

**FILLER TYPES AND FUNCTION IN SPONTANEOUS
SPEECH BY STUDENTS
AT ENGLISH EDUCATION STUDY PROGRAM
OF IAIN PALANGKA RAYA**



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**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
1439 H/ 2018 M**

**FILLER TYPES AND FUNCTION IN SPONTANEOUS SPEECH
BY STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM
OF IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangkaraya
In Partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
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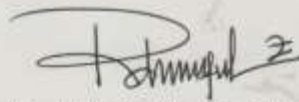
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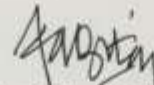
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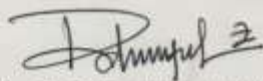
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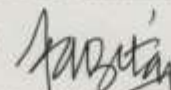
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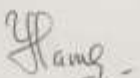
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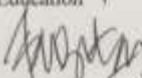
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Assalamualaikum Wr. Wb

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Thank you for your attention.

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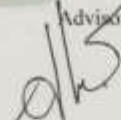
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MOTTO AND DEDICATION

“And do not pursue that of which you have no knowledge.
Indeed, the hearing, the sight and the heart – about all those
(one) will be questioned”.

(Q.S. Al-Isra: 36)

“You never knew until you found out that you’ve made it”

This thesis is dedicated to:

My beloved Father AgusSubagyo and
My mother Sumiyem for their valuable
endless prayer, sacrifice, and support.
And my beloved brother Aris Setiawan

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 30 May 2018

Yours Faith fully

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ABSTRACT

Andriani, Lina. 2018. *Fillers Used by Students at English Education Study Program of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

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Keywords: Fillers, Types of Fillers, Spontaneous Speech

This study aimed to find: (1) Filler types that used by students in spontaneous speech, and (2) the function and reason of fillers used by students in spontaneous speech. This research was case study with qualitative approach. This research was used observation, interview, documentation, and field note as the instrument of the study. The subject was six students who purposively selected by their level of proficiency which consist of three on each level. The data were analyzed and classified based on the theory conducted by Rose (1998).

The results were the students produced two types of fillers, there were lexicalized and unlexicalized fillers. The students with high level of proficiency produced more fillers in first speech while the low-level proficiency students produced more fillers in the second speech. They were produced fillers to show the mark of hesitation, empathizing, mitigating, editing term, and time-creating device. However, the researcher found all the students always start a speech with produced fillers “now”, “today”, “well”, and “ok” to get the audience attention.

ABSTRAK

Andriani, Lina. 2018. *Fillers Used by Students at English Education Study Program of IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Luqman Baehaqi, S.S., M.Pd (II) Aris Sugianto, S.Pd., M.Pd.

Kata kunci: Pengisi, jenis-jenis pengisi, berbicara spontan

Penelitian ini bertujuan untuk menemukan: (1) jenis *fillers* yang digunakan mahasiswa pada saat berbicara langsung, dan (2) kegunaan dan alasan dari penggunaan *fillers* yang digunakan mahasiswa pada saat berbicara langsung. Penelitian ini merupakan studi kasus dengan pendekatan kualitatif.

Penelitian ini menggunakan observasi, wawancara, dokumentasi, dan catatan lapangan sebagai instrumen penelitian. Subjek penelitian adalah enam orang mahasiswa yang dipilih dengan tujuan tertentu sesuai dengan tingkat kemampuan mereka di masing-masing tiga orang mahasiswa mewakili setiap tingkatannya. Data dalam penelitian ini dianalisis dan dikelompokkan berdasarkan teori yang diselenggarakan oleh Rose (1998).

Hasil dari penelitian ini adalah siswa memproduksi dua jenis *fillers*, yaitu *lexicalized* dan *unlexicalized*. Mahasiswa dengan tingkat kemampuan bahasa tinggi memproduksi lebih banyak pengisi dalam

mpidatopertamasedangkanmahasiswadengankemampuanbahasarendahmemproduksil
ebihbanyakpengisi pada pidatokedua.
Merekamemproduksipengisisebagaipenandabentukkeraguan, mencari perhatian,
pengurangan, bentukpengubahan, dan alatpenundawaktu. Bagaimanapun,
penelitimenemukanbahawasetiapmahasiswaselalumemulaipidatodenganmemproduksi
kata pengisi “sekarang”, “hariini”, “baiklah” dan “ok”
untukmenghimpunperhatiandaripenonton.



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Finally, the writer realized that this study could not be perfect. There were many mistakes and errors. Therefore, the writer allows the readers to give critics and suggestions for this study. The writer hopes this study will be useful for all of the readers especially for students at English Education Study Program and for the writer.

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Palangka Raya, 30 Mei 2018

The Writer,

Lina Andriani

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LIST OF ABBREVIATIONS

S : Subject

N : Number

IAIN : Institut Agama Islam Negeri Palangka Raya



CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research problem, objectives of the study, scope and limitation, significant of the study, and definition of key terms.

A. Background of the Study

Speaking foreign language is not an easy task to do especially for foreign learners, sometimes they make some pauses, hesitation, and fillers especially during spontaneous speaking. Spontaneous human speech is notoriously disfluent (Schober, 2001). Traditionally, disfluencies were seen as potentially harmful to the comprehension process (Martin & Strange, 1968). Fox Tree (1995) estimated that as many as 6% of words uttered are, or are affected by, some form of disfluency (see also Bortfeld, Leon, Bloom, Schober, & Brennan, 2001). Disfluencies might be happened because of the learners have a lack of preparation and use pauses, hesitation, and fillers to buy some times while the learners thinking about how to speak and produce words to deliver the message through the audience. In fact, many spontaneous speakers of various languages have pauses on their speaking which are taken when needed (Erten, 2014, p.1).

Natural conversation, unlike most laboratory speech, is rife with disfluencies, or interruptions in the fluent flow of speech. Speech frequently includes fillers such as *uh* and *um*. Fillers are a moment when someone pause their speaking to think what they want to say without give the impression if we finish our speaking. According to Baalen (2001), these kinds of utterances are called fillers, He also explains the fillers as sounds or words or phrases that could appear anywhere in the utterance and could be deleted from the utterance without change in content. Clark and Tree (2002) claim that fillers serve a communication function, having a place in the speakers' vocabulary. Fillers are not the main message; they just help to have a meaning in sentences. Fillers might play a special role, given the theoretical view that they are collateral signals used to manage the conversation (Clark, 1996; Clark & Fox Tree, 2002).

Most of L2 learners tempt to use fillers when they need a space and time to think the next coming words. As people develop a speech pattern over time- and unless they make a concentrated effort to avoid them – the filler words become normal, to the point that they are using them (Fox, 2014). According to Gosh (2014), “Even prominent public figures use fillers quite often, sometimes excessively. Former president Ronald Reagon was widely mocked for frequently beginning replies to question with the ever-popular filler well...” Filler words permeate our society in virtually all aspects of speech. Whether an individual is talking with a friend, attending a lecture, or listening to a public speech, he or she

is likely to hear some type of filler. Fillers often happen because of disfluencies verbal speech.

Possible effects of filled pauses on the listeners have also been investigated by Fraundorf and Watson (2011), they prove that filled pauses have a positive effect on the listener's memory. Fillers facilitate judgements of whether a word in running speech matches an earlier probe (Fox Tree, 2001) and allow listeners to more quickly respond to an instruction in which the speaker repairs a prior error (Brennan & Schober, 2001). Listeners use the presence of fillers to anticipate that the speaker will refer to a less accessible referent rather than a more accessible one (Arnold, Hudson Kam, & Tanenhaus, 2007; Arnold, Tanenhaus, Altmann, & Fagnano, 2004; Barr & Seyfeddinipur, 2009).

There are different opinions on the topic of fillers. Some linguists believe that gap-fillers are useful because they help learners think more and continue to their speech with more self-confidence but they should not use fillers very much. Arrowood (2009) argues that filler words are OK in moderation; because there are no defined rules in the court we use fillers when we feel nervous or need a moment to shape our thoughts. It is normal to use fillers and use does not reflect lack of intelligence or education. However, other researchers believe speakers should not use fillers in their speeches because it shows their weakness.

