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Speech Disfluency Made by Indonesian EFL Learners in Various Settings

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Abstract

This research aimed to find out the types of speech disfluencies, to find out the frequencies of each type of speech disfluency, to find out the most dominant type of speech disfluencies, and to find out the factors that contribute to speech disfluency made by Indonesian EFL learners in various settings. This is qualitative research. Techniques of collecting data used in this research are documentation, recording, and interview. The research findings show that there are 7 types of speech disfluency made by EFL students of UIN Salatiga in various settings, namely filler, silent pause, repetition, prolongation, false start, grammatical error, and correction. The frequencies of speech disfluency are fillers 339 (47,70%), silent pause 76 (10,70%), repetition 69 (9,70%), prolongation 37 (5,20%), false start 24 (3,30%), grammatical error 136 (19,10%), and correction 29 (4%). The most dominant type of speech disfluency is fillers, with a total of 339 times (47,70%). Two factors contribute to speech disfluency, namely the cognitive factor and the psychological factor.

Keywords: Speech Disfluency, EFL Students, Various Settings

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PENDAHULUAN

In the modern era, the ability to speak a foreign language fluently has become an essential aspect of education and personal development. It not only enables learners to communicate effectively across cultures but also reflects their ability to comprehend and engage with the language materials presented during the learning process. When a learner can express themselves fluently in another language, it indicates a deep understanding of vocabulary, grammar, pronunciation, and context. According to Chu, fluent speech refers to the stability of the flow of speech, enabling the smooth and rapid movement of speech production to occur continuously and uninterruptedly (Chu, 2017), Nunan (2003) stated that fluency refers to the extent to which a speaker uses the target language quickly and confidently, with minimal hesitations or unnatural pauses, false starts, or word searches. In reality, though people already know how to deliver speech well, they sometimes still experience speech disfluency.

Research into how disfluencies appear in speech has largely focused on experimental setups aimed at uncovering the cognitive and linguistic factors that influence different kinds of disfluencies. Earlier studies have examined elements like executive functioning as possible contributors to disfluent speech patterns (Engelhardt et al., 2013), language conceptualization (Felker et al., 2019), In addition to vocabulary knowledge,

grammatical proficiency, and the ability to process language effectively. (Kahng, 2020; Pistono & Harstuiker, 2022).

Speech disfluency is a common phenomenon that is typically experienced by anyone, especially when delivering spontaneous or unprepared speech. It is considered an inevitable occurrence. Speech disfluency also becomes a problem for foreign language learners. Nonfluent speech affects the flow of speaking, particularly when presenting material, answering questions, or taking oral examinations. As human nature, we all sometimes experience speech disfluency from time to time. For example, it seems uncommon to hear people use sounds such as 'uh' or 'um' when speaking or delivering a speech. Speech disfluency, such as stuttering, affects approximately 1% of the global population (Kwasniewicz et al., 2016).

Stuttering is one of speech disfluencies marked by interruptions or irregularities in the flow of spoken language (Kent, 2000). About 1% of the population in the world is affected by stuttering (Yairi, 2013). Individuals who stutter often display a range of speech disfluencies. These can include stuttering-specific disruptions like blocks, extended sounds, and repeated syllables, as well as more general disfluencies such as filler words and repeated words or phrases. It is generally happening to the one who has stutter issue in speech.

Basically, there are two major sources of speech disfluency, namely dsfluency caused by the difficulties in planning and executing speech and disfluency caused by the problems of articulatory muscles performing sounds (Clark and Wasow in Fauziati, 2013). However, there is a condition called as speech without any disfluency and runs smoothly; that is ideal speech delivery (Fauziati, 2013). The ideal speech delivery can be deemed as fluent speech that speakers execute all the clauses in a single fluent series. The fluency of speech itself, however, can be affected by several factors such as age, the relationship between the speaker and interlocutor, topic, role, and gender (Abimanto, 2017).

