

**THE COMPARISON BETWEEN A KOREAN-AMERICAN
AND AN INDONESIAN SINGER ON THE USE OF FILLERS
IN SPONTANEOUS CONVERSATION**

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2022**

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IN SPONTANEOUS CONVERSATION**

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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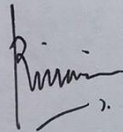

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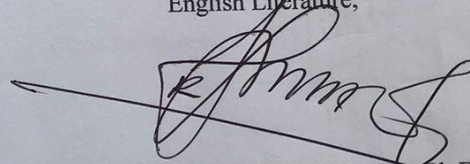
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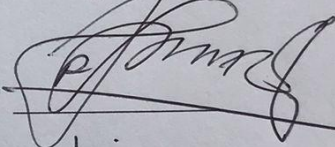
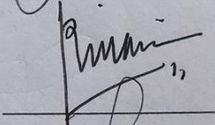
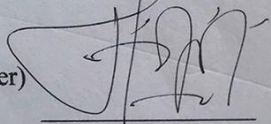
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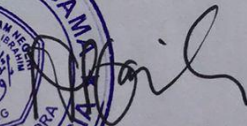
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MOTTO

"It is difficult to be patient but to waste the rewards of patience is worse"

— **Abu Bakar Ash-Shiddiq (RA)**

DEDICATION

I dedicate all of my success to my parents, sister, and everyone who always kept me going.

“LOVE YOU GUYS, TO THE MOON AND BACK”

ACKNOWLEDGMENT

First and foremost, all thanks are due to Allah swt., the Greatest and the Merciful. May the peace of Allah be upon the Prophet Muhammad SAW, his companions, and the generality of the Muslim Ummah. I want to thank the almighty Allah swt. for the abundance of grace and His guidance given to the researcher so this thesis entitled "The Comparison between a Korean-American and an Indonesian Singer on the Use of Fillers in Spontaneous Conversation" can be completed properly. It was a challenging journey, and I definitely cannot do it without you, God.

Second of all, my wholehearted gratitude goes to my advisor Ma'am Rina Sari, M.Pd. I have finished my thesis because of your great assistance. I will not be able to pay for all the time, kindness, patience, and lessons you have given me. I hope you are always inspiring and wonderful as always. My deepest gratitude also addressed to the Dean of the Humanities Faculty, Dr. M. Faisol, and the Head of the Department of English Literature, Ribut Wahyudi, M.Ed., Ph.D., who have permitted me to work on and finish this thesis.

Third of all, I proudly present this valuable thesis to my family. To my beloved parents, Bapak Sulaiman and Ibu Sulis Triannah, who always give me support, prayer, and unconditional love. Besides, my one and only sister, Isnaini Azzahra, thank you for being my number one support system. It seems impossible for me to finish this thesis without your support and encouragement. Million thanks also addressed to my whole family, who always give me endless support and prayers. Once again, I proudly present this masterpiece to you all, my family.

For the great friends in my life, my favorite people, Ayunda, Fika, Nadira, Nanda, Alivfia, Ufa, and Weni, thank you guys for always having my back. Thank you for 24/7 beside me through my ups and downs. I received a lot of love today, and you guys are the best every day! I am legit grateful from the bottom of my heart. Lastly, thank you for always motivating and encouraging me to finish this thesis. Finally, I made it!

Last but not least, thank you, me, who have struggled to finish this thesis. It is not a piece of cake, but I can totally get through this. All the sacrifices, I ensure, will pay it off. I finally say *Alhamdulillah* for this self-achievement. I am proud of my work.

Malang, 29 July 2022

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ABSTRACT

Fikriyah, Hanifah. (2022). *The Comparison between a Korean-American and an Indonesian Singer on the Use of Fillers in Spontaneous Conversation*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Rina Sari, M.Pd.

Keywords: *Filler, Hesitation Phenomena, Spontaneous Conversation*

A hesitation phenomena in a language is often produced by humans in oral communication. It can be in the term of filler or pause, uncertainty, or difficulty in continuing the sentence. To increase a speaker's awareness of the fillers in communication, the researcher tried to investigate the phenomenon of fillers in spontaneous communication. This research aims to analyze types of fillers and compare the similarities and differences of fillers produced by two speakers with different mother tongues. The speakers in this research were a Korean-American speaker, Eric Nam, and an Indonesian speaker, Raisa Andriana. The researcher used a descriptive qualitative method to analyze the data using words and phrases in sentences. The theory used is the framework analysis proposed by Rose (1998) about the types of fillers. Based on the analysis that has been done, the researcher found nine types of fillers which were divided into two categories, namely lexicalized and non-lexicalized fillers. There was no significant distinction in the use of filler in the conversation. On the contrary, many similarities appeared in the use of filler. The results of this research are expected to help readers or future researchers to understand the filler phenomenon that often occurs in conversation. The researcher suggests further researchers who are interested in studying fillers to conceive this research. Thus the results of the research will be more suitable.

مستخلص البحث

بناءً على التحليل الذي تم إجراؤه، وجدت الباحثة تسعة أنواع من الحشو مقسمة إلى فئتين، معجمي وغير معجمي. في المحادثة، لم يكن هناك فرق كبير في استخدام مواد الحشو، بل على العكس، ظهرت العديد من أوجه التشابه

فكرية، حنيقة. (٢٠٢٢). مقارنة بين المطربين الكوريين الأمريكيين والمطربين الإندونيسيين في استخدام الحشو في المحادثة العفوية. البحث العلمي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: رينا ساري، الماجستير.

الكلمات الأساسية: الحشو، ظاهرة الشك، المحادثة العفوية

غالبًا ما تحدث ظاهرة الشك في اللغة عند البشر في التواصل الشفهي. يكون الشكعادة في شكل حشو أو توقفات أو عدم يقين أو صعوبة في استمرار الجملة. لزيادة وعي المتحدث بوجود مواد مألوفة في التواصل، تحاول هذه الدراسة إجراء دراسة أعمق لظاهرة الحشو في الاتصال العفوي. تهدف هذه الدراسة إلى تحليل أنواع الحشو ومقارنة أوجه التشابه والاختلاف بين الحشوات التي ينتجها ناطقين لسائهما المحليين مختلفين. المتحدثان في هذه الدراسة كانا المتحدث الكوري-الأمريكي، إريك نام، والمتحدثة الإندونيسية، رابسا أندريانا. الطريقة التي استخدمتها الباحثة هي المنهج الوصفي النوعي لتحليل البيانات في شكل كلمات وعبارات في جمل. النظرية المستخدمة هي الإطار التحليلي لروز (١٩٩٨) عن أنواع الحشوات. في استخدام مواد الحشو. من المتوقع أن تساعد نتائج هذه الدراسة القراء أو الباحثين المستقبليين على فهم ظاهرة الحشو التي تحدث غالبًا في المحادثة. تقترح الباحثة الباحثين المهتمين بدراسة مواد الحشو من أجل تطوير هذا البحث وإتقانه، وبالتالي ستكون نتائج البحث أفضل.

ABSTRAK

Fikriyah, Hanifah. (2022). *Perbandingan antara Penyanyi Korea-Amerika dan Penyanyi Indonesia dalam Penggunaan Pengisi pada Percakapan Spontan*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Rina Sari, M.Pd.

