Pauses and Repetition on Students' Proposal Presentation

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ABSTRACT

Difficulties in delivering and understanding presentations can be due to several factors, especially in the psycholinguistics aspect, and due to errors. This research aimed to investigate the types of pauses and repetition and to describe the factors affecting pauses and repetition produced by English Department students during their proposal presentations. It uses a qualitative descriptive design by applying Dardjowidjojo theories. This research was completed with two data collection instruments: audio-visual material and structured interviews. The types of pauses and repetition obtained by audio-visual material and the factors affecting the pauses and repetition gained by structured interviews. By random purposive sampling, five (5) students were selected as the participants of this research. Some aspects are found in this research the first is Pauses which are divided into silent expiration, silent respiration, fillers, and discourse markers. The second is repetition, divided into repetition of words and sentences. The data analysis showed that psychological constraints, word choice, language interference, and limited English proficiency are the factor affecting pauses and repetition. Briefly, pauses and repetitions were made by all the participants during their proposal presentation.

Keywords: errors, pauses, repetition, presentation

INTRODUCTION

Language is defined as an expression that contains an intention to convey something to other people. The point is that the listener can understand what are the people talking about through the language. Meanwhile, based on linguistics-science that specifically studies language, what language meant is a system of sound signatures agreed to be used by groups of people in collaborating and communicating. Moreover, the use of language is an important role in building a community so that communication can be established in both spoken and written. Similarly in this research, a language used to communicate is speaking. Therefore, the mind is working while we use language in speaking because it can build up our thought to make good sentences.

Furthermore, in the process of communicating the human must be doing some mistakes which called pause and repetition. In this case, the researcher tends to conduct a study related to pause and repetition that happen in students proposal presentations. As stated by Dardjowidjojo (2003) pause is an activity when someone talks and then stops or uses meaningless words in the sentences to think and find a few words. Several factors affect someone to pauses when they speak in public. These factors were discovered by the researcher by asking 3 of her friends the question; usually, they used silent pauses or use word like "emm" or "aaa" when speaking in public. The first factor is feeling nervous and using pauses to think of the next word to avoid mistakes while speaking. The second factor is feeling nervous and using pause when they are thinking words and the last is feeling nervous because they are blanked out during the process of speaking in front of the audience. The researcher, however, insists on conducting this study about pauses and repeat because the phenomena of making an error in speech such as pauses and repeat is inevitable for students in English Department because they are required to speak English during the presentation in order to make the students will be more aware about the pauses and repeat they have been made.

LITERATURE REVIEW

An ideal utterance can be called as the perfect utterance or no error in making a speech. The ideal utterance is surely important while speaking because by doing the ideals utterance we can smoothly carry out a conversation or a speech. An ideal utterance can go through well if the speakers know what they really want to say but not all ideals utterance can running well because of the hesitation. In addition, an ideal utterance can be going well without any pause except the speaker may pause to take a breath before continuing the sentences without interrupting the fluent speech. Moreover if the speakers take a pause in a long time, it means that the person hesitated to continue the speech. Hesitation can occur because the speaker forgets or looking for the most appropriate words that want to say.

According to Dardjowidjojo (2003), there are various reasons why people do a pause. Firstly, a person did a paused because he or she already started with the words, but actually, he or she is not ready to say the whole sentence. Therefore, he or she paused for a moment to look for the words to continue to talk. Secondly, pauses happen because of he or she forget about the words that he or she needs. Lastly, he or she must be careful in choosing words. In addition, pauses happen because of some causes from the people itself. Repetition means that the speakers are repeat of one or more words in a row. Repetition is the part of speech error that negatively impacts a speaking or presentation because when a student repeats a word or sentence, it makes the audience did not want to listen to the presentation. The speakers usually repeat one or more word caused they forget to utter the next word, so they repeat the word said before. According to (Darjowidjojo, 2012) Repeat the type of error which is a situation where the speaker repeats one or more words in a row.

METHOD

The research approach applies qualitative which use descriptive research design. According to Ashley Crossman Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places. The source of the data collected by using documentation, which consists of observation and interview. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their

answers. The researcher then transcribes and types the data into a computer file for analysis. In observation, the data has been conducted by the utterances of the participants in the proposal presentation which used video recording and voice recording. The video recorder and voice recorder was set at the presentation room which participants of this research are the student in English Department in their proposal examination.

