

Learners' Fillers in English

Abdul Rabbi Arrasul^{1*}

Yuliana Mangandre²

Famelanisa Akbar T.A.³

Sitti Hardianti⁴

^{1,2,3,4} Universitas Muhammadiyah Luwuk, INDONESIA

Abstract

This study aims to find out the type of fillers and factor influenced fillers in English Education Study Program. This research is qualitative research with in-depth interview design. This data collection involved 7 learners from the 4th semester and 6th semester of English Education Study Program at Muhammadiyah University of Luwuk. This research applied the theory from Rose (1998), Oomen and Postman (2021) in finding the data. The result of this research indicates the learners of English Education Study Program in 4th semester mostly use unlexicalized fillers and the 6th semester mostly use lexicalized fillers. There some factor influenced learners in using fillers are nervousness, divided Attention, infrequent. The dominant factor is nervousness. In this research, the input is suggested for learners, to the department of English Education Study Program and to further researchers to find out more about fillers and factor influenced fillers happened.

Keywords: Learners' Fillers, unlexicalized fillers, lexicalized fillers

1. INTRODUCTION

Speaking skill is defined as a skill which allows us to communicate effectively. It is also a kind of either productive or receptive skill and is one of communication tools that must be achieved, even though all four skills are equally important (Arrasul & Pole, 2021). Productive skills are skills that we use to put together the language into something that other people would understand this skill enable the learners produce a language in written or spoken forms. While receptive skills are reading and listening involve receiving information. Many foreign English learners found problem that speaking practice such as: pronunciation, grammar, vocabulary, and speech.

Speech is the expression or the ability to express thoughts and feelings by articulate sounds. Speech frequently includes fillers such as uh and um. Fillers are a moment when someone pause their speaking for think what they want to say next without give the impression the speaker finished. These kinds of utterances are called fillers. Fillers as sound or words or phrases that could appear anywhere in the utterance and could be deleted from the utterance without change in content. Fillers serve a communication function, having a place in the speakers' vocabulary (Clark, H. H., & Fox Tree, 2002).

*Corresponding Author : mukminnayya@gmail.com

Filler is an apparently meaningless word, phrase, or sound that marks a pause or hesitation in speech or. In a speaking English, people utter sounds words contain pauses, ideally fillers in speaking. Many people for the example the native speakers or the non-natives speakers speaking in spontaneous is so difficult. In spoken interaction, people often using or saying "ee", "ehm", "well", "you know", "I mean", "kind of", and other similar expressions that used in speech or conversation to fill in pauses.

The filler may or may not have been taught explicitly in the lessons especially at the Muhammadiyah University of Luwuk, even though fillers for each learner is their speaking strategy. The cause of the use of fillers by learners in the English Education study program can be one thing that needs to be known, not only in public speaking but in the field of education, fillers are also considered negative in speaking because they can reduce the fluency levels.

This research considered interested by showing previous studies. They are will become benchmark of doing this research. The first is research from Fatimah (Fatimah, 2017) the research title is "An Analysis of Fillers Used by Lecturer and Students in EFL Classroom Interaction" the purpose of this study was to look into the types and frequency of fillers used by lecturers and students, as well as the functions of fillers in EFL classroom interactions at Galuh University in Ciamis, West Java. The writer used a qualitative case study to gather data, and the data were gathered through observation. The data from the observations were then analyzed by transcribing the entirety of the utterances containing fillers to determine the types, frequency, and functions of fillers. The writer qualitatively described the observation's data. The writer discovered that both the lecturer and the students used filler in their utterances in this study; the fillers discovered were both lexicalized and unlexicalized fillers. The result of this research showed that students used 65 fillers while the lecturers used 504 fillers.

The next researcher is from Navratilova (Navratilova, 2015). Her research was "Fillers Used by Male and Female Students of English Education Study Program in Argumentative Talks" the purpose of this study was to discover the types and functions of fillers used in argumentative speeches by male and female English Education Study Program students. This research was descriptive in nature. The subject was divided into two groups male and female. The result of this research showed Both male and female students used fillers to fill pauses, hesitate, hold conversation turns, emphasize, mitigate, interrupt, and edit their speech errors.

