This study investigated speech disfluency of English students’ presentation. The purpose of this study was to describe the type of speech disfluency in their presentation based on theory of Shriberg (1994) modified by Bailoor (2015) and to understand the factors which occur in the student’s presentation based on theory of Bortfeld, et al (2001). This study was qualitative research method with the class of 2015 students as a research sample in Universitas Teknokrat Indonesia. There were 8 students taken as a research sample selected through sample random sampling technique. The data were collected by reading the presentation in class. The researcher found four type of speech disfluency in students’ presentation. Those types are filled pause, unfilled pause, repetition and revision. The writer also found the factors why students do speech disfluency. The first factor is processing load that make students seemed to think the words or utterances they were going to say. And the second reason is because of external factor that is using tools for their presentation. In addition, the result of the analysis shows that the most speech disfluency made by students of English Education Program is filled pause.

Keywords: Speaking, Speech disfluency, Speech production