

CHAPTER I

INTRODUCTION

1.1. Background of the study

In a speech process, a speaker tries to convey messages, expresses what he has in mind, and gives information through a language. The process by which a speaker turns a cerebral concept into a spoken utterance is called speech production (Berko-Gleason & Ratner, 1998). It starts with the arrangement of the speaker's thoughts to be generated in Wernicke's area and sends it to Broca's area for encoding, then, pass on to the adjacent motor area, which governs the articulatory organs. In this process, a speaker should be supported by the rule of the language, known as linguistic fields, that every speaker of any language should know, such as how to combine word into a sentence (syntax), how to produce a sound of language (phonetic), etc. This is all because to convey his message, a speaker has to arrange his thought, decide what he wants to say, put it into linguistic form by selecting the right words to express the meaning and placing these words in the correct order required by the grammatical rules of the language that he uses. All the processes are automatic brain processes that are beyond the consciousness of the speaker and happen in a matter of seconds.

However, even after such a complex process, a speaker sometimes still produces different results from what has been planned in mind when the thought being put into words or sentences, because there is a difference between having the knowledge to produce sentences of a language and applying this knowledge.

This is what kept speakers from conveying their thought fluently the way they expected. In other words, it makes speaker sometimes produces speech disfluency.

The disfluency of the speech can be in the form of 'ums', 'uhs', 'well', 'you know', or other expressions which are used by people when they feel hesitate with their speeches, to pause their speech. Goldman-eisler (1958) suggests that hesitations occurs roughly every five words when people describe pictures and seven to eight words when people conversing naturally. It usually occurs when the speaker changes his or her decision about what to say and how to say. It is why, mostly, speech disfluency occurs in spontaneous speech.

Speech disfluency is not only in the form of hesitation but also false start and repeated item (Maclay and Osgood, 1965, in Fodor, 1974). When a speaker changes his mind about the item he has uttered, he does not simply alter that item. He typically returns to the beginning of the phrase that contains the item and repeats it, changing only the offending words. It shows that there are many types of speech-disfluency. Clark & Clark (1977), defined the most common types of speech-disfluency are pauses (unfilled & filled pauses), false starts, and repetitions. Pauses represent two difficulties, microplanning which is due to retrieving particularly difficult words and macroplanning, which is due to planning.

Speech disfluency generally emerges before content words such as nouns, verbs, and modifiers, than before function words such as articles, helping verbs, preposition, conjunction, and so forth (Maclay & Osgood, 1965). For example, in a

sentence “I want to go to the market”, speech disfluency will usually occur preceding the word “market” than “the”.

Speech-disfluency happens for many possible reasons. They may occur when a speaker does not know what to say next and must think about the following utterances (Clark & Clark, 1977). Speech disfluency frequently happens in spontaneous than planned speech. When a speaker tries to make an on-line decision such as in giving an explanation, argumentation, description, retells a story, or speech. It usually happens when a speaker changes his mind about item he has uttered; he does not simply alter that item.

The content of the speech also should have an impact on speech disfluency. If it is familiar material, there should be fewer pauses. Familiarity held constant, however, there is reason to suspect that the use of filled pauses may vary widely, depending on the nature of the subject matter. In support of this hypothesis are the finding of Reynolds and Paivio (1968) that pauses were more frequent when subjects defined abstract rather than concrete nouns. It shows that a difficult topic can also become one of the factors of the production of speech disfluency.

According to Goldman-Eisler’s study (1958, in Carolina, 2003), there were more pauses scattered through explanation than through descriptions. In describing an object, the speaker tries to enlighten the appearance of an object, while when giving an explanation, the speaker tries to give any details that can demonstrate the object. Alike explanation, in giving argumentation, the speaker also has to give any details of the facts that can support their argument. A speaker tries to argue their understandings and give reasons to make the listener has the

same understanding (Keraf, 2003). In other word, in an argumentation, the speaker is making every effort to reach his conversational goals by making the listener share the same believe or act as the speaker wishes. In it, the speaker tries to give reasons, prove it with some facts, and defending his beliefs. This form of communication is inavoidably involves a certain degree of emotion and thus putting him under some pressure in reaching his goal in communication.

It has been explained before that nervousness may build speech disfluency in speech. It means speech disfluency may happen because the speaker is under the pressure from his surrounding. Consequently, the frequency of the occurrence of speech disfluency in giving argumentation is possibly the same or even more than giving explanation.

Speech disfluency can happen in conversation in adults' speakers as well as children's speakers. It does not mean that children have the same ability of speaking with adult; it merely suggests that speech disfluency may also occur in children's speech.

Children can produce basic of their language in four years old. It means that they can produce positive, negative, passive, or question sentences grammatically. Due to the fact of those reasons, in this study, the writer is interested in analyzing the occurrence of speech-disfluency that may happen in four years old children by giving their argumentation. The study is conducted by giving a certain question to children by her mother.

1.2. Statement of the problem

There are several types of speech disfluency that have been explained in the background of the study. Clark & Clark (1977), defined the most common types of speech-disfluency are pauses (unfilled & filled pauses), false starts, and repetitions. Based on those, the writer would like to state questions as follows:

1. Does speech disfluency occur in four-year-old children in giving an argumentation?
2. Which type of speech-disfluency is made by four-year-old children in giving their argumentation?
3. What is the most frequent type of speech disfluency that commonly happens?

1.3. Objective of the study

Referring to statements of the problems above, the writer intends to know the occurrence of speech disfluency in children's argumentation, the type of speech-disfluency that is made by children in giving their argumentation, and also the most frequent type of speech disfluency that commonly happens. Furthermore, this study will give much more information about speech production of a speaker.

1.4. Significance of the study

This study is conducted to determine the occurrence of speech disfluency in four years old children in giving argumentation. Therefore, the significance of this study is for anyone who is interested in studying psycholinguistics field,

particularly in speech production and speech disfluency subject. It also can be of use to anyone who is interested in children language development. Moreover, it can be used as comparison or reference for further studies in similar topic of discussion.

1.5. Definition of key terms

- Argumentation : the process of debating or discussing something
- Speech production : the basic structure of the utterance is thought to be generated in Wernicke's area and is sent to Broca's area for encoding. The motor programme is then passed on to the adjacent motor area, which governs the articulatory organs.
- Broca's area : located at the frontal area of the brain, Broca's area is established as the area where speech is formulated where it shall be continued to the motor area.
- Speech-disfluency : a condition that disrupts the ideal delivery in the process of speech production (Clark & Clark, 1977)
- Unfilled pause : simply a moment of silence which is not filled with any speech sound
- Filled pause : a hesitation, where a gap in the flow of words is filled with incoherent sounds, such as 'um', 'err', etc.

Repetition : where the speaker is repeating a word to fill the
pause that are made.

False start : correction of a word due to a decision to rephrase by
the speaker