

CHAPTER I

INTRODUCTION

This chapter is the introduction of the study, which discusses the background of the study, the identification of the problem, the limitation of the study, the research questions, the objective of the study, the significance of the study, and the definition of terms.

1.1 Background of the Study

Foreign languages, especially English, are essential in this modern era. In the field of education, English is one of the most widely taught foreign language subjects from kindergarten to university in almost all areas of Indonesia. Speaking is an English skill that has become the most selected language skill used to determine someone's level of mastery (Jaya et al., 2022). According to Phukan (2019), speaking is dominant in acquiring a second or foreign language. It is also used to express someone's opinions or ideas to create an impression on others. Nishanthi (2018) stated that speaking can help someone communicate with people from all around the world. Due to this reason, speaking English is important for students, especially those who want to have the opportunity for student exchange, fast graduation, scholarships, international employment, and further education. Indian (2016), in her study, described that different from other language skills, speaking skills become more challenging for a lot of students because this skill needs interaction and cannot be improved independently. Hermawan (2022) added that speaking is a process when speakers give psychological concepts to their utterances in terms of linguistic form to convey the message to the listener in the communicative interaction.

The connection between language and psychology derives from someone's innate linguistic abilities in the process of personality development, which is referred to as psycholinguistics (Tatlıoğlu & Sençylo-Tatlıoğlu, 2020). The concept of psycholinguistics is the study that links psychological processes that develop when someone produces and understands utterances while communicating

with each other (Naibaho, 2022). Hedayat and Tajik (2019) also stated that psycholinguistics is a cognitive science concerned with how people acquire, produce and perceive language, both written and spoken. According to Tajik (2019), psycholinguistics is also described as the study of language and mind, which is the combination of two disciplines, namely psychology and linguistics. Related to language and psychology, students tend to experience some difficulties in mastering English, especially speaking. According to Shen & Chiu (2019), the issues experienced by the students namely a lack of confidence, fear of making mistakes, and nervousness.

Self-confidence is the condition of the human mind which allows them to believe and rely on himself/herself and their abilities in order to reach their goals (Lone, 2021). It is a kind of human attitude toward the ability to trust and have a positive view of themselves in facing problems without bothering others. According to Malureanu et al. (2021), self-confidence implies people's capability to solve problems or difficult situations effectively in their own ways without leaning on others. Confidence is defined as a notion that can be influenced by many factors and circumstances, such as an individual's character, expectations, experience, and social and cultural conditioning (Gottlieb et al., 2022). The lack of students' self-confidence in speaking skills causes some issues, like bothering someone's normal flow of speech, which makes the speaker look unprofessional. One of the issues is called speech disfluency, which affects language comprehension, acquisition and production.

Fluency in speaking a second language is quite difficult for foreign learners to learn. Speech disfluency is a kind of speech interruption which disturbs someone's normal flow of speech (Jansson-Verkasalo et al., 2021). Shriberg (2001) stated that speech disfluency occurs when someone has to speak spontaneously. Liu et al. (2023) described speech disfluency as the situation in a speaker's daily conversation, such as interruptions, pauses, or repetitions, related to feelings like excitement, nervousness, anxiety, etc. Yu et al. (2018) explained that speech disfluency refers to the reflection of the speaker's issues in arranging a relevant

linguistic constituent. MacGregor (2008) examined in her research there are six types of disfluent phenomena which probably faced during the speaking learning process namely fill pauses, silent pauses, repetitions, repairs, lexical fillers, and prolongations. These types will influence the performance of the students in the classroom, including their self-confidence in speaking. Undeniably, teachers and students will face this issue while learning and teaching foreign languages.

Along with speech disfluency, speaking can be accompanied by gestures. Nyatsanga et al. (2023), stated that gesture in speech is an important part of human communication that is created naturally and efficiently. It allows the speakers to express their ideas or opinions which is appropriate with the mimetic and analogue format. According to Clough & Duff, (2020), gesture also can be described as a basic language component which gives unique and meaningful information to the oral message and shows someone's knowledge and experiences. As a component of the speech, the emergence of the gesture also occurs when the speakers produce speech disfluency. It overlaps with the utterance both in time and also the meaning. In this situation, there are enormous possibilities for the students to use different kinds of gestures in every type of speech disfluency which can describe their feelings and their level of confidence (Yasinnik et al., 2005).

