



AN ANALYSIS OF PAUSES IN CONVERSATIONS BY STUDENTS OF THE FACULTY OF LETTERS AND LANGUAGES, UNIVERSITAS KRISTEN INDONESIA

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Abstrak

Penelitian ini membahas tentang fenomena *pauses* (atau jeda dalam Bahasa Indonesia) dan faktor atau penyebab terjadinya *pauses*. Fenomena *pauses* atau jeda banyak terjadi di kalangan banyak orang, tak terkecuali di kalangan para mahasiswa sekalipun, khususnya para mahasiswa sastra Bahasa Inggris. Penelitian ini dibuat dengan tujuan untuk menemukan jenis fenomena jeda serta menganalisis faktor-faktor apa saja yang menyebabkan terjadinya fenomena jeda di kalangan mahasiswa Fakultas Sastra dan Bahasa, Universitas Kristen Indonesia. Penelitian ini dibuat dengan menggunakan metode penelitian kualitatif dan menggunakan teori dari Reed (dalam Kuswandi, M., & Apsari, Y., 2019) dan Kahar (2018) untuk menganalisis data. Data diambil dari transkrip rekaman kelas-kelas atau pertemuan kuliah secara online. Lalu, data-data mengenai fenomena jeda akan diklasifikasi atau dikelompokkan sesuai dengan jenis-jenis *pauses* berdasarkan teori Reed dan Kahar. Setelah itu, akan dianalisis mengenai faktor-faktor atau penyebab terjadinya fenomena jeda. Hasil penelitian menunjukkan bahwa ada 51 data mengenai jeda (41 data mengenai jeda yang terisi dan 10 data mengenai jeda yang tidak terisi), yang berarti ada banyak mahasiswa Fakultas Sastra dan Bahasa, Universitas Kristen Indonesia yang melakukan jeda pada saat mereka sedang berbicara, menjelaskan sesuatu, ataupun menjawab pertanyaan dari dosen atau rekannya sendiri dengan berbagai alasan, mulai dari gugup, ragu-ragu, kurangnya kosakata berbahasa Inggris, dan masih banyak lagi. Dalam kesimpulan, dituliskan bahwa mahasiswa-mahasiswa dari Fakultas Sastra dan Bahasa, Universitas Kristen Indonesia menggunakan jeda yang terisi lebih banyak daripada jeda yang tidak terisi dengan alasan adanya kegugupan dan keragu-ruguan ketika mereka ingin berbicara, menjawab pertanyaan, menjelaskan sesuatu, ataupun mengungkapkan apa yang mereka pikirkan. Penelitian ini juga memberikan saran atas fenomena yang terjadi. Pertama, disarankan agar para mahasiswa lebih banyak membaca dan berlatih berbicara dalam Bahasa Inggris secara berkala untuk menghilangkan perasaan gugup dan ragu-ragu, serta menambah kosakata Bahasa Inggris. Saran lainnya, agar para dosen juga bisa ikut memberikan motivasi kepada para mahasiswa untuk berlatih sehingga bisa meminimalisir terjadinya fenomena jeda dalam kegiatan perkuliahan.

Kata kunci: Jeda, Penyebab jeda, Mahasiswa

Abstract

This article discusses the pauses phenomenon and the factors that cause pauses among students of the Faculty of Letters and Languages, Universitas Kristen Indonesia. This article was made by using qualitative research methods and using the theory of Reed in Kuswandi, M., & Apsari, Y. (2019) and Kahar (2018). Data is taken from recorded transcripts of online classes. Then, the data regarding the pauses phenomenon will be classified according to the types of pauses based on Reed and Kahar's theory. After that, the factors or causes of the pauses phenomenon will be analyzed. The results showed that there were 51 data on pauses (41 data filled pauses and 10 data unfilled pauses), which means that there are many students of the Faculty of Letters and Languages, Universitas Kristen Indonesia who do the pauses for various reasons, ranging from nervousness, hesitation, etc. In conclusion, the students from the Faculty of Letters and Languages, Universitas Kristen Indonesia use filled pauses more than unfilled pauses for reasons of nervousness and hesitation when they are talking. It is suggested that the students have to read more and practice speaking English regularly, increase English vocabulary, and the lecturers can also motivate students to practice so that they can minimize their pauses.

