Chapter V: Conclusion and Recommendation

This chapter presented about conclusion of this research and some of recommendation for the students and the lecturer.

Conclusion

Based on the research findings, lexical filler consisted of three expressions, while non-lexical filler consists of eight expressions. From two types above, the frequency of using non-lexical is higher (159) with the average 7.95 rather than frequency of using lexicalized (90) with the average 4.5. However, the frequency of non-lexical caused from the use filler *ee* which is dominantly used by the students during speaking. Concerning that, it proved that the students more accustomed with filler *ee* rather than two other fillers: filler *erm* and filler *err*. Besides that, there are three locations of using filler. They are in the beginning of sentence, in the middle of sentence, and the last of sentence. Nonetheless, in non-lexical filler and lexical filler, both of them were dominantly used filler in the beginning of sentence and in the middle of sentence.

While for the causes of using filler, there are five causes that found from several reasons of participants. They are unfamiliar with the topic, thought process, unfamiliar with vocabulary, nervousness, and getting stuck/ blank.

Overall, the frequency of using filler is higher non-lexical filler rather than frequency of using lexical filler on the students of English department in 2017 year academic. It proved that the utilization of filler most dominant on lexical filler. Also, there are five causes that caused the participants used filler in their

speaking performance, they are unfamiliar with the topic, thought process, unfamiliar with vocabulary, nervousness, and stuck in a blank.

Recommendations

There are several points that wanted to suggest for the students and the lecturer. First, the students should increase their speaking skill, so that they can speak more naturally rather than memorizing. Second, they need to be more practice, so that they can speak fluently. Third, the students need to decrease using filler too much in their speaking, so that they can speak clearly to transfer the good communication and the listener will understand with the speakers' speech. Fourth, the lecturer should introduce or give an explanation about what filler is while the lecturer teaches them about IELTS, because most of the students did not know about filler.

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