

THE EXISTENCE OF FILLERS IN CONVERTING THE WRITTEN LANGUAGE TO SPOKEN LANGUAGE

Pret Sarira¹ Murni Mahmud², Akhmad Affandi³, Muftihaturrahmah Burhamzah⁴

¹Universitas Negeri Makassar
pretsarira@gmail.com

²Universitas Negeri Makassar
murnimahmud@unm.ac.id

³Universitas Negeri Makassar
akhmad.affandi@unm.ac.id

⁴Universitas Negeri Makassar
amaburhamzah@unm.ac.id

ABSTRACT

This article examined filler words' types, functions, and factors in students' speech while converting the written language to spoken language at the English department of Universitas Negeri Makassar in the pedagogy of speaking class. Subjects are non-native English speakers but EFL students. This article used qualitative research techniques. The data were collected from classroom observations, interviews, and transcription. The transcriptions were interpreted and grouped using the theory of Rose (1998). The occurrences of fillers were analyzed by the idea of Clark and Tree (2002), and the causes and function of fillers were analyzed by the theory of Kharismawan (2017) and Duvall et al. (2014). The findings showed that: (1) The students produced lexical and non lexical fillers while converting the written language to spoken language, (2) Fillers appear at the beginning, middle, and near or the end of the utterance, (3) The findings showed that the students produced fillers as hesitation devices, empathizing devices, mitigating devices, editing terms devices, and time-creating devices. Besides, a word cannot be categorized as a filler if it stands or works as a conjunction in an utterance. (4) Lastly, this research found that the filler causes were divided attention, infrequent words, and nervousness.

Keywords: *Speaking, Fillers, Conceptualized Speech.*

INTRODUCTION

In acquiring a new or second language, the learners should be good enough to recognize the letters, words, sentences, or utterances received through reading and then transform them into a sound understandable by the native, called speaking. Hill (1978) proclaims that reading as the action of the readers to extract the points or information from the contextual resource. Then, Nunan (2003) reveals that speaking is part of a productive skill called an oral skill that consists of sound elements to deliver information. Based on the aforementioned scholars, we can conclude that reading is the process of getting the meaning or the information from contextual resources. While speaking is the process or a tool to convey information, such as actions, commands, and messages.

One of the indicators of effective language learning is students' capacity to utilize a language informatively. In daily communication, speaking happens naturally and spontaneously. Due to the condition, a few cases might come up to keep the conversation flowing or make a few pauses during the speech. Zulkurnain and Kaur (2014) found that the most common difficulties faced by English language students are lack of resources, the pressure of processing time, personal problems in delivering the speech, and so on. Furthermore, they found that all the difficulties mainly resulted

from students' lack of vocabulary. As we can see from our experiences, to maintain fluent speech in spontaneous speaking, EFL Learners tend to have pauses or fillers in their speech.

In academic or formal fields such as; reading aloud, giving a speech, giving a presentation, or delivering an announcement, the reader needs to convert written language to spoken language to forward the information to the listener. In doing so, the reader (especially the beginners) sometimes makes some mistakes or errors; in this situation, to reduce the apprehension, the brain starts to develop a way to overcome this situation by employing a strategy called fillers. According to Nurteteng (2018), the filler is a part of the strategy in communication employed to clog the gaps or give extra time to hold the floor or turn and keep the communication flowing smoothly even in a difficult time. Moreover, Andriani (2018) found that filler is when the speaker holds the speech for a moment to discover an appropriate word to continue their speech without giving the image of finishing the utterance. Kock (2007) in Faturrahman (2016) argued that fillers aimed to fill an empty time during the speech caused by the difficulty in uttering the following upcoming words. At the same time, Clark & Tree (2002) announce that fillers have a function in communication and are different for each speaker. Filler is not the pieces of the message but helps to maintain the meaning in sentences. Fillers appear as a signal used to manage the conversation.

Zellner (1994) proclaimed that speakers use silent and filled pauses in spoken language. In silent cases, the students seemed to keep silent for a second. While in filled pauses, the student tries to break the silence or to signal that there is still an upcoming word or sentence by employing fillers such as; "e/ee," "um," "ah," "well," "how to say," "you know," "okay" and many others.

