

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The researcher analyzed the result of the observation, interview and analyzed the documentation in form of audio that have been recorded by following Miles & Huberman models. The researcher made the initial for the participant in the data for protecting the English Department Students safety and privacy, they are labeled as participant 1-5 (P1-P5). Fillers in the data are signed by italicizing and bold words. In this research, there were 5 students observed.

This section outlines an investigation of the types of fillers and the reasons why fillers are used by English Department students in thesis defence presentations. The findings presented by mentioning the types of fillers to answer the main research questions. And the researcher found out the types of fillers and the causes of fillers used by students majoring in English in their thesis defense presentations.

1. Types of Filler

a. Lexical

P1 Lexical
<i>The</i> :: researcher conduct qualitative study
<i>The next is</i> :: strategies in teaching speaking
<i>The</i> :: students are in
<i>It is.it is,it is...</i> appropriate John statement
It is necessary <i>to,to.,to</i> build an emotional relationship

<i>Jadi</i> , the siswanya tidak takut untuk merasa takut <i>kalau... kalau</i> mereka melakukan kesalahan, jadi uhh
<i>jadi...</i> pertama beliau membacakan conversation didepan siswa
<i>mungkin...</i> dari difficultiesnya mam

It was found that lexical filler *the, the next is, it is, and to* use by P1 in her presentation. Beside that P1 also use Indonesian filler *jadi,kalau,mungkin* when answering the question from the examiner.

P2 Lexical
<i>It's mean::</i> that I want <i>to::</i> analize
Every school has <i>different::</i> various of learning materials
Because the students <i>have::</i> their own goals
In <i>the::</i> teacher side the teacher should be more active
In order <i>to::</i> make them more active
By writing down <i>the::</i> resources

While in P2, based on the findings it was found that P2 used lexical fillers: *it's mean,to,different,have,and in order to* in his presentation.

P4 Lexical
<i>Ok...</i> Thanks for the chance, I would like to present my thesis
<i>Ok...</i> the next is theoretical review

While in here P4 the only participant that use *ok* in her presentation.

P3
Before I observe, ulun sebelunya pernah masuk jua bu, <i>untuk...</i> pre observation

As we can see above P3 used Indonesian filler *untuk* in her thesis defence.

b. Unlexical

P1 Unlexical
<i>Uhh...</i> the first is fear of mistake
Motivation become the most <i>uhh...</i> reviewed
<i>Uhh..</i> to improve
Page 2 sir i read <i>uhh...</i> start from number 1

In the findings above by the researcher found that the type of non-lexical or unlexical filler that was often used by P1 in her presentation is *uhh*. These are categorized as non-lexical fillers because the two utterances are not a word.

P2 Unlexical
<i>Uhh...</i> for the first title I arrange research to be held in sman 1
<i>Uhh...</i> doesn't have something like numbers

Same like P1, P2 only used filler unlexical *uhh* that used in presentation or in question-and-answer session.

P3 Unlexical
Good morning <i>uhh...</i> let me introduce myself
They said that they <i>umm...</i> terbiasa to take notes

While P3, the findings above P3 used non-lexical fillers *umm* and *uhh*,that is different from P1 and P2.

P5 Unlexical
<i>Uhh...</i> thanks to moderator for giving me chance to present my thesis
<i>Umm...</i> the research take place in MAN Barabai

P5 only used 2 unlexical filler in her presentation same like P3.

2. Causes of Filler

a. Distracted Attention

The researcher obtained the data through observation and interview the students about factor that cause filler to appear in thesis defence presentation. From observation that were made by the researcher directly in the room with the help of research instruments, the researcher analyzed that P1 looked nervous, in the interview also P1 said that her attention distracts due to her own worries about facing thesis examination

“I felt nervous during the thesis defence presentation, i am afraid of being wrong and forgetting to explain my thesis, stuttering when speaking, being noticed by people around me when presenting my thesis”.

While P3, she said that her attention distracts because the presence of lecturer and the high pressure she felt when thesis examination. Those factors that cause P2’s attention distract and same like P1 her attention distract due to her own worries.

While P2, the factor that cause his attention distracts is due to room factors and pain that he felt, he told reseacher that

“My waist hurt that time, and people passing by in front of the Munaqasyah room makes my attention distract, because the door is glass, and translucent, so I can see, and it's quite distracting”.

b. Infrequent Words

From the interview that researcher conduct. P1 stated that “I find it difficult to deliver presentations/answer questions in English because I am not very fluent in English and have difficulty in pronouncing English words”. And she also said “sometimes there are some vocabularies that I don’t know how to pronounce in English”.