A speech disfluency refers to an interruption in the normal rhythm or pattern of speaking. Typical examples include pauses filled with sounds like "um," repeated words or phrases, and changes made during speech. Identifying, classifying, and pinpointing these disfluencies is useful in both medical and everyday contexts (Corley and Stewart, 2008).

Speech disfluency might become a normal part of speech, especially for language learners who are just starting to learn a foreign language. Normal speech disfluency does not have apparent causes, nor does it follow a specific pattern. In speech disfluency, there is no presence of physical symptoms such as frustration or eye blinking in people who experience normal speech disfluency. These people also seem to rarely see that they have speech disfluency.

The current study investigates speech disfluency made by Indonesian English Foreign Language (EFL) learners produced in various settings. The phenomenon said Indonesian EFL learners made any disruption in the flow of oral language. It can be in the form of stuttering, hesitation, and filler language that learners insert to avoid awkward pauses while they discover their next utterances and probably ensure there is no opening to allow interruption. It is undeniable that language learners encounter any kind of speech disfluency in foreign language learning.

Literature Review

There are lots of researchers who discuss speech disfluency. In this research, the writer takes some relevant previous studies as a comparison to the current research. The writer uses some related studies of researchers like Shen and Zang, Sharma et al, Sukriana, et al, Sanjaya and Nugrahani, Bona, Iverach and Rapee, and Abimanto.

Shen and Zang (2025)

The first relevant study was conducted by Shen and Zang (2025) in their research titled “Individual-independent and cross-language detection of speech disfluencies in

stuttering based on multi-adversarial tasks and self-training". Based on the results, they stated that stuttering is a speech disorder that makes it difficult for people to speak smoothly. People who stutter often repeat sounds, stretch words, or get stuck while talking. To address this, they developed a new system that works more effectively across different individuals and languages. It uses a tool called wav2vec2 to understand speech and a special model to spot different types of speech problems. They also added tasks to help the system ignore differences between speakers and languages. Another part of the system learns from speech data that isn't labeled, using a smart way to guess labels based on confidence.

Sharma et al (2023)

The second study was conducted by Sharma in their research titled "Comparative analysis of various feature extraction techniques for classification of speech disfluencies". This study explores different methods for identifying and categorizing speech disfluencies. It focuses on six types: interjections, sound repetitions, word repetitions, phrase repetitions, revisions, and prolongations. To enhance the model's reliability, clean speech is also included as a seventh category. The research uses the UCLASS dataset from University College London, a well-known resource for studying stuttered speech. Five feature extraction techniques were tested—MFCC, LPCC, GFCC, Mel-filterbank energy, and spectrograms. Among these, MFCC, GFCC, and spectrograms performed best, achieving over 90% accuracy with the k-nearest neighbors (kNN) classifier for both six and seven-class setups. Looking ahead, the authors plan to address the challenge of detecting multiple disfluency types occurring at the same time in a single speech sample.

Sukriana, et al (2018)

The first relevant study was conducted by Sukriana, et al. They analyzed Zayn Malik's speech disfluencies using a psycholinguistic approach. The findings showed that Malik's disfluencies increased when speaking in front of crowds or with male interviewers, which correlated with his anxiety levels. In contrast, his disfluencies decreased when interacting with machines or female interviewers, suggesting he felt more at ease in these situations. Notably, Malik tended to use more silent pauses during an interview with Spotify.

Sanjaya and Nugrahani (2018)

The second relevant study was conducted by Sanjaya and Nugrahani. They carried out research entitled "Speech Disfluency in Groups' Presentations of English Education Master's Program Students". The study identified five types of disfluencies: filled pauses, substitutions, unfilled pauses, deletions, and repetitions. Filled pauses were the most common (375 occurrences), followed by unfilled pauses (179), repetitions (118), substitutions (51), and deletions (19).