In addition, Graziano & Gullberg (2013) in their study investigated the relationship between gesture production and speech fluency in competent speakers and language learners from a group of adult and children learners. The study examines the participants' gesture production in fluent speech and compares it to their disfluency speech. The results convey that both competent and less competent participants commonly produce gestures along with fluent speech, meanwhile, the gestures are stopped during disfluency speech. It concludes that the gestures were stopped when the participants suspended their speech.

As one of the higher education programs, Politeknik Negeri Bali (PNB) prioritizes practice rather than theory in order to create professional and internationally competitive graduate students. In achieving these goals, PNB provides additional skills in foreign languages, such as: adding English as the

subjects. In this subject, the lecturer offers material related to their major to develop their English skills, such as listening, speaking, reading, and writing. However, in mastering English which is known as one of the foreign languages, the students experience some difficulties, especially in speaking skills. Speech disfluency is one of the issues commonly faced by all students. Along with the speech disfluency, different gestures occurred when the students had speaking activities.

Considering those issues, this research focuses on discussing the types of speech disfluency and the gestures used during speaking performances of International Business Management students. This class was chosen because it has many English-speaking activities like presentation, discussion and spontaneous speech. The relationship between speech disfluency and gestures is interesting because it can show how a student as a speaker sign to the listener that a disfluency has been produced. Regardless of the relationship between speech disfluency and gestures, both of them are produced based on the level of the student's confidence, therefore there are various types of speech disfluency and gestures in every student's speaking performance. For that reason, it is also important to be conscious of the student's confidence level in identifying the types of speech disfluency and gestures when speaking activities are held.

Furthermore, related to this issue, understanding the factors that influence students' speaking competence is also significant. Wardasari et al. (2024) stated that several factors contribute to a person's lack of self-confidence in speaking, such as fear of making mistakes, shyness, and being laughed at by their friends. Therefore, the comprehension of these factors is used to decrease the production of speech disfluency that can disturb speaking performance. In addition, the role of the lecturer is also important in selecting the way for teaching. Hence, the discussion of teaching strategies is significant in order to find a suitable way to teach the students and to reach the learning goals.

1.2 Identification of the Problem

The number production of gestures along with speech fluency is more than the gestures that are produced with speech disfluency in speaking performance (Graziano & Gullberg, 2013). However, the relationship between speech disfluency and gestures shows how someone as a speaker signs the listener that a disfluency has been produced. In addition, self-confidence is significant for the students, especially in learning a language, since it conveys motivation and a positive attitude to students to improve their skills and participate actively in the classroom. Considering this issue, the research investigates the types of speech disfluency and gestures produced during speaking performances based on the student's confidence levels.

In exploring the relationship between speech disfluency and gestures, an understanding of the factors that cause speaking competence is also needed. In this case, the factors of speaking competence can influence the level of the student's confidence which determines the types of speech disfluency and gestures that are produced by the students in speaking performance. Therefore, studying speech disfluency and gesture production and the factors which are related to the student's confidence levels is important to get suitable teaching strategies as the solutions for better performance in speaking skills.

1.3 Limitations of the Study

Research about the contexts in psycholinguistics is very broad research related to combining knowledge about the human mind and language. Therefore, a limitation of the analysis is required to conduct a comprehensive study. This study focuses on the issues related to students' confidence levels in second-semester students of the Department of International Business Management from Politeknik Negeri Bali in the English class. One of the issues usually faced by students is speech disfluency, which occurs in English class, especially in speaking skills. In addition to analysing speech disfluency that influenced by the students' self-confidence, this study also examines the gestures produced when the students have

speaking class, specifically when speech disfluencies occur. Besides the influence of students' confidence level toward speech disfluency and body gestures in speaking activities like presentation and spontaneous speaking, this study also analysed the factors that influence students' speaking competence which caused these issues and the strategies used by the lecturers to resolve the problems.

1.4 Research Questions

Based on the background of the study above, the problems formulated in this study are as follows:

1. What are the common speech disfluencies experienced by undergraduate students with varying confidence levels during English-speaking activities?
2. What types of gestures do undergraduate students use during English-speaking activities?
3. What factors influence undergraduate students' speaking competence?
4. What teaching strategies are used by the lecturers in dealing with students who lack confidence in speaking?