Kata kunci: Pengisi, *Fenomena Keragu-raguan, Percakapan Spontan*

Fenomena keragu-raguan dalam berbahasa seringkali dihasilkan oleh manusia dalam komunikasi lisan. Keragu-raguan tersebut biasanya dalam bentuk pengisi atau jeda, ketidakpastian, ataupun kesulitan dalam melanjutkan kalimat. Untuk meningkatkan kesadaran seorang penutur terhadap adanya pengisi dalam komunikasi, penelitian ini mencoba untuk meneliti lebih dalam tentang fenomena *filler* dalam komunikasi spontan. Penelitian ini bertujuan untuk menganalisis jenis-jenis pengisi dan membandingkan persamaan dan perbedaan pengisi yang dihasilkan oleh dua pembicara dengan bahasa ibu yang berbeda. Pembicara dalam penelitian ini adalah seorang penutur Korea-Amerika, Eric Nam, dan seorang penutur Bahasa Indonesia, Raisa Andriana. Metode yang digunakan oleh peneliti adalah deskriptif kualitatif untuk menganalisa data dalam bentuk kata dan frasa dalam kalimat. Teori yang digunakan adalah kerangka analisis oleh Rose (1998) tentang jenis-jenis pengisi. Berdasarkan analisis yang telah dilakukan, peneliti menemukan sembilan jenis pengisi yang dibedakan menjadi dua kategori yaitu leksikal dan non-leksikal. Dalam percakapan tersebut, tidak terlihat perbedaan yang cukup signifikan dalam penggunaan pengisi, sebaliknya, banyak persamaan yang muncul dalam penggunaan pengisi. Hasil penelitian ini diharapkan dapat membantu pembaca atau peneliti selanjutnya untuk memahami fenomena pengisi yang sering terjadi dalam percakapan. Peneliti menyarankan untuk penelitiselanjutnya yang tertarik untuk mengkaji pengisi agar bisa mengembangkan dan menyempurnakan penelitian ini, dengan demikian hasil penelitian akan menjadi lebih baik.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research questions, significance of the study, scope and limitations, and definition of key term.

A. Background of the Study

Filler is part of the Hesitation Phenomena that often appears in real conversation. It is inevitable, considering that human speech frequently has disruption. This phenomenon seems to occur frequently in everyday conversations carried out spontaneously, especially by foreign language speakers, because they have to deal with complex language systems. The conversation is also will not occur if no interlocutor certainly provides reciprocity. The result is that language processes, especially conversations, become increasingly complex. It might be slightly unimportant, but language moments also require specific skills.

Language proficiency and background knowledge are one of the vital skills that may affect fluency in communication. Santos et al. (2016, p.192) argue, “Pronouncing words correctly, using proper grammatical rules, and choosing adequate vocabulary are not sufficient to speak a foreign language successfully.” Other knowledge about how manners in communication must be developed. Therefore, foreign language speakers also need strategies to know that speaking is a highly complex skill that must obtain thorough attention in the conversion process. In addition, knowing someone’s background about a particular topic can

help a speaker and the interlocutor touch each other so that the communication becomes smoother.

Filler is one part of the language that often occurs in human speech or communication. Baalen (2001) stated that fillers are words, phrases, or repetitions that usually appear anytime when someone speaks (Indriyana, Sina, & Bram, 2020). It seems to signal that someone has stopped talking and fills it with words such as 'uhm' and 'uh' to think for a while but have not finished speaking. Filler is a phenomenon that often occurs in speech, considering the complicated pattern of human language. Tree (2002, p. 73) argue that fillers can be used to indicate that they are searching for a word or deciding what to say next. Although these words do not add any real meaning to the sentence, their existence is considered essential.

Filler is also known as a Discourse Marker (DM's). DM's or filler is a sign that is used as a bridge between the previous and the next utterance (Fraser, 1999, p. 117.) The kinds of repetition are also considered as the kind of filler. However, excessive repetition can give impact on the credibility of the speaker and the comprehension of the listener (Sadjail, 2021, p.136). Aspects of effective communication can be influenced by the readiness of the speaker and speaking ability. In this case, there are challenges for foreign language learners, for example, English learners. Since speaking a foreign language is not something easy, sometimes people make pauses or repetitions during speaking.

Other studies show that speakers who use English as a second language (ESL) are not necessarily competent in using the language (Hassan et al., 2021, p.

30). That's because speakers of foreign languages may face difficulties communicating the language due to the limited ability of the target language. However, in some cases, having a high level of language proficiency has an added value that should be appreciated. Therefore, the analysis of the comparison of the use of English, primarily fillers, by two speakers of different mother tongues is expected to be helpful for the readers.

People think that fillers are not important. They consider excessive use of fillers as an interruption although it is inevitable. It also makes the interlocutor or audience wait to know what will be said next. In line with this issue, it becomes essential to increase the awareness about filler when people hesitate in foreign languages, which is very natural of speaking. Dinkar et al. (2020) argue that although filler is an essential component in spoken language, it is often neglected in spoken language understanding. It is known as interpreting signs that arise during speech and language processing by utilizing technology from signal processing, pattern recognition, and artificial technology.

The study of fillers is very comprehensive, depending on different contexts. It might be based on the filler that is part of the language. Language is basically not as simple as what humans think. Thus, some minor mistakes during language processing are considered to have significant consequences. Several researchers have studied the use of fillers in various contexts. The first is related to the object of study chosen by the researcher, for instance, the filler used by Indonesian students. There are two different studies related to this object.

The first study was conducted by Ana et al. (2018), which discussed the representation of filler produced by Indonesian students in delivering academic presentations. Students, specifically in Indonesia, have studied English for at least six years before continuing to further stage. However, they tend to be still not fluent in English and produce more hesitation, such as filler. This is a descriptive study using a corpus to analyze the data. The results show that of 12 fillers, "Ehm" is more often used by students followed by "*right*" and "*how to say*". Furthermore, the filler in this study has functions such as providing an opportunity to think, correct what the speaker said, start a speech, confirm conclusions for the interlocutor, and emphasize the main points of the topic.

The second study studied the use of filler in English by Indonesian EFL Masters's students. This study was carried out by Fitriati et al. (2021) through a qualitative approach that employed conversational analysis and used theories by Rose (1998) and Stenstrom (1994). Unlike several previous studies that used formal situations as the data source, this study focuses on casual conversation, which is a kind of informal situation. Therefore, it tends to provide new insights into understanding fillers in language. Participants in this study were EFL students with advanced English language skills. The results found that students often used lexical fillers (type "*so*") compared to non-lexical ones. Student-generated fillers have several functions as hesitation, empathizer, mitigation, time-creating devices, and editing term.

The second context is about the types and the function of filler. There are four different studies related to the context. The first study carried out by Riady

and Mahendra (2019) which focused on fillers in public speaking. Regardless, public speaking is not accessible, especially for non-native speakers. Sometimes they will get pressured when speaking in public. By employing a descriptive qualitative approach, the researchers examine the use and the functions of fillers produced by public speakers. As the results found, the functions of the fillers in this research are to introduce the speaker's idea, attract the audience's attention, or give the speaker time to search for the subsequent utterances. Unfortunately, the researchers do not clearly describe what theory is applied to answer the research questions, so it cannot facilitate further research.

The following study was carried out by Indriyana et al. (2021), and Aliyah and Hestrian (2021) which studied the functions of fillers. The researchers used the theory proposed by Rose (1998) and combined them with Baalen (2001) to classify the filler functions. The studies also used qualitative methods to analyze the data, and the findings of these studies are reported in the form of statements. Both also produce relatively similar results considering that the theory used is a combined theory, so that they will complete each other. Therefore, research in the context of filler with a more diverse view is expected to produce new and varied findings.

The last study that discusses types and functions of filler is the study by Sadjail (2021). He also discussed the subcategories of the grammatical approach using the theory by Hammers and Blanc (2000). The study used a descriptive qualitative approach since it is intended to analyze more words than numbers. This research is quite relevant because it investigated the causes of fillers by

students, in which language learners tend to produce more fillers in formal communication. The study found three types of verbal fillers: non-word fillers, phrase fillers, and silent pauses. Sadjail (2021) also found several fillers' causes, such as nervousness, rarely spoken words, and divided attention causing anxiety.