Bona (2018)

The third relevant study was carried out by Bona. He conducted research entitled "Clustering of Disfluencies in Typical, Fast and Cluttered Speech". The study found that people who clutter (PWC) exhibit complex disfluencies most frequently. Additionally, there was no significant difference in complex disfluency frequency between typical speakers and those who stutter (ERS). However, ERS and PWC shared similarities in articulation rate, while in terms of speech planning, ERS resembled typical speakers. The study confirmed that people who clutter (PWC) exhibit the most complex disfluencies. However, it contradicted the assumption that stutterers (ERS) and typical speakers would have similar disfluency frequencies. Instead, stutterers showed significantly different patterns, with even simple disfluency clusters being rare compared to the other groups.

Abimanto (2017)

The fourth relevant study was carried out by Abimanto. He conducted research entitled “Speech Disfluency Made by Male and Female Learners”. The study identified nine types of disfluencies among male and female learners, including silent pauses, fillers, and repetitions. Fillers were the most common disfluency, with males using them more frequently than females. However, females used more silent pauses in their speech. Besides, there were several factors affecting disfluency made by either male or female learners, that were related to psychological factors, namely, cognitive factors and affective factors. The study categorized factors influencing disfluency into cognitive (vocabulary, grammar, topic familiarity) and affective (nervousness, habit, confidence). Male and female learners differed in two key areas: total disfluency frequency and dominant disfluency type.

Iverach and Rapee (2013)

The fifth relevant study was conducted by Iverach and Rapee. They carried out research entitled “Social anxiety disorder and stuttering: Current status and future directions”. The study found that social anxiety disorder in people who stutter can significantly impact their quality of life, social interactions, and academic and occupational functioning. Therefore, comprehensive treatment addressing the whole person, not just speech disfluency, is crucial. Collaboration between speech pathologists, psychologists, and psychiatrists is necessary to effectively manage the unique fears and experiences associated with social anxiety in people who stutter.

In this part of the study, the writer would like to elaborate on the definition of speech disfluency by some language scholars, speech disorders, types of speech disfluency, and factors that contribute to speech disfluency.

1. The Definition of Speech Disfluency

   The word disfluency, which is sometimes also spelled ‘Dysfluency’, refers to “a breakdown in normal speech while pausing” (Richards and Schmidt 2002). Gosy asserts speech disfluency is a phenomenon that interrupts the flow of speech and does not add propositional content to an utterance (Gosy, 2007). Disfluency includes false start, hesitation, repetition, and filler. Disfluencies like repetitions, reformulations, and false starts don't necessarily indicate errors, but rather may reflect a speaker's need for planning time. In fact, certain disfluencies, such as hesitation, can even help listeners focus on the message being conveyed.

   Research by Bosker (2014) found that listeners better remembered words preceded by disfluencies (like "um") in native speech, but not in non-native speech. This suggests that native speakers use hesitations purposefully to draw attention to important information, whereas non-native speakers may use them to buy time or recall words. Interestingly, native speakers' strategic use of hesitations doesn't necessarily disrupt communication.

   Speech disfluency can be attributed to two main factors: difficulties in speech planning and execution, and challenges with articulating sounds due to muscle coordination issues (Clark and Wasow in Fauziati, 2013: 87). Ideal speech delivery occurs when speech flows smoothly without interruptions or disfluencies (Fauziati, 2013: 88). Fluent speech, where ideas flow seamlessly, is considered ideal. However, factors like age, speaker-listener relationship, topic, role, and gender can impact speech fluency (Abimanto, 2017: 3).

   Speech disfluency can become a normal part of speech, especially for language learners who have just started learning a foreign language. Normal speech disfluency does not have an apparent cause, nor do they follow a particular pattern. In speech disfluency, there is no presence of physical symptoms (i.e. eye blinking or frustration) in people who experience normal speech disfluency. These individuals also seem to rarely notice that they have speech disfluency.

2. Types of Speech Disfluency

There are several types of speech disfluency. Based on the research findings conducted by Kolk, Postma, and Povel (1990), there are four types of speech disfluency, namely repetition, prolongation of sound, blocking on sound, and interjection of meaningless sound. Repetition includes repeating words, syllables, and phrases. Shriberg (1994) and Bailoor, John, & Laxman (2015) also mentioned other speech disfluency types namely unfilled pause, filled pause, substitution, repetition, insertion, deletion, and articulation error.

