Chapter V: Conclusion and Suggestion

This chapter consists of conclusion and suggestion of research based on the data finding. The conclusion intends to give short and clear explanation about the research result. While suggestion is addressed to all of the readers, lecture, and the next researcher.

Conclusion

Total of stuttering produced by 5 participants is 207 times which are dominated by word repetition. Word repetition happens because five participants looked so nervous when talking in front of people. Based on the video that the researcher saw, speaking situation is another factor why word repetition dominated students' stuttering in speaking.

By watching the video from the five of participants, the researcher saw that the error found in English Department students are influenced by the lack of practice in English speaking. This can be seen from the hesitations of the participants when they were in presentations, the anxiety of speaking in public which is characterized by sound pressures, the speed of speech, and the lack of confidence.

From various theories, the researcher have concluded that stuttering is not just a disease that occurs since childhood or a disorder that interfere with the process of socialization, but it can occur to anyone who has severe anxiety when speaking in front of people. Stuttering is certainly very disturbing the activities of the speaker and

also the people who listen it. So, to overcome and to minimize the stuttering that speakers do is preparing all things before speaking in front of people, killing the systematic ways of speech content, focusing and concentrating while doing the presentation.

Suggestion

The researcher has suggestion for the lecturers, students and also the further researchers who intend to read this research in the future. For students, they have to practice their skill in English especially to avoid the stuttering during the presentation. Even though stuttering is the only small error of speech error in speaking, but it will affect the students' performance during a presentation. By practicing their speaking in front of people, it will help the students to avoid the stuttering. Furthermore, they have to believe themselves that they can do their best to give a good presentation in front of people. It is because almost all students of English Department do not have self-confidence when they speak in front of people and then it will affect their performance. Moreover, to ignore the nervousness and to minimize the stuttering, the speaker has to prepare all things then kill the systematic ways of speech content, for examples, speaking in the mirror, and focusing during the presentation.

For the lecturers of English Department, by reading this research, they will overcome the stuttering that occurs on students' speaking. This research is also expected to give

the lecturers a new perspective in understanding the stuttering that will happen on students later.

For the further researchers, this research can be used as a reference to conduct further research dealing with stuttering, and then the researchers encourage the further researchers to propose a new strategy to overcome types of stuttering because this research only focuses on finding out the types of stuttering on students when presenting their research in International Students Conference 2016.

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Appendix I

Transcript of Presentation

Participant 1

Place: Meeting room of Faculty of Letters and Cultures

Date: 2nd June 2016

Assalamualaikum warahmatulahi wabarakatuh, thanks for the moderator.
Mmm okay, I'm owner to standing here to be-- to presented my research with
the topic is about Structural Ambiguity on stuk-- on Student's Essay. Okay
first of all (Introduce herself)

Okay first of all begin to the ah purpose of the language purpose of the
language a mean purso-- purpose of the language is to deliver a massage to
the other person. Mmm A language can be deliver to the spoken and written.
In spoken i in spoken language people people yu-- a people deliver a message
to the other person with by by said directly in the in the other hand the writer
language ah uses a text to convey their mes-- to to convey thes-- theeeir writer
message or the writer statement include to look into words or sentence and it
it can be it can it can be deliver ah directly so that it it's hard to be it's hard to
for the readers to understand what the writers mean in their text or i in their
wra writing. Ahh this pheno-- this phenomenon it's ah called ambiguity.
Ambiguity is ah ah pheno phenomenan that a sentence or a phrase in written

language that can be interpreted more than one minute. For the example, in my slide there is a pers-- ah there is ah there are two person who have a conversation "How much do you want to cut the grass" "How much do you want to, do you want to cut the grass" and the other the other person that said that "not much" and it's mean that it's not clear and safe the the, after that I mean how much money the speak the the se-- the second speakers said that "I mean I don't want to cut it much" and the other the other theee the other person said "Oh it's hard it's hard, hard language" because ah ah the per-- the second person is the se-- the second the second person not understand doesn't understand what the speaker means.