The third context is about filler which is suspected of language difficulty. It includes the language barrier and excessive use of filler, which impacts the credibility and intelligence of speakers. The first study studied the stereotype, which states that filler is categorized as a language barrier. This research was conducted by Kosmala and Morgenterm (2018). The researchers used corpus and found that fillers did not always reflect speech difficulties and disorders. It is based on the researchers' experiment in which participants were asked specific questions, and then they rated the "difficulty" of the questions asked. Kosmala and Morgenterm (2018) found that filler is mainly used to buy time and reflect the planning process in conversation. This study only focused on using "uh" and "um" categories, which ultimately limits the findings. The researcher suggests that further research consider other component approaches, such as the pragmatic function.

Gikas and Sutcliffe (2019) used a convenience sampling method, in which participants in the study were recruited through a questionnaire posted on multiple community pages. The researchers examined participants' responses to perceptions of professional credibility, communication competence, likability, and personal credibility when vocal fillers were used in an interview question. The results show that the more filler words used, the lower the professional and

personal credibility, regardless of male and female usage. This is relevant to the stereotype that excessive use of fillers will have a negative impact on effective communication.

Another study was conducted by Purba et al. (2021). The researcher used a descriptive qualitative method to analyze decoding fillers in English learning talk shows. The researchers found one hundred and sixty-eight fillers used by the host and the two speakers. The researchers also found several functions, including beginning and closing discourse, changing the topic, holding the floor, changing the subject, constraining the relevance of connected speech, repairing discourse, expressing the response and influencing the interactional intimacy of the speaker and listener. In this study, the researchers grouped speakers into two groups of non-native speakers. Non-native groups are distinguished between those who are experienced abroad and those with no experience abroad. Unfortunately, the researchers did not explain what theories they used. They only describe the research methods and how to classify the data using ethnographic research procedures.

The last context for the previous study is filler as a communication strategy. It is focused on analyzing fillers as communication strategies among English Second Language (ESL) speakers in job interviews. This study was carried out by Hassan et al. (2021). The researchers used a qualitative method and the theory by Dörnyei and Scott (1997) to determine the use of filler. The results show that fillers are widely used by ESL speakers (candidates) in job interviews as a strategy and also fill the gaps in conveying messages in L2. They concluded

that fillers are helpful for L2 speakers because they can be used to maintain a conversation. Participants in this study were respondents with relatively low backgrounds in language use and were less concerned with the use of English. Therefore, it will be more interesting to investigate whether similar results will be obtained from speakers of L2 who have higher language proficiency.

A hesitation in speaking often appears, especially for L2 or non-native English speakers. Infrequently they will have pressure when having conversations with native speakers. As a result, hesitation such as fillers arises to buy time. Some experts have found many words or phrases are considered filler words, and they categorized the words into different types. Furthermore, many previous studies have only focused on specific speakers, for example, only native English speakers. Therefore, this research aims to determine the types of fillers and analyze how two speakers with different mother tongues use fillers in conversation. In line with the research objectives, the researcher uses the framework analysis by Rose (1998) to analyze the types of fillers.

The researcher analyzes the types of fillers produced by two speakers with different mother tongues. The speakers in the video are Eric Nam and Raisa Andriana. Eric Nam is a singer-songwriter currently based in America and South Korea. He is a mixed Korean-American who was born and raised in Atlanta, Georgia, United States. He is a graduate of Peking University and Boston College. In 2011, after graduating from Boston College, Eric finally moved to South Korea to pursue his dream of becoming an idol. After becoming a big star globally, Eric is back promoting in the US market as he has said in an interview with MTV

News that he will return to his native US. As a global artist, Eric learns many languages. He has written on his LinkedIn page that he uses English and Korean as a native or bilingual proficiency, Spanish as a professional working proficiency, and Mandarin as an Elementary proficiency.

Another speaker in this video is Raisa Andriana. She is the pride of Indonesia's solo singer. She graduated from Bina Nusantara University (BINUS). BINUS is a college that applies International Standards that all the students are required to understand English (as a global language). In addition, Raisa is a student majoring in International Marketing, where the education process implicates many foreign companies that work with BINUS University. In 2017, Raisa married Hamish Daud, an actor of mixed-blood Indonesian-Australian, who also uses English as his ordinary language. As an Indonesian diva, Raisa often holds concert tours to several countries. In 2014, she had her first solo concert at The Star Performing Arts Center Singapore. Thus, it's no wonder Raisa is good at speaking English fluently.

Based on Rose's (1998) framework analysis, there are two types of filler called lexical and non-lexical fillers. Lexical filler is words that are not contextually meaningful, and it usually consists of only a word. Meanwhile, non-lexical fillers typically consist of additional words in verbal communication. The researcher chose the video of the Dive Studio podcast, uploaded on YouTube, because the presenter and the guest in the video are considered to meet the requirements of a multilingual speaker and an Indonesian speaker (who uses English as a second language). Afterall, it is hoped that this research can

contribute to Filler's understanding at verbal communication, especially for EFL speakers, to optimize their use and enhance the quality of language in conversation.

B. Research Question

This research focuses on fillers in language produced by the speakers in the podcast video. The researcher describes the types of fillers and analyzes how two speakers use fillers: a multilingual speaker and an Indonesian. Therefore, the research questions proposed are:

1. What are the types of fillers produced by a Korean-American and an Indonesian Singer in spontaneous conversation?
2. How are the similarities and differences of fillers produced by a Korean-American and an Indonesian Singer in spontaneous conversation?

C. Significance of the Study

This research provides some information about fillers in spoken language which will be helpful for linguistics students and further research. This research can contribute to academic discussion, especially for filler's understanding. In addition, this research can be used as a reference for further linguistics study for English Literature Department students. For pedagogical context, this research is also relevant for teachers, specifically English teachers, to help students increase their confidence in learning English. For those who required to have good public speaking, such as English students, entry-level employees, or public speakers, this

research is expected to help to know and anticipate the occurrence of fillers during speech.

D. Scope and Limitation

The scope of this research is the field of Pragmatics through utterances containing the filler words, which is a form of hesitation in spoken language. In this research, the researcher focuses on the types of fillers based on the framework analysis proposed by Rose (1998).

This research also has some limitations. As mentioned before, this research only focuses on discussing fillers in spoken language. It merely examines the filler types produced by Eric and Raisa as the speakers in a YouTube Podcast. Meanwhile, other utterances unrelated to filler words, such as silent pause, restart, and repetition, will not be studied.

E. Definition of Key Terms

In this section, the researcher explains several key words that are considered important so that it can make it easier to understand the analysis presented.

1. Filler is short meaningless words or phrases. It marks a pause or hesitation in speech, but they have not finished the sentence. Filler is an inevitable word in a language, thus to make an effective conversation, the speaker must be aware of these words. This research studies the fillers, focusing on

the types based on Rose's (1998) framework analysis and analyzing how two speakers use filler: a Korean-American and an Indonesian singer.

2. Spontaneous conversation is a conversation that flows without any prior planning. It commonly occurs as an informal conversation between two people or more. This research uses a spontaneous conversation as a data source from a video podcast on YouTube. The researcher chooses the spontaneous conversation because many previous studies have used planned conversations as data sources from formal activities such as classroom learning, job interviews, and etcetera.
3. Multilingual speaker is someone who is considered to have the ability to speak more than two languages. The aboriginal language they have used since birth is called their mother tongue. A person who learns two languages from birth is called a simultaneous bilingual. Finally, if someone knows a second language, it is called sequential bilingual. A multilingual person is usually referred to as a polyglot, a term that refers to people who learn multiple languages as a necessity.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some theories related to the topic of the research. It includes an overview of the hesitation phenomena, and the explanation of fillers in language.

