

**AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE  
TOWARD THE STUDENTS OF ENGLISH EDUCATION ON  
THE THIRD SEMESTER AT UIN RADEN INTAN LAMPUNG  
IN THE ACADEMIC YEAR 2020/2021**

**A Thesis**

**Submitted to Partial Fulfilment of the Requirements for S-1 degree**

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## ABSTRACT

### AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE TOWARD THE STUDENTS OF ENGLISH EDUCATION ON THE THIRD SEMESTER AT UIN RADEN INTAN LAMPUNG IN THE ACADEMIC YEAR 2020/2021

By  
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This research is about an analysis of fillers in speaking performance toward the students of English education on the third semester at UIN Raden Intan Lampung in the academic year of 2020/2021. The research is to determine types and causes of fillers used by students in speaking performance. The research seeks to answer two research questions: (1) What types of fillers are used in students' speaking performance? and (2) what are the causes of students producing fillers in speaking performance? In order to answer these problems, the researcher applied Rose's theory on the types of fillers which combined with similar nations on the types and causes of fillers which were taken from Emily Duvall. The descriptive qualitative method used discourse analysis to conduct this study. Collecting data was conducted by the researcher with students' videos and questionnaires which have distributed directly to 15 students. The result of this research showed that; (1) Two types of fillers were used in students' speaking performance. Those are unlexicalized fillers as non-lexemes (non-word) and lexicalized fillers as word/phrase. (2) students' causes produced fillers as pauses to students think about the next utterance and try to process word, check audience attention, nervousness, editing term in speaking, and correct speech error directly.

**Keywords:** An analysis, Fillers, Speaking Performance, descriptive qualitative method.

## DECLARATION

As a result, I state this thesis entitled “An Analysis of Fillers in Speaking Performance toward the Students of English Education on Third Semester at UIN Raden Intan Lampung in the Academic Year of 2020/2021” is completely my work. I am fully aware that I have quoted some statements and theories from various sources, which are properly acknowledged in the text.

Bandarlampung, 2022  
Declared by,



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**ADMISSION LETTER**

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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ رَبَّنَا

(286) لَا تُؤَاخِذْنَا إِن نَّسِينَا أَوْ أَخْطَأْنَا ۗ

On no soul doth Allah Place a burden greater than it can bear. It gets every good that it earns, and it suffers every ill that it earns. <sup>1</sup>

(Q.S Al-Baqarah:286)



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<sup>1</sup> Abullah Yusuf Ali, *The holy Qur'an and Translation*, (Millat Book Center: New Delhi, 2006)

## DEDICATION

Praise and gratitude to Allah SWT. For his abundant blessing for me, and from the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I want to dedicate to:

1. My beloved parents, Mr Herto Sutisna and Mrs Herna, whose always pray, support, and guide me to be successful in my study and my life.
2. My beloved younger brothers Ricky Kurniawan and Galih Ahmad Prakoso and beloved family, especially Mr. Herman Husin, always motivate, pray, and support me to finish the thesis.
3. My supervisor, Miss Istiqomah Nurahmawati, M.Pd, and Mrs Dewi Kurniawati, M.Pd, guided me from the beginning to the end of writing this thesis.
4. My beloved almamater UIN Raden Intan Lampung, has contributed a lot to my development.
5. My close friend, Nanda Putra Liyan. Beloved sister Ajeng Utami also my best friend Bella Nurmalasari, whose help me to finish this thesis and always give me support also happiness.

## CURRICULUM VITAE

Mia Auamara was born on May 19<sup>th</sup> 2000 in Talang Padang, Lampung. Mia is the first child of Mr. Herto Sutisna and Mrs. Herna. Mia has two siblings. They are Ricky Kurniawan and Galih Ahmad Prakoso. Mia began her study in Kinder Garden at TK Aisyiyah in Talang Padang in 2004 and finished in 2005. Then, she continued to Elementary School at SDN 03 Talang Padang in 2005 and finished in 2011. After that, she continued her study at Junior High School at MTs N Model Talang Padang in 2011 and finished in 2014. Afterward, she continued her study at Senior High School at SMAN 1 Talang Padang and finished in 2017. In the same year, she continued studying at UIN Raden Intan Lampung as an S-1 degree student of Tarbiyah and the Teacher Training Faculty Study Program.



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In doing this thesis, the researcher could not finish this thesis alone. The researcher has obtained help, motivation, suggestion, aid, support, and many valuable things from various sides. Therefore, the researcher would like to express the deepest feeling of her heart for people who always care for her, and she would like to convey thankfulness in-depth to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Education and Teacher Training Faculty, and hers staff have given their best and services as long as her study program.
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5. All lecturers of the English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first of her study.

Finally, none or nothing is perfect and neither in this thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartedly welcome.

Bandarlampung, 23 February 2022  
The Researcher,

Mia Auamara  
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

As a first step to understanding the title of this research, and avoiding misunderstanding, the researcher feels the need to explain the title of this research. The research entitled **“AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE TOWARD THE STUDENTS OF ENGLISH EDUCATION ON THIRD SEMESTER AT UIN RADEN INTAN LAMPUNG IN THE ACADEMIC YEAR 2021”**. As a description of some terminology contained in the title of this research is:

An analysis is the result of research, parsing, differentiating, sorting something to be classified and grouped based on the relationship and interpretation of the meaning of each criterion.<sup>1</sup> While analysis of this research talked about how students of English education produce fillers in their speaking performance to know the meaning of each criterion.

Fillers are words or phrases that could appear anywhere in the utterance and that could be deleted from the utterance without a change in content.<sup>2</sup> That is means fillers as pause moments in speaking in which the speaker produces some utterances or just silence.

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<sup>1</sup> Gunawan Wirardi, *Analisis Sosial*, (Jakarta: Rineka Cipta, 2009) p.20

<sup>2</sup> I. V. Baalen, (9<sup>th</sup> April 2001), *Male and Female Language: Growing Together?* p.7, access on march 19<sup>th</sup> 2021, [http://www.let.leidenuniv.nl/hsl\\_shl/van%20Baalen.htm](http://www.let.leidenuniv.nl/hsl_shl/van%20Baalen.htm),

Speaking Performance is a type of communication in which a person has the attention of many people for some period of time.<sup>3</sup> It means how the person tries to deliver information or communicate to the audience, and in this research, the researcher has analyzed fillers used by students related to speaking performance.

