AR)		Again about – assignment about, together (Dig.5)

b. Repeats

No	Speaker	Types of Hesitation	For Example
1.	B (NCPT)	Repeats	There (Dig.1)
	A (A)		Teach me (Dig.2)
	B (AR)		I haven't (Dig.5)

c. Pauses (Filled Pauses & Silent Pauses)

No	Speaker	Types of Hesitation	For Example
1.	A (M)	Filled Pauses	Hmm-and analyzed (Dig.5)
	B (NCPT)	Silent Pauses	Maaa-kassar – Makassar, it's not-to far from (Dig.1)
	A (A)	Silent Pauses	Number – 5, (Dig.2)
	A (AG)	Silent Pauses	Just trying – to keep (Dig.3)

d. Word Lengthening

No	Speaker	Types of Hesitation	For Example
1.	B (NCPT)	Word Lengthening	Do you – Do youuuu (Dig.1)
	A (AG)		See you again – See youuu-againnnnn (Dig.3)

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Resky Natasya Idris
Nim   : 105351113419
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	24 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	3 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 16 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Pernerbitan,

Nurismi....Hum., M.I.P
NBM. 964 591

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
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Email : fkip@unismuh.ac.id
Web   : https://fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Nomor   : 14334/FKIP/A.4-II/VII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Resky Natasya Idris
Stambuk	:	105351113419
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Takalar /19-08-2001
Alamat	:	Jln. Krg Bonto Marannu, Kec. Galesong, Kab. Takalar, Sulsel

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE IDENTIFICATION OF STUDENTS HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
              27 Juli 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2110/05/C.4-VIII/VII/1444/2023   13 Muharram 1445 H
Lamp : 1 (satu) Rangkap Proposal   31 July 2023 M
Hal   : Permohonan Izin Penelitian
           Kepada Yth,
           Bapak Gubernur Prov. Sul-Sel
           Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
           di –
                  Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14334/FKIP/A.4-II/VII/45/23 tanggal 27 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **RESKY NATASYA IDRIS**
No. Stambuk : **10535 1113419**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE IDENTIFICATION OF STUDENTS HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR"

Yang akan dilaksanakan dari tanggal 3 Agustus 2023 s/d 3 Oktober 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

                                             Ketua LP3M,

                                             Dr. Muh. Arief Muhsin, M.Pd
07-23   NBM 1127761

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: **22414/S.01/PTSP/2023**		**Kepada Yth.**
Lampiran	: -		Dinas Pendidikan Provinsi Sulawesi Selatan
Perihal	: **Izin penelitian**		

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2110/05/C.4-VIII/VII/1444/2023 tanggal 31 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**RESKY NATASYA IDRIS**
Nomor Pokok	:	105351113419
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Sultan Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE IDENTIFICATION OF STUDENTS HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR "

Yang akan dilaksanakan dari : Tgl. *03 Agustus s/d 03 September 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 31 Juli 2023

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VII JENEPONTO-TAKALAR
Alamat kantor: Jalan Palantikang No. 357, Pattallassang Kabupaten Takalar, Telp : (0418) 2311743

Takalar, 02 Agustus 2023

Nomor	: 800/**380** -CD.WIL.VII/DISDIK		Kepada
Lampiran	: -	Yth.	Kepala UPT SMKN 7 Takalar
Perihal	: **Izin Penelitian**		

Di-
Tempat

Berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Pelayanan Perizinan Nomor : 22414/S.01/PTSP/2023 tanggal 31 Juli 2023 perihal izin penelitian, dengan ini :

Nama	:	**RESKY NATASYA IDRIS**
Nomor Pokok	:	105351113419
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa (S1)
Alamat	:	Jl. Slt. Alauddin No. 259 Makassar

Bermaksud akan mengadakan penelitian di sekolah wilayah kerja saudara dari Tanggal 03 Agustus s.d 03 September 2023 , dengan judul :

"THE IDENTIFICATION OF STUDENTS HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR"

Demikian disampaikan kepada saudara untuk diketahui dan seperlunya.

A.n. Kepala Cabang Dinas Pendidikan
Wilayah VII Jeneponto-Takalar
Kasi Pembinaan SMK/SLB & PKPLK

HAMZAH, S.Pd, M.Pd
Pangkat : Pembina TK. I
NIP. 19770605 200502 1 004

Tembusan :
1. Kepala Dinas Pendidikan Prov. Sulawesi Selatan (sebagai laporan)
2. Keapala Cabang Dinas Pendidikan Wilayah VII
3. Pertinggal

#BerAHKLAK **#SIPAKATAU** | **#CERDASKI'** Cekatan berElika berintegRitas berDedIkasi Akuntabel Solid Kolaboratif Inovatif | SETULUS HATI, SEPENUH JIWA, SEKUAT RAGA MENCERDAKAN SULAWESI SELATAN

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 7 TAKALAR
Alamat : Jl. Pendidikan No. 1 Pakabba, Kec. Galesong Utara Kab. Takalar Kode Pos. 92255