In education field, filler often seen as a negative perception in speaking because it may decrease the fluency grade. Dlugan (2011) claims that filler words can weaken our credibility and can indicate that we are lack of preparation. He also concludes that fillers are bad in speaking. Actually, fillers have various function which depend on the situation of the speaker (Schiffrin, 1978, p. 154). Even a lecture often used fillers during teaching in order to deliver the message to the students or to make the language class more attractive and have all the student's attention.

Fillers may have or have not been taught explicitly in course especially at IAIN Palangka Raya, whereas every learner filler as their speaking strategy. In other words, the learners believe that fillers are one of the factor which support their speaking ability even fillers are seen as one of negative perception in speaking. The cause of using filler words by students at English Department could be one of the things that need to be find out. Furthermore, the effectiveness by fillers used by students as their preference strategy to communicate with each other and the awareness of fillers by learners lead to the framework of the importance of fillers used by student.

Therefore, the researcher was interested with fillers used by English department at IAIN Palangka Raya since filler words expected as one of the negative perception in speaking yet still use as one of the best strategy to avoid gap and sometimes to covering the confusedness during speaking. This research aims to investigate and initiate the types and functions of fillers in order to raise

awareness of avoiding fillers in speaking. According to those statements above, the researcher will conduct this study with descriptive qualitative case study entitled “Filler Types and Function in Spontaneous Speech by Students at English Education Study Program of IAIN Palangka Raya”.

B. Research Problem

Based on the background of the research above, the problems of this research are:

1. What are the types of fillers used by students in speaking class?
2. Why do students use fillers during English speaking?

C. Objective of the Study

The objectives of this study are:

1. Find out the types of fillers used by students in speaking class.
2. Find out the reason of students in using fillers during speaking class.

D. Scope and Limitation

This study only explained about fillers used by students during their spontaneous speech at English Education Study Program of Teacher Training and Education of IAIN Palangka Raya. Spontaneous speech refers to the situation when the students was doing speech without preparation or it is called unplanned speech. This study will be explained the types of fillers that suggested

by Rose (1998). The study also focused on the function of fillers suggested by Strenstrom (1994), Foss and Hakes (1978), Wu (2001) and Baalen (2001).

E. Significance of the Study

The researcher hopes this research will be useful in providing the extent of fillers usage regarding types of fillers as verbal communication strategies among the students during their speaking. As for lecturers, it will help them to find a way of gauging the current approach, especially pertaining in speaking course to provide students language. This study will help students to manage their fillers during spontaneous/ unplanned speech. In general, the findings from this study could possibly offer some contribution to the improvement of language teaching and learning in the IAIN Palangka Raya.

F. Definition of Key Terms

1. Fillers

Fillers refer to the situation when a speaker stalling or gaining time to think and make a natural gap with producing sounds, word, or phrases and put it in the sentence. These sounds, word, and phrases produced to fill the gap during speech were not important as the part of the sentence and could not change the meaning of the sentence.

2. Types of Fillers

The types of fillers refer to the fillers categorization based on Rose (1998), they were lexicalized fillers and unlexicalized fillers.

3. Spontaneous Speech

Spontaneous speech or unplanned speech refers to the situation which students was doing speech without preparation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Study

Mariam (2014) explained about “The Use of Fillers and Hesitation Devices as Communication Strategies Among Malaysian Language Learners” in her qualitative case study approach there are differences in terms of the usage of fillers and hesitation devices as communication strategies between the high and low proficiency learners. The differences between Mariam’s research and this study is on the communication strategies used where she uses fillers and hesitation in same category, while in this study fillers and hesitation will be explained in the difference area.

Kharismawan (2017) in his research entitled “The Types and The Functions of The Fillers Used in Barack Obama’s Speeches” which use descriptive qualitative approach found that there were two types of fillers in Barack Obama speech; those were unlexicalized filled pause and lexical filled pause. Furthermore, his study also showed the function of fillers in Barack Obama speech. The difference between the previous and this study are the subject used where Kharismawan with Barack Obama’s speech and this study

will use students as the representative language learners. This study will also explain more than two types of fillers.

Nevratilova (2015) in her research about “Fillers Used by Male and Female Students of English Education Study Program in Argumentative Talks” which use qualitative descriptive approach and she found that female students produced more fillers than men did. This may be due to women tend to speak less certainty compared to men. Whereas this research will be focusing on both male and female without distinguish any of them to find out the fillers used and the reason behind each filler words produced by students during spontaneous speech.

Peyman & Sara (2016) with their research “Gap-Fillers Instruction and Iranian Intermediate EFL Learners’ Speaking Performance” used quantitative experimental approach found that teaching gap-fillers did not significantly affect Iranian EFL learners’ speaking performance and the null hypothesis was retained. Iranian learners prefer to fill gaps by frequent silence or to stutter some fillers like *uh* or *um* frequently. They claimed using fillers are more time-consuming. The differences between this research are the focus of the research where the previous one taught gap-fillers in class to show the response from student and this research will show the naturalism of the fillers used by student and find out how the filler works on the spontaneous speech.

Valantino (2016) explained “An Analysis of the Fillers Used by Asian Students in Busan, South Korea: A Comparative Study” he found that the more difficult the language used, the more fillers are produced. The differences between the previous one with this study are the research take place and the subject were used by Valantino was Asian students from 8 countries such as Indonesia, India, Vietnam, Laos, Korea, Philippines, Japan and China, and this research will be focus on Indonesian students who are taking Speaking Class in English department of IAIN Palangka Raya because every learner has different mother language and this may infect their second language.

Costanza (2015) in her research “The Function of Fillers, Filled Pauses and Co-Occuring Gestures in Danish Dyadic Conversations” found that the most common fillers in the data are *oh*, *mm*, *ohm* which all are accompanied by one or more gestures in most of their occurrences. They also found that each filler type has predominant or prototypical use. The differences between the previous one and this research is on the area of the research where Costanza used gesture and co-occurring as the main topic, this study will observe all of the aspect of fillers used without give limitation on the gesture and student’s co-occurring.

B. Spontaneous Speaking

Spontaneous talk is an unscripted interaction, in which teachers do not know exactly what language the students will produce. The speaker, student or teacher, only has something to say as a result of having heard and understood what has been said to him/her. Talk is therefore both listening and speaking, reception and production. Talk is communicative language use, as distinct from language rehearsal (Jones, 2002). This talk may be learner-initiated or in response to a teacher's question. It may be within an oral talk or part of everyday communication between tasks. However, it will be produced not read, improvised not rehearsed, and it will often have that element of 'struggle'; the effort to communicate when linguistic resources are stretched (Hawkes, 2012).

Spontaneous talk has the following features: it is not planned nor controlled nor restricted in form (in the sense of a grammar drill); it is communicative and meaning-focused, and responsive to other interlocutors. Spontaneous language use represents unconscious, unanalyzed language (Ellis, 2006) in which learners are not able to focus on form, that is, unable to access their explicit knowledge.

One reason that fillers and other disfluencies may benefit comprehension is that listeners can use them to predict what they will hear next.

Speakers are most apt to produce fillers before material that is less accessible, such as a referent that is new to the discourse or that is difficult to name. Prior experience with this distribution of fillers might allow listeners to use the presence of a filler to predict that the speaker will next refer to a less accessible referent. This type of finding has been obtained in studies using the visual world paradigm; in these studies, eye fixations are recorded as participants follow instructions that refer to referents in simple scenes (Tanenhaus et al., 1995). Listeners were also equally likely to expect that a referring expression would refer to a complex object when it was preceded by a filler as by a silent pause (Watanabe, Hirose, Den, & Minematsu, 2008). In addition, fillers, environmental noises, and fluent modifying expressions all have similar effects on listeners' interpretation of temporary syntactic ambiguities (Bailey & Ferreira, 2003). However, not all of the results in the literature point to effects of processing time: Barr and Seyfeddinipur (2009) found that fillers directed mouse movements towards a new referent more quickly than did coughs or snuffles at the same point in the utterance. This suggests that fillers had effects beyond the time they spent interrupting the speech stream. Fillers also had larger effects on offline judgments of a speaker's knowledgeability than silent pauses matched in duration (Brennan & Williams, 1995).

