

AN ANALYSIS OF STUDENT'S SPEECH DISRUPTION IN STUDENT'S SPEAKING THROUGH ORAL PRESENTATION

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Abstract

This study aims to analyze speech disruptions experienced by second-grade students of SMA Negeri 14 Medan during oral presentations. Speech disruption, refers to interruptions in the flow of speech that affect fluency and clarity. The research focuses on identifying the types, frequency, causes, and impacts of these disruptions on students' speaking performance. Employing a qualitative descriptive method, data were collected through classroom observations of students' oral presentations and semi-structured interviews with selected participants. The speech disruptions were categorized following Gleason and Ratner's (1998) framework, which includes hesitation, repetition, false starts, and filler words. The findings reveal that repetition is the most dominant type of speech disruption, accounting for 35.80% of occurrences, followed by hesitation (27.78%), filler words (25.30%), and false starts (11.11%). The study also identifies several factors contributing to these disruptions, including lack of preparation, low confidence, nervousness, and limited vocabulary, with lack of preparation being the most significant. These disruptions negatively affect students' fluency and the effectiveness of their communication, often making it difficult for listeners to follow the intended message. The study suggests that improving students' preparation, building their confidence, expanding vocabulary, and managing speaking anxiety are crucial strategies to reduce speech disruptions and enhance oral proficiency. This research contributes valuable insights for EFL teachers to better understand and address the challenges faced by students in speaking activities, ultimately supporting the development of more effective teaching approaches to foster fluent and confident English speakers.

Keywords: Speech disruption; Speaking; Oral Presentation

INTRODUCTION

Speaking is a vital aspect of language mastery, serving as a primary means for individuals to convey thoughts, ideas, and emotions in both academic and everyday settings. In the context of formal education, especially at the high school level, the ability to speak fluently and confidently in English is increasingly valued, as it opens doors to further academic opportunities, professional advancement, and participation in a globalized world. English, being an international language, is not only a subject in the curriculum but also a skill that enhances students' competitiveness and self-assurance. However, despite its importance, many students encounter significant obstacles when required to speak in front of an audience, particularly during structured activities such as oral presentations. These obstacles often manifest as disruptions in the flow of speech, which can undermine the effectiveness of communication and hinder the achievement of learning objectives (Alharbi et al., 2021).

Speech disruption, is characterized by interruptions in the smooth progression of spoken language. These interruptions may take various forms, such as hesitation, repetition, false starts, and the use of filler words like "um" or "uh." According to Gleason and Ratner (Ismanto, Gunarto, & Wahyuningsih, 2021), speech disruptions are a natural part of spontaneous speech but become problematic when they occur excessively, as they can impede understanding and diminish the speaker's credibility. Squire (Du, Li, Chen, & Zhang, 2025) categorizes speech disruptions into silent pauses, filled pauses, interjections, repetitions, and revisions. Silent pauses are moments of silence exceeding 250

milliseconds, often reflecting cognitive processing or uncertainty. Filled pauses involve non-lexical utterances that signal the speaker is searching for words or organizing thoughts. Interjections are conventional expressions that add no substantive meaning, while repetitions and revisions indicate difficulty in formulating or recalling the intended message. These phenomena are not exclusive to language learners; however, they are more pronounced among students who are still developing their proficiency and confidence in using English for academic purposes.

A review of relevant literature reveals several factors contributing to the prevalence of speech disruptions among students. Fitriani et al. (Hutabarat, 2020) highlight the role of limited vocabulary and fear of making mistakes, which often lead students to hesitate or repeat themselves. Harijaz (Hutabarat, 2020) notes that anxiety and self-consciousness, particularly the fear of negative evaluation by peers, can exacerbate disruptions. Rashtchi (Kheddar, Hemis, & Himeur, 2024) observe that as students attempt to construct more complex sentences, the likelihood of disruptions increases due to the greater cognitive demands involved. Febriani (O'Shaughnessy, 2024) in her study of speech disruptions among students in microteaching classes, identifies filled pauses and repetitions as the most common forms, attributing them to inadequate preparation and nervousness. Squire (Kovács, Alonso, & Saini, 2021) further demonstrates that children with language impairments exhibit higher rates of speech disruptions, especially before phrases, compared to their typically developing peers. Collectively, these studies suggest that speech disruptions are influenced by a combination of linguistic, psychological, and contextual factors.

