**AN ANALYSIS MORAL VALUE IN THE FILM ENTITLED
"THE RON CLARCK STORY" MOVIE**

PROPOSAL

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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ABSTRACTS

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This research dealt with the analysis of hesitation occurrence. The objectives of the research were to find out the types of hesitation and the dominant kind of hesitation. Qualitative design method was applied in this research. There were six kinds of hesitation they are False Start, Repetition, Parenthetical Remark, Silent Pause, Filled Pause, and Lengthening. The source of data were obtained from the movie *New York Minute*. Since it was descriptive qualitative**,** the library research was applied to collect the data. Having analyzed the data of hesitation, there were 80 sentences found and the result were 31 false start (38,75%) , 11 repetition (13,75%) , 10 parenthetical remark (12,5%) , 18 silent pause (22,5%) , 6 filled pause (7,5%) , 4 lengthening (5%) , the dominant kind was false start with 31 or 38,75%.

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikumWarahmatullahiWabarakatuh

Praise be to Allah the Most Almighty, who had given healthy and chance to him in finishing the study from the beginning up to the end. Blessing and peace be upon Prophet Muhammad SAW who had brought human being from the darkness into the light era.

The aim of writing this resarch entitled "The Analysis of Hesitation Occurrence in the Movie of New York Minute" to fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) English Education programs.

In finishing this research be sure that this research still had much difficulties. It is impossible for him to finish it without much help from the other people. And thanks to him beloved father Mas'ud bin M.tom and him mother Anyshanum who had continuously given support, advices, and financial to complete him study. Thank a lot for their pray and motivation.

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Researcher,

Ahmad Maulana

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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, English is the most important language in the world. English as International language take place for connecting each countries from many aspects. For example, when people meet with different languages, they commonly use English to communicate. English makes peopleeasier in doing communication for achieves some aims eventhough they are from different background of countries.Many of the worlds top film, books and music are published and produced in English. And also, English in every school especially in Indonesia has become a subject. Student should learn English for communication skills. It has aim for increase standard living of young generations to face globalized world in the future. But, many students facing some problems in learing English. English as the foreign language with many rules is the one reason they getting problem.

Human speaking is not always running fluently, sometimes in theirspeech, they also have hesitations that are usually marked by silent pause, filled pause, lengthening, false start, repeat/restart and parenthetical remark. Most of people do hesitation in their daily speaking, especially in spontaneous speech. Speech by one or more interlocutors may be described as continuous, but a moment's reflection will reveal that it is not really continuous at all. Minimally, speakers must break off their speech to breathe.

In language production, always get the relationship with error speech or occurrence so the hesitations exact happened in encoding process, how the language is produced and delivered to the listeners. States that the processes of phonological encoding involve turning words into sounds. The sounds must be produced in the correct sequence and in specific way that is how the muscles of the articulatory system should be moved.

Some people assume that the English native speakers are fluent in speaking their own language; whereas, non-native speakers are not. It isacceptable because it depends on the mother language that can make the speakersspeak fluently because of the daily use of the language. Rarely, when we listen tosome speeches that are delivered by native speakers, we still find that they do notalways deliver the information fluently. In the middle of their speaking, they stillget hesitationsand try to think what points they are going to say. In that case, theyalso just keep silent for a while or say something to fill the pauses.

Hesitation is one that may happen in producing the sound andresulting utterance disfluency. Hesitation can also be said aspausesofvaryinglength that occur when the speakers are losing their words during speaking.States that hesitations are period of silent that occur betweenlinguistic units of an utterance. When people speak, actually, the productions ofcomplete sentences have often turned to speech disfluency to unravel theprocesses of production. It is often heard that many speakers hesitate in theirspeech, whether it is in daily life, movie scene, formal events, etc. The problem isso humane that there is no human speaks perfectly without any errors orhesitations.

Most of hesitation occurrence usually happens in spontaneous speaking that must have a lot of information delivered by the speakers to the hearers. The speakers have to think of what information they want to deliver to the listeners spontaneously. In this case, the speakers often make pauses in their speaking in order to recall the information that they have to say, Corley and Stewart(2005) state that the words of unprepared spoken language are likely to be accompanied by a range of unintentional errors.

Rose (2010) adds that hesitation is a crucial factor that people sometimesdo the delay of message transfer in some way. If the hesitation had not occurred,the communication of the speaker's message would have been faster. From thestatement above, we can conclude that hesitation is a period of breaks that occurduring speaking. Those pauses can be empty or filled with set of words orrepetitions to recover the disfluency in speaking.

According to Rose (2012), Hesitation is used to take a breath duringspeaking, to be preparation to continue speaking, to be a signal for people to endor to take their speaking turn. Hesitation pauses also use when people try to decidewhat they want to say because sometimes people need time to think first beforespeaking their words out. For example, when a teacher wants to give explanationand some examples about a subject to her students, she sometimes need time tothink of the examples that seem easy to be understood by the students. Actually,the teacher hesitates in her speaking by making a silent term, repeating the samewords during thinking or making a sound. In short, language, as a mean to speak,will need hesitation in some ways when the speakers deliver their speaking.

B. The Identification of the Problems

The problems of this study are as follows :

1. Hesitation is disfluency that happen in producing the sound

2. Most of hesitation occurrence usually happens in spontaneous speaking

C. The Scope and Limitation

In order to make this research manageable, the scope of this study is set on psycholinguistics or language production.And then this study was focus on hesitation occurrence.