Keywords: Pauses, Factors that cause pauses, College students

1. Introduction

Language is a system of conventional vocal sign usage in which human beings communicate (Alhasibunur, 2018). Language is also used in conversation which is one of the form of communication. According to Wardaugh in Nuryatul (2015), Conversation means a cooperative activity in the sense that it involves two or more parties. Conversation consists of 2 (two) or more people, one is called the speaker and the others are called the listeners/interlocutors. A speaker is a person who is speaking or giving information, meanwhile, listeners are persons who are listening to what the speaker says and waiting for their turn to speak. Having a good conversation means having good communication.

A good conversation can be achieved when both parties are able to control as the turn flows well and smoothly. Normally, when someone speaks, others must listen until the current speaker stops speaking, and others can get on the floor. To make an understandable and comfortable conversation, both parties need to understand the sign of turn-taking. Turn-taking refers to the process by which people in conversation decide who will speak next (Ghilzai & Baloch, 2016). In other words, turn-taking is very important to effectively participate in social communications, otherwise, it may interrupt the other person who is speaking or may not actively listening. A smooth transition from one speaker to the next seems to be valued. We should not respond too quickly to the sentence of the interlocutors. And as a speaker, we also should not be silent for much longer than normal.

However, we often see that the speakers are sometimes having speech impediments such as being silent for a while, saying a word repeatedly, etc. This impediment is referred to as pauses.

This phenomenon often occurs in daily conversations. For instance, when we are doing a presentation in front of the class, expressing opinions, explaining something, and even asking questions. Therefore, based on the explanation above, the researcher is intrigued to make an analysis of the phenomenon of pauses by students in daily course conversations at the Faculty of Letters, Universitas Kristen Indonesia.

2. Literature Review

2.1. Pragmatics

According to Bublitz in Hidayati (2014), Pragmatics describes the linguistic forms, action patterns, and strategies that are used to imply and interpret which enable interlocutors to comprehend the intended, but not uttered meaning. In line with that, Yule in Hidayati (2014) explained pragmatics in more detail; he stated that pragmatics has several definitions. First, "pragmatics is the study of speaker's meaning". It has to do with analyzing what the speakers mean with their words rather than what the words or phrases in them. Second, "pragmatics is the study of contextual meaning". It means that people will give their interpretation of the message that they heard before and conveys the meaning of the message. Last, pragmatics is the study of the expression of relative distance. It investigates the assumption of the speaker about the distance of the shared experience between the speakers and the hearers to determine how to be said.

In conclusion, pragmatics is the study of languages such as words, sentences, gestures, facial expressions, etc. In communication between speakers and interlocutors, it is interpreted regarding certain contexts or contextual meanings.

2.2. Conversation Analysis

There are many metaphors used to describe conversation structure (Yule, 1996). For some, conversation is like dancing, with the conversational partners coordinating their movements smoothly. For others it's like crossing an intersection, involving lots of alternating movement without any crashes (Yule, 1996, p71). Yule argues that researchers in the tradition of Conversational Analysis have shown that conversation is a highly structured interaction. The main part of

organizing a conversation is turn-taking, which is a turn to speak which can be defined as the right to speak. It means that conversation analysis is about how we see a smooth conversation without any obstacles at all.

Moreover, Sidnel and Stiver in Khapsoh (2017, p8), state that the manifold Conversation Analysis reports and studies documenting robust conversational patterns and structures extant in the micro-moments of talk and embodied social interaction would simply not be possible without the Jeffersonian system. In combination with audio and video recordings, makes it possible to inspect hesitations, hitches, silences, overlaps, tokens, breaths, laughter, prosodic cues, and other accompaniments to what are considered the more usual components of speech production such as words or other turn content. It means that conversation analysis is used to check the various kinds of obstacles that occur in the conversation.

