

**THE USE OF UM AND UH BY MALE AND FEMALE EFL  
STUDENTS IN THESIS PROPOSAL PRESENTATION**

**THESIS**

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FACULTY OF HUMANITIES  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF  
MALANG  
2016**

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STUDENTS IN THESIS PROPOSAL PRESENTATION**

**THESIS**

Presented to  
Maulana Malik Ibrahim State Islamic University, Malang  
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for the Degree of Sarjana Sastra

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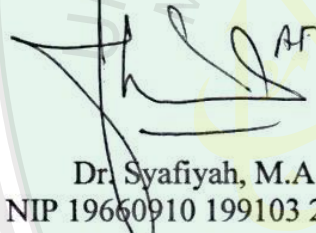
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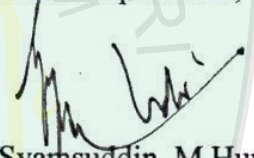
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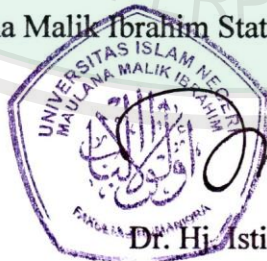
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Hereby, I certify that the thesis I wrote to fulfill the requirement for the Degree of Sarjana Sastra (S.S) entitled — *The Use of Um and Uh by Male and Female EFL Students in Thesis Proposal Presentation* is truly my original work. It does not incorporate any materials previously written or published by other persons, except those indicated in quotation and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, June 13<sup>th</sup>, 2016



Fidiati Mafika Sari

## MOTTO

وليس الذكر كالاتى

The male is not as the female



## DEDICATION

I dedicate this thesis to

My beloved mother and father

My little brother

My big family

My best friends



## ACKNOWLEDGEMENT

All praises to Allah, Lord of universe, who has given to me an inspiration, guidance and blessing to finish this thesis entitle “*The Use of Um and Uh by Male and Female EFL Students in Thesis Proposal Presentation*”. Peace and salutation be upon the greatest prophet and messenger, Muhammad SAW, who has taught a greatest lecture of Islam as *rahmatan lil ‘alamin*.

It would not be possible to write this thesis without any help and support from people around me. Therefore, I would like to deliver my deepest gratitude to my parents, who never stop praying for me and support me. Above all, I would like to thank to my advisor, Dr. Syafiyah, M.A., not to mention her advice and unsurpassed knowledge of doing research that are invaluable in both academic and personal level. I also thank to my supervisor, Dra. Andarwati, M.A., who always supervises me throughout my academic consultations. Then, my grateful to all lecturers at English Language and Letters Department, especially Dr. Hj. Istiadah, M.A., Rina Sari, M.Pd., and Dr. Meinarni Susilowati, M.Ed. It is also rightfully proud to my friends: Maulida Rizkiana, Nur Ismiarin Fauziah, Robi’atul Adawiyah, Ulfa Agus, and Rosilia P.

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The last, if there are any errors and inadequacies which remain in this study, of course, the responsibility is entirely my own. The correction and criticism are welcome.

Malang, June 13<sup>th</sup>, 2016

The Researcher



## ABSTRACT

Sari, Fidiati Mafika. 2016. *The Use of Um and Uh by Male and Female EFL Students in Thesis Proposal Presentation*. Thesis. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. Syafiyah, M.A.

Keywords: *Filled Pauses, Um, Uh, EFL Student's Presentation, Thesis Proposal Presentation*.

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Filled pauses “um and uh” deal with the way of interpretation about meaning and function in spoken language. They are not only as an interjection in a speaking, but also have several meanings or collateral messages, in which the speaker is commenting on his performance (Clark, 2002). In addition, the way people produced *um* and *uh* in their performance is affected by some factors, and one of them is gender. *Uh* is commonly used by male, while *um* is most commonly used by female (Lieberman, 2001)

This study is aimed to find out the use of *um* and *uh* by male and female in presentation context, especially in EFL student's thesis proposal presentation. The data consist of eighteen presentations by male and female students. Then, those data were selected and divided into some excerpts based on gender and date data retrieval classification. The data were analyzed using Lieberman's theory (2001) on the use *um* and *uh* by gender and Clark & Tree's theory (2002) on the intended meaning of *um* and *uh*. Methodologically, the researcher adopts descriptive qualitative study as the research design.

The result shows that both male and female are applied *um* and *uh* in the thesis proposal presentation. Male produced more often filled pauses than female. Furthermore, *uh* is commonly produced by male and female. In addition, the result shows several differences between male and female in the use of *um* and *uh*. For instance, male tended to use filled pause between two sentences of a repetition and others.

## الملخص

ساري، فيدياتي مافيك . ٢٠١٦. استعمال *um* و *uh* من طالب وطالبات قسم اللغة الانجليزية في تقد بم مفنر ح البعث العلم . بعث جامعي، قسم اللغة الإنجليزية وأديها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج . المشرفة : الدكتورة شافية، الماجستير.  
الكلمة الرئيسية :الفاصل ب *Um* و *Uh* ، تقدم حطة البعث لطلاب قسم اللغة الإنجليزية .

الفاصل ب *Um* و *Uh* يتعلق بتأويل المعنى والتوظيف في لغة اللسان . وليس هما علامة الإستفهام في التكلم، ولكنهما تدلكان المعاني المضمون، ويكون المخاطب يعلق صورته أيضاً ( Clark, 2002) . وغير ذلك، توليد الفاصل *Um* و *Uh* في صورتهم أثر من عامل الجنس مذكر أم مؤنث .الفاصل *Um* استعمله مذكر في الغالب، والفاصل *Uh* استعملته مؤنث في الغالب (Lieberman, 2001)

هذا البعث تهدف إلى معرفة استعمال الفاصل *Um* و *Uh* للمذكر والمؤنث في مجال تقديم الحطة البعث طلاب قسم اللغة الإنجليزية .البيانات تتكون من تذاينة عشر طلابا الذين يقدمون حطة البعث من المذكر والمؤنث، ثم تختارها وتنقسمها الباحثة إلى شواهد بناء على جنسها وتاريخ أخذ بياناتها. والبيانات تحلل باستخدام نظرية ليبرنان (Lieberman, 2001). عن استعمال الفاصل *Um* و *Uh* بناء على الجنس و جل راك و تري (Clark & Tree (2002). عن المعنى المضمون من الفاصل ب *Um* و *Uh* . وتستخدم الباحثة منهج وصفية كيفية في هذا البعث.

وأما نتائج البعث فتدل على أن المذكر والمؤنث الذان يستعملان الفاصل *Um* و *Uh* في تقديم حطة البعث .وأما المذكر يولد الفاصل ب *Um* و *Uh* أكثر من المؤنث .وأما فاصل *Uh* في المذكر أكثر من المؤنث .وغير ذلك هذا البعث يدل اختلافات بين المذكر والمؤنث في استعمال الفاصل ب *Um* و *Uh* .المثال، المذكر منحرف إلى استعمال الفاصل الذي يضمن كلمتين تكرارا، وغير ذلك.

## ABSTRAK

Sari, Fidiati Mafika. 2016. *Penggunaan Um and Uh oleh Mahasiswa Laki-laki dan Perempuan Jurusan Bahasa Inggris dalam Presentasi Proposal Skripsi*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing Skripsi: Dr. Syafiyah, M.A.

Kata Kunci: *Jeda Berisi, Um, Uh, Presentasi Mahasiswa Jurusan Bahasa Inggris, Presentasi Proposal Skripsi*.

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Jeda berisi "um dan uh" berhubungan dengan cara penafsiran makna dan fungsi dalam bahasa lisan. Mereka tidak hanya sebagai kata seru dalam berbicara, tetapi juga memiliki beberapa arti atau pesan tersirat, dimana pembicara juga mengomentari penampilannya (Clark, 2002). Selain itu, cara seseorang memproduksi *um* dan *uh* dalam penampilan mereka dipengaruhi oleh beberapa faktor, dan salah satunya adalah jenis kelamin. *Uh* umumnya digunakan oleh laki-laki, sementara *um* paling sering digunakan oleh perempuan (Lieberman, 2001)

