

Students' Fillers in Short Speeches: A Study at the Fourth Semester of the English Education Study Program of Universitas Bengkulu

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Abstract

This research concerns in Fillers usage based on Rose's theory (1994) for types of fillers, and Baleen and Strenstroms' theory (2011) in functions of fillers. This research was designed as a descriptive qualitative research. The aim of this research was to find the fillers usage at the Fourth Semester of the English Education Study Program of Universitas Bengkulu. There were 16 subject of this research. In this research, the researcher identified the utterance from each student by using observation checklist. The results of this study showed that all of the students use fillers in their short speech. In this research the researcher found several uncategorized types of fillers because the fillers that appear cannot be classified neither lexicalized nor unlexicalized fillers the example of they is "I want to learn". It happens because those uncategorized fillers are not phrases as the definition of lexicalized or unlexicalized filler. The researcher also found the function of fillers that the students use. Those functions are hesitating, empathizing, editing term, and time-creating devices. The researcher sure that this study can give contributions for the fillers information to the reader especially for the students of English Department Study Program of Universitas Bengkulu because almost all the students who researcher ask about fillers do not know what is fillers itself.

Keywords: Fillers, short speech

Introduction

One example of spoken language is a face to face conversation. Indirectly means there is something as a bridge between the user and the so-called written language that users usually communicate through a particular device. So, through these two definitions before something interesting comes up to be discussed further how the language is delivered directly from one person to another and perform certain devices that are sometimes used for broadcasting. Representation is direct and indirect phenomenon can be seen from an activity called public speaking or speech.

Speech is a public speaking activity that is common in the form of formal talks conducted by someone to express their opinions, or give an idea of a thing or event which is important and should be discussed (Syafryadin, et al. 2020; Syafryadin, et al. 2017). Speeches have many functions, one of them they are creating a conducive situation where it only takes someone to make a speech so that it can give a positive impression to those who hear the speech. In practice, there are examples of speeches such as graduation speeches, leadership speeches, religious speeches, general speeches, and short speech, presidential speeches. In addition, there are many things to say in a speech, some examples like condolences, expressions of feelings or concern, statements to show against events and many others. When someone speaks in front of the crowd or public, they often find any disruption in

delivering it like a pause, empty mind and saying things that are not important.

Because we live in a country that use English as a foreign language, then based on researcher observation in a speech many English Department Study Program students will encounter problems or disturbances in what they say in speeches but they don't really realize it because they appear spontaneously. In fact, many spontaneous speakers of different languages have stopped speaking them as needed (Erten, 2014, p.1). This phenomenon is called filler. Fillers are a time when people distance themselves from their conversation to think about what they want to say without giving the impression if we finish our conversation. In everyday conversations, people often use eh, er, um, uh, ehm, well, I mean, you know, or a similar phrase. According to Baalen (2001), this kind of speech is called filler. He also describes fillers as sounds or words or phrases that can appear anywhere in speech and can be removed from speech without changes in the content. Clark and Tree (2002) claims that fillers function as a communication function, having a place in the speaker's vocabulary.

According to Kock (2007, p. 7), filling the pause is part of a speech that aims to fill in the blank time due to violence in the next words to come, the filled pause is usually in the form of uh or um. Meanwhile, Tree (2002) defines fillers as detectors to show fear, reluctance, uncertainty, or faltering, as in a speech. An example of this filler is given by Tree (nd), "Umm, uh, okay, I mean, you know" and others like "um, how to say it, and this is", just some examples. Fillers used to 'buy time' when talking. As suggested by Khojastehrad (2012), doubt, the disclosure that causes dissiliency is inevitable in spoken language, few people can speak properly. When the thought process occurs, the speaker unconsciously creates a word or phrase interrupted by the listener intentionally or repeats the silence of the event, the repetition of a word can avert silence, but this will be very disturbing to the listener.

In this study, the researcher saw the phenomenon in speaking; it is very interesting to see more deeply about the process of thinking in speech called "filler". Many people discuss that fillers can affect a person speaking. They use fillers as a talking signal to maintain their conversation. Then the listener can grasp the subject of what the speaker is saying because the message is clear enough to understand. That's because speakers who use "unusual fillers" and "time lags" like umm, aaah, eeh often stop talking for a few seconds.

Fillers usually occur to mark a hesitant or controlling conversation while the speaker thinks about what to say next. In fact, there's no real reason for "use of fillers," but nervousness and lack of confidence can be a reason. Most people value fillers as meaningless words or impaired sounds. As suggested. by Froehlich (2010) speakers that use too many types of filler make them appear not well prepared. Most listeners get annoyed when the speakers use high frequency chargers. Those messages cannot be received well by the listener. Thus, there are many negative assessments of the use of fillers.

Based on the problems the researcher mentioned above, the researcher feel the need to analyze the

filler of any type are widely spoken by university students Bengkulu and also what causes that they say fillers that It is necessary to do because not many theses in universities of Bengkulu that discussed filler and its causes, and this analysis aims to find out how the condition of filler and its use among students of university education Bengkulu. In addition, the researcher will also conduct research in semester 4th because this class has a course called speaking for presentation which is suitable when examined the use of filler in their speech or presentation.