2.3. Pause

Pause is a silent time made by the speaker when having a conversation. Maclay and Osgood in Megawati (2017), stated that the pause is marked when the speaker is silent for a while but the discussion has not been finished. Moreover, Siegman in Khapsoh (2017), stated that pauses are basically measures of reaction time in the domain of speech and hence, are a reasonable set of indicators of cognitive difficulty and load. It can be said that the speaker is silent for a moment while speaking

The pause phenomenon occurs due to certain factors, pause disfluency in speaking/speech occurs because of the individual's difficulty in pronouncing what is known, and the difficulty of expressing what has been in the mind. Pauses also occur because there is no balance between the length of the speech and the linguistic structure. In addition, fluency occurs due to limited knowledge of syntax and lexical aspects of the target language (Megawati, 2017). Furthermore, Kahar (2018), stated that hesitation can also be said as a pause of varying length that occurs when the speakers are losing their words during speaking.

Several types of hesitation phenomena are generally used by people in delivering their speeches. First, a **False Start**, which is when the speaker speaks some words and then doesn't continue and uses other words instead. For example: *"This is... Yeah it's so beautiful"*. Second, **Repetition**, which is when the speaker repeats

2,5 until 3 seconds. In line with that, Kahar (2018), stated that an unfilled pause can be known by how long the speaker has been silent. Silent pauses are periods of non-articulation by the speaker. However, not all silences are necessarily disfluencies since speakers may also take short pauses for the sake of breathing or other articulatory functions.

3. Research Method

This research was using the qualitative research method. According to Creswell in Efrizah (2018), stated that Qualitative research method is a loosely defined category of research designs or models, all of which elicit verbal, visual, tactile, olfactory, and gustatory data in the form of descriptive narratives like field notes, recordings, or other transcriptions from audio videotapes and other written records and pictures or movies. Through this research method, first, the researcher gathered qualitative data and conducted the research by listening to video and audio recordings of course class meetings held online. Second, the researcher connected and organized all the data in the form of conversations that were done by students manually, these are the conversation transcripts. Third, the researcher was coding the data. Fourth, the researcher analysed all of the data. Last, the researcher wrote down the result clearly and comprehensively. Last, the researcher analysed the cause of pauses that occurs to the students.

4. Findings and Discussion

The data of this research was taken from the transcript of 2 online meeting courses, which are English IV (Reading) with Dr. Masda Surti Simatupang, M.Hum., as a lecturer and English IV (Speaking) with Mr. Yules Orlando Sianipar, S.S, M.Hum., as a lecturer. The researcher took 4 meeting recordings. Then, the data were classified into their types of pauses. After then, the researcher found out the reasons for the pauses.

4.1. Data grouping of unfilled pauses performed by students

The researcher found that there were 10 data regarding unfilled pauses carried out by students of the Faculty of Letters, UKI. The following researcher attaches some conversations that contain unfilled pauses data:

Table 1. Conversation between students, Tesa and Bende

| | | |
|-------|---|--|
| Tesa | : | <i>“ok thank you group 2 for the answers, I should move to group 5, do you have any questions? Bang Finakat, Bang Evan or there’s one more person that I don’t know”</i> |
| Bende | : | <i>“ehmm...I have a question”</i> |
| Tesa | : | <i>“Ouh..ok, so...(3 seconds), Bende from group...(3 seconds) 3”</i> |
| Bende | : | <i>“Ya, my question ehm... what is uh...what is your that aim or purpose of uh...your critical of your had been reading, what is the purpose exactly?”</i> |

Table 2. Conversation between lecturer and student, Ma'am Masda and Finakat

| | | |
|-------------|---|---|
| Finakat | : | <i>“Ok, thank you for the time uh... Ma'am Masda, and uh... everybody, today...(5 seconds), so everybody will uh... we will hear the presentation from uh...group, group 2, Ma'am? ”</i> |
| Ma'am Masda | : | <i>“Hahaha...don't ask me, ask Tessa, hahaha...”</i> |

Analysis: Unfilled pauses performed by students when they were talking to convey something due to their unpreparedness to speak, nervousness, or difficulty conveying words. They were also doing unfilled pauses or silent for several seconds because they were thinking about what to say next to complete their words. The duration of unfilled pauses performed by the students were various which are 3 seconds, 4 seconds, 5 seconds, etc.