P3 said that there are some vocabularies that she doesn’t know how to pronounce. But she also stated that “I can present material or answer questions during the thesis defence using English even though there are some mixed Indonesian vocabulary”. While P2, for also state that “I find it quite difficult, especially to determine academic vocabulary in presentation or answering questions from the examining lecturers”.

c. Nervousness

In the interview session, the researcher found that the students nervous. P1 said that she was very nervous in presenting her thesis, because she was afraid that something would go wrong in presenting her thesis, she said “I felt nervous during thesis defence, I am afraid of being wrong and forgetting to explain my thesis, stuttering when speaking, being noticed by people around me when presenting my thesis”. P4 told that she also felt nervous because she afraid she wouldn’t be able to explain the thesis well. P3 also stated “I felt nerveous when the thesis defence is taking place. The presence of examiners and the high pressure

when holding meetings makes me nervous. While for P2 it's different, he said "I don't feel nervous at all There is nothing that makes me nervous when presenting my thesis".

d. Lack in Understanding the Material

From the observations of researchers found that some students use filler in Indonesian, and in the observation the researcher noticed that P1 often opened her thesis while she was looking for answer to question from examiner and also using filler pause because she's not sure about the answer that she convey.

B. Discussion

Discussion is showed and provided based on the findings of this research. The findings show that there are types of fillers that used by English department student in their thesis defence presentation, the causes of filler used by students in thesis defence presentation and also contains a discussion of formulaic speech.

1. Types of Filler

a. Unlexicalized filler

The researcher discusses the types of filler based on theory from Rose (1998) and other theorist. From the result of observation and documentation on findings above, the researcher found that the students used unlexicalized filler in their thesis defence presentation. As stated by Rose (1998) that cited in Lomotey (2021), on her theory about unlexicalized filler, Unlexicalized filled pauses are non-lexemes (non-

words) filled pauses which speakers use to indicate hesitation while the speaker thinks what to say next utterances. The unlexicalized filler that students used in their thesis defence presentation are most of all *um* and *uhh*. As we can see at the tabel below:

P1
<i>Uhh</i> ...the first is fear of mistake
Motivation become the most <i>uhh</i> ... reviewed
Uhh.. to improve...
Page 2 sir i read <i>uhh</i> ... start from number 1

P3 Unlexical
Good morning <i>uhh</i> ...let me introduce myself
They said that they <i>umm</i> ...terbiasa to take notes

P2
<i>Uhh</i> ... for the first title I arrange research to be held in sman 1
<i>Uhh</i> ... doesn't have something like numbers

P5 Unlexical
<i>Uhh</i> ...thanks to moderator for giving me chance to present my thesis
<i>Umm</i> ...the research take place in MTsN Muara Teweh

It's similar with theory from Baleen (2001) as cited in Indriyana & Bram (2021) that said there are some example of unlexicalized fillers, such as *ehm, uh, err ee, ah, um* and etc. And as we can see from the table above filler *um* and *uhh* were classified as unlexicalized filled pauses because the two utterances were non-words on non-lexical items. And from the findings on the table above it shows that *um* and *uhh* were uttered after adding slight pause, it means that speaker show hesitate while thinking about what should they say next and it's the same as the definition from Rose (1998) that cited in Lomotey (2021) that speaker use unlexicalized filler to shows hesitation before cointiuning the conversation.

b. Lexicalized filler

P1
<i>The::</i> researcher conduct qualitative study...
<i>The next is::</i> strategies in teaching speaking...
<i>The::</i> students are in..