FINDINGS AND DISCUSSION

FINDINGS

SILENT EXPIRATION

Among 5 students that had been analyzed their utterance during proposal presentation, there were three students and five cases of silent expiration. Zellner's (1994) define that silent expiration happens while a speaker tends to draw breath at the end of sentence.

Student 1:   "Yes wall, so ee beside…".//

Based on that utterance, the researcher found student 1 did silent expiration in the question and answer session. Student 1 only did one case of silent expiration and the only one student did silent expiration without completing the sentence during presentation.

Student 2:   "I'm going present my research proposal uh about students learning strategies in speaking class." //

"In learning speaking students must ee some students face ee some students face difficulty in speak English." //

Another silent expiration made by student 2 happened in beginning of presentation which was at the minute of 02.12 and student 2 has two cases of silent expiration that happened at the end of the sentence.

Student 4:   "The students do really do really to focus in studying transition signal and **//** use them in appropriately."**//**

"This study use the theory of transition signal by oshima and hawk."**//**

Same as student 2, student 4 has two cases of silent expiration but the firs cases have two pauses. Moreover, the pauses happened after a word ***"and //"*** and at the end of the sentence. The first pauses called silent pause in general while for the second pauses was silent expiration because based on Zellner's (1994) silent expiration happens while a speaker tends to draw breath at the end of sentence.

SILENT RESPIRATION

As seen in *Analysis table of errors*, there were 3 student that displayed in the table but the researcher found silent respiration to all of the students. Therefore, only 3 students discussed in this part, also there were ten cases of silent respiration from 5 students during their proposal presentation. Silent respiration occurred more frequently than silent expiration, because silent respiration is the breathing process with an empty pause in sentences (Zellner's, 1994). Additionally, the occurrences of silent respiration not in specified sentence, as in silent expiration

occurs at the end of the sentence. So that silent respiration happened to the all students and the researcher divided silent respiration into some part. Those are; silent respiration occurs at the beginning of sentence, silent respiration happens in the middle of sentence, and silent respiration occurs before the last word in sentence. The utterances of silent respiration will be explained as follow:

Student 1:   "In page // in page17 ee there is the example of a word wall media"

"I will ee // saya akan ee saya akan taruh ini ee six procedure di
    learning process activity dalam lesson plan"

Based on data, the researcher found a silent respiration that happened at beginning of sentence. As written above, the silent respiration happened after a word *page* and after that student 1 did long pause then continued her word. However, silent respiration that happened at beginning of sentence not occurred to the all of participant.

Student 4:   "According to Oshima 2006 an effective writing fulfils the requirement //
    of unity and coherences"

"Most of students eh applying transition signal not based on its
    function // for this reason they are emphasize"

Another utterance of students in silent respiration which based on the data above that happened in the middle of sentence was form student 4 which has two cases. The first case happened after a word *requirement,* because she swallowed for a few times so that student 4 did a long pauses. Same as the first case about did a long pause, for the second case of student 4 that happened silent respiration after a word *function* which happened because student 4 open her proposal paper and tried to find out the material that connected to the presentation which is being presented. In fact, silent respiration that happened in the middle of sentence almost occurred to each student such as student 1, student 2, student 3 and student 5 but that were only one cases for each.

Student 3:   "I'm thinking of a word game is one of the game is can increase
    students vocabulary ee it is ee very interesting, students will fun enjoy
    and // enthusiastic"

The last part of silent respiration is happened before the last word of a sentence. In this case, the researcher only found to one student and it was after a word ***and***, then student 3 continued her last word. This case also have reason same as before that was student 3 did long pause because she looked up to her research paper.

Related to the data above, those utterances are indicated in silent respiration because the speakers took a breath and stop within the sentence. The speakers were having a hard time to process the word in their brain while speaking. It can be seen the pause that they produced attracts the audience attention, which the speaker did pause after the first word, in the middle of sentences, and before the last of word in sentence. Moreover, the researcher summaries those examples of silent respiration because from those utterances the speaker did long pause.