C. Definition of fillers

According to Tottie (2011), the first researchers who studies on fillers, specifically on Uh and Um, were psycholinguists. She also mentioned the other researcher, such as Maclay& Osgood (1959), Goldman-Eisler (1961), Stenstrom (1990), Kjellmer (2003), Gilquin (2008), who conducted on the topic of filler. Stenstrom (1994: 222) defines the filler as lexically an empty item with uncertain discourse functions, except to fill a conversational gap. It means that the files commonly occur to mark of hesitation or to hold control of a conversation while the speaker thinks what to say next. However, linguists or psycholinguists indicated that fillers are often treated as flaws in speech. This way of thinking is not different from one of some scholars in that discourse markers are the signal of 'lazy and careless speech'. On the contrary, though, some scholars stress the positive aspects of fillers. Spontaneous speech is often a better communication means than fluent, read speech as Swerts pointed out (1998, p.486). Swert also put that some scholars had presented evidence of fillers' information value

According to Brown and Yule (1983) a speaker may produce a large of fabricated fillers, such as err, ehm, well, I think, you know, if you see, what I mean, and so on in his or her utterances. Along with that, Baleen (2001) defined those prefabricated fillers are sounds or words or phrases that could appear anywhere in the sentence and that could be deleted from sentence without a change in content. On the other simple words, Yule (2006) defines fillers as a break in the flow of speech.

Hatt (1998) defined fillers as words used in conversation that has no apparent semantic content. In simple words it means that when a speaker produces fillers, they are not certain has the purpose meaning in their utterances. Most people produce fillers spontaneously because they have pressure to produce the message utterances in order to the listener could receive the message of utterances well. During the utterances happen, they will use fillers to search for the next word, phrase, or idea. Rajabi (2016) states that fillers are unconscious devices that serve as a pause in the middle of sentences as the speakers gather his or her thoughts but wants to maintain the listeners's attention. Fillers add nothing to the conversions, they just help speaker to think more and organize his speaking.

Fillers are discourse markers speakers use when they think and/or hesitate during their speech. Clark and Fox Tree (2002, p.97) claimed that fillers served a communicative function, having a place in the speaker's vocabulary. Nonetheless, they are not for primary message in a communication. They rather convey collateral messages. In other words, the use of a filler only helps the meaning. It's not the meaning in the communication. Nevertheless, fillers can be used to convey a variety of interpersonal messages such as 'holding the floor'. However, according to Corley and Stewart (2008, p.592), considering fillers in the sense of communication function is not that certain. Fillers are used when the speaker is uncertain about his next utterance or he has choices to make in his utterance, but this does not prove that the speaker signals there will be a delay

in his speech due to a uncertainty. In fact, it may be hard to determine why a speaker hesitates by using some fillers. Seemingly, considering such a complex process in his brain during the speech, being certain about why he hesitates is not quite possible. If this process is working in the brain of an L2 speaker, things may be even more complex.

Fillers could be categorized in terms such as *um*, *er*, *uh*, *ah*. Christenfeld, Stanles, France (1983) stated that *um* as the term for such interruption in the flow speech. It means that filler may use to interrupt of utterances produced by the male and female speaker. Similarly, Strenstrom in Kurwanto (2011) states his thought that actually fillers are lexically empty item with the most common used to fill a conversation gap and mark of hesitation.

From a brief explanation above, filler are sounds, words, or phrase that used to fill the gap between words during speech and have no any meaning in the utterances so thus will not changing the content event its' deleted. Filler words include well, you know, basically, I think, sort of, kinds of, like, if you see what I mean, ee, err, ehm, uh, ah, and so on (Brown & Yule:1983, Rose:1998).

D. Hesitation Phenomena

Spontaneous speech exhibits a variety of disfluent features, phenomena which slow the transfer of lexicalized information. The following subsections classify these as they are categorized in the literature.

1. False Starts

Occasionally, a speaker utters a few words and then stops in mid-sentence. A false start may be followed by a revised attempt to lexicalized the same idea, or by silence-thereby releasing the conversational turn.

2. Repeats

When a speaker iterates a lexical item in mid-sentence, it is called a repeat (Leech and Svartvik, 1994). Usually just one word is repeated. Mariam (2014) states that repetition which falls under the category of fillers/hesitation devices simply means the repetition of words or phrases in the speakers' spoken discourse, which occur almost immediately after the first utterance of the word or combined with other words as well as nonlexicalized fillers. It is different from the repetition that the speaker did when they attempt to highlight the significance of the points, hence repeating it in their sentence. Repetition of word functions to improve the speech production in terms of its clarity. Instead of keeping quite or filling in the gaps with non-lexicalized fillers, the speakers repeat the words that they have uttered before to keep the

conversation going, while allowing them to have some processing time and come up with their ideas after that.

3. Restart

Sometimes a speaker will utter a few words and then suddenly return to the beginning and iterate the same words. This is called a restart.

4. Self-corrections

A speaker will sometimes utter one word, and then a replacement which is to be understood to constitute a retraction of that word. Self-corrections, repeats and restart are occasionally also referred to as repairs.

5. Lengthenings

When a speaker draws out the enunciation of a word it is called a lengthening as in the following extract. The most common instance of lengthening (cf., Fox Tree and Clark, 1994) occurs when *the* is pronounced as *thee* and the ending vowel sound is drawn out past its usually enunciated duration.

6. Pauses

One very common feature of spontaneous speech is hesitation in the form of pauses that can be one of three types (Dalton and Hardcastle, 1997). The first type is associated with the articulatory closure of stop consonant. These pauses range from 50 milliseconds to 250 msec. Such pauses are ubiquitous and are usually not considered in studies of hesitation phenomena. In more sophisticated speech studies, which make use of specialized instruments for speech analysis, such pauses are 'weeded' out by setting a minimum time restriction for consideration as a pause. A typical cut off is 200 msec.

The second type pause is associated with respiration and occurs when a speaker pauses in order to breathe. Such pauses are normally silent, though on occasion they are accompanied by "an audible voiceless hissing caused by the generation of turbulent air at various points of stricture in the vocal tract" (Dalton and Hardcastle, 1997: 34). Goldman-Eisler (1968) in summarizing studies of breath pauses, found that their rate and duration are likely related to overall speech performance.

Mariam (2014) slightly different from than nonlexicalized fillers and repetition, short pause does not involve any use of word or phrase in its usage. The speaker simply stops taking a brief moment, approximately 1 to 2 seconds, and continue with his points afterwards. It is quite similar with the other fillers/hesitation devices discussed earlier in terms of function, as it

provides the speaker with some processing time to deal with his language deficiency or idea development. The usage of short pause in speakers' spoken discourse can be related to the speakers' attempts to ensure the continuation of the points that they try to explain to the other speakers. Instead of using non-lexicalized fillers, which somehow could interrupt the flow of the message presented, the speakers paused shortly.

Long pause, other than defecting the efficiency and clarity of the message being conveyed, it is also shows lack of skills and language knowledge of the speaker. In addition, longer thinking time indicate lack of abilities among the learners in dealing with the problems that occur during the communication, possibly caused by their low level of proficiency in the target language (Mariam, 2014).

7. Normal non-fluency vs. pathologic disfluency

Dalton and Hardcastle (1977) differentiate between normal non-fluency (the condition under which a normal healthy person hesitates in speech) and pathologic disfluency (when the hesitation is the result of some mental or physical condition-as in stammering). However, the present study deals only with normal non-fluency in spontaneous speech.

E. Filler Types

Rose (1988) categorized fillers into two types:

1. Unlexicalized Fillers

Unlexicalized filled pauses are non-lexemes (non-words) filled pauses which speakers use to indicate hesitation while the speaker thinks what to say next utterances (Rose, 1998; Baalen, 2001). In addition, Baalen (2001) also gives some example of unlexicalized filled pauses, such as *ehm*, *uh*, *err*, *ee*, *ah*, *um*, and so on. The definition of unlexicalized filled pauses is also supported by Juan (2006), he says that *ehm*, *uh*, *err*, *ee*, *ah*, *um* and other vocalizations which belong to unlexicalized filled pauses are the easiest sounds which made while having a speaking. Afterwards, he calls them as “neutral vowel sounds”.

