FACTORS AFFECTING STUDENTS' DISFLUENCY IN SPEAKING PERFORMANCE ON ENGLISH FOR SIMPLE SPEECH PRESENTATION SUBJECT

THESIS

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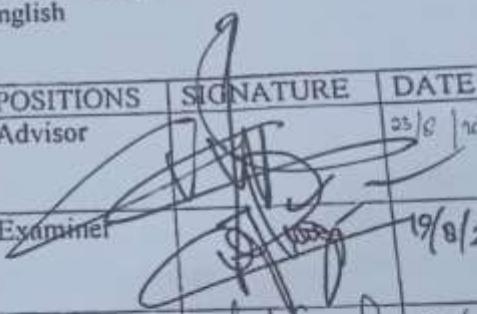
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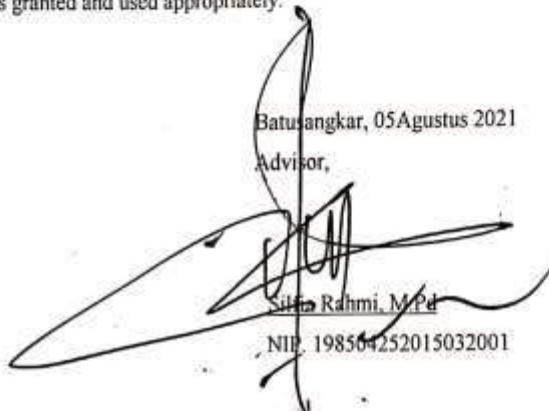
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ABSTRAK

Filda Hidayati Husna. NIM 16 301 04 021. Judul skripsi: "Dengan ini menyatakan bahwa SKRIPSI yang berjudul: **"FACTORS AFFECTING STUDENTS' DISFLUENCY IN SPEAKING PERFORMANCE ON ENGLISH FOR SIMPLE SPEECH PRESENTATION "**Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah masih banyaknya pengulangan kata, pengunaan *filler*, serta pause yang dilakukan dapat mempengaruhi ketidaklancaran mahasiswa pada penampilan *speaking* dalam matakuliah *English for Simple Speech Presentations*. Penelitian ini bertujuan untuk mengungkap faktor yang mempengaruhi ketidaklancaran mahasiswa pada penampilan *speaking* dalam matakuliah *English for simlpe speech presentations*.

Penelitian ini menggunakan metode kualitatif dengan menggunakan *descriptive qualitative design*. *Participant* dalam penelitian ini adalah mahasiswa semester empat yang telah mengambil mata kuliah *English for simple speech presentation* ta hun academic 2018/2019 yang mana dalam penelitian ini informance 6 orang. Sumber data dalam penelitian ini adalah hasil wawancara. Penelitian ini dilakukan di IAIN Batusangkar. Dalam penelitian ini, peneliti menggunakan beberapa teori untuk menemukan faktor yang mempengaruhi mahasiswa dalam penampilan *English for simple speech presentation*.

Teori dari Levelt in Ali (2016) digunakan sebagai teori utama untuk menemukan faktor *disfluency* pada *English for Simple Speech Presentation*. Sedangkan teori dari Newton (2009) digunakan sebagai teori pendukung memperkuat hasil penelitian. Untuk menguji keabsahan data dalam penelitian ini, peneliti mengunakan *prologue engagement*. Selanjutnya analisis data dilakukan dengan cara data reduksi, menampilkan data, vertifikasi and kesimpulan.

Hasil penelitian menunjukkan bahwa terdapat beberapa faktor yang mempengaruhi ketidaklancaran mahasiswa pada penampilan *speaking* dalam mata kuliah *English for* simple *speech presentation* adalah. Yaitu: a) grogi, b) kurang percaya diri, c)kurang kosakata, d) grammar, e) pengucapan, f) mengingat, g) tidak hafal tentang materi.h) lupa kalimat, i) kurang persiapan. Faktor- faktor tersebut dikategoikan kedalam 3 kategori yaitu: 1 *anxiety factor* ditemukan diantaranya: grogi, kurang percaya diri. 2 *linguistic factor* faktor diantaranya yaitu kurangnya kosakata, tatabahasa, 3 *cognitive factor* diantaranya yaitu: mengingat, berfikir, kurang persiapan.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English speaking is a compulsory learning material at IAIN Batusangkar, especially in the English language department. Learning of speaking, students can improve their ability in English for simple speech presentation. They can improve skill not only in this subject, but also they can improve their skill and knowledge in other fields of education such as qualitative research, extensive reading, and English club. In this study, the researcher focused on English speaking. According to Richards and Rodgers in Lai-Mei (2017:35) English speaking is a skill used for language appropriately and can express some ideas, opinions, and feelings. However, by speaking students can give or get information and knowledge from others who communicate. English Speaking is speech to have the intention to be recognized by the speaker and the receiver processes the statements to recognize their intentions.

Meanwhile English speaking is one of the important skills that students must master. When students perform, they must be good in presentation. What they convey can be understood by students and lecturers. There are several reasons why it is important by students to learn. The first is speaking, speaking can motivate the students, because they realize that what are they learn is important to them. However Speaking can help them expedite communication with others. The second is in education. English speaking is an important skill for students to improve their language learning. With speakings students can perform themself, discuss and change the opinion it other. The most important is by English speaking is students can interact with other people and than can use they own language to express they ideas, feeling and thought. then they can share information with others. And than they can share information by

chatting in social media with strager language. Lastly, Speaking is the most important skill in learning a foreign language. Thus, students required to be able to speak fluently in learning English even it is sin their daily communication. Speaking is a part of the skills of English subjects. According to Harmer (2007: 123) there are three reasons why speaking is important for students. The first is rehearsal, it means that speaking gives the students and opportunities to practice real-life speaking in the classrooms. sSecond is feedback, it means that speaking makes the students know feedback between teachers and them. Last is, opportunities to active, it means that speaking gives the students much more and opportunities to active in language learning.

In English teaching Department course, offers the students to fluently in speaking English and delivered in English speech presentation. in English speaking subject the lecturer introduced the speaking class into five subjects. Each subject has a different level, as follows; In the first semester, the students learn about English for daily conversation. The second semester, the students learn about English classroom discussion and participants. The Third semester, the students learn English for tourism. The Fourth semester, the students learn about English for simple speech presentations. Fith semesters, the students learn about English for public speaking. Thus, each of these subjects has a different topic to learn. It depends on the level of difficulty that students have to mastered. It hope that students who learn speaking subject can increase their knowledge and skills so that they can use English as a means of oral communication for sharing ideas, information, and transfer knowledge.

In the preliminary research the researcher did preliminary observation by collected student's videos performance during studied English for simple speech presentations. After that, the researcher watched this video and made the transcripts. aim to made videos transcription was to help the researcher to conduct this research.

While watching the videos and made transcription, the researcher founded so many filler during students perform their presentation. Not only the researcher found filler, but also the researcher found repetition and silent pause when students perform in they speech presentation. Event thought before perform the presentation the students had been prepare the material and made transcription, But most of them still repetition sentence more than 2 or 3 while they presentation. Beside that the students used of filler in each sentence when they performed they presentation. and than they pause in the middle of the sentence to continue the next sentence that will be convey in simple speech presentation. It could be seen that students' still not fluent in speech presentations. For instance

First, in the sentence, the students repeat twice until three-time in the same sentence, and also they are silent or pause to continue to the next sentence. Such as*: /aaa/ if if **/** you have aaa /if if if / in in in **/** you live you doing good with her aaa or with . Based on the example above, the students have difficulty in making their sentences when they perform a speech presentation in front of the class

During the studentsperform speech presentation they are not only repeat the same sentence, but also the students use filler and pause during the speech presentation.

Second Example: . In this sentence the students filler and silent pause during speech presentation. Such as /…/ what the/…/ what … what the honest behavior and what the benefit takes from to /…/ tell the truth. And the /…/ life is the is which one the /…/ behavior beside people we...people say and /…/now /aaa/ I will/aaa/ I will share what /…/ the people to /aaa/ what the people feel from being the honest in islam.

During the studentsperform speech presentation they are not only filler four time in speech presentation but also the students use silent pause.

Third is the students did many pauses during the presentation to think the next sentence when they present a speech in front of class such as: when performed the presentation, the students pause to make a sentence like "*a fireman is a place of life[..] for living thing online in order[…] and in//and end...*

In the Fact, there are so many students cause pause during the presentation in front of the class and make it very difficult to give a good idea when performing.

According to Richards and Schmidt in Abber (2019) speech disfluencies as "phenomena that interrupt the flow of speech and do not add propositional content to an utterance".

Speech disfluencies are of any specific grammatical construction and occur within the flow of otherwise fluent speech. The characteristics of disruptions of fluent speech are; Filled pauses such as "uh", "hmm" "aaa" which are distinct from sounds and words associated with the fluent text. Repetitions includes syllable repetitions (if-if), part word repetitions (I fell- I fell), phrase repetitions (people we- people say) and sentence repetitions is the repetition of the whole of meaningful unit.

In this research, the researcher took the fourth semester English students, who has learned English for simple speech presentation. Base on pliriminary research, it could be seen that student' presentation can be categorized disfluency .

Animi (2020) state disfluency is disruption or breaks in the smooth flow of speech by unintentionally repeating a word or phrase, forgetting word mind utterance, or having too many interjections. This disfluency makes the students difficult to express their idea, besides disfluency make students difficult to continue study in a foreign country.

In this subject, the students are required to master several topics. The topics are Speech Delivery, personal Experience Speech, Brief Islamic Speech, humorous speech, and farewell speech (speaking syllabus). Based on the researcher's experience in learning the subject, she knew that the lecturer put the concept of how good speech. At the beginning of the meeting, the lecturer shows the rules of English for a simple speech presentation class. Then the lecturer opens the material and gives an overview of the English for a simple speech presentation class.

The lecturer divides students into several groups and gives assignments in the form of paper in groups but must be mastered personally. In the next meeting, the lecturer will ask students to present their papers. The lecturer will choose students who will appear randomly in the class. We know that in learning, students should master English simple speech presentations. The purpose of learning English for simple speech presentation is that the students can present clear and fluent descriptions or arguments in a style that matches the context and with an efficient logical structure so that the audience can understand the significant points of the present.

Based on the purpose of learning english for a simple speech presentation, the lecturer asks students to be fluent during a speech performance. Fluency is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation. It means that students can communicate like a narrative speaker without making mistakes with used few pauses, smooth, lucid, no excessive repetition, can produce sentences coherently, reasoned and what their expression is meaningfully and naturally. According to Hartmann and Stork in Yang (2014:58) pointed out 'fluent' means a speaker can use the correct structures of a language at normal speed, which means speaking naturally while concentrating on the content delivery rather than the form or structure of a language.

From the phenomena above research, a researcher interested in researching the Factors Affecting Students Disfluency in Speaking performance.

B. Focus and Question of the Research

Based on the background of the problem above, the researcher focuses the research on Factors Affecting Students Disfluency in Speaking performance on Speech Presentation Subject. Based on the focus of this research, the researcher question is: What are factors affecting students disfluency in speaking performance on English for simple speech presentation?

C. Definition of the Key Terms

To avoid misunderstanding about the research, the key terms are defined as follows:

1. Speaking Disfluency is disruptions or breaks in the smooth flow of speech unintentionally. one of the problems that happen for the student during the presentation because hesitation, repeated, filler, work, and self-correction make the students express their ideas, feelings, and thoughts.

2. Speaking performance is a process of making and sharing the information and ability to express ideas freely and spontaneously with a different opinion.

D. Purpose of the Research

The purpose of this research is to know the factors affecting students disfluency in speaking performance on speech presentation subjects.

E. Significance of the Research

By conducting this research, the researcher hoped that the result of this research was expected to be able give useful the

information for all people. Theoretically, the purpose of this finding of is about factors affecting students disfluency in speaking performance on English simple speech presentation. The result of this researcher is expected to be useful for:

1. English Students

   The results of the research can give information to fourth semester students, especially those who were chosen to become research informants in this study about factors affecting students' disfluency in speaking performance on speech presentation subjects. After knowing about factors affecting disfluenctly in English speaking performance on speech presentation can help them solve the problem and to improve their in speaking performance on speech presentation subject.

2. Lecturer Speaking

   The result of the research is also can help to give information to the lecture about factors affecting students' difluently in speaking performance on speech presentation subjects is one factors influencing speech presentation. Lecturer as the students' facilitator in teaching and learning it can be found that these students often use filler, repetition, pause. Therefore, it can help lecturers in solve the problem that happening disfluency in the next learning process.

3. Researcher

   This research hope can enrich researcher's understanding about factors affecting students' disfluency in speaking performance on speech presentation. Then to explore the researcher's knowledge and experience about factors affecting students' disfluency in speaking performance on

speech presentation. In addition, it also intended to be one of the requirements for completing studies

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Review Of Related Theory**

   1. **Speaking Performance**

      a. **Definition of Speaking Performance**

      There are some definitions of speaking by experts, in addition according to Chaney and Brown in Leong (2017:35) Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts meaning that includes producing, receiving, and processing information. Next, according to Brown and Yuke in Parupalli (2019: 7) Speaking is the skill that the students will be judged upon most in real-life situations. Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of skills just as memorization of dialogues or repetition of drills.

      Meanwhile according to Richards and Rodgers in Lai-Mei (2017:35) speaking is speech or utterances to have the intention to be recognized by the speaker and the receiver processes the statements to recognize their intentions. The last according to Gert and Hans in Natalia (2015:7) speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills, and speaking and listening skills were not of great significance.

      Based on the experts above, it can be concluded speaking is a process of making and sharing the information and ability to express ideas freely and spontaneously with a different opinion. Meaningful speaking skills are not only known to learn but also to be practiced.

Meanwhile, there are some experts who also define the term of performance. According to Regarding to Brown in sefvida (2018) say performance is the overtly observable and concrete manifestation or realization of competence. This term describes that performance can be observed by actually doing something. Bad or good someone"s competence can be measured by his or her real performance.

Next, according to Rajoo in Tania (2020) speaking performance or speaking in public is a type of communication whose purpose is to communicate or deliver some thoughts, information, and messages to the audience. In other words, a speaking performance is 11 a part of communication skills whose function is to share some important ideas.

Based on the experts' above it can be concluded that speaking performance is to convey the speaker's message to the listener through words, speech, and sentences where the performance in speaking will automatically indicate good or bad. good competence

b. **Types of Speaking Performance**

According to Brown in Natalia 2015:11) One type of speaking performance is the ability to simply (imitative) a word or phrase or possibly a sentence. Drilling is a part of the communicative language classroom that offers students an opportunity to listen and orally repeat certain words of a language that may cause some linguistic difficulty, either phonological or grammatical. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. (e.g., "Excuse me." Or "Can you help me?") for clarity and accuracy. there are five basic types of speaking. Imitative.

1. Intensive

    Intensive speaking goes one step beyond imitation to include any speaking performance that is designed to practice some phonological and grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over a certain form of language. For example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to simple sentence level. It is a type of speaking where the speaker has a lack of ability in interaction with the interlocutor but the speaker knows the linguistics of a language well.

2. Responsive

    This type includes interaction and test comprehension but at the limited level of a very short conversation, standard greeting and small talk, simple requests, and comments. A good deal of student speech in the classroom is responsive; short replies to teacher or student"s initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

3. Interactive

    According to Brown (2004:142) that Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or

interpersonal exchanges, which have the purpose of maintaining the social relationship. Interpersonal exchange has more for maintaining social relationships than for the transmission of facts and information. These conversations are a title trickier for learners because they can involve some or all of the following factors. It means that, transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange has more for the purpose of maintaining social relationship than for the transmission of facts and

4. Extensive (monologue).

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. The language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, recounting the plot of a novel or movie).

Meanwhile according to Nation (2009: 118-119) Learners should have the opportunity to speak across the range of these types of speaking:

1) Performance Conditions

When learners perform speaking tasks they can do this under a variety of conditions. One set that has

received a reasonable amount of attention in research is the opportunity for planning before speaking.

2) Planning

Planning involves preparing for a task before the task is performed. Typically it involves having time to think about a given topic, having time to prepare what to say, and taking brief notes about what to say. The task may involve being given a set of pictures that represent a story to talk about, describing a LEGO model, preparing a small lecture, making a decision, or providing personal information).

3) Time Pressure

According to Yuan and Ellis (2003) that The second major performance condition affecting speaking is time pressure. Recently researchers have distinguished online planning and pretalk planning. On-line planning involves paying careful attention to turning ideas into speech while they speak, and this is more likely to have a positive effect on accuracy. On-line planning is helped by having plenty of time to speak. Pre-task planning, as in prepared talks, is more likely to allow learners to focus on the range of ideas to cover and the organization of these ideas.

4) Amount of Support

Supported or guided tasks allow learners to operate under the most favorable conditions for production. An important design feature in such tasks is the presence of patient, understanding, sympathetic and supportive listeners. There are several ways to achieve this. One way is to train the listeners in supportive listening strategies. These can include providing plenty

of wait time while the speaker prepares what to say, using what you said. Strategy to periodically summarise what the speaker has said, asking easy questions to direct the speaker as in the ask and answer activity described above and, after sufficient wait time, supplying needed phrases and vocabulary if the speaker is struggling.

5) Standard of Performance

The fourth major performance condition affecting speaking is the standard of output expected. The pressure on learners to perform well is increased if they have to speak in public and if they are aware that some judgment is going to be made on their performance. Doing transactional speaking with others when important information has to be conveyed and where it needs to be conveyed accurately is also a way of pushing output. Speaking with others can be supportive, it can also be demanding. (Review dan conclude).

Based on the experts' above it can be concluded there are some types of speaking performance are Planning, Time Pressure, Amount of Support, Standard of Performance:

So it can be concluded that some of the types of speaking are: Imitative, Intensive, Responsive, Interactive, and Extensive (monologue) and there are Planning, Time Pressure, Amount of Support, Standard of Performance too, Imitative is the ability to imitate a word or phrase a sentence. intensive can be self initiated or it can even form part of some pair work activity, where learners are going over certain form of language. Responsive assessment tasks include interaction and test comprehension. iteractive title trickier for learners because they can involve some or all of the following factors. and Extensive (monologue) to give extended monologues in the form of oral reports, summaries, short

speeches, or perhaps story-telling, during which the opportunity for oral interaction from listeners is either highly limited.

c. **Characteristics of good Speaking Performance**

According to Heaton in Saidna (2013: 26) there are four components of speaking performance introduced they are:

1) Accuracy

Accuracy in speaking means when someone can produce sentences in pronunciation, grammar, and word choice so can be understood. Accuracy in speaking is the use of correct forms of grammar, vocabulary, and pronunciation).

2) Fluency

Definition fluency is the ability to get across communicative intent without too much hesitation and too many pauses or cause barriers or a communication breakdown.

According to Stovall in Asni (2007: 19) the ability to converse with others much more than the ability to read, write or comprehend oral language. Fluency is the ability to produce written or spoken language easily. This indicates that spoken language is produced naturally with hurdles. They also added fluency is the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar. Comprehensibility.

According to Clark In Zurina (2008:25) that Comprehensibility is the process of understanding the utterances sent by the speaker done by the listener. Also Comprehensibility in speaking means that people can understand what we say and we can understand what they say. Comprehensibility has two common senses in its

narrow senses: it denotes the building of meaning and utilizes the speech act conveyed.

3) Content

According to Jacob (1981: 38) that explains that content should be clear to the listener so that they can understand what the message conveys and gain information from it. Content refers to how suitable or substantive the explanation toward the object is to be explained.

Based on the experts above it can be concluded There are some characteristics of good speaking performance: Accuracy, Fluency, Content.

While according to Lado and Brown in Natalia and Aida (2015) there are five components are generally recognized in the analysis of the speaking process as the follows :

1) Pronunciation.

According to Harmer in Husnawati (2017:10) Pronunciation is the way for students ‟s to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with the explanation suggested that students‟s ability to manipulate the structure and to

distinguish appropriate grammatical forms from inappropriate ones. The unity of grammar also learns the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

One cannot conduct communication effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. vocabulary means the appropriate diction which is used in communication like:

a) When people speak, they are involving a high proportion of words and expressions that express their attitude (stance) to what is being said.

b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they can express solidarity.

c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency includes a reasonably fast speed of speaking and only a small number of pauses and "hmm" or "errs". These signs indicate that speakers do not have spent a lot of time searching for the language items needed to express the message. There are two main aspects of speaking skills; accuracy and fluency. According to Nunan in Intan(2013:20) accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While fluency means that the speakers are

required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important.

Based on the experts above it can be concluded there are four components that are generally recognized in the analysis of the speaking process as follows. Those components are Pronunciation, Grammar, Vocabulary or accuracy, and Fluency.

So Characteristics of good Speaking Performance is componets that can help the student can improve their speaking with way they can practice their pronoun, grammar, vocabulary, accurary and fluency in speaking.

d. Problems in Speaking

According to Ur, Nguye in Natalia (2015) and Penny in Dzikrul (2019) that In learning English speaking, some students will make problems or errors when they try to utter words, phrases, or sentences. Problems or errors in speaking can"t correct themselves, therefore it needs explanation. There are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, low participation, the theme to be spoken, and the use of mother tongue

1) Inhibition

The students are usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and are simply shy in speaking the English language. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts

2) Nothing to Say

The students cannot think of anything to say, because they have no motivation to express themselves in speaking. The students often lack confidence and less vocabulary in their speaking ability. And they feel insufficient in language skills to express exactly what they want to say. Even if they are not inhibited, some often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low Participation

The students have low participation when they speak, this means that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Only one participant can talk at a time if he or she is to be heard and in a large group this means that each one will have only very little time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother Tongue Use

The students usually use their mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones-to keep to the target language.