A. Hesitation Phenomena

A hesitation phenomenon is a linguistic form that arises when speakers have difficulty transferring information during speech production (Wang, 2021, p. 823). It often appears in spontaneous conversation, which is usually marked by a silent pause, filler, restart, lengthening, etc. Hesitation phenomena primarily occur among non-native speakers because frequently, they will have trouble speaking in a language that is not their first language. Therefore, to keep the floor, they will do something (fill it with the kinds of hesitation) to keep the conversation going well.

Hesitation is a phenomenon that occurs when a speaker is not fluent in comprising sentences. In formal situations, hesitation can be easily found in various contexts, for instance, learning-class context. In-class presentations, for example, students tend to often use "*Uhm*" and "*uh*" or repetition caused by various factors such as nervousness or unreadiness. Therefore, they will produce filler, repetition, or probably silent pauses in the language production process. Hence, it can be concluded that the hesitation phenomenon has a crucial role in conversational strategy.

Hesitation ensures that speakers can maintain their turn in the conversation and are not distracted by the interlocutor. Slight delays such as hesitation will play a significant role in conversational strategy. As Trillo (1994) stated, “Even silent pauses also play a role in message structure and contribute to internal cohesion” (Wang, 2021, p. 824.) Hesitation is valuable not only for the speaker but also for the listener or interlocutor because (while waiting) they will realize that there is something the speaker wants to convey.

Background knowledge is essential in spontaneous conversation. It can have an impact on language fluency when carried out verbal communication. The less background knowledge, the potential disfluent features are significantly elevated. Thus it can impede the transfer of lexical information. Primarily if the conversation is carried out by people who genuinely have different backgrounds, even though they use relatively the same language, the parties must understand the social use of language, the rules for taking turns, and for defending and changing the topics involved. Rose (1998, p. 4) classifies these types of phenomena into several subsections.

1. False Start is when a speaker speaks a few words but then stops in the middle of a sentence. A revised attempt or remaining silent usually follows it, thereby can signal to terminate a turn in the conversation. For instance:

*// I'm in LA . I just got to LA .I was__ *I just* got back and you're the first person that I'm talking to in in LA. //*

This is called a false start. As Rose (1998, p. 5) stated, A false start beginning might be trailed by a revised attempt to lexicalize a similar thought or by silence - subsequently delivering the conversational turn.

2. Repeats are when a speaker repeats a lexical word in the middle of a sentence. For instance:

// He was like the first **the first** one that **that** asked me about that rumor. //

This is called a repeat (Rose, 1998, p. 5). It can be some words are repeated, but frequently just one word is repeated.

3. Restarts are when a speaker says a few words and then suddenly repays to the beginning and repeats the same words.

For instance:

// I think you can really be something **you can really be something** because there was a gap um ___ in female soloists at that time. //

This is called a restart (Rose, 1998, p. 5). The speaker utters "*you can really be something*" then suddenly returns to the beginning, iterates the same words, and continues the sentence.

4. Self-correction is when a speaker will usually say one absolute word, and then repeat the word in order to make the sentence more clearly and understandable.

For instance:

// I thought your song was just very pleasant . **Really pleasing and easy to listen to** //

This is called a self-correction, as Rose (1998, p. 6) pointed that self-corrections, repeats, and restarts also have the same ideas as repairs.

5. Lengthenings are when the speaker lengthens the word. For example, when the vowel "the" is pronounced as "thee ...," -- the final vowel sound is pulled past its usual duration.

Another example:

// It was quite . *a---* challenge for me because __ I don't want to hide my personal life. //

This is called a lengthening, as the vowel "a" is pronounced as "aaa...".

People may only comprehend with filler and repetition, while the hesitation phenomenon is not only limited to these types. Merely like filler, another hesitation such as false start, repeat, restart, self-correction, and lengthening need a short moment where the speaker decides the next word or the organization of the discourse to continue the conversation. Therefore, it is essential to understand that the speaker needs a moment of reflection while it is still in control of their turn.

B. Fillers in Language

Many scholars name fillers with various terms: for many instances, Rose (1998) and Clark and Tree (2002) prefer to call it *Fillers*, Stenström (1994) and Gilquin (2008) who call it *Filled Pause*, and Corley and Stewart (2008) who call it *hesitation disfluencies*. All these terms may still be debatable, but the outline of the discussion remains the same. Filler is one of the particular phenomena of face-to-face communication, which is part of the spoken language. Clark and Tree (2002) argue that speakers can use fillers to imply searching for a word, deciding

what to say next, wanting to keep the ongoing conversation, or wanting to end the conversation. In other words, speakers use fillers as a bridge to express hesitation in speaking.

Fillers are not only limited to words, they can be phrases and different combinations of words. Rose (1998) divides them into two types based on the word components: lexicalized and non lexicalized filler.

Table 1. Types of Fillers

Lexicalized	Non-Lexicalized
<i>And</i>	<i>Uh</i>
<i>You know</i>	<i>Um</i>
<i>I mean</i>	<i>E;r</i>
<i>Yeah</i>	<i>Erm</i>
<i>And so</i>	
<i>But</i>	
<i>Well</i>	
<i>Like</i>	

There are some examples of both types.

1. Lexical filler is words that are not contextually meaningful, and it usually consists of only a word. For instance :

// ***I mean*** let's just to set the stage for our listeners ... //

// ... but ***you know*** that made me who I am today but it was everything was really really nice ... //

2. Non-lexical fillers typically consist of additional words in verbal communication. For instance:

// I was ***um*** probably 17 18 (years old) when I __ you know really got into that musical band type situation //

// ... yes a slow and steady journey ***uh*** that's going uphill at the time and very steady right now ... //

// It just felt ***like*** _ a final ***like*** full circle moment of us kind of finally getting to connect ... //

Humans use of fillers, filled pauses, or other hesitation when communicating is considered normal, Rose (1998. p.1) argues “A moment's reflection will reveal the unreliability of this presumption. Human speech is surprisingly disfluent, marked by frequent starts, stops, restarts, stammering, ers, and erms.” However, excessive use of filler can be categorized as disfluency in speaking. Kosmala (2019, p. 15) has a different argument which argues that fillers do not always reflect speech difficulties and speech disfluency. Since this research focuses on the type of filler produced by speakers, it is almost relevant to the framework analysis of Rose (1998).

Whenever people have a conversation, whether with their friends, parents, teachers, or even stranger, they likely produce a filler word. They are genuinely inevitable in everyday conversation. However, the problem is, are they really filler words? Or is it just meaningless words that actually should be reduced? Frequent use of fillers in speech may disrupt the flow of the conversation and limit the interlocutor's understanding. However, on the other hand, the filler is considered beneficial for speakers, especially non-native speakers. People may only notice certain types of filler words, and they appear as a result of nervousness or not being ready to speak. Thus, an analysis of fillers, including their types, functions, and how to use them properly, might be constructive for language speakers.

CHAPTER III

RESEARCH METHOD

This chapter provides a research method consisting of research design, research instrument, data sources, data collection, and data analysis.

A. Research Design

This research uses a descriptive qualitative method to analyze and interpret the filler phenomenon in spoken language. Qualitative research is the process of understanding a social or human problem by constructing a complex and holistic design using words, providing an informant's detailed views, and conducted in a natural setting (Cresswell, 1994, p. 44). Qualitative research tends to use descriptive or analytical techniques to understand a particular phenomenon. Therefore, the researcher uses this method to describe and analyze the types of fillers in conversation. A pragmatic approach is also used to determine the types and the usage comparison of fillers in spontaneous conversation produced by two different speakers; a Korean-American speaker and an Indonesian.

B. Research Instrument

The research instrument in this research is the researcher herself because she obtains and collects the data from the YouTube platform by herself. Then, the researcher analyzes the data based on the framework proposed by Rose (1998). Therefore, the researcher functions as a critical human instrument. It means the researcher is not directly involved in interviewing the presenters. However, she provides an interpretation based on her ideas according to relevant theories. It is in

line with Hammersley and Atkinson (1995, p. 2), who stated that Researcher-as-Instrument refers to the researcher herself as an active respondent in conducting research.

