Chapter 1: Introduction

This chapter presents about basic consideration, research questions, objectives of study, significances of study, and scope of study.

Basic Consideration

Language skill consists of reading, writing, listening, and speaking. Speaking and writing are productive skill while reading and listening are receptive skill. Although, speaking and writing are productive skill, both of them are usually compared. Regarding that, speaking refers to speech while writing refers to text. Concerning to the previous statement, speaking is a communication that consists of speaker and listener that produce verbal utterances (Nunan, 2003). On the other hand, writing skill is another way to convey meaning by using a complete and order sentence that can be revised.

Besides that, speaking is usually unplanned and has a reciprocal relationship between speaker and listener (Burns, 2017, p. 248). In addition, speaking is most important part of learning and teaching in second language, but in learning foreign language, Omidvar claims it is one of four skills that must be mastered (2014). It means that speaking English happens in the country that uses English as a second language and it learns in the country that used English as a foreign language. One of the country that uses English as a foreign language is Indonesia.

As a matter of fact, there are still some problems in communication or speaking. It occurs because of some people are unfamiliar with vocabularies, lack of ability to make phrases, and lack of understanding with idiomatic expressions (Burns, 2017). On the other hand, fluency becomes another problem in speaking. It happens because when people are not speaking fluently or less fluently, it can cause several speech disfluencies that happen during speech. One of them is called filler. According to Kormos and Denes (2004) (as cited in Burn, 2017, p. 247), fluency in speech refers to quick and accurate. It usually happened to people that lived in the countries that used English as a first language.

In fact, there are many Indonesians still less fluent to speak English. Because of that, some people make fillers to help them to take a little time in order to think about what they are going to say. Here, some filler contributed to generate hesitation about the statement. Filler is an expression that used as a way to think more about an idea or it might be an expression that used when someone confused with his/her statement. For example the words *"well", "I mean", "actually", "you know", and "let me think"* (Richards and Schmidt 2010, p. 220).

Furthermore, filler have several positive and negative effects in speaking related with several theories. According to Duvall, Robbins, Graham, and Divett (2014), filler in positive effects can make the speakers' credibility is improved, and it can give the speakers' space/ time to think. While, filler in negative effects make the speakers are using filler a lot in their speaking, and it can make the listeners' attention focus on the other aspect such as speaker's voices and subtract the listeners'

comprehension which is the listeners more focus to the diction of speech rather than the content/ material that presented by the speaker. Additionally, Fatihurrahman (2016) explained that filler can be used when the speakers are not sure about their next statement, so that it can be as a strategy in communication, because filler can indicate speaker try to find the best word to be said. However, filler has negative effect in speaking performance related with this study especially for presentation.

In this case, the filler happened in students' speaking performance when they were doing a presentation in a classroom. It proved that the students do not understand what they were talking about or it can be like the students did not master the material when they were using filler too much. Yet, in some cases filler really useful especially in IELTS test. In IELTS test, the types of filler that always be used is lexicalized filled pauses without taking long time. While, in this case, when the people were utilizing filler too much, it did not useful in their speech particularly unlexicalized filled pauses. It subtracted the ability of listener to understand the speaker said. It mostly found in every students of English department when they are speaking, it was proved by the fact that happened from the researcher's experience and the fact that found by the researcher in right now.

According to Goto, Itou, and Hayamizu (2000, p. 227) cited in Oscar Jonsson (2016, p. 8), fillers nor filled pauses were spoken when thought process can not keep up with process of speaking. It means, there is a hope for the students to use filler but not too much, only when they need a time to think more about the ideas or what the next utterances that will be uttered. They took a little time but not long time while

using fillers. Because it made the students' sounds like they did not know what they were talking about and it made the listener hesitate with the speaker's statement. Yet, the reality that happened is the researcher found many students have been used fillers in their speaking performance in front of the class.

Filler have been studied by several researchers from the several of university. The first study was Fatihurrahman (2016) entitled "The Use of Fillers in Thesis Proposal Presentation by Indonesian EFL Learners", the reason of this study became a research because he found the fact that happened is the students of eight semester still made a lot of fillers in their presentation. They should not make a lot of fillers in their presentation because they were learning English in four years. From the reason, he found the theory about the occurrence that happened in three locations. Then, he focuses on how the EFL students were using filler in their thesis proposal presentation. The other previous researcher was Pamolango (2016) expended the study entitled "An analysis of the Filler Used by Asian Students in Busan, South Korea: A Comparative Study", the reason of this study became a research because the researcher found in his observation displayed that there were many fillers were being used at the students when they answered the questions by using English language. Another reason, it came from the theory that was explained: pitch, vocabulary, grammar, and pronunciation, they were the feature of speech and it is not only different in gender but in different ages as well (Holmes, 1992 cited in Pamolago 2016).

Based on the explanation above, the researcher wanted to find out the frequency of using fillers on students in speaking performance and the causes of using filler. From the frequency, the researcher found the conclusion which types of filler that most dominant used by the students of English Department.

Research Questions

Based on the explanation of the basic consideration above, this study focuses on following problem statements:

1. How does the frequency of using filler on students' fourth semester in speaking performance?

2. What are the causes of students' fourth semester use filler in speaking?

Objectives of the Study

Related with the assumption of research questions, this study discovered to find out:

1. To describe the frequency of using fillers on students in speaking performance.

2. To identify the causes of using fillers in speaking.

Significance of the Study

There were two significations of this study. Firstly, filler can help the next researcher to use this research as a reference who has a same field. Secondly, filler can be new information for the students about the use in speaking performance, so that they will understand how to use filler in their speaking related to the presentation, IELTS, and

several kinds of speaking performance. This is because, based on the positive and

negative effects of filler, filler can be used as a strategy in communication, but it can

make the performance is bad. Also, using filler a lot can indicate speakers do not

master the material, the speakers do not prepare well, and filler can diminish the

grade of speaking.

Scope of the Study

Related with the research question, this study was focused on the frequency of using

filler in students' speaking performance and the causes that caused them to use filler.

The types of filler that analyzed were lexical and non-lexical. Also, the causes of

filler that analyzed did not divide into two types of filler, because this study used

interview to cover the data that related with all of types of filler. Furthermore, the

limited of this study only focused to the speaking performance of students, and it was

not measuring the speaking ability of the students. However, this study did not use

speaking score or IELTS score to measure their ability or their performance because

it was just wanted to find out the frequency of using filler through test and interview

then displayed in the table of frequency.