3. Factors Contribute to Speech Disfluency

Alanisi (2012) investigated factors affecting Yemeni student-teachers' English speaking skills. Analyzing teaching methods, textbooks, and syllabi at three education colleges, the research identified materials and teaching approaches as significant contributors to students' poor speaking proficiency.

According to Alanisi, speaking skill is inadequately addressed in both school and college settings. Speaking is often neglected in teaching and assessment, and traditional methods limit opportunities for language practice, even in the classroom. Additionally, many students lack intrinsic motivation to speak English, studying it only for short-term goals.

Spontaneous mankind speech is famous for its being disfluent. Among many distinguished types of disfluencies, it will not be false to say that filled gaps are one of the most familiar ones. Although the term filled gap is the most common for this disfluency type, the terms fillers, filled pauses, and even parasites are also used. From the definition above, it can be said that spontaneous speech enables speakers to make disfluency in the form of pauses or filled gaps.

People use filled gaps to save time and give the impression that his/her speech is fluent. They have a strategic use in this sense. They are also seen as evidence of problems in the planning stage of speech production. Clark and Wasow (1998: 201) emphasize this by stating that when speakers cannot formulate an entire utterance at once, they may suspend their speech and introduce a pause or filler.

Apart from those factors, disfluency may be caused by other factors such as social anxiety and psychological reaction.

a. Social Anxiety

Social anxiety (SA) is characterized by a fear of being judged negatively and feeling embarrassed during social interactions (American Psychiatric Association, 2013). Research indicates that adults who stutter tend to experience higher levels of SA compared to the general population (Craig & Tran, 2014). However, the extent to which overt stuttering behaviors are directly linked to SA remains uncertain. Some studies have identified associations between noticeable stuttering and self-reported anxiety (Ezrati-Vinacour & Levin, 2004; O'Brian et al., 2022) or communication apprehension, defined as fear or anxiety related to speaking (Blood et al., 2001). In contrast, other studies have found no such connection (Eggers et al., 2022; Manning & Beck, 2013; Mulcahy et al., 2008).

It has been proposed that SA may be more closely tied to an individual's personal perception of their stuttering severity rather than the observable features of their speech (Iverach et al., 2017; Manning & Beck, 2013). Additionally, stuttering may include subtle, less detectable forms (Briley & Kalinowski, 2016), where individuals experience disruptions such as sub-perceptual blocks that are not pronounced enough to be heard by others.

Beyond its link to stuttering, social anxiety (SA) can broadly affect how speech is produced. Research has shown that SA may alter both the acoustic qualities and timing aspects of speech (Laukka et al., 2008), as well as overall verbal performance. Individuals with high levels of social anxiety tend to exhibit more speech hesitations though not necessarily other types of disfluencies when speaking under pressure. Additionally, increased fear or anxiety around communication has been linked to greater hesitation during speech although this relationship has not been consistently supported across all studies.

b. Physiological Reactivity

Emotional responses like anxiety can trigger physiological changes linked to autonomic nervous system activation (Kreibig, 2010). These emotional shifts may disrupt speech production, leading to increased disfluencies and intensifying stuttering episodes (Eggers et al., 2013). Research has identified connections between observable stuttering behaviors and both behavioral (Jones et al., 2014) and physiological markers of emotional activity or sympathetic nervous system arousal. For instance, increased arousal has been found to correlate more strongly with stuttered speech than with fluent speech in children who stutter. Nonetheless, some studies have not found consistent links between physiological signs of emotional arousal and overt stuttering features (Choi et al., 2016).

