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SPEECH DISFLUENCY IN GROUPS' PRESENTATIONS OF ENGLISH EDUCATION MASTER'S PROGRAM STUDENTS

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Abstract
English Education Master's Program (EEMP) students are required to master listening, speaking, reading, and writing skills. Regarding the speaking skill, they must have fluency and clarity in speaking English since they should be good models for their students. However, the minimal use of English in their oral communication during the courses leads to the speech disfluency. They are aware of their disfluency but they do not understand the specific aspects of it. Thus, this study aimed to discuss the speech disfluency produced by the master students in oral communication. There was one formulated research question: "What are the speech disfluencies which commonly occur in groups' presentations among EEMP students?" To examine the speech disfluencies, the researchers employed document analysis as the method of the study. The transcription of their groups' presentations were analyzed based on the types of disfluency (Shriberg, 1994; Bailoor, John, & Laxman, 2015). The findings showed that there were five disfluency types found in this study namely unfilled pause, filled pause, repetition, substitution, and deletion.

Keywords: disfluency, disfluency types, English Education Master's Program (EEMP) students, groups' presentations

Introduction

The English Education Master's Program (EEMP) is one of post graduates programs in Sanata Dharma University which prepare the students to be a professional English teacher or lecturer. As the future English teachers or lecturers, they are required to be able to master all four skills in English including listening, speaking, reading, and writing (Council of Ministers of Education Canada, 2013). Focusing on speaking, they have to be able to speak English fluently because they have to be good models for their students in teaching English. It corresponds to what is written by CMEC (2013) in the book of Speaking for Excellence that teachers have roles in the classroom consisting instructor, evaluator, manager, communicator, and model of academic language and culture. In order to be a good communicator, the teachers must have fluency and clarity in speaking English to their students.

However, the use of English is still limited. In fact, during the courses, the students of master program more often use their first language which is Indonesian than English. Thus, the minimal use of English in their oral

communication leads to the speech disfluency (Bailoor, John, & Laxman, 2015). They actually realize that they are still experiencing disfluency in speaking English. However, they judge themselves not fluent in speaking English without understanding the specific aspects of their speech disfluency. Thus, this study aims to discuss the speech disfluency produced by the master students in oral communication. Specifically, the oral communication is represented in the groups' presentations of Educational Psychology class. This groups' presentations aim to facilitate students to be accustomed to speak English.

In this part, the researchers provides the literature about speech disfluency in spoken English, previous studies on speech disfluency, and factors influencing speech disfluency. In the first literature, the researchers give the definition of speech disfluency and elaboration of disfluency types. In the second literature, the researchers explore the previous study which investigated speech disfluency and provide the elaboration of factors influencing speech disfluency.

Speech Disfluency in Spoken English

Speech disfluency often occurs in spontaneous conversations among people (Shriberg, 2001). However, this study investigates speech disfluency occurred in the groups' presentations. In the groups' presentations, participants might have preparations before the performance, such as mastering the materials, making points on what they are going to say, and some things alike. However, during the presentation, the participants were still found making speech disfluencies. It might be the influence of English as the foreign language which is rarely used by the participants in daily communication.

According to Fox Tree (1995) speech disfluency refers to a linguistic term which has a definition of the occurrence of interruptions or momentary disruptions during the flow of speech but does not contribute any semantic or propositional content to the speech. Disfluency is also characterized by some disruption in easily moving to, and away from sounds, syllables, and words" (Zebrowski & Kelly, 2002). There are several types of disfluency based on the research done by Postma, Kolk, and Povel (1990), such as repetitions, prolongations of sounds, blocking on sounds, and interjections of meaningless sounds. Repetitions include repeating syllables, words, and phrases. Shriberg (1994) and Bailoor, John, & Laxman (2015) also mentioned other disfluency types consisting of unfilled pause, filled pause, repetition, substitution, deletion, insertion, and articulation errors. The example of each disfluency types are shown in the table 1.

