THE USE OF FILLERS IN THESIS PROPOSAL PRESENTATION BY INDONESIAN EFL LEARNERS

THESIS

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Malang, July 20th 2016

Fatihurrahman

MOTTO

"Allah will never give us anything freely. Everything must be from

effort, struggle, and prayer. Then, Allah will take care of the rest"

DEDICATION

This thesis is dedicated to my beloved parents, sisters and brothers. Thousands of thanks to them for the love and affection they wholeheartedly gave me.

"I LOVE YOU MOM, DAD, SISTERS AND BROTHERS!"

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I have been through a hard fight during writing this thesis. It taught me about struggle, prayer, spirit, patience, confidence, responsibility, efficiency, deadline, late, luck, trouble, dream, passion, and sort of things. The struggle would not illuminatively possible without supports, motivations, sincere favors, and constructive ideas from the contributing parties.

First of all, I would like to deliver my sincerest praise and thanks to Allah, the only God in the universe. I believe that He is the controller and grace giver of my life that I could successfully be in this achievement point currently. It is my honor to be able to include *sholawat* and *salam* to my idol, Prophet Muhammad SAW, from whom I love and choose Islam for my whole life religion.

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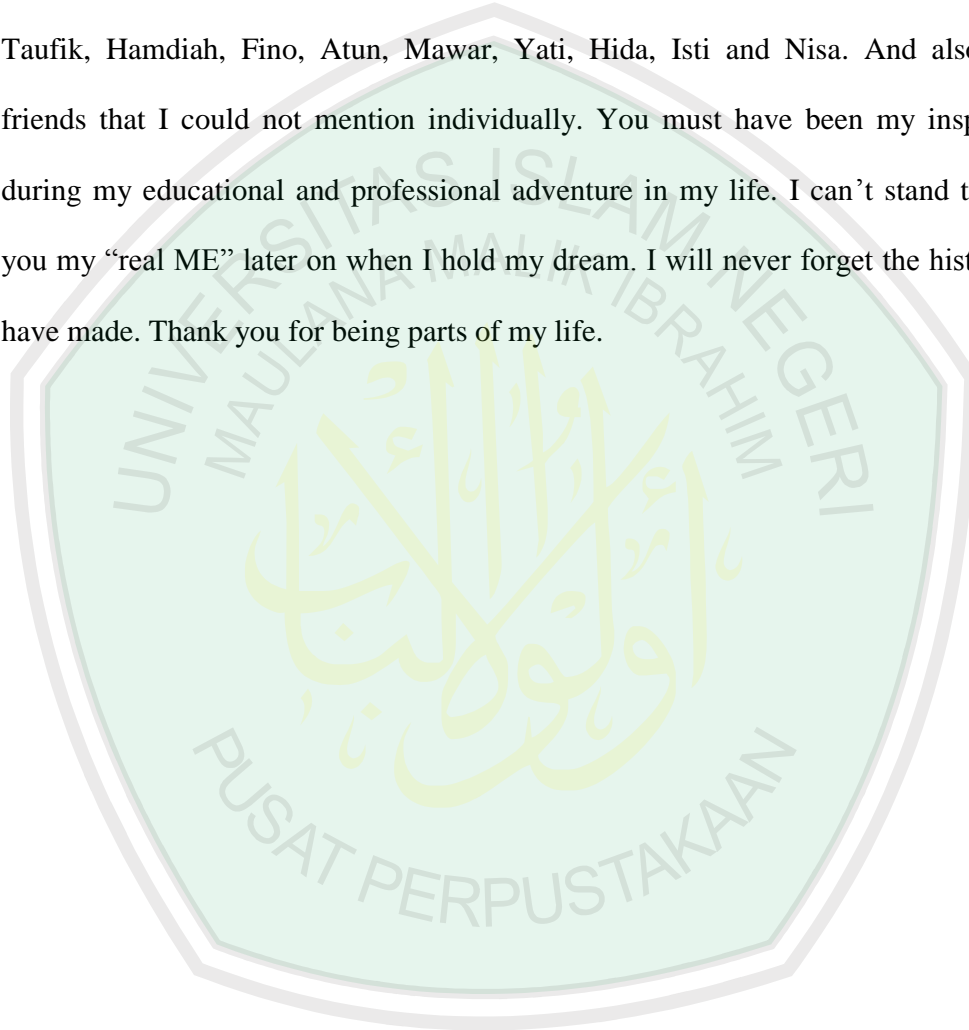
Finally, it is my maximum effort of conducting research and I know it is imperfect. Any constructive critics and advice are gratefully welcome. I really hope that it can have a high contributing role in the linguistic research development.

Malang,July 20th, 2016

The Researcher

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ABSTRACT

In a conversation, people utter sounds which is symbolized by words. In doing so, they usually make lots mistakes and/ or errors while enganging in conversations, such as speech delay, pauses, restarts and fillers, yet the most frequently error found is fillers. This study focuses on examining filler in Thesis Proposal presentation by the eight semester students, studying in Maulana Malik Ibrahim State Islamic University of Malang in East Java, Indonesia. In other to make this research manageable and to avoid broadening discussion, it was specified on eight-semester students, focusing on Thesis Proposal presentation in academic years 2015/2016. The students' Thesis Proposal presentations were collected over two periods. The first, starting on Wednesday, 23rd up to 24th March 2016. The second part, starting on April 27th up to April 28th. Those dates were sceduled by the Faculty of Humaniora as the scedule of Thesis Proposal Presentation.

Qualitative method was used to conduct the research in order to describe the use of fillers and the intended meaning of fillers used by English Deparment students in their Thesis Proposal Presentation, As the aimed of qualitative method is to dig more the deepest undestanding about a particular issue. This study is also categorized as a descriptive qualitative since it intends to analyze more on words than numbers and the findings of this research were reported in the form of utterences. In other to get the purpose of this study, the pragnatics approach is used to analyze the data findings. This study uses a theory proposed by Clark and Tree.

The results of this study are: (1). There were many types of fillers used by EFL learners during the process of presenting their thesis proposal, namely: filler 'um', 'uh' 'eh', 'ok' and 'a'. (2). Fillers were found in three locations, namely: at the beginning of the sentence, in the middle of a sentence and in the last sentence. (3) The study also found the intended meaning of filler, they are: the speaker wants to keep the floor; the speaker is thinking about the words to say next; and a spekar's feeling of uncertainty in speaking. (4) The researcher also found that the use of filler was also influenced by feeling surprised when speakers said a wrong word. However , filler 'ok' is not used by the speaker in the middle and at the end of the sentence .

Based on the findings mentioned above, it is suggested for the next researchers who are interested in analyzing fillers to widely explore about the different use of filler in native and non-native speaker. And the last, the next researcher is also recomeded to analyze fillers on reading text and spoken language.

ABSTRAK

Fatihurrahman. 2016. Penggunaan Filler Dalam Presentasi Proposal Skripsi Oleh Pelajar EFL Indonesia. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Pembimbing: Dra. Safiyah, M.A

Kata kunci: Filler, Keragu-raguan, Pelajar EFL Indonesia , Proposal Skripsi

Dalam percakapan, orang mengucapkan suara yang dilambangkan dengan kata-kata. Dalam berkomunikasi, mereka biasanya membuat banyak kesalahan dan / atau kesalahan saat terlibat dalam percakapan, seperti keterlambatan bicara, jeda, restart dan filler, namun kesalahan yang paling sering ditemukan adalah filler. Penelitian ini memfokuskan pada penggunaan filler dalam presentasi Proposal Skripsi oleh mahasiswa semester delapan, di Universitas Islam Negeri Maulana Malik Ibrahim Malang di Jawa Timur, Indonesia. Penelitian ini difokuskan pada presentasi proposal skripsi di tahun akademik 2015/2016. Presentasi Proposal Skripsi siswa dikumpulkan selama dua periode. Pertama, mulai Rabu, 23 sampai dengan 24 Maret 2016. Dan yang kedua, yang dimulai pada 27 April hingga 28 April. Jadwal tersebut telah diatur oleh Fakultas Humaniora sebagai jadwal bagi mahasiswa untuk mempersentasikan proposal skripsi mereka.

Penelitian ini menggunakan metode kualitatif dengan tujuan untuk menggambarkan penggunaan filler dan makna yang dimaksudkan dalam penggunaan filler oleh mahasiswa jurusan bahasa Inggris ketika mepresentasikan Proposal Skripsi mereka, yang disampaikan dalam bahasa Inggris. Tujuan metode kualitatif adalah untuk menggali lebih dalam pemahaman tentang isu tertentu. Penelitian ini juga dikategorikan sebagai deskriptif kualitatif karena bermaksud untuk menganalisis tentang kata-kata daripada angka dan temuan penelitian ini dilaporkan dalam bentuk ujaran. Untuk mencapai tujuan dari penelitian ini, maka pendekatan pragmatik digunakan untuk menganalisis temuan data. Penelitian ini menggunakan teori yang dikemukakan oleh Clark dan Tree.

Hasil penelitian ini menemukan bahwa: (1). Ada banyak jenis filler yang digunakan oleh mahasiswa jurusan Bahasa Inggris selama proses menyajikan Proposal Skripsi mereka, diantaranya: filler 'um', 'uh', 'eh', 'ok' dan 'a'. (2). Filler juga ditemukan di tiga lokasi, yaitu: di awal kalimat, di tengah kalimat dan di terakhir kalimat. (3). Penelitian ini juga menemukan makna dari penggunaan filler oleh penutur, diantaranya: ingin keep the floor; sedang berfikir tentang kata-kata yang akan diucapkan selanjutnya; dan perasaan ketidakpastian atau keragu-raguan dalam bertindak tutur. (4) Peneliti juga menemukan bahwa penggunaan filler juga dipengaruhi oleh perasaan terkejut ketika mengucapkan kata-kata yang salah. Namun, filler *'ok'* tidak digunakan oleh pembicara di tengah dan di akhir kalimat.

Berdasarkan temuan tersebut di atas, disarankan untuk peneliti selanjutnya yang tertarik dalam menganalisis filler untuk lebih banyak mengeksplorasi tentang perbandingan penggunaan filler dari penutur asli bahasa inggris dan non-native. Dan yang terakhir, peneliti selanjutnya juga

direkomendasikan untuk menganalisis filler yang digunakan saat presentasi membaca teks dan presentasi tanpa membaca teks.

مستخلص البحث

فتحرحمان. 2016 . استخدام Filler فى عرض اقتراح المقالة من قبل الطلاب EFL الإندونيسي. المقالة . قسم اللغة و الأدب الإنجليزية. كلية العلوم الإنسانية. الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالنج.

المشرف : الدكتورة .شافية ، الماجستير

الكلمات المفتاحية : Filler ، متردد ، الطلاب EFL عرض اقتراح المقالة

في المحادثة، يقول الناس يرمز الصوت عن طريق الكلمات .فى التواصل، فإنها عادة ما جعل الكثير من الاخطاء / أو أخطاء عندما تشارك في محادثة، مثل تأخير خطاب، وقفة، استئناف وحشو، ولكن الأخطاء أكثر شيوعا وجدت هي حشوا. وتركز هذه الدراسة على استخدام حشو في عرض مقترح الأطروحة من قبل الطلاب من الفصل الدراسي الثاني فى الجامعة الإسلامية مولانا مالك إبراهيم مالنج في جاواة الشرقية، الإندونيسي .وركزت هذه الدراسة على تقديم اقتراح أطروحة فى العام الدراسي 2015/2016. أطروحة عرض اقتراح الطلاب تجمعوا خلال فترتين .، أولا، بدءا من الأربعاء ومن 23 إلى 24 ماريس 2016 .والثانية، التي بدأت في 27 أبريل – 28 أبريل .وقد تم ترتيب جدول من كلية العلوم الإنسانية في شكل جدول زمني للطلاب اقتراح أطروحة.

استخدمت هذه الدراسة طريقة النوعي بهدف توضيح استخدام حشو والمعنى المقصود في استخدام حشو من قبل الطلاب في تخصص اللغة الإنجليزية عندما اقتراح الرسالة، والتي تم تسليمها في اللغة الإنجليزية .والغرض من الطرق النوعية هو حفر فهم أعمق لقضايا محددة .صنفت الدراسة أيضا باسم النوعية وصفية لأنها تنوي تحليل حول الكلمات بدلا من الأرقام والنتائج التي توصلت إليها هذه الدراسة وترد في شكل خطاب .لتحقيق أهداف هذه الدراسة، في اتباع نهج البراغماتية تستخدم لتحليل نتائج البيانات .تستخدم هذه الدراسة النظرية التي طرحها كلارك وشجرة.

وتشير هذه النتائج ما يلي:

1) أنواع كثيرة من حشو من قبل الطلاب في تخصص اللغة الإنجليزية خلال عملية تقديم

2) عرض اقتراح أطروحة، بما في ذلك: حشو 'أم'، 'إيه'، 'طيب' و "أ"

3) كما وجدت حشو في ثلاثة مواقع، وهي: في بداية الجملة، في منتصف الجملة والجملة الأخيرة.

4) كما وجدت الدراسة معنى استخدام حشو بواسطة مكبرات الصوت، بما في ذلك: تريد أن تبقي على الكلمة. والتفكير في الكلمات لأقول المقبل. ومشاعر عدم اليقين أو الشك في الفعل تقول.

5) ووجد الباحثون أيضا أن استخدام حشو يتأثر أيضا من الشعور بالدهشة عندما نطق الكلمات بشكل غير صحيح.

ومع ذلك، لايتم استخدام حشو ''موافق'' من قبل المتحدث في الوسط وفي نهاية الجملة.

واستنادا إلى النتائج أعلاه، يقترح إجراء المزيد من الأبحاث المهتمة في تحليل حشو لاستكشاف المزيد حول المقارنة بين حشو من الناطقين باللغة الإنجليزية وغير ذلك.

وينصح الماضي، إجراء مزيد من البحوث أيضا إلى تحليل حشو التي يتم استخدامها أثناء العرض والنص عرض قراءة دون قراءة النص.

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, Significance of the study, scope and limitation, the definition of key terms, research design, data source, research instruments, and data analysis.

