

Disfluency ITJ

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Speech Disfluencies of Non-Native Speakers of English in Ted Talk Scripts

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Abstract: *To speak fluently in the target language, English, has remained a challenge for learners, particularly who are non-native speakers of English. When speaking, learners should then be aware of speech disfluencies. This paper, accordingly, aimed to investigate speech disfluencies of non-native speakers in their presentations. Data were collected from TED Talk scripts and then were analyzed and discussed based on the categories of disfluencies. The findings of this document analysis showed that there were five types of disfluencies which identified in the data, namely unfilled pause, filled pause, repetition, deletion, and substitution. It is expected that learners of English at university level can benefit from the study results concerning speech disfluencies to improve their speaking proficiency.*

Keywords: *disfluency, filled pause, non-native speaker, TED Talk*

INTRODUCTION

Speech fluency becomes the fundamental factor in daily communication. Fluency refers to a general oral proficiency in a given language, be it native or foreign (Gurbuz, 2017). Since English has become a lingua franca in many parts of the world, people are supposed to be able to speak English. However, to speak fluently in English, has remained a challenge for learners, particularly learners who are non-native speakers because their first language is not English. As a result, they might produce disfluency in their speaking.

Disfluencies are “phenomena that interrupt the flow of speech and do not add propositional content to an utterance” (Tree, 1995: 709), such as filled pauses, silent pauses, corrections, and repetitions. It is estimated that six in every hundred words are affected by disfluency (Bortfeld, Leon, Bloom, Schober, & Brennan, 2001; Tree, 1995). “The frequency of disfluency increases when speakers are planning utterances” (e.g., Beattie, 1979; Clark & Tree 2002; Clark & Wasow 1998), at major breaks in discourse structure (Swerts 1998; Swerts, & Geluykens, 1994), and when speakers are unsure of the answer to a question (Brennan and Williams, 1995; Smith & Clark, 1993) or must choose between a number of alternatives (Schachter, Christenfeld, Ravina, & Bilous, 1991; Schachter, Rauscher, Christenfeld, & Crone, 1994). Disfluency also increases when speakers experience difficulty with a specific aspect of their utterance (Heller, Arnold, Klein, & Tanenhaus, 2015).

Regarding the importance of speak fluently, learners should be aware of their disfluency in order to minimize its occurrence. This study is intended to investigate speech disfluencies of non-native English speakers in their presentations. The data from TED Talk scripts are analyzed by adapting speech disfluency types proposed by Shriberg (1994) and Bailoor, John and Laxman (2015). The TED (Technology, Entertainment, Design) is a nonprofit association that spreads ideas in the form of talks. It provides a website of recorded conference presentations (TED Talks) which cover almost all topics, such as education, science, and business in more than 100 languages. TED Talks is claimed to have over a billion online views.

In this research, the researchers formulated the following question: What are the speech disfluencies which occur in non-native English speakers' presentations in TED Talk? The results of this study would be beneficial to learners, especially non-native English speakers, in order to recognize their disfluencies so that they can minimize its occurrences in their speech.

LITERATURE REVIEW

There are many different views on fluency. For instance, Fillmore (1979: 93) proposes a broad view of fluency which focuses on several aspects, such as: "The ability to talk at length with few pauses, the ability to talk in coherent ..., the ability to have appropriate things to say ..., and the ability some people have to be creative..."

Producing "fluent speech is an important component of speaking proficiency for non-native speakers as defined in the Common European Framework of Reference for Languages" (CEFR; Council of Europe, 2001). However, it still remains challenging for them to be able to speak fluently. "Non-native speech is reported to contain more disfluencies than native speech" (e.g., Cucchiarini, Strik and Boves 2000). Liyanage and Gardner (2013) mention three markers of disfluency that are widely discussed in the research literature on fluency. Those markers are various silences, filled pauses, and self-repairs. Mostly, researchers identify the frequency of the occurrence of those features as contributing to disfluency.