## B. Background of the Problem

In speaking, there are many problems, and one of them is fillers because most people produce fillers during speaking. Phenomena of fillers often happened not only in a foreign language, but a native speaker also produced fillers in their speaking performance, such as Emma Watson on YouTube video Harpers Bazaar Women of the Year Award 2016, she produces fillers:

**Emma Watson:** gosh, thank you so much *um* ..

**Emma Watson:** she knew two years ago I was utterly terrified, *I mean really really* breaking it and *um* ..

**Emma Watson:** The sound of music and *so* I wait to read the lyrics<sup>4</sup>

Based on a speech by Watson, it shows that her mother tongue is English and then the environment she grew up in England, and she is also an actress and activist as United Nations Women's Global Goodwill ambassador still produces fillers during speaking

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<sup>3</sup> J Hasling, *The audience, the message, the speaker* (7th ed.), (Boston: McGraw-Hill, 2006), p.8

<sup>4</sup> Totally Emma Watson, (2<sup>nd</sup> November 2016), *Harper's Bazaar Women of the Year Award 2016*, access on February 24<sup>th</sup> 2021, <https://www.youtube.com/watch?v=mzPMIHAFUcw>

performance. In fact, spontaneous speakers of various languages have pauses in their speaking, which are taken when needed.<sup>5</sup> Nunan defines speaking as the use of language quickly and confidently with few unnatural pauses which are called fluency.<sup>6</sup> It means fillers were produced by everyone as unnatural pauses when they try to speak fluently and Stenström in Fatimah defines the filler as lexically an empty item with uncertain discourse functions, except to fill a conversational gap.<sup>7</sup>

Based on the definition above, fillers commonly appear to be lexical or unlexical to hold control when the speaker does ongoing performance, while the speaker thinks about what next utterance. Wajnryb in Munawaroh added the examples of fillers such as *I think, you know, you see, um, mm, ah, sort of, ok, right, really*.<sup>8</sup> In addition, Baalen also gives some examples of unlexicalized filled pauses, such as *ehm, uh, err, ee, ah, um, and so on*.<sup>9</sup> Those kinds of utterances are called fillers. Fillers are sounds or words, or phrases that could appear anywhere in the utterance. Related to the example, in this case, the researcher often found that students produced fillers during speaking performance as their pauses.

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<sup>5</sup> S. Erten, "Teaching Fillers and Students' Filler Usage: A Study Conducted at ESOGU Preparation School," *International Journal of Teaching and Education* 2, no. 3 (2014): 67–79. Access on February 2021

<sup>6</sup> D Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2006), p.1

<sup>7</sup> Gotin Siti Fatimah, "AN ANALYSIS OF FILLERS USED BY LECTURER AND STUDENTS IN EFL CLASSROOM INTERACTION," *JALL (Journal of Applied Linguistics and Literacy)*, 2017, <https://doi.org/10.25157/jall.v1i2.1735>. p.45

<sup>8</sup> Fita Fitriatul Munawaroh "AN ANALYSIS OF COMMUNICATION STRATEGIES IN SPEAKING" 4, no. 7 (2019). P.51

<sup>9</sup> I. V. Baleen. Op.cit, p.7

The researcher found the causes of the problem why students always produce fillers. It happened because students overuse fillers, showing that speakers are inexperienced and lack mastery of the delivered materials or topics. Pauses as part of factor students use fillers while the speaker thinks about what next utterance. Here, whether they speak well or not, they must also consider how they speak, such as personal appearance, bodily action, gesture, and eye contact. There is a different opinion on fillers related to phenomena in students' English education, and empirical research investigated by Fraundorf and Watson proves that filled pauses positively affect the listener's memory. Fillers facilitate judgment of whether a word in running speech matches an earlier probe and allow listeners to more quickly respond to instruction in which the speaker repairs a prior error.<sup>10</sup>

Therefore, the researcher is interested in discussing fillers topic was used by third-semester students of English education because the students are in the transformation from upper-intermediate (B2) to advanced level (C1). If a person occupies this level, it means that students can use English for academic and professional purposes. The leveling process makes the students more produce fillers during a speaking performance in adapting specifically to the English education study program. CEFR stands for Common European Framework Reference divided into six levels of foreign language proficiency; A1, A2, B1, B2, C1, and C2. Each level has its references to language

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<sup>10</sup> Scott H Fraundorf, Duane G. Watson, (1<sup>st</sup> August 2011), *The disfluent discourse: Effect and filled pauses on recall*, access on February 23<sup>rd</sup> 2021, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3134332/>

abilities.<sup>11</sup> also fillers in society as ones of negative perception in speaking while still use as ones of strategy to avoid gap and sometimes to cover the confusedness during speaking.

This research aims to analyze and explore the types and causes of fillers to raise awareness of avoiding fillers in speaking. Fillers may have or have not been taught in course, especially at UIN Raden Intan Lampung, whereas every filler is a speaking strategy or their habit to pause during speaking. In another word, the learners believe that fillers are one of the factors which support their speaking ability. Even fillers are seen as one of negative perception in speaking. The causes of fillers were used by students at English Department could be one thing that needs to find out.

### **C. Focus and Sub-focus of the Research**

Based on the background of the problem, the researcher identifies the problem of this research:

1. Everyone produces fillers during speaking.
2. The caused why students used fillers is because of their inexperience or lack of mastery of the materials or topics and as pauses to think about what next utterance.

Based on the identification in this research, the researcher only explained about fillers were used by the third semester of students' English education in the academic year 2020/2021 when they did speak performance refers to the dialogue of chairing a

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<sup>11</sup> Eglantina Bilalli, "Student s ' Perspective of Common European Framework of Reference in Kosovo" 4531 (n.d.): 150–59. p.150

discussion. The researcher found out the types and explained caused students to produce fillers during a speaking performance.

#### **D. Problem Formulation**

Based on the limitation of the problem above, the research can be formulated into:

1. What types of fillers are used in students' speaking performance?
2. What are the causes of students producing fillers in speaking performance?

