SPONTANEITY ELEMENTS FOUND IN SPOKEN DISCOURSE OF UNIVERSITY STUDENTS

Dina Novita Wijayanti, Atik Rokhayani
Universitas Muria Kudus

Abstract:

Speaking English is useful to share information to other people around the world. To communicate appropriately, the students can fulfill the features of spontaneity. In fact, the students of Psychology Department of Muria Kudus University find difficulty to achieve the ideal situation. They do not know how to respond to the speaker spontaneously. To fill the empty space, the participants can apply spontaneity elements. The study is intended to analyze and explain the types of spontaneity elements found in the spoken discourse of university students and the university students' understanding of spoken discourse. The design of the study used is discourse analysis. The participants were 16 students who did job interviews in pairs for 10 minutes. To collect the data is by using documentation. The findings showed that the types of spontaneity elements found in spoken discourse of university students are 176 occurrences consist of 45 repetitions (25.6%), 121 filled pauses (68.7%), 1 backtracking (0.6%), 9 incomplete utterances (5.1%). The students often use filled pauses to maintain the speaking consistency and seldom to use backchannels because they seldom to restatement the previous utterance while the students' understanding of spoken discourse is low. It occurs because 3 elements of spontaneity are less than 50%, while 1 element is more than 50%. The students are actively speaking English only in the class. So, it is suggested for the students to speak English in daily life because by practicing to speak English, it can increase progress.

Key words: Spontaneity, Spoken Discourse, University Students

INTRODUCTION

English is an international language that is useful to share information to other people around the world. The people can share about culture, technology, education, etc. Discussing about the importance of English, it becomes an important subject applied in our country, Indonesia. Therefore, it includes the main subject in university. The students of non-English department also study English as a general compulsory subject in university. They try to speak English in order they can speak English as fluent as possible such as foreigners. The students who are regarded as the students who master English are those who can speak English fluently. So, the role of the teacher is very crucial to develop their students' natural spoken language as natural as possible by exploring the students speaking skill (Kalisa, 2013). Speaking as one of the productive skills tends to be the most essential skill in English. Using English to communicate with others means the students have achieved the goal of learning speaking. To succeed in speaking, students have to be taught with appropriate material supported by specific technique related to teaching speaking (Dipta, 2019).

Discussing speaking, it means that it discusses about spoken language. To speak the appropriate spoken language, the students must fulfill the features of spoken language such as spontaneity. It is the ideal situation that the students must fulfill to achieve the goal of speaking. In fact, the students of foreign language including the university students from Indonesia, especially the students of Psychology department of Muria Kudus University find difficulty to achieve the ideal situation of applying the features of spoken language when

doing speaking skill such as when the students do conversation (job interview), they want to express their ideas, sometimes they do not know how to respond to the speaker. As the impact, sometimes they just keep silent. In other words, it cannot produce good turn-taking because when one speaker stops talking, the other cannot continue it. It occurs because the other does not know how to respond to the speaker's question, especially if they doubt or are confused about what to say.

It is also supported by the other researcher who stated that not everyone can speak spontaneously. Some of the people need to prepare to think before speaking a long time. To fill the empty space before a certain speaker decides what to say, the participants can use fillers and repetition. The same problem also occurred in another study conducted by (Afriani et al., 2014) who state the students got a difficulty to tell their sentences. Someway, when they thought, they made a pause in their speaking. The students thought about what was the words later. So, the ideal situation if the students want to continue speaking (maintain speaking consistency) while thinking the next utterance is by using fillers and repetition (element of spontaneity). According to Wijayanti & Fatmawati (2019) stated that foreign language is the language that plays no major role in the community and is primarily learnt only in the classroom. The students are only active in speaking English in the classroom and are not active outside of the class. They seldom speak English outside of the class. Therefore, the gap which had been explained occurred. Based on the reason above, the researchers are interested in doing the deep study to analyze and explain the types of spontaneity elements found in the spoken discourse of university students and the university students' understanding of spoken discourse.