2. Lexicalized Fillers

Lexicalized filled pauses are fillers in the form of word or short phrases, such as *like*, *well*, *yeah*, *sort of*, *you know*, *if you see what I mean*, and so on. On the other hand, Baleen (2001) also states a similar statement that lexicalized filled pauses consist of the phrases *you know* and *I mean* which are mostly used when a speaker is grouping for words but does not want to give up the claim to the floor. Furthermore, she suggested that one type of fillers is *like* (when it is not used as a verb or preposition) and *well* (not in the initial position). Stenstrom (1994) also notes that one type of fillers, which is similar to the lexicalized fillers, is verbal fillers, such as *well*, *I mean*, and *sort of*.

F. The Function of Fillers

There are different opinions on the topic of fillers. Some linguistics believe that gap-fillers are useful because they help learners think more and continue to their speech with more self-confidence but they should not use fillers very much. Arrowood (2009) argues that fillers words are okay in moderation; because there are no defined rules in the court we use fillers when we feel nervous or need a moment to shape our thoughts. It is normal to use fillers and their use does not reflect a lack of intelligence or education. However, other researchers believe speakers should not use fillers in their speeches because it shows their weakness. Fillers which have minimal grammatical or lexical value- have in filtrated daily conversation to such an extent that they threaten to further damage the beauty, power and effectiveness of verbal communication (Gosh, 20154 in Rajabi, 2016).

In education field, fller is seen as a negative perception in speaking because it may decrease the fluency grade. Dlugan (2011) claims that filler words can weaken our credibility and can indicate that we are lack of preparation. He also concludes that fillers are bad in speaking. However, some experts explain that fillers have positive perception. Fillers have types and functiopns. Fillers have various functions which depend on the situation of the speaker (Schriffin, 1978).

The functions of fillers in spoken language have been related to both interaction management and discourse planning. The various functions are not

mutually exclusive and they are often related. Interaction management comprises feedback, that is feedback giving, also known as backchanneling, feedback eliciting, and turn exchange regulation. Rochester (1973) finds that filled pauses are more frequent when speakers face an option or have to express something challenging, while Reynolds and Paivio (2000) report that students used pauses and filled pauses much more frequently when they had to define abstract objects than when they described concrete objects. Filled pauses can also mark the process of lexical retrieval and researchers have noticed that the frequency of filled pauses is inverse proportional to the frequency of gesture.

McCarthy (1998, p.60) stated that there seems to be no obvious reason why the discourse markers for a language part of the teaching issue should not be, for they are, in fact, very useful items and lexically quite simple and straightforward. Any teacher wishing to incorporate insights in the spoken language has to decide the status of discourse markers in his classroom, since the spoken language is closely about the discourse markers. Eslami-Rasekh (2005, p.199) noted that teaching the pragmatic aspects of a language is teacher responsibility. Discourse markers are no exception in this pragmatic side. If the students are unaware of fillers' existence, they do not know how to hesitate in a foreign language in spite of the fact that hesitating is something they do quite often during their speech. As

Kormos and Dénes cited (2004, p.160), there are certain situations in which native speakers frequently hesitate. Considering even the natives hesitate in their unprepared, small, daily-talks, the fact that non-natives hesitate is highly natural.

In a normal conversation, people use fillers and hesitation to show a need of a word or simply to plan their next utterances. Furthermore, fillers are used when the speaker is uncertain about his/her next utterance or he/she has choices to make in his utterance. Stenstrom in Navratilova (2015) states that there are seven functions of fillers. They are filling pause, mark of hesitating, holding turn, empathizing, interrupting, mitigating and editing term. In this study, the researcher presents and discusses five function of fillers, there are mark of hesitation, empathizing, mitigating, editing-term, and time-creating.

1. *Mark of Hesitation*

Stenstrom in Kharismawan (2017) defines a mark of hesitation as one of the functions of fillers. Foss and Hakes (1978) hesitations are pauses which increase in the places of a sentence when a speaker has difficult decision in using the words. Matthei and Roeper (1983) and Wu (2001) clarify that these fillers occur when the speaker must stop and think about what he/she will say next and when he/she is putting a sentence together. Most of filled pauses (*ee, em, err, uhm, ah, hm, et cetera*) are used as the

breathing pauses, such pauses generally match semantic-syntactic boundaries (Stenstrom. 1994, p. 7). Therefore, filled pauses are used for the hesitation purposes.

2. *Empathizing*

The speaker can use filler as an empathizing or attention-getting device. It means that the speaker can check whether the listener pays attention or not. Based on Stentrom (1994), fillers define as an invitation for the listener to be involved in what the speaker says. The examples of fillers as empathizing purposes are *well, you know, right, hey*, and so on. They often appear at the beginning or at the end of a turn. Therefore, Jordan (2001) concludes that fillers can also be the indicators used by the listeners as a response in order to tell the speaker that the message is received, understood, or unclear, so the speaker knows that the listeners are giving response to what he/she says.

3. *Mitigating*

Baalen (2001) assumes that fillers can mitigate utterances in order not to hurt the addressee's feelings. She also highlights the fillers as a solidarity marker or politeness device. She explains that protecting face needs is an important function of fillers because face needs are the need to feel liked (positive face needs) and the need to have one's personal space

respected (negative face needs). Fillers as like *well*, *ehm*, *eer*, and *ok* can be functioned as mitigating or politeness devices.

4. *The editing terms*

According to Baalen (2001), fillers are used to correct the speech errors in the utterances' speakers. In the other word, the speaker is aware if he/she wants to correct it. *I mean*, *um*, *ehm*, *uh*, *huh*, *ee*, et cetera can indicates that the old words have been mis planned. Sometimes, the speaker also repeats the speech error directly.

5. *Time-creating devices*

According to Stenstrom (1994), fillers give some time for the speaker to think about what to utter next. Stenstrom (1994) argues that the common form of fillers used as the time-creating devices is the lexical repetition. Moreover, lexical repetition consists of two types. The first is single words repetition. It means that the speaker repeats a single word in his/her turn. The second is clause partial repetition. It is the clause repetitions which appear in his/her turn. All repetitions in the utterances

function as the fillers in order to give some time for the speaker to plan what to say next.



CHAPTER III

RESEARCH DESIGN

This chapter discuss about research design, subject of the study, source of data, data instrument, data collecting procedure, data analysis procedure and data endorsement.

A. Research Design

Research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context (Ary, et al 2010, p.426). In other hand, research design is the arrangement of conditions for collection and analysis of data in a way that point to combine relevance to the research purpose with efficiently procedure. The research design is used by the researcher to plan the blueprint to conduct the research. In addition, Kothari (2004, p.32) mentioned, in brief, research design must, at least, contain—(a) a clear statement of the research problem;(b) procedures and techniques to be used for gathering information; (c) the population to be studied; and (d) methods to be used in processing and analyzing data. In this case researcher used qualitative approach and instrumental case study descriptive design.

The approach used in this research was qualitative to find the type and the reason of fillers used in spontaneous speaking. Ary, et al (2010, p.29) explained “Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data”.

This study used a case study as a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by the time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Yin, 2009).

B. Subject of the Study

The subject for this study was the students who were taking speaking for formal setting course at English Department at IAIN Palangka Raya. That course is the highest level of speaking course on 2015th curriculum, it means that the students should have enough experience through speaking. In the other hand, the researcher need participants with high and low level of proficiency at speaking course to analyze the fillers phenomenon among students. In brief, the students expected have enough experience in speaking and have some strategies to help them in speech. The researcher looked for their strategy to filling the gaps they use during speech.

There were six students purposefully selected for this study. Purposive sampling approach is the technique using definite consideration to get the source of sample data (Sugiyono, 2006, p.300). In order to evaluate the students level of proficiency, the researcher will obtain data from speaking lecture's recommendation and student's score records. The goal for this sampling is to have those data that will yield the most relevant and plentiful for the study.