#### **E. Objective of the Research**

Related to the problem formulated above, the objectives of the research are:

1. To find out types of fillers used in students' speaking performance
2. To find out causes' students produce fillers in speaking performance

#### **F. Significance of the Research**

1. Theoretically

The contribution of the research can be used in the academic field to enrich literature and add knowledge about fillers also give benefits to other researchers who conduct the same research.

2. Practically

- a. For students: The researcher hopes this research will help students manage their fillers during

spontaneous/unplanned speaking performance. Providing the extent of fillers usage regarding types of fillers as verbal communication skills rather than hesitation in speaking performance.

- b. For teacher educators: The findings from this research could contribute to the improvement of language teaching and learning in UIN Raden Intan Lampung.
- c. For other researchers: The result might serve as a guide for any further analysis about fillers.

## G. Relevance Studies

Previously, fillers have been explored by many researchers firstly Pamolango explored about fillers that were used by Asian students who are from Indonesia, India, Vietnam, Laos, Korea, Philippines, Japan, and China. He said in spoken interaction, people often produce *ee*, *err*, *ehm*, or *well*, *you know*, *I mean*, *kind of*, and similar expressions. He threw ten questions in English to Asian students and used their answers as his analyzes of fillers. Based on that, he analyzed the Asian students have two kinds of fillers, there are lexicalized and unlexicalized and he argued the function of filler as a mark of hesitation, empathizers, time creating device, and editing term and holder the turn.<sup>12</sup>

Secondly, explored by Kharismawan, he analyzed the types and the function of fillers used in Barack Obama's speech. The result the types of fillers

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<sup>12</sup> Valantino Ateng Pamolango, "An Analysis of the Fillers Used by Asian Students in Busan, South Korea: A Comparative Study," *International Journal of Languages, Literature and Linguistics*, 2016, access on 15th February 2021, <https://doi.org/10.18178/ijll.2016.2.3.74>.

used in Obama's speech there are two, unlexicalized and lexicalized. For unlexicalized filled there were *eeu* and *umm* that is included to unlexicalized because the utterance is not a word and do not have a meaning, next lexicalized filled is a word or phrase used in Obama's speech the result *are I mean, right?, okay*. He argued those words include to lexicalized filled because that word is not important as part of Obama's speech and those words also could not change the meaning of Obama's speech.<sup>13</sup>

Thirdly, Fatimah, Febriani and Apollonia. They analyzed fillers were used by the lecturer and students in EFL classroom interaction, and as the result of them analyze the lecturer produced more lexicalized fillers than the unlexicalized fillers, while the students produced more unlexicalized fillers than the lexicalized ones. They are also analyzed of the function used by the lecturer as a mark of hesitation, empathizes, time creating, holding the turn, and editing term. Next function used by students' hesitation as the highest percentage, empathizers, time creating devices, to hold the turn and an editing term.<sup>14</sup>

Moreover, Santos, Alarcon and Pablo. They explored teaching fillers in FL classrooms in different teaching contexts and various FL classes. They gave 14 questions to find out what FL teachers think or how they perceive the teaching and learning of fillers in the FL

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<sup>13</sup> Paulus Kharismawan, "The Types and the Functions of the Fillers Used in Barack Obama's Speeches," *International Journal of Humanity Studies* 1, no. 1 (2017): 111–19, <https://doi.org/10.24071/ijhs.2017.010112>.

<sup>14</sup> Gotin Siti Fatimah, "AN ANALYSIS OF FILLERS USED BY LECTURER AND STUDENTS IN EFL CLASSROOM INTERACTION," *JALL (Journal of Applied Linguistics and Literacy)*, 2017, access on october 10th 2020, <https://doi.org/10.25157/jall.v1i2.1735>.

classroom. Based on their analysis, there are 14 remaining questions there are three main categories that emerged from analyzing teachers' awareness of the use of fillers in their mother tongue, the use of fillers in everyday communication, and the teaching of fillers in FL classrooms or lack thereof.<sup>15</sup>

While another previous research by Mariam entitled "The use of fillers and hesitation devices as communication strategies among Malaysian language learners". This research conducted the learners' used fillers and hesitation devices in their communication specifically non-lexicalized fillers, repetition, and a short pause. She said usage of fillers by learners between the high and low proficiency learners, differs in terms of the choice of strategies made by the learners in their communication. In general, high proficiency learners used more lexicalized fillers while low proficiency learners used more pauses in their spoken discourse.<sup>16</sup>

Based on the previous research about fillers, almost all researchers analyzed the types and functions of fillers were used by the students. However, the researcher analyzed fillers of students in speaking performance to conduct analysis and explore the types such as previous research. The difference with previous research, the present research analyzed about causes why students use the fillers seen in perspective the background of the students.

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<sup>15</sup> Nora M. Basurto Santos, "Fillers and the Development of Oral Strategic Competence in Foreign Language Learning," *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, 2020, access on February 20th 2021, <https://doi.org/10.30827/digibug.53916>.

<sup>16</sup> Siti Mariam, "The Use of Fillers and Hesitation Devices as Communication Strategies Among Malaysian Language Learners," *Infrastructure University Kuala Lumpur Research Journal*, 2014. Access on March 20<sup>th</sup> 2021.

## H. Research Method

### a. Research Design

The researcher used descriptive qualitative to conduct the research in order to describe the occurrence of fillers and the intended meaning of fillers was used by English Department students in their speaking performance. Based on the point above, as Creswell states, qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through word or make predictions. It only describes the situation or phenomenon.<sup>17</sup> In this research, the researcher used a qualitative approach which explains the fact, circumstances, phenomena in an English department at an Islamic university of Raden Intan Lampung. This research analyzed the types and causes of students' fillers in speaking performance. Moreover, the goal is to analyze more deeply a phenomenon or event.