Discussing spoken discourse, it is better to precede it by explaining literary review based on the topic of the study starts from the higher scope of spoken discourse analysis that is discourse analysis. Discourse analysis is an approach that aims to focus on language beyond the sentence level and to explore what's beyond the sentence level in a detailed way. Social interpreting and humanities are several approaches that discourse analysis focuses on. Moreover, discourse analysis often approaches social communication and interpreting in social interaction. According to Pamolango (2016) Discourse analysis is a study that focuses on the use of language in daily life, both written and spoken discourse.

In this case, the researchers will focus only on spoken discourse analysis because the study's title discusses spoken discourse as the ongoing situated interpretation of a speaker's communicative intention of which the addressees' expected and actual reactions are an integral part. The creation of discourse is thus a joint endeavor, involving the active cooperation of all participants. Some examples of spoken discourse that can be found in everyday talk are telephone calls (business and private), service encounters (shops, ticket officers etc.), interviews (jobs, journalistic in official setting), classroom (classes, seminars, lectures, tutorials), rituals (church prayers, sermons and weddings), monologue (speeches, stories, jokes), language in action accompanying doing: fixing, cooking, assembling, demonstrating, etc.), casual conversations (strangers, friends, intimates), organizing and directing people (work, home, in the street) (Susanto et al., 2021) .

Discussing spoken discourse, it means that it discusses about the elements of spontaneity. Moreover, the researchers are interested in analyzing and explaining the elements of spontaneity in a job interview of Psychology department students of Muria Kudus University in academic year 2021/2022. Historically, spoken language is older than writing. Initially, speaking is the only communication between people to share information (Alsaawi, 2019) . We use spoken language to express our ideas, opinions, and feelings. We also use it to make sense and confirm our understanding to question and test our assumption and to explore

the meaning (Syarifuddin & Hasyim, 2019). Because of the importance of spoken language, it is better to explain in detail the elements of spontaneity offered by(Thornburry, 2012).

Spontaneity comes from the word spontaneous, which means there is no planning before speaking or no preparation. Thornburry (2012) states that spontaneity in speech is produced online, that is to say, in real-time and with little or no time for much forward planning. It consists of filled pause, repetition, false start and backtracking, incomplete utterances. Fillers or filled pause is the symbol that the speaker would like to take time to think for the following utterance by saying *hmmm, uh, ooh.* The use of fillers is to think about the hesitation during the talks. (Thornburry, 2012). It is also supported by other researchers. (Aliyah & Hestrian, 2021) said filled pause or fillers are useful to maintain consistency in conversation, especially if the speaker has difficulty continuing the following statement

Afriani et al (2014) said that filled pauses helped students when they still had something to deliver in order to persist or maintain their speaking. Fillers are markers used by the speakers in natural communication to fill the gap and minimize the hesitation. Pardede et al (2020) said that fillers are sounds or words or phrases that could appear anywhere in utterance that cannot change the meaning of the content of the talk. It means that the students use fillers or filled pause mostly to fill up the gap to persist or maintain their speaking or give time to think about what should be said next. The next spontaneity element is repetition. Repetition comes from the word repeat, which means the simple repeating of a word, within a short space of words, with no particular placement of the words to secure emphasis. The functions of repetition in the utterance are to bind utterance or talks together, thereby enhancing the sense that speakers are relevant. It produces a sense that all of the speakers are in harmony. Furthermore, repetition also serves to maintain the topic consistency (Thornburry, 2012).

The next is false start and backtracking. False start is not same with repetition. It happens when the conversation is so intense among the speakers at the same time or after the speaker is interrupted for example ***"and there's a… a they're sort of doing".*** Backtracking is same with the term backchannels. Based on Thornburry (2012) the function of backtracking is to restatement the previous statement. It is also supported by Jazadi (2015) who states that backchannels are useful to control the speaking, especially in order all the speakers have a fair chance in speaking. It is useful to take the role of the speaker because the other participant can guess the next utterance (Thornburry, 2012). It is also supported by Jazadi (2015) who states that incomplete utterance happens when someone inserts utterance when the speaker is still speaking.