Even in individuals with typical speech patterns, the speech production system can vary in its sensitivity to stressors like emotional states (Hansen & Patil, 2007). For instance, increased physiological arousal has been shown to affect motor control during speech in typical speakers. In children who speak typically, studies have linked stutter-like disfluencies to physiological markers of emotion regulation, and typical disfluencies to behavioral signs of emotional reactivity.

Among typically speaking adults, stressful speaking conditions have been associated with a rise in filled pauses compared to less stressful contexts (Metz & James, 2019). Conversely, other research found that these adults exhibited fewer overt disfluencies during stressful speech than in non-stressful situations. Instead, longer unfilled pauses were observed under stress, which correlated with elevated heart rates. This suggests that while overt disfluencies may not reflect stress levels, unfilled pauses could serve as indicators of physiological stress responses.

METHOD

This study is about speech disfluency made by English Foreign Language (EFL) Learners in various settings. The writer did not use a detailed statistical method. He just analyzed the students' work in the form of documentation and recording. It is all about the speech disfluency that students made in various settings. Thus, this research is conducted using the descriptive qualitative method. Denzin and Lincoln (2012) explained that qualitative research involves studying phenomena in their natural settings, interpreting the meanings people assign to them. It uses various methods, including case studies, interviews, observations, and personal experiences, to understand individuals' lives and the significance they attribute to events and interactions

The explanation above means that qualitative research puts the focus on multi-methods that consist of an interpretive and naturalistic approach to its subject matter. It means that those who conduct research using the qualitative method study things in their natural setting and try to interpret the meaning based on phenomena people bring. Qualitative research involves some varieties such as personal experience, introspective,

life stories, interviews, and so on to explain problematic moments and meaning in individuals' lives.

In descriptive qualitative research, data is analyzed without statistical methods. Instead, the researcher identifies and describes the findings, focusing on interpretation rather than numerical analysis (Moleong, 2011).

1. Subject of Research

   This research was conducted at State Islamic University (UIN) Salatiga. The subject of this research is English Foreign Language (EFL) learners of UIN Salatiga. They are first year students. The writer used the random sampling technique.

2. Object of Research

   The object of this research is speech disfluency made by English Foreign Language (EFL) in various settings of the students of State Islamic University (UIN) Salatiga.

3. Source of the Data

   In this research, the data were taken from the documentation of students' speech in various settings and also the result of recording of English Foreign Language (EFL) learners of State Islamic University (UIN) Salatiga. The data sources were EFL students' speech of State Islamic University (UIN) Salatiga.

4. Technique of Collecting Data

   In collecting the data, the writer used the method of documentation and recording. Documentation here is used to collect the data made by EFL learners in various settings, such as when they present the material, answer questions, talk to friends, etc. The recording method is used to record learners' speech. In this context, the writer gave certain topics, and the students should deliver the speech in front of the class based on the prescribed topic in 5 to 10 minutes. It may produce larger qualitative data sets. However, larger qualitative data sets, in particular, can make it difficult for researchers to maintain the trustworthiness of the study (White et al., 2012).

   In qualitative research, data may be collected through interviews, and the answers trigger a dilemma since it's ambiguous and biased. So, building a relationship between the researcher and research informants is necessary to get valid data. one gains a clearer awareness that qualitative research is rarely straightforward. It involves navigating uncertainties, ethical gray areas, and practical issues that often aren't covered in methodological textbooks. According to Clandinin et al. (1993), an official permission to conduct qualitative research in the field does not necessarily vouchsafe individual informants' completely willing participation and cooperation.

2. Technique of Data Analysis

After the data were collected, the writer displayed all the data found in English Foreign Language (EFL) students' speech in various settings. After that, he explained and classified the type of speech disfluency made by EFL students of UIN Salatiga. The writer then analyzed students' speech whether they make many types of disfluency or not. After that, the writer tried to find out the most dominant type of speech disfluency made by students in various settings. The last, the writer drew conclusions.

Miles and Huberman (1994) explain the methods of data analysis called *Interactive Model* which comprises four steps of analysis activity in the cyclical and interactive process as follows:

1. Data collection

   The first step of data analysis is data collection. Data collection used in this research is elicitation technique. It is used to know the types, frequency, and the most dominant type of speech disfluency made by EFL learners of UIN Salatiga.

