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# LANGUAGE TRANSLATION AND LANGUAGE TEACHING

Edited by:  
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# **LANGUAGE, TRANSLATION AND LANGUAGE TEACHING**

**Editors:**

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## PREFACE

This proceeding is the result of an editing on the articles provided for an international seminar report on "Language and Translation: "Building the Nation Character through Teaching the Language Use" held at Universitas HKBP Nommensen Medan - Pematangsiantar on March 7<sup>th</sup>, 2014. The articles provided by the participants of the seminars are classified into three parts; they are Part One containing research reports on language, Part two containing ideas and research reports on translation studies and Part Three containing research reports on teaching language skills and translation in the classrooms. This proceeding is intended to enrich scientific information for the readers in the field of linguistics as the science of language, translation as theories and practices and teaching languages.

In this opportunity, on behalf of the editors, I would like to extend our gratitude to some people who participate in the publication of this proceeding. Our thanks should firstly go to Dr. Ir. Jongkers Tampubolon, M.Sc., the Rector of Universitas HKBP Nommensen Medan - Pematangsiantar. It is his kindness for providing the facilities for the implementation of the seminar. Secondly, our thanks are also addressed to Dr. Pasaman Silaban, S.E., M.S.A., the Director of Post Graduate Programme of Universitas HKBP Nommensen Medan - Pematangsiantar, Dr. Hilman Pardede, M.Pd., First Vice Dean of FKIP Universitas HKBP Nommensen Medan - Pematangsiantar, Drs. Suprpto Manurung, M.S., Second Vice Dean of Universitas HKBP Nommensen Medan - Pematangsiantar, Dr. Sanggam Siahaan, M.Hum., Chairman of the Magister Study Program of the English Language Education of Universitas HKBP Nommensen, Dr. Selviana Napitupulu, M.Hum., Chairlady of the English Language Education Study Program of FKIP Universitas HKBP Nommensen and Prof. T. Silvana Sinar, M.A., Ph.D., Chairlady of the Magister and Doctorate Linguistic Study Program of FIB Universitas Sumatera Utara Medan for the collaborative steering committee of the seminar. We also extend our thanks all the members of the seminar committee and all the people who have given full contribution for the event of the seminar.

Last but not least, I would like to admit that this proceeding needs improvement, and consequently warm critiques are widely welcomed.

Singapore, July 2014

Prof. Paitoon M. Chaiyanara, Ph.D.



## CONTENT

PREFACE FROM EDITORS .....	i
CONTENT.....	ii

### PART I: LANGUAGE

KEBERSAMAAN BAHASA DALAM MASYARAKAT ASIA TENGGARA .....	1
<i>Paitoon M. Chaiyanara</i>	
ANALISIS MULTIMODAL TERHADAP TEKS IKLAN .....	13
<i>Tengku Silvana Sinar</i>	
KEDUDUKAN BAHASA MELAYU DAN BAHASA-BAHASA SUB-ETNIK RAS MELAYU DI SINGAPURA.....	21
<i>Roksana Bibi binte Abdullah</i>	
BAHASA INDONESIA SEKARANG DAN SATU GENERASI YANG AKAN DATANG.....	35
<i>Herlina Surbakti</i>	
PERANAN BAHASA DALAM KEBIJAKAN PUBLIK.....	40
<i>Marto Silalahi</i>	
THE INTERPERSONAL FUNCTIONS IN THE BATAK TOBA TRADITIONAL WEDDING SPEECHES .....	44
<i>Sanggam Siahaan and Albert Tony</i>	
LANGUAGE AND REPRESENTATION: REFLECTIVELY CONTRASTING DIFFERENT LANGUAGE, IDENTITY AND CULTURE BETWEEN WESTERN AND EASTERN COUNTRIES .....	51
<i>Rentauli Mariah Silalahi</i>	
ASSIMILATION OF SOUND CHANGE FROM PROTO-AUSTRONESIAN TO BAHASA ACEH.....	58
<i>Nuzwaty</i>	
ANALYSIS OF VALUE AND REVITALIZATION OF <i>LAKENESS</i> DISCOURSE IN BATAK TOBA AS A MODEL FOR ECOSYSTEM RESERVATION – AN ANTROPOLINGUISTIC STUDY RELATED TO LAKE TOBA RESERVATION .....	64
<i>Charles Butar-butur</i>	
TRANSFORMATION OF MANDAILING FLORA'S LEXICON FROM ECOLINGUISTIC PERSPECTIVE.....	70
<i>Putri</i>	



