

# THE EFFECTIVENESS OF CHUNKING AND PAUSING TECHNIQUE ON ENGLISH SPEECH FLUENCY ABILITY OF SENIOR HIGH SCHOOL STUDENTS AT SMA NEGERI 2 UNGARAN

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DOI: 10.35473/po.v5i2.1878

First received: March 27, 2024  
Final proof received: June 20, 2024

## Abstract

Based on observations in several schools, speaking skills are considered more difficult for students to master than other passive English skills (reading and writing). Public speaking as the ability to speak well in public for students is less than optimal. Students often experience difficulties due to lack of preparation so they are not confident when doing public speaking. Another cause is excessive anxiety so that the presentation they make does not match expectations. There are several methods and techniques that can be used in making presentations or public speaking so that the presenter can produce a good performance and the material presented can be accepted by the audience, one of which is chunking and pausing techniques. This research aims to determine the effect of using Chunking and Pausing techniques on English Speech Fluency abilities for high school students in Semarang Regency area. This activity was carried out for 18 students of the English Club at SMA Negeri 2 Ungaran class X and XI by conducting a pre-test, providing material and ending with a post-test. From the results of this activity, it was found that there was a significant change in the students' speech fluency before and after being given chunking and pausing technique material, namely an increase in the fluency aspect of 2.6, the pronunciation and accent aspect of 1.3, the vocabulary mastery aspect is 1.4, the grammar aspect is 0.4, and the details aspect is 1.3. It can be concluded that the students' ability to use chunking and pausing techniques makes their speech performance look more natural so that the level of understanding of the listener becomes better and the listener's attention becomes higher than before.

**Keywords:** Public speaking, chunking techniques, pausing techniques

## INTRODUCTION

English is the most widely used international language so learning English in schools is still a priority for development. Realizing the important role of English, many schools in Indonesia are increasing

English lesson hours to ensure that students at these schools can master English better. Good command of English can open up many opportunities in the world of education and in the world of work, especially to face global competition.

According to observations in several schools, speaking skills are considered more difficult for students to master than other passive English skills (reading and writing). Public speaking is the ability to speak well in public. There are several reasons why students' performance is less than optimal in public speaking or presentations. Often students experience difficulties due to lack of preparation so they are not confident when doing public speaking. Another cause is excessive anxiety so that the presentation they make does not match expectations.

There are several methods and techniques that can be used in making presentations or public speaking so that the presenter can produce a good performance and the material presented can be accepted by the audience. However, in its implementation there are several obstacles faced, such as the teacher's lack of understanding of appropriate methods and techniques in teaching public speaking/presentations so that students do not get the right examples. Another problem is the lack of practice time in class.

To overcome this problem, various types of methods or techniques can be applied in public speaking. One of the most basic methods is the ability to perform Chunking and Pausing techniques. This technique is considered to be able to improve English Speech Fluency skills in particular and public speaking performance in general

Public speaking is the ability to speak well in public. The role of public speaking itself is very important in communication. In everyday life, speaking ability plays an important role in social communication. This is in accordance with Tarigan (1988: 15) who says that speaking is a tool for communicating ideas that are prepared and developed according to the needs of the

listener or listener. Based on these limitations, a meaning is implied that the matter of speaking (speech) must be adapted to the listener. In other words, before making a speech, the speaker must understand the audience, with whom he is giving the speech, and for what needs he is making the speech so that the ideas conveyed can be accepted by the listeners because the essence of speaking (speech) is to communicate. Ahmadi (1990: 18) stated that speaking skills are essentially skills in producing a stream of articulatory sound systems to convey desires, needs, feelings and desires to other people.

Public Speaking is part of language skills, especially speaking. Public speaking is a communication process in front of an audience that aims to provide information, invite something or entertain (Adia, 2021). As a skill, it will never just come to the doer, however, it needs a process. In other words, public speaking skills will become more fluent and successful if the person concerned always practices and practices to hone them.

Sirait (2012: 43) describes Public Speaking as a series of ways of thinking that are based on all human talents on past, present and future experiences and combined with ethics, behavioral patterns, science, technology, culture, analysis of circumstances and other factors. According to Khan (2010: 49), public Speaking is a successful method for conveying messages to other people. The definition above provides an illustration that public speaking is a way for someone to speak in front of many people. Public Speaking is a family of communication sciences which provides an overview of a person's ability to speak in front of the public, groups or individuals and is a method for being able to speak in front of an audience well starting from the initial activities, core activities to

the closing activities.

Khan (2010:49) explains that public speaking learning techniques include three aspects of training, (1) Articulation, spelling and intonation, (2) Interpreting each lexeme through power (strong-soft), tempo (fast-slow), volume (big- small), and frequency (high-low), (3) Pantomime (mimics and gestures).

The functions of speaking in front of audience or public are to convey information correctly, influence and convince listeners regarding the information conveyed. According to Badudu (2012:13), there are four important elements that must be considered in public speaking in order to convince and influence listeners, namely: intonation, body language, systematic material and interaction.