In the classroom setting, the pauses or delays developed by the students in any situation or condition where they feel under pressure, such as fear, uncertainty, and fault in speech. Tree (1999) defined fillers as indicators or detectors indicating a speech's fear, uncertainty, reluctance, and faltering. Besides, the requirement to be fluent and precise will make them produce more filler. Sometimes or almost all the students create pauses or delays, whether they realize it or not, especially for those who lack English Reading and Speaking fluency. The use of fillers could gain more time re-state or fix the pronunciation error but also indicate their lack of knowledge. This notion, in line with Nurrahmi (2020), developed the theory of Rose (1998) about pauses, stating that filled pauses give the students extra time to control their speech. Besides, Rasmodjo (2020) found that the un-lexical filled pauses were more prevailing than lexical filled pauses. Moreover, the filler "uh," "um," and "ee" are predominantly produced by the students in their utterances.

The study or research about fillers has been conducted and widely explored in various fields and settings. Most of the studies were conducted to examine the fillers in speech. Mukti & Wahyudi (2015) proved that the filler "um" that the L2 speaker applies has different meanings depending on where it is pronounced. Filler 'um' at the beginning of a speech or as an opener can be interpreted as the signal of; readiness to start the utterance or a presentation, uncoordinated, and to show respect then if it appears in the middle of a sentence indicating that the speaker has trouble with uneasiness feeling, markable by the restart after a filler. And if it appears at the end, the speaker fails to refer to something or describe an object. Moreover, filler "um" appears as a desire to hold the turn or create mutual understanding between the speakers and the listener.

After Mukti & Wahyudi conducted their research in 2015, in the following year, Fatihurrahman (2016) completed his research on the same topic and found that filler was most pronounced in two places; after the first word and in the middle of an utterance. Then he continues with; if a filler uttered at the end of an utterance is caused by the failure to refer to something or the speaker cannot recognize the object of the sentence.

Pamolango (2016) found that all the Asian students had unlexicalized fillers such as; "*ee-{\text{ə:m}}*," "*ya (yes)*," and "*okay*" and were more likely to produce unlexicalized fillers than lexicalized fillers. Besides, the filler is used to hold the floor or keep the turn, as a sign of hesitation, to show an empathizing, time enhancer device, and as a corrector device. Another finding from Nurrahmi (2020) found that the presenter employed the fillers to correct the mistakes or as an interjection. Moreover, fillers also signal to the audience that they do not want to be disturbed while they prepare or think about upcoming words or sentences.

The current research from Nugroho & Rasmodjo (2020) expressed that fillers have three functions they are; (1) Fillers as hesitation devices, (2) Fillers as empathizing devices, and (3) Fillers as editing-term devices. In terms of causes of filler words, Duvall et al.(2014) proclaimed that filler words appear due to divided attention, infrequent words, and nervousness.

This study investigates the types, functions, and factors of fillers uttered by the students in converting the written language to spoken language in non-native speakers' contexts. The English Department was selected purposefully for this research because it is considered to address the goal of this study. Furthermore, English Department students use English during teaching and learning activities. Therefore, considering the potential subjects including all their course subjects and lecturers, the researchers selected them to partake in this research.

Based on the background, this article examines the extent of fillers' usage among learners, specifically while transforming the written language into the spoken language to answer these research questions below:

- 1) What fillers are used by the students in converting written language to spoken language?
- 2) What factors are affecting the students' using the fillers?
- 3) What are the functions of the fillers used by the students?

REVIEW OF RELATED LITERATURE

Fillers

Namasaraev (1997) categorized fillers as lexical hedges. Fillers have become an exciting topic for the researcher because fillers are easy to notice and observe. Moreover, fillers can be found in our daily conversations, such as; formal or informal conversations. In their article, Laserna, Seih & Pennebaker (2014) stated that filler words fall into two primary categories: filled pauses and discourse markers. In line with Laserna et al., Biru (2017), from his website, writes that "fillers termed as discourse markers, but more known as filler words."