## PART II: TRANSLATION STUDIES

- MEANING IS IN PEOPLE, NOT IN WORDS: SO IS TRANSLATION IMPOSSIBLE? .....77  
*Roger T. Bell*
- SEMIOTIC INTERPRETATION OF BUSH'S SPEECH .....85  
*Selviana Napitupulu*
- THE REFLECTION OF CHARACTER THROUGH THE TRANSLATION OF MARTUHAN,  
MARROHA, AND MARBISUK .....92  
*Kisno*
- THE TRANSLATION OF METAPHORS IN SPORTS NEWS .....100  
*Erika Sinambela*
- ANALYSIS ON THE SEMANTIC FEATURES AS A PREREQUISITE TO THE  
TRANSLATION OF THE TOBA BATAK MODALISATION INTO ENGLISH.....106  
*Bloner Simurat*
- AN ENGLISH OBLIQUE TRANSLATION ANALYSIS OF "TWITTER" SOCIAL  
NETWORKING WEBSITE INTO INDONESIAN TRANSLATION BASED ON CRITICAL  
DISCOURSE APPROACH .....125  
*Herman*
- ANALYSIS OF TECHNICAL TERMS AND MEANING IN TRANSLATION PRODUCTS:  
CONTRACT DOCUMENT TRANSLATION CASE STUDY .....132  
*Roswani Siregar*

## PART III: LANGUAGE TEACHING AND TRANSLATION

- AN ANALYSIS ON STUDENTS' ABILITY IN TRANSLATING PHRASAL VERBS .....140  
*Nora Romita Dewi and Wan Anayati*
- THE EFFECT OF COOPERATIVE LEARNING METHOD IN TEACHING SPEAKING AT  
VOCATIONAL HIGH SCHOOL .....145  
*Tiur Mariani Panjaitan*
- ✓ IMPROMPTU SPEAKING BY LECTURERS OF ENGLISH AND INDONESIA .....153  
*Maria Olivia Chistina Sianipar*
- STUDENTS' CODE SWITCHING AND CODE MIXING AT FKIP UNIVERSITAS HKBP  
NOMMENSEN PEMATANGSIANTAR .....169  
*Marolop Panjaitan*
- THE EFFECT OF THINK ALOUD STRATEGY TOWARD STUDENTS' READING SKILL: A  
CASE STUDY AT THE 9<sup>TH</sup> GRADE STUDENTS OF SMP SWASTA PEMBAHARUAN  
PEMATANGSIANTAR IN ACADEMIC YEAR 2013/2014 .....177  
*Rohdearni Wati Sipayung*

LECTURERS' BELIEFS ABOUT TEACHING READING STRATEGIES AND THEIR CLASSROOM PRACTICES: A CASE STUDY AT TEACHER TRAINING FACULTY OF HKBP NOMMENSEN UNIVERSITY PEMATANGSIANTAR.....	185
<i>Bobby Pramjit Singh Dillon</i>	
THE EFFECT OF MIND MAPPING AND GUIDED INQUIRY ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION .....	193
<i>Samuel Pangaribuan</i>	
ERROR ANALYSIS ON STUDENTS' ESSAY .....	204
<i>David Berthony Manalu</i>	
THE TEXTUAL FUNCTION OF DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL ENGLISH TEXT BOOKS.....	212
<i>Rina Octavia Simarmata</i>	

## IMPROMPTU SPEAKING BY LECTURERS OF ENGLISH AND INDONESIA

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### ABSTRACT

*The main purpose of this study is to find out what happens when thinking process takes place prior to speaking impromptu and to find out what kinds of phenomena occur during English and Indonesian impromptu speaking by lecturers. This research was conducted by Indonesian lecturers. The writer chooses them as subjects of the research because all of them have knowledge in English both actively and passively. There are graduated from abroad who are speaking English fluently, and there are graduated from universities in Indonesia who are using English fluently and passively. The backgrounds of the subjects are very much influence the produce of phenomena of impromptu speaking both in English and in Indonesian. The topic, the language, the educational backgrounds, the occupation backgrounds, and the situation of the subject physically and mentally such as her readiness, her emotions, etc. and the atmosphere of being recorded or the surrounding when she is recorded for interview is the important factors that influence the subject. This research shows that language and mind are inseparable considering the involvement of both in the production of utterance containing the important message to convey.*

### I. INTRODUCTION

#### 1.1. The Background of the Study

Knowing what is happening in mind, prior to the production of speech has always been interesting and mysterious phenomenon to discuss or to investigate. This attracts the writer for discussing and conducting a research related to the process of thinking during the production of oral English and Indonesian language by Indonesian lecturers or during English and Indonesian impromptu speaking.

There are processes involving in the brain before messages conveyed. The speaker has to make a concept then transform this concept into well-arranged sentence which uttered later on.