#### **1. Intonation.**

The tone of voice or intonation is an important thing in public speaking. In conveying a message or information it is impossible to use a flat intonation, of course you have to use intonation that varies between high and low, sometimes when speaking in public the voice is less clear due to lack of power, therefore paying attention to the right intonation for conveying information is necessary.

#### **2. Body Language.**

According to Sirait (2006: 99) body language has important role in speaking. Speaking is mainly influenced by body language (55%) and the rest is influenced by verbal language and vocal sounds. Speaking must be optimized by body movements to provide reinforcement for the message conveyed.

#### **3. Systematics of Material.**

Material with a good delivery order provides clarity for the recipient of the message or communicant. The order

in which the material is presented can be done by providing an introduction, presenting the content and providing a conclusion or closing.

#### **4. Interaction.**

Conversations that are carried out in an active participatory manner will provide motivation for listeners to always actively listen to the conversation, they need to pay attention to the condition of the listeners so they don't get bored.

There are several methods and techniques that can be used in making presentations or public speaking so that the presenter can produce a good performance and the material presented can be accepted by the audience, one of which is the chunking and pausing technique. Malamed (2012) explains that chunking and pausing in speaking refer to strategies for breaking up or cutting utterances or utterances into chunks of words with certain pauses and stress so that listeners can receive the information conveyed better. Pause breaks are an indicator that speech is easy to understand in a text-to-speech system (TTS) (Negara et al., 2019: 128).

The chunking technique is a technique for dividing the flow of information in a presentation. This technique can be done by slowing down, speeding up, or raising the pitch of the voice so that it is better understood by the listener. Meanwhile, the pausing technique is a technique of giving pause in presentations or public speaking presentations. To acquire this skill, you need to practice. Following are some of the benefits of using chunking and pausing techniques during presentations.

#### **1. Allow listeners to follow the topic**

In presentations that take quite a long time, it is very clear that not all listeners will be able to follow the rhythm all the time.

Using chunking and pausing techniques will help listeners follow the topic.

### **2. Give the speaker time to think**

By using chunking and pausing techniques during a presentation, the presenter or speaker can have time to think or remember the information that will be conveyed.

### **3. Mark the move to a new topic**

Jumping from one topic to another without pausing will be difficult for listeners. Chunking and pausing Chunking techniques will help listeners understand that a new topic is starting soon. Apart from that, it can be used as a technique to attract the attention of the audience.

The use of Chunking and Pausing techniques:

1. Mention a list (for example, I do a lot of things on the weekend. For example, // I go to the gym, // visit friends // and go shopping.)
2. After providing important information.
3. After using a connecting word (example: however, for example, but, so).
4. At the end of an idea/sentence, and before starting a new idea/sentence.
5. At the end of the dependent clause.

## **METHOD**

The research targets were the member of English Club at SMA Negeri 2 Ungaran. The measured variable is the mastery speech fluency especially the ability to perform public speaking. The number of participants were 18 students. This study used simple random sampling technique. The Regex Parser function in NLTK (Natural Language Toolkit) was used to chop sentences into phrases based on word class (part of speech). This tool used a regular expression defined in the form of grammar at the top of a POS-tagged string. Grammar rules were needed to define the

structure of a chunk. Chunk represents sentence fragments that occur when reading all sentences (Abney, 1991).

## **RESULT AND DISCUSSION**

Data collection at SMA Negeri 2 Ungaran Semarang was carried out on Wednesday 27 September 2023. The researchers were accompanied by the English teacher of SMA Negeri 2 Ungaran, Mrs. Suiswati, S.Pd. who acts as the supervisor of the English Club. Next, the researchers explained the aims and objectives of the research.

The pre-test was carried out to determine students' basic abilities in public speaking, in this case speeches in English. For this reason, in measuring public speaking skills, it refers to the assessment criteria in English speech. There are 5 criteria in analyzing this ability which consist of:

1. Fluency
2. Pronunciation and Accent
3. Vocabulary
4. Grammar
5. Details

The following is the assessment rubric used to assess students' public speaking abilities in this research activity:

The pre-test was carried out on students using random sampling, namely taking 3 students at random from the 18 students who attended the English Club. During the pre-test the research team recorded the speeches made by the participants with the permission of the activity participants.

In this pre-test students are given a text in English which must be read in a speech-like manner. One by one the students read the text that has been provided according to the students' methods and abilities, while the PKM activities team assesses them based on the rubric. The texts used for the pre-test are as follows:

Table 1. The assessment rubrik for speaking

Score	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two. Speech is relatively	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided

“Does it really matter whether people speak with an accent as long as they can be easily understood many people now believe that in an increasingly globalised world we should accept variations in pronunciation that is accent. However; there’s no point in speaking with an accent if people can’t understand you is there?”

From the pre-test results it can be seen that the highest average score is in the vocabulary and grammar mastery aspect (3.6) while the lowest score is in the fluency aspect (2.6). The average score for the pronunciation and aspects (3.3) is equivalent to the Details aspect (3.3).

The material was provided to increase the participants’ knowledge, in this case there were 18 students of SMA N 2 Ungaran class X and XI who were members of the English Club. In general, there are 2 materials presented, namely basic knowledge about public speaking and chunking and pausing techniques, followed by speech practice using the chunking and pausing method. In material 1, we discuss what public speaking is, preparations made before doing public speaking/speech, public speaking techniques, performance techniques and gestures in public speaking. The material is presented by discussion and question and answer with the activity participants.

