Disfluency Of The Islamic Boarding School Students' English Language Production In Indonesia

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Abstract: The use of English as a means of daily communication for the students of the Islamic boarding school experiences problems. The students, as the research subjects, feel disfluency in using English. This article is to investigate and map the disfluency experienced by the students. The qualitative approached was used in this article. The data source of this article was derived from the students of the Islamic boarding school. The data was in the form of the students' utterances and interviews related to the focuses of the research. The findings of this research are forms of disfluency consisting of disfluency appearance and the speakers' awareness. Factors affecting disfluency covering psychological and social. The disfluency implies that the students felt self-unconfident in using English as a means of communication. The main limitation of this article is that it relies solely on students' perspectives and does not consider the views of teachers and schools. Therefore, the further researcher should use a more comprehensive perspective that integrates the views of students, teachers, and institutions, thereby enabling it to formulate a more comprehensive result and solution.

Keywords: language production, Islamic boarding school students, disfluency, social factors, psychological factors

I. INTRODUCTION

The students of the Islamic boarding schools in Indonesia had a problem in using English as a means of communication. They experienced disfluency when producing the English language as a means of communication. The speaker stopped utterances before finding the intended English utterances. Besides, they asked for the appeal before gaining the desired English utterances. These phenomena indicate the gap between what the speakers would say in the brain and the lexical representation. The speakers had the concept of the brain, but they could not find the appropriate lexicon in English. They still searched the appropriate lexicon from the mental lexicon. They need more time to find and recall the English lexical representation from the mental lexicon. Disfluency in speech makes the communication disturbed.

Disfluency studies in English language production saw the disfluency from three aspects. The first was the disfluency study that confirmed the types of disfluency (Maclay & Osgood, 1959). The second was the disfluency study that saw the disfluency from the function of the disfluency (Fraundorf & Watson, 2014). The third was the disfluency analyzed based on the position in producing the language (Gkalitsiou et al., 2017). The disfluency involves more aspects in producing the English language. The disfluency is always in correlation with the factors affecting the disfluency in speech.

The objective of the current study was to complete the lack of previous studies that had not paid attention to the diversity of problems dimension related to the disfluency. This

research showed that disfluency is the central issue in producing the English language as a means of communication. In line with this issue, the three questions were answered in the current research: (1) what are the forms of disfluency, (2) what are the factors affecting disfluency, and (3) what is the implication of disfluency in producing the English language as the means of communication to the students. The answers to these three questions can be used as the fundamental solution in overcoming the disfluency.

The study about disfluency depends on the argumentation that the students of the Islamic boarding school as an English language speakers had experienced disfluency. This disfluency happened when they used English as a means of communication in spontaneous speech. They used repetition, false start, lengthening, filled pauses, unlexicalized filled pauses, and appeal for an assistant. These phenomena happened because of psychological and social factors. The psychological factors that affect the disfluency in speeches were fear, unreadiness, unknowingness, and forgetfulness. The social factors that influenced the speakers' disfluency were participants and the setting of the speech. These phenomena had an impact on the use of English as a means of communication. The disfluency in communication leads the speakers reluctant to use the English language.

II. LITERATURE REVIEW

A. DISFLUENCY IN SPONTANEOUS SPEECH

Disfluency is a disorder affecting fluency (Brown & Miller, 2013). Disfluency is also a speech disorder that causes a breakdown in everyday speech (Richards & Schmidt, 2010). Disfluency in speaking means any interruption in the speaker's normal speech flow (Corley & Stewart, 2008). The speakers who produce the language approximately experienced 6 % of their utterances are disfluency (Bortfeld et al., 2001; Tree, 1995). Using repetition of the words and lengthening the previous words are the indicators of disorder in speaking. They also used false start, lexicalized fillers, and unlexicalized fillers. They use these types before the speakers find the intended English utterances.