FILLERS

Fillers is the part of filled pause which has many number of errors. There were 3 students and 108 cases of fillers that happened during proposal presentation. The participants mostly used fillers during their proposal presentation. The use of fillers is to signal delays in speaking and it has the words such as *uh* and *um.* The participants got a various fillers words during their proposal presentation and it written below.

Student 3:   "students less of vocabulary **uh** I found this problem ee its because ee from my experience when I have my teaching practice in SMP Negeri 1 Talaga Jaya"

"I found some problems there are first teacher ee fell difficult to interaction with the students **um** if the teacher if the teacher use English in the class"

"**um** // the characteristic of this game itself, in playing this game the students will be enthusiast to learn material"

As displayed on the data above, there were three cases of fillers by student 3 that consist of two kind of fillers word such as *uh* and *um.* In fact, there were 8 cases of fillers that happened to student 3 but the researcher only transcribe a few utterance. The first case happened a fillers with a word *uh*, student 3 got two words of uh during presentation. The second and the last case was fillers with the same word that was *um*, but the placement of filler is different. The placement of fillers that happened in the second case occurred in the middle of the sentence while for the last case occurred before the sentences was uttered. The last case of fillers was happened at the question and answer session which was student 3 tried to answer a question that started with filler *um* that signal about to think and searching of a words in order to answer the right question.

Student 4:   "as we know **uh** transition signal can be category can be categorizes into four groups there are **uh** sentences connector, coordinating conjunction, sub coordinating conjunction and others".

"this study **uh** apply qualitative research because this research is richly descriptive // because this research **uh** describe or to analyze students **uh** ability in using transition signal on their finding and discussion"

"**uh uh** firstly, I use **uh** what types are transition signal that use on students finding and discussion in undergraduate thesis"

Based on the data, there were 3 cases of fillers by student 4. Additionally, there were 90 fillers that had found by the research on this student, and almost of the entire presentation student 4 did a same filler word that was *uh*. In this case, the researcher written some utterance of fillers that consist of 3 cases. As written on the utterance above, the first case got 2 filler word and for the second case student 4 got 3 filler words. Moreover, for the last case, she got 3 filler word with

doing a repeated in beginning before the sentence. Next, she did again a filler after said three words from her sentences. Another fillers was made by the other student explained in the next part.

Student 5:   "they have a particular reason or goals why it happens and also in
                 many cultures **uh um ee** speaker stating exactly what they intent to
                 say"

               "and I only imagine what happen so that's why iam going to choose
                 uh movies my object of this research"

               "so the very first step I will download the movie and the script and **uh**
                 I will observe by watching the pursuit happiness movie"

The utterance above showed 3 cases of fillers that happened to student 5. In fact, there were 31 cases of fillers that had been found by the researcher which divided into 24 *uh* and 7 *um* that happened during proposal presentation. The researcher found two kinds of fillers at the first case, at first student 5 said *uh* then followed by *um* and also followed by the other filled pause that was *ee* word. Student 5 did a filler without any sentence between those fillers words. Another cases also happened to student 5 with a word *uh* as the fillers.

During proposal presentation, fillers was the most frequently occurred on students. Mostly fillers words such as *uh* and *um* was repeatedly by the students in one sentence. It means that those kind of words occurred more than one during students proposal presentation and also it was also found in the beginning, in the middle or in the last of the sentences. The students used fillers was a signed of the participant to have a time to think for her next word. There was more than one filled paused in one sentence and this indicates the presence of vectors that will be discussed in the next chapter.

DISCOURSE MARKERS

One of the filled pause that occurred during proposal presentation was discourse markers. Discourse markers have several kinds of words such as *well, now, oh, like,* and *so.* Based on the data, the researcher found 3 cases that happened to 2 students in their proposal presentation. Each cases described as follow;

Student 4:   **"oh so** uh // my uh research objective will be uh how are transition
                 signal used eh**"**

The first case of discourse markers by student 4 occurred before she started her sentences. In this case the words *oh* and *so* said sequentially by student 4 which saying oh first then following by so. Besides this discourse markers words student 4 also did fillers word after a discourse markers words.

Student 5:   "interpretation is a tricky and so that **um** misunderstanding **oh uh aa**
                 always possible that's why iam going to choose a floating maxim as
                 my object"

               "**oh** ya I already put the example in the page 3 and and ya ee for eh
                 because I have watch it two times".