Errors and disfluencies are unavoidable, they happen beyond our consciousness during the speaking processes. The obstruction occurs in different forms which are characterized by hesitation, repetitions, false starts, and "filler" words such as *um, well or you know* (sometimes called filled pause). From the above explanation, we can perceive that hesitation or pausing seems to be normal since the theory does not differentiate or explain whether the

pausing happens only to certain individuals with certain limitation in the capability of speaking or it is part of the thinking process itself.

As stated above, there are processes in mind prior to the production of utterances, and no one is able to see or look inside the brain and seeing what exactly has happened. The only way of assuming what has happened in the mind of a speaker is by observing the product of the thinking processes, which in this case the speech uttered by the speaker.

It is assumed that the occurrence of pausing might occur in the speaking production due to some various phenomena. It is possible that the planning, speaking strategies or even the incompetence of the speaker in the language used induced the occurrence of pausal, repetitions, and self correction and error phenomena.

Common perception on great speakers and conversationalists are most of the time referring to those who speak or deliver speech without making any error and disfluency. Non native speakers of English, especially a lecturer frequently avoid to be assigned to speak or deliver speech impromptu in English. The



reasons are mostly the lack of confidence and worries of making mistakes and pauses for trying to remember something. The words "think, forget, remember" are frequently uttered whenever a lecturer feels the absence of something to do or say and those words automatically lead to the existence of mind, memory and finally brain.

### 1.2. The Problems of the Study

The problems of the study are:

- (1) What happens when thinking process takes place prior to speaking impromptu?
- (2) What kinds of phenomena occur during English impromptu speaking?
- (3) What kinds of phenomena occur during Indonesian impromptu speaking?

### 1.3. The Objectives of the Study

This research is conducted by means of providing some worth and priceless information to the readers. Specifically, the objectives of the study are;

- (1) To find out what happens when thinking process takes place prior to speaking impromptu.
- (2) To find out what kinds of phenomena occur during English impromptu speaking.
- (3) To find out what kinds of phenomena occur during Indonesian impromptu speaking.

### 1.4. The Scope of the Study

This study focuses more on impromptu speaking. The research is conducted on Indonesian lecturers who are using English and Indonesian language.

### 1.5. The Significances of the Study

This study is intended to address and hopefully assist those who are interested in exploring and revealing the amazing world of human language process and production. The significances of this study are:

- (1) To provide information about speech, thoughts, and the processes of language before speaking.

- (2) To encourage readers, especially those who are interested in public speaking, and any kinds of speaking activities, not to hesitate in speaking or delivering speech despite the probability of the occurrence of obstacles.
- (3) After completing this research, it is a great expectation of the writer that this research will give adequate contribution in assisting those who in the future will give the main interest to reveal and explore language production.

## II. REVIEW OF RELATED LITERATURE

### 2.1 Language and Thought.

The importance of language as a communication tool is no longer questioned. As discussed in the introduction, both spoken and written language have undergone long processes before it is outspoken. Some experts even strongly believe that language and mind are inseparable considering the involvement of both in the production of utterance containing the important message to convey.

As Pillsbury and Meader (1968) in Gleason and Ratner (1998) observed:

*"Man thinks first and then expresses his thought in words by some sort of translation. Speech has its origin in the mind of the speaker and the process is completed only when the word uttered or spoken arouses an idea in the listener"*.

Gleason and Ratner (1998) consider this "chain of events" as the process involved in the brain and the process itself is completed once the message in the mind finally uttered or spoken out to be grasped by the listener.

Paivio and Begg (1981) whose concern focus on intelligent language used by people, have their perspectives focus on language, how it is used, and its relevant cognitive processes in the user. Their perspectives are from linguistic, behavioral and cognitive. From a linguistic perspective, the main concern is language; as in the behavioral perspective, the concern is on the language behavior, as it relates to the more general class of behavior performed by language users as well as by members of other



species. The third is cognitive perspective in which they concern with language use, as it relates to other intellectual capacities and functions.

Language and mind have always been interesting topic to be discussed; great thinkers have written this topic for thousands of years. Some are approved on the thought that language and mind are related, however, there are many who oppose this. Despite the pros and contras of the relation of language and thoughts, we cannot deny the fact that before opinions or thoughts are expressed, we always think of what we are about to say with various consideration and dictions of whether to speak our thoughts out or keep them inside the head. This thinking activity is not simple and the processes involve various aspects. The success and the smoothness of the process resulted in the utterances as the product of the thinking processes shown in the form of sentences.

## 2.2. Thinking Processes

In discussing about thinking process, the word "cognition" is often used to present clearer understanding of the process of thinking. The term cognition is commonly used to refer to the human thinking activities like processing of information, applying knowledge and changing preferences. Cognition is the scientific term for "the process of thought". The concept of cognition is closely related to such abstract concepts as mind, reasoning, perception, intelligence, learning, and many other that describe numerous capabilities of human mind. In psychology and in artificial intelligence, it is used to refer to the mental functions, mental processes and states of intelligent entities (humans, human organizations, highly autonomous robots), with a particular focus toward the study of such mental processes as comprehension, inference, decision - making, planning and learning.