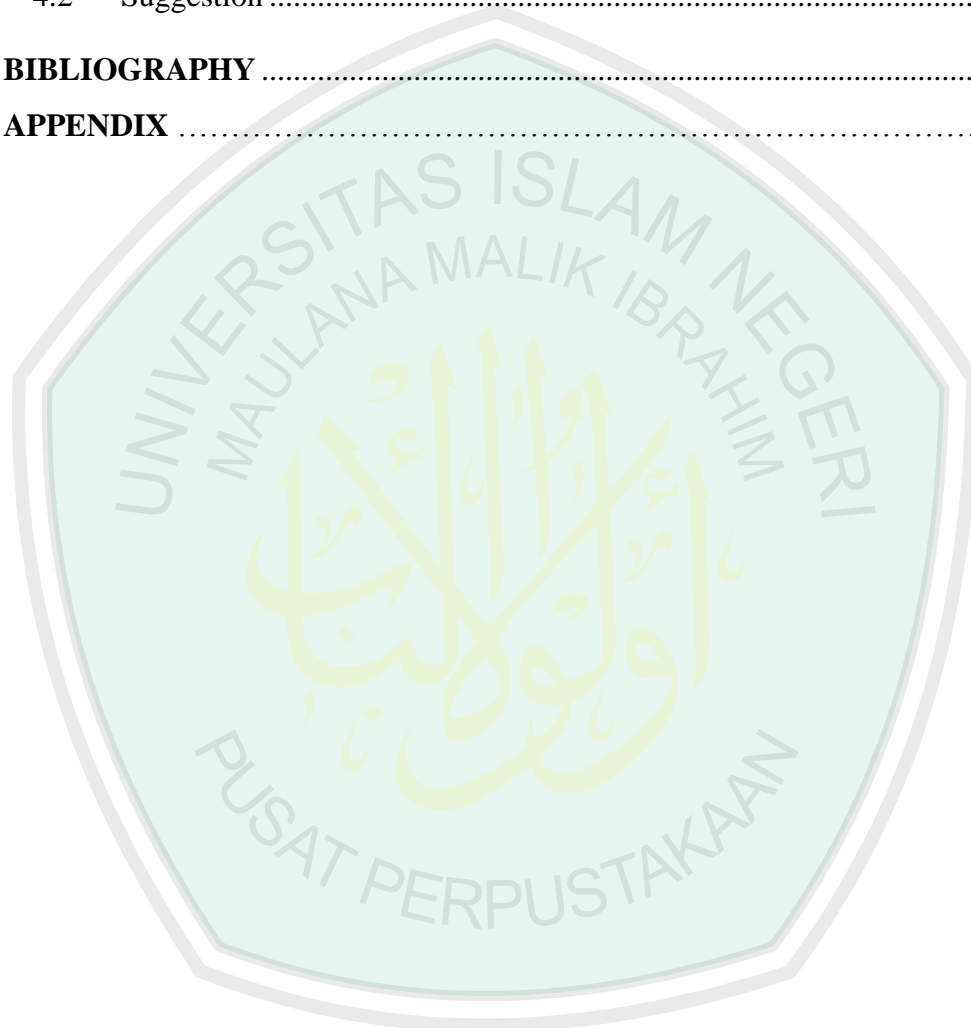
Penelitian ini bertujuan untuk mengetahui penggunaan *um* dan *uh* oleh laki-laki dan perempuan dalam lingkup presentasi, terutama dalam presentasi proposal skripsi mahasiswa jurusan Bahasa Inggris. Data-data tersebut terdiri dari delapan belas presentasi mahasiswa laki-laki dan perempuan. Kemudian, data tersebut dipilih dan dibagi menjadi beberapa kutipan berdasarkan jenis kelamin dan tanggal pengambilan data. Data dianalisis dengan menggunakan teori Lieberman (2001) tentang penggunaan *um* dan *uh* berdasarkan jenis kelamin dan Clark & Tree teori (2002) tentang makna tersirat *um* dan *uh*. Secara metodologis, peneliti menggunakan metode deskriptif kualitatif sebagai metode penelitian.

Hasil penelitian menunjukkan bahwa baik laki-laki dan perempuan menerapkan *um* dan *uh* dalam presentasi proposal skripsi. Laki-laki memproduksi jeda berisi lebih sering dari perempuan. Selanjutnya, *uh* sering diproduksi oleh laki-laki dan perempuan. Selain itu, hasil penelitian tersebut menunjukkan beberapa perbedaan antara laki-laki dan perempuan dalam penggunaan *um* dan *uh*. Misalnya, laki-laki cenderung menggunakan jeda berisi antara dua kalimat pengulangan dan lain-lain.

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# CHAPTER I

## INTRODUCTION

This chapter provides the description of background of the study and some systematic steps that are used by the researcher to conduct this research.

### 1.1 Background of the Study

Giving a speech in front of people is not easy. It is not always running fluently, sometimes some troubles which are unpredictably come out whether it is from speaker itself or not. For the speakers, it is normal to use hesitation strategy in their speaking. In this situation, those hesitations can be filled pauses, parenthetical remark or repetition that is marked by *umm*, *well*, *I mean*, *you know*, and *okay* (Tree, 1999). Furthermore, the common hesitation which is produced by speaker or English language learner is filled pauses, that usually marked by saying *um*, *uh*, etc. (Bortfield et al., 2001)

Harley (2001: 400), filled pause is a gap in the flow of utterances filled with a sound such as *uh* or *um*. When people speak, they actually produce the complete sentence and information on their mind. Somehow, when they want to deliver the information, they take some additional times and produce the words “um and uh”. So, filled pause is one of errors that might occur in producing the disfluency of speaking.

*Um* and *uh* should be considered as integral to the information the speaker is trying to convey and do not add to the propositional content or primary message.

(Clark and Fox Tree: 2002). The word “um and uh” does not add the primary message that the speaker wants to deliver. However, they are not only as interjection in speaking but also has a meaning or second meaning, such as readiness, detect problem in speaking and others.

In other side, speakers produced *um* and *uh* for many reasons, such as to take additional time for planning what they say next or to discourage interruptions (Schacter et al., 1991). It can be an occasion for speakers to prepare their utterances or information that want to deliver. Although, speakers never planned to produce filled pauses in their speaking, it is because every speaker always wants to deliver their utterances fluently.

According to Schober & Carstensen (2001), there are some factors that affects speaker in their fluently of speaking and one of those factors is gender. Gender considered as one of factors in affecting the fluently of speaking, because between male and female have their own characteristic in speaking and delivering information to the audiences. Example, between male and female has differences in producing the word “um and uh” in their speaking. Female usually have well-prepared when they are going to give a speech or presentation than male. So, it caused male used more filled pauses in their speaking than female (Tottie, 2011).

Liberman (2001) stated that *uh* most commonly used by male, while *um* more commonly used by female. Although, in his research he found that male use *uh* and *um* more than female, yet female used to certain filled pauses (like, I mean, and you know) in speaking.



Based on the explanation above, this study is attempting to identify the use of *um* and *uh* by male and female on eight-semester EFL student's thesis proposal presentation in Maulana Malik Ibrahim State Islamic University. The use of *um* and *uh* are interesting to identify, because both female and male have their own characteristic in the distribution of filled pauses, especially in the presentation. In addition, the researcher chooses *um* and *uh* as a topic in this research because the researcher found that *um* and *uh* were mostly used by the presenters during thesis proposal presentations. Those *um* and *uh* supported and completed the data of this research. However, the words of "male and female" in this study is not to make authentic claims that male is better than female or female is better than male in the speaking or presentation. Furthermore, when the result of this study shows, example, male used more often filled pauses than female; it might be caused by several factors. So, the result of this study is not to make claims that one is better than other.

Some relevant studies on *um* and *uh* as filled pauses have been conducted. Acton (2011) focused on gender differences in the distribution of *um* and *uh*. In his research, he discussed two corpora (the speed dating corpus and the switchboard corpus) to get the result about women's and men's usage of *um* and *uh*. Tottie (2011) concerned on the frequency of *um* and *uh* in two sub-corpora from the British National Corpus that consists of transcribed telephone, interview and face-to-face conversations. Tottie's study discovered that males, older people and those who have higher level education used more filled pauses than females, young people and those who have lower level education in their speaking. Clark

& Tree (2002) focused on *uh* and *um* in the spontaneous speaking. In their research, they argued that *um* and *uh* are conventional English words and speakers plan. Corley & Stewart (2008) focused on their research, Hesitation disfluencies in spontaneous speech: the meaning of um. Their research concerned on the production and comprehension of filled pause for the speaker and can be understood by listeners. Tree (2007) concerned on folk notions of *um* and *uh*, you know and like. This research discussed the use of *um* and *uh*, you know and like by lay people.

However, the present study is different from the previous studies. When, the previous studies used quantitative method and sociolinguistics approach to analyze the use of *um* and *uh* between male and female. In this study, the researcher uses qualitative method and pragmatic approach to get the result of the use of *um* and *uh* by male and female EFL students in thesis proposal presentation.

## 1.2 Research Question

1. How do male and female EFL students use of *um* and *uh* in their thesis proposal presentation?

## 1.3 Objective of Study

Related to the problem stated before, the objective of this study is:

1. To describe the use of *um* and *uh* by male and female in thesis proposal presentation.

#### **1.4 Significance of Study**

The finding of this study is expected to give theoretical and practical contributions. This study provides theoretical contribution to the study of language used in speaking, especially in presentation. Henceforth, the result is expected to support references of filled pauses as a part of pragmatics study. In this case, this study gives the explanation in investigating and analyzing the use of *um* and *uh* by male and female in EFL student's thesis proposal presentation.

For the practical contribution, this study gives the empirical data of the use of *um* and *uh* by gender in presentation. Besides, this study can be additional references for those who are interested to learn more about filled pauses as a part of pragmatics study, especially for students of English Language and Letters Department and lecturers.

#### **1.5 Scope and Limitation**

The scope of this study is focused on the use of filled pauses based on gender in EFL student's thesis proposal presentation. The theories used are proposed by Liberman (2001) which focuses on male used more often filled pauses than female and Clark & Fox Tree (2002) which focused on the meaning of *um* and *uh*. The video selected is EFL student's thesis proposal presentation in English department of Maulana Malik Ibrahim State Islamic University, with focused on the presentation's utterances.

In order to make this study manageable and avoid broadening discussion, it has limitation. The researcher limited the data on the analysis of the use of *um* and

*uh* based on gender, so not all sessions in the presentation will be analyzed. The researcher only analyzes the utterances which contains *um* and *uh*. So, the analysis is focused on the use of *um* and *uh* by male and female.

### 1.6 Definition of Key Terms

In order to avoid misunderstanding in interpreting the terms used in this study, the definitions are given as follow:

1. Filled pause : pauses that occur between utterances in speech. In this case is EFL eighth-semester student's filled pause.
2. Presentation : an activity in which someone shows, describes, or explains something to a group of people. In this study, the presentation is delivered by EFL students in eighth-semester.
3. EFL students : is an abbreviation from "English as a Foreign Language". A group of people who is their first language is not English and they learn English while living in their own country. EFL students in this study are the presenters of thesis proposal presentation.
4. Male and Female : are designating of sex. In this situation male and female are the EFL students in eighth-semester.
5. Um and uh : kind of filled pauses. In this situation, um and uh mostly done by the EFL students.