2. Data reduction

   According to Miles and Huberman (1994):

> "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions."

After collecting the data from questionnaires, the writer then continued the study by selecting and simplifying the data of the EFL learners' speech disfluency made by them in various settings.

3. Data display

   The next step is data display. After collecting and reducing the data, the writer displayed the collective data in organized and compressed information that will lead to a conclusion. On data display, the researcher conducts the procedures as follows:

   1) Classifying the type of speech disfluency
      The researcher classified all kinds of speech disfluency made by EFL students in various settings.
   2) Recapitulation of speech disfluency
      The researcher recapitulates the frequency of each speech disfluency found in all data.
   3) Explanation of each speech disfluency
      The researcher explains all type of speech disfluency made by students in various settings.

4. Conclusion drawing and verification

   After presenting the data, the researcher interpreted and drew conclusions, describing the types, frequencies, and causes of speech disfluencies among EFL learners at UIN Salatiga in different settings.

RESULT AND DISCUSSION

1. Types of Speech Disfluency Made by EFL Students

   Based on the theory of speech disfluency, there were ten types of speech disfluency, namely fillers, silent pause, repetition, false start, false start, correction, stutter, prolongation, hesitation, and interjection. However, there were seven types of speech disfluency made by English Foreign Language (EFL) students in various settings, namely filler, silent pause, repetition, prolongation, false start, grammatical error, and correction.

   a. Fillers

      English Foreign Language (EFL) students made speech disfluency of filler in various settings. They sometimes slipped their tongue by using Bahasa as filler in their speech disfluency. Based on the result of this research, the writer found 339 fillers in EFL students' speeches. Below are the examples of fillers students made in their speeches.

      1) At UIN Salatiga we can [**apa ya**] study many things.
      2) The students sometimes [**um**] enjoy the scenery around campus.
      3) Indonesian society should know [**um**] the negative effect of the internet on children.

      In example (1) above is very clear that the students used the filler in Bahasa "apa ya" for "what is it" in English. It is probably because they took a long time to find the word. In examples (2) and (3) the students use filler "um" to fill the pause in their speech. In other words, the expression "um" was used in the speech of the students in order not to make silent pauses.

b. Silent Pause

Based on language theory on speech disfluency explains that silent pause refers to a period of no speech between words. Speed of talking is almost entirely controlled by the sum of such pausing. People who speak slowly hesitate a lot when they speed up their rate of words. They do it by eliminating the pauses, not by shortening the words. In the speech disfluency of this type, the writer found 19 data of silent pauses in EFL students' speech. Look at the examples below.

1) Many people don't [-----] realize such a serious accident.
2) The government should [-----] make the right decision.
3) Indonesia is a [----] livable country.

The three examples above are types of speech disfluency of silent pauses. There are no words or fillers in the sentences to fill the pauses.

c. Repetition

Based on the theory of speech disfluency, repetition occurs when the speakers repeat one or more words in an utterance. This sort of speech disfluency usually occurs when people talk very fast and spontaneously. Based on the collected, there were 21 data found in EFL students' speeches in various settings. Below are the examples of speech disfluency types in the category of repetition.

1) I… I [**I**] am very happy because I can study English here at UIN Salatiga.
2) Indonesia is a country… a country [**a country**] that has a lot of beautiful scenery.
3) I think she is…she is [**she is**] the smartest student in my class.

Based on the examples above, there are repetitions of the words. In example 1) the speaker repeats the word "**I**", in example 2) the speaker repeats the word "**a country**", and in example 3) the speaker repeats the word "**she is**".

d. Prolongation

Prolongation is one of the types of speech disfluency. Prolongation occurred because the speaker takes a long time to think or to utter the next words. In this category of speech disfluency, the writer found 9 utterances in EFL students' speech. The following are examples of prolongation as the type of speech disfluency made by EFL students in various settings.