1.5 Objective of the Study

The aims of the study are determined based on the problems formulated. In general, this study aims to examine the production of speech disfluency and gestures related to students' self-confidence in speaking skills. By defining the general purpose, the specific purposes of the study are as follows:

1. To describe the speech disfluency produced by undergraduate students with varying confidence levels in speaking English class.
2. To find out the body gestures that occur in English-speaking activities among undergraduate students.
3. To identify the factors that influence the speaking competence of undergraduate students.
4. To explore the kind of teaching strategies used by the lecturer in dealing with students who lack confidence in speaking.

1.6 Significance of the Study

This study is expected to provide a contribution to practical and theoretical in order to enrich the knowledge of the psycholinguistics field and speaking skills.

1.6.1 Theoretical Significance

The theoretical significance of this study is expected to provide additional knowledge of language and mind, especially the differences between the levels of undergraduate students' confidence in speaking English and related to the production of speech disfluencies and gestures. Moreover, this study is also intended to enrich and serve new references on language and mind and teaching strategies for solving those issues.

1.6.2 Practical Significance

Besides the theoretical significance, there are also three practical significances, as follows:

1.6.2.1 Students

The study provided some information about psycholinguistics and speaking skills, which can be a reference, and give some information about the issues and their solutions, which can be used to enrich their knowledge to start research about psycholinguistics. Besides that, the students also can use the solutions when having the same problems.

1.6.2.2 Teachers

On the other hand, for the teacher or lecturer, this study gave some information about some issues in the field of psycholinguistics and also how to deal with those issues. The solutions that are given can also be a new innovation in teaching speaking skills in order to make it more interesting.

1.6.2.3 Researcher

This study provided some results which can be used by future researchers to enrich their knowledge in the field of psycholinguistics and

its issues, especially those related to speech disfluency. In addition, this research also can be used as an empirical study with research that has a similar topic and interest.

1.7 Definition of Terms

The purpose of the definitions of terms is to avoid misinterpretation of the terms related to the research, which is explained as follows:

1.7.1 Conceptual Definition

1.7.1.1 Speech Disfluency

Speech disfluency is a situation which disturbs the flow of speech and makes the speaking performance look unprofessional (Nugrahani & Bram, 2022). It happened in the speaking activities whether spontaneous speaking or not. According to Sheinberg in 2001, speech disfluency is one of the effects of spontaneous conversations between people (Sanjaya & Nugrahani, 2018). Fox Tree (1995), cited from Hermawan (2022), stated that speech disfluency is the linguistic term which refers to the interruption that occurs during the speech and does not add propositional content to the utterance itself. Brennan argued in 2000 that speech disfluency happens when someone loses their first language production when they move into a second language (Abimanto et al., 2020). There are six types of speech disfluency which might occur during the speaking process, namely fill pauses, silent pauses, repetitions, repairs, lexical fillers, and prolongations (MacGregor, 2008).

1.7.1.2 Gesture

Gesture production in speaking is the body movements which can help the speaker to reduce the cognitive load (Avcı et al., 2022). According to McNeill, taken from (Sweller et al., 2023), gestures show non-verbal information that can stress the point of the movement, which occurs with speech at the same time or replace the speech. A lot of people use gestures

as another way to express their feelings. Therefore, the speaker and the listener produce more gestures in communication in order to face challenges like the linguistically non-competent speaker (Özer & Göksun, 2020). Gestures can produce different visuospatial representations of messages from the speech depending on the types of gestures that might be richer and deeper encoding. It has a crucial role in the way people encode and recall information, which can give a chance to help the cognitive capacity.

1.7.1.3 Self Confidence

Self-confidence refers to the term that describes someone's belief in their ability to do something calmly in front of the public. It is very important in the learning process, especially in learning English. The students must have high self-confidence due to they have to understand and improve four English skills extensively (Mega & Sugiarto, 2020). It is very important in the learning process, especially in learning English. The students must have high self-confidence because they must understand and improve their English skills extensively. As the ability to develop skill, potential and talent, self-confidence is considered a valuable thing in someone's social life because, without confidence, they will face a lot of problems (Seftiani et al., 2018). Several components of self-confidence become the indicator of the student's self-confidence. The first one is an identity, which refers to a strong and coherent sense of self. The second one is the self-concept refers to a particular evaluation for self-evaluation. The third one is self-esteem, which is connected to the level of compliments that someone has. The last one is self-efficacy, which means the belief in the student's success.