1.1   Background of the study

In a conversation, people utter sounds which is symbolized by words. In doing so, they usually make lots mistakes and/ or errors while enganging in conversations, such as speech delay, pauses, restarts and fillers, yet the most frequently error found is fillers. Fillers are not just the flaw of speech as claimed by Tottie (2001, cited in Erten 2014, p 85), On Psycholinguists point of views, fillers are often treated as flaws in speech; an interuption in speaking time; a meaningless noice. In contrast, Clark and Tree (2002) who stated that fillers served a very communicative function, even if, it has no primary meaning. On the other hand, fillers are used to help meaning. In addition to, considering to the point above, Clark and Trees (ibid), stated that, even though, fillers are not the meaning in a communication, yet it can be used to tranfer a variety of interpersonal message such as holding the floor. In many cases, fillers are used as communication strategies by a person who uses it. As claimed by Rose (1998, p. 17) fillers can be used to soften the blow of an objection or refusal. Therefore, it seems fallacious, when saying that fillers are just a meanigless verbal sound.

According to Kock (2007, p. 7), filled pauses are parts of speech which is aimed at filling an empty time because of hardness in uttering next upcoming words, the filled pauses usually in form of an *uh* or *um.* While, Tree (1999), defined fillers as a detector of indicating fear, reluctance, uncertainty, or faltering, as in a speech. These examples of fillers are given by Trees (n.d), "*Umm, uh, okay, well, I mean, you know"* and others such as *"ehm, how to say*, and *it is*", they are merely a few example of fillers employed to 'buy time' during speech. As stated by Khojastehrad (2012), hesitation, disfluency-creating pauses cannot be avoided in spoken languages, merely a very few persons to whom are able to make speaking completely fluent.

Fillers have been widely explored by many researchers, For many instances, Corley & Stewart (2008) examined the study entitled "Hesitation disfluencies in spontaneous speech", focusing on filler "*um".* The result of the study found that speakers producing fillers because they are not certain about uttering next utterences (Brennan & Williams 1995; Smith & Clark 1993). The other previous researcher was Wang (2011), he expanded the research that deals with discourse markers (DMs), focusing on analizing the filler *ano* in Japanese and *nage* in Mandarin Chinese. The result of his study shows that Those two fillers in both countries have a function as communication strategies and modality. It means, those are not merely hindrance in speaking.

Furthermore, Corley and Hartsuikers (2011) suggested that "speech understanding can sometimes benefit from the presence of filled pauses (uh, um, and the like), and that words following such filled pauses are recognised more

quickly" (p.1). While Belz and Klapi (2013) digged more about "Pauses following fillers in L1 and L2 German Map Task dialogues" and the most current researchers were Mukti & Wahyudi (2015) who conducted their study entitled EFL students' use of um as fillers In classroom presentations. Their study found that, the um was used by speaker due to a trouble that is detected to whom used um as an interjection or to correct a mistake (Clark & Tree, 2002). Besides, they also found that, the meaning of um depends much more on where it occur in the sentences.

Due to lots of studies on fillers focusing on examining a spesific filler '*uh*' and '*um*' as mentioned above. Therefore, this present study will not specify on certain fillers. It means this present study examines all fillers. The other distinctions of this research with the other previous studies are the subjects, the English Department students of Maulana Malik Ibrahim State Islamic University of Malang in East Java, Indonesia, are taken as the Subject in this research. The researcher focuses on examining eight-semester students, when they are presenting their Thesis Proposal.

The consideration of choosing them are: firstly, the students use English in their presentation. Secondly, they are fluent sufficient in English spoken language. Under that consideration, as the English students who were studied for four years, they should not make lost of fillers. To make the analysis of the present study more systematic, then the researcher uses a theory proposed by Clark and Tree (2002) framework on the use of *um*, the study shows that the filled pause of *um* played different roles based on the speaker's thoughts on feelings of uncertainty.

And to reveal more about the occurencee of fillers, thus, the researher also uses a theory about the occurences of *um* in spoken language, which is also proposed by Clark & Tree (2002), the occurence of *um* has three locations, they are: (1) at the boundary (front), (2) after the first word (ignoring uh and um), and (3) later.

These two theories were also used by Wahyu and Mukti in their research entitled "EFL students' use of um as fillers In classroom presentations. Yet, the distinction with this present study is this study examines all fillers. Besides, this study also wants to know that the other fillers such as *uh, ok, well,* and *a,* can also be placed at those three locations.

1.2   Research Questions

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

1. How are the occurrence of fillers used by Indonesian EFL learners in their Thesis Proposal presentation?

2. What are the intended meaning of fillers used by Indonesian EFL learners in their Thesis Proposal presentation?

1.3   Objectives of the Study

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

1. To describe the occurence of fillers by Indonesian EFL learners when presenting their Thesis Proposal.

2. To identify the intended meaning of fillers used by Indonesian EFL learners when presenting their Thesis Proposal.

1.4   Significance of The Study

The result of this research may give some advantages for linguistics students who focus themselves on analizing fillers. This analysis has two main significances involve theoretical and practical.

Theoretically, in academic field, this study may be used as a reference for further researchers who conduct the same field. And it is also expected to contribute knowledge on fillers and gives some additional framework on fillers.

Practically, this study may give the newest information about the use of fillers in spoken language. So that, they can use fillers as a strategy for communication skills, rather than use code switching, code mixing and others.

1.5   Scope and Limitation of The Study

As mentioned earlier, this study focuses on examining fillers used by English Department students in their Thesis Proposal presentation delivered in English. The analysis merely examines the utterences including fillers. While the other utterences which are not relevant to this research will not be discussed, such as the use of restart, silent pause, slip of tongue, repetation and the like.

1.6 Definition of Key Terms

To avoid an ambiguity and misunderstanding on the terms used in this study, the researcher defines some key terms as follows:

1. Filler: a meaningful noice used by speakers to hold the floor while thinking prosess

2. Indonesian EFL learners: The Indonesian Students who learn English as a foreign language

3. Thesis Proposal Presentation: An activity which is scheduled by Faculty of Humanities for Eight-Semester Students to present their Thesis Proposal in front of examiners.

1.7 Research Method

1.7.1. Research Design

Qualitative method is used to conduct the research in order to describe the occurence of fillers and the intended meaning of fillers used by English Deparment students in their Thesis Proposal Presentation Delivered in English. As the aimed of qualitative method is to dig more the deepest undestanding about a particular issue. Relevant to the point above, Creswell stated (2009) that, "one of the characteristics of qualitative research is trying to find the deepest understanding about particular issues".

This study is also categorized as a descriptive qualitative approach since it intends to analyze more on words than numbers. Moreover, the findings of this research were reported in the form of utterences, as Bogdan and Biklen (1982, cited in Pamolango: 2015,p. 2) stated that the written word is very important in qualitative research to record data and disseminate the findings.

To answer the research questions in this research, the pragmatics approach is used. As the aims of this study is to know more about the intended meaning of fillers and how the occurences of fillers in spoken language. According to Clark and Tree's (2002) stated that fillers have a role in spoken language, which served a communicative functions, although it is not primery meaning in a communication itself.

1.7.2. Data Sources

The data sources of this research were taken from the students' Thesis Proposal presentation which is delivered in English, focusing on eight-semester students, academic years 2015/2016, studying in Maulana Malik Ibrahim State Islamic University of Malang in East Java, Indonesia. They were as the subject of this research. In this case, the researcher took merely some presentations because not all of the students use English in delivering their Thesis Proposal.

1.7.3 Research Instrument

The main instrument in this research is the researcher himself as the key-human instrument. The researcher's works are to obtain and to collect the data of this research. As stated by Moleong (2005:9) that a human instrument is used in a research because only human who has capability in understanding the real condition of the research subject. In this research, the researcher collected the data with his original work without the speakers intended meaning to use fillers. By means, the researcher did not interview the presenters to ask why they use fillers. On the other hands, the researcher gave an interpretation based on his own original ideas toward the speakers' use of fillers. The last, a conclusion was drawn based on the result of the data analysis to directly answer the research questions.

1.7.4. Data Collection

The researcher did two steps in collecting data in this research. Firstly, the researcher choose some appropriate Thesis Proposal Presentations. Appropriate means that, the students' Thesis Proposal presentation must be delivered in English.

Secondly, the researcher records the data from some students' Thesis Proposal presentation delivered in English. The researcher records the students' presentation by using two ways, the first is via voice-recorded and the second is via video-recorded. By using those two ways, it was easier for the reseacher to have a very clear understanding to the recording data. The students' Thesis Proposal presentations were collected over two periods. The first, starting on Wednesday, 23rd up to 24th March 2016. And the second, starting on April 27th up to April 28th. Those dates were sceduled by the Faculty of Humanities as the time for students to present their Thesis Proposal.

1.7.5 Data Analysis

The data are analyzed as the following. First, describing the context of the selected utterences. Second, identifying utterences related to the intended meaning and the occurence of fillers based on Clark & Tree's theory. Third, discussing the finding from the analyzed data. The last, drawing a conclusion to answer the research questions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a brief overview on aspects of fillers and also several theories related to fillers.

2.1 Pragmatics

There are lots of studies covered by pragmatics such as implicature, discourse analysis, speech act, speech errors, false start, silent pause and fillers. Pragmatics is the study of the aspects of meaning and language use depending on the speaker, the addressee and other features of the context of utterance and it closely relates to the context of a text or an utterence. Acccording to J.L. Austin (n.d), Pragmatics is the study of how to do things with words and the meaning of language in context. On the other hands, in understanding utterences we have to look at the context because the meaning of what is said depends much more on the context and its intended meaning.

Furthemore, Pragmatics approach is used in this study to understand how the occurences of fillers and its intended meaning in spoken language. As Culpeper and Kytö wrote,

> "pragmatic noise", which refers to a heterogeneous class of items that includes interjections, laughter and pause-fillers. These are elements that are generally not fully lexical and are morphologically simple. They lack propositional and referential meaning but they have pragmatic or discoursal meanings" (2010: 199-200).

The other terms of Pragmatic noice named by other scholars such as Clark & Fox Tree (2002) prefered naming them as *fillers.* While, Kjellmer 2003,

Gilquin 2008 naming it *filled pauses.* And Corley & Steward (2008) referred to them as *hesitation disfluencies*. Those terms are now still debatable. Even so, this present research prefers using fillers to others.

Crystal (1987:120) in Peccei (1999:7) pointed out, "Pragmatics studies the factors that govern our choice of language in social interaction and the effects of our choice on others." The inference, pragmatics sees more about the effect of speaker's ways in conveing a message toward listeners.

2.2 Hesitation

Hesitation is one of the phenomenon in spoken language, it happens to all speakers in the world, whether they are native of their language or not. Yet, this phenomenon much more happened in non-native speakers, because when they are using a language which is not their first language; they have to translate words, phrases or even sentences before uttering it; and they have to find an appropriate word to be uttered next. While doing so, they must do kind of activities to keep their conversation or their talk run well and smooth, such as hesitating, repeating, and filling the empty time by making fillers– *erm, uh, um, oh, ok, well and a.* Schifrin (1987) defined hesitation as ''sequentially dependent elements which bracket units of talk which can facilitate listener comprehension and help smooth (p. 31). From that point of view, it can be infered that, hesitation– such fillers, self-correction, repetition, and silent pause, may help both interlocuters while speaking and listening.

Rieger (2003), Hesitations are pauses of varying lengths, which are not usually left unfilled. They usually occur when a speaker finds themselves in a

position where they lack of words to use or struggle with cognitive or verbal planning. Even native speakers fill hesitations when they speak and use fillers including non-lexical fillers like lengthening or stretching sounds, quasi-lexical fillers, repeating lexical items, and finally lexical fillers.

Furthemore, phenomenon of hesitation can be found easily in every single talk of human beings. For example, in a presentation session, we will see many flaws of speech uttered, some tend to use fillers *"um, uh"*, repetition, self-correction and some prefer using other fillers such as *'err', 'well' and 'a'*. In line with that point, Corley & Stewart (2008:5), every filler has different usage. For instance, *'um'* is used when the speaker having greater difficulty than *'uh'*. It depends much more on the speakers' feeling hardness in uttering next utterences.

2.2 Types of Hesitation

According to Clark and Tree (1987) there are nine types of hesitation. They are:

2.2.1 Silent Pause (unfilled pause)

Silent pause is marked by the existence of an empty time any periods while speaking. According to Wanatabe and Rose (2010) silent pause is a rest of time in speech production during any duration.

2.2.2. Fillers

Fillers are vocalized by speakers by uttering noices while thinking process before uttering next utterences, such as *eh, ah, oh, erm, um, uhm, well,* and *ok*.

2.2.3. Repeats

Repeats are speakers used of words, phrases, and even sentence twice or more in the same time while speaking. In the other word, they repeat words, phrases, or even sentences in speaking. For instance, a speaker is intended to say something, yet they make speak errors, it forces them to make any repetations while speaking.

2.2.4. False Start (Unretraced)

False start (unretraced) the speakers' correction of a wrong word that they have been utterred word. Yet they mere continue saying or speaking the next words without repeating the wrong word. For instance, *these.../ those dirty cups.*

2.2.5. False Start (Retraced)

False start (retraced) is correction of word also included the repeating word of one more words before the corrected words. The speakes realize that they make speech error, so that they make correction. They make repetition of one more words before the corrected word. For example, *turn on the stove / the heater switch*

2.2.6. Correction

Speakers may have a reason why they stop speaking in the midl of their speaking time, sometimes, they forget to say something; they may be searching for the appropriate word or they may be sellecting some examples they want to mention. In english, there are two devices in remarking signal why speakers stop the interjection (oh, well, say, ect) and the correction (I mean, that is, well,ect).

Moreover, these twoo devices further evidence that the constituent is an important unit of planning. For example, *turn on the switch....I mean... the heater switch.*

2.2.7. Interjection

Interjections, means that speakers have to stop to think about what to say next. They select a particular interjection to signal why they have to stop. The interjection of *oh, ah, well,* and say are illustrated in the following sentences: *John would like..oh... Carrots.....* oh: refers to referent selection

2.2.8. Stutter

Stutter means that, the speakers' hardness of saying the first letter of a word, so they have to utter it repeatedly to continue the next syllable. For example, *turn of the..h..h..h heater switch.*

2.2.9. Slip of Tonge

Slip of tonge occure when the speaker have actual utterences differ in some ways from the intended utterence. It involves the unintentional movement, addition, detection, bleding, or substitution of material within an utterence and can be phonological, morphological, lexical, or syntaxtic.