The researcher will bring up the latest in this study. This is to show the difference between previous researchers. This study objective not only gain the types of fillers in speaking but also the factors of influence filler word in speaking skill in English Education study program. This would be a new thing to know. Therefore, the researcher is interested in doing research related to the fillers. It is also supported by the environment of Muhammadiyah University of Luwuk who the learners like using fillers word in their daily conversation and their speech.

2. LITERATURE REVIEW

Include the current knowledge including substantive findings, as well as theoretical and methodological contributions to your topic. A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated.

Learner Fillers

Speaking is very significant medium to make students easy to convey their opinion and share information to their teachers, friends, or another people (M.Mukmin, 2021). In fact, students and most people tend to use fillers when speaking. Fillers commonly occur to mark of hesitation or to hold control of a conversation while the speaker thinks what to say next (Kharismawan, 2017). Learner fillers are classified into several types based on their word construction. It could be simple as a few phrases, clauses, and words. A simple word filler is made up of just one word, such as but, okay, well, um, yeah, uh, eh, and, see, so, and right. Fillers can also take the form of a phrase. A phrasal filler is a group of words that do not have a subject or a verb, for example, by the way and how to say. Fillers are any words, clauses, or phrases used by the speaker uses while he/she desires to carry the foremost instruction. Therefore, there is a need for analysis to know the types of filler, taking into account the factors that influence the experience of learners while they are speaking. So, fillers are also classified according to their functions. In addition, described discourse marker's functions in textual context although there is no specific description of the functions fillers (Castro, C., 2009).

2.2 Types of Fillers

There are two types of filled pauses (ROSE, 1998). The first is an unlexicalized pause, and the second is a lexicalized pause. Unlexicalized filled pauses are non-lexeme or non-word filled pauses used by speakers to indicate hesitation while they consider what to say next. She also claims that "lexicalized filled pauses are fillers in the form of words or short phrases, such as: well, like, sort of, like, if you see, you know, what I mean, and so on." Furthermore, the example examples of unlexicalized filled pauses such as: uh, um, ee, err, um, ah, and so on. The unlexicalized filled pauses, stating that uh, ehm, ee, err, um, ah and other vocalizations that belong to unlexicalized filled pauses are the easiest sounds to make while speaking.

The researcher summarized the types of fillers from the experts above into three; they were a silent pause, an unlexicalized filled pause, and a lexicalized pause. To look into the filler words, the researcher wants to know what types of learners' filler words in speaking skills are unlexicalized filled pauses or lexicalized filled pauses in this research.

2.3 Functions of Fillers

Fillers serve a variety of purposes. Fillers serve a variety of purposes, depending on the situation of the speaker. Clark and Tree (Clark, H. H., & Fox Tree, 2002) asserted that "fillers served a communicative function and had a place in the speaker's vocabulary" (p.97). Nonetheless, they do not define a communication's primary message. In other words, using a filler only improves the way you speak, not the meaning of your communication. Fillers are thus used when the speaker is unsure about his or her next utterance or has choices to make in the utterance.

At least five functions of fillers will be discussed further. They are devices that pause, empathize, mitigate, edit terms, and create time. The researcher examined the filler productions and defined the functions based on the context of the utterances. The researcher used the functions of fillers based on Stenström (Stenstrom, 1994) and Wu (Wu, 2001) to answer the second research problem.

This research discovered four functions. It can be used as opening markers to begin the speech, as information indicators to emphasize the main point of the topic, and as turn keepers to allow the speaker time to think about the next word. And as repair markers to repair the incorrect wording in the first place. The most frequently demonstrated function by the fillers in this study was a turn keeper. Speakers use fillers in turn to show that they are looking for words, deciding what to say next, or want to keep the floor (Clark & Fox Tree, 2002). Meanwhile, in the area of education, some experts still consider that fillers are regarded as negative in speaking because they may decrease the fluency level of the speaker (Indriyana et al., 2021) or in simple

word, when a speaker produces fillers, they are not certain has the purpose meaning in their utterances (Navratilova, 2015). However, other also disagree because fillers are able to promote awareness and knowledge of the use of fillers in speaking.