In this case, the researchers would like to analyze and explain the elements of spontaneity discourse of university students and university students' understanding on spoken discourse in the form of job interview between interviewer and interviewee. According to Wijayanti & Fatmawati (2019) states conversation is a joint activity in which two or more participants use linguistics forms and non–verbal signals to communicate the function to mark upcoming modification of the ideas and the intentions of the prior utterance. It means that conversation cannot be done alone but more than a person to share information. The conversation chosen was in the form of a job interview between interviewer and interviewee, which was practiced by the students of Psychology of Muria Kudus University. Job interview is face to face contact with someone who has the authority to hire or supervise an interviewee's skill. Furthermore, it is a selection tool where interviewers gather and evaluate information about applicants. It is practiced by the university students of Psychology Department of Muria Kudus University in academic year 2021/2022.

Someone who is learning to do something is called a learner. There are types of learners divided into young learners and adult learners. Adult learners are different from young learners in their way to learn. They have their characteristics which are different from young ones. In this case, college students are part of adult learners. Students enrolled in college or university is called college students. For them who become university students have a different way of thinking if we compare with young learners, university students must think critically, connect ideas, and complete research (Gruenbaum, 2012).

Based on the explanation above, the researchers are interested in doing a deep study to analyze and to explain the types of spontaneity elements found in spoken discourse of university students and university students' understanding on spoken discourse by analyzing why the students use certain elements of spontaneity in spoken discourse and to explain the level of students' understanding on spoken discourse whether it is high or low understanding and the describe the reason. The participants are 16 students of Psychology department of Muria Kudus University in academic year 2021/2022 who are doing job interview (role play) in a group which consists of 2 people for 10 minutes. So, there are 8 videos that the researchers had analyzed. The technique used to take 8 videos as the data source is by using snowball sampling. There are some previous studies about this study. One of them is conducted by (Ramdani & Rahmat, 2018) entitled Promoting speaking spontaneity in large classes : An action research study in an Indonesian EFL University setting. The result showed that the students were finally able to survive in their speaking tasks, engaging them in a real life communicative encounter.

Hopefully, the research can give the significance of the study in terms of theoretical, practical and pedagogical significances. Theoretical significances, this study will support to the study of discourse in terms of spontaneity elements of spoken language. Practical significance for students is it is suggested for the students to speak English in daily life by applying spontaneity elements when they need time to think for the next utterance because by practicing to speak English, it can increase progress. Therefore, by applying spontaneity elements, it can maintain speaking consistency and bind talk together. The suggestion for the English lecturer, hopefully when he or she is delivering explanation by using spontaneity elements, it can make the interaction between lecturers and students run smoothly. For future researcher, hopefully the study can be used as the empirical research finding. Therefore, the next researcher can conduct study on the same topic in different data source. The last is pedagogical significance. Hopefully, the study can be a supportive material for the lecturer in teaching speaking (conversation) because spontaneity elements in spoken language can make the conversation or spoken discourse more interesting, more understandable and even more powerful though it will not change its grammatical meaning.

RESEARCH METHOD

This section includes the design of the study, participants, instruments, procedures of data collection, and data analysis.

Design of Study

The design of the study was qualitative approach. It was discourse analysis. Discourse analysis refines critical thinking skills. It provides language learners useful, practical, and, in indirect ways, even marketable skills. Moreover, the discourse analysis includes a suitable subject, particularly in a multicultural setting for advanced English learner (Derin et al., 2020). It can be spoken discourse or written discourse. In this case, the researchers focus only on spoken discourse. According to Cornish (2018) spoken discourse is the ongoing situated

interpretation of a speaker's communicative intentions, of which the addressee's expected and actual reactions are an integral part. It means that it discusses spoken language. In this case, the study was conducted when the students practiced job interviews to analyze and explain the types of spontaneity elements found in spoken discourse of university students and the university students' understanding of spoken discourse.

Participants of Study

The participants were 16 students of Psychology department of Muria Kudus University in the academic year 2021/2022 who were doing job interviews (role play) in a group which consisted of 2 people for 10 minutes. So, there were 8 videos that the researchers had analyzed.