There have been some descriptions or explanations on cognitive and thinking process, and defining the words is somewhat conducted due to the field of interest of the researcher. Langley (2007) tries to explain the process of thinking by firstly describing the word

'processes. She focuses on what involves in the process which then related to the 'thinking' itself. This thinking process involves considerable phenomena dynamically-in terms of movement, activity, events, change and temporal evolution.

Another view in the attempt to reveal what cognitive process is proposed by Kempen and Hoenkamp (1987) who see cognitive process from the perspective of sentence production. They state that cognitive processes underlying sentence production is usually categorize under the headings of content, form and sound.

As stated by Wortman and Loftus (1988) that both language and thought rely on symbols. In thinking, concepts are used to represent objects, events and ideas while language on the other hand, uses spoken and written symbols. Forming concepts, formulating the concepts then uttering them are not very difficult if conducted in the same language as the speakers' first language. However, these processes become hard when they are conducted in different language. The speaker who required speaking in another language than his/her first language might find the cognitive as well as the speaking processes to be a little difficult. Some researchers who are interested in studying the phenomenon of second language acquisition believed that there is a possibility that the second language learners might develop some errors in grammar as the result of the influence of their first language.

Rivers (1989), through a number of psychological experiments, concludes that it also appears that more complex sentences are involving more transformations, required more time for cognitive processing, which lend some credence to the existence of more complex operation. Although there is no specific statement of defining the thinking process, from the point of views above, it can be inferred that thinking process is the process of building the concept, formulating and translating words before spoken out.



### 2.3. Speech Production

In terms of its acoustical (sound) properties, human speech is a complex signal that contains many kinds of information at any single moment and varies continuously over time. Conversational speech in any language tends to be placed at 125-180 words per minute. At this rate of speech, we probably process approximately 25-30 phonetic segments per second (Liberman, 1970). Another theory agrees that both the comprehension and production processes occur at extremely rapid rates: speech is typically generated at a rate of 150 words per minute (Mac lay & Osgood, 1959).

The ability to communicate cannot be separated from the human's ability in producing and comprehending an unlimited set of utterances which is not as simple as we think since there are chains of processes occur in the brain during the speaking activity, as stated by Gleason and Rartner (1998) that speech communication may be viewed as a "chain of events linking the speaker's brain with the listener's brain".

#### 2.3.1. Thinking for Speaking.

"Think before speak", this phrase surely common and conducted automatically without being ordered before one say what they mean. The process of producing an utterance begins when the speaker formulating the idea that he wishes to communicate.

Before uttered, the speaker has to arrange his thought, decides what he wants to say, and put what he wants to say into linguistic form by selecting the right words and phrases to express its meaning, and by placing these words in the correct order required by the grammatical rules of the language. (Gleason & Ratner, 1998).

Gleason and Ratner (1998) quoting Pillsbury and Meader in observing language and speech production state "that man thinks first and then expresses his thought in words by some sort of translation. Speech has its origin in the mind of the speaker and the processes completed only when the word uttered or spoken arouses an

idea in the listeners (Gleason and Rartner, 1998).

#### 2.3.2. Speech Errors and Disfluencies

Analysis on speech errors shows that speech is not produced one unit at a time. Lashley (1951) pointed out that prior to articulation the speaker must have access to a representation that includes more than one word, and in fact may include more than one clause. Other than speech errors, pausing is another distraction in speech production. Among linguists themselves, there have been some thoughts and researches due to the occurrence of influences in speaking.

These facts also build parsimonious theory that speech errors occur simply because talking is a cognitively complex and difficult task, with many opportunities for mix-ups in memory and execution. The contributions of speech errors analysis are priceless. Through speech errors analysis it is known that many speech errors involve phonological segments. In Linguistic units, speech errors can be found to support most of the units that have been hypothesized as underlying the speech stream: phonological segments, features of segments, syllables, words, morphemes (Foss and Hakes, 1975).

### 2.4 Impromptu Speaking

Lucas (1992) stated that impromptu speech is delivered without any immediate preparation. Speaking impromptu provides only limited time for someone to prepare him or herself uttering their thoughts or opinion. Thus, the speaker required to think quickly which improve oral expression of thought.

The basic principal of impromptu speech is then used in this research to investigate the thinking process during oral English and Indonesian language production of Indonesian lecturers. Understanding impromptu speaking unavoidably leads us to the understanding of utterance in general.