Based on experts' above it can be concluded five problems are speaking that we have to know: Inhibition, Nothing to Say, Low Participation, and Mother Tongue Use is a factor that students worry make a mistake during the presentation in front of the class.

According to Tuan and Mai (2015) there are many students' problems with speaking performance. The first problem is

students" self-confidence. Students feel inhibited when they try to speak in a foreign language in the class. According to Littlewood, in (Vella 2019) that they are inhibited because they lack self-confidence. They feel worried about some of the errors; they are ashamed to appear in their speeches to the end. In the foreign language classroom anxiety and inhibition is easy to come

So it can conclude there are some problem that can be found during speaking such as self- confident,inhabitation, worried.

e. **Factor Affecting Speaking Performance**

There are many factors which have an impact on language learning. These factors are divided into internal and external factors.

1. Internal Factor

Internal factors refer to factors that come from the learner 's self. It includes physiological aspects and learners language competence (ability).

   a) Psychology Argue

According to Burns, Joyce as cited in Nunan, Schwartz, and Thornbury (2005) that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Furthermore, according to activity (Brown, 2002) that claimed that no successful cognitive or affective activity can be carried out without some degree of self- esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that. Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive

evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem.

b) Language Competence

competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences and ungrammatical.

Actual use of language in a concrete situation". It is used to describe both the production as well as comprehension of the language. In this study, language factors in speaking performance refer to the ability of the speaker to master the aspects of language while communicating. These aspects included: fluency, intonation, vocabulary, pronunciation, and grammar.

2. External Factors

According to Tuan & Mai, in Lai-Mei (2017:73) If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks. Performance Conditions

Students perform a speaking task under a variety of conditions . believe that performance conditions can affect speaking performance. According to Nation & Newton in Nguyen and Tran (2015) There are four types of performance conditions that include time pressure, planning, the standard of performance and the amount of support.

a) Affective Factors

According to oxford in Nguyen and Tran (2015) one of the most important influences on language learning success or failure is probably the affective side of the learner. A variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

b) Listening Ability

Doff, in Nguyen and Tran (2015) say Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

c) Topical Knowledge

Bachman & Palmer, in Nguyen and Tran (2015) say topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live

d) Feedback During Speaking Activities

According to Harmer in Nguyen and Tran (2015) most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. The

decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistakes made and the particular student who is making that mistake.

Besides according to Tuan and Mai (2015) there are some factors that affect students' speaking performance such as listening ability, motivation, anxiety, confidence, planning, time, standard performance, amount of support, and feedback during speaking activities.

Based on the explanation above it can be conclude there are two factors influencing speaking performance are: internal factor and external factor.the researcher concludes there are some Factors Affecting Speaking performance That factors are: Performance Conditions, Affective Factors, Listening Ability, Topical Knowledge , Feedback During Speaking Activities . this factor can help student to improve their speaking performance when their understand this it

2. Speech Presentation

a. Definition Speech Presentation

According to Essberger and Hamka in Mahmuda 2015:182) Presentation as a short talk by one person to a group of people introducing and describing a particular subject (for example a new product, company figures, or a proposed advertising campaign.

According to according to Badbury in Novi (2016) Presentation is about the technique of communication. Because presentation is a technique, it should have good preparation to get a good presentation. Preparing a presentation is a process that reflects the art of analyzing the needs of listeners (needs of the audience), good planning, and preparing the process of presentation (attention to delivery).

According to According to Mukoyimah in Fadhilah (2019:2) Speech is talking about a topic in front of the audience. Speech is an expression of one's mind in the form of words and thoughts expressed to many people. states that speech is a formal talk given to an audience. According to Erdian (2015:16) Speech is the faculty or act of speaking and faculty or act of expressing or describing thoughts, feeling, or perceptions by the articulation of words. It means that speech is delivering the idea, opinion, expressing or describing thoughts to the audience Oxford learner's pocket dictionary.

According to Cambridge Dictionary in Kuntum Chaira (2015:16) speech is made by someone who is talking in front of an audience or a group of people on special occasions such as; in a ceremony, in a wedding party, in an Islamic celebration, at a school program, and so on. It means that the speech is written by the speaker who is talking in front of the audience and the topic is suitable for the situation.

According to Dale and wolf (2000:1) Speech communication skills will help someone in public relations, personnel, government, politics, education, sales, and study of speech will help students improve their knowledge, self-confidence, understanding of human nature, listening skill, critical thinking skill, organization of thought, use of gesture and voice.

Based on the expert above it can be concluded that a speech presentation is one of technical communication to help people to interact in public and communicate with the audience.

b. **Types of Speech Presentation**

According to Clark and Daniel in Firdaus(2017:18) there are some types of speech by experts. There are three kinds of speech according to general basic purpose. They are speech to inform, speech to persuade, and speech to entertain. The first is

speech to inform. The purpose is to add the knowledge of the audience. It provides the audience with a clear understanding of the speaker's ideas on a subject. It means that the audience must get new information from the speaker.

The second is Speech to persuade. The purpose is to change the members of the audience in some way, such as their opinion on a topic, their attitude, or ultimately, their behavior. The third is Speech to Entertain. The purpose is to provide a pleasurable experience for the audience. Speech to entertain is not a comedy routine or a collection of jokes, but rather a speech that entertains or amuses the listeners.

According to O' hair Et.Al in Nadila Ayuda Fishka (2017:17) there are two types of Speech. The first, Informative speech is to communicate knowledge. An informative speech provides new information, new insights, or new ways of thinking about a topic. So, from the informative speech, the audience will get the new information. The second persuasive speech is to advocate, to ask others to accept the speaker's views. Persuasive speech is to influence the attitudes, beliefs, values, and acts of others. It means that persuasive speech is to change the mindset of the audience or to invite the audience to accept the speaker's views.

Based on the theories above can be concluded that there is speech to inform which is used to add audience's knowledge, understanding and giving some information, speech to persuade which is used to change the member's opinion, feeling, behavior and speech to entertain which is used to provide a pleasurable experience, to amuse the audience.

3. **Speaking Disfluency**

   a. **Definition of Disfluency**

   According to Chu in Sukma (2018: 197) fluency failure or speech disfluency has been a source of amusement and frustration for some people because it affects the flow of their speech. Stated that fluent speech is the stability of the flow of speech in moving the speech production smoothly and rapidly continuously and uninterrupted. Speech disfluency easily appears in spontaneous speech such as daily conversation or interviews when a person is supposed to answer direct questions. Sometimes, people have difficulties communicating with each other because of their disfluency. As a result, a conversation does not always run smoothly.

   According to Awini (2020:128) Disfluencies are disruptions or breaks in the smooth flow of speech by unintentionally repeating a word or a phrase, forgetting a word mid utterance, or having too many interjections. The process that generates disfluencies is the same for both speakers who stutter and do not stutter.

   Speech disfluency is any disruption in the flow of spoken language that is caused by the speaker. According to Margaret (2018) speech disfluencies as "phenomena that interrupt the flow of speech and do not add propositional content to an utterance". According to (Gósy in Abeer (2019:399) disfluency includes false starts, hesitations, repetitions, and fillers. Disfluency features, which are carried out by various means as repetition, reformulation, and false starts, do not necessarily mean there is an error in the speech.

   Based on the experts above it can be concluded speaking disfluency is the speaker's difficulty making their own sentence, difficulty in planning what is why it does not always smooth

pause. It is difficult to make a good sentence with false starts, hesitations, repetitions, and fillers during the performance.

b. Types of Speaking Disfluency

According to Clark and Wasow in Dhanan (2017:4) Propose that there are several types of disfluency such as filler, silent pause, repetition, prolongation, hesitation, grammatical error, and a false start. According to (Ambrose and Yairi in Ana (2011:1) described sound/syllable repetition, monosyllabic whole-word repetitions, prolongations, blocks, and broken words, as disfluencies that are associated with stuttering (stuttering-like disfluencies (SLD). Sound/syllable repetition and monosyllabic whole-word repetition are the types of disfluencies that are commonly observed in the speech of children who stutter and consist of repeated productions of words or segments of words.

Types of speech disfluency include stuttering and hesitation, as well as the filler people insert to avoid awkward pauses while they find their next words and perhaps ensure there is no opening to allow interruption. According to Clark and Clark in Dhanan (2017:3) there are two major sources of speech disfluency which are disfluency caused by the difficulties in planning and executing speech and disfluency caused by the difficulties of articulatory muscles performing sounds.

Selinker in Erkan (2008:18) state There are types of Disfluency are listed as fillers, silent pauses, hesitations, false starts, grammatical errors, slips of the tongue, repetitions, repairs, misspelled lexical items, and prolongations.

1) Filler. The filler type of disfluency may contain one of the meaningless elements such as "umm"," uhh" and "ımm". The occurrence of this type is generally connected to searching a word or planning about the upcoming. There

exists no clear pattern for the occurrence of Filler. Its place cannot be predicted using any previous information. According to Bailoor, Jomie (2015:110) Filled pauses such as *"uh", "hmm"* are distinct from sounds and words associated with the fluent text. Unfilled pauses are characterized by a silence that affects the smooth flow of speech.

2) Silent and filled Pauses. According to (Trouvain in Christine (2017) say pauses can be classified into two main types: silent pauses and filled pauses. First, Silent (or unfilled) pauses are seldom actually silent in the signal. They can be further categorized into breath and non-breath pauses, a distinction we will, however, not pursue in this paper . according to Christine Mooshammer (2017:4) Silent (or unfilled) pauses are seldom actually silent in the signal. They can be further categorized into breath and non-breath pauses, a distinction we will, however, not pursue in this paper. According to Bailoor (2015:110) when silent cannot formulate the rest of the utterance at once and stops and waits for a while, he suspends his speech. *Filled pauses* such as *"uh", "hmm"* are distinct from sounds and words associated with the fluent text. *Unfilled pauses* are characterized by a silence that affects the smooth flow of speech. Filled pauses (or fillers) are commonly defined as non- or quasi-lexical hesitation markers, prototypically transcribed as *uh* (*m*) for English and *äh* (*m*) for German. (Christine Mooshammer (2017:4) state They are distinguished from (a) backchanneling signals, (b) lexical hesitation markers such as *well,* and (c) non-verbal sounds such as laughter, clicks, or coughing

3) False Starts. Sometimes silence recollects wrong words from the memory and starts new sentences with a wrong word or words. Then S recognizes his mistake and ignores the pre-uttered word. He continues to utter a new word concerning the new planning. This phenomenon is called a false start. There are two kinds of false starts concerning the place of occurrence. These occur generally before the phrases and sentence beginnings. The constituents of false start could be any type of language elements such as nouns, propositions, verbs, articles, or many pairs of these.

4) Repetitions. Repeating an element or group of elements is named repetition (RP). Any type of linguistic element or any type of phrase might be repeated. Sometimes, it is possible to repeat sentences as well. The occurrence of RP is free. It can be observed between sentences, phrases, or even within the phrases. Hence, the prediction of the exact place or syntactic structure is not possible. According to Bailoor, Jomie (2015:110) there is an important issue for RP in speech, some people use repetition as an emphasis. Accepting a repeat as an RP or as an emphasis could be understood from the context. Repetitions include syllable repetitions (but-boy), part word repetitions (about-about), phrase repetitions (I was I was going) and sentence repetitions are the repetition of the whole of the meaningful unit. Bailoor (2015:110 state *Repetitions* include syllable repetitions (*but-boy*), *part word repetitions* (*abou-about*), *phrase repetitions* (*I was I was going*) and *sentence repetitions* are the repetition of the whole of the meaningful unit.

5) Hesitations consists of uncompleted words in the speech. Its structure is similar to the general structure of disfluency. It

consists of an original delivery, a resumption stage referenced by curly brackets, and a repair part. Hesitation is an overt type of disfluency, that is; S catches his or her uncompleted group of phones and repairs it. The original delivery is always repaired by the completed word but the middle section, the curly bracket part, has different variations in terms of linguistic elements. Until the speaker understands his mistake, he may utter or continue to speak.

6) Misselected Lexical Item. Sometimes I use some words in the wrong place. These words have semantic relations to the real word but this relation could resemble slips of the tongue, namely semantic substations. This refers to the wrong uses of the words. These kinds of errors are related to the conceptual level of speech. The semantics of the words trigger wrong word selection from the mental lexicon. The example [20] represents the most common cause of MLI in our data. S selected the Turkish word "kaşık" instead of spoon when speaking with a native I of English. Here are the examples from the data of this study.

7) Repair. For the present study, the repair type is suggested because of the need encountered in annotations. While annotating the audio-visual data, some disfluency types did not match with those defined in the literature. They were neither included in the basic DF types nor named as a composition of basic types. Thus, a new category has been suggested for the present study. Repair is composed of the reparandum, the suspension point, and the repair part. Some part of the original delivery is repeated and some part of it is repaired.

8) Prolongation. If a vowel is pronounced too long or longer than it should be, this situation is called prolongation (PR).

This kind generally occurs in L1. In English, native S may be expected to produce this kind of disfluency. Non-native speakers of English in our study did not produce PRs. Thus, this category is not in the scope of the present study.

Based on the experts above it can conclude there are some of types speaking disfluency are: filler type of disfluency may contain one of the meaningless elements such as umm,aaa, Silent Pauses as not or quasi lexical hesitation markers, protoptycally transcribed as uh , False Starts wrong words from the memory and stars new sentence with a wrong or worsds, Hesitations consists of uncomplete words in speech, Repair types is suggested because of the need encountered in annotation, and Prolongation prounced too long or longer that it should be this situations.

c. Factor Effecting of Speaking Disfluency

According to Abimanto in Dian (2015) Speech disfluency is distinguished as being either linguistic disfluency or stuttering disfluency. Note that it is different with stuttering disfluency, because speaking disfluency is a disturbance that happens to speakers who do not have a disability in speaking.

According to Levelt in Ali (2016:181) that there is some factor that can make the student disfluency in speaking

1) Cognitive Factors.

Cognitive factors in the speaking processes include conceptualization, formation, and articulation. Conceptualization pertains to what information can be opted to express the meaning. Formulation refers to the ability of the speaker to decide what proper words to use inappropriate grammatical structures.

According to (Richard and Smitdt in Ali (2016) cognition as the various mental processes used in thinking, remembering, perceiving, recognizing, classifying.

Cognitive means thinking or using mental processes such as observing, paying attention, making guesses and assumptions. Processing load in which the normal speakers produced speech disfluencies due to a cognitive process of speech planning.

The topics being discussed in the conversations also influence the load process. The speaking processes include conceptualization, formation, and articulation. Conceptualization pertains to what information can be opted to express the meaning. Formulation refers to the ability of the speaker to decide what proper words to use inappropriate grammatical structures. And articulatio requires the speaker to articulate the speech with his articulatory organs. Since all three processes happen concurrently, it is contingent that learners make mistakes, especially in face-to-face communication. argues that their speaking is filled with hesitation, false starts, grammatical inaccuracies, and as well as limited vocabulary.

According to Hughes (2002) cognitive factors is basically the main reason why people do speaking disfluency. It is somehow because the speakers are lack in their grammar and vocabularies capability. Speakers who are not native or include in second language society group are most likely those who get this kind of disfluency. Lack grammar in this case happen because the speaker are thinking of the sentence structure while they utter verbally. If it is lack in vocabularies, So that when they want to utter something, they were difficult to say in English. In the end, they made disfluency in their speech because they are too much thinking finding the translation in English. There is also another cognitive reason, such as

familiar with the topic. This factor is quite impactful because when the speakers do not master the topic, or not really familiar with the topic they have no idea about what they want to say. At the end, if they do not know or not familiar with the topic, they will hesitate or speaking while thinking about what I should say for the next.

2) Linguistic Factors.

According to Wang in Willow (2019:90) Linguistic factors include several features like pronunciation, grammar, and vocabulary. It is believed that pronunciation plays an avital role in intelligibility. Linguistic factors are concerned with the use of language forms similar to verbal factors which both relate to words and tone of voice looking at what one says and how one says it. Language forms refer to linguistic factors which include features like pronunciation and vocabulary. In this study, cognitive and linguistic factors are inseparable because if speaking is affected by one factor, the other is also mentioned. The appropriate use of language forms is important for learner's oral proficiency.

According to Larsen-Freeman (2001) say cites that it seems difficult for EFL learners to transfer the appropriate grammar to their speaking. Vocabulary is essential for EFL learners since it is the building block of every language.

3) Anxiety and Self-Restriction.

According to Derakhshan in Willow (2019:90) anxiety and self-restriction influence learner's oral proficiency. Anxiety is the affective factor that most dominantly blocks the learning process. Worrying about being "wrong, stupid, or incomprehensible. Affective

factors are emotions influencing learning such as anxiety and self-restriction and thus affecting the learner's oral proficiency and this is also supported by the relationship between anxiety and oral performance in the target language The research indicates that students encounter the most stressful situation when being assessed face-to-face by the instructors and also when performing in front of the class.

It has been observed that when students are called on to speak without any preparation, they are stressed out in class (Liu, 2006). It is assumed that anxiety and self-restriction influence learner's oral proficiency. Nervous is the most reason why speakers do speaking disfluency. When they nervous they can not talk fluently. Another reason is also because of habit, it relates to the time when the speakers speak English. Since English is not their first language, they will get problem when they should speak English fully. And the last is confident. It is related to how speakers are afraid to say what they are thinking.

Based on the experts above, we can conclude that some factors cause student disfluency in speaking performance such as Cognitive factors, Linguistic factors, Anxiety, and self-restriction.

According to Clark in Suci (2016) have discovered three possible sources of planning difficulty are cognitive reasons, anxiety, and social reasons.

1) Cognitive difficulty, people take longer time to produce sentences on topic using the abstract words than the concrete words. Moreover, there are more hesitations scattered through the explanations than through descriptions, presumably because it is harder to come up with explanation and the right words to express them. In

addition, at the level of word selection, hesitations appear when the speaker has difficulty finding just the right word.

2) Situational Anxiety is happened because a certain situation that makes a speaker become tense, anxious or worries about it. Then, they tend to produce the hesitation in speaking. The anxiety breaks up the planning and execution that become less efficient.

3) speech disfluencies are caused by Social Reasons. Speech plan seems difficult when conversation takes place under pressure. Under the press of a conversation, speakers must make clear when they still have something to say and when they are not finished yet. If they hesitate too long at any point, someone else may take over the conversation.

According to the research by Bortfeld, et.al (2001: 123-124), factors that affect speaker's disfluency rate included speaker's age, task roles, difficulty of topic domain, relationship between speakers, and gender. Although disfluencies may not thwart speech comprehension, they are interesting for several reasons. First, they pose a problem for most theories of parsing, are designed to handle only grammatical or "well-formed" utterances. Second, by demonstrating how speech planning and articulation break down, departures from fluent and grammatical speech provide useful data about the architecture of the speech production system and the constraint upon it. Third, in certain circumstances, disfluencies can display metalinguistic

According to Derakhshan in Willow (2019:90). Four factors make students disfluency in speech performance:

1) Lack of practice makes them keep doing what they think are difficult tasks. Because English is not their first language, the learners need to do frequent practice. The practice can

be done through watching English movies, having more time in the classrooms, and any other individual practices.

2) Not meaning-focus tasks, this kind of task may lead them to lack self-confidence or anxiety and be nervous.

3) Time pressure is doing the speaking practice. The fourth problem is the lack of planning and preparation in every practice, this affects the learners' readiness.

4) Doing non-repeated tasks is also the problem. Therefore, the causes or problems in disfluency will be used by the researcher to measure the disfluency level of English Language Education Department students.

The experts can conclude that there are some of the factors that make students disfluency in speaking performance such as Lack of practice, Not meaning-focus tasks, Time pressure in doing the speaking practice, Doing non-repeated.

According to in Sudirman and Budiarta(2015) categorize two kinds of disfluency that can be the indicator to decide the fluency levels; are disfluency disorder and normal disfluency.

1) Disfluency disorder is a kind of disfluency category that is mainly related to the weakness or problem of the speaker's physical condition related to speech production. According to Gósy in Abeer(2019:399) the disfluency patterns were compared in normal and stuttered speech by taking four stutters and non-stutters to analyze the prosodic patterns that surfaced from their spontaneous narrations by giving a storytelling task. The preliminary results revealed that major disfluencies include prolongation, pause and cut, repetitions in non-stutters, while in stutters disfluencies were accompanied by more prosodic irregularities.

2) The category of disfluency is typical disfluency. It is a kind of disfluency that is not related to somebody's physical

condition. It is related to somebody's weakness in the mastery of a foreign language. An example of this is the disfluency found in English as a foreign language learner who does not have any physical problem related to speech production. The typical disfluencies include Hesitation, Interjection of sounds, Revision of phrases/ sentences, two or fewer repetitions with no tension. This disfluency is used as a general referent, of the usual disruptions in the patterns of speech movements that are perceived as "Fluent speech

According to Bortfeld, et al (2001) mention several factors influencing speech disfluency. The first factor is processing load in which the normal speakers produced speech disfluencies due to a cognitive process of speech planning. The topics being discussed in the conversations also influence the load process. One study found that social science lectures contained more disfluencies of one sort — fillers — than hard science lectures, and humanities lectures contained the most of. Humanities lectures can be English education which corresponds to the lectures studied by the participants.

The second factor is coordination function. This factor assumes that disfluencies may provide information that enables two people in conversation to better coordinate interaction, manage turn- taking, or align their mental states. might be able to influence disfluencies. However, this study will discuss the factors influencing speech disfluencies only as the interpretation on the reasons why the participants produced disfluencies.