D. The Formulation of the Problems

Based on the story description in the background of the study above, some problems that was analyzed and explain in this proposal are :

1. What types of hesitation are found in the movie "*NewYorkMinute*"?

2. What is the dominant type of hesitation are found in the movie "*New York Minute*"?

E. The Objectives of the Study

The objective of the study of the research are :

1. To find out hesitation are produced in the movie "*New York**Minute*"

2. To determine the hesitation occurrence in the movie "*New York Minute*"

F. The Significance of the Study

      This study is expected to give a positive contribution both theoretically and practically.

1. Theoretically, the research can give an important contribution to the application of psycholinguistics study, and as reference to another researcher to develop more solution in speech errors

2. Practically, this research study can be used to those who are studying psycholinguistics. Especially to the teacher as source to teach the students and for the students can learn more about it to minimally the specch errors

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

A research may be based on existing theories of certain fields of science. Theoretical framework is important to convey clarification of terms that contained in this research. It will prevent misunderstanding or misinterpretation between research and readers.

1. Description of Psycholinguistics

Linguistics is the discipline that described the structure of language. Including its grammar, sound system, and vocabulary. The field of psycholinguistics or psychology of language, is concerned with discovering the psychological processes by which human acquire and use language. Conventionally, psycholinguistics addresses three major concern. Clark(2006) The first comprehension: How people understand spoken and written language. This is a broad of investigation that involves scrutiny of the comprehension process at many levels, including investigation of how speech signals are interpreted by listener. Second is speech production: How people produce language. Controlled language stimuli and then analyze patterns of accuracy and errors, response time, and other behaviors to arrive at ann estimate of how listeners process language. Third acquisition: How people learn language, the major focus on this domain how children acquire a first language (developmental psycholinguistics).

The term 'psycholinguistics' is a combination of psychology and linguistics. Both are the branches of sciences. Psychology is defined as the systematic study f human experience and behavior or as the science that studies the behavior of men and other animals.There are several branches of psychology, among others, social psychology, psychology of communication, developmental psychology, educational psychology of language. The last branches of psychology is often called as psycholinguistics.

2. Language Production

Language production deals with how we produce language. There has been less research on language production than on language comprehension. The investigation of production is perceived to be more difficult than the investigation of comprehension, primarily because it is difficult to control the input in experiments on production. It is relatively easy to control the frequency, imageability, and visual appearance of the materials of word recognition experiment, but our thoughts are much harder to control experimentally.Levelt (2000)

The processes of specch production fall into three broad areas called conceptualization, formulation, and encoding. At the highest level, the processes of conceptualization involve determining what to say. These are sometimes also called message level processes. The processes of formulation involve translating this conceptual representation into a linguistic form. Finally, processes of execution involve detailed phonetic and articulatory planning. In conceptualization, speakers conceive an intention and select relevant information from memory or the

environment in preparation for the construction of the intended uttrence.

Wittgenstein (2001)

Most people have heard of freudian slip. In part of a general treatise on action slips or errors of action called parapraxes, Freud (2003) noted the occurrence of slips of the tongue, and proposed that they revealed our repressed thoughts. Example: in the case of female genitals, in spite of many versuchungen. Not all Freudian slips need arise from a repressed sexual thought. In another example he gives, the President of the lower house of the Australian parliament opened a meeting with "gentlemen, I take notice that a full quorum of members is present and here with declare the sitting closed!"(instead of open). Freud interpreted this as revealing the President's true thoughts that he secretly wished a potentonallytrouble some meeting closed. Until fairly recently, models of speech production were primarily based on analyses of spontaneously occurring speech errors. Casual examination of our speech will reveal that it is far from perfect, and rife with errors. Analysis of these errors are frequently commented on in everyday life. The methodology behind speech error analysis is a simple one. The most common method is to collect a large corpus of errors by recording as many as possible. Usually the researcher will interrupt the speaker when he or she detects the error, and ask the speaker what was the intended target, why they thought the error was made ond so on. Although this method introduces the possibility of observer bias, this appears to be surprisingly weak, if present at all. A comparison of error corpora against a smaller sample taken from a rigorous transcription of a sample of tape

recorded conversation suggests that the type and proporationof errors are very similar.

Henderson, Goldman-Eisler, and Skarbek (2004) proposed that there were cognitive cycles in the planning of speech. In particular, phases of highly hesitant speech alternate with phases of more fluent speech. The hesitant phases also contain more filled pauses, and more false starts than the fluent phases. It is thought that most of the planning takes part in the hasitant phase, and in the fluent phase we merely say what have just planned in the preceding hesitant phase. Butterworth (2011) argued that a cycle corresponds to an idea. He asked independent judges to divide other speakers description of their routes home into semantic units and compared these with hesitation cycles

There are two major components of formulation lexicalization and syntactic planning. It might not always be necessary to construct a syntactic representation of a sentence in order to derive its meaning. Clearly this is not an option when speaking, given this it is perhaps surprising that more attention has not been paid to syntactic encoding in production, but the difficultiesof controlling the input are substantial. Finally the process of phonological encoding involve turning words into sounds. The sounds must be produced in the correct sequence and specify how the muscles of the articulatory system should be moved.

