

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusions

This study focused on pause used by male and female students in oral English examination. It was aimed to find out the types of pause and explain the reasons why pause occurred. After analyzing the data, conclusions are drawn as follow.

1. There were 3 types of pause that could be found in both data of male and female students' utterances, namely 1) silent pause, 2) unlexicalized filled pause, 3) lexicalized filled pause. Silent pause was the most frequently type used by male and female student with 117 occurances compared to 95 occurances. 17 occurances of unlexicalized filled pause occurred in students' speech and 67 occurances in female students' speech. All forms of unlexicalized filled pause are performed by male and female students in English oral examination, namely 1) aa, 2) ee, 3) em, and 4) oh, which the last form was only found in male utterances. Unlexicalized filled pause 'ee' was dominantly used by either male or female students. It was found that there were five forms of lexicalized filled paused which appeared in English oral examination, namely 1) like, 2) like this, 3) okay, 4) I mean, 5) I think. The last type was rarely used by students, it only appeared with 11 occurances with only the form 'I mean' and 'I think' which were found in both male and female students' speech.

It was found that pauses occurred during English oral examination shared several same reasons, namely a) to take breath, b) to organize the idea, c) to hold the floor, d) to hand over the turn, e) to clarify error, f) to control the speech, g) to ask for help, h) to ask attention, i) to mitigate the utterance, j) to confirm understanding, k) to ask for attention, and l) anxiety. The most frequent reason of why pause occurred in English oral examination of male and female students was to organize the idea and the least frequent reason is to mitigate the utterance. However, there were only 2 reasons found only in male students' pauses namely to confirm understanding and to ask for attention. There was only 1 reason found only in female students' pause namely anxiety.

5.2 Suggestions

In line with the conclusions mentioned above, this study offers some suggestions for the readers as provided in the following items.

1. To the lecturers teaching sociolinguistics, psycholinguistics; it is suggested to conduct, elaborate, and perform deep research in the study.
2. To other researchers; it is suggested that this study could be further expanded in the use of speech pause in other phenomena.
3. To all the readers; it is suggested to use this study as references for understanding the use of pause in oral context.
4. To the school; it is suggested that the teachers of English should draw the learners' attention to the notion of pausing and its effect on speaking fluency in order to lessen or avoid it. And its highly suggested that the school include 'the use of English filler' in English teaching material to fill the long duration

of silent pause in order to create a good English communication, especially during their English oral examination.