Okay In my research I focus on the which sentences which sentences or phrases which is possible be ambigus in student's essay and sentences what kinds of sentence and phrases which possible be a structural ambiguity. Okay and then the research methodology of my research is I will use qualitative method or qualitative descriptive method because my source of da of da of data is the student's essay, I will analyze to create an essay. So it can be represent my ahh my topic is about structural ambiguity because is documenat document analysis the technique of collect collecting the data is fir first I will collect their essay, the second I will read it, after that I will identify thee sentence and phrases into the ahh I will identify the sentence and phrases ethnic whi which possible, be the structural ambiguity, after that I will analyze I will analyze which one wi wi ahh I will analyze the sentence and phrases

which use theory about label and bracket label and bracket ahh label and bracket technique is ahh diagram that can represent which one is a noun phrase which one is a word phrase and the other and the other consistent with a linguistic, after that I will classify the the sentence and phrases into the what what structural ambiguity in in in their on their essay. Okay the last is the research expected, this research is expected to to help the readers of my research to add the ability in understanding the ambigu sentence and phrases in written language, so people can deter determine a sentence with a correct meaning which appropriate with the writers mean. Thankyou.

Participant 2

Place: Public Library

Date: 2ⁿᵈ June 2016

Assalamualaikum warahmatullahi wabarakatuh. I thanks that chance that you gi give it to me. (Introduce herself) Ahh today I will present my research proposal in title Students' Perception in Student's Vocabulary by Read English Novel. Ahhahh so let's come to definition ahh according to Mr. Enden Daya vocabulary is a clop component of language proportionately and proportional of the basis how learners speak, listen, read and write. So published definition ahh we know that ahh the vocabulary is the place and

important weld for for for a language learners. Ah ah we know that ah vocabulary also is is the is the essential skill skill to read, write, listen, and speak. And wi--thout without assumption of vocabulary people cannot people cannot ahh expressing their feel they they people cannot expressing their feel abo-- a to to find written written and spoken insentiently efficiently. And and and so so the more the more more the more people the more people message mes mes message vocabulary the more they can say the the more they can speak, wri writen, listen, and read efe efe efficiently. And then ahh there are several phenomenon of the of the writer student writer student like of the of the vocabulary. The first phenomenon is when we open the dictionary, yes we know that ah ahah sometimes students they feel they they not feel like even just to to find out some words in dictionary, they feel bored even just read to to to no to to open dictionary. And then for the second phenomenon is a learners with book students. sometimes they feel they feel bored to read read a book, espe-- especially in English book they they feel they bored to even just read a one sentence in the in the book in in the book itself. And the last phenomenon is a religious English words in their conversation. Yes is always happen in in in our especially in English Department, I found that most of most of the students in English Department they they don't use English as their conversation. They they even already use Bahasa in conversation, so that's why ahh so that's why the students so that's why the students they must of the student they they still lack of vocabulary that that vocabulary important

to us to learn, so by by speak everyday of words it's also improve our our our vocabulary and and also our pronunciation ahh must to be well.

And then then let see my research method, the research method I will I will use ahh qualitative method and the design of participant de de design will be the ah will be the will be the students of faculty letters and culture, and the participant will be all semester in English department because I know that students they they they can they can they can create so i it can be all of the all of the all of the students in class in English Department. And the source of the data will be ahm the ah the novel in chapter one and then ah the technique of collecting the data ahh because is a qualitative method the-- will be interview so in this interview ahh I will ask I will ask the students participants to-- I will give them ahh a novel in chapter one and then I will give their chance them ahh to read the novel, after they read the novel they read the novel and and and of course before I ask them to read the novel I will ask the I will asking information their on the in the If-- I'm I'm the students every that ahh ah I will make a video record audio recording to to to record our conversation in interview. Ah ahm in this-- ah after they read the novel I will ask them to-- ahh after they read the novel I will ask them about their feeling ahh about how their feeling their perception abo about they feeling after that they read the novel, I will ask to them better or not after they read the novel, it's novel will improve their vocabulary or not. And then and then the documentation itself it will be the ah the no-- ah them-- the the novel in chapter one itself and then

ahh in this to make the-- I will ask the participant to ahh to give them ah give a chance give them chance to to hear the the audio recording and I will ask them better or not in the in the in the audio recording ah ah if if there is conversation of words or sentence they think didn't should ahh di di didn't they they don't have to-- I don't have to put in my i in my my in my da data that I will I will some of their conversation if they if they if the participant will not ahh they don't want to me to to give the words to makes is is the data is public. So thankyou.

Participant 3

Place: Meeting room of Faculty of Letters and Cultures

Date: 2nd June 2016

Ladies and gentleman thankyou. I am for happy to standing here right now, well actually this is my first time to standing in front of people like this. So, I'm little bit nervous but it's okay. (Introduce herself) so, aaaa so, wa what I would like to do is to talk about problem face by a land.. by a foreign learners with a.. yes a problem face by a foreign learners. So what do you think about a vocabulary's in it? Yes it is become a problem and then how about grammar? Yes thi this this type of problems because be be become the because problem because is not our mother tongue or we can structure. Yes

this is become a problem, become a problem, and this is this problem now face by foreign foreign students and also takes place in our department. So my research plan concept about "Structural Error On Students' Writing" and it is for uses to expend, the first one is structural errors and the second one is students writing. Aaa talk about structure is talk about a component that the the component at a keep and sound words, phrase, or if gonna sentence, and you know that. Ladies and gentleman sentence structure errors makes mades our ratings difficult to understand and if you real cannot follow your saying your point get lose. So it is important that the learners or foreign lang-- fo-- foreign students to pay more attention about how to using a good structure of English.