Consider the following famous example from Fromkin (2010): a weekend for MANIACS, a maniac for WEEKENDS. The capital letters indicate the primary stress and the italics secondary stress. The firs thing to notice is that the sentence stess was left unchanged by the error, suggesting that stress is generated

independently of the particular words involved. Even more strikingly, the plural morpheme "s" was left at the end of the second word where it was originally intended to be in the first place: it did not move with "maniac" it was stranded. Furthermore, this plural morpheme was realized in sound as "z" not as "s".that is the plural ending sounds consistent with originally intended to come before it. Plural endings are voiced "z" if the final consonant of the word to which it is attached is voiced, as in "weekend", but are unvoiced "s" if the final consonant is unvoiced, as in "maniac". This is an example of accommodation to the phonological environment.

Garrett's model, described next, is based on a detailed analysis of such example. On the other hand, Levelt (2000) argued that too much emphasis has been placed on errors, and that error analysis needs to be supported by experimental data. If these two approaches give conflicting results should place more emphasis on the experimental data as the error data are only telling about aberrant processing.

There are three points that can be made in response to this. First,a complete model should be able to account for both experimental and speech error data. Second, the lines of evidence converge rather than giving conflicting results, Harley (2003). Third is possible to simulate spontaneously occurring speech errors experimentally, and these experimental simulations lead to the same conclusion as the natural errors. Baars, Motley, and Mc Kay (2001) required participants to read rapidly pairs of words such as "darn bore" and "dart board". If participants have to read these pairs from right to left, they make many spoonerisms.

Furthermore, they are the corresponding "bartdoard" an instance of the bias towards lexical outcomes also displayed in the naturalistic data.

The scientific analysis of speech errors, commonly called slips of tongue, reemerged in the early 1970s with the seminal publication of an article by Fromkin (2008) that examined the way speech errors may be used in the construction of linguistics argument

3. Hesitation Occurrence

Hesitation is used to take a breath during speaking, to be preparation to continue speaking, to be a signal for people to end or to take their speaking turn. Hesitation pauses also use when people try to decide what they want to say because sometimes people need time to think first before speaking their words out. For example, when a teacher wants to give explanation and some examples about a subject to her students, she sometimes need time to think of the examples that seem easy to be understood by the students. Actually, the teacher hesitates in her speaking by making a silent term, repeating the same words during thinking or making a sound. In short, language as a mean to speak, will need hesitation in some ways when the speakers deliver their speaking. Clark and Wasow (2000) people often start what they are saying, hesitate when they discover that they haven't really worked out to say or how to say it, and repeat their start when they have.

Hesitatation analysis is concerned with the distribution of pauses and other dysfluencies in speech. An unfilled pause is simply a moment of silence. A filled hesitation can be a filled pause (where a gap in the flow of words is filled with a

sound such as "uh" or "um"), a repetition, false start, or a parenthetical remark (such as "well" or "I mean"). Unfilled pauses are easier to detect mechanically by the equipment used to measure pause duration, so analysis has focused on them. It has been argued that pause represent two types of difficulty: one in what might be called micro planning (due to retrieving particulary difficult words), and second in macro planning (due to planning the syntax and content of a sentence). The theoretical emphasis in the past has been that pauses predominately reflect semantic planning.

Hesitation is one of errors that may happen in producing the sound and resulting utterance disfluency. Hesitation can also be said as pause sofvaryinglength that occur when the speakers are losing their words during speaking. Carroll(2008) states that hesitations are period of silent that occur between linguistic units of an utterance. When people speak, actually, the productions of complete sentences have often turned to speech disfluency to unravel the processes of production. It is often heard that many speakers hesitate in their speech, whether it is in daily life, movie scene, formal events, etc. The problem is so humane that there is no human speaks perfectly without any errors or hesitations.

Rose(2010) adds that hesitation is a crucial factor that people sometimes do the delay of message transfer in some way. If the hesitation had not occurred, the communication of the speaker's message would have been faster. From the statement above, we can conclude that hesitation is a period of breaks that occur during speaking. Those pauses can be empty or filled with set of words or repetitions to recover the disfluency in speaking.

4. Types of Hesitation Occurrence

There are several types of hesitation phenomena that are generally used by people in delivering their speech, they are :

a. **False Start**

According to Rose (2012), a false start happens when a speaker begins an utterance and then he/she abandons it completely without finishing it. False start means that a speaker utters a few words and then stops in mid-sentence. False starts are not as common as repetitions/corrections. They often occur when a conversation becomes intense with many speakers speak at once or when the speaker is being interrupted.

1. *This is not... Whaa, this is a wonderful place*

The example above shows that the speaker does not finish the first utterance yet. Then, he starts producing the next utterance with a complete one. Here, the situation is when the speaker thinks that the place is not as interesting as he wants: in contrast, when he looks the fact, it is even more interesting than what he expects to be.

b. **Repetition**

Repetition is a phenomenon when a speaker repeats the same words in a time in order to hide his/her hesitation part in a speaking. Clark (2006) note that repeats are repetitions of one or more words in a row. Repetition usually occurs

because of articulatory problems rather than other language production problems. That statement means the speaker repeats a single word or more in an utterance. Here, when the speaker does a mistake in pronouncing a single word or more, he/she spontaneously hesitates and repeats the same words where the mistake exists. Then, he/she tries to repronounce the word with the correct one.

Mahfida (2007) says that repetitions are another common form of disfluency that involve the interruption of speech, followed by the repetition of a single word or more that have been produced by the speaker without contain any correction of the utterance.