2.3 Fillers

Fillers have become a very interesting topic to be discused becuase most people make fillers while speaking, almost in every contex–formal or informal condition, what differ among interlocuters in using fillers are the tendency of using it. One prefers using *'um', 'ah',* while others do not. In line with Clark & Tree (2002: 93), who claimed that "speakers of English as a second language often import fillers from their first language". It implies that speaker's mother

touge influence the use of fillers. Whether it sounds to be *'a'*, *'oh'*, *'erh'* *'erm'* and the like.

Fillers have become a consideration of Macklay & Osgood. They were the first cholars who have interest in analyzing spoken language phenomenon. Their concern were fillers, specifically on '*Uh*' and '*Um*'. After Maclay & Osgood (1959), followed by some researchers such as Goldman-Eisler (1961), linguist Stenström (1990), Kjellmer (2003), Gilquin (2008), being the names who conducted corpus based studies on the same topic, pointed out that they are *filled pauses* (Tottie, 2011, p.174). While Clark & Fox Tree (2002) prefered naming them as *fillers*. While Corley & Steward (2008) referred to them as *hesitation disfluencies*. Notwithstanding, there are lots of different terms of fillers, all of them have resemblance in meaning.

According to Clark and Tree (2002, p.97), who claimed that fillers served a communicative function, having a place in the speaker's vocabulary. Nonetheless, they are not for primary message in a communication. It means that, those fillers at least have its role in humans' communication, even thought they just convey additional meaning for speaker's utterence and it helps interlocuters to understand each other. Clark and Fox Tree (ibid) argued, fillers can be used to convey a variety of interpersonal messages such as 'holding the floor'. Fillers are used by speakers when they are not certain about their next utterances.

Seemingly, in psycolinguistics point of view, it considers as a complexcity of processing in speakers' brain during the speech, being certain about why he hesitates is not quite possible. If this process is working in the brain of an L2

speaker, things may be even more   complex. But when discussing more about fillers in pragmatics' point of view, fillers are not jut a symptom or a sign to indicate the complexcity in speakers' mind. By using fillers, a speaker want to tell audiences that he/she does not want their turn to be disturbed. The well-known proposal is that fillers are used for holding the floor as claimed by Maclay & Osgood (1959, cited in Clark & Trees, 2002, p.76):

> Let us assume that the speaker is motivated to keep control of the conversational "ball" until he has achieved some sense of completion… Therefore, if he pauses long enough to receive the cue of his own silence, he will produce some kind of signal ([m, er], or perhaps a repetition of the immediately preceding unit) which says, in effect, "I'm still in control – don't interrupt me."

Fillers are used to give a signal to listeners about speakers' on-going performance. Therefore, they use fillers to keep their turn. On the other hands, what is said is not necessarily what is meant. It is same with the theory of conversational implicatures proposed by Grice (n.d) who observed that in conversations *what is meant* often goes beyond *what is said.* Thus, when fillers uttered, it conveys a very interpersonal message to listeners that speakers is "holding the floor, or do not interrupt me, I am looking for the best word to be uttered next and so forth". A speaker tells that implicitly by using fillers while engaging in a conversation.

According to Tottie (2001, p.174), however, linguists or psycholinguists indicated that fillers are often treated as flaws in speech. This way of thinking is not different from one of some scholars in that discourse markers are the signal of 'lazyness and careless speech'. According to that point of view, it is obviously stated that someone who produces fillers in their speaking, signs that they are

really careless in speaking. On the other hands, by doing fillers in any empty time, means they are not ready to continue their ideas and/or even stagnant in any ways of speaking. On the contrary, many scholars said that fillers give a positive aspects such as Clark and Tree: 2002, p.97, Swerts: 1998, p.486, fillers serve a very informational value in spoken language. By means, fillers have a meaning in speakers' mind. In addition to, Clark and Trees (ibid), stated that, even though, fillers are not the meaning in a communication, yet it can be employed to tranfer a variety of interpersonal message such as holding the floor. Therefore, fillers are one of the tools in communication trategies in spoken language. Likewise code-mixing, code-switching, other hesitations–false starts, repetition, restart, self-correction, lengthening and silent pause.

One thing that should be questioned is why do speakers prefer using fillers while communication to other hesitations– such as repeating words, self-correction, false start, silent pause. It is because of the hardness of their though in uttering the next utterences and need longer time to produce next words. Therefore they prefer using fillers to keep their speaking turn and do not want their turns to be disturbed. Besides, it is also used by speakers to show that they are fluent without pausing much longer. In line with Corley and Stewart (2008), "hesitation disfluencies showed an interesting pattern: Participants were more likely to repeat words, but no more likely to use fillers such as *uh*, in the fast conditions". Yet, fluent and fast speaking do not mean never make fillers. According to C. Fillmore (1997, cited in Hu, 2007: 2) argued that speaking in a very fluent simply shows the speakers' capability of having few pause during

speaking. It strongly points out that, a person who is fluent does not mean never make hesitation in speaking. On the other hand, a fluncy people will make hesitation, yet not too much.

2.4 Planning Fillers

Fillers can be placed at three locations of utterences. Each location has its own meaning. Its meaning depends much more on where it occurs. Clark and Trees (2002, p.94) proposed three locations of the occurences of *um, namely:* (I) at the boundary; (II) after the first word (ignoring uh and um); and (III) later. They also argued that these three locations also followed by a delay, the more speakers have difficult time planning the utterences, the longgest delay will be produced. Look at the following utterences which excerpt from Psycolinguistics' Classroom Presentation on 04/06/15

> *"It means that both [I] **u:m - - a::** demensia and delirium are not different, [II]**eh** salah, **I mean** similar, <**Haha**> **hm** Someone who suffers demensia [III] **will has** will have difficulties to do {a::} their activities in their lives".*

From the example above, the speaker seems having a very difficult time planning his utterences. As we can see in the sentences above, planning utterence would be eiasier in location I. Then, in location II, seems hard for the speaker to construct the next sentences, thus fillers much more occur in the location II. While It should be easiest in location III, where they have completed even more of the processing. The example proposed above shows a very contradiction result from Past research by Boomer, 1965; Brotherton, 1979; Chafe, 1980; Deese, 1984; Ford, 1982; Koopmans-van Beinum & van Donzel, 1996; Stenstro¨m, 1990. The

result shows that "speakers do indeed pause most (longest and most often) in location I, less in location II, and least in location III". On one view, we can infer that the occurence of fillers will not always be easy in location I, easier in location II and easiest in location III. Its easieness depends much more on how the speakers' fluency in speaking. One the second view, Planning fillers sometimes can be followed by a delay.

2.5 Prevoius Studies

Fillers have been widely explored by many researchers, for example, Fox Tree (2001) explored about "the Listeners' uses of *um* and *uh* in speech comprehension. He argued that The use of *um* and *uh* by speakers have a very beneficial function in helping the listeners' on-line processing of spontanious speech, such *um and uh* will make listeners easier to rezognize new upcoming words which will be uttered by speakers. On the other point, he clarified that *uh* is a signal of short upcoming delay and *um* is a signal of a long upcoming delay (Tree, 2001). The main finding on the research highlighted that both two *ums and uhs* have siginificant discrepancy in participants' speed at recognizing the next up coming words. On one point, *ums* detect long delay rather than *uhs.*

Furthemore, Corley & Stewart (2008) examined the study focusing on the meaning of um. The study investigated the role played of hesitation in human communication, with a particular focus on fillers and the communicative goals they may serve. The result of the study showed that fillers occur in speakers' utterence while engaging themselves in commuinications detecting that they are not uncertain about uttering the next utterence (Brennan & Williams 1995; Smith

& Clark 1993). It means, when producing fillers in communication, the speakers may be doubt whether their next sentences are correct or not, therefore they choose to fill *uhs* and *ums* before uttering them.

The other previous researher was Wang (2011), he expanded the research that deals with discourse markers (DMs), focusing on analizing the filler *ano* in Japanese and *nage* in Mandarin Chinese. The result of the study showed that both fillers in Japanese *(ano)* and in Mandarin Chinese *(nage)* have a function as stategies devices and serve the speakers' personal modality in daily communication (Wang, 2011).

Moreover, Corley and Hartsuikers (2011) suggest that "speech understanding can sometimes benefit from the presence of filled pauses (uh, um, and the like), and that words following such filled pauses are recognised more quickly" (p.1). Furthermore it is found that "natural delays such as fillers need not be seen as 'signals' to explain the benefits they have on the listeners' ability to recognise and respond to the words which follow them" (p.1).

While another corpus study, in which concerned filled pauses was also conducted by Belz and Klapi (2013). They argued that "Fillers and pauses in spoken language indicate hesitations. Filler type (uh vs. um) is believed to signal a minor or major following speech delay in L1"..... on their study under the title, "Pauses following fillers in L1 and L2 German Map Task dialogues" shows that fillers in German is not indicating the length of the following delay" (p.1). This shows a very different result with Clark & Fox Tree (2007) examined the English fillers uh and um in combination with following pauses. Their results suggest that

filler types affect the length of their respective following pauses. *Uhs* preceding pauses signal a minor delay, whereas *ums* preceding pauses signal a major delay.

Furthemore, Mukti & Wahyudi (2015) were the most current researchers who conducted their studies entitled EFL students' uses of um as fillers In classroom presentations. This research however demonstrated that t *um* also occurs due to wanting to "keep the floor" or create an understanding with the audience, despite the fact that they might be of different ages or genders. Therefore, this research shows that the occurrence of *um* as fillers, which is commonly shown as a delay of speech, has its own interpretation, and not just natural delays, as found by Corley and Hartsuiker (2011).

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the data analysis on the findings and the discussion relate to the research questions and theoretical framework proposed in the previous chapter. It includes data presentation, findings and also analysis. The findings are discussed based on types of fillers; its position of fillers (first, midle, and last); and the contex of using fillers by English Department students in their Thesis Proposal Presentation delivered in English.

There are 90 data related to fillers phenomenon. Yet, the researcher merely took some relevant data for this research. It aims at avoiding repetition in the presentation of the findings.

3.1 Findings

The data were taken from the utterences of the English Department students in their Thesis Proposal Presentation delivered in English. The fillers data are signed by italicizing words, phrases, clauses, or even sentences.

In this research, there were 15 students observed. But, merely 10 students were taken in this research because they dominantly used English. The abbrivation is used to make the data analysis simpler. For example, S1 refers to speaker 1; S2 refers to speaker 2; S3 refers to speaker 3 and so forth. The analysis was proposed directly after presenting the data.

Furthermore, the framework of Clark and Tree (2002) was used to understand the intended meaning of fillers are planned. Clark & Tree (2002)

found that, "the planning of creating an um can be divided into three locations of occurrence: (1) at the boundary (front), (2) after the first word (ignoring uh and um), and (3) later.

3.1.1 Fillers and Its occurences
3.1.1.1 Fillers at the boundary

A. Filler *ok*

S2 was expalining about the research proposal. It focused on women language used by main character in Mocking Jay movie. At that time, S2 was explaining about the research background of the researh proposal.

> **Datum 1**
> S2   *"Ok$^{(F-1)}$.. Thanks for the chance, I would like to present about my thesis proposal entitled women language used by main character of Mocking jay movie". This study investigates women language used by the main character of the mocking jay movie.*

In the utterences above, the "*ok$^{(F-1)}$*" was used by S2 as an indication to open a presentation. It was not placed at its primery function. As we know that the function of '*ok*' is to show an agreement. According to Cabridge Digital Dictionary, accessed on 5th mei 2016 that, there are many functions of '*ok*'. They are: an '*ok*' are used to show that you agree with something or agree to do something; used to check that someone understands something or that they agree to something. On one view, *ok$^{(F-1)}$* was used by S2 is to indicate the readiness to open a talk. The speaker's readiness was shown by the next utterences uttered very smooth without producing any single error and/or delay. On the second view, by beggining with the filler "*ok$^{(F-1)}$*", S2 also wanted all of the audiences paying much more attention toward what S2 wanted to explain.

While '***ok***' occured in   datum 2 and datum 3 below were different from the '***ok***' in datum 1. Look at the following data:

Datum 2
S5   *".........Ok$^{(F-2)}$. For my research questions, uh. I have two research questions, and the first one is what types of deixis are found in the abstract book of ELITE conference program book."*

The ***ok*** in datum 2 above was used to open a new topic or a new sentence. From datum 2 above, it could be seen that ***Ok***$^{(F-2)}$ was not merely used   by speakers to indicate an opening of a presentation; a talk; a conversation; and a dialogue, as shown in datum 1, "***ok***$^{(F-1)}$". Yet, the filler ***Ok***$^{(F-2)}$ in the first sentence also was used by speaker to show that the speaker was trying to show that they would not have a difficult time uttering next utterence, or to state a new topic or sentence. Indeed,   the speaker was speaking very smooth whithout any single error and/or delay. And it was different among the other fillers when they occur, it must be followed by an error or delay.

The occurence of '***ok***' also found in the utterence of S8 above:

Datum 3
S8   *"..........Ok$^{(F-3)}$ the data analisis, the first I will distinguish the of generalize   conversational   implicature   and   particularaize conversational implicature".*

The occurence of filler ***ok***$^{(F-3)}$ above has the same intended meaning on speaker's feeling certainty. When ***ok***$^{(F-3)}$ was used in the fisrt sentence – it was not used to start a presentation, it also indicated that the speakers knew that they can speak fluently for the next following utterence. As could be seen in datum 3 above.

It can be concluded, when the '*ok*' was used in the first sentence, it implied that: to show the speakers' readiness to talk; to tell the audiences that a speaker is now starting presenting; and transfering from one topic to another. Moreover, when '*ok*' was used in the first sentence, either to open a presentation or to open a new topic and sentence, it indicated that the speakers' next upcoming sentences would be uttered without producing much more delays or errors.