So, yeah a correct to Masgruade 2006, she explain that she said that a error occurs in students written word because because they have a let some knowledge about how to write well and still sto-- cate-- categorize a significant to find out the error itself into three reasons, the first one is no don't care, the second one is don't know don't know, and the third one is the learners didn't see the error itself. Yeah aa infect of infect a foreign language learner to make an error in of because of be because of some factor, this is because the be because be because because a language certain rules or a stuc-- a structure and the component and also these error can occur because a a these error can make can made foreign can make a good structure of English and

also because they are in situation so another structure of English and. So ladies and gentleman in Indonesia English become a foreign language and errors in target abo-- in target language cannot be avoid for learner. It is because they are they know a new rules in target language which has a different rul-- a different roles with netting language roles. So I'm interested to to con--duct this research to find out theee to find out the thee thee types the types of structure about commonly in student written word because that be be--cause the previous students in already talk to you that the learner ignore the structure about English. Am yeah of course thi this research will be conducted in Gorontalo State University, particularly in English Department because this topics talk about problem of students in structure error and students of English Department aaa a students of this this explanation is chooses because the student of English department already already talk about structure subject. So, there are a make sure this this a this research. Am to analyze this data I will use a cordes cordes cordes method about analyzing error analyzing which consist three three three steps , the first one is collecting the sample of error, the second one is identify the error itself, and the third one is des descript the the the errors. And as the result this study is is a this study has a will give a contribution to to the teacher to the learners to be this this research provide some information about structural error and in in also can be get a line for the for the for the learners or the researcher to to to conduct the research which has correlation in this topic. So thankyou verymuch.

Participant 4

Place: Meeting room of Faculty of Letters and Cultures

Date: 2nd June 2016

Assalamualaikum warahmatullahi wabarakatuh (Introduce herself). Good morning I'm here to talk about grammatical colocation error in students' creative writing. Well actually ahh there are collocation is lexical and grammatical but here I'm I only focused I only focus in grammatical collocation error in students (sorry) in student's creative writing and because creative writing is the one type of writing that mostly ahh the participant can choose the random topic so is I think is easier for for finding the students who wants to be who who wants to help me to write any topics regar regarding eh my research and grammatical collocation. And so whats the problem and so what conducted, well actually I've ahh based on my reservation I found that most of most of of my friend are ignoring the the the grammatical collocation because they don't know how to combine because collocation means that your combine words, for example like here grammatical collocation for example like ahh adjective and proposition ahh is like "I'm interested in" it is the correct term it it's the correct the correct form but being mostly use "I'm interested with" because the they their influence by by native language, because Indonesia we we we often said "Saya tertarik dengan" so it is translated to "I'm interested with" but discorrect form is interested in so is the

so is the ahh the the the the what what of the type adjective and proposition in grammatical collocation. Most most of students are most of students ignore the patterns of grammatical collocation itself. So it's why hem I conduct this research because is important to is important for student and lectural also to understand whether the they are ah they are understand they understand about the pattern of grammatical collocation or not and also ahh grammatical collocation is really important because its its ahh really natural is not is not is effect this natural of English. And also it's ahh it's effect the the the language disfluency itself. And for the methodology, for this research I didn't use qualita-- I did I did I didn't use quantitative but I use qualitative because I will analyze an interpreted the the errors that makes that that the that made by the students and it is conducted at English department students class of 2013 ahh my class because et because the already past the already past ah writing 1 to writing 4 and also grammar because it's the basic it's the basic requirements because they need to write they need to write the native writing so it means that it means that they need to know the basic of writing itself. So, its why they are the the class 2013 of English department are decide the participant of this research. And the next one is technique of the data collection and the data of analysis, well I use ahh I I use the creative writing I use the creative writing is my data collection so, ahh here I analyze their I analyze their words of phrases or sentences that contains in grammatical collocation error by using British national carpus. So, ah I analyze whether they they their words

combination are collect or not by by using it on-- in British National Carpus especially in online. So ah I have conducted the preliminary the preliminary studies I have ah six participant for my-- for this research by preliminary study and I found that the most types that the most types that-- ahh the most types I take places the most types I takes place is the error and pattern "verb + preposition" and "adjective + preposition". For example ahh they are they they write different different with but the correct form the correct form is dif different from. So it's the the the the pattern of adjective and proposition. Meanwhile, for ahh (sorry) for the verb plus plus preposition is like ah ah wait for her but they real is wait to her so i is really no combination so I found that most most of my participants are not really correct in in in write inn those patterns, most of the patterns are there are take places in is the technique writing. And thank you so much.