In this case, the researcher found two cases of discourse markers where the first case contained one discourse markers and the other was filled pause words. Same as previous student, the occurrence of discourse markers word following by other filled pause words, such as ***oh uh aa*** which started by *oh* and continue with others words. The occurrence of discourse markers of the second case was happened in beginning of sentence and that was at the question and answer session. Discourse markers only happened to a few students and the number of errors of this words was slight. Based on the data, researcher found that discourse markers only occurred at the beginning of sentence, as written on the utterance of student 4 first case and student 5 second case which means that the students need a gap for continued their words.

Those filled pause type have a certain kinds of words, beside those words there were another filled pause words that has been found during students proposal presentation such as *ee, aa, you know, hm, eh,* and *what is.* Another example of students' utterance by using those words displayed above.

Student 1:   "And next, the research methodology, so this research **ee** use
quantitative research and use pre-experimental design to collect the
data"

Student 2:   "the scope of the study is **aa** focus on discussion of the kinds of
learning strategies in speaking class in English department students
especially at 4th semester"

Student 3:   "As you know that **aa** vocabulary is one of important // element in
language, by using vocabulary **ee** we can understand what the people
say"

Student 4:   "the fourth semester students that the problem might be influences by
misunderstanding **eh** applying transition signal"

Student 5:   "in this research iam going to use **hmm** movie as the object of my
research"

"interpret what the speaker intention and **you know** interpretation is a
tricky"

Each student has several filled pause which happened during their proposal presentation. The researcher found some reason of students did filled pause. Firstly, the students wanted to give a signal that their speaking was not yet finished and it was a way that was done to maintain their speaking. It means that the students wanted to continue their speech and also they still had an idea or the information to share to the examiner in proposal presentation. According to Thornbury and Slade (2007) filling a pause is a convenient way of signaling that the speaking turn is not yet finished. In some cases, if the speakers do not fill the pauses, it can be concluded that they are finished the turn.

The second reason was the students thought what to say next. The students needed time to think about the words or sentences to convey. It could be seen from the length of time that they employed before speaking. Besides that, through the sentences that were used by the students after they used filled pauses can be the indication they thought their sentences Zellner (1994) state that

speakers use filled pauses when they think about the next words before providing a well constructed reply. Sometimes, the students got a difficulty to tell their sentences. Someway, when they thought, they made a pause in their speaking. The students thought about what was the words later. Besides that, during presentation, they also thought in formulating a statement that can represent their ideas in speaking.

Based on silent pause and filled pause, repeat is the other types that the researcher found to the all of participants during their proposal presentation. Repeat as known as repetition are divided into repetition of word and repetition of sentence that happened to the all of the participant. Otherwise, the researcher found the other kind of repeat that is retraced false star. All those will be further reviewed in the following.

REPETITION OF WORD

Repetition of word is about a repetition that carried out in the form of words. The researcher found several cases of this kind of repeat. There were 27 cases that happened to 4 out 5 students and the number of case for each student was very different. Therefore, the researcher put some example of the participants transcript of repetitions of word.

Student 1: "So, // ee **when when** I ee find the problem that explain before so **I I** will ee give alternative to the students"

Student 3: "one class posttest and posttest **without ee without** control ee class as the comparison in my research I use ee pretest, treatment and post test"

Student 4: "also in this part the students are claims **the the the** statement that they have been // get form their findings"

Student 5: "I think **when when when when** I conduct research based on the movie"

"the last one is concluding **after after after** I acquired the data the utterances I will conclude the // the data itself"

Based on the utterances above, there were 5 cases from 4 students. The first case was from student 1 where the student repeated a word *when* and *I* twice in one sentence. Additionally, student 1 has 3 cases of repetition of word during her presentation. The second case showed a repetition of words which where the participant 2 repeated a word *without* twice but in the middle of the repeated word, student 2 did a filled pause word that was *ee* and continued her words after that. Another case occurred to student which has 6 cases of repetition of words. Student 4 repeated a word *the* for three times in middle of sentences. The last case was made by student 5 and has 14 cases of repetition of words. There were only 2 cases that displayed for this student. Student 5 repeated a word *when* for four time in then first case while for the second case student repeated a word *after* for about three times. Mostly, student 5 repeated a word more than one and beside that, student 5 has other words that mostly she repeated for more than one and that was *the* word.