### b. Research Subject

The researcher took the subject of students' English education on the third semester at UIN Raden Intan Lampung 2020/2021. The population there are 315 students. The researcher used quota sampling to decide how many people with characteristics to include as participants while designing the research. Characteristics might include age, place of residence, gender, class, profession, marital status, and use of a particular contraceptive

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<sup>17</sup> J.W Craswell, *Research design: Qualitative and quantitative approach*, (Thousand Oaks, CA: SAGE Publication,1994),p.8

method.<sup>18</sup> The sample took at G class, and there are 28 students in speaking professional context course. The researcher analyzed 15 students as a sample to represent the population as unplanned/spontaneous speaking performance specifically at chairing a discussion topic. According to Clarke and Braun, Fugard and Potts, Guest, Bunce and Johnson, they have recommended state that qualitative studies require a minimum sample size of at least 12 to reach data saturation.<sup>19</sup> In addition, according to Martha and Kresno, qualitative research does not recognize the existence of minimum sample size (sample size). Generally, qualitative research uses a small sample size. Even in certain cases, only 1 informant is used. There are at least two conditions that must be met in determining the amount of information available and adjusting.<sup>20</sup> Thus, the sample of 15 students is efficient as represents the scale of the study and reaches data saturation.

### c. Research Instrument

Instrument of the research in taking the data, the researcher sources to get the data. Data sources are essential to conducting the research where the researcher gets the required information. Sugiyono states that a primary source is a source that can give

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<sup>18</sup> Bernard C. Farr, "Designing Qualitative Research," *Transformation: An International Journal of Holistic Studies* 25, no. 2-3 (2008): 165-66, <https://doi.org/10.1177/026537880802500310>. p.5

<sup>19</sup> Konstantina Vasileiou et al., "Characterising and Justifying Sample Size Sufficiency in Interview-Based Studies: Systematic Analysis of Qualitative Health Research over a 15-Year Period," *BMC Medical Research Methodology* 18, no. 1 (2018): 1-18, <https://doi.org/10.1186/s12874-018-0594-7>. p.7

<sup>20</sup> Ade Heryana and Universitas Esa Unggul, "Informan Dan Pemilihan Informan Pada Penelitian Kualitatif," *Universitas Esa Unggul* 25, no. Desember (2018). p.7

valuable information directly.<sup>21</sup> Based on the theory, the primary source is to give data related to the research problem. In this research, because it is still in the physically distancing situation, the learning process at UIN Raden Intan Lampung was carried out online. Then, the researcher got the primary source as instrument through: Documentation, documentation Review of students' videos and questionnaire. The instruments can be the strongest source to get the information.

#### **d. Data Collecting Technique**

The data collecting technique allowed the researcher to collect information about the research object systematically. The data collecting technique is to gain the data intended. The researcher used the videos documentation to collect data by reviewing the videos. Furthermore, questionnaire the students to collect data comprising a series of questions and other prompts to gather information from respondents.<sup>22</sup> The researcher distributed the questions to the students. Before delivering the questions to the students, the researcher explained the content to confirm that question can represent the classroom completely. The procedure of this research in collecting the data as follows:

1. Watching videos relate to students' speaking performance

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<sup>21</sup> Sugiyono, *Metode Penelitian Kualitatif dan R&D*. (Bandung: Alfabeta, 2008), p.225

<sup>22</sup> Denzin NK, Lincoln YS (eds.), *Handbook of qualitative research*. (London: Sage Publication, 2000), p.6

2. Classifying and counting the frequency based-on fillers types lexicalized and unlexicalized fillers.
3. Analyzing and identifying students' fillers causes based on the videos, focus on gathering factors behind the students' produce fillers as a result of students' causes.
4. Finding causes thru the questionnaire relate to part of the video where the students produce fillers.
5. Discussing the finding from the data
6. Concluding to answer the research questions.

#### **e. Data Analysis Technique**

The data analysis technique is the process of organizing the data to get regularity of the pattern of the form of the research. Data analysis was conducted to understand the data and enable the researcher to present the result to the readers. In this research, the researcher analyzed the data in qualitative descriptive according to Miles and Huberman state that qualitative data analysis consist of three concurrent with the following steps:

1. Data reduction, the activity to select the data that is suitable with the focus of the problem. In this step the researcher discard the irrelevant data.
2. Data display, the activity to explain the data in order to be meaningful. Data description can be finished in the form table.

3. Data conclusion, the activity to conclude the data. After analyzed the data, the researcher made a conclusion.<sup>23</sup>

#### **f. Trustworthiness of the Data**

In gaining validity and trustworthiness in this research, triangulation is conducted. Triangulation is a means of checking the integrity of the inferences on draws. The strategy of triangulation is often wedded to the assumption that data from different sources or methods must necessarily converge or be aggregated to reveal the truth.<sup>24</sup> Moleong states that triangulation is a technique that utilizes data validity that exploits something else.<sup>25</sup> Miles and Huberman explain that triangulation had identified several types including Triangulation of data source, investigator triangulation, theory triangulation, and methodological triangulation.<sup>26</sup> To check the trustworthiness of the data, the researcher used theory triangulation because the researcher use more than one theory to gather the data.

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<sup>23</sup> Miles, B. Mathew and A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (London: Sage Publication,1994) p. 10

<sup>24</sup> Thomas A. Schwandt. *Analyzing Qualitative Data*. (The SAGE Dictionary of Qualitative Inquiry 3<sup>rd</sup> edition 2007). p. 298

<sup>25</sup> L.J Moleong. "*Metodologi Penelitian Kualitatif Edisi Revisi*". (Bandung: PT. Remaja Rosdakarya,2011). p.330

<sup>26</sup> Miles, B. Mathew and A. Michael Huberman...p.267

## **I. Systematic Discussion**

The researcher discussed the research into the structure as below:

Chapter I presented the introduction, which consists of title affirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, the significance of the research, relevance studies, and research method.

Chapter II presented the theories of speaking performance consisting of aspects and types of speaking performance, and theories of fillers consist of function, types, and causes of fillers.

Chapter III presented the description of object research in general and presentation research facts and data fillers in speaking performance toward students of English education.

Chapter IV presented research analysis which consists of the analysis of research data and research findings.