The difference between discourse markers and filled pauses is explained in more detail in Laserna, Seih & Pennebaker (2014). They state that in spontaneous speech, the filled pauses appear as the dominant occur and inform of a short voiced sound; for example: "*uh*" and "*um*." In contrast, discourse markers are words or short phrases that do not contribute to constructing the meaning of the speech. For example, "*I mean*," "*well*," "*sort of*," "*like*," and "*okay*."

Types of Fillers

English generally has two subcategories of fillers: filled lexical pause and non-lexical filled pause (Rose, 1998). Lexical-filled pauses or discourse makers are actual or real words or phrases in an utterance that facilitate the interlocutor to run their speech smoothly. For example, "*like*," "*so*," "*well*," "*yeah*," "*sort of*," "*you know*," "*if you see*," "*what I mean*," and many others. Another type of filler is un-lexical-filled pauses or filler sounds, which combine several letters and are

considered as sounds such as um, erm, and er. Moreover, Baalen (2001) proclaimed other examples of un-lexical-filled pauses; "ehm," "uh," "err," "ee," "ah," and "um." Besides, Stenström (1994) in Adriani (2018) stated that filler is divided into two, "silent pause" and "filled pause." Wu (2001) named the unfilled pauses as the silent pause that usually appear in the middle of an utterance. It can be identified by the absence of any sound or words in the speech gap.

Functions of Fillers

Kharismawan (2017), in his research article, sums up that the function of fillers falls into five. These are; the sign of hesitation, showing empathy, mitigating the disagreement, time-creating or time enhancer devices, and editing terms or repair makers.

Causes of Fillers

Based on Duvall, Robbin, Graham, & Divett (2014). pp. 37-39, they expressed three causes of filler they are; losing concentration due to divided attention, un-common or un-familiar words, and nervousness or hesitation.

METHOD

This article was descriptive qualitative research to investigate and describe the fillers used by the students while converting the written language to spoken language in terms of the types of the filler, functions, and factors of the filler. The population of this study was the students from the pedagogy of speaking class in the English department at Universitas Negeri Makassar. This research applied Simple Random Sampling. This research employed a non-probably sampling technique due to the pandemic of COVID-19. The class was held online through a ZOOM meeting and reflected on students' different circumstances, such as the internet service. This research was considered to an end when the data reached saturation which meant that no newer data appeared in the sample.

The data for this article were collected through observation and interviews. The observation data served in the shape of an observation sheet which consists of a description of each filler and reflective notes. At the same time, the interview data was served in a table. Besides, the camera was utilized to record the teaching-learning process and the interview session.

The following steps were conducted in collecting the data for this research; first, the observation was carried out three times. The first and the second observation, labeled pre-observation, were conducted to check data availability and whether the fillers occurred naturally and were not made up. Moreover, the third or final observation was driven to college, the data related to this article. This research used non-participant observation, meaning that the researchers did not participate or engage in the subjects' activities in the classroom. Moreover, during the observation, the researchers filled out the observation sheet. Second, after conducting the observation, the researchers interviewed the subject of the observation to get the appropriate evidence. Third, the recording files from the observation and interview were transcribed to clarify the data obtained from the observations and the interview session. Finally, all the appropriate data from the transcription were extracted and labeled with a particular code.

After finishing the observation and the interview, the researcher followed some steps. They were extracting the data from the transcription, separating them based on their occurrences, then labeling them with a particular number, counting the total number of the data occurrences, and separating the data based on the types.

FINDINGS AND DISCUSSION

The observations were conducted in the Pedagogy of Speaking class in the faculty of Language and Literature at Universitas Negeri Makassar. The observations were done three times. The first observation was conducted on Wednesday, April 27, 2022. After the first observation was completed, on Wednesday, May 11, 2022, the second observation was held. The first and the second observations were made to check the data's availability and authenticity. On the other hand, the final observation was created on Friday, May 27, 2022, as the data source for this research, where converting the written language to spoken language occurred. After the observations were completed, the researcher interviewed the students to support the observation data.

