

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

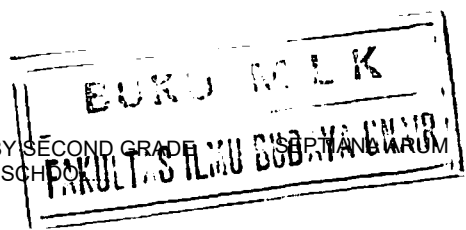
Communication is needed by people because the people are social creature. From the communication people can get a lot of information. Communication is a fundamental function of language which has three main elements such as a speaker, a listener, and a sign system (Clark and Clark, 1977). As a speaker, we always make speech production. The process of speech production is the process by which a speaker turns a mental concept into utterance (Berco-Gleason and Ratner, 1998). When we communicate with other people, our speech is important to understand what we are talking about. Because of this reason, we must arrange our words carefully in order to make other people get what we mean. Therefore, we must speak fluently and clearly in our conversation to make our addressee or listener easier to understand what we are talking about.

The people who are clear and do not make mistakes in their utterance are the people who can speak fluently. However, not all people can speak fluently in their conversation. Some of them usually make a fault in their speaking such as insert sounds or words in their utterance, repeat some words, or revise their utterance. This condition usually called as speech disfluency. Speech disfluency can occur in spontaneous speech. According to Ram and Savithri (2007) speech disfluency is the disruptions in the timing and flow of non stuttered speech such as interjections and phrase repetitions that are often perceived as being part of the

normal interruptions of speech. In their study, there are eight various types of speech disfluency. Those types are sound repetition, single - syllable word repetition, multi-syllabic word repetition, phrase repetition, interjection, revision, broken word, and prolongations.

Speech disfluency can occur in everyone including children. Yairi (1972, in Wu 2001) found in his study that the older participants and preschool children had much greater numbers of disfluencies than the young adult group. The children have the cognition development stages which have the relationship with language development. Piaget (1952, in Santrock 1995) stated that there are four stages of cognition development in children. Each stage has a relation with age and is arranged from different mind way. Those stages are sensorimotor, pre-operational, concrete operational, and formal operational. Sensorimotor stage includes the children in age 0-2years old. The second stage is pre-operational that include the children in age 2-7 years old. The third stage is concrete operational that include 7-11 years old. And the last stage is formal operational that include the children in age 11 years old until adulthood.

Indonesian education rules show that the minimum age of first grade of elementary school is six or seven years old. Hence, the second grade Indonesian elementary school students are about eight years old. It means that they are belonging to the third stage which is called as concrete operational. This stage occurs for children at seven until eleven years old. Concrete operational stage covers the logic cognition which substitutes the intellectual intuitive. "Concrete operational child show the conservation skill and classification. The concrete



operational child needs perceptual supporting to logical reasoning mind. In the next step, the logical mind will be more abstract” (Santrock, 1995).

The simple way to know that the children have already been able to use their logical mind is in classification case.

“Classification is the important ability in the concrete operational mind. For example: a tree diagram consists of four generations. Pra operational child has difficulty in classification the number of these four generations. Concrete operational child can classify the members vertically, horizontally, and diagonally” (Santrock, 1995).

When the children are able to classify the member of four generation it means that they use their logical mind. Four generation here means that it is an extended family. There are grandfather and grandmother in the first generation. Then there are our father or mother as well as our aunty, uncle, and the others member in the second generation. We are as the child of our parents in the third generation. And the last is our child in the fourth generation. The children in the concrete operational stage are able to classify and distinguish it. As the explanation above said that the children in pra operational stage has difficulty in classifying the member of four generation but the children in concrete operational stage easier to do that because their logical mind is working. Because the second grade elementary school students are able to use their logical mind, so the participant in this study is the children of Indonesian elementary school students especially in second grade.

Ram and Savithri (2007) have studied speech disfluency in children. The participants of their study are Canadian children at age 5 to 6 years old. According to Ram and Savithri (2007), there are some differences of speech disfluency's

production between the boys and the girls. The result of their study showed that actually there are some differences in the way boys and girls produce speech disfluency. We can see those differences from the number and kind of speech disfluency that they produced. Furthermore, in their study, they found that the boys produce more speech disfluencies than the girls, especially in repetition. They also conclude in their study that actually boys are at greater risk for stuttering than the girls.

Carolina (2006) conducted a study of speech disfluency made by Indonesian kindergarten children in describing picture. Ambarita (2007) conducted a study of speech disfluency made by kindergarten children in giving description. Kartikawati (2008) conducted a study of speech disfluency made by Indonesian children aged four-years-old in giving narration.

