CHAPTER I

This chapter presents the background of the study, statement of the problem, objective of the study, scope of the study, significance of the study and organization of the paper.

1.1   Background

Fluency in communication or speaking is very important. There are many ways for someone to do smooth communication or speaking in English, but many people still hampered and stammer while communicating in English. This case causes many people to use fillers. According to Kharismawan (2017), fillers are a moment when someone pauses their speaking to think what he or she wants to say without giving the impression if he or she finishes his or her speaking.

Fillers are not just the flaw of speech as claimed by Tottie (2001, cited in Erten 2014), in psycholinguists' point of view, fillers are often treated as flaws in speech; an interuption in speaking time; a meaningless noice. Clark and Tree (2002) state that fillers servea very communicative function, even if, it has no primary meaning. On the other hand, fillers are used to help someone to think what they say or used to think for a moment when it is paused.

In a communication, people have their own style when they are speaking. But they usually make lots mistakes or errors while engaging in conversations or speaking, such as speech delay, pauses, restarts and fillers, yet the most error found is fillers. This research focuses on examining fillers in speaking by students of Faculty of Language and Cultural Studies, Stikubank University.

The findings of studies examining the types of filler, its position of fillers (first, middle, and last) and the context of using fillers by English Department students in their speaking. This research focuses on the use of fillers that can hamper or may help someone in their speaking.

According to Tottie (2011), a researcher who studied fillers, specifically on *Uh* and *Um*. Maclay & Osgood (1959), Goldman-Eisler (1961) also conducted similar research. The data shows that the fillers commonly occur to mark of hesitation or to hold control of a conversation while the speaker thinks what to say next. The speaker can use filler as an attention-getting device. It means that the speaker can check whether the listener pays attention or not. Fillers may then be defined as an invitation for the listener to be involved in what the speaker says. The examples of fillers as empathizing purposes are *well*, *youknow*, *right*, *hey* and so on. They often appear at the beginning or at the end of a turn. Tottie (20011) 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 or she says.

Stenstrom (1994) states that fillers are categorized into two types; those are a silent pause and a filled pause. On the other hand, Rose (1998) also divides the filled pauses into two types. The first one is an unlexicalized filled pauses and the second is a lexicalized filled pause. Silent pauses are pauses that appear in strategiplaces of the sentences (Stenstrom, 1994). According to Wu (2001), silent pauses define as the unfilled pauses when they occur in the middle of phrases and words

As in Wu's resolution, Matthei and Roeper (1983) also determine that quiet pauses occur in sentence phrases. This statement is also supported by Brown and Yule (1983) that silent pauses are pauses that usually precede utterances and help reconnaissance to install to enter words into utterances. They also agreed that a silent pause extended their pause from 3.2 to 16 seconds and caused the speaker to give enough information to the listener. Therefore, pauses are pauses that are not filled with any sound or speech. Matthei and Roeper (1983) and Wu (2001) clarify that fillers occur when the speaker must stop and think about what he or she will say next and when he or 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. Therefore, filled pauses are used for the hesitation purposes.

The purpose of this study is to find out whether filler can help someone in speaking or it actually inhibits someone in speaking. Another goal is to find out how much time students provide fillers and to find out what fillers are used by students when they are speaking. This research focuses on segmentation and problems such as how much time needed for the students to provide fillers and the types of fillers they produce.

1.2   Statement of The Problems

The research questions of this research are as follows:

1. How much time do students provide fillers?

2. What fillers are used by students when they are speaking?

3. The reasons why do students use fillers in their monologue conversation?

1.3   Objectives of The Study

Based on the research questions above, the objectives of the study are as follows:

1. To find out the type of fillers that students always use when speaking English.

2. To describe the occurence of fillers used by English students in Stikubank University when speaking English.

3. To find out the reasons why do students use fillers in their monologue conversation.

1.4   Scope of the Study

This research focuses on examining fillers used by English Department students in Faculty of Language and Cultural Studies, Stikubank University. The researcher focuses on the seven semester, especially to A1 and B1 classes that consist of 30 students. The analysis examines the utterance including fillers. While some people do not know if fillers can help someone in speaking or even interfere them in speaking.

Filler was also used to indicate the speaker's readiness to start a conversation, the speaker would have a bit difficult to speak fluently. The speaker needed more time to construct what to say next. Moreover, the speaker were also have a very difficult time finding and stating the next sentence. It will explore the causes of filler words (such as divided attention, infrequent words, and

nervousness), their impact on credibility of the speaker, their impact oncomprehension of the listener, and possible solutions for improving communication (for both the speaker and the listrner).

In linguistics, a filler is a sound or word that is spoken in a conversation by one participant to signal to others a pause to think without giving the impression of having finished speaking. The examples of fillers are "um", "eh", "ah" and etc.

1.5 Significance of The Study

The result of the study is significant for English Department students in Faculty of Language and Cultural Studies, Stikubank University. The benefits are to introduce the types and the functions of fillers and to increase the learners' awareness of fillers when they hesitate in the foreign language that everyone does not realize that fillers are important in communication or speaking. Furthermore, the Foreign Language learners can learn and use fillers which are good to use. It is also help the Foreign Language learners to choose fillers which can bother our interaction. Therefore, this study has revealed how important the fillers are in the interaction, especially in speech. In addition, to a certain extent, the findings of this study will also be expected to provide contributions for the development of the theory.

1.6 Organization of The Paper

1. Chapter I – Introduction

This chapter presents background of the study, statement of the problem, objective of the study, scope of the study, significance of the study and organization of the paper.

2. Chapter II – Review of Related Literature

This chapter presents the result of the researcher's search on theories or related research studies on similiar field. It provides the researcher with theories which she needs to comprehend this present study.

3. Chapter III – Reseacrh Methodology

In this chapter, there would be research design, unit of analysis, method of data collection and method of data analysis. The researcher focuses on the eight semester, especially to A1 and B1 classes that consist of 30 students data that needed by the researcher are collected and analyzed in this chapter.

4. Chapter IV – Findings and Discussion

The findings display all results of data analysis. The research questions meet the answers in this chapter. The researcher presents and discusses the findings.

5. Chapter V – Conclusion

In this chapter, the researcher concludes the entire contents of each problem that has been examined. The conclusion is a summary of data finding and analysing of the research questions discussed in chapter IV.