B. Filler *uh*

At the time S4 was the third presenter, and S4 was explaining about research Proposal under the title *"the use of cohesion to the students narrative writing II class in english department of UIN MALIKI Malang"*.

> **Datum 4**
> S4   *"Uh*[(F-4)] *It is my chance to explain my research proposal.... uh*[(F-5)] *under the title the use of cohesion to the students narrative writing II class in english department of uin maliki malang.*

Look at the **bold** word above, Filler *Uh*[(F-4)] occured at the first sentence, it also indicated the readiness to open a presentation as same as the use of '*ok*' in datum 1. Filler *Uh*[(F-4)] above indicated a speaker's readiness to start a presentation, the readiness of S4 shown by the next utterences uttered very smooth without producing any single error and/or delay. Based on the data presentation in datum 1 and 4 above, it could be concluded, there was no significant distinction between the use of filler '*ok*' and '*uh*' to open a presentation. they both indicate the speakers' fluency to open a presentation.

Another different case of the occurence of filler *'uh'* in the first sentence was to open a new topic or sentence in the midle of a presentation. Comprehend the following datum.

Datum 5

S4   "***Uh***$^{(F-6)}$ *narative is a (..)   a (..) one steps uh for for a: for mastering another subjects like like what it is (looking at the paper) expository and another"*.

As the data proposed in datum 5 above, after producing the filler ***Uh***$^{(F-6)}$, the speaker made a lot of disfluency by repeating any word such as: the *'a'* twice, the word *'for'* three times and the last, the word *'like'* twice. Then the word *'a'* and *'for'* were followed by delay around 2 seconds. The speakers feeling of uncertanty about uttering next upcoming word really expressed in this datum.

In this utterence, S4 uttered filler ***Uh***$^{(F-6)}$ in the first sentence, it was used to open a new sentence or topic, the use of filler ***Uh***$^{(F-6)}$ in this sentence as same as the use of *'ok'* in datum 2 and 3 above. Yet, they carried a different meaning towards the speakers' feeling of uncertainty. The distinction between them are:

First, when the *'ok'* was used to open a new sentence or point. It showed that, the speakers were not just ready to say the next upcoming sentence, but they also showed their fluency in delivering their topics without producing much more error and/or delay, as can be seen in datum 2 and 3 in the earlier analysis.

Second, on the contrary, when *'uh'* was used to open a new sentence or point, by means, even if the use of filler *'ok'* and *'uh'* were as an indication of pointing a new sentence or topic. Yet, the speakers would have a difficult time finding and constructing their ideas when using filler *'uh'*.

While the other utterences which contained the filler **'uh'** also found in S3 presentation. The occurence of filler **'uh'** also has the same meaning, as an indication to exchange a new sentence.

Look at the following data:

Datum 6
S3   *"Uh$^{(F-7)}$ (..) the first is about background of the study".*

The use of filler *Uh$^{(F-7)}$* in this sentence was followed by a delay for about 2 seconds. It implied that, the speaker needed some times to think about what word to be stated. On the other hand, by uttering filler *Uh$^{(F-7)}$* which was followed by delays around 2 seconds, the speaker needed more time to decide what to say.

The other form of **'uh'** also found in this research. As shown in the sentence above:

Datum 7
S4   *"u::h$^{(F-8)}$ this. this qualitative method because ^*@#^& I take the data from from english Class".*

In this datum, the filler *u::h$^{(F-8)}$* used in this sentence has a very different form as shown in datum 4, 5 and 6 above. In datum 7 above, S4 prolonged filler **'u::h'** about 2 seconds. It pointed out that S4 was hard to find the next appropriate words. The feeling hardness of the speaker was shown by: First, prolongation the word **'uh'** around 2 seconds, By prolongation filler **'uh'**, the speaker wanted to show that their speaking seemed like to be fluent without pausing any longger, because in the speaker's mind, they may think, when they use silent puase, their speaking seemed not to be fluent, therefore they preferred to

prolong filler $u::h^{(F-8)}$. Second, the speaker also made a repetition in the word

'this' twice after producing filler $u::h^{(F-8)}$.

The form of filler *'uh'* found in many data which were used to introduce

the newest topic or to open a new sentence by speakers such as in datum 8 below:

Datum 8
S3   *"Uh$^{(F-9)}$ (..) the first is about background of the study"*
        "u::::h$^{(F-10)}$ the different between this study   with the previous study is that"
        "U:h$^{(F-11)}$ this study investig. identify the speech error"
        "Uh$^{(F-12)}$: the research method, the first reserch desing"
        "U:::h$^{(F-13)}$ the source of this study take from audio recorded that trasformed into:: speech text"

This study found a significant role of filler *'uh'* which was used by S3

when presenting Thesis Proposal. By producing *'uh'*–whether it was prolonged

or not; followed by a delay or not, in the first sentence, S3 implied that filler *'uh'*

was used to tell a message implicitly. On the other hands, it connoted that S3

wanted to say "I have finished my last topic and I am coming talking about the

newest topic". It carried a meaningful message implicitily.

C. Filler *a*

In this datum, S7 was explaining about the meaning of metaphor which is

used by politician. S7 said that metaphor is one of the figurative languages that

sometimes consists of political language.

Datum 9
S7   *"a$^{(F-14)}$ (.) sometimes, politician use uh$^{(F-15)}$ (..) [...] politicians use a$^{(F-16)}$ (..) politicians use metaphore to (.) persuade"*

As can be seen in the data above, filler $a^{(F-14)}$ was used by S7 in the first

sentence. And the occurence of filler $a^{(F-14)}$ in the datum 7 above was not as an

article which often followed by indefinite noun. But, it was a filler used to indicate the hardness of finding an appropraite word. The feeling hardness of S7 obviously shown by the frequency of making errors in this simple short sentence, that is filler *uh*[F-15] in which followed by delays aboout 2 seconds and followed by pauses *[...]* over 3 seconds. While filler *a*[3] in the last sentence was assumed to be a colleral signal which indicated that S7 was already found the best word. Thus, S7 was able to finish the utterence smoothly. This condition was in line with the result of many previous studies found by Boomer, 1965; Brotherton, 1979; Chafe, 1980; Deese, 1984; Ford, 1982; Koopmans-van Beinum & van Donzel, 1996; Stenstro¨m, 1990. The result shows that "speakers do indeed pause most (longest and most often) in location I, less in location II, and least in location III".

There was also another utterence of S7 which also contained filler *'a'* in the first sentence. At that time, S7 explained about a metaphorical language used by one of the candidates of president America in a campain.

Datum 10
S7   *"Ok*[F-17] *a*[F-18] *(..) this research investigates about the metaphore used by Hillary Clinton as a*[F-19] *(..) kandidat of presidential in in a campaign".*

When explaining to the audiences, the filler *a*[F-18] occured in the utterence of S7 which was placed at the first sentence. Even if, in this datum, the filler *a*[F-18] was preceded by filler *Ok*[F-17]. It happened before the S7 stating the utterences. The occurence of filler *Ok*[F-17] before filler *a*[F-18], indicated that S7 was hard to determine the next utterences. Therefore, the speaker used another filler, in this

case, the speaker used filler $a^{(F-19)}$. The filler $a^{(F-18)}$ was also followed by a delay around 2 seconds.

To make the interpretation above more clear from an umbiguity of meaning. Datum 10 above is analyzed on the other poin of view:

Datum 11
S7   *"Ok$^{(F-20)}$ a$^{(F-21)}$ (..) this research investigates about the metaphore used by Hillary Clinton as **a$^{(F-22)}$** (..) kandidat of presidential in in a campaign"*.

Pay much more attention to the **bold** word **"$a^{(F-22)}$"** above. At that position, $a^{(F-22)}$ was not used as a filler. It was used as its real function in English language structure. It was as an indefinite article. Even if, S7 prolonged it about 2 seconds.

D. Filler um

In this datum, S9 was explaining about the background of the study which contained some background information. The speaker wanted to give a basic knowledge of what the research proposal is about.

Datum 12
S9   *"U::m$^{(F-23)}$ from the$^{(F-24)}$ (...) the background information I should I should"*.

This research discovered that when the speaker used filler $U::m^{(F-23)}$ in the beginning of the speech, because the speaker was ready to begin talking about new topic in the presentation. The occurence of filler $U::m^{(F-23)}$ which arose in the first sentence, but occured in the middle of a presentation, it really implied that the speaker was showing awareness to the audience that the speaker is now moving to the next sentence or point. The filler $U::m^{(F-23)}$ above arose was not to open a

presentation in a very beggining part. Yet, it occured in the midle of a presentation.

As can be seen in the **bold** word above, the filler *U::m(F-23)* was prolonged by speaker as an indication that the speaker was detecting a problem of uncertainty to open a new point or sentence after finishing the last topic. Besides, filler *U::m(F-23)* was also followed by repetation of the word *'the(F-24)'* in which the first *'the(F-24)'* was followed by delays around 3 seconds. After that, the speaker was still hard to find what topic should be talked, therefore the speaker still making repetation in the word *'I should'* twice.

The same case of the occurence of *'um'* in the first sentence also happened in datum below. The utterence was taken from S4 when presenting Thesis Proposal.

> **Datum 13**
> S4   *"u::m(F-25) but students have to think the quality in: in their writing".*

While giving explanation, filler *u::m(F-25)* occured in the first sentence. It was also prolonged as in datum 12 above. Even in both data above the filler *u::m(F-25)* was prolonged in the same length. It was around 2 seconds and they prolonged in the same vowel *"u"*. The aimed of using prolongotion by both two speakers above was to avoid using silent pause in their utterence, so that the speakers seemed like speaking fluently.

The last, the other different case of using *'um'* in the first sentence was also found in this research. The first sentence, in this case, is not to open a new

sentence in the midle of a presentation, yet to open a presentation in a very beggining. Comprehend the following datum uttered by S11.

Datum 14
S11   *"um$^{(F-26)}$ today I'm gonna pres.. um$^{(F-27)}$ I'm gonna present my research proposal".*

In this datum, actually the speaker (S11) currently uttered very basic islamic religius words, that was ***"assalamualaikum warohmatullahi wabarokatu"*** to start a presentation, it was the common greetings in islamic religion to start an every singel meeting whether it was formal or informal. In this case, it was used by speaker to open a presentation. Yet, after saying the islamic cultural word as a respect to the audiences, the speaker also used filler ***um***$^{(F-26)}$ to tell audiences that S11 was standing in front of the audiences to present about the research proposal.

By filling filler ***um***$^{(F-26)}$ to open a presentation, the speaker might see that there were some audiences who did not pay much more attention to the speaker' voice or performance. Therefore, filler ***um***$^{(F-26)}$ was intended to carry that meaning to the audiences. On the other hands, it has the same meaning when someone puts a bag on an empty chair in a classroom. By doing so, it means that, the speaker or dower wanted to say *"Do not sit in this chair, my friend will be sitting here, later on."*

3.1.1.2 In the Middle of a Sentence

A. Filler *uh*

In this datum, S9 was fluent enough when telling about research background which consisted of metafunction and the meaning of metafunction. The context of fluency here, because sometimes S9 looked at the paper which consisted of the Thesis Proposal materials. And then, S9 started making fillers when explaining about relationship between gramatical structure and the meaning because there was no gramatical structure and meaning written down in that paper. as shown in datum 15 below.

> **Datum 15**
>
> S9 *"In this research, u:h$^{(28)}$ the fucntional grammar u:h$^{(F-29)}$ is being used because the researcher wants to decsribe the relationship between gramatical structure and the meaning".*

In this case, the speaker 9 (S9) used filler ***u:h***$^{(F-30)}$ in the midle of the sentence. When filler occured in that location, by means a speaker was trying to find what to say next. The feeling of a litle bit hard of the speaker was shown by the prolongation in both two fillers *u:h*$^{(28)}$ and ***u:h***$^{(F-29)}$. By prolongation the filler ***uh*** above, the speaker implicitily told audiences that the speaker needed one more time to think before stating the word in speaker's mind. The speaker actually knew what to say, but she/he was still in hesitancy, wheter it would be correct or not. As Levelt (1989) observed that a speaker discovered a trouble with what word to be uttered next.

The other similar of the occurence of filler ***uh*** shown in datum 16 above:

> **Datum 16**
>
> S8 *"There are two types **u::h**$^{(F-31)}$ generalize conversational implicature and particularize conversational implicature".*

In datum 16, the researcher also assumed that, filler $u::h^{(F-31)}$ aimed at detecting a problem, and S8 decided to fill filler '*uh*' during an empty time to make speaking time runs smooth and to keep the floor while thinking process. filler $u::h^{(F-31)}$ gave a colleral signal to the hearers that a speaker would not really hard to construct the next words. In datum 15 and 16 above were strengthen the ideas about the use of '*uh*' did not always indicate that there is a delay in speaking.

Another case of the occurence of filler '*uh*' in the middle of a sentence was also found in the utterence of S2. The form of '*uh*' in this sentence was followed by a delay. Look at the following datum:

Datum 17
S2   "*it can be said that $uh^{(F-32)}$ (..) the different between men and women language*"

in this utterence, S2 used a delay around 2 seconds after vocalizing filler $uh^{(F-32)}$. the use of delays by speaker could be meant that the speaker may need longger time stating the content of the sentence. This datum shown that there was no significant distinction between filler '*uh*' followed by a delay and filler '*uh*' in which prolonged by speakers. as shown in datum 15, 16 and 17. When '*uh*' occured in the midle of a sentence, the speaker tended to be faster to find out what word to be said next.

On the contrary, in datum below, the speaker seemed like having a greater difficult time contructing the sentence, even if, the speaker use the same form of filler '*uh*' as in datum 15 16 and 17 above.