## 1.7 Research Method

This section presents the research design, data source, research instrument, data collection, data analysis.

### 1.7.1 Research Design

This study uses descriptive method since the aim of this study is to get deep analysis for describing utterances. According to Raharjo (2002: 112) descriptive qualitative research had expensive characteristic where it tried to identify, describe and analyze phenomena. Furthermore, this study describes the use of *um* and *uh* by male and female students in thesis proposal presentation.

This study uses qualitative analysis because the data is in a form of words, not in a form of numeral. The analysis refers to the quality or meaning of words in utterances, not the quantity or measured value of study. This study analyzes the utterances produced by EFL students in their English thesis proposal presentation. Therefore, it uses qualitative analysis to gather deep understanding about the use of *um* and *uh* by male and female in presentation's utterances. Besides, this study also uses pragmatic approach, because this study deals with the analysis of the use of filled pauses based on gender in speaking or utterances.

### 1.7.2 Data Sources

The data of this study was taken from EFL student's thesis proposal presentation. The researcher chooses EFL student's thesis proposal presentations, because those presentations provided rich data which supported the researcher to

analyze this research. The data was taken on 21<sup>st</sup>, 22<sup>nd</sup>, and 24<sup>th</sup> of March 2016 and 27<sup>th</sup> and 28<sup>th</sup> of April 2016. The data source are videos which recorded by a phone from English thesis proposal presentation. About eighteen students (consist of nine female students and nine male students) in eighth-semester were observed in this study. The researcher took the presentations randomly to avoid the subjectivity and to get rich data. Those data are the utterances produced by EFL students in their English thesis proposal presentation. Then, the researcher selects all the utterances which contain *um* and *uh*. Those selected data contributed the linguistics aspects because they contain utterances that are analyzed.

### **1.7.3 Research Instrument**

This study tries to find the answer from research questions. The researcher applied the non-participant observation method on her study by active listening to EFL student's English thesis proposal presentation. Afterward, the researcher involves herself actively in understanding, transcribing, and analyzing the videos of eighteen student's thesis proposal presentation.

Because this study is classified as qualitative research, the instrument of this study is the researcher herself and it called as human instrument. The researcher is the only one instrument who obtains, collects, and analyzes the data. There are no other instrument can do this or involved.

#### 1.7.4 Data Collection

Managing the large volume of descriptive data generated from observation, interviews, and collections of documents is an important consideration in qualitative studies. The data of this study were collected through some steps. Firstly, the researcher watched the eighteen videos of EFL student's thesis proposal presentation, in order to understand the utterances produced by them. Secondly, the researcher transcribed the utterances produced by EFL students in their English thesis proposal presentations; this transcription helps the researcher to analyze the data easily. The researcher uses the Gail Jefferson's transcript model to transcribe all data. Those transcriptions will be mentioned in appendix.

#### 1.7.5 Data Analysis

After collecting and transcribing the data, the researcher analyzed the data as follows: firstly, the researcher selected all utterances produced by EFL student's thesis proposal presentation which contain *um* and *uh*. Secondly, the researcher divided the utterances which contain *um* and *uh* into gender and date data retrieval. Lastly, the researcher analyzed the use of *um* and *uh* by male and female, and its meaning in student's thesis proposal presentation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer discusses some theories related to the study, and also the previous studies related to the filled pauses.

#### **2.1 Pragmatics**

As the writer stated in previous chapter, this study deals with pragmatics point of view. According to Yule (1996), pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Pragmatics is the study of speaker meaning.

In pragmatics, linguists focus only on spoken language, conversation or how people speak or express their desire when they talk or communicate with others. People exempt to express their feelings, desires and point of view. But sometimes they have many feelings or desires which they do not express and there can be variety reasons for that, example, fear, insult, nervous etc. Therefore, pragmatics is a study of language used by real people in the real context and situation.

According to David Crystal (professor of linguistics at the University of Wales) in the book, *A Dictionary of Linguistics and Phonetics*:

Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication (Crystal: 240).



Based on the explanation above, every context in a spoken language or conversation has a special meaning and the context decides the meaning. So, meaning is determined by the quality of language used and the intention of speaker and hearer. By using pragmatic approach, it shows the speaker intended meanings, assumptions and purposes or goals. It will help the listener when they do not understand the speaker says.

## 2.2 Types of Hesitation

There are several types of hesitation that are generally used by people in delivering speech, they are:

### 1. False Start

According to Rose (1997), a false start happens when a speaker begins an utterance and he/she abandons it completely without finishing it. False start occurs when a conversation becomes intense with many speakers at once, or when the speaker is getting interrupted.

Example: this is no... whaaa, this is a wonderful island.

### 2. Silent Pause

Silent pause is a period of no speech during speaking, determined by the length of the silence (Syaifuddin, 2008). In here, the speaker does not produce any word to fill the pause.

Example: I want a cup of coffee (0.5) a serving of fried rice (0.4) and the chocolate ice cream, please!

### 3. Filled Pause

Filled pause is a gap in the flow of utterances filled with a sound such as *uh* or *um* (Harley, 2001). Filled pause is when speaker hesitates during his/her speech, then he/she makes a pause and fill the pause with a sound *um*, *uh*, *erm*, *err*, and others. Sometimes, filled pause occurred at the beginning, middle and final of utterance (Clark & fox Tree, 2002).

Example: I will choose one of you to be the chairman...*um*... I choose you!

### 4. Repetition

According to Mahfida (2007), repetitions are another common form of disfluency that involve the interruption of speech, followed by the repetition of a single word or more that have been produced by the speaker without contain any correction of utterance.

Example: Now, we are from the third group would like to present, present our paper about hesitation phenomena.

### 5. Parenthetical Remark

According to Rose (1997), parenthetical remark is when speaker utter a sequence of one or more words that is to be understood as a replacement of the immediately preceding comparable sequence.

Example: So, could you open the door, please – I mean could you open the main door?

### 2.3 Filled Pause

Filled pause is usually marked by some words such as *um*, *uh*, *err* and others (Bortfield et al., 2001). According to Harley (2001: 400), filled pause is a gap in the flow of utterances filled with a sound such as *uh* or *um*. These sounds are called by quasi-lexical fillers, while the sounds such as you know, well and others are called by lexical fillers.

According to Clark and Fox Tree (2002), *um* and *uh* should be considered as integral to the information the speaker is trying to convey, although they do not add to the propositional content, or primary message. Instance, when the speaker tries to find a word, to decide what to say next, wants to keep the floor, or want to cede the floor, he or she gives a signal by producing *um* and *uh*.

Furthermore, filled pause is part of a *collateral* message, in which the speaker is commenting on her performance (Clark 1994; 2002). For instance, when a person produces *um* or *uh* in the beginning of speech, actually he or she wants to show the speaker's readiness in his or her performances.

According Ooman and Postma (2001) *Um* and *uh* in a speaking are caused by three factors. (1) divided attention, (2) infrequent words, and (3) nervousness. When those factors are combined together in a speaking, of course the frequency of filled pause exponentially increase. For instance, when speaker presents his/her material in a public, then he/she wants to say a word that he/she does not produce before and he/she feels nervous. Normally, he/she produce *um* and *uh* first before he/she produces infrequent word.

Filled pause also has various functions when they are in different locations. *Um* and *uh* at the initial position have different meaning from *um* and *uh* are used at the middle and final position. *Um* and *uh* at the initial utterances have meaning to show speaker's readiness in a speaking. In the middle of utterances, *um* and *uh* are used to detect a problem, find upcoming words or restart a speaking. Then, *um* and *uh* in the final of utterances they are used to close a speaking (Mukti & Wahyudi: 2015)

It is also supported by Clark and Tree's theory (2002:22) there are three locations of occurrence *um* and *uh*: (1) at the boundary (front of speaking), (2) after the first word (usually ignoring *uh* and *um*), and (3) later. *Um* and *uh* at the first location may it just because of a disfluency or delay, it means that speaker is ready to start the speaking. Then, *um* and *uh* after the first word is showing awareness that the speaker is moving to the next point. Lastly, when *um* and *uh* at the end of speaking, it shows that the speaker wants to close the speaking or presentation.

According to Clark & Tree (2002: 75), there are three of views that the speaker use filled pause (*um*, *uh*): they are symptoms of certain problems in speaking, they are non-linguistics signal for dealing with certain problem in speaking, and they are linguistics signal in particular words of English.

Filled pause in a speaking also caused by five factors. First factor is pause length. Second is position in an utterance. Third factor is speaker age. Fourth is the differences gender between men and women. The last is social class (Rayson et al. 1997).

## 2.4 Pragmatic Function of Filled Pause

Scholars started to focus on the analysis of discourse markers, example filled pause, in a various aspects. Now, a lot of researches have been analyzed that filled pause contributes to pragmatics and communicative competence.

The function of filled pause is crucial as a speaking strategy. According to Burn & Joyce (1997: 13) the indication that speaker needs a moment's reflection is important, but he/she still in control of his/her turn. The indication here, it can be meant as hesitation or filled pause. In this context, filled pause also called as pragmatic marker.

For English as a foreign language, filled pause is more crucial. They searched a formulation to minimize the usage of *um* and *uh*, need some techniques to solve this problem. By pragmatic function, the researcher knows what the filled pause is and their function in a speaking or conversation. According to Castro (2009) there are two main pragmatic function of filled pause:

1. Textual function

Um, to aid the speaker in acquiring or relinquishing the floor

2. Interpersonal function

Um and uh, to express a response or a reaction to the preceding discourse including back channel signals of understanding and continued attention.

## 2.5 Characteristics of Male and Female in Filled Pause

Following Rayson et al. (1997) stated that filled pause is caused by some factors, and one of them is gender differences. It might be because between male and female have their style or characteristic in speaking. However, gender determines which filled pause someone is more likely to use. For male, it is common to use “uh”, while female use “um” when searching for the appropriate word in speaking.