C. Source of Data

The source of data for this study was the six students who purposefully selected to answer the problems of this research. The data was taken from the student's speaking performance in class through observation and documentation. There was no treatment for the students before or after the observation to make sure the data comes naturally. The researcher also took the data from interviewing the students. This step helped the researcher answer the 2nd problem of this study.

This study also conducted data through video and audio recording. The observation section was recorded by video recorder to help researcher gathered and analyzed data. This recording was presented into written data that will be shown in the written report.

D. Research Instrument

The key instrument in this research was the researcher itself. As stated by Sugiyono (2010, p.59) that the researcher is the key instrument in qualitative research. As the instrument of a research the researcher must be validated in how ready the researcher to do the research, which will observe in the field directly. The validation of researcher covers the understanding of the researcher in the method, research field, and how ready the researcher to conduct the object of research, both in the academic and logistic.

To find out the type of fillers used by students during their speaking class, the researcher used qualitative observation. A qualitative observation is when the researcher takes field notes, the researcher records, in an unstructured or semi structured way activities at the research site (Cresswell, 2014). Students were recorded when they were doing spontaneous speech in class. The observations were used by the researcher to understand the speaking class situation and subject behavior. By understanding this situation, the researcher believes the data should accurately support the analysis process. The data from observation can be a useful check on, and supplement to information obtained from other sources (Sapsford & Jupp, 2006).

Interviews were used to answer the second problem of this study. The researcher conducts face-to-face interviews with participants involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinion from the participant (Cresswell, 2014). This interview section purposively to find out the reason of student's fillers.

E. Data Collection Procedure

The researcher planned the approach before the data collected. This plan involved the video and audio recorder preparation, interview's questions, and field note. Video recorder was used to record student's speaking performance during their speech in class. This recording helped the researcher to analyze and make a written transcription. The audio recorder was used for the interview section between the interviewer and the interviewee. There are also some several questions for the interview's section that involved some question based on the observation.

The students were performed in front of the class while the researcher observe them. The researcher was asked a student to record the subject's speaking performance while the researcher will sit in front of the class. During the subject performance, the researcher took a field note to write some important information based on the performance.

The interview section was held separately with observation's day. It because the researcher wants to collect the data more specifically. The subjects were interviewed one-by-one to avoid the situation where the students feel uncomfortable on formal situation with open-ended questions. It helped the researcher collect various data. This section was recorded with audio recorder to make sure the researcher gets the correct data to analyze.

The observation was held once again to collect the data from planned speech. This section needed to find out if there are differences on the types of fillers usage between the spontaneous and planned speech. The planned speech here refers to the same speech topic as their first speech. Those six student participants were doing speaking with same topic as the previous speech. This performance was recorded.

The last interview was held after the second observation to ask those six participants about their fillers during speech. It helped the researcher to gain more information from students own thought. The researcher only asked those six students about the reason of their fillers.

F. Data Analysis Procedure

Data analysis procedure in qualitative research as like a spiral. Researcher have to comprehend the phenomenon under research, synthesize information and explain relationships, theorize about how and why the relationships appear as the participant do, and reconnect the new knowledge with what is already known. About that, Creswell (2007) in Ary, et al (2010, p.481), describes the data analysis spiral. "Once data are collected, they must be organized and managed, the researcher must become engaged with the data through reading and reflecting. Then data must be described, classified, and interpreted. Finally, the researcher represents or visualizes the data for others".

To analyze data, the researcher organized and prepared some data that taken from the observation, interview, documentation, and field note. First, the researcher watched and listened to the students' speaking performance video repeatedly to find the fillers that students used. Video transcription also made based on the students' speaking performance to help the researcher find out every information about the fillers used to answer the first problem of this study. The researcher also used the data from the field note during the students' speaking performance.

Second, the researcher observed the data from the interview section by listen repeatedly the students' audio interview. The audio was shown in a transcription data for report and help the researcher to find out the answer of the second question's problem. The observation included data from field note to support the data interview.

Third, the researcher learned the data that have been observed from the observation and the interview sections deeply. The data from those section organized into some classification based on the purpose of each problem. This part helped the researcher to distinguish the necessary and unnecessary data.

Fourth, the researcher concluded the data and classify it into some groups. Before concluding the data, the researcher observed the data again to make sure there is no information left. The concluding process need the data from all of the part of the research from the preparation process until the data observation. The data shown in a descriptive text.

G. Data Endorsement

The data endorsement is needed to valid the data found in the process of collecting the data. A procedural perspective that recommend for research proposals is to identify and discuss one or more strategies available to check the accuracy of the findings. Creswell (2014, p.225-227) recommends eight primary validity strategies, mentioned from the most frequently used and easy to implement to those occasionally used and more difficult to implement, those are

Triangulation; member checking; thick description; Clarifying the bias the researcher brings to the study; presenting negative or discrepant information; Spending prolonged time in the field; peer debriefing; external auditor.

The researcher used triangulation to support the data of the study. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study (Cresswell, 2014). The principle of triangulations comes from navigation, where the intersection of three different reference is used to calculate the precise location of an object (Yardley, 2009, p.239). There might be different report will be shown. In such situations, the concerned data will be from the sources that actually represented the independent reports, forestalling the possibility that that the reports in some way linked (Karen and Andrew, 2011, p.81). The researcher will collect the data through multiple sources include interviews, observations and document analysis.

To answer the first problem, the researcher used observation as the main instrument. Documentation and field note used to triangulate the instrument. It needed to support the result of the observation analysis. The second question answered by interview test. The researcher also used documentation and field note to strengthen the interviews result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data which collected from the 6 (six) students at English Education Study Program of IAIN Palangka Raya in answering all the problems of the study. The data were the result form observations and interview section.

A. Data Presentations

Data collecting activity was conducted on 10th April to 26th May 2018 through two times observation and interviews. The sample were six students at English Education Study Program in Teaching Training and Education Faculty of IAIN Palangka Raya. In the observation test the students were required to do a spontaneous speech in front of the class. The interview test was conducted to gain the information about those student's background knowledge.

1. *Types of Fillers Used by Students with High Level of Proficiency*

Table 1. Types of Fillers Used by High Level of Proficiency Students

No	Types of Fillers	First Observation	Second Observation
1	Unlexicalized Fillers	26	27
2	Lexicalized Fillers	24	16
	Total	50	43

Table 1 above implies that the students with high level of proficiency produced more fillers in the first observation. Moreover, the most frequent of fillers used by them was unlexicalized fillers in both observation with total number of occurrences 26 times and 27 times respectively. It means they were produced more unlexicalized fillers on the second observation.

a. Unlexicalized Fillers Used in High Level of Proficiency Students

Table 2. Unlexicalized Fillers Used by Students with High Level of Proficiency

No	Unlexicalized Fillers	First Observation	Second Observation
		N	N
1	eh	23	22
2	ehm	1	4
3	ee	1	1
4	a	1	-
	Total	26	27

Table 2 shows that there are 4 kinds of unlexicalized fillers used by students with high level of proficiency with total number of occurrences 26 in the first observation and 27 in the second observation. Fillers *eh* was the most frequent of unlexicalized fillers used in their both spontaneous speech with number of occurrences 22 in the first observation and 23 in the second observation.

b. Lexicalized Fillers in High Level of Proficiency Students

Table 3. Lexicalized Fillers Used by Students with High Level of Proficiency

No	Lexicalized Fillers	First Observation	Second Observation
		N	N
1	like	5	3
2	so	4	6
3	just	4	-
4	but	3	-
5	ok	2	1
6	yes	2	-
7	well	1	-
8	you guys knew it	1	-
9	you know	1	-
10	yeah	1	-
11	now	-	1
12	as we know	-	1
13	today	-	2
14	and then	-	2
Total		24	16

Table 3 above shows that there are 10 kinds of lexicalized fillers used by students with high level of proficiency in the first observation with the total number of occurrences 24 times. On the second observation they produced 7 kinds of lexicalized of fillers with the number of occurrences 16 times. Fillers *like* and *so* were the most used fillers in their spontaneous speech with the number of occurrences 3 and 6 times respectively.