The researchers found disfluency in three fields. The first was the types of disfluency. The speakers used (1) repetition, (2) false start, (3) filled pauses, and (4) unfilled pauses. The first is repetition. In this type is the speakers repeat the same words several times before finding the intended utterances. The utterance "I I saw a very very big boy" is an example of repetition. The speaker repeated the pronoun subject "I" twice in this utterance. The second, false start. False starts indicate that the speakers had begun the statements, but they replaced utterances with other utterances. The utterance " I saw a very // a very small boy" is a sample of a false start. The third is filled pause. The speakers filled the gap between what they would say and how to say with the fillers such as "ehm", "ee", "uhm". The fourth is unfilled pauses. In this type, the speakers did not fill the gap with a sound indicating the language processing (Maclay & Osgood, 1959).

The second was the functions of disfluency. The study showed that disfluency in the speech was to inform the

interlocutors that the speakers were in the process of looking for the following utterances. They had not finished speaking to the interlocutors. The speakers are still connecting the concept in the brain and the lexical representation of the concept. The speakers had the concept in the brain but they still needed more time to find the lexical representation. Connecting the concept and the lexical representation of the concept happens in the mental lexicon. It is where the lexicons are stored. Besides, disfluency also functions to tell the listeners turn-taking for the conversation. The speakers invited the interlocutors to involve the conversation (Fraundorf & Watson, 2014).

The third was the positions of disfluency in speech. Disfluency occurs in the initial, medial, and final of the utterances. In the initial disfluency position, the speakers had disfluency at the beginning of the statements. The speakers would say the intended utterances, but they still could not find the desired utterances. They used filled and unfilled pauses before finding the words. Most of the speakers have disfluency at the starting of the statements. The second is the medial position. The speakers had started the utterances and stopped them in the middle of the speech (Corley & Stewart, 2008; Gbadegesin, 2018). The speakers had disfluency in function words than content words (Gkalitsiou et al., 2017).

B. LANGUAGE PRODUCTION

Language production is the process that involves expressing and creating messages through spoken language (Burridge & Stebbins, 2020; Taylor, 2009) and written language (Richards & Schmidt, 2010, p. 321) predominantly spoken utterances (Bussmann, 2006, p. 651). Language production is in conjunction with how the speakers or the writers produce message in a single word and an utterance (Burridge & Stebbins, 2020). Producing the utterances means converting an idea from the speaker or writer's mind Expressing or converting an idea in the brain to utterances can be done in spoken (Burridge & Stebbins, 2020) and written form. The idea-expression from the brain into the words and then utterances is known as language production (De Bot, 1992) Fernanda in Fernandez (Fernandez & Cairns, 2011). The production of the language process is marked by the presence of speech errors or slips of the tongue (Carrol, 2008), false start, lengthening, repetition, and pauses (Clark & Tree, 2002).

There are at least three representation levels (Caramazza, 1997; Dell, 1986; Griffin & Ferreira, 2006; Harley, 2001; Levelt et al., 1999) that can be used in producing the utterances. They are semantic (conceptual) representation level, lexical representation level, and phonological representation level. The conceptual level is the level where the speaker conceptualizes and decides what the speaker will express from the brain. The second stage is the lexical level. It is the place where the speaker converts the idea from the brain. It consists of finding the lexicon and phonological codes before being executed by the organs of speech. The third is to execute the concept in the brain into spoken utterances through the speaker's organ of speech (Clark & Clark, 1977).

Kormos (2006, p. 19) said that there are three levels in generating the spoken word, they are: (1) conceptual planning, that is deciding on the meaning one wants to convey, (2) lexical encoding, that is the selection of the lexical items matching the concepts one wants to communicate, and (3) phonological encoding.

The first step to produce the language is the conceptual representation activation. It is commonly assumed that during the process of conceptual representation activation, the semantic representation of other related representation concepts is also activated. In other words, it can be said that both the intended and unintended semantic representation concept gets activation in the speaker's brain. It means that when the speaker is going to name the picture "DOG", for example, the intended word "DOG" is activated together with other related concepts (BARK, CAT, etc.) are also activated in the brain. The simultaneous activation of semantic representation spreads to the lexicalization system and then activates the corresponding nodes or lexical proportionally. Therefore, the activation starts from semantic representation to its corresponding lexical nodes (Kormos, 2006).