Datum 18

S3   *"so that is way [..] **u::h**(F-33) I just **uh**(F-34) (..) choose this subject a (.) because from their from their speech which is used second language which is used foreign language".*

In the sentence above, the speaker seemed experiencing a very difficult time finding, deciding and contsructing the sentence which consisted of the reason why the speaker choose that subject. In this sentence, the speaker was hard to speak what she/he has in mind. It seemed that the speaker was stagnant in any ways of uttering utterence. The feeling hesitancy shown by silent pause around 2 seconds after saying **'so that is way'.** Then, it was also followed by filler **u::h**(F-33) which was prolonged around 2 seconds. The prolongation indicated that the speaker still needed a few time to state the next utterence. Even if, after using it, the speaker was still confused deciding what should be uttered next, the feeling confusion of the speaker shown when the second filler '**uh**(F-34)'produced. Yet, the form of '**uh**(F-34)' was different with the first one–**u::h**(F-33).

In datum above, the speaker felt nervous and confused. The awkwardness and confusion of the speaker could be analyzed by: the shaky voice of the speaker; the up and down of speaker's hands; and the lots of hesitancy produced by the speaker.

The inference is a speaker needs some times to continue the presentation after stopping few seconds. As shown in datum 18 above in the sentence, **'so that is way [..]'** S3 paused around 2 seconds, afterward followed by a filler **u::h**(F-33) which was prolonged for about 2 seconds. And the last, S3 produced filler **uh**(F-34) followed by a delay for about 2 seconds. Even if, after producing lots of hesitancy, the process of finishing the intended sentence did not run very smooth,

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the speaker still making mistakes such as the sentence **'which is used second language which is used foreign language'.** It belonged to self-correction.

B. Filler *a*

S3 was explaining about the data source of the research. S3 explained the way how to tranform the audio-recorded data into a speech text.

> **Datum 19**
> S3   *"And then $a^{(F-35)}$ (...) the data from speech text will do data relation to avoid (unclear voice)"*

The occurence of filler $a^{(F-35)}$ in the middle of a sentence was as an indication of speaker's feeling uncertainty about what to say next. Therefore, while that process, S3 have to fill an empty gap by using filler. The use of filler $a^{(F-35)}$ in this position, it seemed that the speaker has a litle bit uncertainty what to say next, event thought S3 has to add delays around 3 seconds, by adding delays, it could be meant S3 still needed additional time making sure about what word to be said next.

The researcher compared to the use filler **'uh'** in the middle of a sentence as stated in datum 15, 16 and 17 in the previous analsysis. These two fillers have no significant distinction, because those two fillers gave the same indication: when filler **'uh'** and **'a'** were used in the midle of a sentence, it shown that the speakers seemed to be fluent enough without producing much more hesitancy while speaking.

Another case of the occurence of filler **'a'** happened in this datum. This utterence was taken from S4 when presenting Thesis Proposal.

Datum 20

S4   *"Writing Narative is $a^{(F-36)}$ (..) one of the subjects that must be taken by students in our u::m$^{(37)}$ (..) our (....) our (.) department."*

The utterence above deeply showed the difference between the use of filler *'a'* as in $a^{(F-36)}$ and filler *'um'* as in *u::m$^{(37)}$*. As argued in the earlier analysis that when filler *'a'* was used by speakers in the midle of a sentence, it would display that the speaker would speak the next upcoming word fluently. the differentiation between datum 19 and datum 20 were, in datum 19 the speaker said the next sentence very fluent after preceded by a filler $a^{(F-35)}$ in the midle of a sentence, while in datum 20 above, after saying filler *'a'* in $a^{(F-36)}$, the next sentence seemed to be very fluent, yet the speaker (S4) experinced a litle bit confusion in finishing the sentence, thus, the sepaker decided to use another filler *u::m$^{(37)}$*. By using filler *u::m$^{(37)}$*, the speaker already knew that the next utterence would not be easy to be stated, **"....by students in our u::m$^{(37)}$ (..) our (....) our (.) department."**.

The researcher can make a deeper analysis about the use of filler *'a'* in the midle of a sentence. The sentence below was taken in S5's presentation.

Datum 21

S5   *"My research method, I use descriptive qualitative $a^{(F-38)}$ (....) design because $a^{(F-39)}$ (..) it does not find out a new theory but to proof the theory".*

The proposing data above was aimed at gaining the deepest understanding about the occurence of filler *'a'* in the midle of a sentence. As the example shown in $a^{(F-38)}$ and $a^{(F-39)}$. Both two fillers *'a'* above were followed by a delay around 3 seconds. This datum has the similarity with the other previous datum (19), about the use of filler *'a'* in the midle of a sentence.

The last, the filler **'a'** was also found in S2's presentation. In this datum, S2 stated the different style between men and women language. After that, filler **'a'** happened in utterence of S2.

Datum 22

S2   *"The reason of the differences is because of $a^{(F-39)}$ (....) their majority in the society."*.

In this research, the researcher found that the filler **'a'** frequently followed by a delay when it occured in the middle of a sentence. The most frequently delay followed by the filler **'a'** was long delay. If filler **'a'** followed by a long delay, thus it must sign an indication of hardness in speaking. If so, the filler **'a'** has equality in meaning to filler **'um'.** Yet, those two fillers **'a'** and **'um'** have a significant distinction on speakers' feeling of uncertainty.

First, when filler **'a'** was used in the midle of a sentence, the speaker has already knew that they would be able to continue their next utterence without making any errors. Even if, filler **'a'** mostly followed by long delays around 2-5 seconds. Yet, after following by delays, the next utterence run very smooth.

Second, in contras, when filler **'um'** was used in the midle of a sentence, it means that the speakers' feeling of uncertainty was very hard.

C. Filler *um*

In this datum, S5 was explaining about data collection of the research Proposal. And S5 also informed to audiences about the criteria of the data which consisted of two hundred and fifteen abstracts of an International Conference on English Linguistics and Literature or ELITE Conference book.

Datum 23

S5   *"the book **u:m**$^{(F-40)}$ [..]   which data with contains four or more paragraph".*

The data above contained filler **u:m**$^{(F-40)}$ in which was prolonged about 1 second and it was also followed by a delay about 2 second. The prolongation in the word ***"u:m**$^{(F-40)}$**",* S5 uttered the vowel ***"u"*** longger than it should be. Through, prolongation, it carried meaning that, S5 needed a break time to plan the next utterences. The occurence of delays around 2 seconds after prolonging the word *"**u:m**$^{(F-40)}$",* it indicated that the speaker needed to add more time planning the utterence. Therefore, S5 filled a delay before stating utterence. When the filler ***'um'*** was used after the first word in a talk. It conveyed a very meaningful signal, the speaker detected a problem of what to be said next.

The other case of the occurence of ***'um'*** has the similarity in form, yet it carried a different point. Look at the following datum:

Datum 24

S9   *"U::m$^{(F-41)}$, from the (...) the background information I should I should **u:m**$^{(F-42)}$ I should"*

In this case, the occurence of **u:m**$^{(F-42)}$ in datum 24 above indicated a confusion of finding, sellecting and stating the word. Feeling confused and unreadiness of the speaker shown by the first *U::m*$^{(F-41)}$ which was prolonged around 2 seconds. Then, for the second *um* also prolonged, yet it was not as long as the first one. The second **u:m**$^{(F-42)}$ was also prolonged but only 1 second. The feeling confused was also can be detected by repeating the word ***"I should"*** in three times.

In addition to, this present research found that filler **'um'** mostly prolonged by speakers. Look at the following data:

Datum 25
S8   *"the first is uh the design **u:m**[(F-43)] is used...."*
S9   *".....to have involve **u::m**[(F-44)] under the pleasure..."*
S10   *"**U:m**[(F-46)], it means,....."*
S3   : *"...**u::m**[(F-47)] bacause of that they can show...."*

The prolongotion was mostly found in this research, it might be caused by many factors. As shown in **u:m**[(F-43)], the speaker need a bit longer time to say next words, the speaker also prolonged filler **'um'** 1 second. Likewise the filler **u::m**[(F-44)] in S9 spresentation.

3.1.1.3 Fillers In The Last Sentence

In this datum, the researcher did not categorize the occurence of fillers based on its form, like **'uh'**, **'um'**, **'ok'**, and **'a'**, because the researcher found out that, the use of those fillers in the last sentence have the same meaning. As the example, look at the following datum:

Datum 26

S3   *"And uh the analysis of types of speech errors expression only use **u:::h**[(F-48)] sevent types"*.

In datum above, the filler **u:::h**[(F-48)] positioned by speaker in the last sentence, when it occured in that location, it means that the speaker was getting lack of words to point out what should be the last. In this sentence, the speaker's on going performance was really good. As shown in the previous utterence before coming to the last part of this sentence. The speaker also prolonged filler **u:::h**[(F-48)] for about 3 seconds. While prolongation, the speaker was thinking about how

many types of speech errors should be. On the other hands, In this datum the filler *'uh'* was used by speaker to indicate the hardness of pointing an object of a sentence.

While in the next datum, the reearher also found the other kind of filler used by another speaker.

Datum 27

S4   *"So, in in convenience their ideas that* **um**$^{(F-49)}$ *(....) understanable"*

The filler **um**$^{(F-49)}$ found in datum above has the similarity with the datum 26 in the previous analysis. Yet, In this datum, the speaker did not use the prolongation to indicate the feeling hardness of pointing an object of the sentence. In the sentence above, the speaker used **um**$^{(F-49)}$ then followed by a delay around 4 seconds. On the contrary with datum 26 above.

The other kind of filler also found in the utterence of S4 when presenting Thesis Proposal.

Datum 28

S4   *"And it takes time about* **a**$^{(F-50)}$ *(..) sixteen minutes".*

The filler **'a'** –as in **a**$^{(F-50)}$, was also used by S4 to indicate the feeling confusion in determining the object of a sentence. Yet, the different with datum 27 was that the filler **a**$^{(F-50)}$ was only followed by a delay around 2 seconds. It was not longger that filler **'um'** in datum 27.

The last, there was another example of the occurence of filler in the last sentence which was used by S10.

Datum 29

S10   *"It means that where when the authors is from $uh^{(F-52)}$ lower class".*

There was no significant distinction among the other fillers when it was used in the last sentence. They were all as an indication to point out an object of the sentence.

This research also found out that the speakers were getting confused, hence they make a decision to place fillers to make their speaking seemed like fluent.

Datum 30

S4   *"In in narrative writing students' writing must be must must write the story $u{::}m^{(F-53)}$ crono crono $u{:}h^{(F-54)}$ cronologically".*

In this sentence, the speaker (S4) have difficult time finding the word class of the upcoming words, as shown in $u{:}h^{(F-54)}$, S4 needed much more time stating the word *"cronologically"*. The researcher may argue that the speaker may be uncertain about what is the next word class, whether it would be Noun, Verb, or Adverb. The argumentation above based on the repetation of unfinished word twice "crono.. crono..". This is an indication of confusion.

It can be concluded that, when the occurence of fillers in the last sentence, it could be caused by many factors. First, speakers are thinking what the earlier sentence referring to. Second, to indicate the speakers' confusion of pointing an object of the utterence.

3.1.2 Fillers and Its Intended Meaning

In relation to the theory of Clark and Tree (2002), the first result from the analysis showed that the use of fillers–*uh,ok,um, a,* were caused by the feeling uncertainty experienced by speakers. Fillers are used as an interjection, or to correct a mistake. This present study found that, fillers were intended to use by speakers due to the process of speaker's thinking; wanting to keep the floor; fingding the best word; and feeling of uncertainty in speaking. As shown in the following data:

> **Datum 31**
>
> S2　　*"The different is not in their language, but $a^{(F\text{-}55)}$ (...) but in the (..) in the but $a^{(F\text{-}56)}$ (....) in the way they use they use the langauge feature".*

As can be seen in datum 31 above, this sentence, the speaker (S2) used filler *'a'* as in $a^{(F\text{-}55)}$ and $a^{(F\text{-}56)}$. Those two fillers were intended to use by speaker due to wanting to keep the floor and or to keep the turn while thinking process.

When speaker uttered filler in a presentation, it conveyed a very interpersonal message to listeners that speaker is trying to tell that *"I'm holding the floor, or do not interrupt me, I am looking for the best word to be uttered next and so forth".* A speaker told that message implicitly by using fillers $a^{(F\text{-}55)}$ and $a^{(F\text{-}56)}$ while conversation. Therefore, the existance of filler in spoken language could not be ignored from meaning.

This datum below found in S4 presentation,

Datum 32

S4   *"Uh$^{(F-60)}$ narative is $^{a(F-61)}$ (..) $a^{(F-62)}$ (..) one steps uh$^{(F-63)}$ for for $a^{(F-64)}$ (.) for mastering another subjects like like [what it is]$^{(65)}$ [....] expository and another".*

In the following example, there were lots of delays after uttering amount of fillers, they are: *a$^{(F-61)}$* and *a$^{(F-62)}$* followed by delays around 2 seconds, the utterence of fillers *Uh$^{(F-60)}$, a$^{(F-61)}$, a$^{(F-62)}$, uh$^{(F-63)}$, a$^{(F-64)}$*, those were manifested as an insert in the speakers' utterence. In this case, the inserts were treated as signs. The form of inserts were not only in the form of that, but also it could be in the other form such laughter *[heheh]* and *[what it is]$^{(65)}$*. Yet, in this datum, the speaker used *[what it is]$^{(65)}$*. It implied that the speaker's intention was to keep the audiences' attentions.

The insertion of *[what it is]$^{(65)}$* found in datum above seemed having an intention of speakers' feeling uncertainty of stating what to say next and/or what a proper words to finish a sentence. On the other words, the speaker used *[what it is]$^{(65)}$* as found in datum 32 above to indicate that the speaker was forgot the object of the sentence.

While the other interpretation of the intended meaning of fillers can be seen in datum below:

Datum 33

S3   *"so that is way [..] u::h$^{(F-57)}$ I just uh$^{(F-58)}$ (..) choose this subject a$^{(F-59)}$ (.) because from their from their speech which is used second language which is used foreign language".*

S5   *"u::h$^{(F-66)}$ i have some a$^{(F-67)}$ (..) u:m$^{(F-68)}$ some uh$^{(F-79)}$ (....) [.....] previous studies related with my research".*

From the data above, it can be seen that, the use of fillers by speaker were to advance a topic. The researcher found many fillers which were used by speakers to show their inability in stating what to say next.