2. *Types of Fillers Used by Students with Low Level of Proficiency*

Table 4. Types of Fillers Used by Low Level of Proficiency Students

No	Types of Fillers	First Observation	Second Observation
		N	N
1	Unlexicalized Fillers	33	45
2	Lexicalized Fillers	12	5
	Total	45	50

Table 4 implies that students with low level of proficiency produced more fillers on second observation. Those students tended to used unlexicalized fillers on both observation with number of occurrences in sequence 33 times and 45 times. They also produced the lexicalized fillers which less than the unlexicalized fillers. In the first observation they produced lexicalized fillers 12 times, and 5 times on second observation. It means they were produced more fillers in second observation.

a. *Unlexicalized Fillers Used by Students with Low Level of Proficiency*

Table 5. Unlexicalized Fillers Used by Students with Low Level of Proficiency

No	Unlexicalized Fillers	First Observation	Second Observation
		N	N
1	ee	20	38
2	eh	10	5
3	ehm	3	2
	Total	33	45

Table 5 shows that there were three types of unlexicalized fillers used by students with low level of proficiency in their spontaneous speech with total number of occurrences 33 in the first speech and 45 in the second speech. Filler *ee* is the most used unlexicalized fillers with the number of occurrences 20 in the first observation and 38 in the second observation.

b. Lexicalized Fillers Used by Students with Low Level of Proficiency

Table 6. Lexicalized Fillers Used by Students with Low Level of Proficiency

No	Lexicalized Fillers	First Observation	Second Observation
		N	N (%)
1	now	2	1
2	I think	2	-
3	today	1	2
4	so	1	1
5	apasih	1	-
6	and I think	1	-
7	good place	1	-
8	like	1	-
9	as I know	1	-
10	well	1	-
11	what	-	1
	Total	12	5

Table 6 shows that the students with low level of proficiency produced more lexicalized fillers in the first observation with number of frequency 12 times and 5 times in the second observation. They tended to use 11 kinds of lexicalized fillers, they were *now*, *I think*, *today*, *so*, *apasih*, *and I think*, *good place*, *like*, *as I know*, *well*, and *what*.

3. *Reasons of Fillers Used by Students with High Level of Proficiency*

The researcher interviewed six students, questioning their background of knowledge and why they used fillers during their spontaneous speech. The findings of interview section will be presented in the following table:

Table 7. Reasons of Fillers Used by Students with High Level of Proficiency

Subject	Answer	Background knowledge
1	More like a lack of vocabulary. Sometimes if I have no idea about the vocabulary, I prefer to try to use the synonym of the word. I need time to find it, and it's unconditionally.	<ul style="list-style-type: none"> - IAIN Palangkaraya's ambassador - Musyrif - Score: 82,6 on Speaking for everyday communication course. - Score: 82,1 on Speaking for group activity.
2	Because lack of vocabulary then I repeat the same words, I do not know the synonym of the word, and I have no idea about what I will say so, I produced fillers.	<ul style="list-style-type: none"> - 1,5 month English course - Score: 82,70 on Speaking for everyday communication - Score: 82,90 on Speaking for group activities
3	Because in English there is resting time when we have to think but at the same time you do not allow to silent so rather than silent I prefer to say <i>um, like, literally, I mean</i> , and so on. To remember the next upcoming words.	<ul style="list-style-type: none"> - Trained to be a tour guide - Score: 81,2 on English for everyday communication course. - Score: 85,3 on English for group activities course.

Table 7 shows the interviewee answer about fillers they used during their spontaneous speech and their background knowledge. All of students with high level of proficiency got score over 81 either on English for communication and English for group activity course. The first subject is IAIN Palangkaraya's ambassador, the second subject have ever taken a course, and the third subject is a tour guide.

4. *Reasons of Fillers Used by Students with Low Level of Proficiency*

Those students with low level of proficiency also have done their interview section and the result presented in the table below:

Table 8. Reasons of Fillers Used by Students with Low Level of Proficiency

Subject	Answers	Background Knowledge
S4	Because of nervous, afraid if I make mistake, and lack of vocabulary.	<ul style="list-style-type: none"> - 1 month English course - Musyrifah - Score: 80,5 on English for everyday communication course. - Score: 75,1 on English for group activities course
S5	If the class being focus I become more nervous but I get used to it, forget what I will say, or I already knew what I will say but I say it wrong.	<ul style="list-style-type: none"> - Score: 70,1 on Speaking for everyday communication - Score: 81,4 on Speaking for group activity
S6	Because of lack of vocabulary, and still bad at pronunciation but I always learn.	<ul style="list-style-type: none"> - Musyrif - Score: 69,3 on Speaking for everyday communication - Score: 73,9 on Speaking for group activities

Table 8 shows that the fourth subject in her interview said that she is using fillers because of nervous, afraid of making mistake, and lack of vocabulary. The fifth subject also said that he is using fillers because of nervous, losing the idea, and lack of vocabulary. And the last subject said that he is using fillers because of lack of vocabulary and need time to think about the next upcoming word to say.

B. Research Findings

1. Fillers Used by Students with High Level of Proficiency

From the data which taken by recording of utterances in students with high level of proficiency, there were two types of fillers used by them. They were unlexicalized and lexicalized fillers with total number of occurrences 50 times on the first and 43 times on the second observation. Those students also produced lexicalized fillers on the first and second observation with total number of occurrences 24 times and 16 times respectively. It means that those students produced less lexicalized fillers on the second observation.

Unlexicalized fillers was the most frequent fillers used by students with high level of proficiency. They tended to use *eh*, *ehm*, *ee*, and *a* as the mark of unlexicalized fillers. Students with high level of proficiency in their spontaneous speech also produced the lexicalized fillers with number of occurrences 21 in the first observation. They tended to use *like*, *so,just*, *but*, *ok*, *well*, *yes*, *you guys* *knew it*, *now*, *as we know*, *today*, and *and then* as the mark of lexicalized fillers.

2. *Fillers Used by Students with Low Level of Proficiency*

This section answered the first questions about the types of fillers used by students with low level of proficiency. From the data which taken by recording their spontaneous speech, there were also two types of fillers used. They are unlexicalized and lexicalized fillers with total number of occurrences 49 in the first observation and 55 in the second observation.

The students with low level of proficiency tended to use fillers *ee*, *eh* and *ehm* as the mark of unlexicalized fillers. They also tended to used less lexicalized fillers either in the first or the second observation with the number of occurrences 12 times in the first observation and 5 times in the second observation

C. Discussion

This section presents the discussion based on the research findings of the study above. This discussion is focused on the types of fillers used by students and the reason of fillers usage. The findings of this study are answering the two research problems of the study as follows.

1. *Types of Fillers and the Function*

Based on Stenstrom in Kharismawan (2017) states that fillers are categorized into two types, those are a silent pause and a filled pause. Silent pauses are pauses that appear in strategic places of the sentences (Stenstrom, 1994). According Brown and Yule in (1983) states that silent pauses are pauses

which usually precede the utterance and help the speaker to plan putting the words into the utterances. Kharismawan (2017) states that silent pause are pauses which are not filled with any sound or utterance.

Filled pause is a pause which usually appear in the form of sounds or words and in some places of the sentence (Brown & Yule, 1983). Based on Carter et al., (1997) filled pause are the gap between words and forward planning and thinking about what the speaker wants to say. Moreover, Rose (1998) categorized filled pauses into two types, those are lexicalized filled pause and unlexicalized filled pause. The researcher only focused on the filled pauses which classified by Rose.

As already presented in the previous section, the six students produced the same types of fillers. The students with high level of proficiency tended to use more lexicalized fillers than unlexicalized fillers in both of their spontaneous speech. In other hand, the students with low level of proficiency tended to use more unlexicalized fillers such as *ee*, *em* and *ehm* that the lexicalized fillers in their spontaneous speech. The details of the types of fillers produced by students with high and low level of proficiency will be presented in the following:

A. Unlexicalized Fillers

Unlexicalized fillers are non-lexemes (non-words) filled pauses which speakers use to indicate hesitation while the speaker thinks what to say in the next utterances (Rose, 1998; Baalen, 2001). Juan (2006) says that *ehm*, *uh*, *err*,

ee, ah, um and other vocalization which belong to unlexicalized filled pauses are the easiest sounds which made while having a speaking.

uh and *um* allow one to enter a conversation by taking control of a turn while still planning the content of that turn, or to respond in a timely manner even when not quite ready to speak. They also often occur when a speaker pauses mid-utterance, seemingly informing the listener that the pause does not indicate the end of the speaker's turn, but rather, that the speaker needs some time to finish planning or revise her utterance. *Uh* and *um* are not universal, however. Individual languages have different forms with similar functions (Clark & Fox Tree, 2002). Thus, *uh* and *um* are conversationally functional forms that children have to learn to use appropriately as part of becoming a competent user of the language.

