Chapter V: Conclusion and Recommendations

Conclusion

The present study examines the types of language element repetitions that most likely to be produced by students during their academic presentation. Result from five recordings of the participants' presentations revealed in all units of repetitions as well as in *between word disfluencies*; phrase, and multisyllabic repetition and in *within word difluencies*; individual sound, syllable, and monosyllabic whole-word repetition. Among those types, monosyllabic word repetition is far more frequent uttered, which are 41 repeated words among 99 utterances of repetition. Interestingly, a more in-depth analysis showed that almost the repeated monosyllabic words took place in function words. The tendency of the occurrences of function words in repetition disfluency has also been proven and supported by several researchers in the relevant field studies.

Despite the major of repetition words produced, the result also supported the view from Clark and Wasow in 1998 regarding the source of repeats. There are three source of repeats proposed; constituent complexity, continuity of delivery, and preliminary commitment. The students committed to repetition because of the complexity of the constituents or the utterances that are going to be produced. Then, in order to continue its delivery, the students restart the words from the beginning that caused the repetition. Making an initial commitment also affects the students to repeat the words which as the signal to the listeners of their planned utterances, rather than to delay the speech. All of these hypotheses are

proven by the data findings of this research, and are counted as the reasons of the students committed to repetition.

Recommendation

This study provides understandings that lead to present some recommendation for students, lectures, and further researchers in considering the result of the research.

For students, they need to pay more attention and aware of the type of disfluency or error which in this case is repetition. As has been proven that all repetition units are produced in their academic presentation, even particularly among those who are regard as having good English proficiency. Repetition, eventhough a kind of interruption or error, it is a strategic that speaker use in producing the language. Still, it is expected to be avoided by the students whether during their spontaneous or prepared speech crucially. Instead of taking repetition lightly, the students can take some actions by correcting or decreasing this kind of disfluency or error. Based on the observation, by reducing the speed of their speaking, it can decrease their tendency of repeating words and other disfluencies or error types. Although achieving native-like speaking fluency in English language is undeniably difficult, with the proper measures, persistent practice, and the willingness to learn, will be possible to improve the better level in speaking proficiency.

For lecturers, the study about language production in psycholinguistic subject is suggested to be taught more detailed to the students. They are only more familiar to speech errors rather than the other types of language production field such as

speech disfluencies and speech repairs, while the occurrences regarding the study of language production system have long been taught and investigated in a number of various perspectives. By concerning this suggestion, the students can recognize the disfluencies or errors that will affect them in reducing such disfluencies or errors during their speech or talk.

Besides those recommendations, this study provides insight to the mechanism of speech production about repetition and its types that mostly committed by the students who even have proper English speaking abilities. Despite repetition as the focus of this research, some various disfluencies or errors are identified during the students' presentation such as pausing, blocking, revision and the like. There are, however, some points need to be accounted for. The hypotheses regarding the sources of repeat only observed and examined only with several types of repetitions since they have represented other types. Therefore, the more investigation about the relation of all repetition types, and its sources and other identified disfluencies or errors that appeared together in the analysis is recommended can be used for further researchers who are interested to conduct the relevant field of study.

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