Table 1. Disfluency Types

Disfluency Types	Examples
Unfilled pause	*silent* – I prefer (*silent*) to
Filled pause	uh – we live in Dallas
Repetition	all the – the tools
Deletion	it's – I could get it where I work
Substitution	any health cover – any health insurance
Insertion	and I felt – I also felt
Articulation error	and [pin] – pistachio nuts

Previous Studies and Influencing Factors of Speech Disfluency

There are several studies which investigated speech disfluency. Oviatt (1995) investigated disfluencies in six types of task-oriented conversations. He found that long utterances had higher disfluency rates than short ones. The same finding also found by Shriberg (1996) in her study of disfluencies in three different task- oriented conversational corpora. Enxhi, Tan, and Yong (2012) and Bailoor and Jomie (2015) investigate speech disfluency among Malaysian undergraduates and Indian young adults. They explored disfluency types which occurred in the conversations. Looking at the year of the studies, it seems that the issues on speech disfluency are still relevant up to now. The previous studies gave the awareness on disfluency types which people might produce and the factors influencing speech disfluency (Bortfeld, Leon, Bloom, Schober, & Brennan, 2001).

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 (Bock, 1986; Bock & Levelt, 1994; Dell, 1986; Fromkin, 1971, 1973, 1980; Garrett, 1975; Goldman-Eisler, 1958; Levelt, 1989; MacKay, 1970, 1972, 1973; Maclay & Osgood, 1959; Nooteboom, 1969; Shattuck-Hufnagel, 1979, 1982; Shattuck-Hufnagel &Klatt, 1979). 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 all (Schachter, Christenfeld, Ravina, & Bilous, 1991). 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 (Brennan & Schober, 2001; Brennan & Williams, 1995; Clark, 1994; Clark & Wasow, 1996; Fox Tree, 1995; Fox Tree & Clark, 1997; Levelt, 1989; Shriberg, 1996; Smith & Clark,1993; cf. Aryani, 2016). The other factors such as partners (Schober & Carstensen, 2001), age (Burke, MacKay, Worthley, & Wade, 1991; Rastle & Burke, 1996), and gender (Shriberg, 1996) 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.

Method

This study is a qualitative research. In order to analyze the disfluency produced by EEMP students, the researchers employed document analysis as the method of the research. As Ary, Jacobs, Razavieh, and Sorensen (2010) argue that document analysis refers to a method of research utilized to written or visual materials in a purpose of identifying specified characteristics of the material or a project that focuses on analyzing and interpreting recorded materials within its own context. Ary, et al. (2010) also state that the data of document analysis can be from public records, textbooks, films, diaries, reports, or other documents. In this

study, the documents analyzed were from the recorded videos of two groups' presentations.

There were two videos from two groups of EEMP students. One group consisted of five members and the other was five members. The presentation was one of Educational Psychology class activities. In each week, there was one group having responsibility to discuss a certain topic in this class. The researchers used the video recordings of group 2 and group 3 presentations to be analyzed. These groups were chosen since the members of the groups had different experience in using their English spoken language.

In gathering the data, the researchers employed some steps. First, the researchers recorded the groups' presentations. Second, the researchers watched the video recording few times and transcribed the videos. Third, the researchers analyzed and collected the disfluency produced by the students. Fourth, the researchers made tables (as shown in Table 2.) which consisted of the speech disfluency types, such as filled pause, repetition, deletion, substitution, insertion, and articulation error. Fifth, the researchers counted the occurrence of each type of disfluency.

Table 2. The Occurrence of Speech Disfluency

Disfluency Types	**Frequency**
Unfilled pause	88
Filled pause	145
Repetition	66
Deletion	8
Substitution	34

To analyze the data, the researchers did some steps. The first step was organizing and preparing the data. The data were speech disfluency types produced by the participants. The source data were videos of the groups' presentations in Educational Psychology class. Second, the researchers coded all of the data. The researchers put the disfluencies produced by the participants into several categories (Creswell, 2014) based on speech disfluencies types mentioned by Shriberg (1994). Third, the researchers provided the table (as shown in Table 3.) which included the disfluency types and the evidences got from the videos transcription. Finally, the researchers provided the discussion by giving the interpretation of the disfluencies produced by the participants.

Table 3. The Examples of Speech Disfluency

Speech Disfluency Type	Examples
Filled pause / repetition / substitution	

Findings and Discussion

After analyzing the transcriptions from two videos of students' group presentations, the researchers found several types of disfluency which occurred in the presentation. The disfluency types are unfilled pause, filled pause, repetition, substitution, and deletion. From the first video recording which has 56 minutes and 32 seconds in duration, the researchers found 41 occurrences of unfilled pause, 186 occurrences of filled pause, 66 occurrences of repetition, 8 occurrences of deletion, and 34 occurrences of substitution. These findings are presented in the Table 4 below.