Furthermore it also supported by Liberman (2001), *uh* most commonly used by male, while *um* more commonly used by female. Although, in his research he found that male used *uh* and *um* more often than female, yet female used to certain filled pauses, such as like, I mean, and you know in speaking.

In addition, female often use supportive backchannels, such saying “uh, huh” nodding, or laughing (Tannen, 1990). While, male are more likely interrupting other (Holmes, 1995). However, both male and female tended to use *um* when they are trying to decide what to say and *uh* when they are trying to decide how to say it (Liberman, 2001).

## 2.6 Previous Studies

Some researchers who have done the relevant research of filled pause: First, Acton (2011) focused on gender differences in the distribution of *um* and *uh*. He discussed two corpora (the speed dating corpus and the switchboard corpus) to get the result about women’s and men’s usage of *um* and *uh*, using Rayson’s theory (1997). Acton collected about 992 transcripts in a student’s graduation at

American university to examine the two corpora. In the first corpus (the speed-dating corpus), Acton got that woman's average *um/uh* ratio is more than 3.5 times from men. While, in the second corpora (the switchboard corpus), woman's average *um/uh* ratio is more than 2.5 times from men.

Second, Tottie (2011) concerned on the frequency of *um* and *uh* in two sub-corpora from the British National Corpus that consists of transcribed telephone, interview and face-to-face conversations. Tottie's study discovered that males, older people and those who have higher level education used more filled pauses than females, young people and those who have lower level education in their speaking. In his research, filled pauses may act as a marker that identifies speaker's gender, age and education.

Third, Clark & Tree (2002) focused on the *uh* and *um* in the spontaneous speaking. In their research, they argued that *um* and *uh* are conventional English words and speaker's plan. They are initiating that *um* (major) or *uh* (minor) delay in speaking. The usage of *um* and *uh* can be indicated as a signal for speakers to search a new word, decide what to say next, keep the floor or to cede the floor. Clark and Tree have three points of view about the conceptions of *um* and *uh*. In a one view, *um* and *uh* are symptoms. In a second view, *um* and *uh* are non-linguistic signals. In third view, *um* and *uh* are linguistic signals.

Fourth, Corley & Stewart (2008) focused on their research, Hesitation disfluencies in spontaneous speech: the meaning of *um*. Their research concerned on the production and comprehension of filled pause for the speaker and can be understood by listeners. According to Corley and Stewart, listeners are highly

sensitive hesitation in a speaking. They argued that the word “um” in a speaking has second meaning; it is proved by Clark’s theory (2002) that fillers are part of a collateral message. The result of this research is the facial gesture or a tone of voice provides information to listeners, for instance, the speaker wants to listeners to pay attention.

Fifth, Tree (2007) concerned on folk notions of *um* and *uh*, you know and like. This research discussed the use of *um* and *uh*, you know and like by lay people. Tree argued that *um* and *uh* described as (1) indicators of upcoming in speaking delay, (2) indicators of speech production trouble, (3) indicators of discourse newness, (4) indicators of dishonesty, and (5) reflections of speaker. The result of this study is that *um* and *uh* can send as negative message, when listeners expected that speakers are well-prepared.

Based on the previous studies above, the previous researchers used quantitative method and sociolinguistics approach to find and analyze the use of *um* and *uh* by male and female, and presented the results in form of charts. Yet, this study is different from the previous studies. In present study, the researcher uses qualitative method and pragmatic approach to get the result about the use of *um* and *uh* based on gender. Furthermore, the researcher also incorporates together with the meaning of *um* and *uh* in this study.



## CHAPTER III

### FINDINGS AND DISCUSSIONS

This chapter discusses the finding and discussion. The first is the presentation of the data in finding and the analysis of the data based on the use of *um* and *uh* by male and female in thesis proposal presentation. The second, the result of analysis is discussed in discussion.

#### 3.1 Findings

Fillers or filled pauses are a gap in the flow of utterance that produces the word, such as *um*, *uh*, *er*, *erm* and others. Sometimes, they are not only a word in utterances, but also have some meanings which indicate something in performance. For instance, when there is speaker who produces *um* or *uh* in his or her speaking, he or she actually gives an intended meaning behind the word of *um* and *uh*. Here, filled pause can be seen as a part of collateral or second message from speaker that wants to show in his or her performance (Clark 1994: 2002).

However, *um* and *uh* not always have same meaning as readiness or nervousness. They might have intended meaning such as thinking, taking time to say, taking breath, having problem and others. Those meaning depend on the location of *um* and *uh* in the speech, for example, when the teacher says “**um...** good morning students?”, it might mean that the teacher does not ready to start the lesson. According to Clark and Fox Tree (2002), the occurrence of *um* and *uh* are divided into three locations, first location is at the boundary, second location is

after the first word (in the middle of utterances), and the last is later or at the last sentence.

Furthermore, filled pause is caused by some factors and one of them is gender. It is because between male and female have different characteristic in delivering speech or presentation. Example, there is differences between male and female in the use of *um* and *uh* in speaking. In the distribution of filled pauses, *uh* most commonly used by male and *um* more commonly used by female (Lieberman, 2001).

In this research, the researcher analyzes the utterances produced by the speakers in their thesis proposal presentation. This thesis proposal presentation consists of nine female EFL student's presentations and nine male EFL student's presentations. Those presentations are taken on 21<sup>st</sup>, 22<sup>nd</sup>, and 24<sup>th</sup> of March 2016 and 27<sup>th</sup> and 28<sup>th</sup> of April 2016. However, not all utterances in those presentations are analyzed by the researcher. The researcher only analyzes the presentations which contain *um* and *uh*. The selected utterances are divided into several excerpts which contain *um* and *uh* to make the researcher easier to analyze the data. From those selected utterances, it is found the result as in the use of *um* and *uh* by male and female students, and written in the excerpts as follows.

### **3.1.1 The Use of Um and Uh by Female**

The data which contain *um* and *uh* are divided into some excerpts as follows:

### 1.1 Excerpt 1

The first excerpt shows five utterances in KH's thesis proposal presentation on March 24<sup>th</sup>, 2016. Those utterances contain *um* and *uh*.

See the first excerpt below.

#### (1) KH's thesis proposal presentation

- 1 KH     $\uparrow$ **uh** talk is  $\downarrow$ **uh** talk functions as a basic tool to solve problem in-in social life.
- 2 KH    two thousand and ten  $\uparrow$ who stated that  $\downarrow$ **uh** people can argue, complain.. (see appendix)
- 3 KH     $\downarrow$ **uh** And then preferred and dispreferred responses deal with..
- 4 KH    Some stages that  $\uparrow$ **um** to collect the data, first I watch I watched this movie for two times firstly.
- 5 KH    ..the utterances in the movie  $\downarrow$ **uh** contain preferred and dispreferred responses or not.

KH's thesis proposal presentation shows that *um* and *uh* occurred in the initial of speaking, middle of utterance and at the final of utterance. Following Clark and Tree (2002), there are three locations of occurrence *um* and *uh*, (1) at the boundary, (2) after the first word, and (3) later, or at the final of utterance. It could be seen from the first excerpt that the presenter produced *uh* more often than *um*. The presenter only produces once of *um* during her presentation, while she produces more than twice of *uh*. In the first excerpt, *uh* placed at the boundary " $\downarrow$ **uh** talk is,," means the speaker's readiness to start the presentation or utterance. It shows speaker's readiness, because the presenter said short *uh* (about 0.1) in the initial of utterance. When *uh* placed in the middle of sentence "*talk is  $\downarrow$ **uh** talk functions as a basic*

*tool to solve problem in-in social life.*”, means that the trouble is detected by presenter. In this case, the presenter wants to say “talk function” not “talk is”. Later on, when *uh* is placed in the final of utterance “*the utterances in the movie ↓uh contain preferred and dispreferred responses or not.*”, means the presenter wants to close the presentation.

## 1.2 Excerpt 2

The second excerpt is NA’s thesis proposal presentation on April 27<sup>th</sup>, 2016. This excerpt also presents the utterances that contain of *um* and *uh*.

### (2) NA’s thesis proposal presentation

- 1 NA In this case, people do not obey the rule of communication ↓**uh** do not obey the rule of communication.
- 2 NA See the conversation,, (0.2) ↑**uh** there is a conversation between Anna and Bob which is,..
- 3 NA ↑**um** on the conversation, bob answered only express a part of what he meant by this utterances.
- 4 NA information ↓**uh** ↓**uh** <what else> explanation and also ↑entertaining,.
- 5 NA After that, the researcher interpret intended meaning of those implicature and also find the function ↓**uh** .That’s all.

The second excerpt, the presenter more often produces *uh* than *um*. It is different from Liberman (2001) who argued that *um* is commonly used by female. In the first sentence, “*people do not obey the rule of communication ↓uh do not obey the rule of communication.*”, the

presenter applied a restart after *uh*. According to Corley and Steward (2008), a restart usually occurs when the presenter unintentionally forgets to say the things which supposed to be said. It might be caused by the presenter's nervousness. It is because the short *uh* occurred at the boundary which indicates the readiness of the presenter in presentation. Later on, in the second sentence "*See the conversation,, (0.2) ↑uh there is a conversation between Anna and Bob which is,..*", the presenter applied silent pause (0.2) before filled pause. It means that the speaker is taking additional time to find upcoming word in explaining example.

### 1.3 Excerpt 3

This excerpt shows five sentences which contain *um* and *uh* in YY's thesis proposal presentation on April 27<sup>th</sup>, 2016.