Predicting that the conceptual representation of several elements spread activation to their responding lexical representation, then the system encounters several word candidates for production (DOG, CAT, BARK, etc.). At this stage, the intended words in the intended language have to be decided on what will be selected for further processing. This process is named the lexical process where the speakers choose the desired words in the target language.

After choosing the intended words, then the activation of the sub-lexical such as phonology is selected. This stage is where the speakers activate the organs of speech that correlate with the intended utterances in the target language. The phonological encoding from the target and nontarget language also activates during the process of finding the intended phonological utterances. It means that sound phonemes that correlate with the intended phoneme are activated. There are two language productions: monolingual language production and bilingual language production.

Language production more, specifically speaking, can be classified into two activity types called to plan and to execute (Clark & Clark, 1977). In these activities, the speakers plan what to say and execution of what to say. In the planning of what to say and executing of what to say, the speakers have to decide (1) discourse plan, (2) sentence plans, (3) constituent plans, (4) articulatory program and, (5) articulation.

The first stage of language production is discourse planning. Discourse planning is the stage where the speakers have to decide what kinds of discourse, they will participate in. Should the speakers use instruction, make a pledge, talk to the interlocutors, tell the story, describe a particular event? These discourses have different construction, so the speakers have to match the utterances suitable with their structures. Every utterance must have a contribution to the discourse by conveying the correct message. This stage is the conceptualizer Levelt (1989, p. 5). It is the place where the speakers conceptualize what they will express from their mind. This level is categorized into micro and macro planning.

In the sentence plans, the speakers choose what to do after having the discourse and intend to produce specific sentences. Given the more new information, the speakers also decide on the speech act and what word is put as the subject. The speakers have to decide on how the speakers will deliver their messages. To convey their messages, the speakers can use direct and indirect delivery. In the direct form, the speakers convey their messages in sentence literal meaning. The indirect way is to convey the message through indirect rhetorical expressions such as understatement, irony, and other rhetorical statements. Based on Levelt's concept (Levelt, 1989), the conceptualizer level covers this level. It is where the speakers consider what they want to express.

The third stage of the language production is the constituent plans. In the constituent plan, the speakers should plan the sentences constituent. This is done after the speakers decide the general characteristics of the sentences. The speakers have to put the words, idioms, and phrases in the right place with the correct word construction or word orders. This construction is based on the constituent of every words or phrases construction. This level is under the coverage of the formulator level (Levelt, 1989). In addition, (Bock, 1995) mentions that this is the positional level at which the lexical selection and constituent assembly are shaped. This is under the coverage of grammatical components.

The fourth stage is the articulatory program. Having determined the intended words, the speakers form these words into the articulatory program in memory. This form is in connection with the phonetic representation, intonation, stress that will be used in the execution level. The speakers select the appropriate sound of every phoneme which is going to produce. Levelt (1989) named this stage as the formulator level. It is the place at which the speakers convert the message.

The fifth level is the articulation. This is the final step in language production. At this stage, the speakers execute the contents of the articulatory program which has been prepared before. The speakers tell and ask the muscles of the speech organs about what they have to do concerning language production. This stage results in the accepted audible sounds and speech sounds that the speakers desire to produce (Clark & Clark, 1977; Levelt, 1989). It is known that human beings can produce speech because of three functionally different systems: (1) the supralaryngeal airway, (2) subglottal lung, and (3) the pharynx (Lieberman, 2002).

III. RESEARCH METHOD

A. CASE SELECTION

"Disfluency" was chosen as the current research issue depends on the following considerations. The first, disfluency as the central topic that had not been discussed further in the previous studies. The second, disfluency as the cause and effect that needs more understanding. Disfluency occurs because of the reasons that should be explored. The third, disfluency is the basis of the impact series. These impacts need a map to formulate the action plans. By choosing these three reasons for disfluency as the central issue in the current research, it is hoped that it can solve the problem more comprehensively.

Research and data types: this research is qualitative that based on primary data. The primary data were gained from the field study to observe directly and from study aspects maps. The data that were needed consisted of forms, factors, and implications. Forms of disfluency in relation to the quality of the disfluency when producing the English language. Various forms of disfluency were mapped in the current research. Factors that affect disfluency were mapped based on the psychological and social factors. The data in connection with implication of disfluency were mapped, especially in relation to how disfluency bears the self-unconfident in using English language as a means of daily communication surrounding the Islamic boarding school.

