

Chapter 5. Conclusion and recommendation

This chapter describes the conclusion and recommendation based on the result of this research.

Conclusion

Based on the data, there are two types of pauses that the researcher obtained from the participants of this research. The participants of this research got silent pauses consist of silent respiration and silent expiration, and also filled pauses that consists of filler words, repetition, and false starts. In the silent pauses, the participants got more silent respiration than silent expiration.

In addition, the researcher also found some filler words such as aa, ee, eh, em, and well, during the research proposal presentation, and found that the students produced two types of pause in the utterance such as filler words with silent respiration. Also, in view of the fact, based on the findings there were students produced repetition of words, repetition of clause, and repetition of sentence that the students produced in speaking process. Regarding that, the participants got more filled pause rather than silent pause.

Moreover, based on the finding of analyzed data interview, this study answered the research question about factors influence the students pauses by five themes. Those were due to some factors by findings fifth themes. They are psychology constraint, limited in English proficiency, aware of doing pause, hesitation and anxiety.

Recommendation

Based on the result of the data, there are some recommendations from the researcher. First is for students of English department, they have to learn more and keep practicing their speaking skills in English to avoid the pauses during the presentation. It is because most of students of English department still do pauses, and also because it will affect students' performance in presentation. By watching film that uses English language or listening English songs can add more vocabulary, and by practicing speak in front of many people continuously, it will help the students to keep away from the pauses during presentation.

In addition, the students have to believe themselves that they can do their best performance in presentation to avoid the nervous, therefore the students of English department do not have self-confident and simply shy while speaking in public, although they have prepared well all of the things before the day arrived. For example; making notes, read all the information related with the topic before the day, try to practice their speaking skill in front of the mirror, and the important thing is always improve our English language.

Furthermore, usually students of English department speak English so fast during the presentation. It is because of feeling nervous, so that is why the students speak so fast that they can end the presentation early. Moreover, in fact if they speak fast, they will get more pauses such as the participants of this research. That is why the students have to speak English normally to avoid the pauses.

Second is for the lecturers and the teacher of English department. This research is expected to help the lecturer to spot any pauses and also the mental of the students because after they graduate from University, they have to be able to speak English in front of people, and also because they always use English. Moreover, for the lecture and the teacher of English department students of State University of Gorontalo, they can see the types of pauses and the factors influence the pauses in the presentation by English department students that they got in the presentation, especially in proposal presentation in International Students Conference (ISC). They could recognize the factors influence the pauses of their students who presented their proposal presentation. So, the next students who will present their proposal in International Students Conference (ISC) or even in any kind of presentations can avoid it, because the lecturer already know what should be done treat to their students based on the result of this research.

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