Participant 5

Place: Meeting room of Faculty of Letters and Cultures

Date: 2nd June 2016

Assalamualiakum warahmatullahi wabarakatu (Introduce herself). Good afternoon ladies and gentleman ah af-- ah I'm standing here is to present my research is about "An analysis code mixing in sitcom kelas International in Net tv". Okay ahh firstly I will explain about ah definition about code mixing

according Muysken in 2000, code mixing is a grammatical features in one sentences which alloyed between and-- two languages and the the foc--us is in is of interest will be on intra essential mixing or mix the two elements of different languages in one sentences. So, ahh based on the Muysken theory is a code mixing is when the speaker mix two two or more language in one one sentence or one one utterance and the the reason why I choose this topic is because ah ahh it it is ahh it is noun the code mixing is the common phenomenal that we will found in oral community action or maybe and also we find in thee ahh television program and and one of the kelas Internasional and innnnn the program we-- there are the characters is come from difference country ahh there are aah Korea, and also Australian so it em-- it will it iiiit so it will it me make ten- make me-- ahh interest to to analyze the types of code mixing by use Muysken theory.

Ahh in my research ahh I will use descriptive des-criptive ahh qualitative it it will to find out or to explore the types of code mixing in by using by using the co-- by using the Muysken theory. Ahh the source of data will be taken by the script of utterance that produce in every ahh ya every character on the program and then ahh I will collect the data from the script and the utterance that produce that from theee from the characters and then I will write write down the car theee the utterance and how to analyze the data I will I I will identify the the hull utterance that produce the characters and then I will

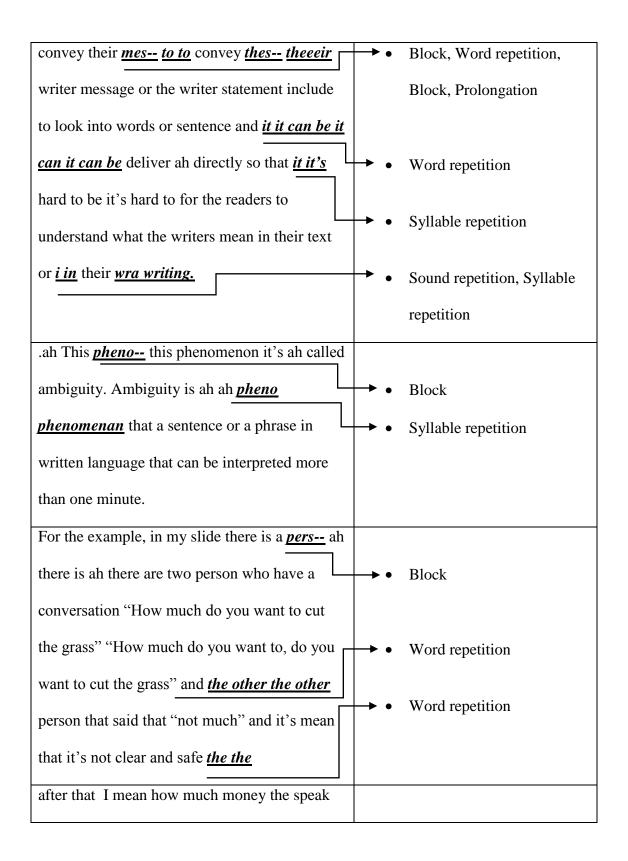classify the utterance based on three types on Muysken theory. So, I think that's all thankyou.