Instrument of Study

The instrument of the study was the documentation. The researchers used the job interview transcriptions. There were 8 transcriptions of the job interview from the students of Psychology department of Muria Kudus University in the academic year 2021/2022.

Procedures of Data Collection

The data of the study are the words or phrases of spontaneity elements, while the data source are transcripts of job interview which conducted by the students of Psychology department of Muria Kudus University in the academic year 2021/2022. The procedures of data collection consist of several steps. The first step was determining the university as the setting of the study. Secondly, recording the students' spoken discourse. In this case, there were 8 videos that the researchers had analyzed. The technique used to take 8 videos as the data source was snowball sampling. Finally, the conversations were transcribed.

Procedures of Data Analysis

The data analysis procedures are identifying the spontaneity elements found in job interviews conducted by the students of Psychology Department of Muria Kudus University in academic year 2021/2022. Then, classifying the spontaneity elements based on their category, calculating the percentage of every spontaneity element found in every job interview by comparing it with the ideal percentage. The last is interpreting the findings.

RESULTS AND DISCUSSION

This section presents the results and discussion of the research about the types of spontaneity elements found in spoken discourse of university students and the university students' understanding of spoken discourse. The participants were 16 students of Psychology department of Muria Kudus University in academic year 2021/2022 who were doing job interviews (role play) in a group that consists of 2 people for 10 minutes. So, there were 8 videos that the researchers had analyzed.

Types of Spontaneity Elements found in Spoken Discourse of University Students

Spoken language is the language used in daily life to communicate with each other. It consists of 4 elements that are filled pauses, repetitions, false starts and backtracking, and incomplete utterances. The researchers had analyzed the elements of spontaneity elements

based on (Thornburry, 2012). In this case, the researchers had analyzed 8 videos of job interviews conducted by the students of Psychology of Muria Kudus University. The description in detail is as follows.

Table 1
Spontaneity Elements found in University Students' Spoken Discourse

Spontaneity Elements	Repetition	Filled Pause	False Start and Backtracking	Incomplete Utterance	Total
1st-8th Dialogues	45	121	1	9	176
Percentage	25.6%	68.7%	0.6%	5.1%	100%

The findings from the first data analysis showed 45 repetitions, 121 filled pauses, 1 backtracking, 9 incomplete utterances. So totally, there are 176 spoken elements found in those dialogues. In the form of percentage, repetition found in those dialogues is 25.6%. The percentage of filled pause is 68.7%. The percentage of false start and backtracking is 0.6%, and the percentage of incomplete utterance is 5.1%.

Table 2
Repetitions found in University Students' Spoken Discourse

Dialogue	1	2	3	4	5	6	7	8	Total
Repetitions	4	5	11	4	3	4	11	3	45
Percentage	8.9%	11.1%	24.4%	8.9%	6.7%	8.9%	24.4%	6.7%	100%

The data of repetition in table 2 showed that there are 4 repetitions of the first video, 5 repetitions from second video, 11 repetitions from third video, 4 repetitions from fourth video, 3 repetitions from fifth video, 4 repetitions from sixth video, 11 repetitions from seventh video, 3 repetitions from eight video. So, totally there are 45 repetitions found in 8 videos. The percentage of repetition in dialogue 1 is 8.9%, the percentage of repetition in dialogue 2 is 11.1%, the percentage of repetition in dialogue 3 is 24.4%, the percentage of repetition in dialogue 4 is 8.9%, the percentage of repetition in dialogue 5 is 6.7%, the percentage of repetition in dialogue 6 is 8.9%, the percentage of repetition in dialogue 7 is 24.4%, the percentage of repetition in dialogue 8 is 6.7%.