Cognitive psychologists tell us that pausing reflects the strength or weakness of certain verbal habits. According to Goldman - Eisler (1968) in *Psycholinguistics: Experiments in Spontaneous Speech*, pauses are "synchronous



with and indicative of encoding processes responsible for generation of information" in other words; pauses reflect the cognitive act of planning.

All theories on speech production and thinking processes show the fact that they all related to one another. Disfluencies and errors are part of the thinking processes before the sentences uttered. Considering the amount of words to be memorized and picked before someone speaks, planning the sentences is required.

### III. METHOD OF RESEARCH

#### 3.1 Research Design

This research is a qualitative descriptive of multi case design. The qualitative descriptive of multi case design is a research which purpose is to see how a theory works in a different phenomenon. The descriptive research studies are designed to obtain information concerning the current status of phenomena which is directed toward determining the nature of a situation as it exists at the time of a study (Ary, Donald, 1979).

#### 3.2 The Subjects of the Study

The subjects of this research are Indonesian lecturers. The subjects are chosen randomly with requirements that they are able to speak English and Indonesia language which enable them to express ideas when exposed to topics.

#### 3.3 The Techniques of Data Collecting

This research will use combined techniques research in elicitation, observation, field note, interviews, and tape recording.

##### 3.3.1 Elicitation

Elicitation is to be conducted with the purpose of evoking subjects' response to the provided topics. The topics provided by the writer are the topics familiar and unfamiliar to the subjects. The activities applied to the advance level. The subjects required to speak

impromptu in five to seven minutes on the topic with up to two minutes preparation.

##### 3.3.2 Observation

Observation conducted by the writer is unobtrusive observation' in this case, the researcher is visible but observes quiet passively without being disruptive to the situation. Observation held during the speaking activities. The researcher main focus is to observe the occurrence of any oral disruption during the impromptu speaking performed by the subjects.

##### 3.3.3 Field note and tape recording.

Field note and direct tape recording conducted at the same time along with observation during the oral production. The outcome of field note and tape recording will then be reviewed. The outcome of tape recording is beneficial for the purpose of transcription. The field note will then be written up and combined with the data gained recording. Subjects are allowed to listen to their own tape for the purpose of interview.

##### 3.3.4 Interviews

The interviews are unstructured interviews using both English and Indonesia language. The interview is meant to obtain information concerning the questions exposed to them. In this research, the interview was conducted in English and then followed by interview in Indonesian language regarding their thought or opinion to the topic.

#### 3.4 The Technique of Data Analysis

The data is analyzed by referring to Miles and Huberman (1984) models. The writer identifies the lecturers' variables by their ages, educational backgrounds, and types of obstructions that might occur. The data will then be analyzed according to the Miles and Huberman data analysis procedure. According to them, data analysis in qualitative research is classified in three stages. Firstly is data reduction. According to this view, data

reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the "raw" data that appear in written up field notes. The raw data gained from the eliciting, observation, interview and recording is selected due to the research focus. Later, they are simplified into abstracting data. Numbers of pausing and other speaking disruptive phenomena acknowledged from the raw data is then classified into kinds of pausing to be listed based on the frequency of occurrences. Secondly is data display. "Display" in this view is defined as an organized assembly of information that permits conclusion drawing and action taking. In this research, the data which display the number of detected pausing on the data reduction stage is displayed into written. This written meant is the description of the numbers. Thirdly is conclusion drawing / verification. In this stage, the preliminary conclusion will be verified. There is a possibility that in this stage "second thought" (as termed by Miles & Huberman) might be crossing into the researcher's mind during the writing. If this case happens, the researcher is required to go back to the first stage.

### **3.5 The Method of Report Research Presentation**

In presenting this research report, the writer uses tables, thus, the occurrence of disfluencies can be acknowledged qualitatively. This table is also beneficial in conducting interpretation to data. Besides table, the writer also uses descriptive explanation supporting the data for clearer understanding of the disfluencies phenomenon.

## **IV. DATA ANALYSIS, FINDINGS AND DISCUSSION**

### **4.1 The Description of Data**

In this thesis the data describes the outcome of impromptu speaking conducts by some chosen subjects. The subjects are Indonesian lecturers with different levels of English

fluency. The writer gives each subject some questions they familiar with and do not familiar with; both in English and Indonesian language. The data are described both in words and in table data. These data are collected in various ways suitable to the situation. Since the aim of this research is to investigate the impromptu speaking in English and Indonesia language of Indonesian lecturers.