B. PARTICIPANTS

The current research involved the students of the Islamic boarding school. They were from the second grade of the Islamic senior high school of the Islamic boarding school. They were given assignments to explain and describe the things. The assignments were given spontaneously in the class and other places where the students could be found.

C. DATA ANALYSIS

Data analysis was done through two forms. The first, data management followed Huberman's steps. The steps were started from observation data reduction and interview. Data display which was done in the form of summary and synopsis depended on the themes found in the field and data verification to proceed with the conclusion. The second analysis that was used followed the interpretation technique started from the restatement over the data found from both observation and interview, followed by description to find the data patterns and data tendency, and ended by interpretation to uncover the meaning of the data that had been gathered.

IV. FINDING

Descriptive: Disfluency in speech is the students' disorder in producing the English language that affects their fluency. They could not produce the English language as fluently as possible. This disorder happened when the students used the English language as a means of communication. The disorder was seen from the appearance of the English language production and the speakers' control in producing unintended languages. The concreteness of disfluency was classified into overt and covert. The speakers' control of other unintended languages could be divided into controlled and uncontrolled disfluency. Disfluency is affected by psychological and social factors. The implication of disfluency is that the students had no motivation in using English as a means of communication

The finding of disfluency reveals that the students of the Islamic boarding school had different disfluencies in producing the English language. The disfluency forms based on (1) the appearance can be classified into (a) overt and (b) covert disfluency. Overt disfluency is the disfluency that can be observed directly and covert disfluency is the kind of disfluency that cannot be observed directly. The disfluency forms based on (2) the research subjects' awareness can be classified into (a) controlled and (b) uncontrolled.

DISFLUENCY APPEARANCE

Disfluency appearance is the form of disfluency that is seen from whether the disfluency can be seen or not. It can be seen in figure (1) that follows.

Utterances	Forms	Research subjects numbers
there is eee there are eee there are four foot eee what sir	Overt	(11)
he is very surprised when he looks his darling said when he looks his darling said and *gimana sir, tempat duduk?*		(12)
what sir *harganya*?		(13)
Sir *roda* what?		(13)
many people – many people use this transportation	Covert	(14)
there are many machines – there are many machines		(15)
every student – every student – every student wear		(16)
This is a mark of drink – this is a mark of drink from America		(17)

Figure 1

The data shown in figure (1) reveals the research subjects' disfluency in producing English utterances. This figure is to present the disfluency forms which are classified into overt and covert. Overt disfluency is the disfluency that can be seen and covert disfluency is the disfluency that cannot be seen. The disfluency is categorized seen disfluency when there are more pauses and more stops when producing the English utterances. It is also indicated by the inconsistent utterances produced by the speakers. The utterance "there is eee there are eee there are four foot eee what sir" Research subject (11) which is shown in figure (1) is categorized into overt disfluency. The research subject had pauses and changes the utterances "there is" with "there are" several times. Seen from this change, it can be said that the speakers felt uncertain of what they want to express from mind.

Covert disfluency can be seen in the data "many people – many people use this transportation" presented in figure (1). This is categorized into covert disfluency. The speaker repeated the same utterance before finding the following intended English utterances. This repetition does not show that the speaker had disfluency in speech. The repetition seems that the speaker emphasizes the interlocutors of what the speaker wants to say. It appears that the speakers want to make sure the listeners about what they will say. It also can be seen in data shown in figure (1) as follows: "there are many machines – there are many machines".

DISFLUENCY AWARENESS

Disfluency awareness is the research subjects' awareness in controlling the disfluency. The research subjects were still

using the English language though they have disfluency in producing the English language. It is presented in figure (2) as follows.