Furthemore, in datum 33 above, mostly fillers followed by a delay, it meant that the speaker's upcoming word was hard to be uttered, and was still in a process to be stated. Besides, fillers could also be meant to give a signal or a symptom to the audiences that they were on going performance was introuble, yet they can handle the problems by using fillers and delays.

In data below, the speaker was getting surprised by saying a word wrongly. It was indicated by some factors, namely: raising the voice intonations, facial expressions and gestures. Comprehend the following data:

Datum 34

S6   *"and a bos ask e:::h$^{(F-70)}$ ask the ask the (..) one person to give a (..) paper by say 'give me the paper', as the student,s the one will feel threaten because (.) bacause that is the bos who ask [..] him". It could be influence with saying give me the paper. So, <face> threaten eh$^{(F-71)}$ give the threaten to the hearer. And face threatening face threatening act is condsider to the (.) to three aspects.*

In datum 34 above, the occurence of filler **E:::h$^{(70)}$** and **eh$^{(71)}$** *were* indications of speaker's feeling surprised. The speaker was suprised because of the word stated wrongly, that was **'face'**. S6 intended to say **'give'** but suddenly

the uttered word was **'face'**. Therefore, S6 used filler **eh**[71] before correcting the word immediately.

Besides, the researcher also argued that, the fillers **'um', 'a', 'ok',** and **'uh'** did not indicate the suprising event in this research. In fact, when a person who feels suprised, usually they will say interjections like *wow, ah, oh,* and *eh*.

3.2 Discussion

The following is the discussion on the occurence of fillers and the intended meaning of fillers in Thesis Proposal presentation of students of Maulana Malik Ibrahim State Islamic University of Malang.

3.2.1 The Occurence of Fillers

The following is the three location of the occurence of fillers used by students of Maulana Malik Ibrahim State Islamic University of Malang, in their Thesis Proposal presentation. As stated by Clark and Tree's (2002), on their theory about the three locations of planning an *um,* namely: at the boundary, in the midle, and in the last sentence.

First of all, the researcher found many fillers, they are fillers: **'ok', 'a', 'um' 'eh'** and **'uh'.** Those fillers were used by speakers in all locations, except filler *'ok'* and *'eh'*. For examples, filler *'ok'* merely found in the first sentence. As in the following data:

"Ok[F-1]*.. Thanks for the chance......"*

When filler *'ok'* used in this location, it means that the speaker were ready to start a presentation, or even to open a new sentence in the middle of a presentation. Moreover, it also indicated that the speaker would not be difficult to

continue the upcoming sentences. It means, the speaker was fluent. Yet, it was different when filler *'um'* used to open a presentation. Look at the following data:

"um^(F-26) today I'm gonna pres.. um^(F-27) I'm gonna present my research proposal".

When filler *'um'* was also used to indicate the speaker's readiness to open a presentation, the speaker would have a litle bit difficult to speak fluently. The speaker needed more time to construct what to say next. In fact, those two fillers were used in the same context of an openning part of a presentation. By means, they just needed to state a very basic word, such as, "thanks for the chance, thank you for giving me the time and so forth. Moreover, the speakers were also have a very difficult time finding and stating the next sentence, event though it was used in the midle of a presentation.

Furthemore, in this research, the form of fillers were vary, they were in form of prolongotion and following by delays. This study mostly found that the fillers *'um'* mostly prolonged afterward followed by delays. In contras to Wahyudi and Mukti's (2015) result on their study entitled *"EFL students' use of um as filler in classroom presentation.* They found that the '**um**' mostly followed by a delay.

While, when filler occured in the midle of a sentence, by means a speaker is trying to find what to say next. As Levelt (1989) observed that a speaker discovered a trouble with what word to be uttered next. As the example, look at the following data.

*"Writing Narative is a(F-36) (..) one of the subjects that must be taken by students in our **u::m**(37) (..) our (....) our (.) department."*

This example showed that, the filler '*u::m(37)*' aims at detecting a problem, and the speaker decided to fill an **'um'** during an empty time to make speaking time runs smooth and to keep the floor while thinking process. This finding has the similarity with the finding on Wahyudi and Mukti's research (2015). They stated that when filler **'um'** occurs in that location, it indicates that the speakers are detecting a problem about what word should be uttered next. A related proposal also stated that fillers are elements "whereby the speaker, momentarily unable or unwilling to produce the required word or phrase, gives audible evidence that he is engaged in speech-productive labor" (Goffman, 1981, p. 293).

This study also found that, when fillers are used in the last sentence, it indicated that, the speakers were getting confused of pointing an object of the earlier sentences. As mentioned by Clark and Tree (2002), it is usually used as an indication to point out an object. A study also examined by Arnold, Maria, and Tanenhaus (2003) which found that the speaker experiences difficulty in referring to something or describing an unusual shape rather than an everyday object (e.g. an apple). On the other word, they have an object agnosia.

3.2.2. The Intended Meaning of Fillers

The researcher found many intended meaning of fillers. When fillers were used by speakers in their on-going speech, they actually intended to say something but it just cannot be said directly. As shown in the following data:

> *"The different is not in their language, but **a**(F-55) (...) but in the (..) in the but **a**(F-56) (....) in the way they use they use the langauge feature".*

In the sentence above, the speaker used filler *'a'* as in $a^{(F-55)}$ and $a^{(F-56)}$. Those two fillers were intended to use by speaker due to wanting to keep the floor and or to keep the turn while thinking process. Those fillers conveyed a very interpersonal message to listeners that speaker is trying to tell that *"I'm holding the floor, or do not interrupt me, I am looking for the best word to be uttered next and so forth".* By using fillers, the speakers trying to say unsaid message. On the othe hands, there is something more behind what is said.

While the other interpretation about the intended meaning of filler as an insertion. Look at following datum

> *".....for mastering another subjects like like [what it is]$^{(65)}$ [....] expository and another".*

The form of inserts are not only in the form *'uh', 'um'*, and *'a'*, but also it can be in the other form such laughter *[heheh]* and *[what it is]$^{(65)}$*. Yet, in this datum, the speaker used *[what it is]$^{(65)}$*. It implies that the speaker's intention is to keep the audiences attentions while the speaker thinking process.

The insertion of *[what it is]$^{(65)}$* found in datum above seemed having an intention of speakers' feeling uncertainty of stating what to say next and/or what a proper words to finish a sentence. On the other words, the speaker used *[what it is]$^{(65)}$* as found in datum 32 above to indicate that the speaker was forgot the object of the sentence.

Furthemore, the surprising event found in this research was also as an interjection, yet the context of using it is different from the result of Clark and Tree (2002), they found that was more about disturbance experienced by the

speaker. While surprising event found by Wahyudi and Mukti (2015) also different with this present study. They found that the speaker was surprised by a sudden question which may be hard to answer. In contras with the result in this study. This study finds that, the surprising event was fluenced by the most current word which was stated wrongly and suddenly the speaker uttered an '*eh*' to show the suprising feeling.

The last, there are three main parts of the intended meaning of fillers; the speaker's due to wanting to keep the floor, speakers' feeling uncertainty to say the next upcoming words, speakers' due to the process of thinking. Sometimes, fillers are used as an interjection, or to correct a mistake.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions dealing with the data finding and analysis based on the research questions. The conclusion is a summary of data finding and analysing of the research questions discussed in chapter III. Then, the suggestion is given for the next researchers who are interested in analysing spoken language dealing with Filler on pragmatics poin of view.

4.1 Conclusion

Based on the analysis in the chapter III above, this part aims at answering the research questions based on the result of the discussion. First, from the first research question "how are fillers used by EFL students in their Thesis Proposal presentation?" based on the discussion above, it can be concluded that:

When fillers are uttered at the beginning of a speech or a presentation, the speakers implicity say, that "I am ready to begin a presentation, just focus your attention to me". And then, fillers were also found in the English Department Students in their Thesis Proposal presentation as an indication of to open a new sentence, topic, and point in the midle of a presentation. This research did not find any cultural aspects which interfere the occurence of fillers, as found by Wahyudi and Mukti (2015).

When fillers are uttered after the first words or in the middle of a sentence, this research found out that the speakers are getting confused what words to be spoken in the next utterences and/or they are having a great feeling of uncertainty

while presentations. The occurences of fillers in this location mostly followed by a delay and prolongotion, that is filler *'um'*, while filler *'a'* and *'uh'* mostly followed by a delay around 2-5 seconds. In contrast with Wahyudi and Mukti (2015), who found that the filler *'um'* mostly followed by a delay.

Furthemore, when fillers are verbalized in the last sentence, the speaker is having difficulties in referring to something. On the other word, the speakers are unable to recognize object of the sentence. As the example given by Arnold et al., (2003), that the speakers tend to recognize an every common object (e.g an apple) rather than unusual one, in this case, Arnold remarked that they have an object agnosia.

Second, related to the second research question, "what are the intended meaning of fillers used by EFL students in their Thesis Proposal presentation? based on the result of the discussion in the previous chapter. It can be concluded that: fillers are used due to a trouble that is faced by speaker, it can be used by speaker as interjections or to correct a mistake and (Clark & Tree, 2002). By using fillers, it means speakers are on going process of thinking what to say next and/or they are not certain about what word to be said. Hence, they need some times to think and state what they have in mind.

The use of fillers also to give a signal to the audiences that they are holding the floor; they do not want to be distrubed their turns by others or implicitly they want to say "I am still in control – do not interupt me".

4.2 Suggestions

After conducting the study, the researcher states that this study may be useful, at least for giving the information for the researcher himself. The researher hopes that this study can give contributions for linguistics area, chiefly in the context of pragmatics.

Based on the data and findings, firstly, the researcher suggests that for the next researchers who are interested in analyzing fillers, it is possible for them to conduct the same study but on the context of native speakers compare to no-native speakers. Secondly, the further researcher can also extend the study onto the use of fillers on listeners point of views. The last, the further researher can possibly do a research on fillers focusing on the use of filler on reading text compare to spoken language.

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1. Tabel Data

NO.	UTTERENCES	FILLERS								The Location of Fillers			CODING
		uh	um	oh	a	eh	oh	ok		First	Midle	Last	
1	*"**Ok**(F-1).. Thanks for the chance, I would like to present about my thesis proposal entitled women language used by main character of Mocking jay movie". This study investigates women language used by the main character of the mocking jay movie.*							√		√			Datum 1
2	*".........**Ok(F-2)**. For my research questions, uh. I have two research questions, and the first one is what types of deixis are found in the abstract book of ELITE conference program book."*							√		√			Datum 2
3	*"..........**Ok**(F-3) the data analisis, the first I will distinguish the of generalize conversational implicature and particularaize conversational implicature".*							√		√			Datum 3
4	*"**Uh**(F-4) It is my chance to explain my research proposal.... **uh**(F-5)*	√								√	√		datum 4

No	Utterance												Datum
	under the title the use of cohesion to the students narrative writing II class in english department of uin maliki malang.												
5	"***Uh*****(F-6)** *narative is a (..) a (..) one steps uh for for a: for mastering another subjects like like what it is (looking at the paper) expository and another".*	√			√					√	√		Datum 5
6	"***Uh***^(F-7) *(..) the first is about background of thestudy".*	√								√			Datum 6
7	"***u::h***^(F-8) *this. this qualitative method because ^*@#^& I take the data from from english Class"*	√											Datum 7
8	***Uh***^(F-9) *(..) the first is about background of the study"*	√											Datum 8
9	"***a***^(F-14) *(.) sometimes, politician use uh*^(F-15) *(..) [...] politicians use a*^(F-16) *(..) politicians use metaphore to (.) persuade"*	√			√					√	√		Datum 9
10	"***Ok***^(17) ***a***^(F-18) *(..) this research investigates about the metaphore used by Hillary Clinton as a*^(F-19) *(..) kandidat of presidential in in a*				√		√		√	√			Datum 10

No	Utterance												Datum
	campaign".												
11	*"Ok*[F-20] *a*[F-21] *(..) this research investigates about the metaphore used by Hillary Clinton as a*[F-22] *(..) kandidat of presidential in in a campaign".*			√			√		√	√			Datum 11
12	*"U::m*[F-23] *from the*[F-24] *(...) the background information I should I should".*		√						√				Datum 12
13	*"u::m*[F-25] *but students have to think the quality in: in their writing".*		√						√				Datum 13
14	*"um*[F-26] *today I'm gonna pres.. um*[F-27] *I'm gonna present my research proposal".*		√						√	√			Datum 14
15	*"In this research, u:h*[28] *the fucntional grammar u:h*[F-29] *is being used because the researcher wants to decsribe the relationship between gramatical structure and the meaning".*	√									√		Datum 15
16	*"There are two types u::h*[F-31] *generalize conversational implicature and particularize conversational*	√								√			Datum 16

No	Data												Code
	implicature".												
17	*"it can be said that **uh**(F-32) (..) the different between men and women language"*	√									√		Datum 17
18	*"so that is way [..] **u::h**(F-33) I just **uh**(F-34) (..) choose this subject a (.) because from their from their speech which is used second language which is used foreign language".*	√			√						√		Datum 18
19	*"And then **a**(F-35) (...) the data from speech text will do data relation to avoid (unclear voice)"*				√						√		Datum 19
20	*"Writing Narative is **a**(F-36) (..) one of the subjects that must be taken by students in our u::m(37) (..) our (....) our (.) department."*		√		√						√	√	Datum 20
21	*"My research method, I use descriptive qualitative **a**(F-38) (....) design because **a**(F-39) (..) it does not find out a new theory but to proof the theory".*				√						√		Datum 21
22	*"The reason of the differences is because of **a**(F-39) (....) their majority in the society.".*				√						√		Datum 22

No	Utterance													Datum
23	*"the book u:m(F-40) [..] which data with contains four or more paragraph".*		√									√		Datum 23
24	*"U::m(F-41), from the (…) the background information I should I should u:m(F-42) I should"*		√						√				√	Datum 24
25	S8 *"the first is uh the design u:m(F-43) is used…."* S9 *"…..to have involve u::m(F-44) under the pleasure…"*		√						√		√		√	Datum 25
26	*"And uh the analysis of types of speech errors expression only use u:::h(F-48) sevent types".*	√											√	Datum 26
27	*"So, in in in convinience their ideas that um(F-49) (….) understanable"*		√										√	Datum 27
28	*"And it takes time about a(F-50) (..) sixteen minutes".*				√								√	Datum 28
29	*"It means that where when the authors is from uh(F-52) lower class".*	√											√	Datum 29
30	*"In in narative writing students' writing must be must must write the story u::m(F-53) crono crono u:h(F-54)*	√	√									√	√	Datum 30

No	Utterance												Datum
	cronologically".												
31	*"The different is not in their language, but a(F-55) (...) but in the (..) in the but a(F-56) (....) in the way they use they use the langauge feature".*			√							√		Datum 31
32	*"Uh(F-60) narative is a(F-61) (..) a(F-62) (..) one steps uh(F-63) for for a(F-64) (.) for mastering another subjects like like [what it is](65) [....] expository and another".*	√		√					√	√		√	Datum 32
33	S3 *"so that is way [..] u::h(F-57) I just uh(F-58) (..) choose this subject a(F-59) (.) because from their from their speech which is used second language which is used foreign language".* S5 *"u::h(F-66) i have some a(F-67) (..) u:m(F-68) some uh(F-79) (....) [.....] previous studies related with my research".*	√							√	√			Datum 33
34	*"and a bos ask e:::h(F-70) ask the ask the (..) one person to give a (..) paper by say 'give me the paper', as the*			√	√					√			Datum 34

student,s the one will feel threaten because (.) bacause that is the bos who ask [..] him". It could be influence with saying give me the paper. So, <face> threaten eh(F-71) give the threaten to the hearer. And face threatening face threatening act is condsider to the (.) to three aspects.												

