Chapter I

Introduction

The aim of this chapter is to explain the background of this research. This chapter consists of basic consideration, research question, purpose of research, scope of study, and significance of research. Basic consideration gives brief explanation about the topic of this research and also explain about the problem of this research. The problem of this research is in the form of research question. Research question is connected with research objective because research objective explain the aim of the research question. This research has scope and limitation in order to make the main problem of this research fully discussed and avoid bias. The last part of this chapter is significances of research. Significances of research are important in this chapter because this part explain the benefit of this research for students, lecturer and the community.

Basic Consideration

In public speaking, no one can guarantee if the speaker will speak perfectly with no errors during his/her presentation. The errors itself included the grammar, structure, pause, slip of the tongue, etc. One of the obstacles in speaking is pause. According to Darjowidjojo (2012), good speaker is a person who does not speak discontinuously and he speaks in a good order and he just takes pauses if that pause is required to be pause or silent (p. 142). It means in speaking, the speaker can do pause if it necessary.

Pauses are defined as period of silence of 2 seconds or longer (Butterworth, 1980). Pauses that violate phrase or clause boundaries do occur in the extemporaneous monologic talk of native speakers of English, but when speakers engage in nonverbati rehearsal several times, increasing amounts of pauses occur at phrase or clause boundaries (Butterworth, 1980). Thus pauses are external expressions of more and less automaticity in cognitive planning and processing of speakers (Butterworth, 1980; Pawley & Syder, 2000).

The occurrence of pauses sometimes cannot be handling, this is occurs because when someone speaks even for thinking, or respiring or takes a breath it is called pauses (Zellner,1994). The problem is what types of pauses usually made by the students, and what are the factors of pauses usually made by the students? These become the research questions of this research.

According to Zellner (1994), he classifies pauses into physical linguistic classification and psycholinguistic linguistic. In physical linguistic he classified pauses into intra lexical pauses and intra segmental pauses, whereas in psycholinguistic classification he classify pauses into two types, silent pause and filled pauses. Silent pauses involve silent respiration and silent expiration whereas filled pauses with the kinds of filler words, repetition, and false start. Silent pauses correspond to silent periods between vocalizations (including breath pauses). In silent respiration, a speaker stops for a while to take a breath and after that continue with

the speaking activities. While in silent expiration, speaker tends to draw breath at the end of the larger or conceptual unit such as sentence and clause. Other example of silent pause is like *"[……]That's all about our presentation"* he just make a silent pause. Then filled pauses may be further categorized as either unlexicalized that is, filled with some non-verbal utterance like *uh* or *um*--or lexicalized with such phrases as *well..., like...,* and *you know...*

Based on the explanation about pause in students' activities, this study conducts at Senior High School 1 Gorontalo, class of X-IPA1. This study will analyze the factor that causing pauses in students, and the frequency of the students making pause, which more on filled or silent pause.

This study aims to analyze what types of pauses occur in students' speaking activities, and to investigate the factors that causing pauses on student's speaking activities. There are two reasons for choosing this topic. First, pauses are phenomenons where all people do while explain something, asking, and giving command, and usually this event often occurs because this phenomenon sometimes cannot be handling (Zellner, 1994). Second, occurrence of pauses is mostly in speaking, because in speaking people require to deliver speech production that potentially produce pauses.

Research Question

Based on the background of study, the research is focus to answer these questions;

1. What types of pause do the students do during presentation in speaking class?

2. Why do the students do pause during presentation in speaking class?

Purpose of Research

The purposes of this research are;

1. To describe the types of pause that the students' do during presentation.

2. To describe the reason why the students make pause during presentation.

Scope of Study

This study only focused to the theory of Zellner (1994) which explain that there are two types of pause. Such as, silent pause (silent respiration and silent expiration) and filled pause (filler words, repetition, and false start).

Significance of Study

The significance of this study is dealing with the students, English teachers and further researchers.

Theoretically, the result of this research can be a reference for speech errors especially in pauses for the students in State University of Gorontalo that wants to explore more about it. This research can help students to understand more about the theory of pauses which mostly occurs in the English department students in Gorontalo.

This research can be a reference for students who interests to analyze about speech errors especially on pause. This research is important because it helps them more sensitive about pause while speaking. This research also will help the students maintain the pause and how to use pause in a good way.

Some recommendations from the researcher are, first for the lecture or linguistic teachers, this research can be an additional teaching reference especially in psycholinguistic term. The second for speaking lecturers and teacher, this researcher can be a self-studying because this research can make the lecturers help their students to avoid making mistake in speech error especially in pause. So the students will be more confidents to express their ideas in public. Additionally, this research is very important for English teachers to-be because after graduating they are expected to speak in public. The last but not least is for further researcher. The researcher encourages the further researcher to propose a strategy to overcome types of pause done by students because the aim of this research only wants to find out what types of pause that students make and what the factor why they make the pause in their presentation.