CHAPTER V

CONCLUSIONS

The final chapter presents the main findings of the study, the implication of the study, and the suggestion and recommendation for future research.

5.1   Conclusions

There are several important findings obtained from the data analysis. All findings are interpreted from the cognitive information processing perspective. First, there is a significant difference between the production of mid-pause in loose structured narrative and tight structured narrative. The findings show that a tight structured narrative is associated with L2 learners producing more mid-pauses. Meanwhile, a loose structured narrative is associated with L2 learners producing fewer mid-pauses. However, the finding is in contrast with previous study (Tavakoli & Foster, 2011; Tavakoli, 2009; and Skehan & Foster, 1997). It is safe to say that the reason behind the effect observed is that the adaptation of different cut-off point in each study.

Second, the finding supports the effect of English proficiency towards the production of mid-pause in different narrative structure. It is found that the performance of L2 learners with Intermediate level of English is affected by task structure, while those with Higher Intermediate level are not affected. Moreover, previous research by Foster & Tavakoli (2009) shows that L1 speakers are unaffected by task structure. Thus, the findings indicate that task structure may only affect L2 learners with lower level of English proficiency. Moreover, it seems that compared to the performance of Intermediate group, the performance of Higher Intermediate speakers is closer to L1 speakers.

Last, the finding gives a little support for the effect of English proficiency towards the production of mid-pause in all tasks. It is found that generally, Intermediate group produce more mid-pauses in all tasks than Higher Intermediate group. However, only Journey shows a significant difference between the distributions of mid-pause in the two groups.

5.2   Implication of the Study

The study addressed the relationship between mid-pause production and narrative structure. The findings of this study offer several implications. First, it is found that the production of

mid-pause in L2 learners is more than 10 mid-pauses per minute. It may indicate that in average, learners encounter 10 problems when uttering one minute speech. Moreover, from the personal observation, it seems that all participants are not aware of the importance of mid-pause as one aspect that determines fluency.

Second, the findings implicate that it is important to consider the variable presented in the narrative story. It does not mean that the variables in narrative story are the only one affecting the performance, dependent variables of the performer such as the knowledge of linguistic features of the target language also plays an important role in the result of the performance. However, choosing a particular variable may help the speakers to ease the burden of language processing.

The different effect of task structure towards the production of mid-pause in Intermediate and Higher Intermediate group implicates that English proficiency plays a role in language production. In this study, English proficiency is measured by PTESOL test provided by Indonesia University of Education. The performance of Higher Intermediate group that is closer to L1 speakers suggests that PTESOL test can be used to measure the English proficiency of English students at Indonesia University of Education.

5.3   Recommendation

In this section, there are several recommendations for further studies relating to mid-pause, narrative structure, and English proficiency. Firstly, it is important to choose the threshold for counting the frequency of mid-pause. As presented by the findings, the effect of tight and loose structured narrative in this study is different from previous studies because of the different cut-off point used. Thus, it is suggested to investigate the effect of tight and loose structured narrative by comparing the different threshold used in counting the frequency of mid-pause. Moreover, the association between a tight structured narrative and a loose structured narrative needs to be re-examined.

Secondly, the analysis of the study has provided an overview of the distribution of mid-pause in different narrative structure but only on Intermediate and Higher Intermediate level. Further analysis on beginner and advanced level of English proficiency can be conducted to discover a clearer effect of English proficiency towards the production of mid-pause in a different narrative structure.

Eka Parwati, 2016
Second Language Acquisition in Cognitive Perspective: An Analysis of Mid-pause of L2 Learners
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Lastly, a qualitative investigation towards the distribution of mid-pause in L2 learners can be conducted. Mid-pause is the product of problem in speech processing (Pawley & Syder, 2000), specifically, in the Formulator process (De Bot, 1992). A qualitative investigation is recommended to investigate the reason and the problems concerning the production of mid-pause in L2 learners.