Research Methodology

This study is also categorized as a descriptive qualitative approach since it intends to analyze more on words than numbers. Moreover, the findings of this research were reported in the form of utterances, as Bogdan and Biklen (1982, cited in Pamolango: 2015,p. 2) stated that the written word is very important in qualitative research to record data and disseminate the findings.

To answer the research questions in this research, the pragmatic approach was used. The aims of this study is to know more about types of fillers and how the functions of fillers in spoken language. According to Clark and Tree's (2002) stated that fillers have a role in spoken language, which served a communicative functions, although it is not primary meaning in a communication itself.

The speaker is a 4th semester student of English Bengkulu university education speaking for presentation. Students in the class were asked to create in one minute and convey their short speeches of no more than 100 words on topics that the researchers decide. In this study, researchers have selected one topic that is 'if you have a key to open the door which related with all place and all time, where will you go? what time is it? and what will you do there'. The researcher choose this topic because in researcher speaking class on 4th semester, the lecturer gave this topic and all of the students interested in speaking in front of the class to convey their short speech.

Findings and Discussion

Findings

Speaking Based on the data that researcher had got, 4th semester students used all types of fillers in spoken interaction theory proposed by Rose (1994) which were Lexicalized and Unlexicalized fillers. Lexicalized fillers were fillers in the form of short phrases, such as sort of okay, Unlexicalized fillers are non-lexemes (non-words). In this research, the researcher also found the uncategorized types of fillers. The researcher didn't find anything related with this kind of fillers in other journal or study that the researcher read. The researcher sure that these types of fillers only appear in Indonesian speaker because most of the utterances that put into Uncategorized fillers are the sentences repetition. The researcher never hear any sentence repetition in native speaker speaking.

The researcher found 75 lexicalized fillers in this research. Most of them are repetition words.

Based on Rose (1998), lexicalized filled pauses are fillers in the form of word or short phrases. Here were some examples of lexicalized filled pauses:

Okay if i have magical key...

The speaker uttered “Okay” words in his argument. Based on Rose’s theory

Lexicalized filler means “The fillers that contain word or the word that had meaning inside of it”. So because of that statement, the filler that uttered by the speaker which was “Okay” was categorized as the lexicalized filler.

There are several similarities between the result in this study and previous study result. The first is ‘Okay’ usually appear in the first of sentence. The second is lexicalized fillers become the second most types of fillers after unlexicalized. The researcher sure that this happen because the lexicalized fillers usually appear in repetition word and the speaking seldom to repeat their words and prefer to use unlexicalized fillers for filling the pause when they need to think of something. That what the researcher got from another study of fillers.

The types of unlexicalized filler produced in short speech were “uh” “um” “hmm” “haha”, “aaa”, “haa”. In the following parts, the researcher would illustrate from type of the unlexicalized fillers

...I want to bring my parents like my mother because uh they are...

The speaker uttered the “uh” word, actually that word does not had any meaning,

it only expressed the hesitation or confusion. So, based on Rose theory the word that does not had any meaning should be categorized as Unlexicalized Fillers. After read several research with the same topic, the researcher found that ‘uh’ is the most unlexicalized fillers that is used in the researcher fillers and previous study. Actually ‘uh’ is not Indonesian language. Indonesian speaker are familiar with ‘eee’ and also with ‘um’, the indonesian speaker say ‘em’.

Discussion

Based on Rose the definition of lexicalize and unlexicalized type of filler that have described on this research. Lexicalized fillers are fillers in the form of short phrases, such as; sort of, you know, if you see what I mean, I mean, Like, Well. Unlexicalized fillers are non-lexemes (non-words), such as hmm, huh, uh, um, err. Here is the ilustrate of un catogorized fillers used by the students:

...because of its Allah sss what should what should we call ya Allah eeh Allah

allow us to do that

From all of the definition the researcher will show the fillers that appear in students’ short speeches but they are not in both categorized lexicalized or unlexicalized fillers because they are not phrases anymore. They are clause and sentence. The researcher do not find the uncatogorized fillers like this on international journal the the researcher used as reference. The researcher sure that this long

fillers must be found in Indonesia only. Because the researcher never hear native use the long clues or sentences on their speech.

Conclusion and Suggestion

The researcher found the similarities between 16 students who become the subject of the research using types of fillers, which they all are, used Lexicalized and Unlexicalized fillers.

From all five fillers, the 16 students who become the subject of the research use four of the functions such as hesitating, empathizing, editing term, and time-creating devices. In this research the students do not use the mitigating function. The researcher interviewed all the subject after they have recorded their short speech to know about what is the function why do they use fillers in their short speech. All the reasons they said were match with the function theory by the expert.

Based on the data and findings, the researcher suggests that for the next researchers who are interested in analyzing fillers, it is possible for them to conduct the same study but on the context of native speakers compare to no- native speakers. Secondly, the further researcher can also extend the study onto the use of fillers on teacher, lecturer point of views. The last, the further researcher can possibly do a research on fillers focusing on the use of filler on reading text compare to spoken language.

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