2. Script

Speaker 2

Ok Thanks for the chance, i would like to present about my thesis proposal eltitle women language used by main character of *&&@#2 (unclear voice). This study investigates women language used by the main character of the mocking jay movie. The researcher (silent puase for baout 0.2 second) choose this topic because a (..) there are many social language and men And women have different style. The different is not in their language, but a::: but in the.. in the but a::: in the way they use they use the langauge feature. Women tend to women tend to have several language feature compare to men. The differences. The reason of the differences is because of a (....) their majoty in the society. It can be said that. it can be said that uh... the different between men and women language u:h occure or happend since they were (%^@@*) women experince lead the women in the society. For the example,

Speaker 3

Assalamualaikum warohmatullahi wabarokatuh... uh Thanks for the chance, i will present my proposal with the title speech error expression found in the debate competition 2016. Uh:: the first is about background of the study, uh.. in debate competition they may speak quckly because they have a (..) limited a (....) limitation of time to speech, so that is way [] u::h I just uh (..) choose this subject a (.) because from their from their speech which is used second language which is used foreign language. it wil::l have a...... speech error. My study, this study will. This study belongs to spycolinguitsics approach because a:: (sambil melihat lembar kertas proposal), @#%$$%$%% (unclear) u::m bacause of that they can show the speech error during thei::rr speech. Uh::hh, the types that used to................ (silent puase for about 0.7 sesond) to analyze in thi::s study is macly and Osgod. Mackly and Osgood uh devided speech errors into nine types, which is silent pause, filled pause, repeats, false start, *#%^%, correction, interjection and stutter and slip of tongue. The speech error has been explored explored in some researchers. The first is rustam 2015 and the second is ardianto in 2014. u::::h the different between this study with the previous study is that, a:: this study used th:e spesific (silent pause) theory belongs to macklay and Osgood and also a:: the devided of (0.2) slips of tongue. U:h this study investig identify the speech error a appear in a a maliki debate national competition.

The second, research questions, the first is that,what are the common speech error expreseed by debaters in mandate competition. And the second, how do the context support the *^%#% in the debate compettion.

Objectives of the study, describe the common speech error expressed by debeters in mandate competition 2015, second to analyze the context supporting speech errors expression in debate.

Signicance of this study, uh. This study hopes that can give the practical contribution to:: into two:: aspects, the first is that to the institutions and the second , uhh the learners....th::::e practice of *&^%@ and the third is to the debater himself.

Scope and limitation, u:::hhh, (0.4) u:hhh the scope of this study only use speech errors types to:: analyze th::e data and will not accross to another a....... field such as hesitation. in getting the data, the researcher will not interact with the:: with the debaters, because they focus on the opic itself. So, tne data will indetify based on the context .

Uh: the researche method, the first reserch desing, this research this study use qualitatuve approach because the desing of this study to get the understanding of speech errors expression. And the researcher will analyze the data based on the types of speech errors.

The data source that, uhhh:: the data form of this study are words, phrases and sentences, that contained of speech errors. U:::h the source of this study take from audio recorded that trasformed into:: speech text... In getting the data, the researcher record the data from debate competition of mandate uin malang 2015 and the next tranform the audio recorded into text speech and after that, indentify the text speech based on the:: theory. And then a:: the data from speech text will do data relation to avoid (unclear voice). And uh the analysis of types of speech errors expression only use u:::h sevent types. Uh:: Becuase silent pause and filed pause belong to hesitation. ok, that is all thank you.

Speaker 4

Assalamualaikum warohmatullahi wabarokatuh. Thank you very mush still being here antusias with us. *Uh.. It is my chance to explain my research proposal uh (getting intrupted by looking the title on the paper)* under the title the use of cohesstion to the students narrative writing class writing II in english departmetn of uin maliki malang. Writing Narative is a:: one of the subjects that must be taken by students in our {u::m::} our::: our: department. *Uh narative is a:: a:: one steps uh for for a: for mastering another subjects* like like what it is (looking at the paper) expository and another. In in narative writing students' writing must be must must write the story {looking at the paper because he does not know the next words, or he might forget something to say, therefore, he looks the paper}

u::m crono crono a:h cronologically. (by looking at the paper which contains the word needed, then he can complete his utterences). u::m but students have to think the quality in: in their writing. So, in in in convinience their ideas that um (...) understanable. The readers con confused, it is semantics relation {pausing 0.2} semantics relation. Semantics relation is well known as uh cohession. So, a (..) a (.) I takes narative writing as my objects, as my research. Because narative a::h writings as I said that the the writing must write cro: crono: cronologically and so:: the cronologically is like the:: ***^^^* writing. Then cohession is a theory which analyzing cohession in narative. u:m study on cohession has been studied by many scholars I take for previous study or::rrr some references for: for my research. My reserach a:: *what it is*, the theory from hallyday hasan, and this the cohession. I dont take coherence but I only take Cohession. And uh: I have two RQ. The first RQ is what are the *&^%$ in students narative. And the second how do cehessive *^%*& function in narative writing. So, a::: significances, a:: a::: practically, the result{pausing 0.2 seconds} of this study expexted to be help the organization of teaching how far the students' progress in writing. And how to help the students in aware of elements of cohession. For furher research may provide a reference for those are investigate in the same field. *u:h this this qualitative method* because *&^% I take the data from from english Class and second, the data analysis who the differences cohessive are used and the last uh study investigate analyze in writing product students' narative writing.

And data collections, u:h I (...) I ask to the students to write narative which consist of three paragraph and one hundred and fifteen words. And the: the:: students have to:: choose one of the three topics. And it takes time about a:: sixteen minutes, I limited the time for for students because u:m I want to know how students use uh their their knowledge about cohession.

The data analysis, the first step is identification of cohession using by students in their narative writing of *^%@^&* substitution, reference, lexical cohession and conjuction. *uh:: I will examine the of each cohessive uh features.* And I will exam

examine uh the part of stucture in narative writing. And the last, I will uh: draw the conclution. Thank you very much.

Speaker 5

Assalamualaikum warohmatullahi wabarokatuh. In this afternoon, i would like to: uh present my thesis proposal under the titled (0.8, coz, getting interupt). U:hh, the study on deixis used in abstract of international conference on english linguistics and literature or ELITE conference book. Uh uh:: for the first I would like to {a and silent pauses 0.5 second} to {uh} devide what is deixis based on pragmatics and linguistics. Deixis is process word by word or express **%^ (unclear) on context. (0.4) {u::h} lavinson said,   deixis relate two way in which language ^*%^^ of the context of utterences of speech events. That the way in which we interprate the utterences depens on the analysis of the context. Ok in this research i use a theory of levinson about a deixis. Levinson devides deixis into a:: five:: types. The first one is person deixis, a:nd place deixis, time deixis, discourse deixis and the last is social deixis. u::h i have some a:: u:m some uh:::: {pause 0.8} previous studies related with my research. the first one is was conducted by Ria Octi *^&^* uh entitled translation analysis on deixis *^**%@. And the uh second research was conducted by Linda **^% Wati u::h entitled analysis on deixis *@%^*(*&, and the third was conducted by Ahmad Imam Jurkarnain u::h entitled an analysis on deixis used in editors of the jakarta post and the last u:::h the research was conducted by Salim ansori and **^*^ uh entitled analisis frekuensi kata kata...... *&^%^ pada abstrak jurnal dalam dan laur negeri. uh, from these five previous studies uh I choose um (0.4) I got the:: gap uh::: (getting distrubed from direct questions from the audinces while presenting, his trun is distrubed.) (even if he is reading, he still use fillers)

Ok. For my research questions, uh i have two research questions, and the first one is what types of deixis are found in the abstract book of ELITE conference program book. And the seocnd one is , what is the dominant types of deixis used in the abstract of ELITE conference program book. And the objective of the

study, to find out what kind of deixis are found in the abstract of ELITE program book and to find out the dominat types of deixsi found in the abstract ELITE program book. u:h (getting interupt by lecturer' questioning in the midle of the presetation). My research method, I use descriptive qualitative {a::} design because {a::} it does not find out a new theory but to proof the theory. {u:::h} for the research instruments, {uh} the instrument of this research is ....(getting interupt from the examiner. It is an objection, said that you do not need to tell that every body has alredy known that).......

From th::e data collec:tion, I collect the data from t::hat book {a::} ****^^%&. I choose the data and {a::} actually the book consist of two hundred and fifteen abstracts. but I {u:::m} clasify the book {u:m} (silent 0.3) which data with contains four or more paragraph. {getting interupt from examiner, asking question}

So, {um} the data which contain four or more paragraph I found seventeen data seventeen data form two hundred and fif:::teen abstarct. {getting interupt from examiner, then, he did not continue to explain that part}

And the last from data analysis, {u::h, followed by pausing 0.4 because he is looking the material in the paper} to analysis this data i use levinson theory, {uh} which categorized into person deixis, place deixis, time deixis, discourse deixis and social deixis. Ok, thank you very much {uh} wassalamualaikum. Wrr. Wb.

Speaker 6

Assalamualaikum warohmatullahi wabarokatuh

. Thanks for the chance, now I want to:: to present on my research proposal under the title the strategies of loosing face performed by the students in panel discussion in speaking III class of UIN MALIKI MALANG. So, my research is about (pausing 4-6 seconds) ..... levinson's theory about loosing face. First I begin with *&*^* (unclear) in communication when we both give treaten to others to get what they want to communication. So, in communication, there are.... two or

more people. And The people the person want to get their purpose by giving threatening to the others. For example, there is a bos, and a bos ask e:::h ask the ask the:: one person to give a:: paper by say give me the paper, as the student, the one will feel threaten because: bacause that is the bos who ask (pausing 2 seconds) him. And I believe that the student will do what the bos ask what the bos wants. And it will influence if there is a person not a bos, maybe a friend.. *^%^^* if the friend ask to the others friend to give a paper by saying could you lend me could you give me a paper please? It could be influence with saying give me the paper. So, face threaten [eh] give the threaten to the hearer. And face threatening face threatening act is condsider to the: to three aspects. The first is social distance, the second is *&^&%% and the third is (pausing 2 seconds) relative power. So, it, That is easy between a bos and a secretary in social power. If this happends the hearer will feel will get loosing face the people could involve after the people could involve. The::: people who get threaten, the people will do such kind of loosing face.

And the next is, I get I take the object of this research in panel discussion. Why panel discussion because panel discussion is the discussion in a particular topic performed by the panelist in front of the others and the audiences. In panel discussion many speech act which consist of threaten such as critisism...... (long pausing about 4-8) such as complain, asking asking questions, and asking apologies and and others. So, I take panel discussion in speaking III, and why take panel discussion in speaking three class because in speaking three class there is panel session and the next is, the advance class of speaking subject for the speaking for the students. So, the students of speaking three class have passed speaking I and speaking II. So, they have a good ability in speaking. And the and the students are not really expert. So in *&^^^%# in speaking three when the panel discussion happends, there are about five students who:: act as the panelist, the other is the audiences, for example, if the: topic is about LGBT so the panelist and the students act as a:: maybe as the ministery of human right, act as the:: lecturer, and what else, so they are not real expert. But they are *&^%@ if they

are *^%$^ getting nerves will appeare. And the students, and there is a direct interaction after the panelist %%^&^%* the audiences give the:: give the interaction for example by giving question giving question or complain. So, In panel discussion, there will be an interaction, if the interaction appear the potensi of FPA will appear. If the potensi of FPA appear, the potensi of loosing face also appear. Thanks.

Speaker 7

Assalamualaikum warohmatullahi wabarokatuh

I would like to explain and share about my::: research proposal, the title is the metaphoric *&^@***. Ok a:: this research investigates about the metaphore used by .... as a:: kandidat of presidential in in a campaign (the speaker did continue the utterences, and jumping to the next topic). Uh: Metaphore is one of figurative language uh that sometimes consist of consist in political language. a: sometimes, politician use uh:: (2-4) politicians use a:: politicians use metaphore to: persuade and to *^%** uh people @**&^^^. And then the subject of this research is uh Hillary Clinton. Uh why I choose Hillary Clinton because uh: Hillary Clinton u:h has a strategy in a::h in campain *&^^**# metaphore in a:: i::n campain.

There are so::me researchers who investigate about metaphore such as Sofian Ari, *&^^## uh the significant of this study is theoretically it is expected to provide the best understanding about metaphore in political use. In practically, it is expected to be usefull for english students **&^%%#% in political discourse.