Table 4. The occurrence of Speech Disfluency in Video 1

Disfluency Types	Frequency
Unfilled pause	41
Filled pause	186
Repetition	66
Deletion	8
Substitution	34

From the second video recording which has 55 minutes and 36 seconds in duration, the researchers found 138 occurrences of unfilled pause, 189 occurrences of filled pause, 52 occurrences of repetition, 11 occurrences of deletion, and 17 occurrences of substitution. Table 4 below presents the amounts of speech disfluency occurrences.

Table 5. The occurrence of Speech Disfluency in Video 2

Disfluency Types	Frequency
Unfilled pause	138
Filled pause	189
Repetition	52
Deletion	11
Substitution	17

Based on the table, it could be seen that disfluency type of filled pause has the largest amounts of occurrences when the participants were delivering the presentations. The total occurrence of this type of disfluency is 375 times. The second largest amounts of occurrences is unfilled pause with the total 179 occurrences. From two videos, it could be seen that the participants might have several reasons why they were doing both disfluency types, such as: thinking the words they wanted to utter, waiting for the next slide, and arranging the laptop. Repetition becomes the third largest amounts of speech disfluency occurrence which has the total of 118 times. The last two speech disfluencies which occur in the presentation are substitution with 51 occurrences in total followed by deletion with 19 occurrences in total.

Having discussed the total occurrence of speech disfluency in the groups' presentations, the study provides more specific explanation on each disfluency types which will be discussed in the next section. There are five categories representing speech disfluency done by the participants. The study provides the

evidences of speech disfluency done by the participants by presenting the tables which contain the examples collected from two video transcriptions. In addition, the study explores and explains the probable reasons when they were delivering the presentations.

Unfilled Pause

Speech disfluency can also be detected when the participants were silent and did not say anything for a while in their speaking. This phenomenon has been accepted as unfilled pauses. The following table presented the examples of participants' unfilled pauses.

Table 6. The Examples of Unfilled Pause

Disfluency Type	Examples
Unfilled Pause	*So that ee we…manage our feelings…manage our feelings to ee conscious thinking.* *So, first of all ee give applause for Paul, ee because…he is the most…right.* *Concept, concept…tualization of integrative…motivation.* *So…from those…three…last three…and that is shape our motivation that is what Gardner's.* *Em commitment control strategies means em perhaps…it…it…it...it can…the strategies involve helping to perceive…per…preserve of increase the learners' original goal commitment.* *Ya, so it is like…yes, it is the kind of self…self…efficacy.* *We should em we are…we have different goals, fears and we should achieve our goals and dreams.* *Okay, so…ee…I am going to explain little bit about motivation group dynamic.* *So…by teaching…actually by becoming a teacher we can feel what Pak Kus has felt.* *After all the um strategies the first one the second one happens and you can create in the classroom you have to maintain it and protect it protect it protect the motivation to keep the…em…how to do it?*

Example 1:
So, first of all ee give applause for Paul, ee because…he is the most…right.

Example 2:

Em commitment control strategies means em perhaps…it…it…it...it can…the strategies involve helping to perceive…per…preserve of increase the learners' original goal commitment.

Example 3:
Okay, so…ee…I am going to explain little bit about motivation group dynamic.

Example 4:
After all the um strategies the first one the second one happens and you can create in the classroom you have to maintain it and protect it protect it protect the motivation to keep the…em…how to do it?

The examples proved that the participants did unfilled pauses during their speech. These unfilled pauses affected the smooth flow of participants' speech. Most of the unfilled pauses occurred because the participants were not sure what they were going to say next. On the example 1, 2, 3, and 4 the participants seemed confused about what they wanted to say (Bock, 1986).

On the example 1, the participant paused his speech because he did not know what to say to express his thought. At the end, he did not finish his sentence. Meanwhile, on the example 2, the participant paused his speech many times and repeated the same word "*it"* while he was pausing his speech.

Example 5:
So that ee we…manage our feelings…manage our feelings to ee conscious thinking.

Example 6:
So…from those…three…last three…and that is shape our motivation that is what Gardner's.

Example 7:
We should em we are…we have different goals, fears and we should achieve our goals and dreams.