The previous studies above analyzed describing something such as described their house, family, and toys. The previous study also studied about describing picture, and narrating their surrounding. In this study, the writer learns about speech disfluency in giving argumentation. The writer chooses this topic because based on her experience, when someone gives their argumentation or critical thinking, he or she may create speech disfluency because they speak in spontaneous speech. This study focused on the children especially second grade Indonesian elementary school students. When the students are giving their argumentation, they need to be able to use their logical mind. The children who are in concrete operational stage or the children who are able to use their logical

mind, are also able to give the argumentation well. The writer chooses it because there were limited researchers who conduct this topic before.

Keraf (2007) stated that argumentation is a form of rhetoric which tries to influence the attitude and opinion from other people, to make them believe and finally take steps as what the writer or speaker wants to do. Based on this statement the aim of an argumentation is to make other people believe with what the speakers want to deliver about. Another theory that the writer can use is a theory from Carey (2000) who said that an argument - in the critical thinking – is a result when someone advances a claim or series of claim as evidences for the truth or another claim. From this theory, an argument has a relation with critical thinking, claim, and it can also be a reason to support the speakers' argument and make other people believe their opinions.

According to Renkema (2004) there are four techniques for constructing arguments. Those four techniques are: give a reason that also includes cause or explanation, make a comparison that includes an analogy, give an example or instance, and the last is name and authoritative source.

In this study, the writer would like to analyze the speech disfluency made by second grades Indonesian elementary school students in giving argumentation. The students were given a story and questions about that story. After that, the students delivered their argumentation by answering the questions in front of the class. Moreover, in this study, are also analyzed the differences between the boys and the girls in producing speech disfluency.

## **1.2 Statements of the Problem**

The background of the study stated that Ram and Savithri (2007) divided the types of speech disfluency into eight types: sound repetition, single-syllable word repetition, multi-syllabic word repetition, phrase repetition, interjection, revision, broken word, and prolongation. Based on the background above the writer would like to state questions as follows:

1. What are the types of speech disfluency made by second grade Indonesian elementary school students in giving argumentation?
2. What are the differences of speech disfluency between the boys and the girls in giving argumentation?

## **1.3 Objectives of the Study**

The objective of this study is to describe the types of speech disfluency made by the second grade Indonesian elementary school students in giving argumentation. Beside that, this study also wants to explain about the difference in speech disfluency between boys and girls of the second grade Indonesian elementary school students in giving argumentation.

## **1.4 Significance of the Study**

The writer hopes that this study can help the teacher to reduce their students in producing speech disfluency, so the students are able to speak more fluently when they are giving argumentation. The writer hopes that this study can

give a discourse to the teacher in the context of understanding language skill in their students. The writer also hopes that this study will give good contribution to the study of Psycholinguistics especially about children speech development.

### **1.5 Definition of Key Terms**

To make this study more clearly, the writer needs to describe about some important definition of key terms. These definitions are based on Ram and Savithri (2007) definition and theory from Carey (2000) for applied argumentation. Ram and Savithri (2007) described that there are eight types of speech disfluency. In this step, the writer provides these key terms;

- 1. Speech disfluency:** the disruptions in the timing and flow of non stuttered speech such as interjections and phrase repetitions that are often perceived as being part of the normal interruptions of speech (Ram and Savithri, 2007).

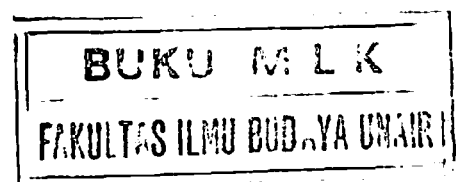
- 1.1. Sound repetition:** repetition of a phoneme that does not stand alone as an intended syllable or word.

- 1.2. Single-syllable word repetition:** repetition of whole one syllable word.

- 1.3. Multi-syllabic word repetition:** repetition of words of more than one syllable.

- 1.4. Phrase repetition:** repetition of two or more words, with no revision or modification of content.

- 1.5. Interjection:** insertion of sounds, syllables, words or phrases within an utterance.
- 1.6. Revision:** modification in the content or grammatical form of an utterance.
- 1.7. Broken word:** momentary cessation of phonation within words
- 1.8. Prolongations:** Audible prolongation of sounds within or at the end of words that are judged to be not intended
- 2. Argumentation:** - in the critical thinking – is a result when someone advances a claim or series of claim as evidences for the truth or another claim (Carey, 2000)





# CHAPTER II

## LITERATURE REVIEW