Utterances	Forms	Research Subject Numbers
Because I am sleepy because I am sleepy lk what sir *agak sadar*? Then I go to beside the well and then I take the ablution with the pack and after finish take ablution and then when I will step my foot on the what in English *bancik* sir …?	Uncontrolled	(18)
I play *pasir – pasir*. How do you say *pasir* in English. Sand – sand. After that there is children I am *befikir* how if there is – if there is …….*yang dulu yang besar*.		(19)
She wears a veil when arrive at the pack arrive at the pack. Her darling wants to by ice cream because of very hot the girl opens her veil and when her darling come, he is very surprised when he looks his darling said when he looks his darling said and *gimana sir, tempat duduk*		(20)
I think what is *rugi*, sir because I think		(21)
and then watch TV and *anu padam mendadak, apa sih kalau padam?*		
wear this thing *benda-benda ini*		(22)
turn on *kipas*.		(23)
We can hear from this thing and so many station can *menyebarkan* like ahbabul musthofa, we can hear song request song and the other		(24)
there are many machines and I think ee- there no ..no no em I think the form is not big not so small like this just so so	Controlled	(25)
we can put the pen - the pencil or the pencil case in this thing - this thing		(26)

Figure 2

The data presented in figure (2) consist of the controlled and uncontrolled disfluency forms. Controlled disfluency means that the students can maintain their utterances in the target language, English. Although they had disfluency, they did not mix their English with other languages. They can control the produced utterances. It can be seen in data "there are many machines and I think ee- there no ..no no em I think the form is not big not so small like this just so so" shown in figure 2. This data indicates that the speaker experiences disfluency in producing the intended English utterance. Although the speaker had disfluency in speech, the speaker can keep the utterance in the English language.

Uncontrolled disfluency is the disfluency that the students inserted the utterances from other languages. The students mixed their second language when they had disfluency in producing the English language utterances. The data "And then watch TV and *anu padam mendadak, apa sih kalau padam?*" in figure (2) shows that the speaker had disfluency in speech. The speaker cannot control the mixing of nontarget language appearance.

FACTORS AFFECTING DISFLUENCY

It was found that two factors are affecting the disfluency in speech. These two factors are psychological and social. Psychological factors are the factors that come from the speakers themselves. Meanwhile, the social factors are the factors that come from outside of the speakers' personalities.

SOCIAL FACTORS

Social factors that can affect the speakers' disfluency are interlocutors, setting, and both of setting and interlocutors.

INTERLOCUTORS

The interlocutor is the person whom the speakers talk to. Different interlocutors had different impacts on the speakers' English language production. The students of the Islamic boarding school felt that speaking to the teachers was not the same as speaking to their classmates and friends. Moreover, speaking to the top leader of the Islamic boarding school (called *Kyai*). It was very hard to produce the English language. *Kyai* is the person who has authority in the Islamic boarding school. *Kyai* is a respected person. The students and all people respect *kyai* very much.

The research subjects felt it difficult to produce the intended English utterances when the teachers asked them.

"When speaking to the teacher, I feel nervous. I cannot speak to the teachers" (Research subject 1). Another research subject also experiences this argumentation. "I feel unconfident if being asked by the teachers. I lose my words" (Research subject 2).

SETTING

The setting is the place where the conversation or speech takes place. Speaking side by side with friends is different from speaking in front of the class and in public places. The speakers could speak as fluently as possible when they chat

with their friends. The speakers could express their concepts in the brain without burden. They can talk and laugh with each other.

In contrast, the speakers who are in public places experienced disfluency when producing the English language. "I am speechless in front of my friends and the teacher in the class. All of the eyes are staring at me. It makes me confused and nervous" (Research subject 3). Another student has another experience in producing English in front of the class. "Oh my God. I feel dizzy and uncertain in front of the class. I have no words. I am confused about how to start speaking. The teacher gave me the task to explain in front of the class. After standing in front of the class, I keep silent. I get sweaty"(Research subject 4).

SETTING AND INTERLOCUTORS

Setting and interlocutors are some of the factors that influence speaking performance. The students of the Islamic boarding school felt that they had disfluency in answering the questions in an oral examination. Although they had prepared the materials, they had disfluency in producing the English language. Besides, they also had disfluency when they spoke in front of the class. It occurred when they were asked to perform the assignment from the English teacher orally. "I cannot answer the English question in the oral examination. I have prepared before entering the class. I experience difficulty looking for the English materials" (Research subject 5).