Several factors influence the production of disfluency. Bortfeld, et al. (2001) find that not only age and gender which affect the production of disfluency but also the speaker's conversational role and conversational partner. Additionally, the production of disfluency might occur before linguistic content with higher cognitive load (Bosker, 2014). He states that "this causes disfluencies in spontaneous speech to follow a non-arbitrary distribution: they tend to occur before longer utterances" (Oviatt, 1995; Shriberg, 1996), before unpredictable lexical items (Beattie and Butterworth, 1979), before low-frequency color names (Levelt, 1983), open-class words (Maclay and Osgood 1959), names of low-codability images (Hartsuiker and Notebaert, 2010), or at major discourse boundaries (Swerts, 1998). Also talking about an unfamiliar topic (Bortfeld et al., 2001; Merlo, & Mansur, 2004) or at a higher pace (Oomen, & Postma, 2001) increases the likelihood of disfluencies. Another factor influencing disfluency is context. There is a higher possibility of disfluency when talking in dialogue vs. monologue and to humans vs. computers (Oviatt 1995). Moreover, "in contexts where there are multiple reference options to choose from, such as in case of low contextual probability" (Beattie, & Butterworth,

1979) or multiple reference options (Schnadt, & Corley, 2006). Commonly, disfluency occurs during the spontaneous conversations among people (Shriberg, 2001).

The previous study on disfluency has been conducted by Sanjaya and Nugrahani (2018). This study examined speech disfluency produced by English Education Master's Programme students of Sanata Dharma University, Yogyakarta, Indonesia. It concluded that the Master's Programme students still produced speech disfluency in their oral communication. Filled pauses had the largest number of occurrences during their speech. On the other hand, this study focused on investigating speech disfluencies occurring in formal presentations of non-native English speakers. The speakers might have prepared their presentations; however, they still produced speech disfluencies. There are several types of disfluency proposed by some researchers based on their study. Postma, Kolk and Povel (1990) categorize disfluency as "repetitions, prolongations of sounds, blocking on sounds, and interjections of meaningless sounds". Meanwhile, Shriberg (1994) and Bailoor, et al. (2015) propose seven types of disfluency, namely unfilled pause, filled pause, repetition, substitution, deletion, insertion, and articulation errors. This study adapts five types of disfluency, namely the unfilled pause, filled pause, repetition, substitution, deletion (Shriberg, 1994; Bailoor, et al., 2015).

RESEARCH METHOD

The current researchers employed document analysis as the method to analyze the disfluency produced by non-native English speakers. Document analysis is a method of researcher 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, Jacobs, Razavieh, & Sorensen, 2010). In this study, the documents were TED Talk presentation scripts which were delivered by four non-native English speakers. The lengths of the presentations were 15-25 minutes. Those speakers were chosen since they were from non-English speaking countries.

There were some steps in gathering the data. Firstly, the researchers watched the presentation videos and downloaded the scripts from ted.com. Secondly, the researchers watched the videos several times while writing the speakers' disfluencies on the scripts. Thirdly, the researchers collected and analyzed the disfluencies based on the five types. Fourthly, the researchers made tables which consisted of speech disfluency types, namely the unfilled pause, filled pause, repetition, deletion, and substitution. Fifthly, the researchers calculated the occurrences of each disfluency type.

In analyzing the data, the researchers took the following steps: First, organizing the collected data, namely speech disfluency types produced by non-native English speakers during their presentations in TED Talk. The source data were the videos and scripts of their presentations. Second, the researchers did the coding all of the data. The researchers categorized the disfluencies produced by the speakers into several categories (Creswell, 2014), and based on the speech disfluency types proposed by Shriberg (1994) and Bailoor, et al. (2015). Third, the researchers provided tables which consisted of disfluency types and the evidences from the scripts. Lastly, the researchers discussed the findings and gave interpretations of the disfluencies produced by the speakers.

FINDINGS AND DISCUSSION

After analyzing the data, the researchers found five types of disfluency which were produced by non-native English speakers. The five types were the unfilled pause, filled pause, repetition, deletion, and substitution. The first speaker who spoke for 20:23 minutes, produced 9 unfilled pauses, 52 filled pauses, 62 repetitions, and 3 substitutions. The second speaker who spoke for 22:16 minutes, produced 3 unfilled pauses, 59 filled pauses, 31 repetitions, 6 deletions, and 5 substitutions. The third speaker who spoke for 17:32 minutes, produced 7 unfilled pauses, 65 filled pauses, 15 repetitions, and 2 substitutions. The fourth speaker who spoke for 21:19 minutes, produced 10 unfilled pauses, 71 filled pauses, 46 repetitions, 11 deletions, and 8 substitutions. In total, the findings are presented in Table 1 below.