Chapter V presented the conclusion and suggestion of the research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking Performance

##### 1. Aspect of Speaking Performance

Speaking is becoming important because it is a skill that can make people easily understand to explain. As humans, we have an idea for combining while communicating with each other. In circumstance, students' speaking ability is expected to be good because they have learned English for years before, and they have many performances related to oral skills in universities. In fact, even college students' speaking ability is still low because they are difficult to fulfill the aspect of speaking. These aspects of speaking, according to some experts:

##### 1. Grammar

In speaking, performance is the ability to produce the appropriate grammatical structure of the language and use them effectively in communication, taking into consideration the rules of grammar in order to produce a sentence that the audience can understand. According to Brown "Grammar is system or rules governing the conventional arrangement and relationship of word and sentence".<sup>27</sup> It is essential to develop students' speaking with competence. It is also

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<sup>27</sup> H. D Brown, *Language Assessment principles and Classroom Practices*, (London, Longman:2001), p.62

easy to speak fluently for the students to produce sentences and help if the students master grammar. They can combine the sentences systematically in writing and speaking correctly and understand easily in reading and listening.

## 2. Vocabulary

Adequately implies the ability to recognize and use words in how speakers of the language use them. It means using the common collocations of words and fixed phrases. Hornsby defines vocabulary as one of the extreme aspects that support speaking activity. It deals with the right and appropriate words.<sup>28</sup> It means that the right, proper words can take the speaker's point, depending on whose standard of the audience.

## 3. Pronunciation

Pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.<sup>29</sup> Based on the definition, we know that pronunciation is an important language component. If we cannot pronounce the word correctly as a native speaker, at least

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<sup>28</sup> Hornsby, *The Use of Group Work Techniquir for the Improvement of Speaking Ability the Second Year Student on MAN 2*, (Pekanbaru Pekanbaru, Unpublished Thesis:2003), p.6

<sup>29</sup> Azlina Kurniati, Eliwanti, Novitri, *A Study On The Speaking Ability Of The Second Year Students Of SMK Telkom Pekanbaru* (A journal of Riau University), p.6

the words we pronounce are understandable and do not make different meanings to communicate well.

#### 4. Fluency

Although not a crucial component, either in communicative competence models or conversational models, is adopted in the current study. Fluency is related to using all speaking skills in the context of the time-bound nature of speaking. It relies on the speakers' ability to use facilitation skills (fillers, lexical phrases, ellipsis, etc.) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast communication.<sup>30</sup> It means that someone can speak with no hesitation. Sometimes, someone who is good at grammar and pronunciation still cannot speak fluently even though he makes errors in pronunciation and grammar. Furthermore, Thornbury states that people can be said as fluent speakers if they fulfill the following features: Pauses may be long but not frequent, Pauses are usually filled, Pauses occur at meaningful transition points, There are long runs of syllables and words between pauses.<sup>31</sup>

Fluency is one aspect of speaking performance that was used in this research. Fillers as facilitation skills in students' speaking ability in communication

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<sup>30</sup> Diajeng Octfifthnur Wardhani, Problem Effective EFL Students' Speaking Performance, (Purwokerto, Universitas Muhammadiyah Purwokerto:2018), p.56

<sup>31</sup> Thornbury, S. *How to teach speaking*, (Epson, Longman:2005), p.8

were used as pauses when students cannot speak fluently or as students' strategy to improve speaking fluently.

## **2. Types of Classroom Speaking Performance**

According to Brown, there are six types of classroom speaking performance. They are comprised:

1. Imitative, in this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is the main criteria being tested and assessed. Imitation is carried out not for meaningful interaction, but for focusing on some particular element of language form. An example of an imitative speaking test is word repetition task.
2. Intensive, speaking goes one step beyond imitative to include any speaking performance that practices some phonological and grammatical aspect of language. Examples of an intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture cued tasks.
3. Interactive is similar to responsive one, the differences between them are the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. Meanwhile, a good deal of student speech in the classroom is responsive, such as brief replies to teacher or

student started questions or comments. These replies are usually sufficient and do not extend into dialogues.

4. Transactional (dialogue) language, carried out to convey or exchange specific information, is an extended form of responsive language.
5. Interpersonal (dialogue), the other form of conversation mentioned is interpersonal dialogue, carried out more to maintain social relationships than for the transmission of facts and information.
6. Extensive (monologue), students at intermediate to advanced levels are called on to give extended monologues as oral reports, summaries, or perhaps brief speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.<sup>32</sup>

The researcher used transactional (dialogue) as a type of classroom speaking performance. The researcher used video documentation of students' videos in speaking performance that showed the students discuss and exchange information as an extended form of responsive language.

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<sup>32</sup> H. D Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Francisco State University, Addison Wesley Longman:2001), p.271

### 3. Factor Affecting Speaking Performance

There are many factors that have an impact on language learning. These factors are divided into internal and external factors.

#### 1. Internal Factors

##### a. Psychology

Burns and Joyce argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.<sup>33</sup> Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.<sup>34</sup> Self-esteem represents one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations of themselves, which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they

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<sup>33</sup> Burns, A., & Joyce, H. *Focus on speaking*. (Sydney: National Center for English Language Teaching and Research:1997), p.253

<sup>34</sup> H.D Brown .*Strategies for success: A practical guide to learning English*. (White Plains (N.Y.), Longman: 2002), p86

have low self-esteem. Moreover, motivation is also an important factor in language learning success. Brown defines motivation as an inner drive, impulse, emotion, or desire that moves one to a particular action. It's known to all that proper motivation will draw learners' attention and arouse their interests to learn, thus they are more likely to succeed in language learning.<sup>35</sup>

b. Language Competence

According to Chomsky, competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones.<sup>36</sup> It means language factor in speaking performance refers to the ability of the speaker to master the aspects of language while communicating. These aspects included fluency, intonation, vocabulary, pronunciation, and grammar.

c. Topical Knowledge

Topical knowledge is knowledge structures stored in long-term memory. In other words, topical knowledge refers

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<sup>35</sup> H.D Brown, *Principles of language learning and teaching*. (Englewood Cliffs: Prentice Hall:1980). p. 112.

<sup>36</sup> N Chomsky, *Aspects of the theory of syntax*. (Cambridge, MA:MIT press:1965), p.96

to the speakers' understanding of the current topics. Topical knowledge provides learners with information that allows students to use language regarding the world in which they live. Bachman & Palmer state-certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not.<sup>37</sup> They believe that topical knowledge has effects on speaking performance. Therefore, topical knowledge strongly influenced integrated speaking performance, though oppositely.