2. *Now, we are from the third group would like to present (prez_nt),present (pri'zent) our paper about hesitation phenomena.*

From the example above, it can be seen that the speaker repeats the word *present* twice in a single utterance. The two words that is repeated have the samespelling, but different pronunciation and different meaning. However, the secondword that is repeated has the correct pronunciation and meaning that the speakershould be used in his/her utterance in order to make his/her information clearer.

c. **Parentheticalk**

Rose (2000) says that parenthetical remark is when a speaker utters a sequence of one or more words that is to be understood as a replacement (i.e.,correction) of the immediately preceding comparable sequence. The speakers

use parenthetical remark in order to make the material of their speaking clearer and easy to be understood by the listeners by specifying or giving more simple words to describe it. They usually contain some words like *I mean, well, that is, etc.*

    3. *So, could u open the door, please - I mean could u open the maindoor?*

Based on the example above, it is seen that the speaker uses a couple of word *I mean*. It is because he/she wants to explain what he/she means about his/her previous utterance. If we read the first sentence only, the listener will never know which door that the speaker asks to be closed while there are so many doors in the circumstance. However, by giving the further explanation, the listener can do what the speaker asks to do because the information is concrete enough.

d. Silent Pause

Silent Pause is the length/duration of silence taken by the speakers during their speech. Syaifuddin (2008) states that unfilled pause or silent pause is a period of no speech during speaking, determined by the length of the silence. The speaker just keeps silent between their words. In silent period, speaker does not produce any sound or word to fill their pause.

    4."I went there (0.5) yesterday". The sentence shows that the speaker makes a pause after saying the word *there.*

The phenomena may occur because of the process of thinking. The speaker thinks when he/she went to the place that is told in the situation. According to Yule (2000), people also use silent pause or completion point in conversational interactions as a marker of finishing speaking turn by pausing at the end of a

completed syntactic structure like a phrase or a sentence. The silent pause may happen in the end of the speaker utterance. In this case, the silent pause takes a role as a mark that the first speaker ends his utterance and it already becomes the second speaker's turn to speak up. The silent pause is categorized as hesitation phenomena if the length of the silence more than 3 seconds.

The statement above is supported by Wanatabe and Rose (2012) that says that silent pause (unfilled pause) is breaks in speech production of any duration. In silent pause, speakers do not produce any sounds or words to fill their pauses.Rose (2012) also adds that silent pauses are long pauses, not articulatory or juncture pauses. It is usually longer than 3 seconds.

5. *I want a cup of coffee (0.5) a serving of fried rice (0.4) and thechocolate ice cream, please!*

From the example above, it can be seen that the speaker hesitates in his/her speaking. It can be said that the speaker is in a restaurant and ordering some food to the waitress at the moment speaking. The speaker uses silent pause twice in his/her single utterance. The first one is after saying the word *coffee;* the speaker makes a silence in 5 seconds. Then, the next one is after saying the word *rice;* the speaker makes a silence in 4 seconds. It is because he/she thinks and be confused which food that should be ordered.

e. Filled Pause

Filled pause is a break taken by the speakers followed by simply noise or sound during their speech. The sounds that are commonly used such as *um, err,uh, etc*. Harley (2001) states that filled pause is where a gap in the flow of words is

filled with a sound such as *uh* or *um*. Based on the statement, filled pause is when a speaker hesitates during his/her speech, then he/she makes a pause and fill the pause with a simply noise or sound. Filled pause takes place in the beginningof the speaker's utterance or sometimes in the middle of the utterance.

Wanatabe and Rose (2012) add that filled pauses involve the articulation of some sounds during the delay. They also agree that filled pause is a delay during speaking that is filled with some sounds in order to make the pause sectionis not just a form of silence and also to make the listeners do not easy to be bored in the speaking moment.

6. *I will choose one of you to be the chairman...um...I choose you!*

From the example above, it shows that the speaker makes a pause in his/her speaking. He hesitates after saying the word *chairman*. It is because he/she needs time to decide who the best one to be the chairman is. In order to make his/her pause does not heard just as a silence section, the speaker uses sound *um.*.to fill his/her hesitation part.

f. Lengthening

Lengthening occurs when the speakers take articulation of words longer than what it should be. Shofa (2008) says that lengthening occurs when a speaker draws out the enunciation of a word which is called a lengthening as in the following extract. Rose (2012) adds "lengthening is prolongation of one or more syllables of a word so that its duration is excessively long in its context. The

phenomena usually occur in vowels. The two statements above explain that lengthening occurs when the speaker gets interrupted in his/her moment of speaking. When the interference exists, the speaker pronounces a single word longer than what it should be. During the lengthening phenomena exists, the speaker may think and remind the material that he/she wants to deliver to the listeners.

7. *You should prepare the books a:nd also the stationeries.*

From the example above, it can be seen that the word *and* in normal sound is not produced with a long voice, but here the speaker tries to say the next word while he/she thinks and try to complete his/her utterance. So, the word *and* is voiced longer than what it should be; it becomes *a:nd*.

4. Description of Movie

New York Minute is a movie written by George cleyderman. It was directed by Micgael Sorensen and the star Mary kate, Ashley Oslen, Eugene Levy. This movie produce in the 2000 of july and get so appreciate from commenters of movie and exactly from the people. The story of this movie can make people enjoy in every step in this movie because it was amazing.