1) The students of UIN Salatiga **[will---]** get much knowledge.
2) I think we can study **[not only---]** English but also Arabic.
3) Indonesia is an agricultural **[country---]** where most people are farmers.

The three examples of speech disfluency in the category of prolongation above are obvious that the speakers prolonged the words. They likely did it to think about what next words to say, so they took a long time.

e. False Start

Based on the theory of speech disfluency, a false start means the correction of a word at the beginning of utterances or speeches. It also includes one or more words before the corrected words. This type of disfluency occurred due to the wring start. Based on the data of EFL students' speech, the writer found 15 utterances in the category of false start speech disfluency. The following are examples of speech disfluency of a false start.

1) [**after---**] before I go to campus, I always have breakfast.
2) **[she---]** he can handle it himself.
3) **[there is---]** there are lots of people watching a football match in the stadium.

The three examples above are speech disfluency in the category of a false start. The speaker made the wrong words at the beginning of sentences. And then the speaker said again with the correct words they intended.

f. Grammatical Error

Some speakers made grammatical errors in their speech. They likely didn't realize that they made an error in their speech. It may be because they spoke spontaneously in front of the public. They even didn't correct it. Based on research findings, the writer found 136 grammatical errors in EFL students' speech. The following are examples of grammatical errors made by EFL students in their speech.

1) Everyone **[---]** happy about the beautiful scenery around here.
2) They will **[starting]** their new job in June this year.
3) Most people **[knows]** that the capital city of Indonesia will move.

The first example above is missing to be "is". It is a nominal sentence since it doesn't use a verb. The second example is the present future tense. It uses the auxiliary verb "will" before the verb. After the auxiliary word, it should be followed by verb 1. The correct one is "they **will start** their new job…". The third sentence is a verbal sentence. The verb is "knows". It should be "know", without "s" because the subject is plural form.

g. Correction

The last type of disfluency that the writer found in the EFL students' speech is a correction. Correction here means that speakers repeat the words they uttered for the second time since they made mistake in the first utterance. They corrected words wrongly uttered spontaneously. Correction may appear either at the beginning or in the middle of the sentences. The type of speech disfluency in the category of correction occurred 29 times. Generally, correction appears at the beginning of a sentence or utterance. The following are examples of speech disfluency in the category of correction.

1) The teacher live, lives **[lives]** near the airport.
2) I know that Mr. Anton have, has **[has]** many English books.
3) He visit, visited **[visited]** Monas three months ago when I was in Jakarta

The word "lives" in the first sentence above is a result of the correction. The speaker previously said "live", and it's not correct since the subject of the sentence is a singular form that should take a singular verb. The case of the second sentence above is the same as the first one. The speaker spontaneously said "have", and then corrected it with "has" since the subject of the sentence is a singular form, he. The third sentence has a different pattern. It is the case of tenses. The third sentence is a simple past tense that should take the past verb namely "visited". The three examples above are so clear that there are three corrected words in the three sentences due to unintentionally uttering the wrong words the first time.

2. The Frequency of Each Type of Speech Disfluency

Based on the collected data obtained from EFL students' speeches, the writer found seven types of speech disfluency, namely filler, silent pause, repetition, prolongation, false start, grammatical error, and correction. Each has its own frequency. The frequencies of each type of speech disfluency are: a. fillers occurred 339 times; b. silent pause occurred 76 times; c. repetition occurred 69 times; d.

prolongation occurred 37; e. false start occurred 24 times; f. grammatical error occurred 136 times; g. correction occurred 29 times.

3. The Most Dominant Type of Speech Disfluency

   Based on the research findings elaborated above, it is known that the total number of speech disfluency occurrences is 710 times with the detail; fillers 339 (47,70%), silent pause 76 (10,70%), repetition 69 (9,70%), prolongation 37 (5,20%), false start 24 (3,30%), grammatical error 136 (19,10%), and correction 29 (4%). Based on this calculation, it is definitely known that the most dominant type of speech disfluency made by EFL students in various settings is filler with a frequency of 339 times (47,7%).