Table 3
Filled Pause found in University Students' Spoken Discourse

Dialogue	1	2	3	4	5	6	7	8	Total
Filled Pause	10	22	26	16	13	17	8	9	121
Percentage	8.26%	18.19%	21.49%	13.23%	10.74%	14.05%	6.6%	7.44%	100%

The data of filled pause in table 3 showed that there are 10 filled pauses of the first video, 22 filled pauses of the second video, 26 filled pauses of third video, 16 filled pauses of

fourth video, 13 filled pauses of fifth video, 17 filled pauses of sixth video, 8 filled pauses of seventh video, 9 filled pauses of eight video. So, totally there are 121 filled pauses in 8 videos. In the form of percentage, the percentage of filled pause in dialogue 1 is 8.26%, the percentage of filled pause in dialogue 2 is 18.19%, the percentage of filled pause in dialogue 3 is 21.49%, the percentage of filled pause in dialogue 4 is 13.23%, the percentage of filled pause in dialogue 5 is 10.74%, the percentage of filled pause in dialogue 6 is 14.05%, the percentage of filled pause in dialogue 7 is 6.6%, and the percentage of filled pause in dialogue 8 is 7.44%.

Table 4
False Start and Backtracking found in University Students' Spoken Discourse

Dialogue	1	2	3	4	5	6	7	8	Total
False Start and Backtracking	0	0	0	0	0	1	0	0	1
Percentage	0%	0%	0%	0%	0%	100%	0%	0%	100%

The false starts and backtracking data showed that there is only 1 backtracking or backchannels. Therefore, there is only 1 back channeling found in 8 videos. So, the percentage of false start and backtracking in dialogue 1 is 0%, the percentage of false start and backtracking in dialogue 2 is 0%, the percentage of false start and backtracking in dialogue 3 is 0%, the percentage of false start and backtracking in dialogue 4 is 0%, the percentage of false start and backtracking in dialogue 5 is 0%, the percentage of false start and backtracking in dialogue 6 is 100%, the percentage of false start and backtracking in dialogue 7 is 0%, and the percentage of false start and backtracking in dialogue 8 is 0%.

Table 5
Incomplete Utterance found in University Students' Spoken Discourse

Dialogue	1	2	3	4	5	6	7	8	Total
Incomplete Utterance	1	3	2	1	0	0	1	1	9
Percentage	11.11%	33.34%	22.22%	11.11%	0%	0%	11.11%	11.11%	100%

The data of incomplete utterance showed that there is 1 incomplete utterance of the first video, 3 incomplete utterances of the second video, 2 incomplete utterances of the third video, 1 incomplete utterance in fourth video, there is no incomplete utterance found in the fifth and sixth videos, 1 incomplete utterance of the seventh video, 1 incomplete utterance of the eight videos. In the form of percentage, the percentage of incomplete utterance in dialogue 1 is 11.11%, the percentage of incomplete in dialogue 2 is 33.34%, the percentage of incomplete utterance in dialogue 3 is 22.22%, the percentage of incomplete utterance in dialogue 4 is 11.1%, the percentage of incomplete utterance in dialogue 5 is 0%, the percentage of incomplete utterance in dialogue 6 is 0%, the percentage of incomplete utterance in dialogue 7 is 11.11% and the percentage of incomplete utterance in dialogue 8 is 11.11%. The examples and the description of the application of spontaneity elements in

students' dialogue which consist of repetition, filled pause, false start and backtracking, and incomplete utterance are as follows.

Example 1
Student 1: Ummmm I'm great too. First of all, I would like you to introduce yourself.
Student 2: My name is Chaerani Astri Khasanah, I *graduated graduated* from Muria Kudus University. Have been working for a few agencies, companies past few years.

Example 2
Student 4   : Hmmmm Yes, I am a fresh graduate.
Student 3   : Ok, please *introduce introduce yourself yourself.*

Example 3
Student 9: Hmmm what makes you intrigued to apply as manager position?
Student 10: Hmmm because I have skill *skill* and ability related to be a manager Miss.