Table 1. Speech Disfluencies of Non-native English Speakers

Disfluency Type	Frequency
Unfilled pause	29
Filled pause	247
Repetition	154
Deletion	17
Substitution	18

Based on the findings, it could be seen that the disfluency type of filled pause has the largest number of occurrences when the speakers were delivering the presentations. The total occurrences of this type of disfluency were 247 times. The second largest number of occurrences was repetition with the total of 154 occurrences. Unfilled pause becomes the third largest category of speech disfluency which had the total of 29 occurrences. The last two speech disfluencies which were produced by the speakers were substitution with 18 occurrences in total, followed by deletion with 17 occurrences in total.

In the following parts, the study provides more specific explanation on each disfluency type. There are five types representing speech disfluency produced by the speakers. The study provides the evidences of speech disfluency by presenting the tables which contain the examples collected from the scripts. Additionally, the study explains the probable reasons of the disfluencies produced by the speakers.

Unfilled Pause

One of the disfluency types was unfilled pause. In this disfluency type, there was no single word uttered by the speakers. They remained silent for a while which was "longer than the pauses in an equivalent fluent utterance" (Fraundorf, & Watson, 2014: 1083). The examples of speakers' unfilled pauses were presented in Table 2.

Table 2. Examples of Speakers' Unfilled Pause

No.	Disfluency Type	Example
1.		"Let me...give some of the background of what fish means for us".
2.		"Has our ability to meet those aspirations...risen as well?"

No.	Disfluency Type	Example
3.	Unfilled Pause	<i>"Imagine what it does to...a street kid in Calcutta, who has to help his family during the day, and that's the reason he or she can't go to school"</i> .
4.		<i>"Now, we we...did everything we could to convince Melquiades to take his medicines, because it's really hard"</i> .
5.		<i>"We now have...on on the order of of 2,200 videos, covering everything from basic arithmetic, all the way to to vector calculus, and some of the stuff that that you saw up there"</i> .
6.		<i>"You have this situation where...now they can pause and repeat their cousin, without feeling like they're wasting my time"</i> .
7.		<i>"We don't want...ee something to happen that they are forced to migrate without having been prepared to do so"</i> .
8.		<i>"And aa and today, I want to..., well, ee share with you something I love, and also why"</i> .
9.		<i>"Um...first thing I'm going to do is to make a sine wave oscillator, and we're going to call the sine wave generator 'Ge'"</i> .
10.		<i>"Well, we...we're on the equator, and I I'm sure many of you understand that when you're you're on the equator, it's supposed to be in the doldrums"</i> .

"Let me... give some of the background of what fish means for us". (Example 1)

"Has our ability to meet those aspirations... risen as well?" (Example 2)

"Imagine what it does to... a street kid in Calcutta, who has to help his family during the day, and that's the reason he or she can't go to school". (Example 3)

Most of the speakers produced unfilled pause because they did not have any idea what to say afterwards. As could be seen in those six examples, the speakers seemed confused about the next utterances. In examples 1, 2, and 3, the speakers were silent for a moment because they were uncertain about the next word they should say. This silence affected the smooth flow of the speech (Bailoor et al., 2015).

"Now, we we... did everything we could to convince Melquiades to take his medicines, because it's really hard". (Example 4)

"We now have... on on the order of of 2,200 videos, covering everything from basic arithmetic, all the way to to vector calculus, and some of the stuff that that you saw up there". (Example 5)

In example 4, the speaker even produced a repetition before being silent. On the other hand, example 5 showed the speaker's word repetition after the unfilled

pause. Those two speakers seemed still confused about the idea of their utterances. It is considered as unfilled pause since they are silent in which longer than two seconds (Jefferson, 1989).

"You have this situation where... now they can pause and repeat their cousin, without feeling like they're wasting my time". (Example 6)

Meanwhile, in example 6, the speaker changed the idea of the utterance after producing unfilled pause. The speaker's last word in the beginning utterance "where" was not related to the first word of the next utterance "now." It might happen because the speaker uttered the wrong idea at first.

"We don't want... ee something to happen that they are forced to migrate without having been prepared to do so". (Example 7)

"And aa and today, I want to..., well, ee share with you something I love, and also why". (Example 8)

In examples 7 and 8, after producing unfilled pause, the speakers had filled pauses, namely "ee" and "well". They wanted to continue their speaking but it seemed that they were unsure about the next idea. Corley and Stewart (in press), claim that speakers are not confident when their utterances are preceded by silence, even less confident if that silence contains a filler.

"Um... first thing I'm going to do is to make a sine wave oscillator, and we're going to call the sine wave generator 'Ge.'" (Example 9)

On the other hand, in example 9, the speaker also produced unfilled pause, but it happened before the filled pause. In this case, he/she tried to recall what he/she was going to say. Thus, instead of uttering the sentence directly, he/she had filled and unfilled pause.