C. Data Source

The data source of this research is the video from the YouTube Platform entitled "Raisa Takes Eric Nam Behind-the-Scenes of Her Life and Collab with Sam Kim | Daebak Show Ep. #138". The video was uploaded by the "Dive Studios Podcast" YouTube channel on November 16, 2021. The video is a conversation between Eric Nam, a singer-songwriter currently based in America and -South Korea, and Raisa, an Indonesian solo artist. The researcher chose this podcast because Raisa was the only guest invited by "Dive Studios Podcast" who came from Indonesia and is a native Indonesian speaker. They talked about how music came into her life, her big plans for the future and her recent collaboration with singer-songwriter Sam Kim. Meanwhile, Eric Nam is a native English speaker. He was born and raised in Atlanta, Georgia, United States. Besides being fluent in English, he is also proficient in Korean because his father is a Korean.

D. Data Collection

There are several steps carried out by the researcher in collected the data. Firstly, watching a video through the Dive Studio Podcast YouTube channel entitled "Raisa Takes Eric Nam Behind-the-Scenes of Her Life and Collab with Sam Kim". Secondly, transcribing the dialog between Eric and Raisa in the

podcast video. Thirdly, identifying fillers produced by Eric and Raisa based on the criteria of filler types by the framework of Rose (1998).

E. Data Analysis

After collecting the data, the researcher analyzed the data to answer the research questions. Firstly, the researcher classified the data that had been found. Secondly, the researcher analyzed the data based on the framework analysis of Rose (1998) about the types of fillers to answer the first research question. At this stage, the researcher categorized the filler words according to the subcategories as lexical and non-lexical fillers. To analyze the second research question, the researcher analyzed and interpreted the similarities and differences in the use of fillers produced by Eric and Raisa as the speakers in the podcast. Finally, the researcher drew conclusions and results based on what had been found during the research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and the discussion related to the research question. It includes the data presentation, the findings, and the discussion of the data that have been obtained.

A. Finding

The data were taken from the YouTube Video Platform entitled "Raisa Takes Eric Nam Behind-the-Scenes of Her Life and Collab with Sam Kim | Daebak Show Ep. #138". The video was uploaded by the "Dive Studios Podcast" YouTube channel on November 16, 2021. The data are the fillers in the form of words and phrases in the conversation. The video is a full episode video with the total duration of 57.59 minutes. In this research, the abbreviation is used to make the data simpler. The detail is E, which refers to Eric Nam, and R, which refers to Raisa Andriana.

1. Types of Fillers Produced by Raisa and Eric Nam

The findings are categorized according to the types of fillers proposed by Rose (1998): Lexicalized filler is words that are not contextually meaningful, and it usually consists of only a word. Meanwhile, non-lexicalized fillers typically consist of additional meaningless words in verbal communication.

The following is a data representation of each type of filler produced by Raisa and Eric.

Table 2. Fillers Produced by Raisa and Eric Nam

Types of Fillers	Raisa Andriana	Eric Nam
Lexicalized Fillers	<p>Datum 1: <i>... I started um you know going um finding myself uh friends who can _ *and then* we perform a band *and* yeah *and then* _ we started trying to produce songs *and* just I sang at cafes at birthdays at weddings *and* _ stuff like that ...</i></p>	<p>Datum 9: <i>It just felt *like* a final *like*_ full circle moment of us kind of finally getting to connect...</i></p>
	<p>Datum 2: <i>... I get money and I can buy something for myself and it's *like* this is the best thing ever ...</i></p>	<p>Datum 10: <i>... I have a Brian McKnight story uh he came to Korea and there somebody was like "hey do you want to meet Brian" when I was like of course I would like to meet Brian McKnight *and so* we went to a Galbi place called (mentioned a Korean Restaurant name) in Cheongdam ...</i></p>
	<p>Datum 3: <i>R: Okay um thank you thank you for for calling and saying you're you arrive okay E: *yeah* I'm I'm great I'm just letting everybody know I'm fine...</i></p>	<p>Datum 11: <i>*yeah* that's- I mean that's great it's incredible that you have that type of circle and that grounded thing all of that...</i></p>
	<p>Datum 4: <i>... but I was really quite introverted when I was a child so I wasn't *you know* I didn't want to be a star since I was a a kid ...</i></p>	<p>Datum 12: <i>*You know* what I felt like it was a lease that I could do uh to to give you a warm welcome ...</i></p>
	<p>Datum 5: <i>Exactly uh it depends on your mood *but* _ I think my favorite song right now is a newer song that I wrote last year's called "love and let go" because it's uh it's totally a night an 02 a 90s ballad that I grew</i></p>	<p>Datum 13: <i>... flip side I'm I feel like I'm like it's it's Raisa I should be more nervous than you so you know what it's a mutual nervousness that I think will lead to some great conversation *but* _</i></p>

	<i>up with...</i>	
	<p>Datum 6:</p> <p><i>*Well* Basically we were we were video chatting each other I think close to 10 times before we actually record so uh it was a long process it was kind it was like probably one and a half years to make-</i></p>	<p>Datum 14:</p> <p><i>I think that's awesome um _ *well* we look forward to to your continued global domination with your amazing voice and your music.</i></p>
	-	<p>Datum 15:</p> <p><i>*I mean* two years on an album that's like a very _ that's a very long time but when you put your music out was it immediate success was it immediate reaction from from your fans and from people who were listening to your music.</i></p>
Non-lexicalized Fillers	<p>Datum 7:</p> <p><i>I would say my career is a very a slow and steady *um* _ uphill _ *um* how do you call it?</i></p>	<p>Datum 16:</p> <p><i>*Um* I came across your music and I just I really liked it and I thought it was just very pleasant ...</i></p>
	<p>Datum 8:</p> <p><i>... I like the tone of my voice on that range but it's not the neces- it's not necessarily the best range that I can sing with _ *uh* _ live.</i></p>	<p>Datum 17:</p> <p><i>*Uh* _ I know what you mean.</i></p>

The data are inserted based on the frequently appearing type taken from the podcast video. The number of fillers produced by the speakers was five hundred ninety-six of the two types of fillers based on Rose's (1998) framework analysis. Data 1-8 are the utterances produced by Raisa as an Indonesian speaker. From a total duration of 57.59 minutes, Raisa had three hundred eleven fillers of both types, with two hundred seventeen lexicalized fillers and ninety-four non-lexicalized fillers. The detail is shown in Table 3. From the lexicalized type, the

fillers that appear include, *like, and, yeah, you know, but, and well*. Meanwhile, from the non-lexicalized type, the fillers that appear include, *um* and *uh*.

Data 9-17 are the utterances produced by Eric as an English speaker. From a total duration of 57.59 minutes, Eric had two hundred eighty-five fillers of both types, with one hundred ninety-one lexicalized and ninety-four non-lexicalized fillers. The detail is shown in Table 2. From the lexicalized type, the fillers that appear include *like, and, yeah, you know, but, well, and I mean*. Meanwhile, from the non-lexicalized type, the fillers that appear include, *um* and *uh*.

Table 3. Total Number of Filler Produced by Speakers

		Raisa	Eric	Total
Lexicalized Filler	And	78	36	114
	But	10	12	22
	I mean	0	6	6
	Like	53	90	143
	Well	3	9	12
	Yeah	38	32	70
	You Know	35	6	41
Non-Lexicalized Filler	Uh	29	15	44
	Um	65	79	144
	E:r	0	0	0
	Erm	0	0	0
Total		311	285	596

From the data in table 2, it shows that Raisa, as an Indonesian speaker, tends to produce frequently "*and*" filler and rarely had "*well*" in lexical types. Meanwhile, in the non-lexical type, Raisa used a lot of "*um*" filler. In addition to its function as a filler, "*and*" is also part of the conjunction. Since the video talked

a bunch about the speaker's experience when she tells the sequence of events, it is genuine that conjunctions will often appear in the conversation. It is in line with Rose (1998), which found that the "*and*" type might function as a filler used when someone tells a sequence of events.