2.4 Factors Influence Fillers

Several researchers have documented the causes of various speech disfluencies in verbal speech. A speech disfluency is defined as anything that disrupts or disrupts normal or fluent speech. Slips of the tongue, long pauses, false starts, and filler words are all examples of speech disfluencies that exist in today's spoken languages.

Filler words are classified as divided attention, infrequent words, and nervousness. Each of these activities has the potential to increase verbal disfluency, resulting in filler words interrupting the speech. When they are combined, the frequency of filler words and the speaker's disfluency increases exponentially (Oomen & Postma, 2001):

Divided Attention

Divided attention occurs when a person attempts to focus on multiple points of interest at the same time. This can be seen during speeches where there is a distracting member of the audience or when something unexpected happens. The speaker's attention is diverted from his or her speech for a brief moment, and filler words frequently enter to fill the void left by on-fluent speech.

Infrequent Words

Filler words appear in speech when someone uses words that they use infrequently. Infrequent words are simply words that we do not use regularly and are thus unfamiliar to our mental dictionaries. When someone is having difficulty processing a word, filler words appear. This means that if a person's brain cannot find a word, he or she will pause, frequently throwing um in its place, until the word, or a synonymous, is found and used in speech.

Nervousness

Nervousness is caused by both divided attention and infrequent word usage, which is another cause of filler word in speech. It is irrelevant whether or not these issues are overcome once the speaker has become nervous.

Furthermore, frequent words and speaking too quickly increased the production of filler words (Goldwater et al., 2010). If a speaker is required to use infrequent words, nervousness can cause infrequent words and speaking too quickly. When a speaker is nervous, words that they would not normally say may enter their speech because the speaker's mind is preoccupied with thoughts about the listeners and their opinions rather than which words to say. The same phenomenon occurs when speakers speak too quickly; speakers want to stop speaking as soon as possible to get rid of the nervous feeling and as a result, speak quickly.

In addition to the nervousness caused by uncommon words, glossophobia anxiety about public speaking may occur. This fear manifests as a social anxiety disorder, similar to the well-known concept of stage fright (García-López et al., 2013). This anxiety has a direct impact on the speaking ability of the presenter's speaking ability and frequently leads to a dysfunctional speech disorder. These repetitions and filler words reduce the speaker's credibility, which may cause the audience to become disinterested, thereby exacerbating the speaker's nervousness.

3. METHODS

In this research, the researcher used descriptive qualitative design. The results of this research are explained descriptively. This research was conducted at English Study Program of Teacher training and Education Faculty in Muhammadiyah Luwuk

University. The research subjects were students in fourth and sixth semester at English Education Study Program. Interview as the instrument. Interview is an interaction between another to find the information (I.R Gay, Millis E.G, 2012). In this research, the researcher used in depth interview because in depth interview is inductive or open ended and range from unstructured to semistructured. Therefore, it does not have a predetermined set of acceptable responses. Rather it can go in any direction they want in response to the question (Patricia, 2017). The researcher created an interview guide that was designed with the aim of making the interview more focus and the topics discussed do not deviate too much from the researcher's goal. In analyzing the data, the researcher used the theory from Neuman (W. L, 2007). This theory explains the steps to analyze the data. The step were open coding, axial coding and selective coding. Opening code is a process of coding or labeling data. The researcher examines field notes, historical documents, or other information in search of significant words, moments, or themes that are then noted. Then, using brightly colored ink or a similar method, researcher writes a preliminary concept or label at the edge of a note card or computer record to find some important data. The next is axial coding. That is separating data into major or minor level and showing relation among the codes. The last step is selecting the best data to enter the final report.