(3) YY's thesis proposal presentation

- 1 YY     ↑**um** today I'm gonna pres.. ↑**um** I'm gonna present my research proposal..
- 2 YY     So here, (0.2) ↑**uh** individual may not have one aggregate but they people may have more than one aggregates so ↑**um** lets as Mr. khan he is a Brit(0.2)tish but he is exactly ↑**uh** (0.3)..
- 3 YY     So (0.2) ↓**uh** women to::: Muslim's identities, and Muslim's identities is identity,,
- 4 YY     So for examples, students of university and lecture ↑**um** lecture is the one...
- 5 YY     „I identify the data which contains what for its sentence or and images **uh**↓,

This excerpt shows that the presenter produces *um* more less than *uh*. Here, female tended to use *uh* than *um* in her speaking or conversation. On the other hand, the presenter also applied a restart after *um* “*today I’m gonna pres.. ↑um I’m gonna present my research proposal..*”, means that the presenter unintentionally forgets what is should be delivered in her presentation. Furthermore, filled pauses can be started by short pause (0.2) “*So (0.2) ↓uh women to::: Muslim’s identities, and Muslim’s identities is identity,,*”, which indicates that the presenter is taking additional time to find the upcoming word in presentation. In this case, the presenter wants to explain about Muslim’s identity.

#### 1.4 Excerpt 4

The fourth excerpt shows the utterances from QN in her thesis proposal presentation on April 27<sup>th</sup>, 2016. See the excerpt below.

##### (4) QN’s thesis proposal presentation

- 1 QN Shirley states that requesting is micro of essential cohesion attempts to get ↓**uh** the people to do something.
- 2 QN ↓**uh** the function of responses here is to understand the request or the desire of speaker and in both, requesting and responding speech ↓**uh** speech action,,
- 3 QN And this study also uses ↓<unclear voice> theory which is ↑**um** part of qualitative re approach ↓**uh** is uses theory of process, action or connection in investigation.
- 4 QN Research method, in this part there are ↓**uh** five

- parts.
- 5 QN ,the research instrument of this (0.2) study is ↓**uh**  
the researcher me myself..

This excerpt shows QN's thesis proposal presentation. In her presentation, she commonly used *uh* than *um*. It is different from Liberman (2001), who stated that *um* commonly used by female than *uh*. In the second sentence “↓**uh** *the function of responses here is to understand the request or the desire of speaker and in both,*”, the presenter produces *uh* at the first sentence, it means that the presenter is moving from the last point to the new point of her presentation.

### 1.5 Excerpt 5

This excerpt is taken on April 27<sup>th</sup>, 2016 by the researcher in DR's thesis proposal presentation. The fifth excerpt is written as below.

#### (5) DR's thesis proposal presentation

- 1 DR Why we (0.2) ↓**uh** why the cohesion and coherent ana analysis is important?
- 2 DR factor in creating the comprehensive the text in ↓**uh** especially in unity of the texts.
- 3 DR ..th::e English student English department students ↓**uh** before that why we should..
- 4 DR especially exce ↓**uh** the previous studies ↓**uh** that in a several kind of text, Jamilah in journalistic and fiction texts **uh**↓
- 5 DR And the third ↓**uh** Mawardi research on narrative essay,..

Based on the fifth excerpt above, the presenter produces only *uh* during her presentation. In addition, the researcher found that filled

pause occurred after short pause. In the first sentence “*Why we (0.2) ↓uh why the cohesion and coherent ana analysis is important?*”, the presenter applied short pause (0.2) before filled pause. It means that the presenter is trying to find the upcoming word in her speaking.

### 1.6 Excerpt 6

The sixth excerpt shows AS’s thesis proposal presentation on April 27<sup>th</sup>, 2016. This excerpt contains *um* and *uh* as the previous excerpts.

#### (6) AS’s thesis presentation

- 1 AS Directive speech act is a part of illocutionary acts ↓**uh** based on.. (see appendix)
- 2 AS ↑**um** directive speech acts usually In dai daily conversation because people prefer to explicit..
- 3 AS And the next is research question, concerning with the title, ↓**uh** the research (0.5) the research have two questions..
- 4 AS The focus on minis ↓**uh** minny what says by minny.
- 5 AS this research is use, this research will be analyzed with qualitative ↓**uh** quan qualitative research because ↑**um** this research are take the dat the data from the word..

In the sixth excerpt, the presenter produced *uh* more often than *um*. It also shows that the theory of Liberman is different from the finding in the sixth excerpt. On the other hand, when filled pause occurred in the middle of sentence “*The focus on minis ↓uh minny what says by minny..*”, means that the presenter is taking the additional time for thinking what is going to say next.



### 1.7 Excerpt 7

This excerpt contains *um* and *uh* that produced by UM in her thesis proposal presentation on April 27<sup>th</sup>, 2016 and it is written as below.

(7) UM's thesis proposal presentation

- 1 UM ↓**uh** Metaphore is one of figurative language uh that sometimes consist of consist in political language.
- 2 UM a: sometimes, politician use ↓**uh** (0.2) politicians use a:: politicians use metaphore to: persuade and to ↓<unclear voice> ↓**uh** people ↓<unclear voice>.
- 3 UM ↓**uh** why I choose Hillary Clinton because ↓**uh** Hillary Clinton ↓**uh** has a strategy in a::h in campaign ↓<unclear voice> metaphor in a:: i::n campaign.
- 4 UM Research method, research design, this research ↓**uh** provide qualitative method ...
- 5 UM The data the data source is word, phrase, and sentences ↓**uh** which indicate ↓**uh** metaphor.

This excerpt also shows that *uh* is commonly used by female in their thesis proposal presentation. Later on, when filled pause occurred between two utterances of a repetition “*a: sometimes, politician use ↓**uh** (0.2) politicians use a:: politicians use metaphore to: persuade*”, it shows that there is grammatically incorrect in the sentence. According to Adell, Bonafonte, and Escuredo (2007), a filled pause can be inserted in between two utterances of repetition. It might appear before or after speech acts or words, but tends to occur at significant grammatical locations.

### 1.8 Excerpt 8

This excerpt shows MN's thesis presentation on April 27<sup>th</sup>, 2016.

Then, the eighth excerpt is written as below.

#### (8) MN's thesis proposal presentation

- 1 MN it considers language to have involve  $\uparrow$ um under the pleasure of particular function that the language system has deserve.
- 2 MN **um** $\uparrow$ , from the::: the background information I should I should  $\uparrow$ um I should  $\downarrow$ <unclear voice>, first what is the topic, topic as I said before that metafunction.
- 3 MN In this research,  $\downarrow$ uh the fuctional grammar  $\downarrow$ uh is being used because the researcher wants to describe..
- 4 MN As we know that,  $\downarrow$ uh based on the:: functional paradigm ah as Hallida stated that is the:: function of language itself is that the communcation.
- 5 MN And then the:: the: the limitation is that I just  $\uparrow$ uh the researcher wants to: investigate..

When filled pause arises at first sentence, but occurs in the middle of presentation "**um** $\uparrow$ , from the::: the background information I should I should  $\uparrow$ um I should  $\downarrow$ <unclear voice>, first what is the topic, topic as I said before that metafunction", it shows the presenter's awareness to the audiences that she is moving to the next topic or point. It also represents that the presenter is ready to start the next topic or point. Besides, in this excerpt, the presenter produces the word "uh" more often than "um" in her thesis proposal presentation.

### 1.9 Excerpt 9

The ninth excerpt shows the data which contain *um* and *uh* in IR's thesis proposal presentation. This excerpt is taken on April 27<sup>th</sup>, 2016. Then, the excerpt is written as below.

(9) IR's thesis proposal presentation

- 1 IR There two types ↓**uh** generalize conversational implicature and particularize conversational implicature.
- 2 IR Then **uh**↓, and the research method, the first is ↓**uh** the design ↑**um** is used the descriptive qualitative method.
- 3 IR ↓**uh** the data comes from the recorded by me and then and then I transcribe the public stand up comedy that was report every part of Friday night.

The ninth excerpt shows that the presenter produces *uh* more often than *um* in her speaking. Here, the presenter only produces *um* and *uh* in the middle of her presentation “Then **uh**↓, and the research method, the first is ↓**uh** the design ↑**um** is used the descriptive qualitative method.”. Those *um* and *uh* have meaning as the delay that represents the presenter's readiness to move into next point or topic. It is because the presenter produced *um* and *uh* in the short intonation.

#### 3.1.2 The Use of Um and Uh by Male

The data which contain *um* and *uh* are divided into some excerpts as follows:

## 2.1 Excerpt 1

The first excerpt is male's presentation on March 21<sup>st</sup>, 2016. In this presentation, the thesis proposal is presented by AA.

### (1) AA's thesis proposal presentation

- 1 AA That's why I. I use political speech as my subject propos-↓**uh** subject research,, (see appendix)
- 2 AA In this research, I use ↓**uh** the theory proposed by Van Dijk, critical discourse analysis.
- 3 AA Such as ↓**uh** for example he state that the Mexican is the people is people who bring such as criminal and then a lot of problems.
- 4 AA that ↓**uh** is studies, that studies the way social power abuse, dominants, and in inequality are elected, reproduced ,,
- 5 AA I use Donald Tramps as my research subject because Donald Trump, the first as strong statement that ↓**uh** seems to be controversial.

According to Liberman's theory (2001), *uh* is commonly used by male in their speaking and conversation. It is proved by the finding in the first excerpt which says that male more often produce *uh* in their presentation. In the first excerpt, the presenter only produced *uh* in the middle of utterance. The word *uh* shows that the presenter wants to find the upcoming word to deliver some of things which are supposed to be delivered.

## 2.2 Excerpt 2

The second excerpt shows four sentences from KR's thesis proposal presentation on March 22<sup>nd</sup>, 2016. Those sentences are written as below.