REPETITION OF CLAUSE

The number of errors in repetition of clause is the most students produced during proposal presentation. Repetition of clause occurred to the all of students and has 60 cases and there were only several utterance explained above. The example of students repetition of clause such as:

Student 1:   "The first one is students have difficulties **to understand the meaning of to understand the meaning of** a word**"**

Student 3:   "**I use // quantitative method** and **I use quantitative method**"

Student 4:   **"if I am doing if I am doing if I am ee** using movies as the object of my research"

Considering the source of utterance above, there were 3 students displayed above that each of the student has certain kinds of repetition of clause. The cases consist of 3 which divided into student 1, student 3 and student 4. The first case was from student 1 which has 6 cases total in repetition of clause. A repeated occurred after a word *difficulties* which student 1 repeated a sentence *to understand the meaning of* for about two times and it was following by filled pause and silent pause in between of that clause. The next student did repetition twice which has silent pause after a word *use*, therefore student 4 continued her words so that a repetition of clause is formed which included into independent clause.

Moreover, Student 4 continued to repeated a sentence such as *based on the cate* without a gap between a repeated sentence before. Student 4 also repeated that sentence for twice and for the word *cate* was finished by her to be a full word that is *categorize.* Additionally, student 5 has 19 cases of repetition of clause which including into dependent clause because the repetition start with *if* which is a conjunction. As written in the example above, student 5 did a repetition for three times.

REPETITION OF SENTENCES

Repetition of sentences is the last kind of repetition which has a few cases from the all repetition. There are at least 4 cases occurred to some of the participants. The example of students repetition of sentences such as:

Student 4:   "since transition signal uh connect one idea to another in paragraph **they have uh** // **a function they have uh a function based on the cate uh // based on the // cate**gorize"

Student 5:   "I will **observe the will uh observe the movie I will observe the movie** by   watching the movie for several times to gain understanding"

Regarding to the example above, the first participant is student 4 made a repetition in at the end of sentences which following some filler words such as *uh*. The last participant is student 5 which have a long repetition in a sentence. Moreover, in this case have some filler word such as *uh* that including in repetition of sentences of student 5. Otherwise, they were often used repetition

to help them to repeat the sentence several time to find out what they are going to say, they need time to remember the words.

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RETRACED FALLS STARTS

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Another kind of repeat occurred to several students during proposal presentation. Retraced Falls Starts are same as repeat but this repeat only happen in a word before the corrected word (Darjowidjojo, 2012). It means the repetition that occurs by changing a word after a wrong word. However, there were 14 cases of retraced falls starts that happened to some student and there were 4 out of 5 students that execption of student 2. Here some utterance of some student of retraced falls starts;

Student 1: "applying the word wall media I will use it to ee **in my RPP in // in my lesson plan in** aa // learning process"

Student 3: "they are doubt **to speak in front of to speak using English in front of** the class"

Student 4: "the application of **the utili the usage** of transition signal almost ignore in teaching and learning process"

Student 5: "for the viewers of the movie **the the communication in communication in communication** in movie"

Thus, among 14 cases obtained, there were only 4 cases displayed above. The first case showed a repeated word by changing a word *RPP* to *lesson plan.* As we know, a word *RPP* is an abbreviation of *Rencana Pelaksanaan Pembelajaran* which it is an Indonesia language. Therefore, because it was an English presentation students 1 have to changed that word into *lesson plan* to equate language used during presentation. Additionally, there were 2 cases of retraced falls start that occurred to student 1. Another case showed a repetition by adding some words in the middle of the sentence with has 4 as a total of the cases. As written on the utterance of student 3 above, a repeated word occurred twice at the words *to speak in front of* , after student 3 said that word she repeated *to speak* and following by adding *using English*. Moreover, student 3 repeated *in front of* after adding some words . It means student 3 did repeated for more than one and adding some words to complete a right sentence that based on her research paper.