4. RESULTS AND DISCUSSION

This finding produces two results first, types of fillers and the second is factor influenced fillers. The source of the research data came from the answers of several learners about the types of fillers words and factors that influence fillers words happen in the English Education study program at the Muhammadiyah University of Luwuk. The results of this research were obtained by in-depth interviews directly with learners as a form of searching in the field.

4.1. Types of Fillers

Based on the results of interviews with learners, the researcher focused on the analysis; Learners' fillers word in speaking skills in the English Education study program at the University of Muhammadiyah Luwuk which include the learners, the research subject was a sixth semester and fourth semester.

The detailed information of the interview result is discussed as follows, questions number one to three asking about their activities, movies, and what parents do, first the researcher asked about the morning daily activities of the learners. Most learners explain by using filler words with different types of fillers. The interview was conducted to gain information about their activities.

BA : "The activity that I do this this morning is when I woke up at 07.00 AM. I usually have a cup of tea of mine and then I go to the bath and I watch some movie on Netflix because I really love watching movies but I remember after that I have to do something in the campus. So, I started to prepare myself and then go to the campus immediately with my friend." (p.42)

GS : "Uh, in this morning I just wake up at 09.00 o'clock before I take a shower to go to campus that's all nothing special that I do this morning." (p.44)

SD : "Umm, usually in every morning I woke up like uhh like 05.00 o'clock I do some activities umm cleaning my room and then do other activities yeah. Uhh sometimes I wash my uhh shirt and I throw the garbage and the umm and then look at my flower and then get some water for my flower yeah just it." (p.46)

FK : "Uh, my activity in this morning I wake up ehh 06.00 o'clock I work uh I washing the shirt and I go to shower and I go to campus and learning with lecturer Mam

Marhana with Friends and then I go to room FISIP I studied Educational Statistic that's all my activity." (p.48)

AP : "Okay ehh, the activities I do this morning is help the people ehh my place I live and I work there and like uhh I work like uhm cooking and uhh help them to clean the home and many of them it's like uh job in people do and like uhm uhh washing or dicing or yeah cleaning the house." (p.50)

RN : "Okay ehh, my morning is when I wake up I clean up my room and my uh bedroom and I feed my cat and I have to take a pray and I uh washing my clothes and after that I watching TV just like that." (p.52)

FS : "In the morning when I wake up I immediately take a shower sometimes I sleep again and take a shower again yeah every morning, sometimes I will play mobile legends and sometimes when I tired I sleep again and take shower again and go to campus." (p.54)

Next question the researcher asks the learners about their interest in the movie and what kind of movie they liked, this makes them think and naturally speak and mention the types of fillers. This is the answer from the results of the interview with learners:

BA : "I really like watching movie uh especially the movies from Netflix because there so many there is a lot of movies that I like there, especially the thriller and horror movies but the movies that I uh really like so much is entitled umm Euphoria yeah because that movie is like a movie with uh with highlight uh with the highlight about mental illness and drugs and another stuff uh yeah so that's it." (p.42)

GS : "Yes, I do like watching movie and my favorite movie or the type is superhero or fantasy, uhm Captain America Civil War it's about superhero divided into two group." (p.44)

SD : "Uhh yeah I like watching movie, I like movie that Marvel created all of Marvel movie I like it. Uhh as example uhm uhh the new one uhh the Doctor Strange and Spiderman No Way Home." (p.46)

FK : "Uhh, I like the movie, the kind of movie horror and thriller. Harry Potter I like Harry Potter that's one I like but I ehh watching movie but I like watching Harry Potter just Harry Potter." (p.48)

AP : "Uh, I like to watching movie and kind of movie is like horror movie and like a spooky movie and like umm ghost yeah something like that, especially for the subtitle like English or yeah because I don't know why but I hate speaking Indonesia. I like the film from the original language of the movie." (p.50)