The writer has to make sure that the speaking is conducted in a relaxing and comfortable atmosphere, in order to avoid nervousness which might influence the subjects concentration in responding to the impromptu topic questions. The writer adjusting the way of getting the data with the current situation. The writer intends to conduct three techniques at a time, which are interview, unobtrusive observation and tape recording. The writer conducts conversations first, before giving them some interviews. When the writer feels that they are already comfortable, the writer letting them know that they will be recorded during they are doing impromptu speaking in English and in Indonesia language. When they agree, the writer starts recording their impromptu speaking in English and in Indonesia language with their different styles of body language and their different phenomena of impromptu speaking such as disfluencies they produce.

### **4.2 Data Analysis**

There are some phenomena found during the research and those phenomena be discussed in detail below.

The occurrence of pauses as part of the thinking process is listed below.



*Table 1. The occurrence of pauses during Impromptu Speaking in English and Indonesian language*

Subject	Level of education	Kinds of pauses	Times		Speaking Times	
			English Topic	Indonesian Topic	English topic	Indonesian topic
1.	M.Si	Filler Pause : ehm, e	19	7	2 min & 36 sec.	1min & 49 sec.
		Silent pause	3	None		
2.	Ph.D	Filler: ehm, e	5	None	1min & 16sec.	None
		Silent pause	2	None		
3.	M.Si	Filler : ehm, e	10	19	3min & 25 sec.	8 min & 42sec.
		Silent pause	None	None		
4.	M.Si	Filler : e, ehm	27	7	3min & 39sec.	5min & 56sec.
		Silent pause	14	6		
5.	Ph.D	Filler: e, ehm	2	3	59sec.	56sec.
		Silent pause	1	None		
6.	M.Si	Filler : e, ehm	4	3	1min & 23sec.	1min & 23sec.
		Silent pause	3	1		

The occurrence of repetition and self correction as part of the thinking process is listed below:

*Table 2. The occurrence of repetition and self correction*

Subject	Level of Education	Kinds of Disfluencies	English topic	Indonesian Topic
1.	M.Si	Repetition	a kind...a kind my...my my ...in my activity daily..daily activity men...mencari and... and he always...he always	yang.... yang
		Self correction	my group...my woman group in my activity daily...in my daily activity will be...he is	seorang aaa... eh sebuah kampus ...
2.	Ph.D	Repetition	Attitude...my attitude	None
		Self correction	Hon... honesty	None
3.	M.Si	Repetition	Everyday...almost everyday The...the I mostly I	kalau... kalau... tentu... tentu... yang...yang tentang... tentang...
		Self correction	None	None
4.	M.Si	Repetition	that a good... that a good...	Kasih... kasih... Yang... yang...



Subject	Level of Education	Kinds of Disfluencies	English topic	Indonesian Topic
			foooooorr ...foooooorr respect...respect attitude...attitude how to .... how to in a good ...in a good will be good ...will be good we ...we the help ....the help respect ....respect we should first ...we should first We should....we should Human kind ... human kind it's about ....about Had ...had  Personal... Personal... Put in... put in...	Ada... ada...
		Self correction	Somebody Someone... But it... but also... res .... respect not only come... not only from but it but also	None
5.	Ph.D	Repetition	And....and	None
		Self correction	None	None
6.	M.Si	Repetition	Every... Every...	saya mempunyai waktu... saya mempunyai waktu
		Self correction	I make... I read a book	None

The table below shows the grammatical mistakes made by lecturers during their impromptu speaking in English language.

*Table 3. The occurrence of grammatical error*

Subject	Level of Education	Common Grammatical Mistakes
1.	M.Si	Tenses : how to sociality To be : he is be Word choice : he always gives me <b>occupation</b> Word order : <b>what must I to do</b>
2.	PhD.	None
3.	M.Si	None
4.	MSi	Tenses: somebody who need help if we not respect one person need help
5.	Ph.D	None

Subject	Level of Education	Common Grammatical Mistakes
6.	M.Si	Word order: I make I will Plural form: two class

### 4.3 Findings and Discussion

*Table 4.3 The data of subjects during impromptu speaking such as pauses, disfluencies, and speaking behavior*

Subject	Age	Levels of Education	Types of disfluencies	The Observation Report	Grade
1.	43	MSi	<ul style="list-style-type: none"> <li>- Filler pauses</li> <li>- Silent pause</li> <li>- Self correction</li> <li>- Repetition</li> </ul>	<p>The subject is an educated and an active one. She speaks faster in Indonesian language than speaks in English, because she knows Indonesia vocabularies very well than English vocabularies. She is using Indonesian language everyday so it is understandable that she speaks more comfortable with Indonesian language. Actually she knows English, but she doesn't speak English in her daily life. The habit effects. She is an Indonesian graduate. When she speaks in English, there is much time taking for thinking to remember the special words that she forgets to utter, it creates some disfluencies that we call impromptu speaking such as pause and filler, and repetition, and self correction, and grammatical errors. When she fails remembering the English words then she continues speaking with changing the language in the language she knows by uttering it with Indonesian language. When the time comes that she can remember the English words, she changes to the English again by uttering the speech in English. The topic also effects. When the writer asks about someone who is very important in her life,</p>	B