And then the research methodology (getting interubed by the teacher's correction about the word methodology). Research method, research design, this research u::h provide qualitative method and the research instrument is uh the reseaarcher herself. The data the data source is word, phrase, and sentences uh which indicate uh:: metaphore. And then the: *&^%#@ campain *&^%$. That is all from. Thank you so much.

Speaker 8

Assalamualaikum warohmatullahi wabarokatuh

My name is indah, thank you. in this chance I would like to share about what my research is! my research is about conversational implicature which is form in stand up comedy. Stand up comedy here is in Malang. An:d According to Yamaije Yamaijaki, stand up comedy is one of the common style of comedy which is performed on the stage and when a comedian talks directly to the audiences by making jokes and funny stories. Now we can, we know that comedian, stand up comedian not only making jokes but they their they share their experinces, their information about *&^%&*8. Here I choose Fazar as a stand up comedian he can *&^%^ the audiences laughter by intentionally describing and talking the people *&*^^%%. Here stand up comedian use three parts including *(*^% to deliver their message, the first the first sub text, punch line and whole part. Sub text here ***%^$%## to carries the implicature and the punch line to make the audience laught and the whole part to expalain and to summarize the: the sub text. So, that. I realize that there are the the::y they are intentionally occurating the coopeative principle and maxim of conversation which is can be expalain by using grice theory of the cooperative principle and maxims of conversation. In my research, I have two:: questions as the research questions, the first is what types of conversational implicature used in Fazar the stand up comedy and the objective of this question to find the types of conversational implicature. There two types u::h generalize conversational implicature and particularize conversational implicature. And the second question is how are the conversational implicature occurence of conversational implicature used by Fazar in stand up comedy. Here, I would like to:: analyze the:: data based on the inference, severence and pre: presuposition. Then u::h, and the research method, the first is uh the design u:m is used the descriptive qualitatuve metode. The data are described with described with *&^%^(*(** based on the grice theory of implicature. U:h the data comes from the recorded by me and then and then I trascribe the public stand up comedy tha was report every part of fridy night. And

the instrument, the:: researcher observe and take an active partisipation by *&^%$##@#(* . and the data collection, the first, listen, *&^&, pre-listen, transcibe, and arrange. Arrange here, I arrange the data which is kind of generalize and particularaze. And the next. Ok the data analisis, the first I will distinguish the *&*^^&^ of generalize conversational implicature and particularaize conversational implicature. And the second, I analyze and discuss the data collection (*&*&^&^% .and the last, I draw conlcution of the research. That is all from me, thank you.

Speaker 9

Assalamualaikum warohmatullahi wabarokatuh

My name is Millatunnavisah and I want to deliver my research proposal under the title metafunctional *&^^%^ in background of the study of english departmet Uin Malang *&***%%%. Here, in this re: in this research research a: investigate the metafunction of language within the background of study under graduated thesis year 2015. An:d first, fist of all, I just want to share the metafunction itself. Metafaunction in this research closely, here the functional terms of the fundamental fundamental componen of meaning. As stated by *^%&^%% 2005, it considers language to have involve u::m under the pleasure of particular function that the language system has deserve. U::m, from the::: the background information I should I should u:m I should *^%#$%, first what is the topic, topic as I said before that metafunction.metafunction here, the fundamental componens of meanings in a language. and then it also u:h clearly points up about the functional grammar. In this research, u:h the fucntional grammar u:h is being used because the researcher wants to decsribe the relationship between gramatical structure and the meaning. And why do the researcher choose this topic, first of all, the first is that, deter.. determining how language used in reserch porpuses of what are being said. And then the second is the fucntional paradigm. As we know that, uh: based on the:: functional paradigm ah as Hallida stated that is the:: function of language itself is that the communcation. And from the... from the

communication itself, we deliver the function in the form of sentence bacause this research u::h use the subject of background of the study, so uh:: the:: one should be observed is that is it right or wrong. And then why backgroud of study. M::y fisrt reason is that bacground study is a writing that indicates study case, it covers the social historycal *&*^^%##@ to help explain the research. As the:::: second reason is that why backgorund of the study, u:h it is the fundametal text which means to propose the requirement for the for the degree of sarjana sastra. And the my researh questions, how does each metafunction **&^^%%%% . coming up the research significant, firstly, practically this research gives insigh about the: how to get writing in meaning that also exist in every communication, as I stated tha::t this research observe the background of the study u:h the power of the study, the structure of grammar, where function the *&#@ is applied. And then second significant is that the result and finding are expected to improve ou::r abiliy and gives contribution *&^%$$ on how the:: *&^%^% writer in delivering meaning in sentence.. coming up to the scope and the:: the limitation, first of all the scope is that metafunction study which about in background of study in thesis. And then,the concept of priciple system of cost of grammar proposing in writing. And then the:: the: the limitation is that I just u:::h the researcher wants to: investigate the three newly *&*^$%##@ because *&^ ah because it supposes to be the criteria of the background of the study.

I am going to:: explain the research method that I:: the researcher uses. The reserach method first, research design, in this research use qualitatuve research design because there is no any number to:: be:: (*&&^^%##. And then the research instrument is that use the human resource because the researher only u:h use result of the prime instrument. And then the data source, the data source coming from.. (the time is up, therefore, the speaker did not continue to explain).

Speaker 10

Assalamualaikum warohamatullahi wabarokatuh

My name is muhammad muqofah, and um:: I want to describe my research proposal the title the tile toward english society *&^^%%#@#@ in this research proposal I:: analyze I analyze the novel by Jonathan Swith *&^^%. Uh this novel uh was published (pausing 02 seconds) a::t seventeen eighteen century by Jonathan Swith.. &%^%#^**% essays, price and political complex. Landmort Landmort itself delived as antagonist in this novel, he is an educated *&^%^%^% (getting distrubed by lecturer complaining about whether the character is antagonist or protagonist). Lanmord *%^ who: who tells story about (pausing 02 seconds) himself. When.. he waits of a:: around the:: sea. In the first point, he is the only person *&^&%^&, he want to find himself in the island. And then, in that... in that island, u::h, find with.. he meet with Liliput and his lord.. his lord. U:m, it means, in the relevan there are kingdoms.. kingdom consist of Liliput.. only Liliput. And then, he helps liliput, but after he helps liliput. He:: a:::: (pausing 0,4 seconds).. uh:: helps him. Liliput tells him to put some holes some hopes to:: for Holiver to leave. And then, after that Holiver the:: liliput because some reasons. And then, he backs to the island. Uh two months later, for the second ^*&%%@ she tries to think that the island of the giant named brouking nap. In this island::, he is as a liliput, because in this island consist of giant.. only giant. It is for about::: 20 meters. And then the:: the research proposal.. the research question is, how is the condition of island society in seventeen century.. in eighteen century reflect in *&^%%.? And then how was the *&*^%%#@ in Jonathan Swith *&^&^?

In this research I:: use u::h generic structuralism by *&^%&. E:h in the first point homology. Homology is uh...what it,s.. uh... is uh.. uh.. same as the same equality. For example, uh: jakarta jakarta as we know that it is a:: central city for indonesian, right? Well, in the homology without see Jakarta as a central city. But we do not.. we see (pausing 0.2 seconds) Jakarta as a place or many corruptors, prostitution and then. And then more. It means that we do not see the:: a::: [...] physic. Physically. Bukan. The::. Yo wes..

And the second is social class, social class which we utilize.. we utilize the::
(pausing 0.2 seconds) the:: author. Where the authors come from. It means that
where when the authors is from uh lower class. It will be different when the
authors.. It will be different when the authors from the: upper class. So the::.. the::
literary literary works from people from people u::h lower class will be different
story with people in upper class. And then the six...the third is *&^%%% is u::h
analize about people u:h:: u:h the people opinion. So it's will.. it's will e:::h have
a relation *&^^%% the work view. Work view u:h work view of this novel. What
is opinion the from from world... from people around the world about this novel.
What makes this novel is interesting for people around the world. That is. Thank
you.

Speaker 11

assalamualaikum warohmatullahi wabarokatu.
(um) today I'm gonna pres.. (um) I'm gonna present my research proposal entitled
"Muslim's identity expressed on advertising of Indonesian Muslim's product".
My research question it that, how is muslim identity presented on the
advertisements of Indonesian muslim's product?. From the research question, we
can describe three aspects (uh) three main aspects of my research proposal
indirect muslim identity advertisement of Indonesian muslim's product and how i
will (um) ↑ do this res this investigation. First, identity is who is about who
somebody is and or what something is, is simply define that identity is
representation of themselves followed direction. (pause) identity have has two
dimention. According to George (1999) that they are internal identity and external
identity. Internal identity means how what how individual repacked oneself (um)
↑ and external identity means how society recognized them. Exactly, identity it is
not about how we perform our self to our daily life, but how society (um) ↑
recognized our identity through our introduction hereby (um) ↓ from our
knowledge. In accordance to brogue and stacts (2009) identity is a set of meaning
which indicates who somebody is whin or when he or she ever pass with the rule
in society or gets involved in particular clothes. So for examples, students of

university and lecture (um) ↑ lecture is the one who standing who stands in fro in front of people they give materi, they have knowledge more than students that in class, while student itself is the one is the people who are listening and learning material from the lecture. (pause) in accordance to backeyt (2006) identity is natural so it is not something that we can controlled, so it is natural constructed and reconstructed as people interact with each other. Identity may (uh) identity may depend on the family qualified boar into the culture and religion one belong to the community in which the families the values learn from near that the experiences of of once surrounding (pause) it accordance to patbeerh to (2010: 6). So here, (pause) (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(pause)tish but he is exactly (uh) ↑(pause) has previous study background, he said that it is mistake one we say that we have one identity because we are born with multi identities. So (pause) for example ahmad he is a men he can be a student, he can be a children (uh) ↓he can be a son, he can be a friend, or he can be a muslim, Indonesian and etcetera. So (pause) (uh) ↓ women to(long voice) muslims identities, and muslims identities is identity which muslim represented to daily look and how society recognized them (short pause) we can easily recognize someone as a muslim for from the visual from the performance for example, as a muslimah or women muslim (long pause) we can recognize are because she wore (uh) ↓ she wear hijab like us. (long pause) in this investigation muslim identity investigated on (short pause) advertisement of Indonesian muslim product. Why I chose Indonesia muslim products? Because Indonesia is the most population muslim in the world its around 86.18% or (um)↑(um) ↑ 207 miliaris people. (pause) as we know that advertisement is the most popu is the most is the most what is that (long pause) is the most effective buying promoting product. For example, like cosmetic when advertisemnt with advertisement of cosmetic it take probite with a sensational picture or (um) ↓ photo of celebrities with it can evoke consumers to buy the product. (pause) advertisement has has main purpose is that inform inform providing the information (uh) ↑ to consumers of particular product and second one is persuasion, it persuade and influence the consumers to buy the

product. (pause) (uh) ↓ in this investigation I chose (long pause) of advertisement of Indonesian muslim products, such as co cosmetic and fashion. (pause) product of cosmetic that I chose is that wardah, zoya, mazaya, while the fashion zoya hijab, kia, kia is the brand of zaskiya sungkar Jakarta and then bie by dian pelangi and shafira. (long pause) Why I chose those product because, first the cosmetic is label halal and the fashion (um) ↑ the fashion itself is represent muslim because the fashion cover muslims aurot the that is part of body which can be invisible. (pause) and (short pause) the main reason why I chose those products because no previous studies … this topic concerned on I Indonesian muslim product advertisement.(pause) how I do investigate the subject and topic. First, I(long voice) ii use qualitative method sis since its will it deals with the investigating and interpretation of advertisement of Indonesian muslim product and I as a researcher is the main research instrument with ha with the knowledge about identity and advertisement of indonesian muslim product to collect the dat data and analyze the data related to the study. (pause) in this investigation I will use theory of balcheitt bal brian balcheit (2006) discourse and identity, in accordance to balcheit that identity is not natural Is is (uh) ↓ construction and reconstruction of (short pause) someone performance to that their life activity. Discourse (short pause) is (uh) ↑ linguist beyond that is linguist beyond the texts, its (uh) ↑ its (short pause), in accordance to Yule (2006). in this in this investigation, I will investigate (long pause) the text and image of advertisement using discourse analysis identity, why I chose only text and image , because (um) ↑the test and im, the texts and image of advertisement provide (short pause) (uh) ↓ rich date related to my investigation. According to Jordan and Philip (2002) discourse is about is not only about texts but also provide visual image that how relation in conveying information of advertisement. (long pause) in this investigation I will u I will (short pause) (uh) ↓ explain image three messages that (short pause) contains in language. First is linguistics message, second is denotive message, and third is conotive message. linguistics message means that message made by the interpretation to the title, label or the brand of the (short pause) product. then denotive message is a message is in literal and symbolic message, so when the advertisement provide

(short pause) (uh) ↓ model for example, the cloth and the (short pause) cosmetic they apply is literary means that is not only about the cloth and the color, not there is no (um) ↑ contextual meaning or something behind why they wear that cloths and apply those cosmetics while, the third is de conotive message, conotive message imply multiple meanings mean that human in its connotation is self consider by an effective of fans, dumb or available dap of lexical text. How deep is that lexical text is still crowded. And he is Helt (1977) assumed that conotive message have muli multiply to analyze than there is no particular anatical to support interpretation. So I assume that conotive message, there is no (um) ↓ particular role to investigate image use (uh) ↓ I mean (long pause) to investigate image whis which contain connote message. so it's about our personal interpretation, so it is about the message between one and another. In this investigation I do several steps in collecting the data. First, I look for the advertisement on website, social media and catalogue which is (um) ↑contains Indonesia muslim product that I classified the data which … my study that I identify the data which contains what for its sentence or and images (uh) ↓, the last I chose the data which is going to be analyzed using the theory of balcheit. And I will analyze the data using several steps such as, first I interpret the context of advertisement to understand the meaning then I describe the finding based on discourse and identity theory and the last I conclude the finding to answer my research question. My research limits on several advertisements that I mention before that is clo cos wardah cosmetics, zoya cosmetic, mazaya cosmetics and fashion such as zoya hijab, dian pelangi, zaskiya sungkar Jakarta, saphira. And I limit my investigation on texts and image of advertisement is that.