Example 8:
So…by teaching…actually by becoming a teacher we can feel what Pak Kus has felt.

On the other hand, the example 5, 6, 7, and 8 the participants did the unfilled pauses to emphasize their sentence. On the example 5, there was unfilled pause between the sentence "*manage our feelings."* It seemed that the participant wanted to emphasize her sentence by repeating the sentence. On the example 6, the participant paused his speech for a while *"So…from those…three…last three…"* to emphasize which one he meant.

Example 9:
Concept, concept…tualization of integrative…motivation.

Example 10:
Ya, so it is like…yes, it is the kind of self…self…efficacy.

The example 9 and 10 had similarity in relation to the unfilled pause. The participants paused their speech in pronouncing a word. As can be seen from example 9, the participant did unfilled pause in the word *"concept…tualization."*

It can also be seen from example 10 in which the participant pronounced *"self**…**self**…**efficacy."*

Filled Pause

Besides unfilled pause, the participants also did filled pause when they delivered their speech during the presentation. The researcher have identified the filled pauses occurred in their speech, and the examples were presented as follow.

Table 7. The Examples of Filled Pause

Disfluency Type	Examples
Filled Pause	***Okay**, **so**, in this presentation, we will have five sessions.* *So that is Agung's reaction to this event, to this **ee what is that**, to this event.* *If we are happy about something, about for example, **ee** our learning then **ee** then we usually can relate, **ee** for **I mean** is that oh this learning is fun, I get bla bla bla bla.* ***Okay**. **All right**. **Em**, how to regulate your emotions?* *So, it's like **you know** can you imagine that?* *So, the…**what is it**…back in nineteen…eighties, **ee** the SLA…the SLA experts, my mistake, the, the SLA experts, **em**…conclude this…diagram three schematic.* *This one is **ee** is needed for the teacher to know because **ee** we can **ee** influence someone's emotion.* *There is your involvement in **aa ee** learning society in a language learning society.* ***Right**, **so** we have experienced so many emotions and feeling in our classes, right?* *So if someone is emotional, then talking to her is useless because she or he cannot handle his feeling or her feeling **and so**, it's better for us to let him or her calm himself or herself.*

Example 11:
***Okay**, **so**, in this presentation, we will have five sessions.*

Example 12:
*So that is Agung's reaction to this event, to this **ee what is that**, to this event.*

Example 13:
***Okay**. **All right**. **Em**, how to regulate your emotions?*

Example 14:
*So, the…**what is it**…back in nineteen…eighties, **ee** the SLA…the SLA experts, my mistake, the, the SLA experts, **em**…conclude this…diagram three schematic.*

Example 15:
***Right**, **so** we have experienced so many emotions and feeling in our classes, right?*

Based on the researchers' identification, filled pause was the most disfluency type occurred. All participants did filled pause during the presentation. There were some forms of filled pauses used by the participants. The most frequently occurred were *"ee em aa,"* and almost all of the examples provided had these forms of filled pauses. *"Ee em aa,"* were known as fillers because these were meaningless and not important.

Furthermore, the participants also did filled pause in front of their sentence, or before they said the main sentence. This form of filled pause occurred on the example 11, 13, and 15. On the example 11, the participant said *"okay so"*; on the example 13 it was said *"okay alright"*; and on the example 15 the participant said *"right so."* It seemed that the participants who said these words still thought about what they would say. They wanted to still engage the audience in the presentations. Therefore, they said these words rather than did not say anything at all (Clark & Brennan, 1991).

Other examples which were example 12 and 14 had the same form of filled pause. The filled pause was the participants questioned themselves. They said *"what is it"* and *"what is that"*, and it showed that the participants tried to recall some information they were going to explain.

Repetition

From all the occurrences of repetition, this study provides some evidences which are presented in the table 8. The repetitions occur when the participants say a word or a phrase.