In the Indonesian classroom context, the influence of the first language, limited exposure to English outside of school, and insufficient practice opportunities are additional challenges that contribute to the occurrence of speech disruptions. Teachers often observe that students who are otherwise capable of understanding English struggle to express themselves fluently when required to speak spontaneously or present in front of their classmates. This struggle is particularly evident during oral presentations, where students must not only recall and organize information but also manage their anxiety and maintain audience engagement. The researcher's own observations during teaching practice at SMA Negeri 14 Medan revealed that while some students were able to deliver presentations with relative fluency, many others exhibited frequent pauses, repetitions, and filler words. These disruptions were most noticeable when students were unsure of the material, lacked preparation, or felt nervous about speaking in public. For instance, students would often repeat words or phrases, insert "um" or "uh" as they searched for the next idea, or pause for extended periods, causing the audience to lose interest or become impatient (Kuang & Zheng, 2022).

Based on these observations and the gaps identified in previous research, this study seeks to systematically analyze the types and causes of speech disruptions among second-grade students at SMA Negeri 14 Medan during oral presentations. The research is guided by the following questions: What types of speech disruptions are most commonly exhibited by students during oral presentations? What are the dominant types of speech disruptions? What factors contribute to the occurrence of these disruptions? The primary objectives of this study are to identify and classify the types of speech disruptions, analyze their frequency and characteristics, explore the underlying causes as perceived by the students, and discuss the impact of these disruptions on communication. By addressing these questions, the study aims to provide a comprehensive understanding of the phenomenon and offer practical recommendations for teachers and students to minimize speech disruptions and enhance speaking performance (Wood, Moxley, Tighe, & Wagner, 2018).

The significance of this research lies in its potential to inform teaching practices and curriculum development. By shedding light on the specific challenges faced by students during oral presentations, the findings can help educators design targeted interventions that address the root causes of speech

disruptions (Ambarsari & Noor, 2024). For example, teachers can incorporate activities that build vocabulary, provide structured opportunities for practice, and foster a supportive classroom environment that reduces anxiety and encourages risk-taking (Mellisa, Apriliaswati, & Bunau, 2019). Additionally, understanding the patterns and triggers of speech disruptions can help students develop greater self-awareness and adopt strategies to improve their fluency, such as thorough preparation, rehearsal, and relaxation techniques (Yolanda & Hadi, 2019). Ultimately, the study contributes to the broader goal of developing confident, articulate speakers who are equipped to succeed in academic and professional contexts (Fahmy, 2022).

To achieve these objectives, the study employs a qualitative descriptive research design. The participants are second-grade students at SMA Negeri 14 Medan who have experience delivering oral presentations as part of their English lessons. Data collection methods include classroom observation, where students' presentations are recorded and transcribed to identify instances of speech disruption, and semi-structured interviews with selected students to gain insights into their perceptions and experiences (Bohari, 2020). The analysis is guided by the framework of Gleason and Ratner (1998), which categorizes speech disruptions into hesitation, repetition, false starts, and filler words. The frequency and distribution of each type are calculated, and thematic analysis is applied to the interview data to uncover common themes related to the causes and impacts of speech disruptions.

METHOD

This study employed a qualitative descriptive approach to analyze speech disruptions among second-grade students at SMA Negeri 14 Medan during oral presentations. The research was conducted over a three-month period from January to March 2021, allowing sufficient time for data collection, analysis, and interpretation. SMA Negeri 14 Medan was selected as the research site due to its accessibility and the researcher's prior teaching experience at the school during the teaching practicum program, which provided valuable preliminary observations of students' speaking challenges (Saragih & Gultom, 2022). The study focused specifically on second-grade students from the science program (XI IPA 1), who were chosen through purposive sampling based on their active participation in oral presentation activities and their varying levels of English proficiency, ensuring a representative sample for comprehensive analysis.