4. Factors Contribute to Speech Disfluency

   Based on the data analysis elaborated above, the writer concludes the factors that contribute to speech disfluency into two factors, namely, cognitive factor and psychological factor. Cognitive factor consists of two categories namely lack of vocabulary mastery and lack of grammar mastery. Psychological factor consists of nervousness and lack of confidence.

   Cognitive factor, lack of vocabulary mastery, can be analyzed from the type of speech disfluency made by EFL students in various setting. For example, on type of fillers, EFL learners use Bahasa instead of English. Another type that indicates lack of vocabulary mastery is prolongation. Some speakers seemed to take a long time to think or to find vocabulary.

   Lack of grammar mastery can be analyzed from grammatical mistakes made by speakers when delivering speech. They didn't revise they the mistakes since they didn't know the correct form. Lack of grammar mastery is indicated in type of speech disfluency of grammatical error category.

   Being nervous as psychological factor may distract the flow of speech. Lack of confidence may also affect speech fluency. Being nervous and lack of confidence can be understood in the speech of disfluency in the category of correction. On other words, when speakers are nervous or lack of confidence in delivering speech, they tend to make mistake and error, then they tried to correct it spontaneously.

1. Types of Speech Disfluency

   Based on the research findings, the current study found seven types of speech disfluency, namely, fillers, silent pause, repetition, prolongation, false start, grammatical error, and correction. The previous study conducted by Sanjaya and Nugrahaeni found five types of disfluencies, namely, filled pauses, substitutions, unfilled pauses, deletion, and repetitions.

   Abimanto's study found nine types of speech disfluency, namely, silent pause, filler, revision, incomplete phrase, repetition, broken word, prolongation, grammatical disfluency, and false start. The dominant type of disfluency made by male and female learners was filler, which in this case male learners produced more filers than female learners did.

2. The Frequency of Each Type of Disfluency

   Based on the research findings, the current study found that filler is the largest type of speech disfluency made by EFL students in various settings with a frequency of 339 times (47,7%). The previous study conducted by Abimanto found the same result that filler is the largest type of speech disfluency with the quantity of 42%. Sanjaya and Nugrahaeni found that filled pauses had the largest quantity of occurrence with a total of 375 times

3. The Most Dominant Type of Speech Disfluency

The most dominant type of speech disfluency of current study is filler. The previous study conducted by Abimanto is also filler as the most dominant type of speech disfluency. Sanjaya and Nugrahaeni' study found that filled pauses is the most dominant type of speech disfluency.

4. Factors Contribute to Speech Disfluency
   The current study found that there are two factors that contribute to speech disfluency, cognitive factor and psychological factor. Abimanto found two factors, cognitive factor and affective factor. Sukriana, et al, Iverach and Rapee mentioned psychological factor as the cause of speech disfluency.

CONCLUSION

Having analyzed all the data presented above, it can be concluded that English Foreign Language (EFL) students of UIN Salatiga made seven types of speech disfluency, namely fillers, silent pause, repetition, prolongation, false start, grammatical error and correction. The frequencies of each type of speech disfluency are: fillers 339 (47,70%), silent pause 76 (10,70%), repetition 69 (9,70%), prolongation 37 (5,20%), false start 24 (3,30%), grammatical error 136 (19,10%), and correction 29 (4%). Based on the result of data analysis elaborated above, it is known that the total number of speech disfluency occurrences is 710 times (100%). Based on this calculation, it is definitely known that the most dominant type of speech disfluency made by EFL students in various settings is filler with a frequency of 339 times (47,7%). The last, the writer concludes the factors that contribute to speech disfluency is categorized into two factors, namely, cognitive factor and psychological factor. Cognitive factor consists of two categories namely lack of vocabulary mastery and lack of grammar mastery. Psychological factor consists of nervousness and lack of confidence.

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