Filled Pause

The speakers did not only produce unfilled pause. In their presentations, they also had filled pause. According to Pamolango (2016), there are two kinds of filled pause, namely non-words filled pause, such as um, uh, hmm, and em, and phrase filled pause, including all right, you know, I mean, and well. Those kinds of filled pauses occurred both in the initial and final positions of the utterances (Gryc, 2014). The examples of the speakers' filled pauses can be seen in Table 3.

Table 3. Examples of Speakers' Filled Pause

No.	Disfluency Type	Example
1.		<i>"Um so it's not about getting two feet".</i>
2.		<i>"All right, so if I were to play this -- (Tone) - you would hear a sine wave at 440 hertz for two seconds".</i>
3.		<i>"And so you can imagine, here I was, aa aa an analyst at a hedge fund -- ee it was very strange for me to do something of social value".</i>

No.	Disfluency Type	Example
4.	Filled Pause	"The the tuna fishery is really entirely for the foreign market, mostly here in the US, um Europe, um Japan".
5.		"There were demonstrations just down the street from our house all the time, students ee protesting against ee the military government".
6.		" Aa aa assuming he was good. We don't know".
7.		" Okay, great , now I can imagine creating all kinds of really horrible single sine wave pieces of music with this, but I'm going to do something that computers are really good at, which is repetition".
8.		"And this was designed you know to let you take your time and figure out where your expressive space is, and aa you can just hang out here for a while, for a really dramatic effect, if you want, and whenever you're ready".
9.		"And they said, well , that's a nice thought but it's just not cost-effective".
10.		" Um and yeah , you can start becoming a mentor, a tutor, aa aa really really immediately".

"**Um so** it's not about getting two feet". (Example 1)

"**All right, so** if I were to play this -- (Tone) — you would hear a sine wave at 440 hertz for two seconds". (Example 2)

"**And so** you can imagine, here I was, **aa aa** an analyst at a hedge fund -- **ee** it it was very strange for me to do something of social value". (Example 3)

In examples 1, 2, and 3, the speakers produced three kinds of filled pause, namely and, um, and all right. The three filled pauses were followed by so. So was one of the most frequently used filled pauses. Gryc's (2014) study also shows that so is the most frequently used filler in academic activities, including seminars and lectures. Most of the speakers tended to use so in their utterances before they said the next sentences. As can be seen in the three examples above, the filled pauses appeared in the beginning of the sentences. It is in line with other studies which concluded that mostly filled pauses or fillers occurred at the beginning of a phrase or an utterance (Barr, 2001; Maclay, & Osgood, 1959).

"The the tuna fishery is really entirely for the foreign market, mostly here in the US, **um** Europe, **um** Japan". (Example 4)

"There were demonstrations just down the street from our house all the time, students **ee** protesting against **ee** the military government". (Example 5)

"**Aa aa** assuming he was good. We don't know". (Example 6)

Besides producing phrase filled pause, the speakers also had non-words filled pause, such as *um*, *ee*, and *aa*, which could be seen in examples 4, 5, and 6.

⁹ Mukti and Wayudi (2015) mention that the use of non-word filled pause, such as um, indicates readiness to open a new topic, sentence, or point of the talk. As can be seen in example 4, the speaker produced um when he/she mentioned a certain name of country when giving an example. Meanwhile, in example 6, the speaker produced aa before saying a sentence. It meant that the speaker was ready to begin a new sentence in his/her speaking.

Repetition ¹

The next speech disfluency occurred ¹² the speakers' presentations was repetition. In this case, the speakers produced unmodified repetitions of a word, a part of word, or a string of words (Fraundorf, & Watson, 2014). The current researchers provided the examples of repetition in Table 4 below.

Table 4. Examples of Speakers' Repetition

No.	Disfluency Type	Example
1.		"As valuable as that is in Los Altos, imagine what it does to the adult learner, who's embarrassed to go back and and learn stuff they should have known before before going back to college".
2.		"I put them on YouTube just just -- I I saw no reason to make it private, so I I let other people watch it, and then people 5 started stumbling on it".
3.		Jeff is one of the ones who who made it happen".
4.		"I I guess by definition, it's it's kind of computer music".
5.	Repetition	"We've got to be very, very careful because the technology has so improved".
6.		"Well, we eat fish every day, every day , and um I think there is no doubt that our rate of consumption of fish is perhaps the highest in the world".
7.		"Let's let's pause here".
8.		"And I think that the the catch here is that, at least to me, computer music isn't really about computers".
9.		"Ee there was there was serious drought, and the people could not continue to live on the island, and so they were moved to to live here in the Solomon Islands".
10.		"But then, as as the viewership kept growing and kept growing, I I started getting letters from from people, and it was starting to become clear that it was more than just a nice-to-have".