Based on the experts it can be concluded that some factors make student disfluency in speaking performance such as Disfluency disorder, category of disfluency

d. How to Develop Speaking Fluency

Fluency development is a meaning-focused or form-focused task according to Yang (2014:58-59) Fluency development is a meaning-focused strand. Fluency strand exists if the EFL learners are familiar with the content; the focus is on processing the meaning, and there is some pressure to push the performance at a fast speed. Fluency or accuracy, meaning or form is widely debated. The best way is to merge them into different sequences (According to Nation (2007)   four strands successfully classified language learning through listening and reading is called meaning-focused input, whereas speaking and writing refer to meaning-focused output and form-focused instruction is focused on learning language features. The fourth strand is fluency development and they equally share one-quarter of the class time. The EFL learners should put 25% time and effort into fluency development.

According to Newton and Nation inYovita (2018) there are some ways to develop speaking fluency. fluency can be developed in three conditions.

1) The activity should be meaning-focused. It means that the learner should have a strong sense of communication in front of the audience. The learners' interest is in the communication of a message and is subject to the "real-time" pressures and demands of normal meaning-focused communication.

2) The learner should take part in the activity and use the language based on their experience. The teacher should engage all the learners during the learning process. This means that the learners work with largely familiar topics and types of discourse making use of known vocabulary and structures. These activities are called "experience tasks"

because the knowledge required to do the activity is already well within learners' experience.

3) Should be support or encouragement for the learner to perform at a higher level of performance. The lecture should support the learner by giving reinforcement. This means that in an activity with a fluency development goal, learners should be speaking and comprehending faster, hesitating less, and using larger planned chunks than they do in their normal use of language. A fluency development activity provides some deliberate push to the high level of performance often by using time pressure.

Based on the experts above, I can conclude there are some aspects that can make students fluent in speaking. Its aspect is: the activity should be meaning-focused. The learner should take part in the activity and use the language based on their experience. Should be support or encouragement for the learner to perform at the higher level of performance and Fluency or accuracy, meaning or form is widely debated.

B. Review of Related Study

The researcher found other studies of relevant study related of this research. First is, Dian Maya Sari(2020). She Did the research about *speaking disfluency features in the conversation of president jokowi with reporters in the center for east asia Policy Studies at Brookings 201*. In this research, she used descriptive qualitative design for the research. The objective of this study is to see the kind of speaking disfluency made by Jokowi. Technique of collecting the data is purposive sampling. In this research, there are four kinds of speaking disfluency such as repetition, hesitation, filler words, and false start. The reasons why the speaker made them were because of cognitive factors and affective factors. The similarity between the previous research and this research are discussion about *peaking*

disfluency. The differences between this research and the previous research is the of the the problem about speaking disfluency and why it happens through. The previous research focused on peaking disfluency features in the conversation of president jokowi with reporters.while the researcher focus on factors affecting students' disfluency in speaking performance on speech.

The other relevant study is Suci Azlina (2016) she did the research about *an analysis of speech disfluency on the ellen degeneres show*. In this research, she used a qualitative method. The researcher collates the data by downloading the video of the talk show. In this research, types of speech disfluency which are silent pause, filled pause, repetition, and false star. The similarity between the previous research and this research are discussions about speech disfluency. The differences between this research and the previous research focus on speaking disfluency previous research focused on an analysis of speech disfluency. While the researcher focus on factor affecting students' disfluency

The Last is, a study conducted by raydita Hersamala (2015). She did the research about speech *Disfluency Made by Students: a Case Study in an English Education Program Riene.* In this research, she used qualitative research method.the Informance of this research were 8 students taken as a research sample selected through sample random sampling technique. In this research the writer also found the factors students do with speech disfluency. The first factor is students seemed to think the words or utterances they were going to say. and the second reason is because of external factors. The similarity between the previous research and this research are discussions about the field of study. The differences between this research and the previous research focus on speech disfluency. previous research focused on types of disfluency made by student. While the researcher focuses on factors affecting students' disfluency.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive qualitative research. According to Gay and Peter (2012:7) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest. Collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and interpreting the meaning of data. The final written report has a flexible writing structure".

Dealing with the theory, this research describes factors affecting students' disfluency in speaking performance on speech presentation subject. It was a study of the english department of IAIN batusangkar who took speaking in the fourth semester.

B. Research Informant

According to (Gay, 2012:142) the research informants are people that have contributed to give information and situations related to the research. Informants are people who were contributed to the researcher's understanding of the phenomenon of understudying. The informant of this research were student's four semester of the english department of IAIN Batusangkar who take speaking in the Fourth semester. Informants of this research were selected based on the results of the video that was made into a transcript so that the researchers found people who had represented other students' answers that caused them not to be fluent in speaking performance.

The research informant should fulfill some criteria of the informant. Some criteria offered by Miles and Huberman in Nurlaila (2011:28) the criteria of an informant are: (1) they have proven as reli able sources (2) they know the situation at that moment (3) they have a different role and have a different perspective. Meleong (2006: 132)

adds informants should have some criteria there are: 1) honest, 2) reliable, 3) speaking up, 4) subject is not involved at a certain group, and 5) subjects have views about the certain case that happening

Based on the theory above, the researcher chose the informant with purposive sampling.

The researcher selected the participant base from the videos analysis. Researchers took participants who experienced a lot of filler repetition, pause during performances. From the results of these observations, the researchers took six people to be informants in this study because these people had already represented the answers of other students.According to Gay, (2012:141) the researcher was select a sample based on his/her experience or knowledge of the students to be sampled.

C. The Technique Collection Data

1. Research Instrument

The key instrument in this research was the researcher herself. The data were collected by doing the interview. The researcher were interview first and interpret the data by herself. The researcher were asked the informant about the factors affecting students' disfluency in speaking performance on English for simple speech presentation. It was a study of the english department of iain batusangkar who took speaking in the fourth semester.

Researcher were interviewed guide to help her to found factors affecting students' disfluency in speaking performance on english for simple speech presentation. It was a study of the english department of IAIN Batusangkar who take speaking in the Fourth semester. Then she did an interview. According to Sugiyono (2018: 234) the interview guide is used to collect the data if the researcher wants to know more about the information from the informant. According to other Gay (2012: 386) an interview is a purposeful interaction in which one person obtains information from. The

researcher were give questions to the informants about factors affecting students' disfluency in speaking performance on English for simple speech presentation subjects. student english department of IAIN Batusangkar in Fourth semester. The researcher were used the Indonesian language to make communication run effectively. Then, she uses additional instruments in this research, such as a recorder.

D. Checking The Data Trustworthiness

In this research, the researcher were check the data trustworthiness. According to Gunawan in Rehan (2020). Trustworthiness was be further divided into credibility, which corresponds roughly with the positivist concept of internal validity, dependability, which relates more to reliability; transferability, which is a form of external validity; and confirmability, which is largely an issue of presentation.

In analyzing the data, the researcher used prologue engagement. Prologue engagement with study participants and the community recommends to gain their trust and establish rapport. This is likely to enable the researcher to get more in-depth information from the informant and identify pertinent characters in the community concerning the issue being studied to focus on them in more detail and ensure that the research topic is explored comprehensively (Hadi, 2015: 4). This means that the researcher was approach the informant to obtain more in-depth information from informants to get a comprehensive result.

The researcher were schecked the data trustworthiness by using interviews, there were a lack of information or lack of data, the researcher take the data back to the informant concerned as additional information.

E. **Checking of Data Analysis**

1. **Data Reduction**

Reduction of the data refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcriptions. In the data reduction, the researcher does some activities. The first, the researcher interviewed the informant by recording them. The second, she made transcriptions.sThe third, she gave a code of transcription. The codes are R as the researcher, I1 as an informant 1, I2 as informant 2, I3 as an informant 3, and so on. She gave numbers for each related to the factor affecting Students' disfluency in speaking english.s and researchers bold the data from research interviews obtained from informants.

2. **Data Display**

Data display is the set informant that arranged possible to give the possibility to take conclusion and treatment. In this step, the researcher focused on the four-semester students' to analyze the research interview with information about factors affecting students' disfluency in speaking English. In this step, the researcher display the data in form of table. Data were showed the informant' number about factor affecting students' disfluency in speaking performance on speech presentation.

3. **Verification and Conclusion**

After reducing and displaying data, this step is the conclusion and verification of the data. In the step the researcher made conclusion factors affecting students' disfluency in speaking performance on English for simple speech presentation. the researcher concluded the data into the table verification.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

1. **Research Finding**

This chapter describes the factors affecting student's disfluency in speaking performance on English for simple speech presentation.. The data collected through interviews. A total of six participants in this research were chosen by using purposive sampling. The range of interviews was about 3-5 minutes, the interview was digitally recorded by phone and continued to transcription. The researcher interviewed by a phone call on Monday, interview was a video call by phone cell on 18 – 25 Juni 2021 and the second interview was video call by phone on 13-20 Juli 2021 .

At the end of data collection, the researcher analyzed them by reducing the data of the interview. Based on the data analysis, the researcher found several factors affecting students' disfluency in speaking performance on speech presentation subjects. *English for simple speech presentations*. are:(1) nervous(3) self confidence (4) vocabulary (5) grammar (6) remember (8) memorize the concept (9) forget text (10). lack of preparation

These factors are divided into three categories: (1) facktor , nervous, it was categorized in *anxiety factor*. (2) factor lack of vocabulary, grammar it was categorize in *linguistic factor*. (3) factor thingking , remember lack of prepare, memorize the concept, it was categorize in *cognitive factor*.

The following explanation is the results of the interview Sobtained from informants dealing with factors affecting students' disfluency in speaking performance on speech presentation.

The finding of research can be seen as below:

1. **Anxiety factors**

There are so many that we can find that can cause a person to be anxiety during speech presentations. One of the problems that can cause someone to have anxiety is nervous, lack of self-confidence, fear of being wrong. Besides that often appears to cause anxiety when students lack preparation before their presentation. data of the research, the researcher used the theory by Levent in Ali (2016) to take the data. The following include anxiety factors:

a) Nervous

The researcher interviewed informant 2 on sunday, Juni 20th, 2021 at 2.30 PM. The interview result was:

For example:

Peneliti	:	*Di Dalam video presentasi yang saya lihat saya menemukan adanya penggunaan filler /aaa/ hmmm/ selama penampilan anda seperti video yang kita lihat saat ini. Mengapa anda menggunakan aaa/ dan /hmmm/ selama speech presentation.?*
Researcher	:	In the video presentation that I saw, I found the use of filler /aaa/ hmmm/ during your appearance like the video we are seeing today. Why do you use aaa/ and /hmmm/ during a speech presentation?
Informan-2	:	*Karena vocabulary saya yang terbatas kemudian grogi saya juga dan itulah yang menyebabkan saya terbata- bata.*
Informant-2	:	Because of my limited vocabulary then I'm nervous too and that's what causes me to stutter.

To ensure the data, the researchers conducted research interviews with informants on different days. The researchers conducted interviews on Tuesday, July 13th 2021 at 4.00 PM. she got information about her statement. The following was the result:

For example:

Peneliti	:	*Di dalam vidio presentasi yang dilihat adanya pengunaan filler "second we aaa we aaa and second people all around aaa suspect we aaa…" bisakah anda menjelaskan kembali kenapa anda mengunakan filler aaa selama speech presentation tersebut?*
Researcher	:	In the video presentation, which saw the use of filler "second we aaa we aaa and second people all around aaa suspect we aaa…" can you explain again why you used filler aaa during the speech presentation?
Informan-2	:	*Ya kak. Dikarenakan saya lupa dengan kata-kata yang akan saya ucapkan dan kemudian a' saya lupa vocabulary dan saya grogi hafalan*
Informant-2	:	*yang sudah saya persiapkan kemudian hilang.* Because I forgot the words I was going to say and then I forgot my vocabulary and I was nervous about the memorization that I had prepared and then it disappeared.

After identifying the results of the interviews. The researchers found that there were factors affectings students' of disfluency in speaking performance on speech presentation. Based on the interview with Informant-2 above, there is the use of filler /aaaa/ when the speech presentatio caused by nervous. It was categorize in the anxiety factor.s

The next example for informant 2:

Peneliti	:	*Dalam video presentasi saya menemukan anda melakukan pengulangan kalimat yang sudah*

anda sampaikan sebelumnya seperti video yang saat ini kita lihat. Kenapa bisa terjadinya pengulangan kalimat tersebut.?

Researcher   : In the presentation video, I found you repeating the sentence you have said before like the video we are currently seeing. Why the repetition of this sentence.?

Informan-2   : *..karena pertama saya grogi dan saya tidak hafal tentang materinya.*

Informant-2   : ..Because at first I was nervous and I didn't memorize the material.

To ensure the data, the researchers conducted research interviews with informants on different days. The researchers conducted interviews on Tuesday, July 13ᵗʰ 2021 at 4.30 PM. she got information about her statement. The following was the result:

For example :

Peneliti   : *Dalam vidio presentation ditemukan adanya pengulangan kata yang disampaikan seperti" the people the people " bisakah anda*

Researcher   : *menjelaskan kenapa bisa terjadinya pengulangan kalimat tersebut?*

In the video presentation, it is found that there are repetitions of words that are conveyed such as "the people the people" can you explain why the repetition of the sentence occurs?

Informan-2   : *saya grogi dan ketika saya grogi itu saya lupa dengan persiapan yang telah saya lakukan.*

Informant-2   : I was nervous and when I was nervous I

forgot the preparations I had done.

Based on the interview with Informant-2 above, the researchers identifying the results and found that there were factors affectings students' of disfluency in speaking performance on speech presentation. Repetition of sentences is caused by nervousness, It was categorize in the anxiety factor.

Next, The researcher interviewed informant 3 on Tuesday, Juni 22th, 2021 at 05.00PM. The interview result was:

For example:

Peneliti	**:**	Di Dalam video yang saya lihat saya menemukan adanya penggunaan filler /aaa/ selama penampilan anda seperti video yang saat ini kita lihat. Kenapa anda menggunakan filler /aaa/hmm/ selama presentasi?
Researcher	**:**	In the video that I saw, I found the use of filler /aaa/ during your appearance like the video we are currently seeing. Why do you use filler /aaa/hmm/ during the presentation?
Informan-3	**:**	*…Temukanya filler karena saya gugup…*
Informant-3	**:**	(Find filler because I'm nervous)

To ensure the validity of the data, researchers conducted interviews with informants on different days. The researchers conducted interviews on Thursday, Juli 15th 2021 at 08.00 AM, She got information about her statement. The following was the result.

For example:

| *Peneliti* | **:** | *Di dalam vidio presentasi yang saat ini dilihat adanya pengunaan filler seperti'' aaa not tradisional is aaa soult aaa not aaa''* |

		bisakah anda menjelaskan kembali kenapan anda mengunakan filler tersebut?
Researcher	:	In the presentation video, which is currently seeing the use of fillers such as "aaa not traditional is aaa soult aaa not aaa" can you explain again why you use the filler?
Informan-3	:	*saya gugup kak, karena saya dipilih satu-satu Karenna di tunjuk itu random.*
Informant-3	:	I'm nervous, because I was chosen one by one because Karenna was appointed randomly

Based on the interview with informant -3 above, the researchers found that there were factors affecting students' of disfluency in speaking performance on English for simple speech presentation. there was used of filler /aaaa/ when the student performance is caused by nervous. That was categorize in anxiety factor.

Next, the researcher interviewed informant I.4 on Wenesday, Juni 23th 2021 at 11.00 AM. The interview result was.

For example:

Peneliti	:	*Dalam video presentasi saya melihat anda sering menggunakan filler /aaaa/ seperti yang kita lihat dalam video presentasi anda saat ini. Kenapa anda sering menggunakan filler /aaaa/ selama presentasi itu?*
Researcher	:	In the presentation video, I see you often use the /aaaa/ filler as we see in your current presentation video. Why do you often use filler /aaaa/ during that presentation?
Informan-4	:	*Yang mempengaruhinya karena anxiety...*

> *Dan juga saya kurang percaya diri ketika tampil .*

Informant-4 **:** (This affects him because of anxiety ... And also I lack confidence when performing.)

To ensure the data, the researchers conducted research interviews with informants on different days. The researchers conducted interviews on Friday, Juli 16th 2021 at 10.00 AM. She got information about her statement. The following was the result.

For example:

Peneliti : *Dalam vidio presentasi yang disampaikan saya menemukan adanya pengunaan filler seperti "aaa fasting ramadhan aaa and you will aaa play aaa with aaaa" bisakah anda menjelaskan kenapa anda mengunakan filler tersebut selama speech presentation?*

Researcher : In the video presentation that was delivered I found the use of fillers such as "aaa fasting ramadhan aaa and you will aaa play aaa with aaa" can you explain why you use these fillers during speech presentations?

Informan-4 : *Salah satunya nervous kak dikarenakan di pangil untuk tampil oleh dosen sebelum tampil seeing itu menyebabkan anxiet .*

Informant-4 : One of them was nervous, because the lecturer was called to appear before seeing it, it caused anxiety,

After identifying the results of the interviews, the researchers found that there were factors affecting students' of disfluency in speaking performance on English for simple speech presentation on

interview with Informant-4 above. there is use of filler /aaaa/ when the speech presentation is caused by nervouse It was categorize in the anxiety factor.

b)   Lack of confident

The researcher interviewed with an informant (I.1), on Friday, Juni 18th 2021 at 11.00 am respond as follows:

For example:

Peneliti	:	*Dalam vidio presentasi yang di sampaikan seperti saat ini kit lihat anda sering pause dalam penyampaikan kalimat untuk melanjutkan kalimat. Kenapa anda sering pause untuk melanjutkan kalimat tersebut?*
researcher	:	In video presentations that are delivered like this, we see that you often stop for a moment in delivering a sentence to continue the sentence. Why do you often pause to continue the sentence?
Informan-1	:	*Saya banyak berhenti dikarenakan gugup, kurang persiapan, serta kurangnya kepercayaan diri ketika tampil.*
Informant-1	:	I quit a lot pause because nervousness, lack of preparation, and lack of confidence when performing.

To ensure the data, the researchers conducted research interviews with informants on different days. The researchers conducted interviews on Saturday, 10th juli 2021 at 05.34 PM.

Peneliti	:	*Dalam vidio presentasi yang saat ini di lihat terdapatnya penjedaan di tengah- tengah*

		kalimat seperti" the… what the… and a…" *bisakah anda menjelaskan kembali kenapa anda terjadinya penjedaan di tengah-tengah kalimat yang akan anda sampaikan tersebut?*
Researcher	:	In the video presentation, which is currently being seen, there are pauses in the middle of sentences such as "the... what the... and a..." can you explain again why you have a pause in the middle of the sentence you are about to convey?
Informan-1	:	*Karena habit, nervouse, kemikirkan kata-kata yang cocok seta kurang nya*
Informant-1	:	*kepercayaan diri.* Because of habit, nervousness, thinking about the right words and lack of confidence, sis.

After identifying the results of the interviews, the researchers found that there were factors affecting students' of disfluency in speaking performance on English for simple speech presentation on interview with Informant-1 above. there is use of filler /aaaa/ when the speech presentation is caused by lack confident , anxiety It was categorize in the anxiety factors.

Next, the researcher interviewed informant I.4 on Wenesday, Juni 23th 2021 at 11.00 AM. The interview result was.

For example:

Peneliti	:	*Dalam video presentasi saya melihat anda sering menggunakan filler /aaaa/ seperti yang kita lihat dalam video presentasi anda saat ini. Kenapa anda sering menggunakan filler /aaaa/ selama presentasi itu?*

Researcher	:	In the presentation video, I see you often use the /aaaa/ filler as we see in your current presentation video. Why do you often use filler /aaaa/ during that presentation?
Informan-4	:	*Yang mempengaruhinya karena anxiety... Dan juga saya kurang percaya diri ketika tampil .*
Informant-4	:	(This affects him because of anxiety ... And also I lack confidence when performing.)

To ensure the data, the researchers conducted research interviews with informants on different days. The researchers conducted interviews on Friday, Juli 16th 2021 at 10.00 AM. She got information about her statement. The following was the result.

Peneliti	:	*Dalam vidio presentasi yang disampaikan saya menemukan adanya pengunaan filler seperti "aaa fasting ramadhan aaa and you*
Researcher	:	*will aaa play aaa with aaaa" bisakah anda menjelaskan kenapa anda mengunakan filler tersebut selama speech presentation?*
		In the video presentation that was delivered I found the use of fillers such as "aaa fasting ramadhan aaa and you will aaa play aaa with aaa" can you explain why you use these fillers during speech presentations?
Informan-4	:	*Salah satunya nervous kak dikarenakan di pangil untuk tampil oleh dosen sebelum tampil seeing itu menyebabkan anxiety kak. Serta kurangnya kepercayaan diri ketika tampil.*
Informant-4	:	One of them was nervous, because the

lecturer was called to appear before seeing it,
it caused anxiety, Sis. And a lack of
confidence when appearing .

After identifying the results of the interviews, the researchers
found that there were factors affecting students' of disfluency in
speaking performance on English for simple speech presentation on
interview with Informant-4 above. there is use of filler /aaaa/ when
the speech presentation is caused by nervouse , lack of confident It
was categorize in the anxiety factor.

Based on these research interviews with informant
(I.1,I.2,I.3) and I.4) The researcher found that, there were factors
that cause student disfluency in speaking performance. Causing were
found when the students used filler and repetition during their
presentation were nervous and lack confidence. It can categorized
into Anxiety factor.

2. **Linguistic factor**

The linguistic factor is a problem caused by several problems
including pronunciation, grammar and vocabulary. In this data study,
the researcher used the theory of Levent in Ali (2016) to take into
account the validity of the data, including the linguistic factors found
are:

a) Vocabulary

The researcher interv interview informant 2 on Sunday,
Juni 20th at 2.30 pm.

For example:

Peneliti : *Dalam video presentasi anda mengulangi
kalimat yang disampaikan. Kenapa anda
mengulanginya?*

Researcher : In the video presentation, you repeat the
sentence ?

Informan-2   : Saya terbata-bata krena vocabulary saya kurang. Dan ketika vocabulary saya kurang saya melakukan pengulangan kata

Informant-2   : kemudian persiapan saya kurang.