Appendix II

Participant 1

Place: **Meeting room of Faculty of Letters and Cultures**

Date: **2ⁿᵈ June 2016**

Utterance	Type of Stuttering
Assalamualaikum warahmatulahi wabarakatuh, thanks for the moderator. Mmm okay, I'm owner to standing here to **_be--_** to presented my research with the topic is about Structural Ambiguity on **_stuk--_** on Student's Essay.	• Block • Block
Okay first of all (introduce herself) Okay first of all begin to the ahh purpose of the language purpose of the language a mean **_purso--_** purpose of the language is to deliver a massage to the other person. Mmm A language can be deliver to the spoken and written.	• Block
In spoken **_i in_** spoken language **_people people yu--_** a people deliver a message to the other person with **_by by_** said directly **_in the in the_** other hand the writer language ah uses a text to	• Sound repetition, Word repetition • Block • Word repetition (2)

convey their **mes-- to to** convey **thes-- theeeir** writer message or the writer statement include to look into words or sentence and **it it can be it can it can be** deliver ah directly so that **it it's** hard to be it's hard to for the readers to understand what the writers mean in their text or **i in** their **wra writing.**	• Block, Word repetition, Block, Prolongation • Word repetition • Syllable repetition • Sound repetition, Syllable repetition
.ah This **pheno--** this phenomenon it's ah called ambiguity. Ambiguity is ah ah **pheno phenomenan** that a sentence or a phrase in written language that can be interpreted more than one minute.	• Block • Syllable repetition
For the example, in my slide there is a **pers--** ah there is ah there are two person who have a conversation "How much do you want to cut the grass" "How much do you want to, do you want to cut the grass" and **the other the other** person that said that "not much" and it's mean that it's not clear and safe **the the**	• Block • Word repetition • Word repetition
after that I mean how much money the speak	

the *these--* the second speakers said that "I mean I don't want to cut it much" and *the other the other theee* the other person said "Oh it's hard it's hard, hard language" because ah ah the *per--* the second person is the *se-- the second the second* person not understand doesn't understand what the speaker means.	• Block • Word repetition • Prolongation • Block (2), Word repetition
Okay In my research I focus on the *which sentences which sentences* or phrases which is possible be ambigus in student's essay and sentences what kinds of sentence and phrases which possible be a structural ambiguity.	• Word repetition
Okay and then the research methodology of my research is I will use qualitative method or qualitative descriptive method because my source *of da of da of data* is the student's essay, I will analyze to create an essay.	• Syllable repetition
So it can be represent my ahh my topic is about structural ambiguity because is *documenat document* analysis the technique of *collect collecting* the data is *fir first* I will collect their	• Syllable repetition • Syllable repetition • Syllable repetition

essay, the second I will read it, after that I will identify thee sentence and phrases into the ahh	
I will identify the sentence and phrases ethnic _**whi which**_ possible, be the structural ambiguity, after that _**I will analyze I will analyze**_ which one _**wi wi**_ ahh I will analyze the sentence and phrases which use theory about label and bracket label and bracket ahh label and bracket technique is ahh diagram that can represent which one is a noun phrase which one is a word phrase and the other and the other consistent with a linguistic	• Syllable repetition • Word repetition • Word repetition
after that I will classify the the sentence and phrases into the _**what what**_ structural ambiguity _**in in in**_ their on their essay.	• Word repetition • Word repetition
Okay the last is the research expected, this research is expected _**to to**_ help the readers of my research to add the ability in understanding the ambigu sentence and phrases in written language, so people can _**deter determine**_ a sentence with a correct meaning which	• Word repetition • Syllable repetition

appropriate with the writers mean. Thankyou.	

Participant 2

Place: Public Library

Date: 2nd June 2016

Utterance	Types of Stuttering
Assalamualaikum warahmatullahi wabarakatuh, I thanks that chance that you *gi give* it to me. (Introduce herself) Ahh today I will present my research proposal in title Students' Perception in Student's Vocabulary by Read English Novel.	• Syllable repetition
Ahh ahh so let's come to definition ahh according to Mr. Enden daya vocabulary is a clop component of language proportionately and proportional of the basis how learners speak, listen, read and write.	
So published definition ahh we know that ahh the vocabulary is the place and important weld *for for for* a language learners.	• Word repetition

Ah ah we know that ah vocabulary also *is* *is* the is the essential *skill skill* to read, write, listen, and speak.and *wi--thout* without assumption of vocabulary *people cannot people cannot* ahh expressing their feel *they they* people cannot expressing their feel *abo--* a *to to* find written written and spoken insentiently efficiently.	• Word repetition • Word repetition • Block • Word repetition • Word repetition • Block, Word repetition
And and and *so so* *the more the more more the more people the more people message mes mes message* vocabulary the more they can say *the the* more they can speak, *wri writen*, listen, and read *efe efe efficiently.*	• Word repetition (3) • Word repetition • Syllable repetition • Word repetition • Syllable repetition (2)
And then ahh there are several phenomenon *of the of the* writer student writer student like *of the of the* vocabulary.	• Word repetition • Word repetition
The first phenomenon is when we open the dictionary, yes we know that ah ah ah	