They say baseball is popular because everyone thinks they can play it. Similar reasoning may explain the popularity of the Olsen twins: Teenage girls love them because they believe they could *be* them. What, after all, do Mary-Kate and Ashley do in "New York Minute" that could not be done by any reasonably presentable female adolescent? Their careers are founded not on what they do, but

on the vicarious identification of their fans, who enjoy seeing two girls making millions for doing what just about anybody could do.

The movie offers the spectacle of two cheerful and attractive 17-year-olds who have the maturity of two silly 13-year-olds, and romp through a day's adventures in Manhattan, a city that in this movie is populated entirely by hyperactive character actors. Nothing that happens to them has any relationship to anything else that happens to them, except for the unifying principle that it all happens to *them*. That explains how they happen to be: (1) chased by a recreational vehicle through heavy traffic; (2) wading through the sewers of New York; (3) getting a beauty makeover in a Harlem salon; (4) in possession of a kidnapped dog; (5) pursued by music pirates; (6) in danger in Chinatown, and (7) ... oh, never mind.

Given the inescapable fact that they are twins, the movie of course gives them completely opposite looks and personalities, and then leads us inexorably to the moment when one will have to impersonate the other. Mary-Kate Olsenplays Roxy Ryan, the sloppy girl who skips school and dreams of getting her demo tape backstage at a "punk rock" video shoot. Ashley Olsen plays Jane Ryan, a goody two-shoes who will win a four-year scholarship to Oxford University if she gives the winning speech in a competition at Columbia.

Perhaps in England she will discover that the university is in the town of Oxford, and so can correct friends who plan to visit her in London. (I am sure the screenwriters knew the university was in Oxford, but were concerned that audience members might confuse "going to" Oxford and "being in" Oxford, and played it safe, since London is the only city in England many members of the audience will

have heard of, if indeed they have.But I'm being mean, and this movie is harmless, and as eager as a homeless puppy to make friends. In fact, it has a puppy.

It also has a truant officer, played by Eugene Levy in a performance that will be valuable to film historians, since it demonstrates what Eugene Levy's irreducible essence is when he plays a character who is given absolutely nothing funny to say or do. His performance suggests that he stayed at home and phoned in his mannerisms.

More inexplicable is Andy Richter's work as a limousine driver with sinister connections to music piracy rackets. He is given an accent, from where I couldnot guess, although I could guess why: At a story conference, thefilmmakers looked in despair at his pointless character and said, "What the hell, maybe we should give him an accent."

Because the movie all takes place during one day and Roxy is being chased by a truant officer, it compares itself to "Ferris Bueller's Day Off." It might as reasonably compare itself to "The Third Man" because they wade through sewers. "New York Minute" is a textbook example of a film created as a "vehicle" but without any ideas about where the vehicle should go. The Olsen twins are not children any longer, yet not quite poised to become adults, and so they're given the props and costumes of 17-year-olds but carefully shielded from the reality. That any 17-year-old girl in America could take seriously the rock band that Roxy worships is beyond contemplation. It doesn't even look like a band to itself.

The events involving the big speaking competition are so labored that occasionally the twins seem to be looking back over their shoulders for the plot to

catch up. Of course there is a moment when all the characters and plot strands meet on the stage of the speech contest, with the other competitors looking on in bafflement, and of course (spoiler warning, ho, ho) Jane wins the scholarship. In fact (major spoiler warning) she does so without giving the speech, because the man who donates the scholarship reads her notes, which were dropped on the stage, and *knows* it would have been the winning speech, had she only been able to deliver it. Unlikely as it seems that Jane could win in such a way, this scenario certainly sidesteps the difficulty of having her deliver a speech that would sound as if she could win.

B. Conceptual Framework

Language production deals with how we produce language. There has been less research on language production than on language comprehension. The investigation of production is perceived to be more difficult than the investigation of comprehension, primarily because it is difficult to control the input in experiments on production. It is relatively easy to control the frequency, imageability, and visual appearance of the materials of word recognition experiment, but our thoughts are much harder to control experimentally

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subject to her students, she sometimes need time to think of the examples that seem easy to be understood by the students. Actually, the teacher hesitates in her speaking by making a silent term, repeating the same words during thinking or making a sound. In short, language as a mean to speak, will need hesitation in some ways when the speakers deliver their speaking.

There are three points that can be made in response to this. First,a complete model should be able to account for both experimental and speech error data. Second, the lines of evidence converge rather than giving conflicting results, Harley (2003). Third is possible to simulate spontaneously occurring speech errors experimentally, and these experimental simulations lead to the same conclusion as the natural errors. Baars, Motley, and Mc Kay (2001) required participants to read rapidly pairs of words such as "darn bore" and "dart board". If participants have to read these pairs from right to left, they make many spoonerisms.

Furthermore, they are the corresponding "bartdoard" an instance of the bias towards lexical outcomes also displayed in the naturalistic data.

The scientific analysis of speech errors, commonly called slips of tongue, reemerged in the early 1970s with the seminal publication of an article by Fromkin (2008) that examined the way speech errors may be used in the construction of linguistics argument.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research descriptive analytical study was employed. This method used in order to discover, to identify, to analyse, and to describe sentences of script containing hesitation occurrence of found in the movie *"New York Minute"*

This study was conducted with descriptive and qualitative research. It based on the consideration that this study mainly aims at finding the most dominant of hesitation occurrence. Descriptive qualitative method will be used to obtain the

best result for the research. In Moelong (2006) said "Qualitative method is a research procedure that obtains descriptive data such as written and spoken words, which can be observed". Descriptive designed used to collect the data since it attend to prove the previous theory. In this regard, argue that the descriptive method is "a method to explain, analyse and classify something through various techniques, survey, interview, questionnaire, and a test".