Based on the examples above, the repetition in the first example happened when the interviewee answered the interviewer's question by saying" My name is Chaerani, I *graduated graduated* from Muria Kudus University. Have been working for a few agencies, companies past few years". The repetition happened in the utterance is" graduated graduated". In the second example the repetition happened when the interviewer asked the interviewee to introduce herself by saying Ok, please *introduce introduce yourself yourself.* The repetition happened in the utterance is *"introduce introduce yourself yourself."* In the third example the repetition happened when the interviewee answered the interviewer's question by saying" Hmmm because I have *skill* and ability related to be a manager Miss". The repetition occurred in the utterance is *"skill".* So, from the examples of repetition above, repetition's functions are to bind utterance or talks together, thereby enhancing the sense that speakers are being relevant. It produces a sense that all of the speakers are in harmony. Furthermore, repetition also serves to maintain the topic consistency (Thornburry, 2012). The next will be the examples of filled pause are as follows.

Example 1
Student 7: Can you tell me your strength and weakness?
Student 8: I think my strength is I can work individually and team and my weaknesses are
          hmmm sometimes I can control my weakness
          hmmm   sometimes I feel I am under pressure.

Example 2
Student 11: *Hmmm,* why do you want to work in this company?
Student 12: *Hmmm* I see that this company is very good especially with the existing service is very helpful for the customers. Not only that   the credit video of the company is also very professional when I work later it will definitely have similar capabilities and be able to build a bigger company.

Example 3
Student 9 : How did you know about the job opportunity in this company?
Student 10 : *Hmmm* I got it from newspaper which released on Monday, 6th
              December 2021.

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Based on the examples above, the fillers or filled pause of example 1 happened when the interviewee answered the interviewer's question by saying I think my strength is I can work individually and team and my weaknesses are *hmmm* sometimes I can control my weakness *hmmm* sometimes I feel I am under pressure. The repetition is *hmmmm….hmmmm.* In the example 2 the fillers happened before the interviewer delivered the question by saying *hmmm,* why do you want to work in this company? And also when the interviewee answered the interviewer's question by saying *Hmmm* I see that this company is very good especially with the existing service is very helpful for the customers. Not only that the credit video of the company is also very professional when I work later it will definitely have similar capabilities and be able to build a bigger company. The repetition is *hmmmm… hmmmm*. The fillers in the third example happened when the interviewee answered the interviewer's question by saying "*Hmmm* I got it from newspaper which released on Monday, 6th December 2021". The repetition is *hmmm…hmmm*.

Fillers or filled pause is the symbol that the speaker would like to take time to think for the following utterance by saying *hmmm, uh, ooh* (Thornburry, 2012). It is also supported by other researchers. Aliyah & Hestrian (2021) who said filled pause or fillers are useful to maintain consistency in conversation if the speaker has difficulty in continuing the following statement Afriani et al (2014) said that filled pauses helped students when they still had something to deliver in order to persist or maintain their speaking. Fillers are markers used by the speakers in natural communication to fill the gap and minimize the hesitation. Pardede et al (2020) said that fillers are sounds or words or phrases that could appear anywhere in utterance that cannot change the meaning of the talk's content. It means that the students use fillers or filled pauses mostly to fill up the gap to persist or maintain their speaking or give time to think about what should be said next. In other cases, the examples of filled pause are as follows.

Example 1
Student 11   : Hmmmm okay thanks for coming in this interview. Great to
                   meet you and *I will give you a call call in the next three days.*
                   See you soon.
Student 12   : Hmmmm okay thanks for interviewing me. I will will wait for
                   good news from you . See you*. So I will get the result Thursday
                   this week right?*

From the example above, backtracking occurred when the interviewee makes sure that the result of the job interview will be informed next three days based on the interviewer's information. Backtracking or back channeling showed in the dialogue above is "*I will give you a call call in the next three days.*" And "*So I will get the result Thursday this week right?".* Based on Thornburry (2012) the function of backtracking is to restatement the previous statement. It is also supported by Jazadi (2015) who states that backchannels are essential to repeat the previous statement in order to strengthen the vital utterance. The next explanation will be the examples of incomplete utterances.

Example 1
Student 6 : Hmmm I read an advertisement on Jakarta Post Newspaper released on
              Monday last week hmmm and *I feel really excited to* . . .