sometimes students ***they feel they they*** not feel like even just to to find out some words in dictionary, they feel bored even just read **to to to** no ***to to*** open dictionary.	• Word repetition • Word repetition (2)
And then for the second phenomenon is a learners with book students.	
Sometimes ***they feel they feel*** bored to ***read read*** a book, ***espe especially*** in English book ***they they*** feel they bored to even just read a one sentence ***in the in the*** book ***in in*** the book itself.	• Word repetition • Word repetition, Syllable repetition • Word repetition • Word repetition (2)
And the last phenomenon is a religious English words in their conversation. Yes is always happen ***in in in*** our especially in English department, I found that most of most of the students in English department ***they they*** don't use English as their conversation.	• Word repetition • Word repetition
They they even already use bahasa in conversation, ***so that's why ahh so that's why*** the students so that's why the students	• Word repetition • Word repetition

they must of the student ***they they*** still lack of vocabulary ***that that*** vocabulary important to us to learn, so ***by by*** speak everyday of words it's also improve ***our our our*** vocabulary and and also our pronunciation ahh must to be well.	• Word repetition • Word repetition • Word repetition • Word repetition
And ***then then*** let see my research method, the research method ***I wil I I will*** use ahh qualitative method and the design of participant ***de de design will be the ah will be the wil be*** the students of faculty letters and culture	• Word repetition • Word repetition • Syllable repetition, Word repetition
and the participant will be all semester in English department because I know that students ***they they they can they can they can*** create so i it can be ***all of the all of the all of the*** students in class in English department.	• Word repetition (2) • Word repetition
And the source of the data will be ahm the ah the novel in chapter one and then ah the technique of collecting the data ahh	

because is a qualitative method **_the--_** will be interview so in this interview ahh **_I will ask I will ask_** the students participants **_to--_** I will give them ahh a novel in chapter one and then I will give their chance them ahh to read the novel	• Block • Word repetition, Block
after they read the novel they read the novel **_and and and_** of course before I ask them to read the novel I will ask the I will asking information their on the in the **_If-- I'm I'm_** the students every that ahh ah **_I I_** will make a video record audio recording **_to to to_** record our conversation in interview.	• Word repetition • Block • Word repetition (2) • Word repetition
Ah ahm in **_this--_** ah after they read the novel I will ask them **_to--_** ahh after they read the novel I will ask them about their feeling ahh about how their feeling their perception **_abo about_** they feeling after that they read the novel,	• Block • Block • Syllable repetition
I will ask to them better or not after they	

read the novel, it's novel will improve their vocabulary or not.	
**And then and then** the documentation itself it will be the ah the _**no--**_ ah _**them-- the the**_ novel in chapter one itself and then	• Word repetition • Block (2)
ahh in this to make _**the--**_ I will ask the participant to ahh to give them ah give a chance give them chance _**to to**_ hear the the audio recording	• Word repetition • Block • Word repetition
and I will ask them better or not _**in the in the in the**_ audio recording ah ah _**if if**_ there is conversation of words or sentence they think didn't should ahh _**di di didn't they they**_ don't have _**to--**_	• Word repetition • Word repetition • Syllable repetition, Word repetition • Block
I don't have to put in my _**i in my my in my da data**_ that _**I will I will**_ some of their conversation _**if they if they if the**_ participant will not ahh they don't want to me _**to to**_ give the words to makes _**is is**_ the data is public. So thankyou.	• Sound repetition, Word repetition • Word repetition • Word repetition • Word repetition (2)

Participant 3

Place: Meeting room of Faculty of Letters and Cultures

Date: 2ⁿᵈ June 2016

Utterance	Types of Stuttering
Ladies and gentleman thankyou. I am for happy to standing here right now, well actually this is my first time to standing in front of people like this,so I'm little bitnervous but it's okay.	
(Introduce herself)So ahhh, so ***wa what*** I would like to do is to talk about problem face by a ***land--*** by a foreign learners with aahh yes a problem face by a foreign learners.	• Syllable repetition • Block
So what do you think about ahh vocabulary's in it? Yes it is become a problem and then how about grammar? Yes ***thi this this*** type of problems because ***be be become*** the because problem because is not our mother tongue or we can structure.	• Syllable repetition • Syllable repetition