### (2) KR's thesis presentation

- 1 KR     ↓**uh** For a warm-up, please guess what I'm saying. They can bridge.
- 2 KR     At glance, the listener ↑**uh** the listener will perceive that actually the word conveyed by the speaker is the Cambridge, a kind of university but actually what the speaker want is 'they can bridge'.
- 3 KR     Then, ↓**uh** I give ↓**uh** I give you, for example, the word and in isolation and based in the phonetic transcription in the dictionaries,,
- 4 KR     the last I will ↓**uh** check with Prat by inserting the cut data. Thank you very much.

The second excerpt shows that the presenter only produces *uh* during his thesis proposal presentation. The presenter produces *uh* at the three locations, at the boundary, at the middle of utterance, and at the last of utterance. At the boundary “↓**uh** For a warm-up, please guess what I'm saying. They can bridge.”, *uh* means the presenter's readiness to start the first point of his topic. So, he asked the audiences to guess what he would say. At the middle of utterance “Then, ↓**uh** I give ↓**uh** I give you, for example, the word and in isolation,,”, *uh* occurred between two utterances of a repetition. It appears before or after speech acts or words, but tends to occur at significant grammatical locations (Adell, Bonafonte, and Escuredo, 2007). Then,

*uh* occurred at the last utterance “*the last I will ↓uh check with Prat by inserting the cut data. Thank you very much.*”, it shows that *uh* does not mean anything.

### 2.3 Excerpt 3

The third excerpt shows AF’s thesis proposal presentation on March 24<sup>th</sup>, 2016. See the third excerpt below.

#### (3) AF’s thesis proposal presentation

- 1 AF The main ideas of the research proposal is ↓**uh** based on my research question.
- 2 AF It is a code-switching ↓**uh** which happens out of the sentence.
- 3 AF And then, the next is—is intrasentential code switching. It’s a code switching **uh**↓.

Based on the third excerpt above, the presenter produces *uh* more often than *um*. It also supported by Liberman (2001), *uh* is commonly used by male in their speaking and conversation than *um*. All the word “uh” in this excerpt occurred at the middle of utterance, it shows that the presenter is trying to remember the upcoming word. It is because the presenter only produced short *uh* in his presentation.

### 2.4 Excerpt 4

The third excerpt shows the sentences which contain *um* and *uh* in RA’s thesis proposal presentation on April 27<sup>th</sup>, 2016. Those sentences are written as below.

## (4) RA's thesis proposal presentation

- 1 RA Assalamualaikum...**↑um** Thanks for the chance, I will present my proposal with the title speech error expression found in the debate competition 2016.
- 2 RA **↑uh** the different between this study with the previous study is that,,
- 3 RA Scope and limitation, **uh↑**, (0.4) **↑uh** the scope of this study only use speech errors types to:: analyze th::e data and will not across to another a... field such as hesitation.
- 4 RA **uh↑**... Because silent pause and filed pause belong top hesitation. Ok, that is all thank you.

This excerpt shows that male commonly produces *uh* to fill the gap in speaking or conversation. In the fourth excerpt, the presenter starts his presentation by saying “Assalamualaikum” then it is followed by *um* in the first sentence “Assalamualaikum...**↑um** Thanks for the chance, I will present my proposal”. It shows the presenter’s readiness to start the presentation. Later on, in the third sentence “Scope and limitation, **uh↑**, (0.4) **↑uh** the scope of this study only use speech errors types to:: analyze th::e”, there is long silent pause (about 0.4) between two *uh*, it indicates that the presenter is trying to remember what he wants to deliver. It is because the presenter applied long silent pause between two filled pause.

## 2.5 Excerpt 5

The fifth excerpt shows the FTs thesis proposal presentation on April 27<sup>th</sup>, 2016. See the fifth excerpt below.

## (5) FT's thesis proposal presentation

- 1 FT **uh**↓.. It is my chance to explain my research proposal ↓**uh** under the title the use of cohesion to the students narrative writing class,,
- 2 FT Writing Narratives {a::}one of the subjects that must be taken by students in our ↑**um** our:::our: department.
- 3 FT Semantics relation is well known as ↓**uh** cohesion. So, {a::} {a:} I takes narrative writing as my objects, as my research.
- 4 FT And the last, I will ↓**uh** draw the conclusion. Thank you very much.

The fifth excerpt shows that male produces *uh* more often than *um* in his speaking. Besides, *uh* in the first sentence “↓**uh**.. *It is my chance to explain my research proposal..*”, shows the readiness of the presenter to start his speaking. When *uh* occurred in the last sentence “*And the last, I will ↓**uh** draw the conclusion. Thank you very much.*”, it shows that *uh* just a delay to fill the gap before closing the presentation or it does not mean anything.

**2.6 Excerpt 6**

The sixth excerpt shows the MA's thesis proposal presentation on April 27<sup>th</sup>, 2016. Those data is written as below.

## (6) MA's thesis proposal presentation

- 1 MA Assalamualaikum ...in this afternoon, I would like to: ↓**uh** present my thesis proposal under the titled,,
- 2 MA (0.4) ↑**uh** Levisohn said, deixis relate to way in which language ↓<unclear voice> of the context of utterances of speech events.



- 3 MA actually the book consist of two hundred and fifteen abstracts but I  $\uparrow$ **um** classify the book  $\uparrow$ **um** (0.3) which data with contains four or more paragraph.
- 4 MA  $\uparrow$ **uh** for the research instruments,  $\downarrow$ **uh** the instrument of this research is...
- 5 MA Ok, thank you very much  $\downarrow$ **uh** wassalamualaikum. Wrr. Wb.

Based on the sixth excerpt above, the presenter produces *uh* more often than *um* in his presentation. It is caused by the presenter's nervousness to start the presentation, and also supported by the presenter's facial expression in his presentation. When *uh* arises at the sentence after long pause (0.4), but occurred in the middle of presentation "(0.4)  $\uparrow$ **uh** Levisohn said, *deixis relate to way in which language*  $\downarrow$ <unclear voice> of the context of utterances of speech events". It implies that the presenter is trying to find right word in delivering information.

### 2.7 Excerpt 7

This excerpt shows five sentences which contain *um* and *uh* in AN's thesis proposal presentation on April 27<sup>th</sup>, 2016. See the seventh excerpt below.

(7) AN's thesis proposal presentation

- 1 AN  $\downarrow$ **uh** before we listening  $\downarrow$ **uh** my thesis proposal  $\downarrow$ **uh** I'd like to  $\downarrow$ **uh** say sorry about for the audiences,,
- 2 AN  $\downarrow$ **uh** so in the background of the study here  $\downarrow$ **uh** I present  $\downarrow$ **uh** five  $\downarrow$ **uh** five main points here.
- 3 AN And the problem of the study, in the problem of the study I  $\downarrow$ **uh** I have two main questions,,

- 4 AN so ↓**uh** the commercial break here is not the form of advertisement just like in in **uh**↓,,
- 5 AN And the first is ↓**uh** I will describe the commercial ↓**uh** because ↓**uh** this this advertisement,,

The seventh excerpt shows that the presenter produced many *uh* during his presentation. It happened because of the presenter's nervousness to deliver his thesis proposal. It is because the presenter came late in the thesis proposal presentation. In this excerpt, the presenter produces *uh* between two utterances of a repetition.

### 2.8 Excerpt 8

This excerpt contains *um* and *uh* that produced by AZ in her thesis proposal presentation on April 27<sup>th</sup>, 2016. See the eighth excerpt below.

#### (8) AZ's thesis proposal presentation

- 1 AZ This occur because ↓**uh** according the first people interpretation, those are the speaker where or he where or when he talking.
- 2 AZ In our real life, we ↓**uh** people to is ↓**uh** understanding what they do,,
- 3 AZ because the first Paris terrorist attack ↓**uh** the attack ↓**uh** happening 2014 and why ↓**uh** ↓**uh** chose obama?
- 4 AZ So, ↓**uh** the way ↓**uh** obama's the way obama delivered speech is actually ↓**uh** contai consists of dexis.
- 5 AZ So, ↓**uh** there are ↓**uh** some theories ↓**uh** such as ↓**uh** Yule theory,,

In this excerpt, the presenter also produced many *uh* in his presentation. Based on the eighth excerpt above, the presenter produced more than two filled pauses in a sentence. It shows the presenter's readiness to present his thesis proposal, because he produced many *uh* during his presentation.

## 2.9 Excerpt 9

The last excerpt shows MM's thesis proposal presentation on April 28<sup>th</sup>, 2016. This excerpt consists of five sentences.

(9) MM's thesis proposal presentation

- 1 MM My name is MM, and **↑um** I want to describe my research proposal the title the tile toward english society,,
- 2 MM And then, in that... in that island, **uh↓**, find with.. he meet with Liliput and his lord.. his lord.
- 3 MM **um↑**, it means, in the relevan there are kingdoms.. kingdom consist of Liliput.. only Liliput.
- 4 MM Homology is **uh↓**...what it is.. **uh↓**... is **uh↓**.. **uh↓**.. same as the same equality.
- 5 MM And then the six...the third is ↓<unclear voice> is ↓**uh** analyze about people **uh↓**... ↓**uh** the people opinion.

The last excerpt shows that the presenter produced *uh* more often than *um* in the presentation. When the presenter produces *um* at the initial of speaking "*My name is MM, and ↑um I want to describe my research proposal the title the tile toward english society,,*", it represents the presenter's nervousness to start the presentation.