Example 2
Student 5   : Wow, that's really intriguing. Where did you learn the languages?
Student 6   : Hmmm while I was in school and university. ***I took a course to explore …***
                     Basically, I'm really interested in languages. They are very very unique.

Example 3
Student 13   : If I have a problem with my co -worker I will invite the person concern to discuss the misunderstand misunderstanding I mean ***to get a professionally and interviewing with….*** Regarding my work if there will be a problem I will be to try to improve the better from the company.

Based on the examples above, especially example 1, an incomplete utterance occurred when the interviewee answered the question from the interviewer by saying Hmmm, I read an advertisement on Jakarta Post Newspaper released on Monday last week hmmm and ***I feel really excited to*** . . .The incomplete utterance is ***feel really excited to*** . . . In the second example, the incomplete utterance occurred when the interviewer answered the question from the interviewee by saying "Hmmm while I was in school and university. ***I took a course to explore …***". Basically, I'm really interested in languages. They are very very unique. The incomplete utterance is. ***I took a course to explore …*** The incomplete utterance of third dialogue (Thornburry, 2012) . It is also supported by Jazadi (2015) states that incomplete utterance happened when someone inserted utterance when the speaker is still speaking.

From the description above, the types of spontaneity elements found in university students' spoken discourse are repetition, filled pause, false start and backtracking, incomplete utterance. The first rank is filled pause. The numbers of filled pause are 121 occurrences (68.7%). The students used filled pauses in the dialogue to fill up the gap to persist or maintain their speaking or to give time to think about what they should be saying next. Fillers or filled pauses symbolize that the speaker would like to think for the following utterance by saying *hmmm, uh, ooh.* The use of fillers is to minimize the hesitation during the talks . (Thornburry, 2012). It is also supported by other researchers. Aliyah & Hestrian (2021) said that filled pauses or fillers are useful for maintaining consistency in conversation, especially if the speaker has difficulty continuing the following statement.

The second rank is repetition. The numbers of repetition are 45 occurrences (25.6%). The students use it to bind utterances or talks together, enhancing the sense that speakers are relevant. It produces a sense that all of the speakers are in harmony. The third rank is incomplete utterance. The numbers of it are 9 occurrences (5.1%). The students use it to take the role of the speaker because the other participant can guess the next utterance. It is also supported by Jazadi (2015) who states that incomplete utterance happened when someone inserted utterance when the speaker is still ongoing speaking. The last rank is backtracking or backchannels. The number of it is 1 (0.01%). The students use it to restatement the previous statement (Thornburry, 2012) . It is also supported by Jazadi (2015) who states that backchannels are useful to control the speaking in order all the speakers have the fair chance in speaking.

The University Students' Understanding of Spoken Discourse

Discourse analysis is the study of language in use. It can be in the form of spoken and written ones. In this case, the researchers only focus on spoken discourse. It means that it describes about spoken language. Spoken language is the language used in daily life to communicate with each other. Sometimes, when the students speak English, they find it

difficult to continue the next utterance. So, to fill up the gap in doing conversation, they can apply spontaneity elements in spoken discourse to maintain the speaking. It consists of 4 elements: filled pauses, repetition, false start and backtracking, and incomplete utterance. Because of the reason above, the researchers analyzed the university students' understanding of spoken discourse. The participants were 16 students of Psychology department of Muria Kudus University who were doing job interview (role play) in a group that consisted of 2 people for 10 minutes. So, there were 8 videos that the researchers had analyzed. Based on the data analysis, the numbers of spontaneity elements found in the spoken discourse are 176 consist of 45 occurrences of repetition (25.6%), 121 occurrences (68.7%), 1 occurrence backtracking or backchannels (0.6%), 9 occurrences of incomplete utterance (5.1%).