Yes this is become a problem, become a problem, and this is this problem now face by ***foreign foreign*** students and also takes place in our department.	• Word repetition
So my research plan concept about "Structural Error On Students' Writing" and it is for uses to expend, the first one is structural errors and the second one is students writing.	
Ahh talk about structure is talk about a component that ***the the*** component at a keep and sound words, phrase, or if gonna sentence, and you know that. Ladies and gentleman sentence structure errors makes mades our ratings difficult to understand and if you real cannot follow your saying your point get lose.	• Word repetition
So it is important that the learners or foreign ***lang-- fo foreign*** students to pay more attention about how to using a good structure of English.	• Block, Syllable repetition

So, yeah a correct to Masgruade 2006, she explain that she said that a error occurs in students written word ***because because*** they have a let some knowledge about how to write well and still ***sto-- cate categorize*** a significant to find out the error itself into three reasons	• Word repetition • Block, Syllable repetition
the first one is no don't care, the second one is ***don't know don't know***, and the third one is the learners didn't see the error itself.	• Word repetition
Yeah aahh infect of infect a foreign language learner to make an error in of because of ***be because*** of some factor, this is because the ***be because be because because*** a language certain rules or a ***stuc--*** a structure and the component and also these error can occur because ahh ahh these error ***can make can make*** foreign can make a good structure of English and also because they are in	• Syllable repetition • Syllable repetition (2), Word repetition • Block • Word repetition

situation so another structure of English and.	
So ladies and gentleman in Indonesia English become a foreign language and errors in target _**abo--**_ in target language cannot be avoid for learner.	• Block
It is because they are they know a new rules in target language which has a different _**rul--**_ a different roles with netting language roles.	• Block
So I'm interested _**to to**_ _**con--duct**_ this research to find out _**theee**_ to find out the _**thee**_ _**thee**_ types the types of structure about commonly in student written word because that _**be be cause**_ the previous students in already talk to you that the learner ignore the structure about English.	• Word repetition, Block • Prolongation • Prolongation (2) • Syllable repetition
emm yeah of course _**thi this**_ research will be conducted in Gorontalo State University, particularly in English Department because this topics talk about	• Syllable repetition

problem of students in structure error and students of English Department aaah ahh students of *this this* explanation is chooses because the student of English department *already already* talk about structure subject . so there are a makesure *this this ahh this* research.	• Word repetition • Word repetition • Word repetition
emm to analyze this data I will use a *cordes cordes cordes* method about analyzing error analyzing which consist *three three three* steps , the first one is collecting the sample of error, the second one is identify the error itself, and the third one is *des descript* *the the the* errors.	• Word repetition • Word repetition • Syllable repetition, Word repetition
And as the result this study *is is* a this study has a will give a contribution *to to* the teacher to the learners to be *this this* research provide some information about structural error and *in in* also can be get a line *for the for the for the* learners or the researcher *to to to* conduct the research	• Word repetition • Word repetition • Word repetition • Word repetition • Word repetition • Word repetition

| which has correlation in this topic. So thankyou verymuch. | |

Participant 4

Place: Meeting room of Faculty of Letters and Cultures

Date: 2nd June 2016

Utterance	Types of Stuttering
Assalamualaikum warahmatullahi wabarakatuh (Introduce herself). Good morning I'm here to talk about grammatical colocation error in students' creative writing.	
Well actually ahh there are collocation is lexical and grammatical but here I'm _**I only focus I only focus**_ in grammatical collocation error in students (sorry) in student's creative writing	• Word repetition
and because creative writing is the one type of writing that mostly ahh the participant can choose the random topic so is I think is easier _**for for**_ finding the students _**who wants to be who who wants to**_ help me to write any topics _**regar regarding**_ eh my research and grammatical	• Word repetition • Word repetition • Syllable repetition

collocation.	
And so whats the problem and so what conducted, well actually I've ahh based on my reservation I found that ***most of most of of*** my friend are ignoring ***the the the*** grammatical collocation	• Word repetition • Word repetition
because they don't know how to combine because collocation means that your combine words, for example like here grammatical collocation	
for example like ahh adjective and proposition ahh is like "I'm interested in" it is the correct term ***it it's the correct the correct*** form but being mostly use "I'm interested with" because the they their influence ***by by*** native language, because Indonesia ***we we we*** often said "Saya tertarik dengan" so it is translated to "I'm interested with" but discorrect form is interested in ***so is the so is the*** ahh ***the the the the what what*** of the type adjective	• Syllable repetition, Word repetition • Word repetition • Word repetition • Word repetition (2) • Word repetition

