

## Chapter V

### Conclusions and Recommendations

This chapter consists of conclusions and recommendations based on the result of the research.

#### **Conclusions.**

Based on the data, there are two types of pauses that the researcher got from the participant of this research. The participants in this research got more filled pauses than silent pauses. They were *aa, ee, eh, the, what (apa), I am sorry, I mean, what this (ini apa), I mean (maksudnya)* and *(what is the purpose) maksudnya apa*.

Most of the participants used *aa* to fill the empty words. Moreover, all of the participants also used repetition to fill the empty words while they tried to look for the appropriate words. Every participant got pauses during their present of their research proposal. Many pauses got from the participants who spoke longer. The longer they speak the more pauses they produce.

Furthermore, based on the finding of this research there were also some types of slips of the tongue that found from five participants which were the English department students 2014 year of academic who followed the proposal examination. They were blends, assembling anticipation, shift, malapropism, deletion and Freudian slips. In addition, there were some causes in this problems; nervous, lack of vocabulary, lack of concentration.

#### **Recommendations.**

Some recommendations from the researcher are first is for English department students, they have to keep practicing their skills in English especially to avoid

pauses and slip of the tongue during the presentation. It is because most of English department students still get mistakes. The examples of mistakes are pause and slip of the tongue. Eventhough pause and slip of are an only mistake which is the language performance of the participant but those will affect the students' performances during their presentation. By practicing speak in front of people continously, it will help the students to avoid the pauses and also slip of the tongue. The second is they have to believe in themselves that they can do their best to give presentations so that they can avoid the nervous. It is because almost all the students of English department do not have self-confidence when they speak in front of people and it will affect their performance. However to ignore the nervous, they also have to prepare well all the things before the day arrived. For example, speaking in front of mirror, keeping focus during the presentation, reading all the informations that related with the topic of research before the examination's day, accustom to performing in front of many people and the important one is always enrich our English knowledge.

The third is as the English department students, they usually speak English fastly during the presentation. It because of some reasons such as they are nervous that is why they try to speak fast so that they can end the presentation early or they want to show that they are good in speaking. However the fact showed that if they speak fast, they will got slip of the tongue such as the participants in this research. That is why they have to speak in a normal ways to avoid the slip of the tongue. Additionaly for the lecturers or the teachers of English departments, it is better to

concern more to their speaking ability especially about pause and slip of the tongue and also the mental of the students. It is because after they graduate from University they have to be able to speak English in front of people. In addition, pauses and slip of the tongue are the only mistakes in speaking. However, it will affect their performance during the presentation especially in proposal examination. Pause and slip of the tongue will change the meaning and also the grammar of English language which means disturb the performance of the speaker during the presentation.

The last one for the the lecturers and also the teachers of English department students of State University of Gorontalo, they can see what causes of pauses and slips of the tongue that the English department got during the presentations especially in proposal examinations. They can also know the feelings of their students who followed the proposal presentations. So that, the next students who will follow proposal presentations or even any kind of presentations they can avoid it because their lecturer already know what should the lecturer treat to their students based on the result of this research.

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