CHAPTER I

INTRODUCTION

1.1 Background of the Report

Communication study is important because we use it to interact with other people in our life. That was consequence of living a creature and a social person. In conducting daily interactions, we must utilize language as a significant tool to communicate with each other, share ideas, information, and knowledge. Communication defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). Therefore, communication skills must be adequate. In the business world, oral and written communication ask workers to speak virtual, face-to-face, informal, and formal on a national and international basis.

In order to communicate effectively, English is a tool in global communication. English became an important factor in many sections as it is used as the international language in the past century. The current pace of globalization in all sectors has rapidly globalized internal communication and the language issue needs to be addressed (Salminen, 2012). Therefore, having English speaking ability was the ultimate requirement.

Yule (1985) argued that a speaker not only controls the production of the communication, but also processes the production of speaking, monitors what the speaker just said, and determined whether it matches his intentions or not. However, people sometimes made mistakes or still have problems in having a daily conversation in English, especially those who learn it as a foreign language.

Carrol (1985:188) stated that people have considerable difficulty in learning foreign language. They were not sure whether what they say was correct or not, therefore they have to think about structure and pronunciation twice. In addition, whether we were aware or not, we always made some pauses when we were talking. According to Ralph (1998), pauses were often happen on the speakers when they speak in their conversation. Sometimes, people made pauses when producing utterance. This happen because they faced a lot of problems in organizing the speech, organizing ideas, formulating syntax, choosing words, or pronouncing words.

There were many other reasons why people think they needed pauses. Such as to take a breath, prepare to continue speaking, try to decide what to say, etc. Field (2003) stated that pauses occurred due to speech planning. Many pauses in informal speech reflect this planning. They came at or near clause boundaries when the speaker found difficulties in retrieving an item from the lexicon. He added that pauses serve two other important purposes. At the end of utterance, they indicated that the speaker prepared to have over the turn to the listener. They used rhetorically to indicate that what comes next is important.

Based on the description above, the writer interested in observing about pauses in Malang Tourist Information Center (MTIC) as her object, because as a desk officer intern, the writer found that there were a problem particularly pauses or gaps in the conversation between the desk officers and tourists. Beside that, as an intern, the writer also had a responsibility to be a tour guide, so she spent quite a long time stayed there to get more data and to find out the conditions in the

field. Furthermore, after doing the observation, the writer could have a deeper understanding regarding the pauses that occurred in doing conversations in English.

1.2 Statement of Problem

1.2.1 What type of pauses occurred in the conversation between desk officer and tourist in Malang Tourist Information Center (MTIC)?

1.2.2 What are the strategies that desk officer of Malang Tourist Information Center (MTIC) applied in dealing the pauses during the conversation?

1.3 Purpose of the Report

The purpose of the report in the internship are as follows:

1.3.1 To find out and identify the type of pauses experienced by the desk officer and tourist when the conversation occurred in Malang Tourist Information Center (MTIC).

1.3.2 To discover the strategies applied by the desk officer of Malang Tourist Information Center (MTIC) in dealing the pauses during the conversation.

1.4 Significance of the Report

1.4.1 For the writer

This final report is beneficial for the writer in reshaping the writer's speaking skill and reflecting on practices while doing an internship, the writer is able to develop her speaking skill, and the writer can implement the skill in writing in English which has been taught before.

1.4.2   For the alma mater

Maintaining and improving relationship with Malang Tourist Information Center, and increasing the number of scientific works of students of Universitas Airlangga.

1.4.3   For the company/ institution

To introduce Malang Tourist Information Center to the junior of English diploma, promote Malang Tourist Information Center, and also to strengthen the relationship between Airlangga and institution.

1.4.4   For the other interns

The other interns can get knowledge about the way to overcome of the pauses on speaking, discover the strategies, and motivate other interns to make a better final report using this guideline.

1.5 Review of Related Literature

1.5.1   Overview of Language Production

In language production, the speakers began with the meaning or purpose that they will convey and choose the appropriate words before transforming them into a sound. Carroll (1985:252) stated that language production was an intrinsically more difficult subject to study than language comprehension, and as sequence, far more was presently known about receiving language than producing language. While in understanding language or in language comprehension, the speakers must take the sounds they hear, group them into words, and arrive at their meaning. According to Taylor (1990:98), to study language comprehension, the researcher

could examine both sentence stimuli and the products of comprehension, whereas to study production, they examined the sentence produced and perhaps the events described.

1.5.2 Second Language

A second language is a language that people learn after their first language or native language "mother tongue". According to Krashen (1982), the *acquisition* of a language was a natural process; whereas *learning* a language was conscious one. In the former, a student needed to participate in natural communicative situations. In the latter, error correction was present as the study of grammatical rules isolated from natural language.