This research design was made to show the model of the research in the form of the table to show the relation between the topic, the problems, the theory, the analysis and the results of the analysis.

B. Source of Data

This research was based on a descriptive qualitative method. A descriptive method used in scene by this movie and analyzed it. The sources was taken by the writer from the movie entitled "*New York Minute*". The researcher limited the data on words, phrases and sentences containing hesitation occurrence. In conducting the research, the researcher was analyzed the data based on the qualitative method.

Library research used in analyzing the data required, the data was collected through reading the script of the movie "*New York Minute*". Descriptive research was described the linguistics the most dominant categories of hesitation occurrence that found in the movie "*New York Minuute*".

C. Techniques for Collecting Data

In collecting the data, the researcher was taken the procedure as follows:

1. Watching the movie "*New York Minute*" by reading the script

2. Marking expressive hesitation occurrence which are found in the movie "*New York Minute*".

3. Writing down hesitation occurrence which are found in the movie "*NewYork Minute*".

D. Techniques of Data Analysis

1. Identifying the hesitation occurrence in the movie "*New York Minute*"

2. Classifying based on type of expressive hesitation occurrence

3. Counting every expressive hesitation occurrence that appear based on its types

4. Finding out the dominant type of expressive hesitation occurrence to obtain the percentage of the data, the researcher use the following formula, the formula by Moloeng (2006)

$$X = \frac{F}{N} X\ 100\ \%$$

X = Average

F = Amount of types expressive hesiatation occurance

N = Amount of expressive hesitation accurance

5. Describing the data based on the findings of the reseaech.

CHAPTER IV

DATA AND DATA ANLYSIS

A. Data Collection

The data of this research was taken from the script of the movie "*New York Minute*". Then the data was classified into hesitation based on their types, and the last, the dominant kind of hesitation was analyzed

No	Sentences
1	The one with the girl and the guy are love . . . no, no, no they are not look loving each other
2	Now remember we've got to hit up the A and R guys . . . uhh forget it
3	Fancy suits bad . . . hmm I change my mind when I look you

4	Each one facing five . . . ups sorry, ten days of detention
5	I will find her . . . oh no I'll not
6	Just now . . . owh later if you do yourself a favor
7	I feel bad . . . but I'm just good until now
8	Okay you can't sit here . . . hmm, just choose chair that you want to sit
9	I'm home with the chicken . . . chickenpox
10	I said yes ohh . . . not because I change my mind
11	This is max lomax . . . I mean jim as the bike messenger
12	Leave your message . . . just get out from here
13	I should sharing . . . ohh forget it
14	Well, you take a shower first . . . just let me be first
15	Let me talk to him . . . but be better if you did
16	You can take money . . . oh you don't, sorry
17	There's gonna be late . . . oh thank god she coming on time
18	This psycho oooh . . . this crazy stole my day
19	Because I saw the smile, uhh . . . angry face
20	So I'll keep looking for you . . . actually your sister
21	You should be my friend I mean . . . my girlfriend
22	You meet me in times square at corner 47th upss . . . sorry at 27th and broadway in 20 minutes
23	This day oohh . . . not tomorrow you should coming on time
24	Because there's no way out hmm but . . . if we work together it can be

	happen
25	Look I got this dress and now . . . oh I missed
26	This is free . . . ups this is not free because you should give some money to jim
27	You may miss ryan, roxy ryan, no . . . you are jane ryan
28	Well you look so good . . . ups you are not
29	The economy is important . . . hm the important thing is your confident actually
30	Money can buy anything . . . no, no money can not buy anything, the true is your confident actually
31	He is famous but now infamous
32	I'm late, I'm late
33	I'm up . . . I'm up
34	Ledies and gentlemen, my name is jane ryan, my name is jane ryan
35	Up. Up, up!
36	Car, car! Look out!
37	Tickets. Tickets please
38	We are so over! Over!
39	Oh my god! Oh my god
40	Help! Help us
41	It's okay, breathe . . . breathe. Deep breaths
42	Help! Help! Help me!

43	I'm late. I'm late
44	Your mom would have been so proud. "did you know" if you want to honest and be kind to everyone
45	Think about a love, "you might wanna think" to be my mine
46	You're not man, "I mean" you are gentlemen
47	I see a surgeon general "it means" we found someone that can survive him
48	Can we deal with this later "because" I'm working on a very big case right now
49	Sure, I need you "I mean" someone special like you
50	You know what I do now "I think" I do the right thing
51	Honey this is big house of bling "this is" where the story born or the place of everything start
52	I don't know if this would be helpful "at least" this thing can make a sound be loud
53	Jane ryan and roxy ryan was born in same day "it means" they are twin sister
54	Give them my demo . . . and hopefully can be the new opening act
55	Okay, so psycho . . . day planner this is your computer chip
56	It's not like this guy exactly . . . like a criminal mastermind
57	You give me my chip . . . or I'll kil you
58	Testing one . . . two and thank you
59	Punk rock group simple plan . . . is shooting their music video
60	Sorry . . . I'm sorry guys