Subject	Age	Levels of Education	Types of disfluencies	The Observation Report	Grade
				<p>she talks much about it fluently. The body language of the subject shows that she is happy for the topic. Her emotion arise showing that she loves her husband so much, and she is fortunate for having a kind, nice, loving, caring, and responsible husband .</p> <p>The topic is also familiar to the subject. These two topics make her feel comfortable. But impromptu speaking also happens in Indonesian language by finding some phenomena of impromptu speaking such as filler, repetition and self correction. Although the impromptu she produces is smaller in Indonesian than impromptu in English. This means that although someone speaks in Indonesian language, someone needs time to think, to remember, to choose their words, to overcome their feelings before speaking; in other words this is showing there are some processes of thinking, remembering, overcoming situation, emotions before uttering something.</p>	
2.	43	PhD.	<ul style="list-style-type: none"> <li>- Filler pauses</li> <li>- Silent pause</li> <li>- Self correction</li> <li>- Repetition</li> </ul>	<p>The subject is an educated and an active one. She is an Indonesian graduate. She speaks in English and Indonesian. When she speaks in English, there is much time taking for thinking to remember the special words that she forgets to utter, it creates some disfluencies such as pause and filler, and repetition, self correction, and grammatical errors. When she fails remembering the English words then she continues speaking with changing the language with the</p>	B



Subject	Age	Levels of Education	Types of disfluencies	The Observation Report	Grade
				<p>language she knows by uttering it with Indonesian language. When the time comes that she can remember the English words, she changes to the English again by uttering the speech with English. As for this subject, she stops suddenly the interview, she admits that she has so many predicaments; to think she agrees and is happy to start the interview. Actually she knows very well to explain about the topic, but because she needs to think many things in the same time, she cannot produce good speech and even stop the speech immediately. It means physiologically, brain and language connects. Nobody can see even the writer cannot see what happens in the brain when the process of speaking running. It shows that the situation of the subject also effects to the production of speech. When she is ready, she can speak fluently, but when she is not ready to talk about something because of her situation, she will forget everything that she already knows in her mind by stopping the speech, or doesn't want to continue the speech anymore although it is in Indonesian language that she speaks fluently. Because when someone is full of burden or is not ready to talk about something for some reasons such as too tired, get complicated of her business, or is not healthy, etc. but she forces herself to talk, she might forget a part, some parts or even the whole parts of the topic that she already</p>	

*Impromptu Speaking by Lecturers of English and Indonesia*  
 Maria Olivia Christina Sianipar

Subject	Age	Levels of Education	Types of disfluencies	The Observation Report	Grade
				knows. Although it is a very brief interview or speech in Indonesian language her own language, even she already has a PhD she cannot run it well.	
3.	49	M.Si	-Filler pauses - Silent pause - Repetition	The subject is an educated and an active one. She speaks in English and Indonesian language very well. Her education background that she gets her MSi from abroad effects very much. She is an American graduate. She speaks English like a native. She also teaches English to her students. The topics are familiar to her. She runs the interview both in English and Indonesian language comfortable, clear, and easy, although she explains with long answer. Showing that she is ready to be interviewed and knows very well about the topics. When uttering the speech she makes some phenomena of impromptu speaking such as pause, filler, repetition and self correction that shows process of thinking. It happens to all human being, although she is smart, she needs some time to think, or to remember what words that she wants to choose before uttering, or to open the memory about the things which are stored in the brain that connects to the topic and then utters it.	A
4.	42	MSi	Filler pauses: - Silent pause - Self correction - Repetition	The subject is an educated and an active one. She is an Indonesian graduate. She speaks in English and Indonesian language. She speaks faster in Indonesian language than speaks in English. She is using Indonesian	B



Subject	Age	Levels of Education	Types of disfluencies	The Observation Report	Grade
				<p>language everyday so it is understandable that she speaks more comfortable with Indonesian language. Actually she knows English, but she doesn't speak English in her daily life. The habit effects. When she speaks in English, there is much time taking for thinking to remember the special words that she forgets to utter, it creates some disfluencies that we call impromptu speaking such as pause and filler, repetition, self correction, and grammatical errors. The topics are familiar to her. She enjoys speaking about the topics. The emotion effects. Especially when she speaks about being a mother. She explains the topic whole heartedly and happily, showing her deep emotion that she enjoys being a mother and loves her children so much.</p>	
5.	47	Ph.D	<p>Filler pauses: ehm, e, a, hhmm                      - Silent pause</p>	<p>The subject is an educated and an active one. She speaks in English and Indonesian language very well. Her education background that she gets her MSi and PhD from abroad effects very much. She is an Australian graduate. She speaks English like a native. The topics are familiar to her. She runs the interviews both in English and Indonesian language comfortable, clear, and easy. Showing that she is ready to be interviewed and knows very well about the topics. She enjoys the interview especially when she explains about her interests or her hobbies by planting trees and playing a piano; her activities during her spare time.</p>	A