Furthermore, the occurrence of retraced falls start of student 4 has several cases such as 5 cases during her proposal presentation. Based on the utterance above, student 4 repeated a word by change a word *utili* to *usage.* Actually, student 4 said an unfinished word that is *utili*. Therefore, before she continued her word *utili* was not the right word that she wanted to say, immediately student 4 change her word to the correct word. Another utterance was from student 5 which occurred a repetition in word and sentence. For instance, student 5 repeated a word *the* which form into a *the communication*. Afterward, student 5 changed *the communication* into *in communication* and repeated that sentence twice. A repetition by changing a word or sentence is the main error in this types of repeat.

In addition, pauses and repeat are related each other. There were some of the utterance of students during presentaion of the connection of pauses and repeat such as:

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"In data condensation **uh** it is **uh // determine where is uh determine what is** data and non-data"

"ee I thinks its **ee**ya because **I cannot ee I cannot ee // I cannot** force them to be **ee** to give **ee** to be my participants"

The utterance above showed that pauses and repeat were connected each other. The first case showed after a filler *uh* the student did a silent pause and continue a the words with doing a repetition of sentences but the students repeat with changed a word *where* to *what*. While for the second case, the student did a repetition and in the middle of the repeated words included a filled pause word that was *ee* and continued with a silent pause. Basically, pause and repeat occurred at the same time in one sentence and occurred in certain sentence of the whole presentation.

THE CAUSES OF PAUSE AND REPEAT

This part explained the interview data, which is about the factor of pause in the presentation. There were five students that were chosen as the participants to be interviewed. The purpose of interviewing is to acquire deep information from interviewee about the causes that influences the pauses and repeat in their proposal presentation. As the data from the interview, the researcher found some causes of pauses and repeat during students' proposal presentation. This part is fully explained the causes of pauses and repeat. The interview questions followed the thematic analysis from Braun and Clarke (2006).

Psychological Constraint

Psychological Constraint refers to the obstacles that contained within the individual. There are some contsraint in psychological such as nervous, fatigue, awareness, fear, distrust, negative attitudes, emotions and so on. Therefore, psychological constraint defined as theme because some participant felt nervous, lack of confident, fear of making mistakes while speaking, anxious and awareness. It was the codes of psychological constraint. Moreover, all the codes found in interview section from the last question.

Student 2, stated that she was feeling nervous during her proposal presentation:

Pertama itu grogi, grogi itu memang tidak bisa tak terkalahkan. Kalo so grogi so ada itu kayak ee ee, pokoknya ta badiam diam bagitu. (Interview Transcript)

First is nervous, because nervous in unbeatable. If nervous, i felt like ee, like fell silent. (Research Translation)

Meanwhile, student 3 expalined that nervous is the main cause:

Karena gugup, gugup itu penyebab utama torang melakukan pause atau apa itu pengulangan kata itu. (Interview Transcript)

Becasue of nervous, nervous is the main causes of us to pause or like you know repetittion. (Research Translation)

Student 4 said that she was not confident with the answer:

yang ketiga itu tidak percaya diri dengan torang pe jawaban maksudnya apa ee maksudnya tidak terlalu mengena jawaban maksudnya torang pe jawaban terhadap dorang pe pertanyaan, itu yang bekeng ta pause. (Interview Transcript)

The third is we felt not confidents with our answer I mean like ee I mean the answer not really hit the examiner question, i mean like our answer to the examiner. That's the reason why we did a pause. (Research Translation)

Also one of the students fear to making a mistake while speaking:

Yang kedua itu, semacam so membayangkan atau so tako akan kesalahan saat presentasi nanti (Interview Transcript)

The second is like imagine or felt fear to make a mistake while presentation. (Research Translation)

Students 2 and 4 report that she used pause or repeat, because of anxious while speaking in front of people.

semacam so membayangkan atau so tako akan kesalahan baru abis itu so membayangkan kira-kira apa ye apa yang takurang. (Interview Transcript)

I imagine or afraid of making mistake and also imagine what is missing of my presentation. (Research Translation)

merasa khawatir cemas bagitu karena kan ini untuk kelulusan nantinya kan (Interview Transcript)

I felt worried because this presentation is one of the step to graduate. (Research Translation)

Based on the data above, the students' responses showed that psychology constraint being the students felt nervous, feel afraid of making mistakes in speaking, and lack of confident because the students produced the pauses and repetition in proposal presentation.