The next types of filler are lexicalized filler. The students used lexicalized filler in their thesis defence presentation such as *the, the next is, it is.., to..ok, different, have, in order to*. And also include Indonesian filler such as *mungkin, kalau, jadi, untuk*. It is appropriate with Rose (1998) claim that lexicalized filled pauses are fillers in the form of word or short phrases. As we can see at the table below:

P2
<i>It's mean</i> that I want <i>to::</i> analyze
Every school has <i>different::</i> various of learning materials
Because the students <i>have::</i> their own goals
In <i>the::</i> teacher side the teacher should be more active
In order <i>to::</i> make them more active
By writing down <i>the::</i> resources

From the context above we see examples of lexicalized filler *The, to, different, and have*, are indicates as single word, according to Lomotey (2021) in her research that lexicalized fillers can take the form of single words, phrases, and clauses, where the single words consist of lengthened syllables and repetitions. The example *The, to, different, and have* in table above shows that lengthened syllables of only the syllable that marked with two colons after the italicized word (filler word). It's also supported by Scheppers (2011, p. 22) as cited in Lomotey (2021) a word's last syllable might be expanded in order to "fill" space. He adds that this is a particular kind of hesitant pause that is typically employed to indicate that the speaker is having a momentary processing issue. In this case the function of lengthened syllables and the function of the filler are the same, they are used to give the speaker time to think.

P1
<i>It is..it is...it is...</i> appropriate John statement

It is necessary <i>to..to..to..</i> build an emotional relationship

Another example from the table above are *it is* and *to* that repeated three times are indicated as repetition but speaker also use it as filler, it's supported by Genç, Mavaşolu, and Bada (2010) as cited in Lomotey (2021) point out that a speaker may employ repetition to fix in their argument or as filler, where these repetitions that use as filler by speaker were intended to gain some time for speaker to think what to say next, it's supported by Stenström (1994) as cited in Indriyana & Bram (2021) that filler can be used as time-creating devices or to give the speaker some time to think about what to say next. And the researcher concluded that the repetition used by students as filler in form of lexical filler in their thesis defence presentation has a function as a time-creating devices.

P4 Lexical
<i>Ok...Thanks for the chance, I would like to present my thesis</i>
<i>Ok...the next is theoretical review</i>

P1
<i>Jadi, the siswanya tidak takut untuk merasa takut kalau... kalau mereka melakukan kesalahan, jadi uhh</i>
<i>Jadi... pertama beliau membacakan conversation didepan siswa</i>
<i>Mungkin... dari difficultiesnya mam</i>

From the table above which is an example of a lexicalized filler because it takes the form of the word *Ok* where in this example *Ok* is used at the beginning of a sentence and it's followed by a pause afterwards. It's supported by Stevani & Supardi (2018) that filler are viewed as serving structural and interactional needs within the current discourse. They can be employed to begin, continue, or terminate an utterance in terms of the interactional function. In the results of this study, filler *Ok* was used by students at the beginning of a sentence as a signal to start a speech.

P3
Before I observe, ulun sebelumnya pernah masuk jua bu, <i>untuk</i> ...pre observation

Beside from the English filler that students used in their thesis defence presentation, as what we can see from the table above that P1 and P3 also used Indonesian filler such as P1 used *jadi, kalau, mungkin* and P3 using Indonesian filler *untuk* but in the question-and-answer session with the examiner, this was new to this finding because students usually used filler in English.

2. Causes of Filler

a. Distracted attention

There are 3 factors that cause filler to appear the first one is distracted attention. The researcher got the data from interviewing the students. Surya & Afriyanti (2021) stated that when a person tries to pay attention to several things at once, it's called distracted attention. From the result of interview, English Department students said that their attention distract because they nervous and anxious about the meeting, and there's also students that told the researcher that his attention is distract because of people passing in front of the munaqasyah room while they also have to focus on thesis defence presentation. And because of their attention is distract in that moment and resulted in a lack of focus on the thesis defence presentation, filler start to occur, as previously explained, several examples of filler used by students. From the results of interviews and theories from several researchers, it can be seen that distracted attention occurs because students try to pay attention to several things at once and in this study the cause could be from environmental factors that were less supportive, because there were many people passing by in front of the Munaqasyah room so that it disturbed the attention and focus of students which causes fillers due to non-fluent speech. It's also supported by Surya & Afriyanti (2021) the speaker momentarily directs his or her attention from his or her speech, and often filler words occur in to occupy the void left by nonfluent speech.

b. Infrequent words

The second factor causing the use of filler in the thesis defence presentation by students is infrequent words. It's supported by Surya & Afriyanti (2021) infrequent words are simply uncommon words that we do not usually use and new to our brain dictionaries. The students said that there are so many English vocabulary that they don't know how to pronounce it in English especially academic vocab. And there is a student who uses Indonesian vocabulary to convey what she means because she is confused about what it means in English. And because students are confused about what English vocabulary is appropriate, at that time the filler occurs in the middle of the speech. It's also supported by Surya & Afriyanti (Infre2021) that filler words appear when a reader has difficulty comprehending a word. This means that speech will stop and frequently use the word "um" until the word or a substitute can be identified and used. Additionally, Seals & Coppock (2022) found that infrequent words and speaking too quickly caused a higher production of filler words.