On the other hand, as a multilingual speaker, Eric tends to produce a lot of filler "*um*" in the non-lexical type. It indicated that the speaker was about to be hesitant. Thus, the filler "*um*" is used to defend their turn. This is in line with Mukti and Wahyudi (2015), who found that "*um*" has a different role based on the speaker's sense of uncertainty.

2. The Comparison of Fillers Produced by Raisa and Eric Nam

In this section, the findings are categorized by comparing the use of fillers produced by the speakers. It includes the similarities and differences in the use of fillers produced by Raisa and Eric Nam as the speakers of the video.

a. The Similarities of Fillers Produced by Raisa and Eric Nam

The researcher found similarities in the types of fillers produced by Eric and Raisa as speakers in the video. These similarities are categorized in terms of lexicalized and non-lexicalized filler.

Lexicalized Fillers

The finding found that both Eric (Multilingual English Speaker) and Raisa (Indonesian speaker) produced more lexicalized fillers. In the lexicalized type, the fillers that appear based on the framework analysis of Rose (1998) are including, *like*, *and*, *yeah*, *you know*, *but*, *well*, and *I mean*. Investigation of this

type suggests that the use of filler has some similarities. Below is an explanation that is evidenced by some relevant data.

1. Filler *yeah*

In this representation, the filler "*yeah*" has appeared seventy times. Almost all words of this type appear at the beginning of the sentence without being followed by a delay. It seems to reflect an agreement and checks an understanding of the interlocutor's statement.

As the following example:

Datum 1

*Raisa: Okay um thank you thank you for for calling and saying you're you arrive okay
Eric: *Yeah* I'm I'm great I'm just letting everybody know I'm fine...*

The utterance was taken at 3.11 minutes. Raisa seemed grateful to Eric for inviting Raisa to the podcast and said that he was in good health wherever he was. Eric responded with a "*yeah*," indicating that he understood and agreed with Raisa's statement. After he gave the response, he continued his sentence by saying, "*I'm great*," to emphasize the word "*Thank you for calling and saying you're arrive*."

Datum 2

*Eric: *Yeah* that's- I mean that's great it's incredible that you have that type of circle and that grounded thing all of that...*

The utterance was taken at 13.27 minutes. The two data above show that Eric put filler "*yeah*" to respond to the interlocutor's (Raisa) statement. Then he added a few words to continue his sentence to make it more evident. The

researcher noted that the speaker did not need the slightest pause from the two examples above while continuing his sentence fluently. These two proposing data indicated that "yeah" frequently responded to the speaker's agreement with the interlocutor's statement.

2. Filler *you know*

The total number of this filler appeared forty-one times. The researcher found that Eric and Raisa used filler "you know" when the speaker and the interlocutor had the same idea or opinion.

As the following example:

Datum 3

*Raisa: ... but i was really quite introverted when I was a child so I wasn't ***you know*** I didn't want to be a star since I was a a kid ...*

Eric: Yeah ...

The utterance was taken at 4.48 minutes. Raisa told about her situation in childhood. In the middle of the sentence, she stopped for a moment and inserted the filler "you know," then Eric responded with the word "yeah," while nodding, which indicated that he had the same thoughts as Raisa's statement. However, Raisa failed to continue her sentence, so she changed the subject after the filler "you know" appeared to fix the sentence. In this case, the filler may result from disfluency in language because it seems that the speaker fails to convey the message.

Datum 4

*Eric: You sound great and um flip side I'm I feel like I'm like it's it's Raisa I shouldb more nervous than you so ***you know*** what it's a mutual nervousness that I think will lead to some great conversation but...*

Raisa: Yes...

The utterance was taken at 2.23 minutes. Both Eric and Raisa used the filler "you know" in the middle of the sentence. After Eric used the filler "you know," Raisa responded with "Yes," which indicated that she had the same thought as Eric's statement saying that their nervousness would lead to a great conversation. However, unlike Raisa, Eric managed to continue his sentence after inserting filler into the sentence. Eric's filler in that sentence tends only to serve to fill in the blanks while he thinks about what to say next.

3. Filler *well*

Both Raisa and Eric use "*well*" to transition between the opening sentence and the speaker's idea. It can appear either at the beginning or in the middle of a sentence. If at the beginning of the sentence, "*well*" serves as an opening sentence, while if it appears in the middle, it seems to be a word that opens a new topic

Datum 5

*Raisa: *Well* Basically we were we were video chatting each other I think close to 10 times before we actually record so uh it was a long process it was kind it was like probably one and a half years to make-*

The utterance was taken at 21.44 minutes. Raisa did not need a slight pause when the filler appeared in that example. The filler is only used to open a sentence. Then without pause and correction, she continued the sentence.

Datum 6

*Eric: I think that's awesome um _ *well* we look forward to to your continued global domination with your amazing voice and your music.*

The utterance was taken at 45.55 minutes. In the example above, the filler "*well*" appeared along with other kinds of filler ("*um*"). It also did not require a slight pause and seemed to open a new topic. It can be seen

that "well" functions as a transition between the sentences. The first sentence was Eric's response to Raisa's statement, and then he asked Raisa another question on a different topic.

4. Filler *and*

The filler "*and*" constantly appeared when the two speakers talked about a sequence of occurrences. It is also often followed by a long pause.

As the following examples:

Datum 7

*Raisa: ... I started um you know going um finding myself uh friends who can _*and then* we perform a band *and* yeah *and then* _ we started trying to produce songs *and* just I sang at cafes at birthdays at weddings *and*stuff like that ...*

The utterance was taken at 7.08 minutes. The filler "*and*" frequently appeared when Raisa told the sequence of events on how she first debuted as a singer. Other types of fillers or words follow it. In the statement above, some filler "*and*" appeared, followed by the word "*then*." Another example is when Eric explained his story of when he met Brian McKnight.

Datum 8

*Eric: ...I have a Brian McKnight story uh he came to Korea *and* there somebody was like "hey do you want to meet Brian" when I was like of course I would like to meet Brian McKnight *and so* we went to a Galbi place called (mentioned a Korean Restaurant name) in Cheongdam ...*

The utterance was taken at 30.48 minutes. Filler "*and*" reappeared, followed by another type of filler ("*so*") and became the phrase "*and so*." In that sentence, Eric recounted the sequence of events when he once met Brian McKnight.

5. Filler *like*

The filler "*like*" seemed to be frequently used by both speakers when they quoted a conversation or statement. This type of filler has appeared one hundred forty-three times. As example:

Datum 9

*Eric : It just felt *like* a final *like*_ full circle moment of us kind of finally getting to connect...*

In this example, Eric said that he had been listening to Raisa's song since five or six years ago, afterward, like a fate would have them finally able to have a conversation. The utterance was taken at 14.13 minutes. In that datum, filler "*like*" appears twice. A second "*like*" occurred, followed by a slight pause. The speaker seemed to signal that he was thinking about the next word. Another example is when Eric told about one of the embarrassing moments he had.

Datum 10

*Eric: ... there was a moment where I was saying hi to somebody and I literally turned my head and he was *like* right here and I was *like* oh I'm so sorry and I literally ran away because I was like I'm so sorry [Laughter]*

The utterance was taken at 34.12 minutes. The speaker used filler "*like*" to link the direct and indirect sentences. He seemed to be talking about other people in one sentence, making it easier to understand, he inserted the filler "*like*."

6. Filler *but*

The filler "but" appeared, followed by a long pause. There was no difference between Eric and Raisa in using "but." They seemed to use "but" to defend their turn while remembering what they would say next.