61	Yeah, I'm doing . . . just fine and good
62	Okay . . . look whatever you do
63	Testing . . . one, two can this be heard?
64	You think I'm kidding, I'm not you're only . . . the one for me
65	Okay, play time's over . . . ryan
66	I'm coming to find you . . . did you know that?
67	Who think he's Chinese . . . he's not
68	You see . . . senator, he is a officer lomax
69	I don't want to think . . . senator
70	It was amazing . . . and I know this
71	The poin is, we haven't spent the day together in a really long time and . . . um . . . I've really missed you
72	I know this is the biggest day of your academic carrer, but dad . . . uhh . . . will you sign my field trip permission please?
73	You take a shower first and . . . um . . . I will make it work!
74	One not without a few clever maneuvers on your part but . . . hmmm . . . here we are
75	I don't know what will happen to us but . . . ssstt . . . don't make a noise
76	That's all the time I have for so . . . um . . . will the rael jane ryan stand up?
77	I just stopped by to wish you bon voyage a:nd maybe get an autograph
78	We have 26 minutesto get to the station a:nd I can't be late
79	I'm on the heels of the number one truant in Nassau county an:d when I find

	her
80	Could you call me at 993.1176 a:nd reference case number 7 tango niner popcorn x – ray 5

B. Data Analysis

The data was analyzed into six types of hesitation :

a. False start

False start happens when a speaker begins an utterance and then he/she abandons it completely without finishing it

1. "The one with the girl and the guy are love . . . no, no, no they are not look loving each other"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

   By: jane ryan when explain the relationship of some people in around her to his sister

2. "Now, remember we've got to hit up the A and R guys . . . uhh forget it"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

By: max lomax when look the keepers of building have a gun

3. "Fancy suits bad . . . hmm I change my mind when I look you"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

   By: jane ryan when meet up with bennie bang

4. "Each one facing five . . . ups sorry, ten days of detention"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

   By: max lomax when talking with his partner

5. "I will find her . . . oh no I'll not"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

   By: bennie bang when explain the truth

6. "Just now . . . owh later if you do yourself a favor"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

   By: jane ryan when telling roxy ryan the right action

7. "I feel bad . . . but I'm just good until now"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

   By: Senator anne lipton when she makes a speech

8. "Okay you can't sit here . . . hmm, just choose chair that you want to sit"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

By: max lomax confusing make a decision

9. "I'm home with the chicken . . . chickenpox"

   # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

   By: hudson mc gill about his body condition

10. "I said yes ohh . . . not because I change my mind"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: dr.ryan give a answer to jim the bike messenger

11. "This is max lomax . . . I mean jim as the bike messenger"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: ma bang when introducing his friend

12. "Leave your message . . . just get out from here"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when change his mind to roxy ryan

13. "I should sharing . . . ohh forget it"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when change his mind to roxy ryan

14. "Well, you take a shower first . . . just let me be first"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when change his mind

15. "Let me talk to him . . . but be better if you did"

    # the sentence above shows that speaker does not finish the first utterance yet

    and then start the next utterance with a complete one

    By: jane ryan when explain the right thing to his sister

16. "You can take money . . . oh you don't, sorry"

    # the sentence above shows that speaker does not finish the first utterance yet

    and then start the next utterance with a complete one

    By: trey lipton when realize the action of Hudson fail

17. "There's gonna be late . . . oh thank god she coming on time"

    # the sentence above shows that speaker does not finish the first utterance yet

    and then start the next utterance with a complete one

    By: roxy ryan when look at jane ryan present

18. "This psycho oooh . . . this crazy stole my day"

    # the sentence above shows that speaker does not finish the first utterance yet

    and then start the next utterance with a complete one

    By: roxy ryan when catch up by max lomax

19. "Because I saw the smile, uhh . . . angry face"

    # the sentence above shows that speaker does not finish the first utterance yet

    and then start the next utterance with a complete one

    By: bennie bang when talking with roxy ryan

20. "So I'll keep looking for you . . . actually your sister"

    # the sentence above shows that speaker does not finish the first utterance yet

    and then start the next utterance with a complete one

    By: bennie bang when talking with roxy ryan

21. "You should be my friend I mean . . . my girlfriend"

 # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

By: bennie bang when talking with roxy ryan

22. "You meet me in times square at corner 47th upss . . . sorry at 27th and broadway in 20 minutes"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: roxy ryan when telling to his sister

23. "This day oohh . . . not tomorrow you should coming on time"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: roxy ryan when telling to his sister

24. "Because there's no way out hmm but . . . but if we work together it can be happen"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when talking and giving advice to his sister

25. "Look I got this dress and now . . . oh I missed"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when telling the truth to ma bang

26. "This is free . . . ups this is not free because you should give some money to jim"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

By: dr.ryan when talking to trey lipton

27. "You may miss ryan, roxy ryan, no . . . you are jane ryan"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: Hudson mc gill when realize jane ryan and roxy ryan is twin sister

28. "Well you look so good . . . ups you are not"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when telling his sister

29. "The economy is important . . . hm the important thing is your confident actually"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when speech in front of people

30. "Money can buy anything . . . no, no money can not buy anything, the true is your confident actually"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when speech in front of people

31. "He is famous but now infamous"

    # the sentence above shows that speaker does not finish the first utterance yet and then start the next utterance with a complete one

    By: jane ryan when telling the truth the character of max lomax

b. Repetition

Repetition usually occurs because of articulatory problems rather than other language production problems. That statement means the speaker repeats a single word or more in an utterance.