Types of Fillers

Table 1. Pre-observation 1

No	Filler	At the boundary	After the first word	Later	Total
1	Okay	√			4
2	Aaa/A:	√	√	√	31
3	So		√		1
4	Alright	√			2
5	Amm/Am:	√	√		3
6	Yaa		√		1
7	Ow:/O:	√			3
8	Emm/em:	√	√		2
9	Umm/um:	√			2
10	Because		√		1
Total					52
Types		Total		Percentage	
Lexical fillers		8		15,38%	
Un-lexical fillers		44		84,62%	

Table 1 presents the place of filler occurrences in students' speech. Besides, the table also displays the total number of filler types. The data from class C of pedagogy of speaking class indicated that the students employed both types of language filler. The lowest was lexical fillers, and the highest was Un-lexical fillers. In this observation, the utterances or the speech occurred spontaneously and were not conceptualized.

Table 2. Pre-observation 2

No	Filler	At the boundary	After the first word	Later	Total
1	Okay	√	√	√	6
2	You Know		√		1
3	Aaa/A:	√	√	√	36
4	And then		√		1
5	So	√			2
6	Amm/Am:		√	√	6
7	Ya:	√	√		4
8	Eee/E:	√	√		2
9	Umm/um:		√		1

10	I mean		√		1
				Total	60
Types		Total		Percentage	
Lexical fillers		11		18,33%	
Un-lexical fillers		49		81,67%	

Table 2 presents the data from pre-observation two from class C of the pedagogy of speaking class. It did not have much different from pre-observation one, the students employed Lexical and Un-lexical fillers in their utterances. The lowest was lexical fillers, and the highest was Un-lexical fillers. In this observation, the utterances or the speech occurred spontaneously and were not conceptualized.

Table 3. Final Observation

No	Filler	At the boundary	After the first word	Later	Total
1	Okay	√		√	149
2	Hmm/hm:	√			8
3	Eee/e:		√		2
4	First	√			2
5	Second	√			2
6	The last	√			3
7	So	√			45
8	Aaa/A:	√	√	√	164
9	Yaa/ya:	√	√	√	17
10	Apa		√		1
11	I think	√	√		8
12	Eh		√		1
13	Then		√		10
14	And then	√	√		12
15	Next	√			8
16	Oww/ow:	√			1
17	Because		√		3
18	Silence		√		3
				Total	429
Types		Total		Percentage	
Lexical fillers		249		57,11%	
Un-lexical fillers		184		42,20%	
Silence		3		0,69%	

Table 3 shows the data from the final observation. In this observation, both filler types still emerged in students' utterances but differed from pre-observation 1 and 2. The last observation data indicated that students used the Lexical fillers more often than the Un-lexical fillers. Moreover, in this observation, the utterances or the speech were conceptualized. In other words, they converted their concept in written language to spoken language during their speech delivery.

Based on the data above, the research findings revealed that various fillers were used by the students in the pedagogy of speaking class at the English Department of Universitas Negeri

Makassar (UNM). Besides, the findings confirm the theory proposed by Rose (1998) that students produced lexical and un-lexical fillers in their utterances. The total occurrences of lexical and non-lexical fillers were slightly different in pre-observation 1 and 2 from the final observation. In pre-observations 1 and 2, Un-lexical fillers were more frequently used by the subject of the observation, which emerged 44 times or 77.19% in pre-observation 1 and 49 times 66.25%. Meanwhile, in the final observation, the lexical filler was used mainly by students with 249 times or 57.11% occurrences.

The starting point contributing to such a different finding between the pre-observation and the final observation was the reason for the presence of filler words. In spontaneous speech, the filler keeps the turn or floor and provides extra time for the interlocutor to prepare the following or upcoming words. This idea converged with Adriani (2018), which proposed that during a spontaneous speech, the Un-lexical fillers are seen as a viable strategy to fill the silence or the gaps because the interlocutor doesn't have to pay attention to the structure of the sentence. Besides, Stevani et al. (2018) stated that students frequently used unlexicalized filler in their speech because it is more straightforward. Moreover, Indriyana, et al. (2021) proposed that during Emma Watson's interview, un-lexical-filled pauses appeared more dominant than lexical-filled pauses. Finally, Achmad (2019) stated that in a condition where the students suddenly point to speak without preparation, they are mainly employed the filler "ugh". All of the findings above covered the research of fillers in spontaneous speech.