## 2. External Factors

### a. Performance Condition

According to Nation & Newton as cited in Tuan & Mai, students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support.<sup>38</sup>

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<sup>37</sup> L.Bachman, L. F & Palmer, A. S. *Language testing in practice*. (Oxford, Oxford University Press:1996). p.78

<sup>38</sup> Nguyen Hoang Tuan and Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School," *Asian Journal of Educational Research* 3, no. 2 (2015): 8–23.

## b. Learning environment

Minghe & Yuan stated that “another external factor that affects students’ oral English learning is the lacking of good language learning environment.<sup>39</sup> English is a communication language, a positive language environment can help students learn more effectively. Nevertheless, For the majority of Indonesian students, English is a foreign language they learn in school, and they usually converse in their local language in everyday life because they are too lazy to practice their English outside the class or teaching-learning process.

Based on factors affecting speaking performance internal factor refers to a factor that comes from the learned self. It is including physiological aspects and learner’s language competence (ability) and topical knowledge. Meanwhile, external factors that come from outside a person which includes performance condition and learning environment.

## B. Fillers

### 1. Definition of Fillers

Fillers have become a very interesting topic to be discussed because almost all people produce fillers during speaking, almost in every

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<sup>39</sup> Guo Minghe and Wang Yuan, “Affective Factors in Oral English Teaching and Learning,” *Higher Education of Social Science* 5, no. 3 (2013): 57–61, <https://doi.org/10.3968/j.hess.1927024020130503.2956>.

context formal or informal condition, what differs among interlocutors in using fillers is the tendency of using it. Fillers are every word, clause, or phrase that the speaker uses when they want to convey the main message. According to Erten, fillers are discourse markers that speakers use when they think or hesitate during their speech.<sup>40</sup> Fillers are used by the speaker to fill the time while they are elaborating on the other topic or sentence. Moreover, Santos, Alarcon, and Pablo define fillers or also called pausing or hesitation as phenomena that commonly occur as a feature of natural speech which appears during the production of expressing words.<sup>41</sup> It can be deduced that the speaker's usage of fillers is commonplace. It is supported by the idea from Richards and Schmidt; he states that half of someone's speaking time is filled with pauses.<sup>42</sup>

One prefers using 'um', 'ah', while others do not. In line with Clark & Tree, who claimed that "speakers of English as a second language often import fillers from their first language". It implies that the speaker's mother tongue influences the use of fillers. Whether it sounds to

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<sup>40</sup> S. Erten, "Teaching Fillers and Students' Filler Usage: A Study Conducted at ESOGU Preparation School," *International Journal of Teaching and Education* 2, no. 3 (2014): 67–79.

<sup>41</sup> Nora M. Basurto Santos, "Fillers and the Development of Oral Strategic Competence in Foreign Language Learning," *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, 2020, <https://doi.org/10.30827/digibug.53916>.

<sup>42</sup> Jack C. Richards and Richard W. Schmidt, "Longman Dictionary of Language Teaching and Applied Linguistics," *Longman Dictionary of Language Teaching and Applied Linguistics*, 2013, <https://doi.org/10.4324/9781315833835>.

be ‘a’, ‘oh,’ ‘erh’ ‘erm’ and like.<sup>43</sup> While Clark & Fox Tree preferred naming them as *fillers*. Clark and Fox Tree argued fillers could convey a variety of interpersonal messages such as ‘holding the floor’. Fillers are used by speakers when they are uncertain about their next talking about.<sup>44</sup> According to C. Fillmore cited in Hu argued that speaking in a very fluent simply shows the speaker’s capability of having few pauses during speaking.<sup>45</sup> It strongly points out that a person who is fluent does not mean never making hesitation in speaking. On the other hand, a fluency people will make hesitation, yet not too much.

Maclay & Osgood cited in Clark & Trees, fillers are used to give a signal to listeners about speakers’ ongoing performance.<sup>46</sup> Therefore, they use fillers to keep their turn. On the other hand, what is said is not necessarily what is meant. According to Tottie, however, linguists or psycholinguists indicated fillers are often treated as flaws in speech.<sup>47</sup> This way of thinking is not different from some scholars in that discourse markers signal ‘laziness and careless speech.’ According to that point of view, it is stated that someone who produces fillers at their speaking

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<sup>43</sup> Herbert H. Clark and Jean E. Fox Tree, “Using Uh and Um in Spontaneous Speaking,” *Cognition* 84, no. 1 (2002): 73–111, [https://doi.org/10.1016/S0010-0277\(02\)00017-3](https://doi.org/10.1016/S0010-0277(02)00017-3). p. 33

<sup>44</sup> Ibid, 106

<sup>45</sup> Ling Hu, “Long Pauses in Chinese EFL Learners’ Speech Production,” *Interlinguistica* 17 (2007): 606–16.

<sup>46</sup> H. H. Clark., & Fox Tree, J. E, op.cit. p.76

<sup>47</sup> Gunnel Tottie, “ Uh and Um as Sociolinguistic Markers in British English ,” *International Journal of Corpus Linguistics* 16, no. 2 (2011): 174, <https://doi.org/10.1075/ijcl.16.2.02tot>.

signs that they are careless in speaking. On the other hand, doing fillers at any empty time means they are not ready to continue their ideas or even stagnant in any way of speaking.