The research was designed with the primary aim of identifying, classifying, and analyzing the types and causes of speech disruptions in students' oral presentations, as well as exploring their impact on speaking fluency (Riadil, 2020). A qualitative approach was deemed most appropriate for this investigation as it allowed for in-depth exploration of the phenomenon within its natural setting, capturing the complexity of speech patterns and the subjective experiences of participants. The study was empirically grounded, collecting actual speech samples from students' presentations and gathering first-hand accounts of their experiences through interviews. Data were systematically collected, organized, and analyzed following established research protocols to ensure methodological rigor and reliability of findings.

Data collection involved two complementary techniques to ensure comprehensive coverage of the research questions. First, classroom observations were conducted during students' oral presentations, which were video-recorded with prior consent from both students and school authorities. These recordings captured authentic instances of speech disruptions in a natural classroom environment. Each presentation lasted approximately 5-7 minutes, providing sufficient speech samples for analysis. The researcher used an observation checklist based on Gleason and Ratner's (Mandasari & Aminatun, 2020) classification of speech disruptions to systematically document occurrences of hesitation, repetition, false starts, and filler words. Second, semi-structured interviews were conducted with 10 selected students representing various proficiency levels. These interviews, lasting 15-20 minutes each, explored students' perceptions of their speaking difficulties, factors contributing to speech disruptions, and strategies they employed to overcome these challenges. The interview protocol included open-ended

questions designed to elicit detailed responses while allowing for follow-up inquiries based on participants' answers.

The data analysis process followed a systematic procedure beginning with the transcription of all recorded presentations and interviews. The transcripts were carefully reviewed multiple times to ensure accuracy and familiarization with the data. Speech disruptions in the presentation transcripts were identified, coded, and categorized according to Gleason and Ratner's (1998) framework. The frequency of each type of disruption was calculated and converted to percentages to determine their relative prevalence. For the interview data, thematic analysis was employed, involving coding of significant statements, identification of recurring patterns, and development of themes related to the causes and impacts of speech disruptions (Houn & Em, 2022). The analysis was guided by established qualitative research principles, ensuring systematic interpretation of the data while maintaining sensitivity to contextual factors. To enhance the validity and reliability of the findings, triangulation was employed by comparing data from different sources (observations and interviews) and seeking confirmation from participants through member checking. The entire research process adhered to ethical guidelines, including obtaining informed consent, ensuring confidentiality, and respecting participants' rights to withdraw from the study at any time

RESULT AND DISCUSSION

The research focused on analyzing the types and causes of speech disruptions among second-grade students at SMA Negeri 14 Medan during oral presentations. Data were collected through classroom observations and interviews, then categorized and quantified according to Gleason and Ratner's (Azlan, Zakaria, & Yunus, 2019) framework. The main variables examined were the types of speech disruption: hesitation, repetition, false starts, and filler words. The main variables examined were the types of speech disruptions: hesitation, repetition, false start, and filler words. And 162 data were found from the four types. There were 41 data for filler words, 18 data for false start, 58 data for repetition, and 45 data for hesitation.

After examining the four types, the most dominant data was repetition. The following table summarizes the frequency and percentage of each type of speech disruption identified in the students' oral presentations:

Table 1. The Percentage Types of Speech Disruption

Number	Category	Frequency	Percentage
1.	Hesitation	45	27,78%
2.	Repetition	58	35,80%
3.	False Start	18	11,11%
4.	Repetition	41	25,30%
TOTAL		162	100%

Table 1 shows that the type of words most often uttered by students in oral presentations are repetitions with a total of 58 (35.80%), second is hesitation 45 (27.78%), third is filler words 41 (25.30%), and finally false starts 18 (11.11%). After finding the most dominant type, the factors of why speech disruption occurs were also discovered. The following table summarizes the factors of student's speech disruption:

Table 2. The Factors Of Student's Speech Disruption

List of Students' Interview	Student's Answer	Factor of Speech Disruption, Febriani (2022)			
		Lack of Confident	Anxiety	Lack of Preparation	Nervous
Student 1	Factors like lack of practice . Also, sometimes I feel nervous because I think others will judge my pronunciation.			✓	✓
Student 2	A lack of confidence and not having enough practice with native speakers make it hard for me to speak fluently.	✓		✓	
Student 3	Factors like limited vocabulary and anxiety in social situations make it difficult for me to speak confidently .	✓	✓		
Interviewee 4	A lack of practice with real conversations and fear of judge			✓	
Interviewee 5	The factors is I am very nervous when see people in front of me when I am talking				✓
TOTAL		2	1	3	2

From the table above, there were some factors of speech disruption which influence student's speaking especially in oral presentation. Apart from it, the most frequently appearing was Lack of preparation with the amount was 3, the second there were Lack of confident and Nervousness with the same amount, and the total was, 2 and the last was Anxiety with the amount was 1 (Nurazizah, Friatin, & Sugiarto, 2019).

The results of this study were : (1) Types of Speech Disruptions, the most common types were repetitions, hesitations, filler words, and false starts; (2) Dominant Type: Repetitions are the most frequent, indicating a tendency among students to repeat words when facing difficulties in organizing their thoughts or recalling vocabulary; (3) Causes: Based on the interviews, the main causes were lack of preparation, low self-confidence, nervousness, and limited vocabulary. Most students admitted that inadequate practice and anxiety about making mistakes led to more frequent disruptions (Putri & Refnaldi, 2020).

The practical implication is that speech disruptions are not just linguistic phenomena but are greatly influenced by psychological and contextual factors. Addressing this problem requires a holistic approach that includes improving students' preparation, building their confidence, and expanding their vocabulary (Clark, 2019).

The findings directly address the problem and objectives of the study. Identification and quantification of types of speech disruptions provide empirical evidence for the most common challenges faced by students during oral presentations (Rokhaniyah, 2019). The analysis of causes offers valuable insights for teachers to design targeted interventions (Fidriani, Entika Fani Prastikawa, & AB Prabowo Kusumo Adi, 2021). By understanding patterns and triggers of speech disruptions, educators

can implement strategies such as structured practice, vocabulary enrichment, and anxiety management exercises to improve students' fluency (Saeed Al-Sobhi & Preece, 2018). In summary, the dominance of repetitions and the significant presence of hesitation and filler words highlight the need for better pedagogical strategies in speaking instruction. The results reinforce the importance of preparation and confidence building in reducing speech disruptions. This study adds value by providing a detailed and data-driven explanation of students' speaking challenges, which supports the development of more effective and supportive classroom practices

CONCLUSION

Based on the results and analysis of this study, it can be concluded that speech disruptions in oral presentations among second-grade students at SMA Negeri 14 Medan are most frequently manifested as repetition, followed by hesitation, the use of filler words, and false starts. The dominance of repetition indicates that students often struggle to organize their thoughts and recall vocabulary under pressure, which is further reinforced by the significant presence of hesitation and fillers. The main contributing factors identified were lack of preparation, low self-confidence, nervousness, and limited vocabulary, as revealed through both observations and student interviews. These findings demonstrate that speech disruptions are not only linguistic challenges but are also closely related to psychological and situational factors. The study successfully answers the research questions by identifying the specific types and dominant forms of disruptions, as well as clarifying the underlying causes. Furthermore, it highlights the importance of targeted interventions such as thorough preparation, confidence-building activities, and vocabulary enrichment to minimize speech disruptions and improve students' fluency. Ultimately, these insights provide valuable guidance for teachers in designing more effective speaking activities and support systems, ensuring that students can develop their oral communication skills more confidently and competently.

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