While the findings of this article showed that the pause filler words in conceptualized speech or in converting the written language to spoken language are used to facilitate the speaker to increase the listener's attention and check the listener's attention during the speech or explanation process, this theory is supported by Hassan, et al. (2021) about using filler as a communication strategy. They claim that the interlocutor employs the filler as a communication strategy to help non-native speakers clarify their messages. In other words, fillers keep the listener's attention on the discussed information or explanation. Moreover, Firiady and Mahendra (2019) stated that fillers uttered by the speakers in TED Talk were in the form of a phrase or lexical fillers and sound (un-lexical) fillers. The lexical fillers were identified as most frequently uttered by the speakers in converting the written language to spoken language.

The last, apart from the two fillers, the researcher found the occurrences of silent pauses in students' utterances. The researcher only found four occurrences in the final observation. The silence in students' utterances is caused by constructing, arranging, and developing their speech. Juniati (2018), from her research, concluded that students' silence varies among them, such as lack of understanding, unfamiliar with the topic, lack of motivation, and lack of vocabulary or infrequent word. Moreover, Harumi (2011) stated that silence is related to the speaker's confidence. Lack of confidence may be related to English proficiency levels, pronunciation, punctiliousness in grammar use, and ideas. In the end, the silence during the speech was caused mainly by the student's anxiety. The anxiety appears as the consequences of the lack of understanding, topic, and vocabulary. Besides, the confidence in delivering the speech also take a place in the occurrences of silent.

Based on the previous explanation, it can be stated that un-lexical fillers are more often used in spontaneous speech or unprepared speech. In contrast, the lexical fillers are mostly used in conceptualized/preparation speech or in converting the written language to spoken language. Then, the silent pauses can appear in spontaneous and conceptualized speech.

Furthermore, the current observation data showed that fillers occurred in all types of speakers, whether those who had attended a course or not, and even appeared in students who participate in

competitions. The aforementioned points confirm what Khojastehrad (2012) and Stevani et al. (2018) found that it is inevitable or nearly impossible to hear a speaker without filler in their utterances or speech, even among the native speaker. In addition, as the researchers cited in the literature review above, Pamolango (2016) found that the occurrence rate of the fillers is affected by the complexity of the linguistic element. The more complex and complicated the linguistic aspect of a language, the more the interlocutor produced the fillers to maintain the conversation flow and understandable. In this case, fillers proved their functions as a communication strategy to help speak sound naturally (Nurteteng, 2018).

In terms of gender, this article showed that both genders (male and female) use fillers in their utterances. As supporting data, Navratilova (2015) found that all the students of all genders employed lexical and un-lexical fillers in classroom activities, and there were no differences in filler usage, which means there is no specific filler for the male or the woman. Moreover, Rosanti and Jaelani (2016), in their research about lexical hedges by females and males, showed that both genders use lexical hedges as fillers in similar ways. In their utterances, the female used lexical hedges as fillers, such as; "hmm," "uhh," "you know," and the male used lexical hedges as fillers, such as; "I think," "uhh," "hmm" in their speech. Thus, taking a close look at the findings of the previous relevant studies, the researchers can conclude that filler words can appear in both males and females. There is no specific type to a particular gender.

In addition to English fillers, this research also found Indonesian language fillers during the observation session, as shown in Table 4.

Table 4. English and Indonesian Fillers

NO	The Difference	Fillers
1	English Fillers	Okay, so, alright, um/um:, because, you know, and then, I mean, first, second, the last, I think, then, and next
2	Indonesian Fillers	Oke, e/e:, ya, a/a:, ow:, eh, em:, am:, apa, hm:

Function of Filler

In terms of filler functions, this research found that there were four functions. First, it functioned as opening markers or checking the listener's understanding; second, it was used to emphasize the main point of the topic or topic shift; third, it emerged as turn keepers; and the last, it was as repair markers. In line with Stevani et al. (2018), they proclaimed that fillers could be used as opening markers, emphasizing the topic's main point, turn keepers, and repair markers. Moreover, Kharismawan (2017) proposes the same idea under a different name:

a. *Mark of Hesitation*

Extract 10:

S13: "so, which means all the group that will take video and maybe **aaa** it will be hard for us to take the video sir, so I don't know **umm** how to say with, how to deal with that cleaning service, sir?"