## 2. Types of Filler

Types of Fillers According to Stenström, fillers are categorized into two types; those are a silent pause and a fillers pause.<sup>48</sup> On the other hand, Rose also divides the filled pauses into two types. The first one is an unlexicalized filled pause, and the second is a lexicalized filled pause.<sup>49</sup>

### 1. Unlexicalized Fillers

Unlexicalized filler pauses are non-lexemes (non-words) filled pauses which speakers used to indicate hesitation while the speaker thinks about what to say next utterance. Silent pause is marked by the existence of an empty time during any period while speaking. According to Rose, a silent pause is the rest of the time in speech production during any duration.<sup>50</sup> In addition, Baalen also gives some examples of unlexicalized filled pauses, such as *ehm*, *uh*, *err*, *ee*, *ah*, *um*, and so on.<sup>51</sup> The definition of unlexicalized fillers pauses is also supported

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<sup>48</sup> Stenstrom, A.Op.cit. p.42

<sup>49</sup> Martin Hewings and Ralph Leon Rose, "The Communicative Value of Filled Pauses in Spontaneous Speech," no. March (1998). P.7

<sup>50</sup> Ibid, p.8

<sup>51</sup> I. V. Baalen, (9<sup>th</sup> April 2001), *Male and Female Language: Growing Together?*, p.7, access on march 19<sup>th</sup> 2021, [http://www.let.leidenuniv.nl/hs1\\_shl/van%20Baalen.htm](http://www.let.leidenuniv.nl/hs1_shl/van%20Baalen.htm),

by Juan, he says that *ehm, uh, err, ee, ah, um* and other vocalizations which belong to unlexicalized filled pauses are the easiest sounds made while having a speaking. Afterward, he calls them "neutral vowel sounds". Silent Pauses are pauses that appear in strategic places of the sentences.<sup>52</sup> According to Wu, silent pauses define as unfilled pauses when they occur in the middle of phrases and words.<sup>53</sup> As in Wu's definition, Matthei and Roeper also argue that silent pauses occur within phrases of the sentence.<sup>54</sup> This statement is also supported by Brown and Yule that silent pauses are pauses that usually precede the utterance and help the speaker to plan to put the words into the utterances.<sup>55</sup> Therefore, silent pauses are pauses that are not filled with any sound or utterance.

## 2. Lexicalized Fillers

According to Rose, claim that lexicalized filled pauses are fillers as a word or short phrases, such as *like, well, yeah, sort of, you know, next, if you see what I mean, okay*, and so on.<sup>56</sup> On the other hand, Baalen

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<sup>52</sup> Stenstrom, A.Op.cit. p.7

<sup>53</sup> Jeffrey Wu, "A Quantitative Comparison of Disfluencies Types between Native and Non-Native English Speakers in Spontaneous Speech 1 By Jeffrey Wu December 7, 2001," 2001, p.24.

<sup>54</sup> Matthei, E. & Roeper, T. *Understanding and producing speech*. (New York: Universe Books. 1983). p. 32

<sup>55</sup> Beryl C. Curt, "Discourse Analysis," *Year's Work in Critical and Cultural Theory* 6, no. 1 (1996):, p.129 <https://doi.org/10.1093/ywccct/6.1.111>.

<sup>56</sup> Hewings and Rose, "The Communicative Value of Filled Pauses in Spontaneous Speech."p. 7-8

also states a similar statement that lexicalized filled pauses comprise the phrases *you know* and *I mean* which are mostly used when a speaker is groping for words but does not want to give up the claim to the floor.<sup>57</sup> Stenström 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*.<sup>58</sup> Filled Pauses Brown and Yule defined filled pauses as pauses that usually appear as sounds or words and in some places of the sentence.<sup>59</sup> Moreover, fillers pause are the gap between words and forward planning and thinking about what the speakers want to say.<sup>60</sup> Based on those definitions about fillers pauses, the researcher concludes filled pauses are any utterances produced by a speaker when the speaker plans to say something.

Considering the types of fillers from Rose, the researcher summarized the types of fillers into two; they were an unlexicalized and a lexicalized pause. In order to investigate the fillers types.

### 3. Functions of Fillers

Fillers serve a variety of purposes. Fillers serve several functions, depending on the speaker's situation. Clark and Fox Tree claimed

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<sup>57</sup> I. V. Baalen, (9<sup>th</sup> April 2001), *Male and Female Language: Growing Together?*, p.1, access on march 19<sup>th</sup> 2021, [http://www.let.leidenuniv.nl/hsl\\_shl/van%20Baalen.htm](http://www.let.leidenuniv.nl/hsl_shl/van%20Baalen.htm),

<sup>58</sup> Stenstrom, A.Op.cit. p.45

<sup>59</sup> Ibid, p.129

<sup>60</sup> Adrian Beard and Ronald Carter, "Working with Texts: A Core Introduction to Language Analysis," *Intertext*, 2008, xxii, 264 p.201

fillers served a communicative function and had a place in the speaker's vocabulary.<sup>61</sup> Nevertheless, they do not define as the primary message in a communication. In other words, using a filler only helps the way of speaking, not the meaning in the communication. However, Corley and Stewart describe that deliberating fillers in the sense of communication function are uncertain<sup>62</sup>. As a result, fillers are used when the speaker is unsure of what the speaker will say next or what choices the speaker will make in his utterance.

There are at least four functions of fillers that will be explained further. They are hesitating, empathizing, editing terms, and time-creating devices. In order, the researcher use the functions of fillers based on Stenström, Foss and Hakes, Wu, and Baalen.<sup>63</sup>

### 1. Hesitating

Fillers have the function of hesitation devices. Stenström defines a mark of hesitation as one function of fillers<sup>64</sup>. Foss and Hakes hesitations are pauses, which increase in the places of a sentence when a speaker has a hard decision in using the words.<sup>65</sup> Matthei and Roeper and Wu

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<sup>61</sup> H. H. Clark., & Fox Tree, J. E, op.cit. p.97

<sup>62</sup> S. Erten, "Teaching Fillers and Students' Filler Usage: A Study Conducted at ESOGU Preparation School," *International Journal of Teaching and Education*, 2014. P.70

<sup>63</sup> Matilde Serao and Ann Caesar, "Chapter II," *The Conquest of Rome*, no. 2009 (2019): <https://doi.org/10.4324/9781315478098-7>. p.10

<sup>64</sup> Stenstrom, A. Op.cit. p.84

<sup>65</sup> Foss, D. J. & Hakes, D. T. *Psycholinguistics: An introduction to the psychology of language*. (New Jersey: Prentice-Hall. 1978), Inc. p.184

clarify these fillers occur when the speaker must stop and think about what the speaker will say next and when the speaker is putting a sentence together. Most of fillers pause (*ee, em, err, uhm, ah, hm, etc*).

## 2. Empathizing

The speaker can use fillers as an attention-getting device. It means that the speaker can check if the listener pays attention. Based on Stenström, fillers define as an invitation for the listener to be involved in what the speaker says.<sup>66</sup> The examples of fillers as empathizing purposes are *so, well, you know, alright, hey*, and so on. They often appear at the beginning or at the end of a turn.