4.2. Data grouping of filled pauses performed by students

The researchers found that there were 41 data regarding filled pauses carried out by students of the Faculty of Letters, UKI. The following researcher attaches some conversations that contain unfilled pauses data:

- Filled pauses using *uh, er, ehm*

Table 3. Conversation between lecturer and student, Ma'am Masda and Finakat

| | | |
|-------------|---|--|
| Ma'am Masda | : | <i>“Ya, now you tell us your comment or your opinion from what we discussed just now”</i> |
| Finakat | : | <i>“uh... just uh... Ma'am telling us about how writing ehm... journal articles and sometimes uh... the college students also like</i> |

can write the article. ...(4 seconds) So I have found some article written by a student college student but it's like what whatuh... like Ma'am said, it is from their uh... final final paper. Just like that, I found it in google Filled and Unfilled Pause scholar”

Analysis: Filled pauses performed by students when they were talking to occur due to nervousness. They were also doing filled pauses because they were not used to public speaking. The filled pause performed by the students were marked by *uh*, *ehm*, and *er* to fill their pauses.

- Filled pause because of hesitation using *false start*, *repetition*, *parenthetical remark*

Table 4. False Start

| | | |
|---------|---|--|
| Finakat | : | <i>“Uh... thank you for Santa, Tesa, and Juliet for presentate your presentation about reading comprehension. <u>Uh... actually I got, it is uh... about reading comprehension from like how the disabilities.</u> So thank you for the presentation. If anyone have question please you can ask to them.”</i> |
|---------|---|--|

Table 5. Repetition

| | | |
|-------|---|--|
| Putra | : | <i>“Maybe Elya, can you give your opinion first? and then I wil give my opinion then.”</i> |
| Elya | : | <i>“Ok, so why do we pick this, <u>this... article, this article</u> is because it's...what are from Ma'am Masda made it and it's about the same language. <u>It's...it's</u> about the same topic about language and it is also talking about how a campus lifework.....”</i> |

Table 6. Parenthetical Remark

| | | |
|-------------|---|---|
| Ma'am Masda | : | <i>“But what do you think, Is that possible for you later on to have your own article publish, Tesa?”</i> |
| Tesa | : | <i>“Yes actually. Like listening from uh... <u>apa namanya tadi? Penjelasan,</u> explanation. There are so many benefits to having our own articles focus. And I'm interesting in covid when I was in the third semester”</i> |

Analysis: Filled pauses performed by students when they were talking occur due to hesitation. For the *Parenthetical Remark*, the students did this pause because of their mother tongue, which is Bahasa Indonesia or it was because they just lack v o c a b u l a r y in English, therefore, they did not know how to convey their words or sentences in English. They were also doing filled pauses because they were no used to public speaking.

5. Conclusion

Pauses are divided into 2 categories, which are **filled pauses** where the speakers use some expressions such as “*ehm, uh, and er*”, false starts, repetition words, parenthetical remark, and lengthening to fill their pauses and **unfilled pauses** where the speakers are silent for some seconds. The speakers had paused for some reason, they were probably nervous, or hesitate, thinking, or cannot convey what was in their mind through the words/sentences. The pauses in conversations or speech could happen to anyone.

Therefore, in this research, the researcher is intrigued to discuss pauses in speech and conversations with students of the Faculty of Letters and Languages, Universitas Kristen Indonesia. From findings and discussion, the researcher found that from the whole data the researcher collected and analyzed, there are 41 data containing filled pauses and 10 data contain unfilled pauses and the most reasons the students did pauses because they are hesitate and nervous.

In conclusion, most of the students in The Faculty of Letters and Languages, Universitas Kristen Indonesia use filled pauses while they are having speech impediments because they are feeling hesitant and nervous.

Therefore, the students have to read more and practice speaking English regularly, increase English vocabulary, and the lecturers can also motivate students to practice so that they can minimize their pauses.

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