

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

After conducting research on seeing or finding out about thinking process through the speech production, the researcher comes into some conclusions as follows.

(1) The cognitive theories made by the world's researchers which mostly applied on native English speakers turn out to be applicable to this research. The research on this project shows that the pauses and repetition are the way to recall the memory and to plan the next words to be uttered. The pauses made by subjects of elementary English level are more frequently than the subjects of advance English level.

(2) Another disfluencies occur during the oral English production is self correction and grammatical error. The self correction occurs automatically when the subjects realize the grammatical error they made. The grammatical error and self correction appear despite the level of fluency. The subjects in Advance English level did not make a lot of error or self correction.

(3) Impromptu speaking which filled with disfluencies, unwanted pauses, filler, editing expressions, self corrections and repeated words mostly indicate planning problem, this phenomenon also occur in spontaneous speech.

(4) The grammatical error made by the subjects is not necessarily occurred due to the incompetence of the subjects but mostly because of the influence of their first language. Most of the subjects studied English since their early age, however, the

infrequent use of the second language made the subjects unable to resist the unconscious influence of their first language.

(5) Emotion and anxiety also affect a speaker in speaking their thoughts out. The over excited speakers mostly speak faster although the speaking conducted in other language.

### 5.2 Suggestions

In accordance to the conclusions and findings, there are some beneficial suggestions to be notified.

- (1) Pauses, both silent and filled ones shall not be considered as one's flaw in speaking because they are part of thinking process.
- (2) Non native English speakers should not be discouraged into speaking the language out only because of the worries of making pauses or grammatical error. Pauses are part of the thinking and speaking process, while error in grammatical is normal for non-native English who use English in their daily lives.
- (3) Educators should manage to encourage and provoke the students to use English frequently in their English speaking environment.

## REFERENCES

- Ary, Donald. 1979. *Introduction to Research in Education*. New York: Holt, Rinehart and Winston, Inc.
- Beattie, Geoffrey W. and Butterworth, B.L. 1979. *Contextual Probability and Word Frequency as Determinants of Pauses and Errors in Spontaneous Speech*. (a research journal in Language and Speech, vol 22, Part 3). Cambridge: University of Cambridge.
- Belson, David. 1955. *What to Say and How to Say it*. New Jersey: The Citadel Press.
- Caplan, David. 1993. *Language, Structure, Processing, and Disorders*. London: A Bradford Book, The MIT Press, Cambridge.
- Clark, Herbert H., and Clark, Eve V. 1977. *Psychology and Language*. New York: Harcourt Brace Jovanovich, Incorporated
- Clark, Herbert H., and Wasow, Thomas. 1998. *Repeating Words in Spontaneous Speech*, (Article no CG 980693). Stanford University: Academic Press
- Chomsky, Noam. 1972. *Enlarged Edition Language and Mind*. New York: Harcourt Brace Jovanovich, Incorporated.
- Foss, Donald J. and Hakes, David T. 1975. *Psycholinguistics: an Introduction to the Psychology of Language*. New Jersey: Prentice-Hall, Incorporated.
- Gentner, Dedre and Goldin, Susan. 2003. *Language in Mind; Advances in Study of Language and Thought*. Massachusetts: Massachusetts Institute of Technology.
- Giffin, Kim., Linkugel, Wil A., and Patton, Bobby R. 1982. *Responsible Public Speaking*. Illinois: Scott, Foresman and Company.
- Gleason, Jean Berko., and Ratner, Nam Bernstein. 1998. *Psycholinguistics (Second Edition)*. New York: Holt, Rinehart and Winston.
- Henderson, Alan., Goldman-Eisler, Frieda., and Skarbek, Andrew. 1966. *Sequential Temporal Patterns in Spontaneous Speech.*, London: University College London.
- Katz, Jerrold J. 1966. *The Philosophy of Language*. New York : Harper & Row.

Lucas, Stephen E. 1992. *The Art of Public Speaking*. New York: Mc Graw-Hill, Incorporated.

Marlowe, Michael. 2004. *The Effect of Language upon Thinking* (an article). [www.bibleresearch.com](http://www.bibleresearch.com).

Miles, Matthew B., and Huberman, A. Michael. 1984. *Qualitative Data Analysis*. Beverly Hills, California: Sage Publication.

Oliveira, Miguel. *Pausing Strategies as Means of Information Processing in Spontaneous Narratives* (a research report).

Paivio, Allan. 1981. *Psychology of Language*. New Jersey: Prentice-Hall, Incorporated.

Papalia, Diane E., Olds, Sally Wendkos, and Feldman, Ruth Duskin. 2007. *Human Development*. New York: McGraw-Hill.

Reardon, Kathleen Kelley. 1987. *Interpersonal Communication*. Belmont, California: Wadsworth, Incorporated

Wortman, Camille B, and Loftus, Elizabeth F. 1988. *Psychology*. New York: Princeton.

Websites :

<http://www.wikimediafoundation.com>

[http://en.wikipedia.org/wiki/Speech\\_disfluencies](http://en.wikipedia.org/wiki/Speech_disfluencies)