PSYCHOLOGICAL FACTORS

The students experienced disfluency because of internal factors. Fear, anxiety, unreadiness, and stress are the internal factors that affect the disfluency in producing the English language.

LACK OF KNOWLEDGE

The students cannot continue retrieving the English words from the mental lexicon. This case is due to the absence of knowledge of the intended English utterances. The students have not known the target English words. "I have not known the English word that I want to say. I stop the conversation without giving a clear thought" (Research subject 6). In a similar tone, it is also supported by the statement, "I have to finish my answer because I do not know the English word of what I want to say". (Research subject 7). I have not learned those intended English words.

FORGETFUL

Psychological factor that can affect the disfluency is forgetful. The students stopped producing the English utterances when they were asked in the English language. These phenomena happen when the research subjects cannot remember the target English words. The speakers forget the English intended words when they retrieve and produce those words. "I have learned the vocabularies that I want to say, but I do not remember the English words that I will say". (Research subject 8).

FEAR FEELING

The students had disfluency in producing the English language when they were in fear feeling. "I feel hard to open my mind if I am afraid" (Research subject 9). This statement is also agreed by another research subject who feels the same experience. "It is difficult to express my opinion in the fear filling. My mouth is closed" (Research subject 10).

STRESS

Stress is also one of the causes of the disfluency in producing the English language. The students of the Islamic boarding school had disfluency when they got the problems. "I feel that I cannot say anything in my bad emotion. Everything is lost. Moreover, when my English teacher asked me to retell or explain the material". (Research subject 11). This

UNREADINESS

Unreadiness is the factor that affects disfluency in producing the English language. The students could not produce the English language fluently when they were asked by the teacher spontaneously.

IMPLICATIONS

Disfluency in a speech made the students have a severe problem. They were reluctant to use the English language as a means of communication. They felt ashamed to speak using the English language when communicating with their friends. Instead, they used the terms sounds English language to avoid the punishment from the language section. This English language like was taken from the students' Indonesian language as the second language. They shortened the complete second language words that sounded like English, such as "*sumabel*". This term was "su" from the word "*sudah*" means "already", "*ma*" was "*makan*" means "eat" and "*bel*" was from the word "*belum*" means "not yet". "*Sumabel*" means have you eaten? "*Sumabel*" sounds like English language word. It is only for those who know the code that understand this term. Not all people know this term. It applied to the students of the Islamic boarding school. The use of the English language like indicates that the students had a severe problem in using the English language.

V. DSCUSSION

This study shows that psychological and social factors have an essential role in producing the language. These two factors come from the internal and external elements of the speakers. The psychological aspects, considered internal factors, consist of fear, stress, pressure, anger, anxiety, and happiness. The speakers who have disturbance in their psychological aspects, their language production will experience disfluent. They cannot convert the message from their mind as fluently as possible. These factors make the speakers disfluent when they want to express the message in

the brain. The speakers stop and pause their speech most of the time.

Meanwhile, the social factors, which are regarded as the external factors, consist of setting and interlocutors. The speakers' setting and interlocutors determine the fluency of recalling the utterances from the mental lexicon. The speakers who speak in front of the public have high nervousness than speaking in front of their friends. The speakers can forget their memory when they are nervous. Not only that, the speakers who are in fear, stress, and under pressure will experience disfluency in producing their speech. Although the speakers have had more preparation, they can forget the memorization and preparation.

The interlocutors also affect the speakers' language production. The speakers asked by respected people such as teachers and the institution's leader will be surprised. They cannot answer the question in a usual answer. They stop speaking and feel hard to express what implies in the mind. Emotion correlates with producing language (Out et al., 2020). Therefore, psychological and social factors have a close relationship in producing the language.

VI. CONCLUSIONS

This research has shown that disfluency in producing English as a means of communication is due to various factors. Psychological and social factors determine the students in having disfluency. The research subjects who are in fear and stress feeling cannot express the English words. This condition is added by social factors that consist of setting and interlocutors. Psychological and social factors are interrelated. Moreover, the students who are in the process of learning process in acquiring the language.

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