Based on the all excerpts above, the researcher found the use of *um* and *uh* by male and female EFL student's thesis proposal presentations are written in a table as below:

NO	The use of <i>um</i> and <i>uh</i>	Gender	
		Male	Female
1	<i>Um</i>	6	12
2	<i>Uh</i>	62	48
Total		68	60

Based on the table above, the researcher found that *uh* is commonly used by female and male EFL students in their thesis proposal presentation. Furthermore, the researcher found that about sixty filled pauses used by female EFL students. Those sixty filled pauses consist of forty eight the word *uh* and twelve the word *um*. While, sixty eight filled pauses (consist of sixty two the word *uh* and six the word *um*) used by male EFL students. In addition, female EFL students tended to use silent pause (0.2) before they produced *um* and *uh* in their presentation. Besides, female EFL students applied a restart after filled pause at the beginning of presentation. On the other hand, male tend to use filled pause between two utterances of a repetition. Later on, male also tended to produce more than two filled pause in a sentence.

### 3.2 Discussion

As already explained before, the focus of the analysis is all the utterances which contain *um* and *uh*. From the findings above, it could be seen that there are nine excerpts in the use of *um* and *uh* by female and also nine excerpts in the use of *um* and *uh* by male.

Clark and Fox Tree (2002) stated that *uh* and *um* have some intended meanings in a speaking. Those meanings depend on the three locations of occurrence *um* and *uh*, (1) at the boundary, (2) at the middle of utterance, and (3) at the last of utterance. When filled pauses occurred at the boundary, means the speaker's readiness to start the speaking. If filled pauses occurred at the middle of utterance, means that the trouble is detected by the speaker. Then, if filled pauses occurred at the final of utterance, means the speaker is closing his or her speaking.

However, there are some meanings of *um* and *uh* in those three locations that the researcher found in the findings. When *um* arises between two of a restart sentence and occurs at the initial of speaking "*In this case, people do not obey the rule of communication* ↓**uh** *do not obey the rule of communication.*", it means that the presenter forgets to say the things which supposed to be said (Corley & Steward, 2008). It happened because of the presenter's nervousness to start the presentation. The nervousness of presenter can be seen from the presenter's facial expression and his/her tendency to read note of presentation. Later on, when filled pauses started by short pause (0.2) "*So here, (0.2) ↑**uh** individual may not have one aggregate but they people may have more than one aggregates..*" and "*So (0.2) ↓**uh** women to::: Muslim's identities, and Muslim's identities is identity,,,*",

it represents that the presenter is taking additional time to find the upcoming word . Furthermore, when filled pause occurs between two utterances of a repetition in a sentence “*I give ↓uh I give you, for example, the word and in isolation and based in the phonetic transcription in the dictionaries,,*”, it represents that the trouble is detected by the presenter. A filled pause can be inserted in between two utterances of a repetition and appear before or after speech acts or words, but tends to occur at significant grammatical locations (Adell, Bonafonte, and Escuredo, 2007).

Based on the findings, the researcher found that there are some differences between male and female in the use of *um* and *uh* in thesis proposal presentation. Following Liberman (2001), he stated that male produced filled pauses more often than female in their speaking or conversation. It is also supported by the findings of this study, which found that filled pause is commonly used by male than female during their presentation. Then, in the findings, the researcher also found that male and female produced *uh* more often than *um*. It is different from the result of Liberman’s research, which shows that female tend to produce *um* more often than *uh*.

In the findings, the researcher also found other differences about the use of *um* and *uh* by male and female in thesis proposal presentation. Firstly, female tended to apply a restart after filled pause at the beginning of presentation, which represents that the presenter unintentionally forgets what is should be delivered in the presentation. Secondly, female used to produce *uh* after short pause (0.2), which indicates that the presenter is taking additional time to find the upcoming

word. Meanwhile, for the male, they tended to use filled pause between two utterances of a repetition, which appears before or after speech acts or words. Then, male produced more than two filled pauses in a sentence, which shows the presenter's readiness to present his thesis proposal.

As the result, the analysis shows that male produced *um* and *uh* more often than female in thesis proposal presentation. The higher distribution of *um* and *uh* by male are caused by several factors, example, the presenter's preparedness to present his thesis proposal. This factor could be seen from the presenter's facial expression. When they are unprepared to present their proposal, they usually read a note during their presentation. Another potential factor which increases the use of *um* and *uh* in presentation is the presenter's nervousness to present his thesis proposal in front of audiences. When they are nervous, they look around the audiences and produce more often filled pauses in their presentation. According to Ooman and Postma (2001) *Um* and *uh* in a speaking are caused by three factors. (1) divided attention, (2) infrequent words, and (3) nervousness. When those factors are combined together in a presentation, of course the frequency of filled pauses exponentially increases.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

After an analyzing on the data of the use of *um* and *uh* by male and female EFL students in thesis proposal presentation, the researcher gives conclusion and suggestion. The conclusion is obtained based on the analysis to answer the research question of the study as stated in Chapter one. Then, the researcher gives the suggestion to provide information for the academic reader, particularly the next researchers who want to conduct the similar study or to continue this study.

#### 4.1 Conclusion

After analyzing the data, the researcher found that there are some differences in the use of *um* and *uh* by male and female EFL students in their thesis proposal presentation. Based on the finding and analyzing in the third chapter, it can be seen that the first differences in the use of *um* and *uh* by male and female EFL students in their thesis proposal presentation is, male produced more often filled pauses in their speaking. Secondly, female tend to apply a restart sentence after producing filled pause at the beginning of presentation. Thirdly, *uh* after short pause (0.2) is commonly used by female. Fourthly, male tend to produce filled pauses between two utterances of a repetition. Lastly, male produced more than two filled pauses in a sentence.

Liberman (2001) said that *uh* is commonly used by male, while *um* is commonly used by female. In his research, Liberman also stated that female tend



to use certain filled pauses such as *like*, *I mean*, or *you know* than other filled pauses. However, it is different from the findings that male EFL students more often use *uh* and *um* in the thesis proposal presentation than female EFL students. Besides, in the findings, the female EFL students do not apply those filled pauses.

As the result, the higher of distribution *um* and *uh*, might caused by the presenter's preparedness and nervousness. It also supported by Ooman and Postma (2001), who said that *um* and *uh* in a speaking is caused by nervousness, infrequent words and divided attention.

#### 4.2 Suggestion

After conducting the study, the researcher states that the study is useful, at least for giving the information for the researcher herself. The researcher hopes that this study can give advantages for the linguistics area, especially in the context of pragmatics. Based on the data and findings, the researcher suggests that further researchers who conduct the same study, to complete this study not only in the use of *um* and *uh* by male and female based on the Liberman's theory but also in other theories and factors, such as the use of *um* and *uh* based on the age, social classes or education level.

The researcher hopes some suggestions or critics from the readers in order to make this study better. In addition, the researcher also hopes to the next researchers to investigate deeply, especially, the next researchers should be able to find other differences and context aspects toward *um* and *uh* as pragmatics study.

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## APPENDIX

Male and female EFL student's thesis proposal presentation

=====

KH, NA, YY, QN, DR = Female students

AS, UM, MN, IR = Female students

AA, KR, AF, RA, FT = Male students

MA, AN, AZ, MM = Male students

↓ = low intonation

↑ = high intonation

↓<unclear voice> = unclear voice

(0.2) = time of silent pause in second

(0.4) = time of silent pause in second

### Excerpt 1.1

1. KH uh talk is uh talk functions as a basic tool to solve problem
2. in-in social life.
3. KH It is supported by ↓<unclear voice> two thousand and ten who
4. stated that
5. uh people can argue, complain, request and so on through talk.
6. KH uh. And then preferred and dispreferred responses deal with how
7. people response a previous action.
8. KH Some stages that um to collect the data, first I watch I watched
9. this movie for two times firstly.
10. KH And secondly I watch the movie to check each utterance and guess
11. whether the utterances in the movie uh contain preferred and
12. dispreferred responses or not.

### Excerpt 1.2

13. NA In this case, people do not obey the rule of communication uh  
 14. do not obey the rule of communication.  
 15. NA See the conversation,, (0.2) uh there is a conversation between  
 16. Anna and Bob which is, Anna said that John does not seem to have  
 17. money these days.  
 18. NA um on the conversation, bob answered only express a part of  
 19. what he meant by this utterances.  
 20. NA uh uh <what else> explanation and also entertaining, entertain  
 21. the audience as the three, the three, this is the three function of  
 22. implicature.  
 23. NA After that, the researcher interpret intended meaning of those  
 24. implicature and also find the function uh . That's all.

### Excerpt 1.3

25. YY um today I'm gonna pres.. um I'm gonna present my  
 26. research proposal entitled "Muslim's identity expressed on  
 27. advertising of Indonesian Muslim's product".  
 28. YY So here, (0.2) uh individual may not have one aggregate but  
 29. they people may have more than one aggregates so um lets as  
 30. Mr. khan he is a Brit(0.2)tish but he is exactly uh (0.3) has  
 31. previous study background, he said that it is mistake one we say  
 32. that we have one identity because we are born with multi identities.  
 33. YY So (0.2) uh women to::: Muslim's identities, and Muslim's  
 34. identities is identity which Muslim represented to daily look and  
 35. how society recognized them (0.2).  
 36. YY um lecture is the one who standing who stands in fro in front of  
 37. people they give materi, they have knowledge more than students  
 38. that in class, while student itself is the one is the people who are  
 39. listening and learning material from the lecture.

40. YY I identify the data which contains what for its sentence or and  
 41. images uh , the last I chose the data which is going to be  
 42. analyzed using the theory of ↓<unclear voice>.

#### **Excerpt 1.4**

43. QN Shirley states that requesting is micro of essential cohesion  
 44. attempts to get uh the people to do something.  
 45. QN ↓uh the function of responses here is to understand the request or  
 46. the desire of speaker and in both, requesting and responding speech  
 47. ↓uh speech action the politeness is needed (0.2) in  
 48. communication.  
 49. QN And this study also uses <unclear voice> theory which is um  
 50. part of  
 51. qualitative re approach uh is uses theory of process, action or  
 52. connection in investigation.  
 53. QN Research method, in this part there are uh five parts.  
 54. QN And the research instrument, the research instrument of this (0.2)  
 55. study is uh the researcher me myself since the research uses  
 56. uses qualitative approach.