Datum 11

*Eric: ... flip side I'm I feel like I'm like it's it's Raisa I should be more nervous than you so you know what it's a mutual nervousness that I think will lead to some great conversation *but* __ i mean let's just to set the stage for our listeners...*

Raisa: Yes

The utterance was taken at 2.23 minutes. In this utterance, filler "but" appeared, followed by a long pause. Eric seemed to be contemplating what he would say next until he finally switched to a different topic. However, Eric failed to continue his sentence. Thus, after a long pause, the interlocutor takes over the turn. In another example, Raisa got a fan's question; "what song does she like, and what most personal favorite song does she has?"

She answered:

Datum 12

*Raisa: Exactly uh it depends on your mood *but* __ I think my favorite song right now is a newer song that I wrote last year's called "love and let go" because it's uh it's totally a night an 02 a 90s ballad that I grew up with...*

The utterance was taken at 25.54 minutes. Raisa put filler "but" while she was trying to remember something. Therefore, in the process, she added a slight pause followed by the appearance of a filler "but." It can be seen that the additional filler affects the conversation. The speaker seemed to try to maintain her turn while remembering what she would say next.

Non-Lexicalized Fillers

In the non-lexicalized type, the fillers that appeared based on the framework analysis of Rose (1998) include, *um* and *uh*. Investigation of this type suggests that the use of filler has some similarities.

Below is an explanation that is evidenced by some relevant data.

1. Filler *um*

Eric and Raisa used a lot of filler "*um*." It is evidenced by one hundred forty-four times appearing in the conversation. Filler "*um*" indicated that the speaker was defending their turn. To make the conversation look natural, "*um*" is used.

Datum 13

*Raisa: I would say my career is a very a slow and steady *um* __ uphill __ *um* how do you call it?*

Eric: Endeavor journey up and down steady journey yeah.

Raisa told about her career journey, business, and hard work as a soloist singer. The utterance was taken at 8.44 minutes. In that example, Raisa seemed to try to continue the sentence, but she failed. Therefore, she inserted filler "*um*" and gave her turn to her interlocutor. That filler seemed to signal uncertainty and hesitation. As described in datum 13, Raisa seemed hesitant about the sentence she would say, and then she inserted the filler "*um*," followed by a few delays.

Datum 14

*Eric:*Um* _ I came across your music and I just I really liked it and I thought it was just very pleasant ...*

The utterance was taken from 13.48 minutes. The filler indicated to open a conversation. The researcher realized that when the filler "*um*" appeared at the beginning of the sentence, it meant that the speaker was ready to start a new topic.

In this case, the filler "um" did not indicate an error, so the speaker could smoothly continue his sentence.

2. Filler *uh*

Apart from being a filler word during pauses, "uh" can be an affirmative response that indicates that a speaker agrees and understands with the interlocutor's statement. However, "uh" seems to sound more informal in responding to an idea or question.

Datum 15

*Raisa: Oh a lot of them are difficult for me personally because it's kind of difficult to say because sometimes I like the tone of my voice on that range but it's not the necessary not necessarily the best range that I can sing with _*uh*_ live .*

*Eric: *Uh*_ _ I know what you mean.*

The utterance was taken at 35.44 minutes. Raisa talked about what song she thought was the most difficult, and Eric also gave a response. The response said, "uh," followed by an explanatory sentence, "I know what you mean," which means he understood Raisa's statement. In the example above, Eric and Raisa use the filler "uh." Eric used it in response to the interlocutor's statement.

b. The Differences of Fillers Produced by Raisa and Eric Nam

The researcher found differences in the types of fillers produced by Eric and Raisa as speakers in the video. These differences are categorized in terms of lexicalized and non-lexicalized filler.

Lexicalized Fillers

The finding found that apart from similarities, Eric and Raisa also have differences in producing fillers. In the lexicalized type, the fillers that appeared based on the framework analysis of Rose (1998) include, *like*, *and*, *yeah*, *you know*, *but*, *well*, and *I mean*. Yet, the difference lies in the filler "*I mean*" because Raisa did not produce that type at all. Meanwhile, Eric had the filler "*I mean*" six times with the following representation:

Datum 16

*Eric: *I mean* two years on an album that's like a very _ that's a very long time but when you put your music out was it immediate success was it immediate reaction from from your fans and from people who were listening to your music*

The utterance was taken at 8.32 minutes. Eric gave his reaction to Raisa's story about the process of how she made her first album. That filler is used as the speaker's stressed on an interlocutor's statement. The filler appeared as an opening sentence and indicated an admiration.

Datum 17

Raisa: It's still playing now um here in my supermarket
*Eric: Oh really? *I mean* that song is just such a massive song-*

The utterance was taken at 33.40 minutes. That filler *is* used to clarify the speaker's statement. The second example shows that the filler appears in the middle of a sentence. However, it did not make a significant difference because the filler function remained the same. It was as the speaker stressed the other interlocutor's statement.

Eric produced more filler at the beginning of sentences in terms of usage. The type that frequently appeared at the beginning of a sentence was "*yeah*," with

a total number of ten times. Meanwhile, Raisa only produced six times lexicalized filler of all types.

Datum 18

*Eric: *Yeah* can you tell us about that, like how did you get started?*

The utterance was taken at 05.06 minutes. In terms of function, there is no significant difference between Eric and Raisa. Eric seemed to use the filler "yeah" more frequently to respond to interlocutor statements, so the filler appears a lot at the beginning of the sentence.

Non-Lexicalized Fillers

There was no significant distinction in terms of functions, both lexicalized and non-lexicalized filler. Yet, in some sentences, the researcher found that the speaker produced filler followed by a slight pause in the pronunciation.

Datum 19

*Eric: I was I just got back and you're the first person that I'm talking to in in LA *um* __*
Raisa: Okay thank you thank you for for calling and saying you're you arrive okay
Eric: Yeah, I'm great I'm just letting everybody know I'm fine ...

The utterance was taken at 03.04 minutes. Eric seemed to stop for about three seconds after producing the "um" filler, and he seemed to want to change the topic. However, Raisa responded to the previous statement, so Eric continued his sentence. In this case, the filler "um" did not show any errors, as evidenced by Eric who was able to continue his sentence smoothly without repeating any words.

From the analysis that has been done, there is no significant difference between a Korean-American speaker and an Indonesian. On the contrary, there are

many similarities found in function and use. Nevertheless, regarding the number of fillers, the Indonesians presented by Raisa produced more fillers with a total of three hundred eleven times. It might prove that filler can also occur as a result of emotional reactions resulting from feelings of nervousness or anxiety pressure, reminding that English is not their first language. It is indeed unavoidable, considering how complex the language transfer process is. However, to build adequate communication, every speaker would be better off if they always pay attention to the basics and how to speak well.

B. Discussion

This part discusses the findings and the researcher's interpretation of the findings of the types and comparison of filler. It will define in detail the findings that have been found based on the research questions that have been formulated.

1. Types of Fillers Produced by Raisa and Eric Nam

This study focuses on analyzing the types and comparisons of filler usage produced by Eric, a Korean-American speaker, and Raisa, an Indonesian, in the video podcast the Daebak Show on YouTube. From the findings, the researcher found several findings related to the type of filler based on the framework analysis of Rose (1998). These types are divided into two types, namely lexical and non-lexical filler. Lexical filler is words that are not contextually meaningful and usually consists of only a word. Meanwhile, non-lexical fillers typically consist of different meaningless words in verbal communication. The researcher found

seven types of lexical filler, including *like*, *and*, *yeah*, *you know*, *but*, *well*, and *I mean*. Whereas, for non-lexical fillers, the researcher only found two types: Uhm and *um*.

Eric uses fewer filler words than Raisa. Eric is a Korean-American speaker who uses English in his daily activities. He seemed more comfortable when he spoke although it was indisputable that he also produced quite a few filler words. However, Eric looks more confident and is very fluent in speaking.