Mark of hesitation is represented by the "aaa" and "umm" that indicates doubt about the upcoming word or how to link the previous utterance to the following utterances.

b. Empathizing

Extract 15:

S1: "*second is you are able to identify aaa the element of this e.no.no.no.no ulang, aaa, so the first is you are able to identify the generic structure after reading recount text, aaa then after discussing students are able to present the result amm In front of class. And the last is you are able to identify and write down the new vocabulary from the story then pronounce it correctly oke?.*"

Empathizing devices are usually placed near the end of the utterance and like questioning the listener. In this article, the empathizing devices are represented by the "oke?" and "ya?" that indicate the speakers' effort to interest or build the listener's attention.

c. Mitigating

Extract 9:

S1: "*hmm, what's again?*"

Mitigating devices mean the filler is produced not to hurt the listener's feelings. In this article, the mitigating device is represented by the "hmm" that indicates the listener's answer is incorrect. Still, the speaker does not want to hurt the listener's feelings.

d. Editing Terms

Extract 3:

S7: "*okay, xxx (distortion), so for our group, we have discussing aaa xxx and make the lesson plan, and as usual aaa, there were things that made one of us not understand. I mean aaa yaa.. including me....*"

Editing terms are used as a tool to replace pronunciation errors. The editing terms represented by the "I mean" indicate the speaker wants to replace and correct the previous utterance.

e. Time-Creating Devices

Extract 21:

S14: "*yaa eee, I think eee we will try sir because aaa we-we(repetition) still fix our aaa lesson plan aaa it aa have done but aaa we will change a little bit aaa in the core activity, sir.*"

Time-creating is a tool for the speakers to add extra time while they arrange or build their utterances. Time-creating devices represented by the "we-we" indicate the speaker needs longer time to organize or develop their utterances.

In this research, fillers as an opener or checking the listener's understanding appeared as the dominant function of the filler in converting the written language to spoken language, namely "okay" and "ya." In addition, there was a specific situation where a word could not be categorized as a filler when it functioned as a conjunction. Briefly, a word can be classified as a filler if it can be removed or deleted from the utterances without changing the meaning of its utterance

Factors of Filler

Table 5. Interview Data Table

No	Subject	Answer	Background
1	S1	<ul style="list-style-type: none"> ▪ Realize, reflex ▪ Confuse and stuck ▪ Less filler means good speaking 	<ul style="list-style-type: none"> ▪ A student of English Cambridge School.

		<ul style="list-style-type: none"> ▪ Filler helps the speaker ▪ Fillers can facilitate the speaker ▪ Using filler to filled the silent or gap ▪ Using filler in any speech ▪ Eyes moving during the filler 	<ul style="list-style-type: none"> ▪ Never participated in any English competition.
2	S2	<ul style="list-style-type: none"> ▪ Not realize, uncontrollable ▪ Thinking process ▪ Less filler means good speaking ▪ Filler is not helping ▪ Fillers can facilitate the speaker ▪ Using filler to fill the silent or gap ▪ Using filler in a formal setting of speaking ▪ Eyes moving during the filler 	<ul style="list-style-type: none"> ▪ She has never taken an English course before. ▪ Take part in an English speech competition in junior and senior high school.
3	S3	<ul style="list-style-type: none"> ▪ Realize but spontaneous ▪ Stuck and thinking process ▪ Filler interrupted the fluency ▪ Filler helps the speaker ▪ Fillers can facilitate the speaker ▪ Using filler to fill the silent or gap ▪ Using filler when getting nervous and hesitate ▪ Hands moving during the filler 	<ul style="list-style-type: none"> ▪ Take a course when she was in senior high school. ▪ Never participated in any English competition.
4	S4	<ul style="list-style-type: none"> ▪ Realize but spontaneous ▪ Stuck and thinking process ▪ Filler interrupted the fluency but helped the speaker to arrange or link their utterance. ▪ Filler helps the speaker ▪ Fillers can facilitate the speaker ▪ Using filler to fill the silent or gap and time-creating devices. ▪ Using filler when getting nervous and hesitate ▪ Hands moving during the filler (e.g., pointing or finger snapping) 	<ul style="list-style-type: none"> ▪ Take a course in the past. ▪ Never participated in any English competition.