⁵ As valuable as that is in Los Altos, imagine what it does to the adult learner, who's embarrassed to go back and **and** learn stuff they should have known before **before** going back to college. (Example 1)

"I put them on YouTube just **just** -- I I saw no reason to make it private, so I I let other people watch it, and then people started stumbling on it". (Example 2)

"Jeff is one of the ones who **who** made it happen". (Example 3)

“*I guess by definition, it's **it's** kind of computer music*”. (Example 4)

As could be seen in examples 1, 2, 3, and 4, the speakers produced repetition in their utterances. From the examples, it could be inferred that the speakers repeated their words because they were unsure what they were going to say afterwards. It seemed that they were still thinking about the next idea to say (Bock, & Levelt, 1994).

“*We've got to be very, **very** careful because the technology has so improved*”. (Example 5)

“*Well, we eat fish every day, **every day**, and um I think there is no doubt that our rate of consumption of fish is perhaps the highest in the world*”. (Example 6)

On the other hand, examples 5 and 6 indicated that the speakers repeated their words in order to emphasize on the idea of their speaking (Sanjaya, & Nugrahani, 2018). In example 5, the speaker repeated the word *very* to strongly advise the audiences that they should be aware of the improvement of technology. Example 6 showed that the speaker informed the audiences about the people who ate fish in every single day by repeating the word *every day*.

Deletion

The other disfluency type produced by the speakers in their presentations was deletion. Deletion is when the speakers suddenly stop speaking but then start over with **the** new words of phrase (Engelhardt, Nigg, & Ferreira, 2013). The following, **Table 5**, presents the examples of the speakers' deletion.

Table 5. Examples of Speakers' Deletion

No.	Disfluency Type	Example
1.		“ And I They don't understand”.
2.		“ And he I was nominated, and I walked through the door of the World Bank Group in July of 2012”.
3.		“ You if we move back, we will fall off on the other side of the ocean”.
4.		“ We I was in a meeting with the Pacific Island Forum countries um where Australia and New Zealand are also members, and we had an argument”.
5.	Deletion	“Um there is um as you go into another community, there are bound to be changes”.
6.		“This is not my mother, but in the during the Korean War, my mother literally took her own sister, her younger sister, on her back, and walked at least part of the way to escape Seoul ee during the Korean War”.
7.		“Now, how what are we going to do?”
8.		“I studied both of them at the in in graduate school”.
9.		“ On usually not more than two kilometers in in width”.
10.		“We have ee 25 billion a year that we're investing in poor countries, and as we in the poorest countries”.

“**And I** They don't understand”. (Example 1)

“And **he** I was nominated, and I walked through the door of the World Bank Group in July of 2012”. (Example 2)

“**You** if we move back, we will fall off on the other side of the ocean”. (Example 3)

“**We** I was in a meeting with the Pacific Island Forum countries um where Australia and New Zealand are also members, and we had an argument”. (Example 4)

Based on examples 1, 2, 3, and 4, the speakers produced deletions at the beginning of their sentences. All of the deletions were pronouns, namely *I*, *he*, *you*, and *we*, which became the subjects of the sentences. However, it seemed that they used wrong pronouns when expressing their ideas. Thus, they omitted those pronouns and used other pronouns, the correct one. Even, in example 3, the speaker did not only change the previous pronoun with another, but he/she began the sentence with a conjunction *if* instead of directly using a pronoun. The speakers tended to correct their mistakes directly after an articulation (Li, & Tilsen, 2015), as shown in those examples.

“Um **there is** um as you go into another community, there are bound to be changes”. (Example 5)

In example 5, the speaker did not only produce deletion but also filled pauses, namely *um*. The filled pauses were positioned between an omitted phrase, namely *there is*. Usually, the speakers produced some filled pauses while they were thinking of replacing the previous words (Sanjaya, & Nugrahani, 2018). Example 5 showed that the speaker’s *there is* and changed it with *as you go*.