1.7.1.4 Speaking Skill

Speaking is the part of skills in learning English. Every skill in English has different characteristics. Reading and listening are considered as receptive skills which have goals to receive the information, meanwhile, speaking and writing are examined as productive skills which require the students to produce the language. Through speaking, students can express their opinions, and comments as well as give the question and answer orally. According to Indrianty (2016), different from other language skills, speaking become more challenging for a lot of students because it needs interaction and cannot be improved independently. The students need to find someone who can speak to them in order to develop their speaking skills. According to Irsyad & Narius in 2013, speaking is verbal communication which is applied by someone to interact with other people. In addition, they also can convey their opinions and their emotion (Damayanti & Listyani, 2020).

1.7.1.5 Teaching Strategies

The teaching strategy is a scheme or method of a series of activities with an educational purpose (Hayati et al., 2021). Teaching strategies can facilitate the activities of students' learning process and become the ways for teachers to make the learning process more effective, innovative and interesting. A proper teaching strategy can avoid boredom among students and create comfortable learning environments. It is very crucial for the teacher to apply the right teaching strategies in order to develop their students' skills for future careers. In order to find the right teaching strategies for the students, the teachers have to know the characteristics of their students (Listyani & Kristie, 2018). According to Wehrli (2003), there are some teaching strategies that can be applied to teach English, especially in Speaking classes namely Case-Based Small Group Discussion strategies, Demonstrations, Games, Independent Study, and Role Play (Wahyuni Lestari, 2016).

1.7.2 Operational Definition

1.7.2.1 Speech Disfluency

Speech disfluency in this research is defined as speech interruption experienced by undergraduate students. It occurred when the students spoke English in front of the class or many people. The activity related to English speaking is students' direct conversation with the lecturer which discusses certain topics immediately given by the lecturer, brainstorming and question-and-answer activities. Besides direct conversation, speech disfluency is produced in a speaking activity that already has preparation before they perform the activities like mastering the material and making points on what they will say such as doing presentations about the topic that has already been discussed.

1.7.2.2 Gesture

The production of gestures in speech disfluency overlaps both in time and the meaning which can create some possibilities to use different kinds of gestures. For some students, making some movements is a way to reduce speech disfluency. Besides that, Gestures are also defined as effective tools to clarify the words that are produced while speaking in front of the class like in direct conversation with the lecturer. A lot of students also used gestures to help them convey their message when the speech disfluency occurred and also made their performance more expressive especially in English-speaking presentations.

1.7.2.3 Self Confidence

The level of an individual's self-confidence depends on their previous performance experience, the effort expended, the level of task difficulties, and also the conception of a particular ability as an inherent aptitude or acquired skill. For undergraduate students, self-confidence is important because it is the basic thing that can encourage or discourage the learning process, especially in learning a foreign language. The lack of student confidence can affect their

emotions which makes them feel nervous and produce speech disfluency, therefore their performance looks unprofessional.

1.7.2.4 Speaking Skill

Speaking is one of the productive language skills to convey someone's opinions and comments, as well as the ability to ask and answer these questions orally. Presentation is part of the speaking activity, which delivers a particular topic verbally. It provides the role for the students to demonstrate their understanding of the topic and can be a reference for the teacher to assess the students. Apart from the presentation, spontaneous speaking in terms of direct conversations is used without any script and the topics of speaking are randomly chosen at that moment.

1.7.2.5 Teaching Strategies

Teaching strategy is the method used by the teacher in certain lessons in order to achieve its specific objectives. It is important to master teaching strategies because it can create an effective and active learning process. In addition, teaching strategies can support the teacher in the process of delivering the material to the students. In teaching undergraduate students, there are a lot of various teaching strategies that can be chosen by the lecturer, however, in selecting the teaching strategies, the lecturer has to think about the different characteristics of the students, hence the teaching strategies can help them to achieve objective learning.