Word choices

Word Choice can be defined as the choice of words in a word or sentences. According to Joy Wingersky, Jan Boerner, and Diana Holguin-Balogh, *Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills*, 6th ed. Wadsworth Cengage (2009) the word choices determine whether the message conveyed well or not. It means that to deliver a speech or to speak we have to think an appropriate word in order to makes the listener understand what we are talking about. Therefore, word choices categorized as the theme of the causes of pauses and repeat, because the codes about time to think for the next word which is support with the statement before. Likewise, other codes such forgotten vocabulary and stuck in mind also the part of word choice.

Moreover, all the codes supported by participants statement in the interview section and based on question number two:

Student 1 said she need to think for the next word:

> *ketika menjelaskan itukan kita berpikir jadi otomatis tidak secara spontan apa yang kita pikirkan jadi otomatis ada jeda ketika presentasi bagitu* (Interview Transcript)

> we are thinking when we speak and explain something, so pause occurred when our mind are working to thinking for the next word. (Research Translation)

Another student from student 3 have to arrange a vocabulary before continued to speak:

> *Ketika ada muncul pa torang pe pikiran yang torang suka mo bilang tapi seketika itu lidah tida bisa bercerita, apa itu depe nama kita tidak tau sampe jadi bagitu, jadi masih ba pikir ba susun kata-kata di otak* (Interview Transcript)

> If there is any word in our mind but it is stuck and i do not know how to pronounce it, i forgot the the nama. Therefore, i have to arrange all the word in my mind before i speak (Research Translation)

All the students reported that word choices is considered to how they choose a proper words during their proposal presentation. Some aspects such as time think for the next wor and forgotten vocabulary are the cause why students did pause and repeat throughout the presentation. Besides of limited English proficiency, the students reported about language interference.

Language Interference

Language Interference deals with problems in using second language. According to Radhika and Kala (2013) The interference of mother tongue in learning English as a second language is generally a life long experience while speaking, reading and writing. The phenomenon sometimes makes the learners to find difficulties in having a "good" performance in the target language. For instance, some of the learners are quite difficult to avoid the interference of their mother tongues habits when they are speaking the English. This sometimes leads them into the "foreign accent" and even "errors" when pronouncing certain English sounds. The interference also about grammar and vocabulary that makes hard to explain something in English.

Therefore, the codes of language interference refers to first language or mother tongue. This codes supported by the interview from the last question and occurred to the three participants.

Student 1 and 5 felt the causes of pause and repeat was because to transfer the first language to English need more time in order to make it clear the presentation:

> *bahasa inggris kan bukan menjadi bahasa utama di indonesia jadi eh saya rasa itu yang menjadi eh faktor pertama ketika saya melakukan jeda pada saat ee presentasi.* (Interview Transcript)

> so english is not our first language, and that is the main factor of me did pause during presentation (Research Translation)

> *karena harus mentranfer dari first languange ke second language jadi ketika saya mentranfer dari first language ke second language itu saya apa ee jeda itu karena berpikir apakah ini benar apakah ini sesuai* (Interview Transcript)

> because i have to transfer a first language to second language and i was thinking about the coreect answer so i did a pause. (Research Translation)

Otherwise, student 2 about to find out the correct vocabulary and grammar from Indonesia to English:

Abis itu karena kurang akan vocab juga to jadi bekeng ta berenti ba bicara kong mo ta ulang-ulang itu kata kata karena ba cari grammar yang butul (Interview Transcript)

Because of less of vocabulary so i pause to speak and repeat a word because i tried to find a correct grammar. (Research Translation)

Those responses above show that the influence of first language is concern that the students' opinion why they used the pauses and repeat in during proposal presentation. language interference is defining as some aspect, such as the effect mother tongue being the factor of students to do pause and repeat in proposal presentation. Then the last causes of pause and repeat that made by students' pause is limited English proficiency.

Limited English Proficiency

Limited English proficiency is defined as some aspect of language skill, such as lack of grammar and lack of vocabulary.