and proposition in grammatical collocation.	
Most most of students are most of students ignore the patterns of grammatical collocation itself.	• Word repetition
So it's why ih em I conduct this research because ***is important to is important*** for student and lectural also to understand whether ***the they*** are ah ***they are understand they understand*** about the pattern of grammatical collocation or not and also ahh grammatical collocation is really important because ***its its*** ahh really natural ***is not is not is*** effect this natural of English.And also it's ahh ***i it's*** effect ***the the the*** language disfluency itself.	• Word repetition • Word repetition • Word repetition • Word repetition • Word repetition • Sound repetition • Word repetition
And for the methodology, for this research I didn't use ***qualita-- I did I did I didn't*** use quantitative but I use qualitative because I will analyze an interpreted	• Block, Syllable repetition

the the errors that makes *that that the that* made by the students and it is conducted at English Department students class of 2013	• Word repetition (2)
ahh my class *because et because* the *already past the already past* ah writing 1 to writing 4 and also grammar because *it's the basic it's the basic* requirements because *they need to write they need to write* the native writing so it means that it means that they need to know the basic of writing itself.	• Word repetition • Word repetition • Word repetition • Word repetition
So, its why they are *the the* class 2013 of English Department are decide the participant of this research.	• Word repetition
And the next one is technique of the data collection and the data of analysis, well I use ahh *I I* use the creative writing I use the creative writing is my data collection so, ahh here *I analyze their I analyze their* words of phrases or sentences that contains in grammatical collocation error by using	• Word repetition • Word repetition

British national carpus.	
So, ah I analyze whether they they their words combination are collect or not **_by by_** using it **_on--_** in British national carpus especially in online.	• Word repetition • Block
So ah I have conducted **_the preliminary the preliminary_** studies I have ah six participant for **_my--_** for this research by preliminary study and I found **_that the most types that the most types that--_** ahh **_the most types I take places the most types I takes place_** is the error and pattern "Verb + preposition" and "Adjective + preposition".	• Word repetition • Block • Word repetition • Block, Word repetition
For example ahh they are **_they they_** write **_different different_** with but **_the correct form the correct form_** is **_dif different_** from. So it's **_the the the_** pattern of adjective and proposition.	• Word repetition • Word repetition • Word repetition • Syllable repetition, Word repetition
Meanwhile, for ahh (sorry) for the verb	

plus plus preposition is like ah ah wait for her but they real is wait to her so *i is* really no combination so I found that *most most* of my participants are not really correct *in in in* write inn those patterns, most of the patterns are there are take places in is the technique writing. And thank you so much.	• Word repetition • Sound repetition • Word repetition • Word repetition

Participant 5

Place: Meeting room of Faculty of Letters and Cultures

Date: 2nd June 2016

Utterance	Types of Stuttering
Assalamualiakum warahmatullahi wabarakatu (Introduce herself). Good afternoon ladies and gentleman ah *af--* ah I'm standing here is to present my research is about "An analysis code mixing in sitcom kelas International in Net tv".	• Block
Okay ahh firstly I will explain about ah definition about code mixing according Muysken in 2000, code mixing is a grammatical features in one sentences which alloyed between *and--* two languages and *the the foc--us* is in is of interest will be on intra essential mixing	• Block • Word repetition, Block

or mix the two elements of different languages in one sentences.	
So, ahh based on the Muysken theory is a code mixing is when the speaker mix *two two* or more language in *one one* sentence or *one one* utterance	• Word repetition (2) • Word repetition
and *the the* reason why I choose this topic is because ah ahh *it it is ahh it is* noun the code mixing is the common phenomenal that we will found in oral community action or maybe and also we find in *thee* ahh television program *and and* one of the kelas internasional and *innnnn* the program *we--* there are the characters is come from difference country ahh there are aah Korea, and also Australian so it *em-- it will it iiiit* so *it will it* me make *ten-* make *me--* ahh interest *to to* analyze the types of code mixing by use Muysken theory.	• Word repetition • Word repetition • Prolongation • Word repetition • Prolongation • Block • Block, Word repetition, Prolongation, Word repetition • Block (2), Word repetition
Ahh in my research ahh I will use	

descriptive descriptive ahh qualitative	• Word repetition
it it will to find out or to explore the types	• Word repetition
of code mixing in *by using by using* the	• Word repetition
co-- by using the Muysken theory.	• Block
Ahh the source of data will be taken by the script of utterance that produce in every ahh ya every character on the program and then ahh I will collect the data from the script and the utterance that produce that from *theee* from the characters and then I will *write write* down the *car-- theee* the utterance and how to analyze the data *I will I I will* identify *the the hull--* utterance that produce the characters and then I will classify the utterance based on three types on Muysken theory. So, I think that's all thankyou.	• Prolongation • Word repetition • Block, Prolongation • Word repetition • Word repetition, Block