SURAT KETERANGAN SELESAI MENELITI
Nomor :421.5/147-SMKN.7/TKL/DISDIK

Yang bertanda tangan dibawah ini adalah Kepala UPT SMKN 7 Takalar :

Nama	:	SUNARDI., S.Pd
NIP	:	19701117 200312 1 008
Pangkat/Golongan	:	Pembina Tk. I / IV b
Jabatan	:	Kepala UPT

Menerangkan bahwa

Nama	:	Resky Natasya Idris
Nomor Pokok	:	105351113419
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Sultan Alauddin No. 259 Makassar

Benar telah mengadakan penelitian di SMK Negeri 7 Takalar pada tanggal 03 Agustus - 08 Agustus 2023 dalam rangka penyusunan skripsi dengan judul penelitian :

"The Identification Of Students Hesitation To Speak English At SMKN 7 Takalar".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Takalar, 08 Agustus 2023
Mengetahui,
Kepala UPT

SUNARDI, S.Pd.
NIP. 19701117 200312 1 008

BerAKHLAK
#bangga melayani bangsa
Sipakatau
DISDIK Sulsel

SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Resky Natasya Idris
NIM : 105351113419
Judul Penelitian : The Identification of Students Hesitation To Speak English At SMKN 7 TAKALAR
Tanggal Ujian Proposal : 26 Juni 2023
Tempat/Lokasi Penelitian : SMKN 7 TAKALAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jum'at/04 Agustus 2023	Observasi	Taufan ,S.Pd	
2	Senin/07 Agustus 2023	Questionnaire and Voice Recorder	Taufan ,S.Pd	
3				
4				
5				
6				

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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7				
8				
9				
10				

Takalar , 15 Agustus 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

KT SMKN 7 Takalar

SUNARDI, S.Pd.
NIP. 19701117 200312 1 008

DOCUMENTATION

Picture 1. Selft-Introduction to Student
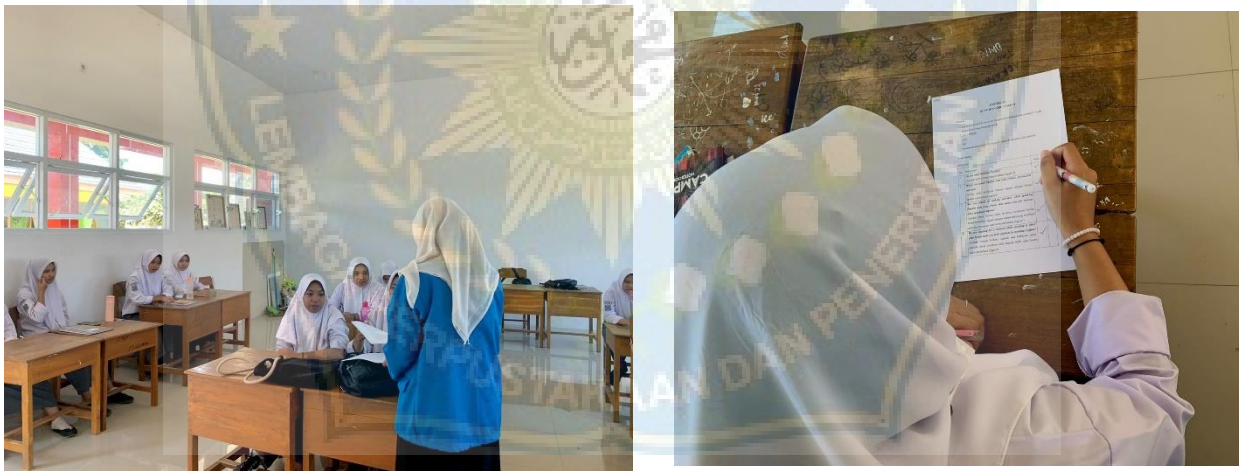
Picture 2. Distributing and Filling Out Questionnaire to Students

Picture 3. Record Student Conversation

Picture 4. Photo With Student SMKN 7 Takalar

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CURRICULUM VITTAE

RESKY NATASYA IDRIS is a student of English Department in Muhammadiyah University of Makassar. She was born on August 19, 2001 in Takalar. She is the third child from the marriage of Muh. Idris S and Siti Nurhayati she has one brother and one sister. In 2007, she started in elementary school at SD Negeri No.69 Galesong 1, graduated in 2013. Then she continued junior high at SMP Negeri 2 Galesong Selatan and graduated in 2016. After that she continued to senior high school at SMA Negeri 5 Takalar and graduated in 2019. In 2019, she was accepted in Muhammadiyah University of Makassar as a student in the English Department of Faculty of Teacher Training and Education. During his time as a student in Muhammadiyah University of Makassar, she join part in the 3rd batch teaching campus program in 2022. And the end for her study, she could finished her thesis in 2023 entitle *"THE IDENTIFICATION OF STUDENTS' HESITATION TO SPEAK ENGLISH AT SMKN 7 TAKALAR"*