Likewise, Raisa looks enthusiastic in the conversation. However, in some scenes, Raisa looked hesitant, especially in answering questions from Eric. She appeared a little hesitant to answer questions because she had to process the answers and the language she would use. As a result, Raisa produces more filler words to maintain the floor of the conversation.

2. The Comparison of Fillers Produced by Raisa and Eric Nam

The researcher found that the use of lexical fillers by Raisa and Eric Nam appeared more frequently rather than non-lexical types. It might happen because, according to Rose's (1998) framework analysis, Lexical filler has more various kinds with a total of seven types. Thus, the probability of the emergence of lexical types is more significant than other types. In addition, more lexical types are formed by words with other intentions. So these words are often repeated in the communication process.

In the lexicalized variety, the fillers that appear based on the framework analysis of Rose (1998) include, *like*, *and*, *yeah*, *you know*, *but*, *well*, and *I*

mean. Meanwhile, for non-lexical fillers, the researcher only found two types: *uhm* and *um*. It is in line with Rose's (1998) statement, which states that Lexical Filler seems to function as an act of stalling or filling short pauses, giving the speaker a short extra time to process the words or phrases being said. The two speakers also have some similarities and differences in terms of use and function, as explained below.

Firstly, both speakers use filler as a sign of agreement and check the understanding of the other person's statement. Generally, this type appears followed by a slight pause, which indicates that the speaker is looking for the next word to express. This type frequently occurs in conversations between Eric and Raisa, and it is proven that "yeah" appears seventy times in the total duration. Almost all hesitant of this type are located at the beginning of the sentence, so they do not indicate an error.

Secondly, the speaker uses filler when they have the same idea or opinion; for example, filler "*you know*." This type appears forty-one times of the total duration, indicating that the speaker spontaneously utters "*you know*" when they want to express the same idea or opinion. However, it is undeniable that "*you know*" sometimes does not have any function. It only appeared to fill in the blanks while they contemplated what to say next.

Thirdly, the filler that appears at the beginning of the sentence serves as a transition between the opening sentence and the speaker's idea. It usually occurs during the question-and-answer process. The speaker spontaneously changes the topic to the next question when responding to something. This type often appears

represented by the word "*well*." However, in this research, the researcher only found twelve "*well*" produced by the two speakers.

Fourth, when both speakers want to express a sequence of experiences or quote a conversation or statement, they will use "*like*" and "*and*." This filler appears very often, even in everyday conversation. It is a dominant type of filler usually produced by humans when carrying out verbal communication. It is evidenced in an analysis conducted by the researcher who found that filler "*like*" appeared one hundred forty-three times, while "*and*" appeared one hundred fourteen times during the total video duration.

Fifth, speakers use "*but*" when they want to maintain the floor of the conversation while remembering what they would say next. Frequently, this type appears followed by a long pause. It happened because of the language transfer process, especially Raisa, who used English as a foreign language. Sometimes, long pauses indicate failure to continue sentences. Thus, after a long pause, when the interlocutor realizes they will take over the turn of the conversation. The most notable difference lies in the type of "*I mean*" Raisa doesn't sound utter "*I mean*" at all, while Eric makes about six times the total duration. That filler is used as the speaker stresses an interlocutor's statement.

From the research that has been done, it can be seen that fillers are part of verbal communication. This study used two-way conversations as a source of the research. Thus, the findings come up more comprehensively. In addition, this study applies a comparison process generated by two speakers with different language backgrounds, resulting in more filler types appearing. The findings

demonstrate that there are more similarities in terms of filler types. Thus, when viewed from the results of the analysis, the type of filler used by Korean-American speaker is not largely different from that used by Indonesian. Therefore, the distinction only lies in the amount of filler used.

Comparing with Fitriati et al. (2021), this present research has slightly different finding. They found that there are several filler functions such as hesitation, empathizer, mitigation, time-creating devices, and editing term used by Indonesian EFL students. Meanwhile, Ana et al. (2018), found that filler has functions such as providing an opportunity to think, correct what the speaker said, start a speech, confirm conclusions for the interlocutor, and emphasize the main points of the topic. However, in this research, the researcher found several other functions, such as reflecting agreement and checking the understanding of the interlocutor's statement.

This present research has the same point of view as Kosmala and Morgentern (2018), which discussed the stereotype that states that filler is categorized as a language barrier. In this research, the researcher noticed that non-native English speakers do not always get pressure when communicating with native speakers. It also doesn't reflect language dysfluency. The fluency of communication between speakers with different first languages is influenced by several factors, including language proficiency and background of knowledge. Therefore, it can be concluded that the fluency in language produced by non-native speakers is not always accurate.

In conclusion, native English and a foreign language learner will probably produce a lot of filler in the conversation. Filler not only appears as a result of nervousness but also because of the speaker's condition, for example, when the speaker suddenly changes the topic of conversation or suddenly forgets what is going to say. The most important thing is how someone can become aware of the use of fillers. Thus, the discussion will sound more compelling and fluent.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion related to the research questions and the suggestion for the next researchers. The conclusion contains the summary of the findings. Then, suggestions are addressed to readers and further researchers who are interested in researching fillers in the linguistic field.

A. Conclusion

Based on the analysis of the data, the researcher found five hundred ninety-six words that are considered to meet the criteria as a type of filler word. Of the total number, four hundred eight words are classified as lexical types, while the remaining one hundred eighty-eight words are classified as non-lexical. Based on Rose's (1998) framework analysis, the types of words found in this research include, *like, and, yeah, you know, but, well, and I mean*. Meanwhile, from the non-lexicalized variety, the fillers that appear include, *um and uh*. The first speaker, Eric Nam, produces all types of filler, both lexical and non-lexical. In other words, Eric had produced nine types of filler in the video podcast. Meanwhile, the researcher found that the second speaker, Raisa, totally did not produce filler "*I mean*" in the lexical type. In conclusion, Raisa only has eight kinds of filler, both lexical and non-lexical.

The researcher found no significant distinction in using filler produced by Korean-American or Indonesian speakers. The two speakers seemed to use filler as a tool to buy time and respond to the interlocutor's statement. Moreover, filler

sometimes reflects agreement and checks the understanding of the interlocutor's statement. Therefore, the conversation sounds smoother and natural. Some fillers seem to be used when they have the same opinion, for example, "*you know*," which the interlocutor will respond to with a gesture such as a nod. It means that fillers appear not only when the speaker feels nervous or uncomfortable but also to make the conversation feel cozier.

In conclusion, the filler is a hesitation phenomenon that can appear in all humans who are doing verbal communication. In different languages, there may be other types of fillers though generally, some people comprehend very few types of fillers. The function of filler is also very diverse, depending on the context of its use, for example, when the speaker suddenly changes the topic of conversation or suddenly forgets what is going to say. Therefore, it is not only an indication of nervousness. Understanding fillers and other types of hesitation phenomena are beneficial, especially for foreign language learners. Thus, they can interact with each other smoothly and effectively.

B. Suggestion

This research focuses on the type and comparison of filler used by two speakers with different language backgrounds. The speaker is a Korean-American speaker and an Indonesian speaker in a video podcast uploaded on the YouTube channel. For further research, the researcher might suggest some main points. First, the researcher suggests the next researchers discuss filler from the listeners' point of view, not speakers. Hence, the function and use of filler can be seen from two points of view and are expected to optimize the use of filler in conversation.

Second, further research may be able to use sources from text representation rather than verbal communication. Therefore, the next researchers will find varied findings, reminding that research sources using verbal communication have been very much studied. Finally, further research is expected to explore the hesitation phenomenon deeply, not only limited to fillers but also false start, repeat, restart, self-correction, and lengthening.

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CURRICULUM VITAE



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