Generally speaking, L2 learners faced difficulties while learning and while practicing the learned language. Fearing criticism and being shy inhibit the learners to speak the second or foreign language. Those were the factor that affects speaking fluency. When the learners were afraid of mistakes, they were probably more hesitant and speak with more pauses (Abeer & Yasser, 2019).

1.5.3 Conversational Interaction

People communicate by doing a conversational interaction in a particular condition and situation. Yule (1985) described conversational interaction as an activity where two or more persons took turns at speaking for the most parts. In a conversation, the process of sending and receiving the information occurred in two directions. As stated by

Chaer (2003) that conversation sequence of two processes. Those were process of production and perception. Production took place on the speaker who produced meaningful and useful language codes, while perception took place on the listener, how the listener interpreted the speaker's utterances.

1.5.4 Pauses

Pauses often happen on the speakers when they speak in their conversation. According to Maclay & Osgood (1957), pauses were most likely occurred between phases or near the start of phrases. Pauses could subdivided into either filled pauses or unfilled pauses which were also called silent pauses.

a. Filled Pauses

Filled pauses were non-lexemes (non-words) that speakers employ to indicate hesitation or to maintain control of a conversation while thinking of what to say next. In spontaneous speech, filled pauses defined as pauses that are filled with vocalization. This type of pauses did not gave any new additional information to the conversation other than to indicate the speaker's hesitance. They did not alter the meaning of what is uttered.

Filled pauses were vocalized in a variety of ways. A pause might be filled with any of the several phonetic combinations i.e., /a/, /am/, /u/, /um/, /e/, /em/, /m/ as in the folowing extracts.

A filled pause occurred when a speaker think about something and anywhere in the steam of speech. The speaker actually interrupted their speech while continuing their articulation. This articulation was however neither a word nor part of a word and should thus not be treated such as a consequence a punctuation mark cannot follow a filled pauses, it had to come first. Nevertheless, a filled pause could made a turn of its own.

The filled pause categorized as:

- Unlexicalized; filled with some non-verbal utterance like *er* or *um.*

- Lexicalized; filled with such phrase like as *OK..., well..., like..., you know..., I.*

b. Silent Pause (Unfilled Pause)

The silent pause was a period of no speech between words speed of talking. It was almost entirely determined by the amount of such pausing. The speaker just keep silent between their words.

Pauses may also be characterized in terms of its length. Some speech analysts classified pause length measurement in terms of their accuracy. Little accuracy (by ear only), and greater accuracy (using sophisticated equipment to measure the gaps on tape) while

some of them measured with nearly inconceivable accuracy (pause length as a function of one cycle of the speaker's own rhythm). Typically, though, pause length falls into one or three ranges: short, medium, and long.

1.5.5 Strategies In Dealing Pauses

According to Abeel & Yasser (2019), for the learners who frequently use non-fluent in-clause pauses in their speech production, a use of repetitive exercises and drills would be a good solution. Generally speaking, repetitions and drills which were popular techniques for the Audio-Lingual method focus on accuracy more than fluency. However, they are supposed to have a good effect on students overall speaking fluency in the sense that they help learners avoid in-clause pausing. Wood (2004) found that speech fluency development of language learners is related to and facilitated by the use of formulaic language. The reason is that the formulaic sequences are lexical units that are mostly stored in the brain as single units.

1.6 Methods of the Report

1.6.1 Location and participant

The writer conducted a case study at at Malang Tourist Information Center. The participans of this case study were the writer herself as a desk, two desk officer employees, other interns, and also the guests of this tourist center that dealt with the writer during her working days.

All of the guests were mostly foreigners that came from different countries.

1.6.2 Data Collection

To gather the data, the writer used observation as her data collection technique. In terms of observation, the writer sound-recorded the conversations between the desks officers and guests, then she transcribed them at each meeting in two months internship.

1**.7 Framework of the Report**

PROBLEMS	OUTPUT
What type of pauses occurred in the conversation between desk officer and tourist in Malang Information Center (MTIC)?	A description of type of pauses occurred in the conversation between desk officer and tourist in Malang Information Center (MTIC).
What are the strategies that desk officer of Malang Tourist Information Center (MTIC) applied in dealing the pauses during the conversation?	A description of strategies that desk officer of Malang Tourist Information Center (MTIC) applied in dealing the pauses during the conversation.

DATA COLLECTION	PROCESS
Voice recording (Observation)	Recapitulating data obtained from audio recording. Finding patterns to answer the problems.