After identifying the results of the interviews, the researchers found that there were factors affecting students' of disfluency in speaking performance on engish for simple English for simple speech presentation on Monday, Juli 24th 2021 at 11.00 AM, She got information about her statement. Here are the results:

For example:

Peneliti   : *Dalam video presentasi anda mengulangi kalimat yang disampaikan sepert the people the people. Kenapa anda mengulanginya?*
In the video presentation, you repeat the sentence ?

Researcher   : In your video presentations repeatedly delivered like the people the people. Why are you repeating it?
In a video presentation, you repeat the sentence ?

Informan-2   : *Karena lupa vocabulary,saya grogi dan ketika grogi saya lupa tentang persiapan yang telah saya lakukan.?*

Informant-2   : Because of forget the vocabulary, nervous and when it is can made forget the preparation t that has done.

After identifying the results of the interviews, the researchers found that there were factors affectings students' of disfluency in speaking performance on English for simple speech presentation. Based on the interview with Informant-2 above, there was used of repetition during students' speech presentation Causes by vocabulary it was categorizes in the linguistic factor.

Next, the researcher interviewed informant 4 on Wenesday, Juni 23th 2021 at 11.00 am. The interview result was.

For example:

Peneliti	:	*Dalam video presentasi anda mengulangi kalimat yang disampaikan. Kenapa anda mengulanginya?*
Researcher	:	In the video presentation, you repeat the sentence delivered. Why are you repeating it?
Informan-4	:	*Karena untuk mengingat kembali apa yang diucapkan. Karena kita di depan itu lupa vocabullary apa yang akan kita ucapkan.*
Informant-4	:	Because to remember what was said. Because we forgot what vocabulary we were going to say in front of it.

After identifying the results of the interviews, the researchers found that there were factors affecting students' of disfluency in speaking performance on engish for simple English for simple speech presentation on Friday, Juli 16th 2020 at 10.00 AM, She got information about her statement. Here are the results:

For example:

Peneliti	:	*Dalam vidio presentasi yang di sampaikan saya meneukan adanya pengulangan kata sepert "we has aaa us until aaa we are we are we are we are ..." kenapa anda mengulangi kalimat tersebut?*
Researcher	:	In the video presentation that was delivered I found that there were repetitions of words such as "we has aaa us until aaa we are we are we are we are ..." why did you repeat that sentence?
Informan-4	:	*kurang persiapan sehinga lupa ketika presentasi .... kurangnya percaya diri seta kurangnya vocabulary.*
Informant-4	:	lack of preparation so forget when presenting…. lack of confidence and lack of vocabulary.

After identifying the results of the interviews, the researchers found that there were factors affectings students' of disfluency in speaking performance on English for simple speech presentation. Based on the interview with Informant-4 above, there was used of repetition during students' speech presentation Causes by lack of vocabulary it was categorizes in the linguistic factor.

Next, the researcher interviewed with an informant (I.5), on Thursday, Juni 24th, 2021 at 2.05 PM. The interview result was.

For example:

Peneliti	**:**	*Dalam video presentasi saya melihat adanya pengunaan filler aaa seperti vidio yang saat ini dilihat. Kenapa anda mngunakan filler aaa selama presentasi tersebut?*
Researcher	**:**	In the video presentation, I saw that you were repeating a sentence that was conveyed again like the video that we are currently seeing. Why are you repeating this sentence?
Informan-5	**:**	*Dikarenakan saya lupa vocabulary dan memikirkan kata- kata selanjtnya:*
Informant-5	**:**	Because to remember what was said. For forgetting vocabulary.

After identifying the results of the interviews, the researcher decided to compare the factors affecting disfluency. Therefore, she did another interview with her on a different day, after doing the interview on Saturday, Juli 20th 2021 at 11.00AM, She got information about her statement. Here are the results:

For example :

Peneliti	**:**	*Dalam vidio presentasi saya menemukan adanya pengunaan filler sepert: do you know I kile aaa listen music every day aaa even very day aaa…" kenapa anda mengunakan filler aa selama presentasi tersebut?*
Researcher	**:**	So when you repeat the sentence because you are thinking about the

sentence, you are not prepared when you make a presentation, is that really true?

Informan-5 : *Karena saya lupa vocabulary dan memikirkan kalimat selanjtnya apa kata- kata yang tepat untuk di kalimat.*

Informant-5 : Because I forgot vocabulary and thought about the next sentence what the right words to put in the sentence.

After identifying the results of the interviews, the researchers found that there were factors affectings students' of disfluency in speaking performance on speech presentation. Based on the interview with Informant-5 above, the student repetition of sentence during speech presentation because lack of vocabulary it was categorize in the cognitive factor.

b) Grammar

The researcher interviewed with an informant (I.6), on Friday, Juni 25th, 2021 at 5.20 PM. The interview result was.

For example :

Peneliti : *Dalam vidio presentasi saya melihat anda sering mengunakan filler aaa .kenapa anda sering mengunakan filler tersebut?*

Researcher : In the video presentation I saw you often use filler. Why do you use filler so often?

Informan-6 : *Kurang nya vocabulary trus grammar takut salah lalu pronounciation juga.*

Informant-6 : The lack of vocabulary and grammar is

afraid of being wrong and then pronounciation too.

After identifying the results of the interviews, the researcher decided to compare the factors affecting disfluency. Therefore, she did another interview with her on a different day, after doing the interview on Monday, juli 24th 2021 5.05 PM. She got information about her statement. Here are the results:

Peneliti	:	*Dalam vidio presebtasi yang saat ini kita lihtat terdapatnya pengunaan filler seperti"aaa when you aaa don't give aa good and angle aaa" Bisakah anda menjelaskan kenapa anda mengunakan filler selam presebtasi tersebut?*
researcher	:	In the presentation video that we currently see the use of fillers such as "aaa when you aaa don't give aa good and angle aaa" Can you explain why you use filler during the presentation?
Informan-6	:	Untuk mengingat kalimat, kurangnya vocabulary, serta takut salah grammar.
Informant-6		To remember sentences, lack of vocabulary, and fear of wrong grammar.

After identifying the results of the interviews, the researchers found that there were factors affectings students' of disfluency in speaking performance on English simple speech presentation. Based on the interview with Informant-5 above, the student used filler of sentence

during presentation because grammar. It was categorize in the linguistic factor.

Based on the results of the observations above, it was found that one of the factors that caused the students' fluency were the discovery of linguistic factors. The results of these observations include linguistic factors including vocabulary and grammar. These linguistic factors can be found in the informants (I.2), (I.4),(I.5),(I.6).

3. **Cognitive factor**

Cognitive factors as the various mental processes used in remembering, thining, perceiving, recognizing, classifying. To analyze the data, the researcher uses the opinion of Levent in Ali (2016). Among the most commonly found cognitive factors are remembering, thinking,Remembering. The following are parts that are included in cognitive factors, including you:

a) Remembering

Next, the researcher interviewed informant 1 on Friday, Juni 18th 2021 at 11.00 AM. The interview result was.

For example:

Peneliti	:	*Dalam video presentasi saya melihat anda ada mengulangi kalimat yang ada sampaikan kembali seperti video yang sedang kita lihat saat ini. Kenapa anda mengulangi kalimat tersebut ?*
Reseacher	:	In the video presentation, I saw that you were repeating a sentence that was conveyed again like the video that we are currently seeing. Why are you repeating

this sentence?

Informan-1	:	*mencoba untuk mengingat kembali kalimat atau pengucapan yang akan saya sampaikan.*
Informant-1	:	Trying to remember the sentence or pronunciation that I will convey.

After identifying the results of the interviews, the researcher decided to compare the factors affecting disfluency. Therefore, she did another interview with her on a different day, after doing the interview on Saturday, juli 10th 2021 at 4.00 PM. She got information about her statement. Here are the results:

For example:

Peneliti	:	*Di dalam vidio presentasi yang saat ini kita lihat terdapatnya pengulangan kata seperti: I wil aaa I will share what what kbisakah anda menjelaskan kembali kenapa terjadinya pengulangan kata tersebut?*
Researcher	:	In the video presentation that we are currently seeing there are repetitions of words such as: I wil aaa I will share what what can you explain again why the repetition of these words occurs?
Informan-1	:	*Untuk mengingat kembali kalimat atau pengucapan yang di sampaikan.*
Informant-1	:	To remeber the sentence or pronunciation that was conveyed.

Based on the interview with Informant-1 above the researchers identifying the results of the interviews and found that

there were factors affectings students' of disfluency in speaking performance on english for speech presentation. She found of there repetition of sentence because remeber about the sentence It was categorize in the cognitive factor.

Next, the researcher interviewed informant 2 on Sunday, Juni 20th 2021 at 2.30 PM. The interview result was.
For example:

Peneliti	:	*Dalam video presentasi yang saya lihat. Saya menemukan anda sering berhenti di tengah kalimat- kalimat yang akan anda sampaikan seperti di video saat ini. Kenapa anda sering jeda selama presentation/ penampilan tersebut.?*
Researcher	:	In the video the percentage that I saw. I find you often stop in the middle of the sentences you are about to convey like in the current video. Why do you often pause during the presentation/performance?
Informan-2	:	*Dikarenakan saya lupa apa kata-kata selanjutnya dan kemudian saya lupa vocabulary dan saya grogi gitu. Selain*
Informant-2	:	*dari itu saya takut salah grammar.* Because I forgot what the next words were and then I forgot my vocabulary and I was nervous besided wrong grammar.

After identifying the results of the interviews, the researcher decided to compare the factors affecting disfluency. Therefore, she did another interview with her on a different day,

after doing the interview on Tuesday, Juli 13th 2021 at 4.30 PM. She got information about her statement. Here are the results:

For example :

Peneliti	:	*Dalam video presentasi yang saya lihat. Saya menemukan anda sering berhenti di tengah kalimat- kalimat yang akan anda sampaikan seperti di video saat ini. Kenapa anda sering jeda selama presentation/ penampilan tersebut.?*
Researcher	:	In the video presentation I saw. I find you often stop in the middle of the sentences you are about to convey like in the current video. Why do you often pause during the presentation/performance?
Informan	:	*Karena saya grogi kurangnya persiapan kemudian kurang vocabularu serta mengingat kalimat yang akan di sampaikan .*
Informant-2	:	Because I'm nervous about the lack of preparation, then I don't have enough vocabulary and remember the sentences that will be conveyed.

After identifying the results of the interviews, the researchers found that there were factors affecting students' disfluency in speaking performance on speech presentation. Based on the interview with Informant-2 above, student suddenly silent pause/ silent during speech presentation is because thingking about the sentence it was categorize in the cognitive factor.

Next, the researcher interviewed informant 6 on friday, juni 25th 2021 at 8.20 AM. The interview result was.

For example :

Peneliti	:	*Di dalam video presentasi saya melihat anda sering menggunakan filler aaaa*
Researcher	:	*selma presentasi seperti video yang saat ini kita lihat Kenapa anda sering menggunakan filler aaa atau selama speech presentation?*
		In the presentation video I saw that you often use aaa filler during presentations such as the video we are currently seeing. Why do you often use aaaa filler or during speech presentations?
Informan-6	:	*Saya menggunakan filler aaa biasanya itu untuk berfikir gitu kak. untuk mengingat suatu kalimat atau suatu konsep yang lupa kek gitu.*
Informant-6	:	I use filler aaa, usually it's to think like that, sis, to remember a sentence or a concept that I forgot like that.

After identifying the results of the interviews, the researcher decided to compare the After identifying the interview result, the researcher decides to compare the data as a factor affecting students' disfluency in speaking performance on speech presentation subject and gets information about her statement. of the interviews. Therefore, she did another interview with her on a different day. After doing the interview on Monday, Juli 24th 2021 at 4.04 PM, she got information about her statement. Here are the results:

For example:

Peneliti	:	*Dalam vidio presentasi ditemukan*

Researcher	:	*adanya pengunaan filler seperti"when you when you don't give aa good and angle" Bisakah anda menjelaskan kenapa anda mengunakan filler tersebut?*
		In the video presentation, it was found that there was the use of fillers such as "when you when you don't give aa good and angle." Can you explain why you use the filler?
Informan-6	:	*Untuk mengingat kalimat yang akandi sampaikan serta lupa konsep kak.*
informant 6	:	To remember the sentence that will be conveyed and forget the concept.

After identifying the results of the interviews, the researchers found that there were After identifying the interview result, the researcher decides to compare the data as a factor affecting students' disfluency in speaking performance on speech presentation. Based on the interview with Informant-6 above. The researcher found There is filler of sentences during the student presentation because forget teks was categorize in the cognitive factor.

b) Thinking

Next, the researcher interviewed informant 1 on, Friday, Juni 18th 2021 at 11.00 AM. The interview result was.

For example:

Peneliti	:	*Dalam presentasi yang disampaikan seperti video yang sedang kita lihat saat ini. Anda sering terputus putus dalam penyampaian*

		kalimat untuk melanjutkan kepada kalimat selanjutnya. Kenapa anda sering terputus-putus atau berhenti sebentar untuk melanjutkan kalimat anda.?
Researcher	:	In the percentage that is delivered like the video that we are currently seeing. You often break off in the delivery of a sentence to move on to the next sentence. Why do you often stutter or pause to continue your sentence?
Informan-1	:	*… dikarenakan kebiasaan. ..dikarenakan saya sedang memikirkan apa kata-kata atau sentence yang akan saya sampaikan berikutnya... penggunaan kalimat seperti apa yang cocok sebaiknya saya sampaikan agar materi yang saya sampaikan bisa tersampaikan...*
Informant-1	:	Because of habit. ..because I'm thinking about what words or sentences I will convey next... the use of sentences like what is appropriate I should convey so that the material I convey can be conveyed...

After identifying the results of the interviews, the researcher decided to compare the factors affecting disfluency. Therefore, she did another interview with her on a different day, after doing the interview on Saturday, juli 10th 2021 at 4.00 PM. She got information about her statement. Here are the results:

For example :

Peneliti	:	*Dalam vidio presentasi yang saat ini di lihat ditemukanya anda sering berhenti di tengah- tengah kalimat yang akan anda sampaikan seperti di vidio kenapa anda sering menjeda kalimat tersebut?*
Researcher	:	In the video presentation that you are currently watching, you find that you often stop in the middle of the sentence you are about to convey, like in the video, why do you often pause the sentence?
Informna-1	:	*untuk memikirkan apa kata- kata atau sentence yang akan saya sampaikan berikutnya sama dengan a;' sebaiknya apa yang cocok yang akan saya sampaikan agar maksud dari materi yang saya sampaikan tersampaikan.*
Informant-1	:	To think about what words or sentences that I will convey next are the same as a;ss it is better what I will convey so that the meaning of the material I convey is conveyed.

After identifying the results of the interviews, the researchers found that there were factors affecting students' of disfluency in speaking performance on English for simple speech presentation. Based on the interview with Informant-1 above found hat student suddenly pause or silent pause during speech presentation. The reason for the her silent/silent pause of sentences

during the presentation because thinking about the sentence to be delivered. It was categorize in the cognitive factor.

Next, the researcher interviewed informant 4 on Wenesday, Juni 23th, 2021 at 2.30 am. The interview result was.

For example:

Peneliti	:	*Dalam presentasi yang disampaikan seperti video yang saat ini kita lihat adanya penjedaan pada kalimat yang akan anda sampaikan. Kenapa anda menjeda di antara kalimat-kalimat yang akan anda sampaikan itu?*
Researcher	:	In the presentation that is conveyed like a video, we currently see a pause in the sentence you are about to convey. Why did you pause between the sentences you were about to say?
Informan-4	:	*Seringnya jeda salah satu faktornya karena lupa konsep/ kak.*
Informant-4	:	The frequent pause is one of the factors because you forget the concept, sis.

After identifying the results of the interviews, the researchers found that there were factors affecting students' disfluency in speaking performance on speech presentation. Based on the interview with Informant-4 above, there is of silent pause/ silent during student speech presentation it happend because forgetting the concept about the sentence it was categorie in the cognitive factor

Next, the researcher interviewed informant 5 on Thursday, Juni 24th, 2021 at 05.00 am. The interview result was.

For example:

Peneliti	:	*Dalam video presentasi anda mengulangi kalimat yang disampaikan. Kenapa anda mengulanginya?*
Researcher	:	In your video presentation, the sentences are repeatedly conveyed. Why are you repeating it?
Informan-5	:	*Karena untuk mengingat kembali apa yang diucapkan. Karena kita di depan itu vocabullary, lupa apa yang akan kita ucapkan .*
Informant-5	:	Because to remember what was said. Because we in front of it vocabulary, forgot what we were going to say.

After identifying the results of the interviews, the researcher decided to compare the factors affecting disfluency. Therefore, she did another interview with her on a different day, after doing the interview on Saturday, Juli 20th 2021 at 11.00 AM, she got information about her statement. Here are the results:

For example:

Peneliti	:	*Dalam vidio presentasi yang saatini kita lihat terjadinya pengulangan kalimat seperti" and I bealive that you have aaa you have vaforite song. Bisakah anda menjelaskan kenapa terjadinya pengulangan kalimat tersebut?*
Reseacher	:	*In the current video presentation, we see the repetition of sentences such as "and I believe that you have aaa you have a*

favorite song. Can you explain why the repetition of this sentence occurs?

Informa-5 : *Karena untuk mengingat kembali apa yang diucapkan. Karena kita di depan itu lupa vocabullary apa yang akan kita ucapkan. Serta lupa kalimat yang akan di sampaikan.*

Informant-5 : That's right, because to remember what was said. Because we in front of it forgot what vocabulary we were going to say.

After identifying the results of the interviews, the researchers found that there were factors affecting student disfluency in speaking performance on speech presentation. Based on the interview with nformant-.5 above, there is of repetition during speech presentation because forget concepts about the sentence and thinking it was used in the cognitive factor of disfluency in the presentation.

Next, the researcher interviewed informant 6 on Friday, Juni 25th 2021 at 8.20 AM. The interview result was.
For example :

Peneliti : *Di dalam video presentasi saya melihat anda sering menggunakan filler aaaa*

Researcher : *selma presentasi seperti video yang saat ini kita lihat Kenapa anda sering menggunakan filler aaa atau selama speech presentation?*

In the presentation video I saw that you often use aaa filler during presentations such as the video we are currently seeing. Why do you often use aaaa filler or during

speech presentations?

Informan-6 : *Saya menggunakan filler aaa biasanya itu untuk berfikir gitu kak. untuk mengingat suatu kalimat atau suatu konsep yang lupa kek gitu.*

Informant-6 : I use filler aaa, usually it's to think like that, sis, to remember a sentence or a concept that I forgot like that.

After identifying the results of the interviews, the researcher decided to compare the After identifying the interview result, the researcher decides to compare the data as a factor affecting students' disfluency in speaking performance on speech presentation subject and gets information about her statement. of the interviews. Therefore, she did another interview with her on a different day. After doing the interview on Monday, Juli 24th 2021 at 4.04 PM, she got information about her statement. Here are the results:

For example:

Peneliti : *Dalam vidio presentasi ditemukan adanya pengunaan filler seperti"when you when you don't give aa good and angle" Bisakah anda menjelaskan kenapa anda mengunakan filler*

Researcher : *tersebut?*
In the video presentation, it was found that there was the use of fillers such as "when you when you don't give aa good and angle." Can you explain why you use the filler?

Informan-6 : *Untuk mengingat kalimat yang akandi*

sampaikan serta lupa konsep kak.

informant 6 : To remember the sentence that will be conveyed and forget the concept.s

After identifying the results of the interviews, the researchers found that there were After identifying the interview result, the researcher decides to compare the data as a factor affecting students' disfluency in speaking performance on speech presentation. Based on the interview with Informant-6 above. The researcher found There is filler of sentences during the student presentation because forget teks was categorize in the cognitive fact.

c) Lack of practice

Next, The researcher interviewed the informant (I.2), on sunday on Juni 20th at 2.30 PM. The interview result was.

For example :

Peneliti : *Dalam video presentasi saya menemukan anda melakukan pengulangan kalimat yang sudah anda sampaikan sebelumnya seperti video yang saat ini kita lihat. Kenapa bisa terjadinya pengulangan kalimat tersebut.?*

Researcher : In the presentation video, I found you repeating the sentence you have said before like the video we are currently seeing. Why the repetition of this sentence

Informan-2 : *..karena pertama saya grogi dan saya tidak hafal tentang materinya.*

Informant-2 : ..Because at first I was nervous and I didn't memorize the material.

After identifying the results of the interviews, the researcher decided to compare the factors affecting disfluency. Therefore, she did another interview with her on a different day, after doing the interview on Tuesday, Juli 13th 2021 at 4.30 PM, She got information about her statement. Here are the results:

For example:

Peneliti	:	*Dalam vidio presentasi ditemukan adanya pengulangan kaimat yang sudah anda sampaikan seperti the people the people " bisakah anda menjelaskan kenapa bisa terjadinya pengulangan kalimat tersebut?*
Researcher	:	In the video presentation, it was found that there were repetitions of sentences that you have said, such as the people the people "can you explain why the repetition of these sentences occurs?
Informan-2	:	*Karena lupa vocabulary, tidak hafal materinya, grogi, serta kurangnya persiapan.*
Informant-2	:	Because they forgot vocabulary, did not memorize the material, were nervous, and lacked preparation.

After identifying the results of the interviews, the researchers found that there were factors affectings students' of disfluency in speaking performance on speech presentation. Based on the interview with Informant-1 above, there is of repition during student speech presentation. Repition during speech presentation it

happened because not memorize the concept. It is included in the cognitive factor.

Next, the researcher interviewed informant 4 on Wenesday, Juni 23th, 2021 at 2.30 PM. The interview result was.