“This is not my mother, but **in the** during the Korean War, my mother literally took her own sister, her younger sister, on her back, and walked at least part of the way to escape Seoul ee during the Korean War”. (Example 6)

“Now, **how** what are we going to do?” (Example 7)

“I studied both of them **at the** in in graduate school”. (Example 8)

It could be inferred from examples 6, 7, and 8 that the speakers produced deletions because they were aware of their mistakes (Dell, 1986). Examples 6 and 8 showed that the speakers chose the wrong prepositions, hence, they replaced them to make correct sentences. Meanwhile, in example 7 the speaker replaced the previous question word *how* with *what*.

Substitution

The last disfluency type in which the speakers changed partly or completely what they said is known as substitution. The examples of the speakers’ substitutions were presented in Table 6.

Table 6. Examples of Speakers' Substitution

No.	Disfluency Type	Example
1.		"But this is these are the kinds of issues that people don't understand".
2.		"She went she was chewing betel nuts, and it's not something we do in Kiribati".
3.		"They they're doing it at the district level".
4.		"We we've got a million people on the site already, so we can handle a few more".
5.	Substitution	"We have ee 25 billion a year that we're investing in poor countries, and as we in the poorest countries ".
6.		"And Kiribati is one of the three major um resource owners, tuna resource owners ".
7.		"Now, if your if the reference income of a nation, for example, goes up 10 percent by comparing themselves to the outside, then on average, people's own incomes have to go up at least five percent to maintain the same level of satisfaction".
8.		"This is a this thing I have in front of me actually ee used to be a commodity gaming controller called a Gametrak".
9.		"And this and here , you'll hear a little accompaniment with the melody".
10.		"And 8 trillion literally sitting in with in the hands of rich people under their very large mattresses".

"But this is **these are** the kinds of issues that people don't understand". (Example 1)

"She went **she was** chewing betel nuts, and it's not something we do in Kiribati". (Example 2)

"They **they're** doing it at the district level". (Example 3)

"We **we've** got a million people on the site already, so we can handle a few more". (Example 4)

The examples above showed that there were some kinds of substitutions produced by the speakers. In example 1, the speaker substituted *this is* with *these are* to express the fact that there was more than one issue. In example 2, the speaker changed the tense he/she used. At first, he/she used *went* then it changed into *was*. Both of them were the past tense but the new one was the past continuous tense. It was similar to examples 3 and 4 in which the speakers also changed their tenses. In example 3, the speaker changed *they* in the present tense into *they're* in the present continuous. Meanwhile, example 4 showed that the speaker changed *we* in the present tense into *we've* in the present perfect. In substitution, the speakers modified the content of the phrase because a grammatical mistake occurred (Bailoor et al., 2015).

“We have ee 25 billion a year that we're investing in poor countries, and as we **in the poorest countries**”. (Example 5)

“And Kiribati is one of the three major um resource owners, **tuna resource owners**”. (Example 6)

“Now, if your **if the** reference income of a nation, for example, goes up 10 percent by comparing themselves to the outside, then on average, people's own incomes have to go up at least five percent to maintain the same level of satisfaction”. (Example 7)

As could be seen in examples 5, 6, and 7, the speakers seemed to realize that they chose the wrong diction to express their ideas. Hence, they substituted the phrases that they said previously. In example 5, the speaker changed *in poor countries* into *in the poorest countries*. On the other hand, example 6 substituted *tuna resource owners* for *resource owners*. In example 7, the speaker changed *if your* into *if the*. The speakers were aware of their mistakes when they were speaking (Fromkin, 1980). Thus, they changed the dictions to form the correct versions of their utterances.

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CONCLUSION

The results of the present study revealed that non-native English speakers still produced speech disfluency. There were five types of speech disfluency which occurred during their speaking, namely unfilled pause, filled pause, repetition, deletion, and substitution. In total, the current researchers identified 29 unfilled pauses, 247 filled pauses, 154 repetitions, 17 deletions, and 18 substitutions. Based on the findings, it can be inferred that the filled pause became the largest number of disfluency occurrences in the speakers' speaking. Generally, the speakers produced different kinds of speech disfluency because they were unsure about their next utterances. Hence, while thinking about what to say next, they tended to produce speech disfluency, including repetition, unfilled pause, and filled pause. Furthermore, since the speakers were aware of their mistakes in speaking, it also made them produce speech disfluency, such as deletion and substitution. Based on the results, it is expected that learners, especially university students, can benefit from the results to improve their speaking proficiency. When they know and understand their disfluency, they will be able to minimize its occurrences. Thus, they can increase their English competence, particularly in speaking.

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