Forget the vocabulary is the other cause of student 3 pauses and repeat:

sebenarnya bisa dijawab jadi bagitu sotidak tau apa mo bilang karena lupa depe kosakata yang tepat apa baru so ta putar-putar apa yang mo bilang(Interview Transcript)

actually i can answer that question but becuause of i forgot the right vocabulary so i speak randomly. (Research Translation)

However, other stduent that is student 2 got stuck in during proposal presentation:

karena kadang kadang kalo misalnya so ba speaking itu so ba presentasi so tidak tau lagi apa yang mo bilang (Interview Transcript)

because sometimes when speaking or presentation, I don't know what to say next. (Research Translation)

Those students' responses reported that limited English proficiency is considered as the students' problem in speaking ability. Some aspects such as lack of grammar and lack of vocabulary are the cause why students did pause throughout the presentation, because the participants have less in grammar skill and lack of vocabulary. Besides of limited English proficiency, the students reported that they aware of doing pause especially at the their question-answer session.

DISCUSSION

Among two subtypes of silent pause, the most used during proposal presentation was silent respiration because it is a common thing that happen while presentation or speaking. An example of the utterance in silent respiration is "*there are two significances // (**breathe)** of my research".*
     Silent respiration happened because participant took a breath in-between the sentence to make their words or their utterances clear before continuing to the next word. It was supported by Zellner's (1994) who stated that silent respiration refers to a person's breathing and the movement

of air into and out of the lungs. Moreover, silent expiration happened when the participants taking a breath at the end of sentences because they looked or thought for a difficult word to say and also without completing the sentence, so they are seen using pause. Same As Zellner's (1994) argumentation that, in silent expiration, the speaker tends to draw breath at the end of the large or conceptual unit such as sentence and clause.

Furthermore, filled pause have two subtypes such as fillers and discourse markers. Based on findings, participants mostly used fillers than discourse markers because the key word in filler such *uh* and *um* are the common filled pause that used when speaking. An example of filler "*the students um if the teacher if the teacher use English in the class*". While an example of discourse markers *"oh so uh my uh research objective will be uh how are transition signal used eh"*. The filler word often appeared in the process of speaking. The pause was found in grammatical juncture as place of pause. It was supported by Clark and Clark (1997) found grammatical juncture it a place of pause that is to create or a plan the first constituent of the sentence, and this grammatical juncture tends to happen long and often. A previous study from Idris (2017) also discussed about pauses, he also found two types of pauses such as silent and filled pause. In his research explained that mostly students used silent pause than filled pause also there are for each type of pauses. Therefore, this research is a different kind of research from the point of view of finding types of pauses.

The researcher found that student felt nervous, lack of confidence, fear, anxiety and awareness. Based on those causes, the researcher named it as psychological constraint which are related to the psychological condition of students during proposal presentation. After all, nervous can affect students to do pause in speaking. Similar to the result of Rahim (2015) who mentioned that nervous is one of the factor influencing the students' pauses. Also this is similar to the previous study by Muhamad AJ (2013), he found that cause of the pause is nervous. Usually, when the students nervous, there will be also lack of confidence and felt fear to speak. Meanwhile, the students also felt anxious about something that will happend at the proposal presentation. Also students felt awareness to the error such pause and repeat during their proposal presentation.

In addition, the researcher divide some causes such as time to think for the next word, forgotten vocabulary and stuck in mind or blank as the codes. The theme of those codes is word choices. The last theme is language interference, it has several codes such as the influence of mother tongue or first language, lack of grammar and lack of vocabulary.

CONCLUSION

Best and Khan (2006) theory was used to define the types of pauses and repeat which consisted of seven types of errors such as silent expiration, silent respiration, fillers, discourse markers, repetition of word, repititon of sentence and retraced falls starts. Additionally, not all the types of pauses and repeat occured to the all students during presentation.

On the other hand, Thematic analysis by Braun and Clarke (2006) used to support the students causes of pauses and repeat during their presentation. The thematic analysis clasified into theme and code. Pyschological constraint as a theme which the code included nervous, lack of confidence, fear of making mistakes while speaking, anxiety and awareness. Moreover, word choices theme included some codes such as time to think and look for a word, forgotten in vocabulary, stuck in mind or blank. Another theme is language interference with the codes included the influence of mother tongue or first language, lack of grammar, lack of vocabulary.

Both theme and codes was found by interview all the students and it was successfully answered the second research questions.

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