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Subject	Age	Levels of Education	Types of disfluencies	The Observation Report	Grade
				<p>When uttering the speech she makes some phenomena of impromptu speaking such as pause, and filler that shows process of thinking. It happens to all human being, although she is smart, she needs some time to think, or to remember what words that she wants to choose before uttering, or to open the memory about the things which are stored in the brain that connects to the topic and then utters it.</p>	
6.	49	Ph.D.	<p>Filler pauses: ehm, e, a, hmmm                      - Silent pause                      - Self correction                      - Repetition</p>	<p>The subject is an educated and an active one. She speaks in English and Indonesian language. She is an Indonesian graduate. The topics are familiar to her. She runs the interviews both in English and Indonesian language comfortable, clear, and easy. Showing that she is ready to be interviewed and knows very well about the topics.</p> <p>When uttering the speech she makes some phenomena of impromptu speaking such as pause, filler that shows process of thinking. It happens to all human being, although she is smart, she needs some time to think, or to remember what words that she wants to choose before uttering, or to open the memory about the things which are stored in the brain that connects to the topic and then utters it.</p>	B



## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

After conducting research the writer comes into some conclusion as follows:

1. The subjects who are graduated from abroad who are speaking English fluently during English impromptu speaking do a few of disfluencies. They do silent and filled pause for shorter time, and they also have some repetition but they do not make any self correction.
2. The subjects who are graduated from abroad who are speaking English fluently during Indonesian impromptu speaking do a few of disfluencies. They do silent and filled pause for shorter time, and they also have some repetition and they do not make any self correction.
3. The subjects who are graduated from universities in Indonesia who are speaking English actively; during English impromptu speaking have more disfluencies (such as silent pause, filler pause, repetition) and they do the disfluencies for longer time than the subjects who are graduated from abroad. They do not make any self correction.
4. The subjects who are graduated from universities in Indonesia who are speaking English actively during Indonesian impromptu speaking have more disfluencies (such as silent pause, filler pause, repetition) and do some disfluencies for longer time than the subjects who are graduated from abroad. They do not make any self correction.
5. The subjects who are graduated from universities in Indonesia who are not speaking English actively but only have passive knowledge in English during English impromptu speaking have much more disfluencies (such as silent pause, filler pause, and repetition, self correction) and they do some disfluencies for longer time than the subjects who are speaking English actively and fluently. They make many of self corrections.
6. The subjects who are graduated from universities in Indonesia and who are not speaking English actively but only have passive knowledge in English during Indonesian impromptu speaking have much more disfluencies (such as silent pause, filler pause, and repetition, self correction) and they do some disfluencies for longer time than the subjects who are speaking English actively and fluently. They make many of self corrections.
7. The phenomena of English impromptu speaking are just the same with the phenomena of Indonesian impromptu speaking such as filler pause, silent, pause, repetition, and self correction
8. The disfluencies in Indonesia impromptu speaking is fewer than the disfluencies in English impromptu speaking.
9. The grammatical errors only happen in English impromptu speaking.
10. Although the subject is comfortable for being recorded and she speaks the language fluently in English or in Indonesian, but when the topic is not familiar to her, she will produce many disfluencies. In other words that the topic, the language, the situation of the subject herself (her readiness, her emotion psychologically, etc.) and the atmosphere when being recorded, are the factors that influence the subjects producing the speech during impromptu speaking.
11. You cannot judge some one that she is incompetence or lack of knowledge when she has some disfluency during her activity of doing impromptu speaking because disfluencies are signs of thinking processes.
12. You cannot ask someone to continue her speech when she cannot think anymore about the topic she is running, it shows that language and mind inseparable. She cannot think, so she cannot speak well.

### 5.2 Suggestions

1. Government opens the possibilities to all lecturers to facilitate educational opportunities for lecturers to study abroad for continuing there master and doctoral degrees by giving them scholarship.
2. Government sends lecturers to attend International seminars and courses to

- overseas base on the field of their educational backgrounds..
3. The government opens an international network for cooperation in science and culture such as research, discussion, discovery, and patent between Indonesian lecturers and professors from overseas universities.
  4. The government must give attentions and equal treatments in all International activities to the lecturers in Indonesian (lecturers who are teaching in state university and lecturers who are teaching in private university).

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