In the second material, the chunking

and pausing technique in speech is discussed, namely the technique of breaking up sentences into phrases or clauses so that they are easy to remember without changing the meaning. It also explains how to make a speech by pausing so that speech fluency can be achieved. Insertion of the right amount of pauses at the right places adds to the naturalness of the synthesized speech (Arulmozhi, 2010). The material on chunking and pausing techniques begins with a general introduction to chunking and pausing in speaking. After that, the activity continued with an introduction to chunking and pausing techniques in speeches. The introduction was carried out by modeling the speech performance of one of the speakers in front of the students. This modeling process aims to show students examples of how to give a good speech in English. In this modeling stage, the speech places more emphasis on the trick of applying chunking and pausing so that the speech is more interesting and effective in conveying messages to the listener. After that, the students were given a speech script that was exemplified in the modeling process, then together they discussed what vocabulary they could learn through the speech script they received. At this discussion stage, students are invited to discuss to determine which words should receive chunking and pausing.

Table 2. The participants’ Pre-test Results

Student	Fluency	Pronunciation and Accent	Vocabulary	Grammar	Details
A	3	4	4	4	4
B	3	3	4	4	3
C	2	3	3	3	3
<b>Average</b>	<b>2,6</b>	<b>3,3</b>	<b>3,6</b>	<b>3,6</b>	<b>3,3</b>

For the chunking method, the Regex Parser function in the Natural Language Toolkit is used to chop sentences into phrases based on word class (part of speech). A regex parser uses a regular expression defined in the form of grammar at the top of a POS-tagged string. Grammar rules are needed to define the structure of a chunk. Chunk represents sentence fragments that occur when reading all sentences (Abney, 1991). The chunking process is used to chop sentences into phrases using the Regex Parser in NLTK (Natural Language Tool Kit). So the text can be created as follows:

Does it really matter/ whether people speak with an accent/ as long as they can be easily understood?//

Many people now believe/ that in an increasingly globalized world/ we should accept variations in pronunciation/ that is accent.//

However /there's no point in speaking with an accent/ if people can't understand you/ is there?//

The research team then provided input on how to chunk the text. Then, taking turns, students practice reading text using chunking and pausing techniques.

Pause is an essential element in the analysis of a text, which also gives good control over interactions during the processes of text reading and explanation of understanding (Denisleam-Molomer: 2015). Insertion of the right amount of pauses at the right places adds to the natu-

ralness of the synthesized speech (Arulmozhi, 2010). Proper pausing in a speech can increase intelligibility and make the speech more persuasive (Kamiludin, 2017).

After that, the resource person provided guidance in groups. At this stage, students are guided to practice delivering speeches together and sequentially so that each student gets the same opportunity to hone their English skills. In this session, all students were asked to practice giving a speech using chunking and pausing techniques in the text provided to make the speech more interesting and effective.

The final session in this activity is the post-test. The post-test is carried out to determine the expected increase/progress in abilities after participating in the training. During the activity students are provided with chunking and pausing techniques. The post-test procedure is the same as the pre-test activity, where students participating in this activity are asked to read text that has been broken up using chunking and pausing techniques, then recorded so that it can be analyzed in an assessment rubric.

From the post-test results, it can be seen that there was an increase in the average score in all aspects after students applied chunking and pausing techniques. The highest score is in the vocabulary mastery aspect (5) followed by the fluency, pronunciation and accent aspect and the details aspect (4.6). Meanwhile, the lowest score was in the grammar aspect (4). So from the comparison of the pre-test and post-test results it can be concluded that the application of chunking and pausing techniques has proven to be effective in improving as-

Table 3. The participants' post-test results:

Student	Fluency	Pronunciation and Accent	Vocabulary	Grammar	Details
A	5	5	5	4	5
B	5	5	5	4	5
C	4	4	5	4	4
<b>Average</b>	<b>4,6</b>	<b>4,6</b>	<b>5</b>	<b>4</b>	<b>4,6</b>

pects of public speaking, namely:

1. Fluency: 2.6
2. Pronunciation and Accent: 1.3
3. Vocabulary: 1.4
4. Grammar: 0.4
5. Details: 1.3

## CONCLUSION

From the implementation of the research, it can be concluded that research activities at this partner school provide benefits in learning English, especially in the aspect of public speaking. This is proven by research activities which succeeded in increasing students' insight and ability in giving speeches, especially in using chunking and pausing techniques in a relatively short time. Apart from that, there was also an increase in the aspect of public speaking ability, namely in the aspect of fluency (fluency) of 2.6, the aspect of pronunciation and accent (pronunciation) of 1.3, the aspect of mastery of vocabulary (vocabulary) of 1.4, the aspect of grammar (grammar) of 0.4, and the details aspect of 1.3.

It can be concluded that the students' ability to use chunking and pausing techniques makes their speech performance look more natural so that the level of understanding of the listener becomes better and the listener's attention becomes higher than before.

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