For example:

Peneliti	:	*Dalam presentasi yang disampaikan seperti video yang saat ini kita lihat adanya penjedaan pada kalimat yang akan anda sampaikan. Kenapa anda menjeda di antara kalimat-kalimat yang akan anda sampaikan itu?*
Researcher	:	In the presentation that is conveyed like a video, we currently see a pause in the sentence you are about to convey. Why did you pause between the sentences you were about to say?
Informan-4	:	*Seringnya jeda salah satu faktornya karena lupa konsep/ kak.*
Informant-4	:	The frequent pause is one of the factors because you forget the concept, sis.

After identifying the results of the interviews, the researchers found that there were factors affecting students' disfluency in speaking performance on speech presentation. Based on the interview with Informant-4 above, there is of silent pause/ silent during student speech presentation it happend because forgetting the concept about the sentence it was categorie in the cognitive factor.

Cognitive factors can be seen in the ability of informants to decide what words are appropriate to use grammatical structures that are not appropriate. In this study, researchers found cognitive factors found in this study such as: thinking, lack of practice, fear of making mistakes. remember, to move on to the next sentence based on interviews conducted with informants, the researchers found that one of the factors that influenced students' speaking fluency in speech

4. Discussion

In this discussion, the researcher discusses factors affecting students' disfluency in speaking performance on speech presentation. Based on the interview result, the informants found there are factors affecting students' disfluency in speaking performance on speech presentation. There were**:** disfluency in speaking performance on speech presentation. There were: (1) nervous(2) self confident (4) lack of vocabulary (5) grammar (6) remember (7). lack of preparation. the results of these data, the researchers Refe to Levent in Ali(2016) . whose names in Levent's theory reveal the factors of speech difficulties including:

1. anxiety factors such as: (a nervous (b self confidence these factors can be found in the interview the researcher with participant.

2. Linguistic factors such as : (a lack of vocabulary (b grammar. It can be found in the interview the researcher with participant.

3. Cognitive factors such as (a remember (b thinking (c lack of preparation. It can be found in the interview the researcher with participant.

Factors affecting students' disfluency in speaking performance on English for simple speech presentation. In this subject there are several problems found in students' presentations such as: According to Derakhshan in willow (2019:90) Anxiety is the affective factor that

most dominantly blocks the learning process. Worrying about being "wrong, stupid, or incomprehensible, Nervous, lack of confident factors which are categorized into anxiety factors. This factor can be seen from the resulting interview where there are four students (I.1, I.2, I.3, I.4,1.5).

according to Goh in ali (2016) linguistic factors included several like: grammar,and vocabulary. It is bealive that component plays an avital role in intelligibility. There some components Linguistic factors such as (1) Lack of vocabulary (2) grammar. This factor can be seen from the resulting interview where there are four students (1,1 I.2,1,3 I.4, I.5),

.Cognition is the various mental processes used in thinking, remembering, perceiving recognizing, classifying. (3) lack prepare factor, do not memorize the material, forget, remember are categorized into cognitive factors. (2) lack of vocabulary, grammar error, pronunciation factors are categorized into linguistic factors.This factor can be seen from the resulting interview where four students are (1.1, I.2, I.3, I.4, I.5, and 1.6.)

However, in this research finding there some factors that make students disfluency when their englis for simple speech presentation that factors is influence toward speaking performance students on speech presentation subjects. In English for simple speech presentation that factor many found is cognitive factor. Thais factor foud on all informant were: informant-1, Informant-2, Informant-3, Informant-4, Informant-5, and 1nformant-6.) Vaughn& Giovanello, 2010 saycognitive factors are internal to each person and serve to module behavior and behavioral responses to external stimuli like stress. Performance on varous activities of daily living has been found to be affected by these factors. Executive functions, for example, have been shown to predict ability to live independently in olderadults such that those with poorer executive functional are less to live

independently.s According to Hughes (2002) cognitive factors is basically the main reason why people do speaking disfluency. It is somehow because the speakers are lack in their grammar and vocabularies capability. Speakers who are not native or include in second language society group are most likely those who get this kind of disfluency. Lack grammar in this case happen because the speaker are thinking of the sentence structure while they utter verbally. If it is lack in vocabularies, So that when they want to utter something, they were difficult to say in English. In the end, they made disfluency in their speech because they are too much thinking finding the translation in English.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion about factors affecting students' disfluency in speaking performance on speech presentation, a study of speaking fourth-semester students of English teaching Department, there are some factors that researchers found during their research. In this research the researcher found three factors affecting students' disfluency on speaking performance on English for simple speech presentation.

1. anxiety factors such as: (a nervous (b self confidence these factors can be found in the interview the researcher with participant.

2. Linguistic factors such as : (a lack of vocabulary (b grammar. It can be found in the interview the researcher with participant.

3. Cognitive factors such as (a remember (b thinking (c lack of preparation. It can be found in the interview the researcher with participant

B. Suggestion

Based on the result of the research the researcher would like to give some suggestions for several parties as follows:

1.   English Students

Based on the results of this research, the researcher hopes that that students can acquire information about factor affecting students' disfluency in speaking performance on speech

presentation. The finding also can be the guidance for the students'
to solve their problems in speaking performance.

2.   English Speaking Lecturer

It is suggested to the lecturer to know problems faced by
factors affecting students' disfluency in speaking performmace on
speech presentation subject, by knowing this, the lecturer can
design several strategies appropriate with students. There are
several problems faced by students in speech presentation, three of
which are anxiety/self-restriction, linguistic factor, and cognitive
factor, the speaking lecturer can design material and strategy
suitable with students in speech presentation.

3.   Future Researchers.

This research has the limitation that only found factors the
problems in speaking English on speech presentation subject, the
researcher hopes that the future researchers can continue the
research on the same topic with a different subject.

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Appendix 1 speaking syllabus

RENCANA PEMBELAJARAN SEMESTER

Fakultas/Jurusan	:	Fakultas Keguruan dan Ilmu Tarbiyah/Tadris (Pendidikan) Bahasa Inggris
Matakuliah	:	Speaking IV / English for Simple Speech Presentation
Kode Mata Kuliah	:	
Semester	:	IV
SKS	:	2
Matakuliah Prasyarat	:	
Deskripsi Matakuliah	:	Matakuliah ini membekali mahasiswa dengan pengetahuan dan keterampilan untuk menggunakan bahasa Inggris seb... komunikasi lisan melalui penguasaan prinsip-prinsip, penulisan kerangka dan naskah serta presentasi beragam jenis... Inggris sederhana.
Dosen Pengampu	:	Zulhermindra, M. Pd.
Capaian Pembelajaran Matakuliah	:	Dalam matakuliah ini mahasiswa mampu menyajikan deskripsi atau argumentasi yang jelas dan lancara dalam style... dengan konteks dan dengan struktur logis yang efisien sehingga audiens dapat memahami poin-pon yang signifikan... tersebut.

Pertemuan ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelajaran	Tugas Mahasiswa	Metode Penilaian
1.	Mahasiswa dapat menjelaskan prinsip-prinsip yang berkitan dengan persiapan pidato (speech preparation)	Mahasiswa dapat menjelaskan prinsip-prinsip yang berkitan dengan persiapan pidato (speech preparation): ▪ Purposes/Audiences/ Topics ▪ Outlining the speech ▪ Body of Speech ▪ Supporting materials ▪ The Introduction ▪ The Conclusion	Speech Preparation ▪ Purpose/Audiences/ Topics ▪ Outlining the speech ▪ Body of Speech ▪ Supporting materials ▪ The Introduction ▪ The Conclusion	Inquiring minds to know	▪ Melakukan kajian teks terhadap prinsip-prinsip yang berkitan dengan persiapan pidato (speech preparation) ▪ Membuat rangkuman tentang prinsip-prinsip tersebut ▪ Mendiskusikan topic tersebut di kelas ▪ Menyimak penegasan dan penjelasan dosen Pembina	Tes Performa Lisan berbentuk *individual performance* yang didukung oleh lembaran pengamatan da... rubric evaluasi
2.	Mahasiswa dapat menjelaskan prinsip-prinsip yang berkitan dengan penyampian pidato (speech delivery)	Mahasiswa dapat menjelaskan prinsip-prinsip yang berkitan dengan penyampian pidato (speech delivery): ▪ Using Visual Aids ▪ Non-verbal Presentation ▪ Language.	Speech Delivery ▪ Using Visual Aids ▪ Non-verbal Presentation ▪ Language.	Inquiring minds to know	▪ Melakukan kajian teks terhadap prinsip-prinsip yang berkaitan dengan penyampian pidato (speech delivery) ▪ Membuat rangkuman tentang prinsip-prinsip tersebut ▪ Mendiskusikan topic tersebut di kelas ▪ Menyimak penegasan dan	Tes Performa Lisan berbentuk *individual performance* yang didukung oleh lembaran pengamatan da... rubric evaluasi

Pertemuan ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelajaran	Tugas Mahasiswa	Metode Penilaian
					penjelasan dosen Pembina	
3.	Mahasiswa mampu menjelaskan prinsip-prinsip yang berkaiatan dengan Speech to Inform yang mereka presentasikan.	Mahasiswa mampu menjelaskan prinsip-prinsip yang berkitan dengan Speech to Inform dalam penyajian mereka..	Speech to Inform: Basic Principles and sample outline and model presentation	Project-based Learning	▪ Melakukan kajian teks terhadap prinsip-prinsip yang berkaitan dengan Speech to Inform ▪ Membuat rangkuman tentang prinsip-prinsip tersebut ▪ membuat kerangk dan naskah pidato sesuai dengan prinsip-prinsip tersebut.	Tes Performa Lisan berbentuk *individual performance* yang didukung oleh lembaran pengamatan dan rubric evaluasi
4.	Mahasiswa mampu menerapkan prinsip-prinsip yang berkaiatan dengan Speech to Inform yang mereka presentasikan.	Mahasiswa mampu menerapkan prinsip-prinsip Speech to Inform dalam penyajian mereka.	Speech to Inform: Individual Presentation	Project-based Learning	▪ Menyajikan topic pilihan yang berkaitan dengan Speech to Inform, ▪ menyimak umpan balik dan masukan dari dosen Pembina matakuliah.	Tes Performa Lisan berbentuk *individual performance* yang didukung oleh lembaran pengamatan dan rubric evaluasi
5.	Mahasiswa mampu menjelaskan prinsip-prinsip yang berkaiatan dengan Personal Experience Speech yang mereka presentasikan.	Mahasiswa mampu menjelaskan prinsip-prinsip yang berkitan dengan Personal Experience Speech dalam penyajian mereka..	Personal Experience Speech: Basic Principles and sample outline and model presentation	Project-based Learning	▪ Melakukan kajian teks terhadap prinsip-prinsip yang berkaitan dengan Personal Experience Speech ▪ Membuat rangkuman tentang prinsip-prinsip tersebut ▪ membuat kerangk dan naskah pidato sesuai dengan prinsip-prinsip tersebut.	Tes Performa Lisan berbentuk *individual performance* yang didukung oleh lembaran pengamatan dan rubric evaluasi
6.	Mahasiswa mampu menerapkan prinsip-prinsip yang berkaiatan dengan Personal Experience Speech yang mereka presentasikan.	Mahasiswa mampu menerapkan prinsip-prinsip Personal Experience Speech dalam penyajian mereka.	Personal Experience Speech: Individual Presentation	Project-based Learning	▪ Menyajikan topic pilihan yang berkaitan dengan Personal Experience Speech, ▪ menyimak umpan balik dan masukan dari dosen Pembina matakuliah.	Tes Performa Lisan berbentuk *individual performance* yang didukung oleh lembaran pengamatan dan rubric evaluasi

Appendix 2 : Interview Guide

PEDOMAN WAWANCARA

Dalam melakukan wawancara, peneliti akan menyampaikan beberapa pertanyaan untuk mendapatkan informasi tentang *Factors Affecting Students Disfluency in English Speaking* Pedoman wawancara adalah sebagai berikut:

No	Langkah	Topik	Pertanyaan
1	Warming	1. Salam	Assalamu'alaikumWr.Wb!
		2. Memperkenalkan diri	1. Perkenalkan nama saya Filda Hidayati Husna mahasiswa TBI semester *I*X jurusan Tadris Bahasa Inggris. 2. Kalau boleh tau siapa nama anda?. 3. Bagaimana kabarnya?
		3. Menyampaikan tujuan	Adapun tujuan saya bertanya adalah untuk keperluan penelitian saya tentang *Factors Affecting Students Disfluency in English Speaking*
		4. Menanyakan kesediaan informan untuk mewawancarai.	Apakah Anda bersedia untuk diwawancarai dan direkam selama proses wawancara berlangsung?
2	*Level checking*	Memastikan bahwa informan cocok untuk diwawancarai	1. Apakah Anda sudah mengambil mata kuliah speech presentation ? 2. Apakah selama speech presentation anda di pilih secara acak untuk tampil di kelas?

No	Langkah	Topik	Pertanyaan
3	*Probing*	Menggali informasi tentang *Factors Affecting Students Disfluency in English Speaking*.	1. Apakah y a n g anda rasakan selama penampilan speech presentation pada matakuliah speaking? 2. Kenapa anda mengunakan filler aaa/ mmm/ selama speech presentation? 3. Kenapa anda selama speech presentation mengullangi kalimat yang sama apakah ada yang mempengaruhi seperti nervers? 4. Kenapa anda sering silent pause/ jeda untuk melanjutkan kalimat yang akan di sampaikan selama speech presentation? 5. Apakah ada kendala lain yang anda rasakan ketika tampil speech presentation?
4	*Windown*	Mengakhiri wawancara dan menginformasikan kepada informan tentang kemungkinan hal-hal yang di butuhkan selanjutnya.	1. Jika seandainya di lain waktu saya membutuhkan informasi dari Anda terkait penelitian ini, apakah saya bisa menghubungi Anda kembali? 2. Terima kasih atas waktu dan informasinya 3. Assalamu'alaikum Warohmatullohi Wabarokatuh

Appendix 3 : Reduction of the Data

Interview result:

Transcription of interview with informant 1

The 1st interview was did on Friday, Juni 18th 2021 at 11.00 AM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease).The informant also welcome to the researcher. The researcher recorded the conversation by using recorder in phone call. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R.	:	Assalamu'alaikum warahmatulahi wabarakatu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya. Selama memperlihatkan vidio tersebut peneliti mengunakan speaker supaya informant bisa mendengarkan dengan jelas suara yang ada di vidio tersebut. Peneliti memperlihatkan vidio dimana informant mengulangi kalimat didalamnya. Setelah memperlihatkan vidio tersebut peneliti memberhentikan vidio tersebut dan kemudian melakukan wawancara terkait dengan pengulangan kalimat yang terdapat di dalam vidio
I.1	:	Walaikumussalam waramatullahi wabarakatu	
R.	:	Baiklah perkenalkan saya Filda Hidayati Husna mahasiswa angkatan 16. Kalo saya boleh tahu saya dengan siapa?	
I.1	:	Perkenalkan nama saya asih lizwa mahasiswa angkatan 17	
R.	:	Bolehkah saya memangil anda dengan informant saja untuk mempermuda wawancara kita.	
I.1	:	Ya boleh kak	
R.	:	Kalo begitu kita langsung saja ya informant1. Sebelum itu saya sudah pernah mewawancarai anda. Dan sekarang saya ingin melaksanakan wawancara ulang dikarenakan ada beberapa informasi yang masih kurang. Apakah anda bersedia saya wawancara ulang	
I.1	:	Ya silakan dilanjutkan kak	
R.	:	Dalam vidio persentasi saya melihat anda ada mengulagi kalimat yang ada sampaikan kembali seperti vidio yang sedang kita lihat saat ini. Kenapa anda mengulangi kalimat tersebut ?	
I.1	:	Kenapa saya mengulagi nya . hal itu terjadinya pengulangan itu ya karena saya **mencoba untuk mengingat kembali** kalimat atau **pengucapan yang akan saya sampaikan**. Kadang saya mengulangi itu mengulangi beberapa kalimat itu kadang untuk menekankan bagian yang penting dalam materi saya. Agar peserta atau orang yang mendengarkan dapat mengetahui maksud dari	

		materi yang saya sampaikan. Terkadang **saya mengulangi itu mencoba untuk mengingat kembali kalimat yang cocok** yang akan saya sampaikan selanjutnya.	tersebut. Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Kemudian peneliti melanjutkan pemutaran vidio nya. selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya dan kemudian mengulanginya sekalilagi kemudian mempause nya. Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut. Kemudian Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut.
R.	:	Ya bagus . tetapi ketika anda persentasi ada beberapa kalimat yang ragu anda ulangi sebanyak tiga kali seperti di vidio yang sedang kita lihat saat ini. Apakah ada penyebanya seperti kurang fokus,lupa vocabulary atau yang lain.?	
I.1	:	Saya melakukan pengulangan kata itu dikarenakan pada saat itu saya ada bagian yang **lupa vocabulary kata atau kalimat yang akan saya sampaikan** berikutnya. Saya mengulanginya sebanyak tiga kali ya. Jadi dalam pengucapan itu saya karna coba **untuk berfikir**.	
R.	:	Jadi anda mengulaginya karena ada yang lupa vocabulary nya dan juga untuk mengingat kalimat yang akan di sampaikan selanjutnya. Apakah seperti itu?	
I.1	:	Ya maksudnya seperti itu kak	
R.	:	Pertanyaan selanjutnya dalam vidio persentasi yang sedang kita lihat saat ini terdapat adanya pengunaan filler seperti /aaaaa/ dalam vidio saat ini kita lihat. Kenapa anda mengunakan filler /aaaa/ selama persentasi?	
I.1		Kenapa saya mengunakan filler /aaaa/ selama presentasi saya. Saya mengunakan **karena kebiasaan** dan terkadang tanpa sadar saya mengunakan filler /aaaa/hmmm/. Ketika saya mengunakan filler itu saya **sedang memikirkan kalimat selanjutnya** yang sebaiknya saya gunakan agar materi saya tersampaikan dengan baik dan juga **dikarenakan kebiasaan** juga kak.	
R.	:	Selain karena kebiasaan atau memikirkan konsep apakah ada kendala lain yang mempengaruhinya seperti ragu – ragu pada kalimat yang akan dosampaikan atau kurang fokusnya anda pada persentasi anda?	
I.1	:	Pertama **karena habbit atau kebiasaan** yang kedua **karena axiety gugup selama penampilan** sehingga materi yang di sampaikan itu ada yang lupa.	
R.	:	Jadi intinya ketika anda menggunakan filler /aaaa/ hmmm/ dalam persentasi itu dikarenakan	

		habbit/ kebiasaan dan juga anxiety dan juga memikirkan konsep yang akan anda sampaikan selanjutnya seperti itu.	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian mengakhiri sesi wawancara nya serta sekaligus mengambil dokumentasi.
I.1		Ya kak seperti itu.	
R.		Selanjutnya dalam persentasi yang disampaikan seperti vidio yang sedang kita lihat saat ini. Anda sering terputus putus dalam penyampaian kalimat untuk melanjutkan kepada kalimat selanjutnya. Kenapa anda sering terputus- putus atau berhenti sebentar untuk melanjutkan kalimat anda.?	
I.1	:	Karena itu alasanya tidak jauh beda dari dari yang tadi kak. Yaitunya **dikarenakan kebiasaan**. saya sering jeda itu dikarenakan saya **sedang memikirkan apa kata-kata atau sentence** yang akan saya sampaikan berikutnya sama dengan alasan sebelumnya tadi. Yang **kedua pengunaan kalimat seperti apa yang cocok sebaiknya saya sampaikan** agar materi yang saya sampaikan bisa tersampaikan. Dan **juga dikarenakan gugup** juga dan juga **persiapanya yang masih belum sempurna**.	
R.	:	Jadi anda menjeda kalimat tersebut dikarenakan gugup, memikirkan kalimat selanjutnya yang akan anda sampaikan danjuga ragu terhadap yang akan anda sampaikan itu. Selain itu apakah ada yang mempengaruhinya seperti lupa vocabulary untuk lalimat selanjutnya dan kurang persiapan. Bagaimana?	
I.1	:	Untuk lupa vocab saya rasa tidak dikarenakan vocabulary saya usahakan untuk menggigatnya. Kalo untuk persiapan saya berusaha untuk mempersiapkan sebaik mungkin. Dan untuk saya banyak berhenti dikarenakan **kurang kesiapan mental**. Karena ketika tampil itu saya tidak terbiasa tampil di depan orang ramai. Untuk kurangnya persiapan sebelum tampil itu saya rasa tidak kak karena sebelum tampil itu saya sudah usahakan mempersiapkanya jauh- jauh hari kak.	
R.	:	Jadi yang dikarenakan anda sering jeda itu dikarenakan axiety, memikirkan kata- kata selanjutnya serta kurang persiapan mental sepreti itu.	
I.1	:	Iya kak	
R.	:	Baiklah . jika seandainya saya butuh informasi	

		lagi apakah saya bisa menghubungi anda kembali?
I.1	:	Ya boleh kak

Transcription of interview with informant 1

The 2nd interview was did on saturday, July 10th 2021 at 4.00 PM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The second interview the researcher, ask the same question. During interview the researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R.	:	Assalamu'alaikum warahmatullahi wabarakatu.	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.1		walaikumussalam warah matullahi wabarakatu	
R	:	Ini kak filda ingin konfirmasi ulang informasi yang telah akk dapatkan . mengenai pengulangan kalimat selama presentasi. dalam vidio persentasi yang anda sampaikan saya menemukan adanya pengulangan kalimat yang anda sampaikan selama penampilan seperti yang di vidio yang kita lihat saat ini….. people we people say and … I will aaa I will share what what … disana terdapat pengulangan kalimat bisakah anda menjelaskan kembali Kenapa terjadinya pengulangan kalimat tersebut ?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Dalam wawancara ini peneliti memperlihat dimana terjadinya pengulangan kalimat seperti contoh: people we people say and … I will aaa I will share what what… setelah peneliti memperlihat vidio tersebut lalu peneliti bertanya kepada informant Setelah menemukan jawaban yang yang di ingginkan. Kemudian peneliti
I.1	:	Terjadinya pengulangan itu ya karena saya **mencoba untuk mengingat kembali** kalimat atau **pengucapan yang akan saya** sampaikan selanjutnya. Terkadang ya saya, terkadang ya saya mengulangi mengulangi itu mengulangi beberapa kalimat itu kadang untuk menekankan bagian yang penting dalam materi saya. Agar peserta atau orang yang mendengarkan dapat mengetahui maksud dari materi yang saya sampaikan kalimat nama saja yang penting itu. **Saya mengulangi itu a'**	