Despite the traditional name for *uh* and *um* being filled pauses, implying that they are pauses that happen to be filled with sound and not silence, there is emerging evidence that *um* and *uh* are actually words that convey particular meanings. Clark & Fox Tree (2002) list at least 16 different uses of *uh* and *um* proposed by various researchers, ranging from indicating that speakers are searching memory for a word (Goodwin, 1987; Goodwin & Goodwin, 1986; James, 1972), requesting help in completing their current utterance (Goodwin & Goodwin, 1986), indicating that they want the next turn (Beattie, 1983), or

trying to hold onto their current turn (MacLay & Osgood, 1959). Note that these are general meanings, that is, covering both uh and um (and sometimes even extending to other forms such as well and you know).

Clark & Fox Tree (2002), however, noticed that uh and um do not actually behave in exactly the same way (see also the following, in which some of the differences between uh and um had been previously mentioned: Clark, 1994; Clark & Wasow, 1998; Smith & Clark, 1993). In particular, they found that um was more likely to be followed by a pause than uh and that it preceded longer pauses than uh. Based on these differences they propose that uh and um are distinct words used as paralinguistic signals. Their definitions are given in dictionary format as (Clark & Fox Tree, 2002: 7): 'Uh: Used to announce the initiation, at t('uh'), of what is expected to be a minor delay in speaking. Um: Used to announce the initiation, at t('um'), of what is expected to be a major delay in speaking.' (Note that delays include pauses and uhs and ums, so that a delay can actually consist of a series of uhs and ums, although in Clark and Fox Tree's corpus analyses delays almost always included pauses. That is, very few uh/ums were followed only by another uh/um.)

Essentially, both uh and um indicate the speaker's anticipation of an upcoming delay, but of different lengths/severity. All other uses of uh and um are implicatures based on the basic function of delay announcement (Clark & Fox Tree, 2002). Something not made explicit in the definitions but which is

worth noting is that the speaker must anticipate that the pause or delay is going to be long enough (or severe enough) to be comment-worthy, otherwise there would be no reason to mark it (see also Maclay & Osgood, 1959). It turns out that pauses related to speech difficulty are longer than those associated with things such as syntactic boundaries, breathing and emphasis (Goldman-Eisler, 1958a, 1958b, 1961). Moreover, listeners are more sensitive to pause length in pauses associated with hesitation than those occurring at phrase boundaries (Boomer & Dittmann, 1962). Thus, although these definitions refer only to delay, the kinds of delays likely to be marked are those associated with speech difficulties. Speakers can therefore be thought of as marking or signaling speech difficulty (see also Blankenship & Kay, 1964; Levelt, 1989).

The unlexicalized fillers have the function as mark of hesitation and time creating devices. It becomes mark of hesitation if the speakers accidentally or unconditionally produced fillers during speech. And it becomes time creating devices if the speaker purposely said the unlexicalized fillers during speech.

The researcher found that the subject of this study produced *eh*, *ehm*, *ee*, and *a* as their mark of the unlexicalized fillers they produced during speech. Based on the interview test, those subjects said that they produced those words because of they got confused about the next upcoming words, fill the silence, and unintentionally condition.

B. Lexicalized Fillers

This section discussed the lexicalized fillers produced by students in the first observation or the first spontaneous speech. According to Rose (1998), lexicalized fillers are fillers in the form of word or short phrases. According to Feldman in Rajabi (2016) fillers words can be almost any word. Rose (1998) states that unlexicalized filler are non-lexemes (non-words) filled pauses which speakers use to indicate hesitation while the speaker thinks what to say next utterances.

Chantim and Edelstein in Rajabi (2016) believe verbal fillers used when we feel nervous or need a moment to shape our thought is necessary. Fillers are used when the speaker is uncertain about his/her next utterance or he/she has choice to make in its utterance. Fillers it self has many function, Strenstorm in Navratilova (2015) states that there are seven functions of fillers. They are filling pause, mark of hesitating, holding turn, empathizing, interrupting, mitigating and editing term. Yet, the usage of fillers always depends on speaker utterance.

According to Bygate in Santos (2016) states that *well, erm, you see, I mean, actually, you know, let me think* used in speech to fill in pauses. *Well, ehm, uhm, how to say* are only some of filler words used when speaker want to 'buy time' during speech (Khojastehrad in Santos, 2016, p.193). *Um, ah, like, so* and *ok* are

verbal bridge for fillers (Bonano, 2009, Navratilova, 2015). *Well, you know, basically, I think, sort of, kinds of, like, if you see what I mean, ee, err, ehm, uh, ah,* and so on are some example of filler words (Brown and Yule, 1983). The details of lexicalized fillers produced by students and the function of it, will be presented in the following:

1. *Like*

Based on Cambridge online dictionary, the word *like* in preposition context means ‘similar to’. We often use it with verbs of the senses such as look, sound, feel, taste, seem:.... On Collins online dictionary, definition of *like* is if you say that one person or things is *like* another, you mean that they share some of the same qualities or features. And in Oxford online dictionary, *like* is having the same characteristics or qualities; similar to, used to draw attention to the nature of an action or event, used with reference to a person or thing of the same kind as another. So, the researcher thought that the word *like* should refer to the context which show the same qualities, feelings, or features.

In this context, the researcher found that the subjects of the study used word *like* but not in to show the same quality, feelings, or features. It categorized as mark of lexicalized fillers because the word *like* is not important in some sentences. It has the function as mark of hesitation since the speaker was not sure about what she wants to say. Instead of silence or produce meaningless word or phrases they were trying to find the synonym of the word. Here some example of the filler *like*:

S1 : our institution uh give us like uh place

S2 : I want to make ee like eh room decorating.

S3 : But just like if you know...

S5 : in my hometown like I just I love

2. *So*

Feldman in Rajabi (2016) states that *so* is often used to describe the quality of something, i.e., “he was so late,” but the word is incomplete without an explanation. If the explanation is not required or should not be given, the word “so” should not be used. The case is the same for the word “such”. In this case the it was not used the word *so* to describe the quality of something. It still had meaning but it was not important in the sentence. In Cambridge online dictionary, *so* is usually used before the verbs “have”, “be”, or “do”, and other auxiliary verbs to express the meaning “in the same way” or “in a similar way”. Then, in a Meriam-webster online dictionary define *so* as a manner or way indicate or suggested extent or degree. So, the researcher defined *so* as a word that should be used to show the thought refer to the statement they say before for express manner.

Since the word *so* should be used as its function, yet in this situation the subjects shown the phenomenon of another *so* used. The researcher categorized *so* as lexicalized fillers. It also has the function as time-creating device which

means the subject need time to think about the next upcoming word and remain to filled the pause with a word rather than silence. Here some example of filler *so*:

S2 : So, first of all my hobby is photograph

S3 : the lyric so uh *andaikan...*

S4 : So, my fam so ehm my family

3. *Just*

Feldman in Rajabi (2016) states that *just* is not required word most of the time, it's more often added to affect a version of "quite". As in this case, the word *just* does not important and even it erase from the sentence it will not change meaning of the sentence. On Cambridge online dictionary, the word *just* refers to another adverb like 'now', 'very soon', or 'very recently', it also shows the equal, used to make a statement or order stronger. On Oxford online dictionary, *just* means based on or behaving according to what is morally right and fair and express agreement. And on Macmillan online dictionary, the word *just* used for saying when something happens, emphasizing how recently something happened. So, the researcher conclude that the word *just* used to show the time of something happened, and to make a statement more powerful or to show agreement.