Table 8. The Examples of Repetition

Disfluency Type	Examples
Repetition	*The first one is what is emotion? So,* ***I would.. I will ee.. I will*** *discuss about* ***in.. in*** *general what emotion is.* *So that is Agung reaction* ***to this event, to this ee..what is that, to this event.*** *You can take a deep breath* ***and also and also*** *count one to ten, and then exhale.* *For example, If I feeling sad,* ***then then*** *I will not do, for example, the worksheet.* *When we are happy,* ***we will learn we will learn*** *effectively.* *How did you handle yourself after you broke up?* ***That's why that's why*** *it's a little bit heart-wrenching.* *In this case, based on ___* ***have have*** *divided into* ***two... two cases****.* ***And I was I was sad I was sad, I was devastated I was I couldn't I couldn't cry but but*** *thank God.* *So, the…what is it…back in nineteen…eighties, ee the* ***SLA…the SLA*** *experts, my mistake,* ***the, the*** *SLA experts, em…conclude this…diagram three schematic.* *Em how* ***how we how we*** *make this kind of ee first step happens in your class.*

The table shows that repetitions which occurred in some participants' utterances are different. Some participants did repetitions containing filled pause or substitution.

Example 16:
The first one is what is emotion? So, ***I would.. I will ee.. I will*** *discuss about* ***in.. in*** *general what emotion is.*

Example 17:
So that is Agung reaction ***to this event, to this ee..what is that, to this event.***

Example 18:
And I was I was sad I was sad*,* ***I was devastated I was I couldn't I couldn't c****ry* ***but but*** *thank God.*

On the example 16, the participant repeated the phrase *I will* with the filler *ee..* Then on the example 17, she also did the same thing when she said *to this* followed by the filler *ee.. what is that* then finally said a phrase *to this event*. On the example 18 the other participant did many repetitions. He said *I was* followed by the substitution *I was sad* and he repeated it then followed by the substitution *I was devastated*. He said *I was* again followed by the substitution *I couldn't* and he repeated it.

From those evidences, the researchers assumes that there might be a reason why the participants did the repetitions. The participants might be thinking of what words they were going to say, while they were repeating the words or phrases in their utterances (Bock & Levelt, 1994). Meanwhile, in the example 19 the participant purposely did the repetition because she wanted to emphasize on what she was going to say.

Example 19:
According to Gross 2014, according to Gross 2014*, emotion refers to an* ***as.. astonishing*** *array of responses.*

Substitution

The participants of the study also did the substitutions when they were delivering the presentations. The researchers have identified the utterances of the participants which indicated to the substitutions. The examples of substitution occurrences are presented in the Table 6 below.

Table 9. The Examples of Substitution

Disfluency Type	Examples
Substitution	*And today, I would like you to express yourself, okay, so,* ***when I say, when I raise*** *your hand like this, so please, the higher I raise my hand, please shout as loud as you can, okay?* *Alright,* ***how do you feel? How did you feel? What do you feel? What did you feel about it?*** *like Mbak Dian has mention before ee.., about* ***why is what is***

	emotion. ***If we are If we don't feel** happy about something,* *So that's how **we use positive ee.. we use emotions in a positive way**.* *Therefore ehm.. therefore **regulating emotions, emotion regulation**, is very important.* *Okay. Emm.. **I will to... I'm going to** ask a question, maybe a little bit heart-wrenching.* *So the teacher choose to teach emm.. **students from primary grade, from primary school.*** *the way is you make ee you **have to build appropriate teachers have appropriate teachers behavior.*** *Just the same when your task is failed you have the consequence…consequetion of that your…your…what did…**what you do…what you did.***

Example 20:
*And today, I would like you to express yourself, okay, so, **when I say, when I raise** your hand like this, so please, the higher I raise my hand, please shout as loud as you can, okay?*

Example 21:
*Alright, **how do you feel? How did you feel? What do you feel? What did you feel about it?***

Example 22:
*Okay. Emm.. **I will to... I'm going to** ask a question, maybe a little bit heart-wrenching.*

From the examples, it can be seen that there are some kinds of substitutions. On the example 20 the participant substituted the verb of a phrase. She changed *say* into *raise*. On the example 21, the participant changed the tenses of the sentences she uttered. She changed simple present tense into simple past tense. On the example 22, the participant tried to change the modals *will* into *am going to.*

The researchers believe that the participants had the awareness on grammatical mistakes they did while they were speaking (Fromkin, 1971, 1973, 1980). Therefore, the participants eventually changed the tenses of the sentences into the correct one and changed *will to* into *am going to*. It is because he knew that *wil*l cannot be followed by *to*.