Considering the previous findings, the researchers revealed a number of factors for the use of fillers. According to Fitriati et al. (2021), the use of fillers is influenced by at least three factors: First, psycholinguistic factors (avoiding trouble spots or compensating for distractions); Second, interactional factors (negotiation of meaning and repair mechanism); and the third communication continuity or communication maintenance. Moreover, Duvall et al. (2014) propose the same idea under a different name: Divided attention, infrequent Words, and nervousness. Referring to the aforementioned factors, the researchers used the ideas proposed by Duvall et al.

1) *Divided Attention*

During the observation sessions, the subjects usually use fillers when interrupted or distracted by the audience or when something unpredictable happens. When the audience causes the distraction, the fillers are mostly placed at the end of their utterances. Example:

- Extract 8

S13: "*aa first of all sir amm I would like to give some of the information aaa//.*"

2) *Infrequent Words*

Goldwater et al. (2010) stated that infrequent words or uncommon words and the tempo of speaking caused the production of filler. Infrequent words are rarely used in everyday communication or un-familiar words that lead to difficulty processing those words or, with other words, the brain cannot locate or pronounce, which will cause the fillers. For example:

- Extract 3

S4: "*so, offer are expressions for... someone's desire to do something or not to do something. Next, offer means to give something physical or abstract to someone which can be taken as a give or trade and then offer can be given in terms of food, money, solution, friendship, or aaa ber-bargain.*"

3) *Nervousness*

This factor can be seen from the interview data; three subjects said they usually use fillers when nervous and hesitant. This finding is in-line with Duval et al. (2014), who stated nervousness is the factor of fillers. Besides, Wu (2001) claimed that nervousness or hesitation leads to the occurrences of the fillers during the pauses of speech because the interlocuter needs extra time to compose the utterances.

CONCLUSION

This research found two types of filled pauses: lexical and un-lexical filler. Besides, silent pauses were also found in students' speech while converting the written language to spoken language. Moreover, there was no specific filler for a particular gender. Both genders (the male and the female students) employed lexical and un-lexical fillers in their utterances. The difference between pre-observation 1 and 2 (spontaneous speech) and the final observation (conceptualized speech) occurred because un-lexical fillers are more often used in spontaneous or unprepared speech. In contrast, the lexical fillers were mostly used in conceptualized/preparation speech or in converting the written language to spoken language. In terms of filler functions, this research found four functions of filler words in converting the written language to spoken language. First, it functioned as opening markers or checking the listener's understanding; second, it was used to emphasize the main point of the topic or topic shift; third, it emerged as turn keepers; and the last, it was as repair markers. Besides, the students employed the fillers as a sign of hesitation, empathizing devices, mitigating devices, time-creating or enhancer devices, and editing term or repair makers. Fillers as the opening marker or checking the listener's understanding appears as the most function found in this study, followed by emphasizing the important parts or the idea of the utterance or topic shift, as turn keepers, and as repair markers. The function of fillers depends on the speaker's utterance, but sometimes a word cannot categorize as a filler when the words stand or use as a conjunction. A word could classify as a filler if the word indicated as a filler word can be removed or deleted from the utterances without damaging or changing the meaning of its utterance. The last, the researcher also found three causes of filler words. They are divided attention, infrequent words, and nervousness. Divided attention is caused by interrupted or distracted by the audience or when an unforeseen problem happens. Infrequent words are when the speakers face the words they do not use in their daily life or un-familiar words and lead to

difficulty in processing those words or with other words the brain cannot locate or pronounce. The last, nervousness or hesitation, leads to the occurrences of the fillers during the pauses of speech because the interlocuter needs extra time to compose the utterances.

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