In this case, the subject did not use the word *just* as the purpose of the word's functions. The researcher categorized it as the mark of lexicalized fillers which has the function as time creating devices because the subject seems tried to buy some times to think about the next upcoming words. Here the example of filler *just*:

S3 : but just like if you know

4. *But*

But, is a conjunction that joins phrases within a single sentence together (Feldman in Rajabi& Salami, 2016). Erliana et al., (2014, p17) states that but has same approximately as yet which shows contrast or joins opposites. It means, in this case the word *but* that produced by the subject could not be categorized as a conjunction because it was not purpose to joining the phrases or doubt on something. This filler has a function as empathizing or attention-getting device because the subject was trying to get the audience attention by produced filler. So, the audience will be pay attention to his speech. Here the example of filler *but*:

S1 : eh but feelings to become a students...

S3 : but just like if you know

5. *Ok*

The word *okin* Cambridge online dictionary is used to show that you agree with something or agree to do something, check that someone understands something or that they agree to something, showing a way that you are going to take action or start something new. On Meriam-webster online dictionary, *okay* or *ok* means all right, it is the abbreviation of all correct or facetious alteration of all correct. So, *ok* is the word that show agreement on something.

The researcher concluded the *ok* word in spontaneous speech as lexicalized fillers because in this case the word *ok* did not have meaning. It has the function as empathizing device because the students were trying to get the audience attentions. Here some example of filler *ok*:

S1 : ok and then for this ins institutions

S3 : ok uh I would share to you

6. *Well*

The word *well* in Cambridge online dictionary means in a good way, to a high or satisfactory standard or used to emphasized some prepositions and adjectives. In Oxford online dictionary, this term means in a way that is appropriate to the facts or circumstances, used to express a range of emotions including surprise, anger, resignation, or relief. In this case the word *well* had meaning but it was not important as the part of the sentence. Even the word *well*

was not in the sentence, it could not change the meaning of the sentence. So, the word *well* categorized as lexicalized fillers.

Moreover, the students said that she produced this filler because it is a habit. In Indonesia, we often heard someone start a speech or conversation by saying *baiklah*, and *ok* since it shows the politeness and a mark if the speaker wants to start the speech. The student seems adapted it into their second language speech pattern. Which means, it has the function as a mitigating device and empathizing. Here some examples of filler *well*:

S2 : well, as teenager I have

S6 :er it well for my vacation.

7. *Yes and yeah*

The word *yes* in Cambridge online dictionary is used to express willingness or agreement, to show that you are listening to someone, or that you are ready to listen and to give them an answer or information. On a Collins online dictionary, it means to give a positive response to a question, accept an offer or request, or to give permission. In this case the word *yes* was not meant to answer question or agreeing with something or someone's opinion. The researcher categorized the word *yes* in this kind of case as the mark of lexicalized fillers which has the function as empathizing device. The subjects were giving a stress in that word which means they were trying to get the audience attentions. Here some examples of filler *yes* and *yeah*:

S2 : yes, I've read a lot of book

S3 : you know, yeah I really love that

8. *You guys knew it*

The phrase *you guys knew it* that produced by subject 2 has the same idea with “you know” which meant to check the audience agreement. It could not be a part of the sentence and will not change the meaning of the sentence even it was not there. So, it categorized as lexicalized fillers which has the function as empathizing device. Strenstorm in Kharismawan (2017) define fillers as an invitation for the listener to be involved in what the speaker says. The subject 2 said that she was communicating with her friends because they were watching that movie together. Here the filler *you guys knew it* produced by subject 2:

S2 : I read novel uh it's it's called “TemanTapiMenikah” you guys knew it.

9. *Now and Today*

The word *now* categorized as lexicalized fillers and has the function as mitigating device and empathizing device. Because, this word that produced by students in their spontaneous speech seemed like they adapted the pattern from their first language. They produced it by accident and they realize it as an important part of sentence but it was not. This phenomenon comes with various kinds of words such as *now*, *today*, *well* and *ok*.

It becomes mitigating device since it shown the politeness to the audience before start doing the speech. And it also becomes the empathizing because the speaker need to make sure that the audience pay their attention to the speaker. It means that this word not always could categorized as fillers. Here some examples fillers *now* and *today*:

S1 : eh now I'm going to tell you about

S2 : today uh I will be talking about my hobbies

S3 : today I want to talk about the music

S4 : so, now I'm talking about my family

S5 : and today I will talk about my hometown

S6 : today I want to talk about vacation

10. As we know and as I know

Like “I think”, *as we know* and *as I know* are often used to tell someone about opinion. But in this case, those words are not important since the speaker was talking about his experience. Then, this filler has function as time-creating device since the speaker used it to lure the time. Here the example of filler *as we know* and *as I know*:

S1 : as we know we have a lot of opportunity

S6 : as I know er Java island

11. And then

These words are used to show progression, but they are not needed. The story should be able to unfold on its own. It means that the words *and then* in this observation could be categorized as filler since they were not shown the progression of something and the students produced it several times. It becomes time creating device since the student repeat that words almost in every new sentence. Here the example of it:

S2 : and then I'm planning on printed print print them all and then collect them

12. I think

The phrase *I think* used to tell anyone about someone's opinion. This phrase could have categorized as lexicalized fillers because the subject was talking about his hometown. It means they were using their knowledge to tell

anyone about it. So, that phrase was not necessary and will not change the meaning of the sentence if it was not there. It also has function as time-creating device. Here the example of filler *I think*:

S5 : and I think Penda is a good place

13. *Apasih and what*

Apasih is Indonesian language often used to describe confusion means “what”. Confusion is one of the reason of someone produced fillers. It is clearly mark of lexicalized fillers. It could be categorized as the mark of hesitation. Because, they want to say something but they could not find the proper words then produced filler. Here some examples of it:

S4 : my family has uh *apasih* has has

S5 : and in my hometown is um what um

14. *Good place*

The researcher categorized *good place* as lexicalized fillers because of when subject 5 said that sentence he was about to say something but then he

made a repetition. Based on Rose (1998) repetition is the part of hesitation phenomena. So, it has the function as mark of hesitation. Here the filler *good place* by subject:

S5 : And I think Panda is a good place good place.

From the discussion above about the lexicalized fillers the researcher conclude that every student has their own fillers with various of function of it. But, most of the time they were produced fillers to create some times to think about the next upcoming words. They were tended to fill the gaps with word or phrase rather than silence.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this study showed that there were two types of fillers, there were lexicalized fillers and unlexicalized fillers. The students with high level of proficiency produced more fillers in their first spontaneous speech total number of occurrences 50 times. But, the students with low level of proficiency produced more fillers in their second spontaneous speech with total number of frequency 50 times. Moreover, the students with high and low level of proficiency produced more unlexicalized fillers in the first and second spontaneous speech. It because

the unlexicalized fillers is the easiest way to fill the gaps since it just a sound. So, the speaker did not have to think about the grammatical of the sentence.

This study also found five functions of the fillers used by students during their spontaneous speech. There were mark of hesitation, empathizing device, mitigating device, editing term device, and time-creating device. Empathizing device is the most function found on this study and follows by time-creating device, mark of hesitation, mitigating device, and editing term device respectively. The function of fillers is depending on the utterance of the speaker.

The researcher also found that all of the subject always starts a speech with produced word such as *now*, *today*, *well* and *ok*. They might adapt the pattern from their first language and applies it to their second language. It is kind of habit on their first language. And the function of this phenomenon is to empathizing device or attention-getting device.

B. Suggestion

First, it is suggested to the students to learn and practice more especially in spontaneous speech. They should learn the communication strategy to help them manage their fillers in speaking. Fillers is not something considered as distraction of speaking but it could be the way to improve verbal interactions.

Second, since the students use fillers in almost every speech and conversation the writers provide the lecturer of speaking course to teach them about the communication strategy. It can be including fillers as one of the communication strategy to help them figure out about how to do and make a better speaking interaction.

The last, it is suggested to the next researcher to develop their research in hesitation field. Since this research only focused on fillers used and the function of it by six students at English department of IAIN Palangka Raya, which fillers just one of the types of hesitation phenomena. It will be great if the next researcher conducted their research in the hesitation phenomena with qualitative case study method to explain every hesitation phenomenon more detail.

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