		mencoba untuk mengingat kembali kalimat yang cocok yang cocok untuk pengucapan kalimat yang saya sampaikan berikutnya begitu.	melanjutkan pemutaran vidio nya berhubungan dengan pengunaan filler. Selama pemutaran vidio
R.	:	Jadi anda mengulangi kalimat seperti vidio tadi people we people say and … I will aaa I will share what what… karena ada yang lupa vocabulary nya dan juga untuk mengingat kalimat yang akan di sampaikan selanjutnya. Apakah seperti itu?	tersebut peneliti mempause vidio dimana terdapat filler di dalam nya contoh pengunaan filler: aaaa which is aaa being aaa… Setelah itu
I.1	:	Ya kak, karna pada saat itu saya ada bagian yang yang lupa kata atau vocabulary yang akan saya sampaikan itu. dalam mengingat itu saya mengulangi tiga kali jadi dalam mengucapkan itu saya coba mengingat kalimat berikutnya begitu.	peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut. Setelah mendapatkan jawabanya kemudian peneliti
R.	:	Untuk pertanyaan selanjutnya. Dalam vidio persentasi saya melihat anda sering mengunakan filler /aaaa/ seperti : there aaa peole from the aaa from the physical aaa … yang kita lihat dalam vidio persentasi anda saat ini. Bisakah anda menjelakan kembali kenapa anda sering mengunakan filler /aaaa/ seperti ini selama persentasi itu?	melanjutkan kepada pertanyaan selanjutnya. Yaitu nya Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio
I.1	:	Ketika saya mengunakan filler itu saya sedang **memikirkan kalimat selanjutnya** yang sebaiknya agar materi saya tersampikan dengan baik.	tersebut. Contoh penjedaan and what the… what the …. Setelah memperlihatkan vidio itu
R	:	Apakah ada kendala lain yang anda rasakan	peneliti memberhentikan vidio tersebut lalu
I.1		Karna anxiety mungkinya, gugup sebelum penampilan itu jadi sebelum tampil itu gebleng sehingga materi yang di sampaikan itu ada yang lupa.	memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan
R.	:	Jadi intinya ketika anda menggunakan filler /aaaa/ hmmm/ seperti kalimat aaaa which is aaa being aaa… dalam persentasi itu dikarenakan memikirkan kalimat selanjutnya, habbit/ kebiasaan dan juga anxiety dan juga memikirkan konsep yang akan anda sampaikan selanjutnya seperti itu.	wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut. Setelah itu peneliti mempause rekaman wawancara dan kemudian
I.1	:	Ya kak benar, a; itu saya sedang	melanjutkan pemutaran

		memikirkan kalimat yang sebaiknya saya gunakan agar materi saya tersamaikan dengan baik.	vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian mengakhiri sesi wawancara nya.
R.	:	Selanjutnya dalam persentasi yang di sampaikan seperti vidio yang saat ini kita lihat contoh kalimat and what the… what the …. Dalam vidio tersebut ada jedanya apakah bisa anda jelaskan kembali Kenapa anda menjeda di antara kalimat-kalimat yang akan anda sampaikan itu dalam presentasi tersebut?	
I.1	:	Yaitu nya **dikarenakan habit**. Saya memberi jeda tersebut Sering jeda itu dikarenakan saya **sedang memikirkan apa kata-kata atau sentence** yang akan saya sampaikan berikutnya sama dengan alasan sebelumnya tadi. Yang **kedua pengunaan kalimat seperti apa yang cocok sebaiknya saya sampaikan** agar materi yang saya sampaikan bisa tersampaikan. Dan **juga dikarenakan gugup** juga dan juga **persiapanya yang masih belum sempurna**.	
R.	:	Jadi intinya ketika terjadintya penjedaan di tersebut anda gugup, memikirkan kalimat selanjutnya yang akan anda sampaikan danjuga ragu terhadap yang akan anda sampaikan itu. Apakah benar?	
I.1	:	Ya benar kak, saya memberi jeda tersebut karena sedang berusaha untuk memikirkan apa kata- kata atau sentence yang akan saya sampaikan berikutnya sama dengan a;' sebaiknya apa yang cocok yang akan saya sampaikan agar maksud dari materi yang saya sampaikan tersampaikan.	
R	:	Baiklah terimaksih banyak astas waktunya dan maaf telah menganggu aktivitas anda. Assalamu'alaikum warahmatullahi wabarakatu.	
1.1	:	Walaikumussalam	

From the transcription of above, it can be seen that the informant (I.1) had applied After doing interview with informant 1, the researcher got information that there are some problem that researcher found like:

1. Habit
2. Thinking of sentence
3. nervous,
4. Lack of practice
5. lack confident.

7. lanck of vocabulary

So based of interview with the informance (I.1) the researcher got information that as factors effecting students disfluency in speaking performance subject like: in anxiety factor like: lack of confident, nervous, lack of practice. In cognitive factor like: lack of vocabulary, thinking of sentence. In linguistic factor like: lack of vocabulary.

Transcription of interview with informant 2

The 1st interview was did on Monday, juni 20th 2021 at 2. 30 PM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Assalamu'alaikum warahmatulahi wabarakatu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya. Selama memperlihatkan vidio tersebut peneliti mengunakan speaker supaya informant bisa mendengarkan dengan jelas suara yang ada di vidio tersebut. Peneliti memperlihatkan vidio dimana informant mengulangi kalimat didalamnya. Setelah memperlihatkan vidio tersebut peneliti memberhentikan vidio tersebut dan kemudian melakukan wawancara terkait dengan pengulangan kalimat yang terdapat di dalam vidio tersebut.
I.2	:	Walaikumussalam warahmatulahi wabarakatu	
R	:	Baiklah, sebelum kita mulai wawancaranya perkenalkan nama saya Filda Hidayati Husna, mahasiswa TBI angkatan 16. Kalau boleh Tau siapa nama Anda?	
I.2	:	Perkenalkan Nama Nurfajriah BP17. Jurusan tadris bahasa inggris	
R	:	Bolehkah saya memangil anda dengan informant saja untuk mempermudah wawancara kita.	
I.2	:	Boleh	
R	:	Baiklah sebelumnya saya sudah mewawancarai anda terkait dengan penelitian yang saya lakukan. Dan saat ini saya inggin mewawancari ulang anda untuk menambah informasi yang sebelunya saya dapatkan masih kurang. Apakah anda bersedia saya wawancarai kembali.	
I.2	:	Bersedia kak	
R	:	Untuk menghemat waktu bisa kita langsung saja masuk pada sesi wawancaranya?	
I.2	:	Iya kak	
R	:	Pertanyaan pertama.Dalam vidio persentasi saya menemukan anda melakukan pengulangan kalimat yang sudah anda sampaikan sebelumnya seperti vidio yang saat ini kita lihat. Kenapa bisa terjadinya pengulangan kalimat tersebut.?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance
I.2	:	Karena pertama saya **grogi** dan saya **tidak hafal tentang materinya**.	

R	:	Pertanyaan pertama.Dalam vidio persentasi saya menemukan anda melakukan pengulangan kalimat yang sudah anda sampaikan sebelumnya seperti vidio yang saat ini kita lihat. Kenapa bisa terjadinya pengulangan kalimat tersebut.?	sudah di didapat. Kemudian peneliti melanjutkan pemutaran vidio nya. selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya dan kemudian mengulanginya sekalilagi kemudian mempause nya. Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut.
R	:	Apakah ada kendala lain yang anda rasakan selain dari grogi dan kurang hafalnya materi. Contoh kendalanya seperti nervous, kurangnya persiapan sebelum tampil atau lupanya vocabulary yang ingin anda sampaikan bagaimana?	
I:2	:	Ya saya itu terbata-bata karena **vocabulary saya kurang**. Dan ketika vocabulary saya kurang saya melakukan pengulangan kata dan kemudian **persiapan saya kurang** kemudian **nervous** saya juga jadi itu semua kayak bercampur gitu kak.	Kemudian Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut.
R	:	Jadi ketika anda mengulangi kalimat tersebut dikarenakan vocabulary anda kurang, persiapan yang kurang kemudian nervous. Apakah benar seperti itu ?	
I.2	:	Ya karna hal tersebutlah saya terkadang saya **grogi** dan mengulangi perkataan saya ketika saya tampil.	
R	:	Untuk pertanyaan selanjutnya. Didalam vidio persentasi yang saya lihat saya menemukan adanya pengunaan filler /aaa/ hmmm/ selama penampilan anda seperti vidio yang kita lihat saat ini. Mengapa anda mengunakan aaa/ dan /hmmm/ selama speech presentation.?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian mengakhiri sesi wawancara nya serta sekaligus mengambil dokumentasi.
I:2	:	pertama **kurangnya persiapan**, ketika kurangnya persiapan saya itu merasa kayak kata apalagi yang saya ucapkan dan kemudian ketika apa yang saya pikirkan itu sudah terbayangkan namun terkadang susah untuk mengucapkanya karena **vocabulary saya yang terbatas kemudian grogi** saya juga dan itulah yang menyebabkan saya terbata- bata dan mengulangi kata dan juga mengunakan filler /aaa/hmm/ ketika saya persentasi.	
R	:	Apakah ada kendala lain yang anda rasakan selain dari grori. Juga nervous. Kendalanya seperti memikirkan kalimat selanjutnya apa	

		yang akan disampaikan, kurangnya persiapan.
I.2	:	Yaitu pertama **kurangnya persiapan**. Ketika kurangnya persiapan. Saya itu merasa kayak apalagi yang saya ucapkan. Dan kemudian ketika apa yang saya pikirkan itu sudah terbayangkan namun terkadang saya susah mengucapkanya karena **vocabulary saya yang terbatas** dan kemudian **grogy** saya juga. Itulah yang menyebabkan saya terbata- bata dan mengulangi kalimat serta mengucapkan kata /aaaa/ ketika persentasi.
R	:	Jadi ketika anda mengunakan filler /aaa/ hmm/ ketika persentasi itu disebabkan karena anda terbata-bata, memikirkan kalimat selanjutnya,dan juga karena kurangnya vocabulary. Apakah yang anda sampaikan tadi itu benar?
I.2	:	Benar kak
R	:	Baiklah pertanyaan selanjutnya. Dalam vidio persentasi yang saya lihat. Saya menemukan anda sering. berhenti di tengah kalimat- kalimat yang akan anda sampaikan seperti di vidio saat ini. kenapa anda sering jeda selama presentation/ penampilan tersebut.?
I.2	:	Dikarenakan saya **lupa apa kata-kata** selanjutnya dan kemudian saya **lupa vocabulary** dan saya **grogi** gitu.
R	:	Apakah ada kendala lain yang anda rasakan selain dari lupa vocabulary dan grogi. Kendalanya seperti kurangnya persiapan, takut salah pengucapan/ grammar bagaimana?
I:2	:	Ya seperti itu karena **kurang persiapan** jadinya terbata-bata dan **vocabulary** saya **yang kurang** dan kemudian **grogi** juga bercampur dan kemudian ketika penyampaian kata tersebut kadang **takut salah grammar** begitu kak.
R	:	Jadi intinya ketika anda persentasi itu anda sering berhenti dikarenakan terbata- bata, vocabulary yang kurang, grogi serta takut salah grammar. Apakah benar begitu.
I.2	:	Benar kak

R	:	Baiklah terimakasih banyak atas waktu wawancaranya. Dilain waktu jika saya butuh informasi lagi apakah anda bersedia saya hubungi kembali.?	
I.2	:	Ya boleh	
R	:	Terimakasi atas waktunya assalamu'alaikum	
I.2	:	warahmatullahi wabara katu Walaikumussalam warahmatulahi wabarakatu.	

Transcription of interview with informant 2

The 2nd interview was did on Sunday, Juli 13th 2021 at 4.30 AM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The second interview the researcher ask the same question. During interview the researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Assalamu'alaikum warahmatulahi wabarakatu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya. Selama memperlihatkan vidio tersebut peneliti mengunakan speaker supaya informant bisa mendengarkan dengan jelas suara yang ada di vidio tersebut. Peneliti memperlihatkan vidio dimana informant mengulangi kalimat didalamnya. Setelah memperlihatkan vidio tersebut peneliti memberhentikan vidio tersebut dan kemudian melakukan wawancara terkait dengan pengulangan kalimat yang terdapat di dalam vidio tersebut.
I.2	:	Walaikumussalam warahmatulahi wabarakatu	
R	:	Ini kak filda ingin mengkorfimasi ulang terkait dengan wawancara sebelumnya. Dalam vidio persentasi saya menemukan anda melakukan pengulangan kalimat yang sudah anda sampaikan sebelumnya seperti vidio yang saat ini kita lihat. Contoh pengulangan kalimatny the people the people. Bisakah anda menjelaskan kebali Kenapa bisa terjadinya pengulangan kalimat tersebut dalam speech presentation?	
I.2	:	Ya kak karena saya grogi dan saya tidak hafal materinya. karena lupa **vocabulary saya**, terkadang saya lupa,saya **grogi** dan ketika saya grogi itu saya lupa dengan persiapan yang telah saya lakukan kemudian ketika saya lupa saya ingin mengingat kemudian saya timbulah kata aaaa. Dan kemudian ketika itu saya pikir apalagi ya. Rupanya timbul kayak vocabulary saya ingin mengatakan tetapi saya tidak tahu bahasa ingrisnya jadi timbul vocabulary apalagiya.dan saya **disebaabkan oleh nervous** saya dan vocabulary saya kurang persiaapan saya kurang.	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti
R	:	Jadi ketika anda mengulangi kalimat tersebut dikarena vocabulary yang kurang, grogi dan juga kurang presiapan apakah benar begitu?	

I.2	:	Benar kak. Karna kurang persiapan saya itu merasa kayak kata apalagi yang akan saya ucapkan gitu. Dan kemudian ketika apa yang saya pikirkan itu sudah terfikirkan namun terkadang susah untuk mengungkapkan. Karna vocabulary saya terbatas dan kemudian grogi juga dan itulah yang membuat saya mengulangi kata-kata seperti pengucapan kata eee atau aaa ketika saya presentasi.	dapatkan dari informance sudah di didapat. Kemudian peneliti melanjutkan pemutaran vidio nya. selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya dan kemudian mengulanginya sekalilagi kemudian mempause nya. Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut.
R	:	Untuk pertanyaan selanjutnya. Didalam vidio persentasi yang saya lihat saya menemukan adanya pengunaan filler /aaa/ hmmm/ selama penampilan anda seperti vidio yang kita lihat saat ini. Mengapa anda mengunakan aaa/ dan /hmmm/ selama speech presentation bisakah anda menjelaskanya kembali.?	Kemudian Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Setelah
I.2	:	Karna saya lupa dengan apa kata- kata yang akan saya ucapkan selanjutnya. Dan kemudian saya lupa vocabulary dan grogi gitu hafalan yang sudah saya persiapkan sebelumnya mulai hilang jadi keluarlah perkataan seperti eee seperyi itu. Ketika itu saya ingin mengingat apala- apalagi ya gitu.	memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut.
R	:	Jadi ketika anda mengunakan filler seperti yang dividio tersebut dikarenakan gori, memikirkan kalimat selanjutnya dan kurang persiapan apakah benar?	
I.2	:	Ya kak. Dikarnakan saya lupa dengan kata-kata yang akan saya ucapkan dan kemudian a' saya lupa vocabulary dan saya grogi gitu a' saya kurang persiapan dan karna kurang persiapan itu menimbulkan saya grogi. Ketika saya grogi ketika saya tampil di depan itu saya inginmengingat kembali apa yang saya persiapkan itu. Ketika saya sudah ingat saya lupa dengan kata- kata apasih bahasa inggris nya ini seperti itu. Jadi timbulah filler kayak eee saya menungu ide baru seperti apa yang harusnya saya ucapakan.	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian mengakhiri sesi wawancara nya serta sekaligus mengambil dokumentasi.
R	:	Baiklah pertanyaan selanjutnya. Dalam vidio persentasi yang saya lihat. Saya menemukan anda sering berhenti di tengah	

		kalimat- kalimat yang akan anda sampaikan seperti di vidio saat ini. kenapa anda sering jeda selama presentation/ penampilan tersebut.? Anda menjawabnya.
I.2	:	Sebenarnya saya grogi dan kemudian saya tidak hafal tentang materinya. Terbata-bata itu terkadang vocabulary sayakurang dan ketika vocabulary saya kurang saya melakukan pengulangan kata atau kalimat. Kemudian persiapan kurang kemudian nervous saya juga jadi itu semua bercampur.
R	:	Jadi ketika terjadinya penjedaan di tengah-tengah enyampaian anda tersebut dikarenakan kurang vocabulary, kurang persiapan benar begitu.
I.2	:	Ya kak meraskan seperti itu. **Saya kurang persiapan dan grogi** dan ketika saya grogi saya lupa dengan vocabulary ketika saya sudah ingat vocabulary saya ingin mengatakan tapi saya takut saja bahkan grammar saya disitu saya bercampur saya nervous dan kemudian saya baru mengeluarkan filler seperti saya inggin apalagiya-apalagiya seperti itu apalagi yang ingin saya ucapkan.
R	:	Terimakasi atas waktunya assalamu'alaikum warahmarulahi wabara katu.
I.2	:	Walaikumussalam warahmatulahi wabarakatu.

From the transcription of first and second interview above, it can be seen that the informant (I.2) had applied After doing interview with informant 2, the researcher got information that there are some problem that researcher found like:

1. Thinking sentence
2. Nervous
3. Lack of practice
4. Lack of vocabulary

So based of session interview with the informance (I.2) the researcher got information that as factors effecting students disfluency in speaking performance subject like lack of confident, nervous, lack of practice. In cognitive factor like: lack of vocabulary, thinking of sentence. In linguistic factor like: lack of vocabulary.

Transcription of Interview with Informant 3

The 1st interview was did on Tuesday, juni 22th 2021 at 5.00 P M by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Assalamu'alaikum warahmatulahi wabarakatu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.3	:	Walaikumussalam warahmatulahi wabarakatu	
R	:	Baik, perkenalkan nama saya Filda Hidayati Husna, mahasiswa TBI angkatan 16. Kalau boleh Tau saya dengan siapa ?	
I.3	:	Perkenalkan Nama Saya informant 3 Jurusan tadris bahasa inggris. Angkatan 17	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Kemudian peneliti melanjutkan pemutaran vidio nya. selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya dan kemudian mengulanginya sekalilagi kemudian mempause nya. Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut.
R	:	Boleh minta waktunya sebentar?	
I.3	:	Boleh kak saya bersedia	
R	:	Baiklah sebelumnya saya sudah mewawancai anda sebelumnya terkait dengan penelitian saya yang sebelumnya. Dan sekarang saya ingin mewawancarai ulang anda dikarenakan masih and informasi yang saya butuhkan. Apakah anda bersedia saya wawancara?	
I.3	:	Ya kak bersedia	
R	:	Baiklah kita langsung saja mulai wawancaranya ya.	
I.3	:	Ya kak	
R	:	Pertanyaan pertama. Didalam vidio yang saya lihat saya menemukan adanya pengunaan filler /aaa/ selama penampilan anda seperti vidio yang saat ini kita lihat. Kenapa anda	Kemudian Peneliti memperlihatkan vidio itu

		mengunakan filler /aaa/hmm/ selama persentasi?	kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut.
I.3	:	Ketika saya persentasi di temukanya filler karena **saya gugup** kak.	
R	:	Apakah ada kendala lain yang anda rasakan selain dari gugup. Kendalanya seperti lupa konsep, ragu-ragu untuk melanjutkan kalimat selanjutnya. Bagaimana?	
I:3	:	Kalo saya pribadi kalo untuk kurang persiapan dan tidak ada konsep isyaalah saya tidak ada mengulanginya seperti itu kak. Karena beberapa hari sebelum masuk perkuliahan itu saya mempersiapkan diri dan konsep dan mempersiapkan diri untuk tampil di perkuliahan seperti itu. Tapi cuman karna kita **dipilih untuk tampil itu random** dan ditunjuk langsung oleh dosen jadi itu yang membuat gugup dan terjadilah filler ketika kita tampil.	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian mengakhiri sesi wawancara nya serta sekaligus mengambil dokumentasi.
R	:	Apakah dipilih secara random yang membuat anda gugup ketika persentasi. Apakah tidak ada kendala lainya?	
I:3	:	Ya kak seperti itu kendalanya kak.	
R	:	Jadi ketika anda persentasi yang anda rasakan gugup disebabkan karena sebelum penampilan dipilih secara random. Apakah itu benar?	
I:3	:	Ya kak benar.	
R	:	Pertanyaan selanjutnya. Di dalam vidio persentasi yang saat ini kita lihat. Anda ada melakukan pengulanga kalimat yang anda sampaikan. Kenapa anda selama speech presentation mengulangi kalimat yang sama itu?	
I.3	:	**Lupa ter terhadap materi**	

		yang saya sampaikan. Jadi saya mengingat kembali ingatan saya baru saya lanjut kembali.
R	**:**	Apakah ada kendala lain yang mempengaruhi seperti kurangnya latihan gitu, lupanya vocabulary, atau ragu terhadap cara pengucapanya bagaimana?
I:3	**:**	Ia kak.karenakan pas dipilih acak itu juga **mempengaruhi sikology** kita gitu kak. Kadang yang membuat kita lebih **dek-dekan** gitu.
R	**:**	Jadi ketika mengulangi kalimat yang anda sampaikan sebelumnya itu dikarenakan grogi dan juga dek-dekan. Apakah benar seperti itu ?
I.3	**:**	Ya kak benar.
R	**:**	Baiklah. Terimakasih waktunya untuk wawancara. Jika seandainya dilain waktu saya membutuhkan informasi dari anda terkait dengan penelitian ini apakah saya bisa menghubungi anda kembali?
I.3	**:**	Inyaalah bisa kak.
R	**:**	Terimakasi atas waktunya assalamu'alaikum
I.3	**:**	warahmatulahi wabarakatu.