Table 6
Spontaneity Elements found in University Students' Spoken Discourse

Spontaneity Elements	Repetition	Filled Pause	False Start and Backtracking	Incomplete Utterance	Total
1st-8th Dialogues	45	121	1	9	176
Percentage	25.6%	68.7%	0.6%	5.1%	100%

Based on the table above, the percentage of repetition is 25.6% from the total percentage, the percentage of filled pause is 68.7% from the total percentage, the percentage of false start and backtracking is 0.6% from the total percentage, the percentage of incomplete utterance is 5.1% from the total percentage. Therefore, the percentage of spontaneity elements which more than 50% is only for the occurrence of filled pause (68.7%), while the percentage of spontaneity elements which less than 50% is the occurrence of repetition (25.6%), false start and backtracking (0.6%), and incomplete utterance (5.1%). In other words, 3 elements of spontaneity are less than 50%, while 1 element of it is more than 50%. So, the researchers can infer that the students' understanding of spoken discourse is still low. The first reason is it happened because the students only actively speak English in the class while outside of the class is still low. They study English as foreign learners.. Wijayanti & Fatmawati (2019) states foreign language is the language that plays no major role in the community and is primarily only in the classroom. The second reason is, not everyone can speak spontaneously. Some of people need to prepare a long time to think before speaking. So, if they do not apply spoken elements in their communication, it cannot maintain the speaking consistency (Thornburry, 2012).

CONCLUSION

The researchers conclude the study from the findings that the types of spontaneity elements found in spoken discourse of university students are 45 repetitions, 121 filled pauses, 1 backtracking, 9 incomplete utterances. So totally, there are 176 spontaneity elements found in spoken discourse. In the form of percentage, repetition found in those dialogues is 25.6%. The percentage of filled pause is 68.7%. The percentage of false start and backtracking is 0.6%, and the percentage of incomplete utterance is 5.1%. The first rank is filled pause, 121 occurrences (68.7%). The students used filled pause in the dialogue to fill

up the gap in order to persist or maintain their speaking or to give time to think about what should be said next. The second rank is repetition, 45 occurrences (25.6%). The students use it to bind utterance or talks together, enhancing the sense that speakers are relevant. It produces a sense that all of the speakers are in harmony. The third rank is incomplete utterance, 9 occurrences (5.1%). The students use it to take the role of the speaker because the other participant can guess the next utterance. The last rank is backtracking or backchannels, 1 occurrence (0.01%). The students use it to restatement the previous statement. It is also supported by Jazadi (2015) who states that backchannels are useful to control the speaking so that all the speakers have a fair chance to speak.

The next finding is the students' understanding of spoken discourse is still low because the percentage of repetition is 25.6% from the total percentage, the percentage of filled pause is 68.7% from the total percentage, the percentage of false start and backtracking is 0.6% from the total percentage, the percentage of incomplete utterance is 5.1% from the total percentage. Therefore, the percentage of spontaneity elements which more than 50% is only for the occurrence of filled pause (68.7%), while the percentage of spontaneity elements which less than 50% is the occurrence of repetition (25.6%), false start and backtracking (0.6%), and incomplete utterance (5.1%). In other words, 3 elements of spontaneity are less than 50%, while 1 element is more than 50%. The students are actively speaking English in the class while outside of the class are still passive. They study English as foreign learners. Wijayanti & Fatmawati (2019) foreign language plays no major role in the community and is primarily only in the classroom. The second reason is, not everyone can speak spontaneously. Some of people need to prepare a long time to think before speaking. So, if they do not apply spoken elements in their communication, it cannot maintain the speaking consistency (Thornburry, 2012). Moreover, the students think that speaking skill is considered to be the most important skill by language learners. Learners often measure their success in language learning by the extent to which they can use their spoken English (Koran, 2015). To overcome the problem, it is suggested that the students speak English in daily life by applying spontaneity elements when they need time to think for the next utterance because practicing speaking English can increase progress. Therefore, by applying spontaneity elements, it can maintain speaking consistency and to bind talk together. The suggestion for the English lecturer, hopefully when he or she is delivering explanation by using spontaneity elements, it can make the interaction between lecturers and students run smoothly. Hopefully, the study can be used as an empirical research finding for future researchers. Therefore, the next researcher can conduct a study on the same topic in the different data sources.

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