## 3. Editing Term

One of the filler functions is the editing term. Baalen assumes fillers can mitigate utterances in order not to hurt the addressee's feelings. According to Baalen, fillers are used to correct the speech errors in the utterances' speakers.<sup>67</sup> In other words, the speaker is aware of the speaker makes a speech error. Then, the speaker wants to correct it. *I mean, um, ehm, uh, huh, ee, etc.*, can show the speaker's

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<sup>66</sup> Stenstrom, A.Op.cit. p.64-65

<sup>67</sup> I. V. Baalen, (9<sup>th</sup> April 2001), *Male and Female Language: Growing Together?*, p.7, access on march 19<sup>th</sup> 2021, [http://www.let.leidenuniv.nl/hsl\\_shl/van%20Baalen.htm](http://www.let.leidenuniv.nl/hsl_shl/van%20Baalen.htm),

awareness of the speech error was followed by the speaker's attempt to correct it. Speakers repair speech errors by replacing old words with new ones, showing that the old words have been miss-planned. The speaker may also directly repeat the speech error.

#### 4. Time Creating Device

According to Stenström, fillers can also be used as time-creating devices. Fillers give some time for the speaker to think about what to utter next and argue that the common form of fillers used as the time-creating device is the lexical repetition.<sup>68</sup> Moreover, lexical repetition comprises 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 that appear in his/her turn. All repetitions in the utterances serve as fillers, giving the speaker time to think about what to say next.<sup>69</sup>

#### 4. Causes of Fillers

##### 1. Divided attention

When a person tries to focus on many points of interest at the same time, he or she suffers from divided attention. This might happen during speeches when there is a distracted member of the

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<sup>68</sup> Stenstrom, A.Op.cit. p.77-78

<sup>69</sup> Serao and Caesar, "Chapter II." Op.cit. p.11

audience present, or when something unexpected happens. The speaker momentarily directs his or her attention from his or her speech, and often filler words creep in to occupy the void left by nonfluent speech. Oomen and Postma found that divided attention and distractions lead to a strong increase in filler words and other pauses in task-based activities. The findings of their study reveal that when participants' attention is diverted, the quantity of filler words they employ goes way up.

## 2. Infrequent Words

Filler words arise in speech when a person chooses words that he or she does not use very often. In the *International Journal of Language & Communication Disorders*, Dockrell et al. state that infrequent words are a major cause of the appearance of filler words. Infrequent words are simply words that we do not use on a daily basis and are therefore somewhat foreign to our mental dictionaries. Filler words appear when someone is having difficulty processing a word. This indicates that if a person's brain cannot find a word, the speaker will pause and repeatedly substitute um until the word, or a

synonymous term, is found and used in speech.<sup>70</sup>

### 3. Nervousness

Nervousness is caused by divided attention and infrequent word usage, which is another reason for filler words in speech. Once the speaker has become nervous, it becomes inconsequential whether or not these issues are overcome. Additionally, Goldwater, Jurafsky, and Manning found that infrequent words and speaking too quickly caused a higher production of filler words. Infrequent words and speaking too quickly can occur because of nervousness if a speaker is required to employ infrequent words. When a speaker feels nervous, words that people would not typically say may enter their speech because the speaker's mind is preoccupied with ideas about the listeners and their opinions rather than deciding which words to say. The same phenomenon happens when speaking too quickly; speakers want to stop speaking as soon as possible to get rid of the feeling of nervousness and speak quickly as a result.<sup>71</sup>

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<sup>70</sup> Emily Duvall et al., "Exploring Filler Words and Their Impact," *Article*, 2014, 15. p.37

<sup>71</sup> *Ibid.* p.39

### C. Linguistics Approach

According to sociolinguists, filler words serve six functions:

1. Allow for thought

These pauses, such as "um" or "eh," allow the brain to catch up with speech and plan the next step while still speaking. This is not always a bad thing when it comes to communication. If anything, it is an indication of more deliberate speech, with the speaker not just spouting off without thinking.

2. Promote more polite speech

In communication, employ pauses or fillers words to make sentences appear more courteous. When people speak in a more indirect manner, their words are more likely to be perceived as less hurtful. If you ask a friend for their opinion on a new hoodie, for example, and then say, "I don't like it", it might take offense. However, if say, "Um, it's just... I'm not sure I like it", it inherently understands that telling the truth, but trying not to offend.

3. Act as a cushion (for a delicate topic)

Discussing anything that could be sensitive, linguistic fillers have a similar purpose. Rather than saying, "Are you seeing a therapist?", it might be more socially acceptable to ask "So, do you, like, see a therapist or...?"

4. Emphasize what will say next

This type of filler is often used informally in a dialect known as "valley speak." Valley speak is not just spoken in the California Valley, but it is also widely

spoken among younger generations and females everywhere. “Like” is the common term for emphasis among this population. For example, “I think this building is, like, *beautiful*.”

5. Communicate subtle nuances in emotion or behavior

A statement such as this one, “I’m feeling good about this exam”, indicates that the person is confident about their exam results. However, in the statement, “I’m feeling, you know, like, good about this exam” There's an entirely other meaning behind it. The overtone here suggests a lack of self-assurance.

6. Indicate a degree of uncertainty

If making a remark that includes a caveat, such as estimating, filler words can help the listener understand. “There are 738 pages in this book” means there are true, 738 pages in that book. However, in the statement, “There are, like, 700 pages in this book”, the number of pages is an educated guess.<sup>72</sup>

The sort of speech disfluency that gets the worst press is linguistic fillers. These are utterances used in a speech that do not have specific means. Fillers are frequently considered not serving any precise purpose and are frequently visible as a sign of distractedness or anxiety. Those verbal pauses have many names and are available in many bureaucracies. It is called linguistic fillers, discourse markers, verbal pauses, filler phrases the

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<sup>72</sup> Nimdzi. *Exploring Linguistic Fillers*. accessed on September, 9<sup>th</sup> 2021. <https://www.nimdzi.com/exploring-linguistic-fillers/>

listing is going on, and those as be part of ordinary speech  
and appear in every language



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