c. Nervousness

The third factor is nervousness. From interview the students, most of them said that they are nervous but also there are some students who said that they are not nervous. They said that they nervous because of the examiner's presence, or are afraid of making mistakes which in this case could lead into distraction attention, where the distraction is in

the form of thinking too much on several things at one time. It's supported by Seals & Coppock (2022) both divided attention and infrequent word usage can cause nervousness, which is another cause of filler words in speech. Once the speaker has become nervous, it becomes inconsequential whether or not these issues are overcome. According to Seals & Coppock (2022) the presenter's ability to communicate is directly impacted by this anxiety, which frequently results in a dysfunctional speech issue. This disorder frequently shows itself as trembling speech, repetitions, as well as vocalized pauses, which result in filler words. This is related to the findings where P1 used repetition in her speech which she convinced in her interview that she also felt nervous about facing the thesis defence presentation.

d. Lack of Understanding the Material

Apart from that, the cause of the Indonesian filler in the findings is used by students because students are lack in understanding their thesis or findings so that when asked by the examiner the participant are busy thinking and opened her thesis script to find answers so that filler occurs at that time. Like P1 she's not sure about her opinion, because the examiner think that her title it's not really connected with her discussion in the theoretical review and she defence with answer "*mungkin...dari difficultiesnya mam*" and it showed that she's not really understand the material because there's a mistake in choosing the title.

3. Formulaic Speech

P2
It's mean that I want <i>to::analyze</i>
In order <i>to::make</i> them more active

Apart from being related to the discussion of fillers, this finding will also be involved in the discussion of formulaic speech. As we can see examples of findings in the table besides the sentence contains fillers, this sentence is also example of formulaic speech, The first example also includes a formulaic example, because *it's mean* should be *it means*, it can be seen here that the student utter the sentence without analyzing the structure of the sentence, because that's what students remembers in their memory, or in simple terms the sentence is unanalyzed, it's supported by the majority of specialists Hakuta, (1974), Rescorla & Okuda, (1987), Bygate, (1988) and Miller & Weinert, (1998), formulaic utterances are "unanalyzed wholes". And the use of word *it's mean* which should be *it means* makes the sentence creative and also partly based on what the student has memorized, therefore they are a mix of creative and memorization-based wholes. Even though they memorize it with the wrong grammar structure.

Apart from that, the second example *in order to...make them more active* is also an example of a prefabricated pattern as stated by where in this case *in order to* is a conjunction or connector that followed with verb *make* which is supported by the statement (Hakuta, 1974) as cited in Alwhan

(2019) that a prefabricated pattern is a sentence that operates with a conjunction with moving components, such as "where's + NP/VP", as well as being a filler because after students pronouncing in order to... we can see there is a pause which indicates students are thinking about what to say next, this is the same as stated by by Stenström (1994) as cited in Indriyana & Bram (2021) give the same opinion that filler can be used as time-creating devices or to give the speaker some time to think about what to say next.

P3
Good morning <i>uhh</i> ...let me introduce myself
They said that they <i>umm</i> ...terbiasa to take notes

In the example above *good morning* is a prefabricated routine which is an expression or greeting, and this is supported by a statement from Brown (1973) as cited in Alwhan (2019) created the phrase "prefabricated routines." "How are you?" are examples of routine utterances, and in this case prefabricated routines i.e., *good morning* followed by filler *uhh*.. Other than that the example *Good Morning* also indicate as Gambit, because it's sentences openings that used as conversational strategy signals. They serve to introduce what the speaker is about to say, by the same token, gambits might be used to evaluate conversational contributions. Beside that, the example of sentence *Good morning uhh...let me introduce myself* is semi-fixed expressions because there are filler also used by the student in the middle of the utterance.

The second example *They said that they umm...terbiasa to taking notes* in that sentence the speaker used Indonesian vocabulary where this is called code switching, and this is supported by Girard & Sionis (2003) Code-switching generally appears around formulaic utterances, in this example students use their native language to fill in the "slots" in formulaic speech. In this sentence there is also an example of a filler *umm* which is uttered before word *terbiasa*.