#### **Excerpt 1.5**

57. DR Why we (0.2) uh why the cohesion and coherent ana analysis is  
 58. important?  
 59. DR factor in creating the comprehensive the text in uh especially in  
 60. unity of the texts.  
 61. DR In order to get the deepest (0.2) understanding and catching first to  
 62. getting the abstract of the English student English department  
 63. students uh before that why we should discuss the cohesion and  
 64. coherent analysis?  
 65. DR especially exce uh the previous studies uh that in a several  
 66. kind of text, Jamilah in journalistic and fiction texts uh

67. DR And the third uh Mawardi research on narrative essay, and (0.2)  
 68. the last the type of lexical and cohesion devise in newspaper.

### Excerpt 1.6

69. AS Directive speech act is a part of illocutionary acts uh based on  
 70. ↓<unclear voice>, directive speech act is a part of speech act which  
 71. is used  
 72. by speaker or the someone who do something just like comment,  
 73. order, request or suggestions.  
 74. AS um directive speech acts usually In dai daily conversation  
 75. because people prefer to explicit to ask something explicitly than  
 76. implicitly the manual of using directive speech acts.  
 77. AS And the next is research question, concerning with the title, uh  
 78. the research (0.5) the research have two questions here.  
 79. AS The focus on minis uh minny what says by minny.  
 80. AS this research is use, this research will be analyzed with qualitative  
 81. uh quan qualitative research because um this research are  
 82. AS take the dat the data from the word and consist of the character of  
 83. the mov, the character of the movie.

### Excerpt 1.7

84. UM uh Metaphore is one of figurative language uh that sometimes  
 85. consist of consist in political language.  
 86. UM a: sometimes, politician use uh (0.2) politicians use a::  
 87. politicians use metaphore to: persuade and to ↓<unclear voice> uh  
 88. people ↓<unclear voice>.  
 89. UM uh why I choose Hillary Clinton because uh Hillary Clinton  
 90. uh has a strategy in a::h in campain ↓<unclear voice> metaphore  
 91. in a::i::n campain.  
 92. UM Research method, research design, this research uh provide  
 93. qualitative method and the research instrument is uh the researcher

94. herself.
95. UM The data the data source is word, phrase, and sentences uh
96. which indicate uh metaphore.

### Excerpt 1.8

97. MN As stated by ↓<unclear voice> 2005, it considers language to have
98. involve um under the pleasure of particular function that the
99. language
100. system has deserve.
101. MN um, from the::: the background information I should I should
102. Um I should ↓<unclear voice>, first what is the topic, topic as I
103. said before that metafunction.
104. MN In this research, uh the fucntional grammar uh is being used
105. because the researcher wants to describe the relationship between
106. grammatical structure and the meaning.
107. MN As we know that, uh based on the:: functional paradigm ah as
108. Hallida stated that is the:: function of language itself is that the
109. communcation.
110. MN And then the:: the: the limitation is that I just uh the researcher
111. wants to: investigate the three newly ↓<unclear voice> because
112. ↓<unclear voice> ah because it supposes to be the criteria of the
113. background of the tudy.

### Excerpt 1.9

114. IR There two types uh generalize conversational implicature and
115. particularize conversational implicature.
116. IR Then uh , and the research method, the first is uh the design
117. um is used the descriptive qualitative method.
118. IR uh the data comes from the recorded by me and then and then I
119. transcribe the public stand up comedy tha was report every part of
120. Friday night.



**Excerpt 2.1**

121. AA That's why I. I use political speech as my subject propos- uh  
 122. subject research, research subject because the power source are  
 123. mostly represented in in public sources such as media, and and  
 124. science politic.
125. AA In this research, I use uh the theory proposed by Van Dijk,  
 126. critical discourse analysis.
127. AA Such as uh for example he state that the Mexican is the people  
 128. is people who bring such as criminal and then a lot of problems.
129. AA that uh is studies, that studies the way social power abuse,  
 130. dominants, and in inequality are elected, reproduced and restated
131. AA by text and talk in social and political contents.
132. I use Donald Tramps as my research subject because Donald  
 133. Trump, the first as strong statement that uh seems to be  
 134. controversial.

**Excerpt 2.2**

135. KR uh For a warm-up, please guess what I'm saying. They can  
 136. bridge.
137. KR At glance, the listener uh the listener will perceive that actually  
 138. the word conveyed by the speaker is the Cambridge, a kind of  
 139. university but actually what the speaker want is 'they can bridge'.
140. KR Then, uh I give uh I give you, for example, the word and in  
 141. isolation and based in the phonetic transcription in the dictionaries,  
 142. it will be pronounced as /and/ , simple ee↓ simple example 'and'.
143. KR the last I will uh check with Prat by inserting the cut data.
144. Thank you very much.

**Excerpt 2.3**

145. AF The main ideas of the research proposal is uh based on my  
 146. research question.  
 147. AF It is a code-switching uh which happens out of the sentence.  
 148. AF And then, the next is—is intrasentential code switching. It's a code  
 149. switching uh.

**Excerpt 2.4**

150. RA Assalamualaikum...um Thanks for the chance, I will present  
 151. my proposal with the title speech error expression found in the  
 152. debate competition 2016.  
 153. RA uh the different between this study with the previous study is  
 154. that, a... this study used the specific (02) theory belongs to  
 155. Mackay and Osgood and also a... the deviation of (0.2) slips of  
 156. tongue.  
 157. RA This study belongs to psycholinguistics approach because a...  
 158. ↓<unclear voice> um... because of that they can show the  
 159. speech error during their speech.  
 160. RA Scope and limitation, uh, (0.4) uh the scope of this study  
 161. only use speech errors types to analyze the data and will not  
 162. cross to another a... field such as hesitation.  
 163. RA uh... Because silent pause and filled pause belong to hesitation.  
 164. Ok, that is all thank you.

**Excerpt 2.5**

165. FT uh .. It is my chance to explain my research proposal uh  
 166. under the title the use of cohesion to the students narrative writing  
 167. class writing II in English department of UIN Maliki Malang.  
 168. FT Writing Narratives {a::} one of the subjects that must be taken by  
 169. students in our department.  
 170. FT Semantics relation is well known as uh cohesion. So, {a::} {a:}

171. I takes narrative writing as my objects, as my research.  
 172. FT um study on cohesion has been studied by many scholars I take  
 173. for previous study or::rrrr some references for: for my research.  
 174. FT And the last, I will uh draw the conclusion. Thank you very  
 175. much.

### Excerpt 2.6

176. MA Assalamualaikum ...in this afternoon, I would like to: uh  
 177. present my thesis proposal under the titled. uh the study on  
 178. deixis used in abstract of international conference on English  
 179. linguistics and literature or ELITE conference book.  
 180. MA (0.4) uh Levisohn said, deixis relate to way in which language  
 181. ↓<unclear voice> of the context of utterances of speech events.  
 182. MA actually the book consist of two hundred and fifteen abstracts but I  
 183. um classify the book um(0.3) which data with contains  
 184. four or more paragraph.  
 185. MA uh for the research instruments, uh the instrument of this  
 186. research is... (getting interrupt from the examiner. It is an  
 187. objection, said that you do not need to tell that everybody has  
 188. already known that)  
 189. MA Ok, thank you very much uh wassalamualaikum. Wrr. Wb.

### Excerpt 2.7

190. AN uh before we listening uh my thesis proposal uh I'd like  
 191. to uh say sorry about for the audiences that I can't bring you the  
 192. copy of my slides.  
 193. AN uh so in the background of the study here uh I present uh  
 194. five uh five main points here.  
 195. AN And the problem of the study, in the problem of the study I uh I  
 196. have two main questions, the first is what are the elements uh

197. which is applied by apple ink in their advertisement?
198. AN So, basically in in their advertisement, my focus on the commercial
199. break, so uh the commercial break here is not the form of
200. advertisement just like in in uh script just like written written
201. advertisement, so it just like the video video advertisement.
202. AN After classifying the data, I will uh analysis the data based on
203. the persuasive technique uh that that in from theory. And the
204. last is summarizing and make the conclusion. That's all from me.

### Excerpt 2.8

205. AZ This occur because uh/ according the first people interpretation,
206. those are the speaker where or he where or when he talking.
207. AZ In our real life, we uh people to is uh understanding what
208. they do, for example in bahasa Indonesia misalkan setiap hari pasti
209. kita pernah melakukan ketika ada seseorang mengatakan mau
210. kemana kamu? Mau makan.
211. AZ because the first Paris terrorist attack uh the attack uh
212. happening 2014 and why uh uh chose obama?.
213. AZ So, uh the way uh obama's the way obama delivered speech
214. is actually uh contai consists of dexis.
215. AZ So, uh there are uh somes theories uh such as uh Yule
216. theory or ↓<unclear voice>. in this research, the researcher chose
217. Levinson's theory to to investigate in this research.

### Excerpt 2.9

218. MM My name is MM, and um I want to describe my research
219. proposal the title the tile toward english society ↓<unclear voice>.
220. MM And then, in that... in that island, uh , find with.. he meet with
221. Liliput and his lord.. his lord.
222. MM um, it means, in the relevan there are kingdoms.. kingdom
223. consist of Liliput.. only Liliput.

224. MM Homology is uh ...what it is.. uh ... is uh .. uh .. same as  
225. the same equality.  
226. MM And then the six...the third is ↓<unclear voice> is uh analyze  
227. about people uh ... uh the people opinion.