Transcription of interview with informant 3

The 2nd interview was did on Thursday, July 15th 2021 at 08.00 AM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The second interview the researcher, ask the same question. During interview the researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Assalamu'alaikum warahmatulahi wabarakatu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya. Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Dalam wawancara ini peneliti memperlihat dimana terjadinya pengulangan kalimat seperti contoh: hambook hambook setelah peneliti memperlihat vidio tersebut lalu peneliti bertanya kepada informant Setelah menemukan jawaban yang yang di ingginkan. Kemudian peneliti melanjutkan pemutaran vidio nya berhubungan dengan pengunaan filler. Selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam
I.3	:	Walaikumussalam warahmatullahi wabara katu.	
R	:	Ini kak filda ingin konfirmasi ulang informasi yang telah akak dapatkan . mengenai pengulangan kalimat selama presentasi.. Didalam vidio yang saat ini kita lihat. Terdapat adanya pengunaan filler /aaa/ seperti: aaaa …. Not rtadisional is aaa soult…. selama penampilan anda seperti vidio yang saat ini kita lihat. Kenapa anda mengunakan filler /aaa/hmm/ selama persentasi?	
I.3	:	Ketika saya persentasi di temukanya filler karena **saya gugup** kak. Karena saya dipilih satu satu karena ditunjuk itu random. Jadinya maka terkadang gugup. Makanya ada filler.	
R	:	Jadi ketika anda persentasi yang anda rasakan gugup disebabkan karena sebelum penampilan dipilih secara random. Apakah itu benar?	
I.3	:	Ya kak benar. Emang memang kadang kita dipilih untuk tampil itu random dan dilipih landsung oleh dosen dan itulah yg	

		membuat kita gugup ketika tampil gitu kak.	nya contoh pengunaan filler: traditional aaa … not traditional is aaa . Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut. Setelah mendapatkan jawabanya kemudian peneliti melanjutkan kepada pertanyaan selanjutnya. Yaitu nya Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Contoh penjedaan … we can… come to this class Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang di alami informance yang terdapat di dalam vidio tersebut. Setelah menfdapatkan hasil dari wawancara peneliti mengahiri wawancara.
R	:	Pertanyaan selanjutnya. Di dalam vidio persentasi yang saat ini kita lihat. Anda ada melakukan pengulanga kalimat yang anda sampaikan. Kenapa anda selama speech presentation mengulangi kalimat yang sama itu?	
I.3		**Lupa ter terhadap materi yang saya sampaikan**. Jadi saya mengingat kembali ingatan saya baru saya lanjut kembali.	
R	:	Jadi ketika mengulangi kalimat yang anda sampaikan sebelumnya itu dikarenakan grogi dan juga dek-dekan. Apakah benar seperti itu ?	
I.3	:	Ya kak benar. Kurang persiapan ,grogi pas pampil dikarnakan random gitu kak karna kan pas dipilih acak gitu juga mempengaruhi siloklogi kita gitu kak kadang yang membuat kita lebih dek dekan gitu kak	
R	:	warahmatulahi wabarakatu.	

From the transcription above, it can be seen that the informant (I.1) had applied After doing interview with informant 1, the researcher got information that there are some problem that researcher found like:

3. Nervous
10. Choose by random

11. Forget concept
12. Sikology
6. Anxiety

So based of session interview with the informance (I.3) the researcher got information that as factors effecting students disfluency in speaking performance subject like: in anxiety factor like: lack of connervous, choose by random, lack of. In cognitive factor like:, forget of concept. In linguistic factor like:

Transcription The Second Sessions of interview with informant 4

The1ˢᵗ interview was did to informant 04 on Wenesday , Juni 23ᵗʰ 2021 at 11.00 AM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R.	:	Assalamu'alaikum warahmatullahi wabarakatu. Selamat siang Mohon maaf mengagu waktunya anda. Sehubungan sebelumnya saya juga sudah melakukan wawancar terkait dengan penelitian saya. Dan sekarang saya inggin melanjutkan penelitiannya yang sebelumnya masih ada kekurangan. Apakah anda bersedia saya wawancarai ulang.	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.4	:	Walaikumusallam warahmatullahi wabara katu. Boleh kak.	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Kemudian peneliti melanjutkan pemutaran vidio nya. selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya dan kemudian mengulanginya sekalilagi kemudian mempause nya. Setelah itu peneliti kemudian bertanya
R.	:	Untuk menghemat waktunya boleh tika langsung saja masuk pada sesi wawancaranya.	
I.4	:	Ya boleh	
R.	:	Pertanyaan pertama dalam vidio persentasi yang anda sampaikan saya menemukan adanya pengulangan kalimat yang anda sampaikan selama penampilan seperti yang di vidio yang kita lihat saat ini. Kenapa anda melakukan pengulangan kalimat dalam persentasi anda?	
I.4	:	Saya melakukan pengulangan kalimat itu dikarenakan **lupa untuk melanjutkanya** kalimat selanjutnya kak makanya berhenti.	
R.	:	Apakah ada kendala lain yang mempengaruhinya sselain dari jawaban anda tadi. Seperti kurangnya persiapan, ragu-ragu atau bagaimana?	

I.4	:	Ya kak pengulangan kata seperti itu karena **kurang persiapan** dan ketika kita tampil di depan terkadang **lupa** dan juga **dikarenakan anxiety** juga kak karena kan kita di depan dosen dan juga teman- teman.	kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut.
R.	:	Untuk pertanyaan selanjutnya. Dalam vidio persentasi saya melihat anda sering mengunakan filler /aaaa/ seperti yang kita lihat dalam vidio persentasi anda saat ini. kenapa anda sering mengunakan filler /aaaa/ selama persentasi itu?	Kemudian Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Setelah
I.4	:	Salah satu factor besar yang **mempengaruhinya karena anxiety** kak karenakan kita persentasi di depan dosen dan juga saya **kurang percaya diri ketika tampil** kak.	memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti
R.	:	Selain dari itu apakah ada lagi yang mempengaruhinya seperti lupa konsep atau ragu- ragu untuk melanjutkan kalimat selanjutnya bagaimana.?	mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di
I.4	:	Ya kak terkadang **lupa konsep** padahal kita kita kan bikin outline nya gitukan kak. jadi pas tampil itu lupa gitu kak.	alami informance yang terdapat di dalam vidio tersebut.
R.	:	Selanjutnya dalam persentasi yang di sampaikan seperti divio yang saat ini kita lihat adanya penjedaan pada kalimat yang akan anda sampaikan. Kenapa anda menjeda di antara kalimat-kalimat yang akan anda sampaikan itu?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah
I.4	:	Seringnya jeda salah satu factornya **karena lupa konsep** kak.	jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti
R.	:	Apakah ada yang mempengaruhinya selain lupa konsep misalnya pronoun yang di ucapkan, kurang fokus bagai mana?	kemudian mengakhiri sesi wawancara nya.
I.4	:	Ooo ketika tampil persentasi itu yang **sering saya rasakan nervous** kak.	
R.	:	Apakah ada kendala lain yang anda rasakan selain dari nervous?	
I.4	:	Dikarenakan saya kurang fokus karena dilihat sama teman-teman	
R.	:	Dalam vidio persentasi yang kita lihat	

		adanya perbaikan kalimat yang anda sampaikan selama penampilan. Kenapa anda melakukan pengulangan itu?
I.4	:	Adanya perbaikan kalimat itu dikarenakan ketika persentasi itu **kurang tepat sama consept yang di buat**.
R.	:	Apakah ada kendala lain yang mempengaruhinya seperti grammar, vocabularynya atau ragu tentang kalimat yang akan anda ucapkan gitu?
I.4	:	Ya kak tekadang ada nya pengulangan kata dan **juga kesalahan grammar** gitu kak.
R.	:	Terimakasih waktunya untuk wawancara hari ini . jika saya membutuhkan informasi lagi apakah saya boleh menghubungi anda kembali?
I.4	:	Ya boleh
R.	:	Kalau begitu saya sudahi dengan wassalamu'alaikum warahmatullahi wabarakatu.
I.4	:	Walaikumussalam warahmatullahi wabarakatu.

Transcription of fourth interview with informant 4

The 2nd interview was did on Trusday, July 16th 2021 at 410.00 AM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The second interview the researcher ask the same question to During interview the researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R.	:	Assalamu'alaikum warahmatullahi wabarakatu.	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.4	:	Walaikumusalam	
R.	:	Ini kak filda ingin konfirmasi ulang informasi yang telah akak dapatkan . mengenai pengulangan kalimat selama presentasi. Dalam vidio persentasi yang anda sampaikan saya menemukan adanya pengulangan kalimat yang anda sampaikan selama penampilan seperti yang di vidio yang kita lihat saat ini seperti. We has aaa us untill aaa we are we are we are we are Kenapa anda melakukan pengulangan kalimat tersebut ?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Dalam wawancara ini peneliti memperlihat dimana terjadinya pengulangan kalimat seperti contoh: people we people say and … I will aaa I will share what what… setelah peneliti memperlihat vidio tersebut lalu peneliti bertanya kepada informant Setelah menemukan jawaban yang yang di ingginkan. Kemudian peneliti
I.4	:	Seringnya terjadi pengulangan kalimat pada saat elvi persentasi di depan kelas itu dikarenakan elvi **lupa a' untuk melanjutkan kalimat** yang di sampaikan jadi dengan mengulang kalimat tersebut maka elvi gak inggat lagi gitu kak. selain kurang persiapan hal lain juga karna elvi kurang percaya diri tampil ketika dilihat oleh teman-teman dan dosen. Ketika dilihat teman-teman dan dosen itu elvi grogi kak. Jadi dengan mengulang kata itu elvi lancar ketika presentasi .	
R.	:	Jadi ketika anda mengulangi kalimat tersebut dikarenakn anda kurang persiapan grogi benar begitu?	
I.4	:	Ya kak, selain **kurang persiapan**	

		sehinga lupa ketika presentasi hal lain juga karna elvi a' juga kurangnya percaya diri tampil ketika dilihat oleh teman dan dosen begitu.	melanjutkan pemutaran vidio nya berhubungan dengan pengunaan filler. Selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya contoh pengunaan filler: aaaa which is aaa being aaa… Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut. Setelah mendapatkan jawabanya kemudian peneliti melanjutkan kepada pertanyaan selanjutnya. Yaitu nya Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Contoh penjedaan and what the… what the …. Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut. Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran
R.	:	Selanjutnya. Dalam vidio persentasi saya melihat anda sering mengunakan filler /aaaa/ seperti yang kita lihat dalam vidio persentasi anda saat ini contoh kalimatnya: aaa fasting ramadhan aaa and you will aaa play aaa with aaaa. Are you send aaaa.... kenapa anda sering mengunakan filler /aaaa/ selama persentasi tersebut? bisakah anda menjelaskanya kembali kenapa anda mengunakan filler selama presentasi tersebut?	
I.4	:	Jadi dari factor- factor sebelumnya itu salah satu juga nervous juga kak karna a' kadang an kita belum siap sudah di pangil kedepan. Presentasi kedepan kelas itu kan kita di pangil oleh dosen dulu kak baru tampil. Jadi ketika sebelum di pangil itu sudah ada anxiety nya kak. Pas di pangil namanya itu lebih lagi anxietynya gitu. Jadi a' dengan adanya pengunaan filler aaa rasanya bisa mengurangi sedikit anxiety kayak gitu kak. Dan kurang nya percaya diri maka terjadilah filler itu kak.	
R.	:	Jadi ketika anda persentasi tersbut anda mengunakan filler dikarenakan grory, lupa konsep benar seperti itu. Benar begitu.	
I.4	:	Jadi selain a' kurang persiapan hal lain juga karna kurang percaya diri tampil dilihat oleh teman dan dosen.	
R.	:	Selanjutnya dalam persentasi yang di sampaikan seperti divio yang saat ini kita lihat adanya penjedaan pada kalimat yang anda sampaikan seperti contoh if you... have to... fasting during aaa two mounth. Kenapa anda menjeda di antara kalimat-kalimat yang akan anda sampaikan itu? Bisakah anda menjelaskan kembali kenapa anda	

		sering jeda pada presentasi anda?	vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian mengakhiri sesi wawancara nya.
I.4	:	ketika persentasi itu elvi sering jeda karena memang lupa konsep, karna tadi itu elvi menghafal konsep kak bukan memahami sihkak jadi terkadang elvi mikir udah sesuai dengan konsep atau belum. Kayak gitu kak.	
R.	:	Jadi ketika anda presentasi itu anda sering jeda dikarenakan lupa konsep	
I.4	:	Ya kak benar kak. tadi elvi menfhafal konsep bukan memahami kak. Jadi mikir gitu kak.	

From the transcription above, it can be seen that the informant (I.1) had applied After doing interview with informant 1, the researcher got information that there are some problem that researcher found like:

9. Lack of planning
2. Forget sentence
6. Anxiety
5. Self- confident
11. Forget of concept
12. Lack of grammar

So based of session interview with the informance (I.4) the researcher got information that that as factors effecting students disfluency in speaking performance subject like: in anxiety factor like: lack of connervous, choose by random, lack of. In cognitive factor like:, forget of concept. In linguistic factor like:

Transcription of interview with informant 5

The 1st interview was did on Thurday, Juni 24th 2021 at 2.05 PM by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Assalamu'alaikum warahmatulahi wabarakatu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.5	:	Walaikumussalam warahmatulahi wabarakatu	
R	:	Selamat siang	
I.5	:	Siang kak	
R	:	Baik, perkenalkan nama saya Filda Hidayati Husna, mahasiswa TBI semester Sembilan jurusan Tadris Basaha Inggris atau Pendidikan Bahasa Inggris. Kalau boleh Tau siapa nama Anda?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Kemudian peneliti melanjutkan pemutaran vidio nya. selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya dan kemudian mengulanginya sekalilagi kemudian mempause nya. Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut.
I.5	:	Ini Dengan Mahasiswa TBI	
R	:	Boleh saya memangil dengan sebutan informant?	
I.5	:	Boleh kak.	
R	:	Sebelumnya saya sudah mewawancara anda terkait dengan penelitian saya. Dan saat ini saya butuh informasi lagi dari anda. Apakah anda bersedia saya wawancara ulang?	
I.5	:	Ya kak besedia	
R	:	Baiklah langsung saja kita masuk wawancara nya ya. Pertama dalam vidio persentasi anda mengulangi kalimat yang disampaikan. Kenapa anda mengulanginya?	Kemudian Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang

I.5	:	Karena untuk **mengingat kembali apa yang di ucapkan**. Karena kita di depan itu **lupa vocabullary** apa yang akan kita ucapkan.jadi dengan mengulangi yang sebelumnya tujuanya untuk mengingat apayang di sampaikan sebelumnya.	ditemukan ketika persentasi didalam vidio tersebut. Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut. Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian mengakhiri sesi wawancara nya serta sekaligus mengambil dokumentasi.
R	:	Apakah ada yang mempengaruhinya selain dari mengingat dan lupa vocabullary? Seperti kurang vokus atau kurangnya persiapan ketika tampil. Bagaimana?	
I.5	:	Ya kak ada terkadang juga **lupa vocabullary** kadang juga **nervous ketika kita tampil di depan kelas**.	
R	:	Selain dari itu apalagi yang anda rasakan. Bisakah anda menceritakanya?	
I.5	:	Cuman itu yang saya rasakan kak, **nervous, vocabullary**. Kadang juga ada kak kurangnya pesriapan juga karena perkuliahan kita kan bukan cuman speaking saja jadi tugastu bukancuman satu kak jadi . kita tidak hanya bisa fokus terhadap satu tugas kak terkadang dalam hari itu banyaktugas yang harus dikumpulkan juga.	
R	:	Apakah itu salah satu yang membuat anda tidak fokus di kelas speaking sehingga terjadinya pengulangan kalimat ketika menyampaikan persentasi didepan kela.	
I:5	:	Ia kak	
R	:	Jadi intinya ketika anda tidak fokus didepan kelas	

		dikarenakan nervous, kurangnya vocabullary dan juga kurangnya persiapan konsep seperti yang anda katakan apakah itu benar.
I:5	:	Benar kak
R	:	.utuk pertanyaan selanjutnya dalam vidio persentasi yang saat ini sedang kita lihat anda ada mengunakan filler/aaaa/hmmm/ dalam speech persentasi. Kenapa ada terjadinya pengunaan filler selam persentasi?
I:5	:	Dikarenakan vocabullary apa yang akan di ucapkan **karenakan lupa**
R	:	Apakah selain itu ada yang mempengaruhinya seperti kurangnya persiapan atau ragu untuk melanjutkan kalimat apa yang akan di sampaikan, atau untuk memikirkan kosa apa yang cocok untuk kalimat yang akan anda sampaikan.?
I.5	:	.ya kak sama dengan jawaban sebelum nya kak
R	:	Apakah anda bisa mengulangi jawaban nya?
I.5	:	Saya mengulangi filler /aaaa/ dalam speech speaking di depan kelas itu karna **saya lupa vocabullary** dan sedang **memikirkkan** apa yang dilanjutkan kata-kata yang tepat untuk kalimat berikutnya. Dan juga karna n**ervous didepan di depan kelas.**
I:5	:	Karna dilihat teman-teman dan juga dosen
R	:	Jadi ketika anda persentasi di depan kelas. Anda mengunakan filler /aaaa/ kebanyakan itu disebabkan

		karena adanya nervous, grogi dan juga kurangnya vocabullary dan juga karena anxiety di sebabkan karena di lihat oleh teman-teman dan juga dosen.?
I.5	:	Ya benar kak
R	:	Pertanyaan selanjutnya dalamvidio persentasi yang saat ini kita lihat ada jeda didalam penampilan itu. Kenapa selam speech persentation tersebut anda banyak sekali jeda untuk melanjutkan kalimat yang disampaikan?
I.5	:	Sering terjadi jeda itu **karena mengingat kata-kata** apa yang akan di ucapkan berikutnya kak.
R	:	Apakahada kendala lain yang mempengaruhinya seperti kurangnya persiapan atau lupa kosa kata yang akan di ucapkan atau takut salahgrammar dan juga dikarenakan grogi?
I.5	:	Tidak kak cuman karna ingin mengingat sedang **mengingat apa yang sedang** apa yang akan di **ucapkan untuk kalimat berikutnya kak**.
R	:	Ketika menjeda kalimat tersebut anda hanya **mengingat apa yang akan di sampaikan selanjutnya**.
I.5	:	Ya kak benar
R	:	Ketika anda mengingat kalimat selanjutnya apakah ada keragu-raguan apakah merasa benar atau salah kalimat yang akan anda sampaikan.
I.5	:	Kadang Ada kak
R	:	Coba anda jelaskan ragunya

		itu seperti apa?
I.5	:	Ragunya itu kadang kita ada transkrip sebelum tampil. Jadi ragu apakah yang kita ucapkan ini sesuai dengan trankripnya kaka. Jadi ragu untuk melanjutkanya gitu kak.
R	:	Jadi ragunya tentang trankrip yang di ucapkan begitu dek.?
I.5	:	Ya kak
R	:	Terimakasi atas waktunya. Jika saya butuh informasi lagi berhubungan dengan penelitian ini apakah saya bisa menghubungi anda kembali?
I.5	:	Inyaalah bisa kak.
R	:	Wassalamu'alaikum warahmatullahi wabarakatu.

Transcription of fourth interview with informant 5

The 2^{sd} interview was did on Saturdayy, July 20th 2021 at 11.00 P M by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The second interview the researcher ask the same question to During interview the researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Assalamu'alaikum warahmatulahi wabarakau	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.5	:	Walaikumussalam warahmatullahi wabarakatu	
R	:	Ini kak filda ingin konfirmasi ulang informasi yang telah akak dapatkan . mengenai pengulangan kalimat selama presentasi. Dalam vidio persentasi yang saat ini kita lihat dimana terdapat pengulangan kalimat di dalamnya seperti: and i bealife that you have aaa you have aaa you have vaforite song.Bisakah anda menjelaskan kembali Kenapa anda mengulangi kalimat tersebut?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Dalam wawancara ini peneliti memperlihat dimana terjadinya pengulangan kalimat seperti contoh: and i bealife that you have aaa you have aaa you have vaforite song....setelah peneliti memperlihat vidio tersebut
I.5		Karena untuk **mengingat kembali apa yang di ucapkan**. Karena kita di depan itu **lupa vocabullary** apa yang akan kita ucapkan.jadi dengan mengulangi yang sebelumnya tujuanya untuk mengingat apa yang di sampaikan sebelumnya. Terkadang lupa vocabulary kadang juga nervous ketika	lalu peneliti bertanya kepada informant Setelah menemukan jawaban yang yang di inginkan. Kemudian peneliti melanjutkan pemutaran vidio nya berhubungan dengan pengunaan filler. Selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya contoh pengunaan filler aaaa do you know i like aaa listen music every day

		tampil di depan kelas. Juga kurangnya **persiapan karena perkuliahan** kita yang bukan cuman satu kak.jadi kita tidak hanya bis fokus terhadap salah satu tugas.
R	:	Jadi ketika anda mengulangi kalimat tersebut dikarenakan memikirkan kalimat, kurang persiapan ketika anda kalimat presentasi apakah benat beperti itu?
I.5	:	Benar kak, Karena untuk **mengingat kembali apa yang di ucapkan**. Karena kita di depan itu **lupa vocabullary** apa yang akan kita ucapkan
R	:	dalam vidio persentasi yang saat ini sedang kita lihat anda ada mengunakan filler/aaaa/hmmm/ dalam speech persentasi. Contoh kalimat aaaa do you know I like aaa listen music every day aaa... event every day. Kenapa anda sering mengunakan filler selam persentasi tersebut?
I.5	:	karna **saya lupa vocabullary** dan sedang **memikirkkan** apa yang dilanjutkan kata-kata yang tepat untuk kalimat berikutnya. Dan juga karna n**ervous didepan di depan kelas dilihat dosen dan teman teman.**
R	:	Jadi ketika anda mengunakan filler aaa seperti kalimat yang terdapat dalam vidio ini

aaa... event every day. Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut. Setelah mendapatkan jawabanya kemudian peneliti melanjutkan kepada pertanyaan selanjutnya. Yaitu nya Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Contoh penjedaan aaa not for enough but .... aaaa let other and .... take sesion and...and..and..and. Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut.

Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian meng akhiri sesi wawancara nya.

		disebabkan karena lupa vocabulary, dan juga nervous di depan kelas. Apakah benar seperti itu?	
I.5	:	Ya benar kak, karna **saya lupa vocabullary** Dan juga karna n**ervous didepan di depan kelas dilihat dosen dan teman teman.**	
R	:	Pertanyaan selanjutnya dalamvidio persentasi yang saat ini kita lihat contoh kalimat aaa not for enough but .... aaaa let other and .... take sesion and...and..and..and.. ada jeda didalam penampilan itu. Kenapa selama speech persentation tersebut anda menjeda kalimat yang disampaikan?	
I.5	:	Sering terjadi jeda itu **karena mengingat kata-kata** apa yang akan di ucapkan berikutnya kak.	
R	:	Jadi ketika terjadinya penjedaan di tengah-tengah kalimat tersebut dikarenakan anda untuk mengingat kata- kata apa yang akan di ucapkan berikutnya. Apakah benar seperti itu?	
I.5	:	Ya benar kak, itu **karena mengingat kata-kata** apa yang akan di ucapkan berikutnya kak.	
R	:	Terimakasih banyak atas waktunya. Assalamu'alaikum warahmatulahi wabarakatu.	

From the transcription of 1st and 2st interview above, it can be seen that the informant (I.5) had applied After doing interview with informant 5, the researcher got information that there are some problem that researcher found like:

1. Fear of mistake
2. Nervous
3. Lack vocabulary
4. Thingking of sentence

So based of session interview with the informance (I.5) the researcher got information that as factors effecting students disfluency in speaking performance subject like: in anxiety factor like: self- confident like nervous. In cognitive factor like: forget of concept. In linguistic factor like: lack of grammar.

Transcription of six interview with informant 6

The 1ˢᵗ interview was did on Saturday, juli 24ᵗʰ 2021 at 4.00 P M by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Assalamu'alaikum warahmatulahi wabarakatu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.6	:	Walaikumussalam warahmatulahi wabarakatu	
R	:	Baik, perkenalkan nama saya Filda Hidayati Husna, mahasiswa TBI semester Sembilan jurusan Tadris Basaha Inggris atau Pendidikan Bahasa Inggris. Kalau boleh Tau siapa nama Anda?	
I.6	:	Baik perkenalkan nama saya Irma Rahmatika Sari mahasiswa TBI angkatan 17	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Kemudian peneliti melanjutkan pemutaran vidio nya. selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya dan kemudian mengulanginya sekalilagi kemudian mempause nya. Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan pengunaan filler yang terdapat dalam vidio tersebut.
R	:	Bolehkah saya minta waktunya sebenta untuk wawancaranya.	
I.6	:	Ia boleh	
R	:	Kalo begitu kita langsung saja masuk kepada sesi wawancaranya ya?	
I.6	:	Ia kak, baik kak	
R	:	Di dalam vidio persentasi yang saya lihat saya menemukan adanya pengulangan kalimat didalam nya seperti vidio yang kita lihat saat ini . Kenapa anda mengulangi kalimat tersebut ?	
I.6	:	Karna saya dalam presentasi itu apalagi speech saya menghafal konsep jadi saya lupa.jadi saya mengulangi kalimat tersebut untuk **mengingat bahwasanya**	Kemudian Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi

		kalimat yang di ulang kembali itu adalah betul dari sebelumnya.speech saya menghafal konsep jadi saya lupa.jadi saya mengulangi kalimat tersebut untuk mengingat bahwasanya kalimat yang di ulang kembali itu adalah betul dari sebelumnya.	didalam vidio tersebut. Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut.
R	:	Apakah ada kendala lain yang anda rasakan selain dari itu? Selain lupa seperti lupa vocabulary, kurang nya persiapan atau grogi bagai mana?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari informance sudah di didapat. Peneliti kemudian meng akhiri sesi wawancara nya serta sekaligus mengambil dokumentasi.
I.6	:	Ya salah satunya yaitu **grog**i karena banyak yang gelihatin dan itu. Disitulah muncul cemas, grogi itu yang mempengaruhi daya ingat daya fokus yang mau di sampaikan. Terkadang speech itu udah disiapkan udah dihafal namun terkadang berdiri didepan audien itu yang grogi jadinya tu konsepnya tu hilag seperti itu.	
R	:	Jadi ketika anda persentasi di depan kelas itu karena anda grogi, lupa vocabulary seperti itu	
I.6	:	Ya jadi ketika saya mengulangi kalimat yang sama itu untuk meyakinkan yang awalnya belum lakin karena kan gafal konsep jadi di ulang un meyakini.	
R	:	Jadi ketika anda persentasi di depan kelas itu karena anda grogi, lupa vocabulary seperti itu	
.I.6		Ya seperti itu kak	
R	:	Di dalam vidio persentasi saya melihat anda sering mengunakakan filler aaaa selma presentasi seperti vidio yang saat ini kita lihat Kenapa anda seringmengunakan filler aaa atau selama speech presentation?	
I.6	:	Saya mengunakan filler aaa biasanya itu untuk berfikir gitu kak untuk **mengingat** suatu kalimat atau suatu konsep yang lupa kek gitu	
R	:	Apakah ada yang mempengaruhinya selain lupa konsep kendalanya seperti lupa vocabulary, takut salah bagaimana?	

I:6	:	Ya kak ada **lack vocabulary** juga . vocabulary itu kan susah juga untuk diingat gitu trus gramma, **takut salah grammar** lalu hafalan lau **pronounciataion** juga.**takut buat kesalahan** juga ia kak.	
R	:	Jadi ketika anda persentasi di depan kelas itu di sebabkan karena memikirkan konsep, kurang nya vocabullary, takut salah penyampaian. Apakah benar seperti itu.	
I:6	:	Ya kak benar kak	
R	:	Selanjutnya dalam vidio presentasi anda yang saat ini kita lihat terdapat penjedaan di tengah- tengah penyampaian anda, kenapa anda sering jeda di tengah- tengah kalimat yang akan di sampaikan?	
I.6	:	Dalam saya menjeda speech presentasi itu **berfikir kalimat apa selanjutnya** yang akan di persentasikan itu. Karna kan kita gafal konsep jadi lupa gitu. Jai ada jeda untuk menginganya.	
R	:	Apakah ada kendala lain yang andarasakan selain dari lupa konsep. Kendalanya seperti nervous, atau takut salah penyampaian bagaimana?	
R	:	permasalahan nya cuman itu aja kak	
R	:	Jadi ketika anda tampil itu sering jeda karna memikirkan kalimat yanga akan disampaikan. Apakah benar seperti itu?	
I.6	:	Ya kak benar	
R	:	Terimakasi atas waktunya. Jadi dilain waktu saya butuh informasi lagi apakah anda bersedia saya hubungi kembali assalamu'alaikum	
I.6	:	Ya bersedia kak.	

Transcription of six interview with informant 6

The 2^{sd} interview was did on Sunday, July 24th 2021 at 17.05 P M by using video call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The second interview the researcher ask the same question. During interview the researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors		Utterance	Reflective Note
R	:	Asslamu'alaikum warahmatulahi wabara katu	Dalam wawancara ini Peneliti melakukan wawancara melalui vidio call kepada informant. Selama wawancara berlangsung peneliti memperlihatkan vidio persentasi yang mana sudah dilakukan sebelumnya sebelum peneliti merekamnya.
I.6	:	Walaikumussalam warahmatulahi wabara katu	
R	:	Ini kak filda ingin konfirmasi ulang informasi yang telah akak dapatkan . mengenai pengulangan kalimat selama presentasi. Di dalam vidio persentasi yang saat ini kita lihat kita lihat adanya pengulangan kalimat didalam nya seperti you can do many by you can do don't anyting .... yang kita lihat saat ini . bisakah anda menjelaskan kembali Kenapa anda mengulangi kalimat tersebut selama presentation?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Dalam wawancara ini peneliti memperlihat dimana terjadinya pengulangan kalimat seperti contoh: you can do many by you can do don't anyting .... setelah peneliti memperlihat vidio tersebut lalu peneliti bertanya kepada informant Setelah menemukan jawaban yang yang di inginkan. Kemudian peneliti melanjutkan pemutaran vidio nya berhubungan
I.6		jadi saya mengulangi kalimat tersebut **untuk mengingat** bahwasanya kalimat yang di ulang kembali itu adalah betul dari sebelumnya.speech saya menghafal konsep jadi saya lupa.jadi saya mengulangi kalimat tersebut untuk mengingat bahwasanya kalimat yang di ulang kembali itu adalah betul dari sebelumnya. Terkadang speech itu udah disiapkan udah dihafal namun terkadang berdiri didepan audien itu yang **grogi** jadinya tu konsepnya itu hilang seperti itu.	
R	:	Jadi ketika anda mengulangi kalimat tersebut dikarenakan anda mengingat	

		kalimat yang disampaikan itu benar dan juga dikarenakan grogi. Apakah benar seperti itu.?	dengan penggunaan filler. Selama pemutaran vidio tersebut peneliti mempause vidio dimana terdapat filler di dalam nya contoh penggunaan kalimat ... when you don't give aaa god and angle .... Setelah itu peneliti kemudian bertanya kembali kepada informance terkait dengan penggunaan filler yang terdapat dalam vidio tersebut. Setelah mendapatkan jawabanya kemudian peneliti melanjutkan kepada pertanyaan selanjutnya. Yaitu nya Peneliti memperlihatkan vidio itu kepada informant yang berhubungan dengan adanya penjedaan yang ditemukan ketika persentasi didalam vidio tersebut. Contoh penjedaan you can don't ... you can't do it ... when you realize..... Setelah memperlihatkan vidio itu peneliti memberhentikan vidio tersebut lalu memutarnya kembali setelah itu peneliti mempause vidio tersebut lalu melakukan wawancara terkait dengan penjedaan yang sering di alami informance yang terdapat di dalam vidio tersebut.
I.6	:	Ya kak	
R	:	Selanjutnya Di dalam vidio persentasi saya melihat anda mengunakakan filler selama presentasi seperti vidio yang saat ini kita lihat contoh kalimat ... when you don't give aaa god and angle ... bisakah anda menjelaskan kembali Kenapa anda mengunakan filler aaa atau selama speech presentation?	
		Saya mengunakan filler aaa biasanya itu untuk berfikir gitu kak untuk **mengingat** suatu kalimat atau suatu konsep yang lupa kek gitu. **lack vocabulary** juga . vocabulary itu kan susah juga untuk diingat gitu trus gramma, **takut salah grammar** lalu hafalan lau **pronounciataion** juga.**takut buat kesalahan** juga ia kak.	
R	:	Jadi ketika anda mengunakan filler dalam presentasi tersebut dikarenakan anda mengingat kalimat, juga kurang vocabulary, juga takut salah grammar. Apakah benar seperti itu	
I.6	:	Ya kak, saya mengulangi kalimat tersebut untuk mengingat bahwasanya kalimat yang di ulang kembali itu adalah betul dari sebelumnya	
R	:	Selanjutnya dalam vidio presentasi yang saat ini kita lihat terdapat penjedaan di tengah- tengah penyampaian anda seperti you can don't ... you can't do it ... when you realize.... god and angle. Bisakah anda menjelaskan kembalik kenapa anda sering jeda di tengah- tengah kalimat yang akan di sampaikan?	Setelah itu peneliti mempause rekaman wawancara dan kemudian melanjutkan pemutaran vidio untuk mendapatkan jawaban yang peneliti masih perlukan. Setelah jawaban yang peneliti dapatkan dari
I.6	:	Dalam saya menjeda speech presentasi itu **berfikir kalimat apa selanjutnya** yang akan di persentasikan itu. Karna kan kita	

		gafal konsep jadi lupa gitu. Jai ada jeda untuk menginganya.	informance sudah di didapat. Peneliti kemudian meng akhiri sesi wawancara nya.
R	:	Jadi ketika anda sering jeda di tengah- tengah kalimat yang anda sampaikan itu dikarenakan anda berfikir kalimat selanjutnya. Apakah benar seperti itu?	
I.6	:	Ya benar kak	

Appendix 4: Display Data

FACTOR EFFECTING STUDENT'S DISFLUENCY IN SPEAKING PERFORMANCE ON SPEECH PRESENTATION (A STUDY ON SEMESTER FOURTH STUDENTS)

Question	Students Answare		Data	Conclusion
	Interview 1	Interview 2		
Dalam vidio persentasi saya melihat anda ada mengulagi kalimat yang ada sampaikan kembali seperti vidio yang sedang kita lihat saat ini. Kenapa anda mengulangi kalimat tersebut ?	I.1 1. mengingat kembali kalimat yang cocok.	1. mengingat kembali	1. Thinking	Cognitive factor And, Anxiety Factor
	I.2 1. Grogi 2. tidak hafal tentang materinya.	1. Grogi	1. Nervous 2. Planning	
	I.3 1. Lupa ter terhadap materi sampaika n.	Lupa ter terhadap materi yang saya sampaikan	1. Forget of concept	
	I.4 1. Lupa untuk melanjutk anya kalimat selanjutny a.	1. lupa kalimat	1. Forget to continious sentence	
	I.5 1. Kurang tepat sama consept yang di buat.		1. Concept	
Apakah ada kendala lain yang mempengaruhin ya seperti lack	I.6 1.lupa 2. mengingat		1. Forget 2. Thinking	
	I.1 1. Lupa vocabulary 2. berfikir.		1. Vocabular y	Cognitive

of vocabulary, thinking of concept, grammar and nervouse bagaimana?				2. Thinking of sentence	factor And, Anxiety factor And. Linguistic factor
	I.2	1. Vocabulary saya kurang. 2. Persiapan saya kurang 3. Nervous	1. Grogi 2. Menging at	1. Vocabular y 2.Lack of practice 3.Nervous	
	I.3	1. Mempengaruhi sikology		1. Sikology	
	I.4	1. Kurang persiapan 2. Lupa 3. Anxiety	1. Kurang persiapa n 2. Grogi	1. Plannimg 2. Forget 3. Anxiety	
	I.5	**1.** Kesalahan		1. Grammar	
		grammar			
	I.6	**1.** grogi		1. Nevo us	
dalam vidio persentasi yang sedang kita lihat saat ini terdapat adanya pengunaan filler seperti /aaaaa/ dalam vidio saat ini kita lihat. Kenapa anda mengunakan filler /aaaa/ selama persentasi?	I.1	1. Karena kebiasaan 2. Sedang memikirkan kalimat	1. Habbit 2. Axiety 3. Gugup	1. Habit 2. Thinking of sentence 3. nevous	
	I.2	1. Kurangnya persiapan, 2. Vocabulary saya yang terbatas kemudian 3. grogi	1. Vocabular y 2. Grogi	1.Vocabulary 2. Planning 3. Nervous	Anxiety factor And Linguistic factor And, cognitive factor
	I.3	1. gugup	1. Gugup	1.Nervous	
	I.4	1. anxiety 2. kurang percaya diri	1. anxietyny a	1. Anxiety 2..self-confident	
	I.5	1. karenakan lupa		3. Forget	
	I.6	1. mengin gat		1. Thinking	
apakah ada kendala lain yang mempengaruhin	I.1	1. karena habbit 2. karena axiety gugup		1. Habit 2. Anxiety 3. Nervous	Anxiety

					factor And, cognitive factor And, Limguistic factor
ya seperti ragu – ragu pada kalimat yang akan dosampaikan?		selama penampilan .			
	I.2	1. Kurangnya persiapan. 2. Vocabulary saya yang terbatas 3. Grogy	4. kurang persiapan 5. lupa dengan kata-kata 6. grogy	1. Planning 2. Vocabullary 3. Nervous	
	I.3	1. Tampil itu random			
	I.4	nervous	1. Lupa konsep 2. Anxiety		
	I.5	1. Lupa 2. Vocabullary 3. Memikirkkan kata-kata yang tepat **4.** Nervous didepan di depan kelas.			
	I.6	1. lack vocabulary 2. takut salah grammar 3. pronounciataion 4. takut buat kesalahan		5. Voabullary 6. Grammar 7. Prounciation 8. Afraid making mistake	
dalam persentasi yang disampaikan seperti vidio yang sedang kita lihat saat ini. Anda sering terputus putus dalam penyampaian	I.1	1. Kebiasaan. 2. Memikirkan 3. Apa kata-kata atau sentence 4. Pengunaan kalimat seperti yang cocok	1. Dikarenakan 2. Kebiasaa 3. memikirkan sentence	1. Habit 2. Thinking 3. Nervous 4. Preparation	Anxiety factor And, Cognitive factor Linguistic factor

kalimat untuk melanjutkan kepada kalimat selanjutnya. Kenapa anda sering terputus-putus atau berhenti sebentar untuk melanjutkan kalimat anda.?		5. Juga dikarenakan gugup persiapanya yang masih belum sempurna.			
	I.2	1. Lupa apa kata-kata 2. Lupa vocabulary 3. Grogi	1. kurangnya latihan 2. nervous 3. memikirkan kalimat 4. vocabulaary yang terbatas	1. Forget Of Concept 2. Vocabulary 3. Nervous 4. Planning	
	I.4	**1.** Lupa konsep	**1.** Lupa	1. Forget Of Concept	
	I.5	**1.** mengingat kata-kata		1. Remember	
	I.6	1. berfikir kalimat apa selanjutnya		1. Thinking	
Apakah ada kendala lain yang anda rasakan .	I.2	1. kurang persiapan vocabulary yang kurang 2. grogi 3. takut salah	1. Saya kurang persiapan 2. Grogi	1. Planning 2. Vocabulary 3. Nervouse 4. Afraid making mistake	Anxiety factor and. Linguistic factor and, Cognitive factor
	I.3	1. mengingat 2. vocabullary.			
	I.4	1. lupa 2. vocabullary 3. nervous	1. Nervous	1. Forget 2. Vocabulary 3. Nervous	

Appendix 5: Conclusion and Data Verivication

FACTOR EFFECTING STUDENT'S DISFLUENCY IN SPEAKING PERFORMANCE ON SPEECH PRESENTATION (A STUDY ON SEMESTER FOURTH STUDENTS)

Based on the interview results, the researcher can conclude that there are twelfth category of influencing disfluency that input into three Factor Effecting Student's Disfluency In Speaking Performance On Speech Presentation (A Study On Semester Fourth Students)

No	Factors Disfluency	Category of Influencing disfluency	
1.	**Anxiety factors**	Habit	
2.		Physicalogy	
3.		Anxiety	
4.		Nervous	
5.		Lack of confident	
6.	**Cognitive factor**	Thinking of the concept	
7.		Vocabulary	
8.		Lack of practice	
9.		Afraid making mistake	
10.	**Linguistic factor**	Pronounciation	
		Grammar	
		Lack of Vocabulary	
11.	**Time limited**		
12.	**Choose random**		

Appendix 6: Letter Of Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT

Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
Website :www.iainbatusangkar.ac.id   e-mail: (ppm@iainbatusangkar.ac.id

SURAT IZIN PENELITIAN
Nomor : B-0143/In.27/L.I/TL.00/03/2021

Berdasarkan surat saudara/i nomor surat: Istimewa pada 8 Maret 2021 perihal Mohon Izin Penelitian. Setelah dipelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:

Nama/NIM	: Filda Hidayati Husna / 1630104022
Tempat/Tanggal Lahir	: Pitalah, 18 Januari 1996
Kartu Identitas	: 1304025801960003
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris bahasa inggris
Alamat	: Jorong Haru Nagari Bungo Tanjung Kecamatan Batipuh Kabupaten Tanah Datar
Judul Penelitian	: ***Factor Effecting Students Disfluency in Speaking performance on Speech Presentation Subject***
Lokasi Penelitian	: Jurusan Bahasa Inggris
Waktu Penelitian	: 10 Maret 2021 s.d 10 Mei 2021
Dosen Pembimbing 1	: Silfia Rahmi, M.Pd
2	: -

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin ini/rekomendasi penelitian ini akan **DICABUT** Kembali
5. Surat izin ini/rekomendasi penelitian ini berlaku dari tanggal: 10 Maret 2021 s.d 10 Mei 2021
6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M.

Batusangkar, 9 Maret 2021
Ketua

Dr. M. Muhammad Fazis, M.Pd

Tembusan:
1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan).

BERANI JUJUR ILMIAH: HEBAT !

Appendix 7: DOCUMENTASI