However, the substitutions done by the participants do not entirely correct the mistakes they had made. On the example 20, the participant wanted to ask the audience to shout as loud as they can when she raised her hands. However, she changed a phrase *when I say* into *when I raise your hand* consequently the audience seemed to be confused a bit and they understood after the participant said a clear instruction and showed the example in the end.

Example 23:
*So that's how **we use positive ee.. we use emotions in a positive way**.*

A filled pause also appeared when the participant changed a phrase she uttered. On the example 23 the participant changed a phrase *we use positive* into *we use emotion in a positive way*. However, she did a filled pause *ee..* before finally she could change the phrase. In this case, the participant knew that she made a mistake and she were thinking for a second to get it correct.

Deletion

The researchers found that deletion has the smallest numbers of occurrences. However, this study still provides the explanation on how and why can these occur in participants' utterances. The evidences of deletion occurrences are presented in table 10.

Table 10. The Examples of Deletion

Disfluency Type	Examples
Deletion	*Selecting situation is situation when... emm.. **So, emm.. to... emm.. In high school, mostly* *So ee.. In February of 2014, **I... my relationship** didn't work out.* *When..When teacher comes to class **he, ee.. that teacher** ee.. really prepare himself or herself that later in the class.* *That's good. **So, I have ... So, this is** inspired by the study of self-awareness because emotion, self-regulation, and self-awareness, and meta cognition are somehow related….* ***We go yeah.. It's like you pour** our emotions or the feelings.* *So, **by this…at the…**so it is like the pre-actional stage, we plan what we what we are going to do.* *Next please, yeah that is **um the ee** (moving) **okay that is** um the ee Dornyei and auto process model discovering that…*

Example 24:
*So ee.. In February of 2014, **I... my relationship** didn't work out.*

Example 25:
***We go yeah.. It's like you pour** our emotions or the feelings.*

Example 26:
*So, **by this…at the…**so it is like the pre-actional stage, we plan what we what we are going to do.*

From the examples, it can be seen that deletions done by the participants occurred by deleting an entire word or phrase and replacing it with a totally different phrase or sentence. Example 24 showed how the participant replaced the word *I* with *my relationship didn't work out*. The same case occurred on the example 25 in which the participant delete a phrase *we go yeah..* and replace it with *it's like you pour…* The example 26 shows that the participant did the

deletions for two times. He replaced a phrase *by this* with *at the* and eventually replaced it *with so it is like…*

Besides, some participants also did the deletions with a filled pause. While the participants were thinking of replacing the previous words with the phrases they implied to say, they made some filled pauses as shown at example 27 and 28.

Example 27:
Selecting situation is situation when... emm.. ***So, emm.. to... emm.. In high school, mostly.***

Example 28:
Next please, yeah that is ***um the ee*** *(moving)* ***okay that is*** *um the ee Dornyei and auto process model discovering that…*

From the examples, the researchers found the same reason why the participants did the deletion. They might have been aware of their mistakes while they were uttering a word or phrase (Dell, 1986). Eventually, they replace the entire word or phrase with a totally different phrase or sentence.

Conclusion

From the investigation, the researchers found that the participants still produced speech disfluency while they were delivering the presentations. There were five disfluency types found in this study consisting of unfilled pause, filled pause, repetition, substitution, and deletion. Filled pause had the largest numbers of occurrence with the total 375 times. The second largest is unfilled pause with 179 occurrences. The third largest is repetition with 118 occurrences in total. The last two are substitution and deletion with the total 51 and 19 occurrences.

In producing unfilled pause and filled pause, the participants seemed to think of the words they were going to say. They made filled pause, such as *ee.., emm..., okay.., so..,* because they wanted to sustain the attention of the audience in the presentations. Therefore, they said these words rather than did not say anything at all (Clark & Brennan, 1991). The participants were also aware of their mistakes when they said the words or phrases. They changed or replaced them with the correct one (Fromkin, 1971, 1973, 1980; Dell, 1986). Therefore, they made substitutions and deletions.

The findings of the study provides an understanding of the disfluencies that are occurring so that EEMP students can be more aware of those disfluencies. Thus, they can correct it or at least begin by decreasing the frequency of those disfluencies. It has been found that EEMP students still have quite frequent disfluencies during their speech. By considering this, EEMP can provide some other programs or activities that are intended to develop students' speaking so that they are able to speak fluently. Besides, the researchers also recommend future researchers to explore more about disfluency in order to enrich the knowledge about it.

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