32. "I'm late, I'm late"

    #repeat with sentence

    By: trey lipton when coming late to his office

33. "I'm up . . . I'm up"

    #repeat with sentence

    By: Hudson mc gill when in top floor of building

34. "Ledies and gentlemen, my name is jane ryan, my name is jane ryan"

    #repeat with sentence

    By: jane ryan on his speech

35. "Up. Up, up!"

    #repeat with word

    By: jim "the messenger"

36. "Car, car! Look out!"

    #repeat with word

    By: Hudson mc gill when warning to someone

37. "Tickets. Tickets please"

    #repeat with word

    By: roxy ryan when buy ticket to watch the concert

38. "We are so over! Over!"

    #repeat with word

    By: jane ryan

39. "Oh my god! Oh my god"

#repeat with sentence

By: jane ryan

40. "Help! Help us"

#repeat with word

By: trey lipton

41. "It's okay, breathe . . . breathe. Deep breaths"

#repeat with word

By: jane ryan

42. "Help! Help! Help me!"

#repeat with word

By: roxy ryan

43. "I'm late. I'm late"

#repeat with sentence

By: roxy ryan

c. Parenthetical remark

Parenthetical remark is when a speaker utters a sequence of one or more words that is to be understood as a replacement (i.e.,correction) of the immediately preceding comparable sequence.

44. Your mom would have been so proud. "did you know" if you want to honest and be kind to everyone

45. Think about a love, "you might wanna think" to be my mine

46. You're not man, "I mean" you are gentlemen

47. I see a surgeon general "it means" we found someone that can survive him

48. Can we deal with this later "because" I'm working on a very big case right now

49. Sure, I need you "I mean" someone special like you

50. You know what I do now "I think" I do the right thing

51. Honey this is big house of bling "this is" where the story born or the place of everything start

52. I don't know if this would be helpful "at least" this thing can make a sound be loud

53. Jane ryan and roxy ryan was born in same day "it means" they are twin sister

d. Silent pause

Silent Pause is the length/duration of silence taken by the speakers during their speech. The phenomena may occur because of the process of thinking. The speaker thinks when he/she went to the place that is told in the situation.

54. Give them my demo . . . and hopefully can be the new opening act

55. Okay, so psycho . . . day planner this is your computer chip

56. It's not like this guy exactly . . . like a criminal mastermind

57. You give me my chip . . . or I'll kil you

58. Testing one . . . two and thank you

59. Punk rock group simple plan . . . is shooting their music video

60. Sorry . . . I'm sorry guys

61. Yeah, I'm doing . . . just fine and good

62. Okay . . . look whatever you do

63. Testing . . . one, two can this be heard?

64. You think I'm kidding, I'm not you're only . . . the one for me

65. Okay, play time's over . . . ryan

66. I'm coming to find you . . . did you know that?

67. Who think he's Chinese . . . he's not

68. You see . . . senator, he is a officer lomax

69. I don't want to think . . . senator

70. It was amazing . . . and I know this

e. Filled pause

Filled pause is a break taken by the speakers followed by simply noise or sound during their speech. The sounds that are commonly used such as *um, err,uh, etc*. Filled pauses involve the articulation of some sounds during the delay.

71. The poin is, we haven't spent the day together in a really long time and . . . um . . . I've really missed you

72. I know this is the biggest day of your academic carrer, but dad . . . uhh . . . will you sign my field trip permission please?

73. You take a shower first and . . . um . . . I will make it work!

74. One not without a few clever maneuvers on your part but . . . hmmm . . . here we are

75. I don't know what will happen to us but . . . ssstt . . . don't make a noise

76. That's all the time I have for so . . . um . . . will the rael jane ryan stand up?

f. Lengthening

Lengthening occurs when the speakers take articulation of words longer than what it should be. Lengthening is prolongation of one or more syllables of a word so that its duration is excessively long in its context.

77. I just stopped by to wish you bon voyage a:nd maybe get an autograph

78. We have 26 minutesto get to the station a:nd I can't be late

79. I'm on the heels of the number one truant in Nassau county an:d when I find her

80. Could you call me at 993.1176 a:nd reference case number 7 tango niner popcorn x – ray 5

From the data above, it was found the types of hesitation from movie "*New York Minute*" there are six type of hesitation, they are false start, repetition, parenthetical remark, silent pause, filled pause, and lengthening.

C. Research Findings

After analyzing the data, it was found that :

1. There were six types of hesitation used in the movie "*New York Minute*" , namely false start, repetition, parenthetical remark, silent pause, filled pause, lengthening

2. The percentage of each type of hesitation for false start 31 items or 38,75% , repetition 11 items or 13,75% , parenthetical remark 10 items or 12,5% , silent pause 18 items or 22,5% , filled pause 6 items or 7,5% , lengthening 4 items or 5%

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conlusion

Having analyzed the data, conclusions are drawn as the following :

1. There are six kinds of hesitation occurrence in the movie *"New York Minute",* they are :

   a. false start with the amount 31 items or 38,75%

   b. repetition with the amount 11 items or 13,75%

   c. parenthetical remark with the amount 10 items or 12,5%

   d. silent pause with the amount 18 items or 22,5%

   e. filled pause with the amount 6 items or 7,5%

   f. Lengthening with the amount 4 items or 5%

2. The most dominant type of hesitation found is false start with 31 items or 38,75%

B. Suggestion

In relation to the conclusion, the following suggestion are staged as the following :

1. it is suggestion to students to increase their understanding about hesitation occurrence and the types of it

2. it is suggested to the reader or researcher to continue deeper research about hesitation

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