RN : "Okay I like watching movie the movie title is Attack on Titan, why I like this movie because this make my euphoria my emotional is uhh uhm emotional like uhm I feel the movie, the movie has many series many episode that's why I like this movie." (p.52)

FS : "Yes, I spent most of my time to watching movies like uhh action, comedy and horror ehh the title of movie is Pretty Boys from Vincent and Desta comedy action. (p.54)

In addition, the information of the interview result is discussed as follows questions number three, the researcher asked about the parents doing. So, the learners would explain that naturally speaking. This answer is obtained from the results of interviews with learners:

BA : "Uhm, my parents they are doing good actually right now but uhm everyday they always uh selling food in their home in our home I mean and there is nothing that they do, they are just like selling their food and like uhh have quality time uh for our family. (p.42)

GS : "My parents are working in here in Luwuk City, my father is a building worker and my mother is in Restaurant. (p.44)

SD : "Uh my parents eh my mom uh everyday she, not every day uhm just uhm Monday to Saturday she uhm uh teacher so, every day she woke up and go to school to teach the students and my father just uhh he doing uhh his work always changes so, exactly he doing." (p.46)

FK : "Ehh my parents live in Salipi Kecamatan Bualemo and they daily activity work in this morning farmer and then evening go to in the sea that's all daily activity that's all." (p.48)

AP : "Uhh, my parent is a like a worker and like farmer yeah they do some job like uh blend coconut like cingkeh and something like that and my parents choose their job just farmer nothing they do. (p.50)

RN : "Okay, in the morning my parent eh in the kitchen make breakfast uhh officially just have mother now is passed away and uhh every morning she did that. Umm my mother work just has little store in my home. (p.52)

FS : "My parents uhh fisherman and my mother was a housewife but now my parents would work whatever they can do is like building ship and umm yeah. (p.54)

The following tables contain the types of fillers which have amount as follows.

Table 4.1 Type of Fillers Word Used by Learners

No	Types of Fillers	4th Semester (N)	6th Semester (N)
1	Unlexicalized Fillers	24	33
2	Lexicalized Fillers	10	35
	Total	34	68

Table 4.1 above implies that the learners fourth semester produced more unlexicalized fillers than lexicalized fillers. Moreover, the observation of fourth semesters learners with a total number of occurrences was 24 times unlexicalized and 10 times lexicalized. Different from the sixth semester produced more lexicalized than unlexicalized fillers with a total number of occurrences were 33 times unlexicalized and 35 times lexicalized fillers.

Table 4.2 Unlexicalized Fillers Used by Learners

No	Types of Fillers	4th Semester (N)	6th Semester (N)
1	Uhh	12	19
2	Uhm	8	10
3	Ehh	4	4
	Total	24	33

Table 4.2 displays unlexicalized fillers have 3 kinds of fillers used by fourth and sixth-semester learners with a total 24 folds for the fourth semester and 33 folds in the sixth semester. Fillers uh was the most frequent unlexicalized filler used during the interview with a several occurrences 12 folds with fourth semester and 19 folds with sixth semester.

No	Types of Fillers	4th Semester (N)	6th Semester (N)
1	Like	-	14
2	Yeah	1	5
3	Okay	-	3
4	Then	4	2
5	But	1	4
6	So	-	3

7	Yes	1	-
8	Just	3	5
	Total	10	35

4.3 Lexicalized Fillers Used by Learners

Table 4.3 above displays lexicalized fillers have 8 kinds of fillers that used by learners. In the fourth semester lexicalized fillers with a total 10 folds but fillers so, okay and like they are not used. Different from the sixth semester produced more lexicalized fillers with a total 35 folds except for fillers yes. Fillers like is the most used in the sixth semester with a total number of occurrences 14 times, rather than the fourth semester produced fillers then with a total number of occurrences 4 times.

4.2 Factor Influence Fillers

The detailed information of the interview result is discussed as follows, question number four until seven asked about their speaking skill and their biggest fear in speaking skills. Most learners belong to the category of nervousness, different from infrequent words or lack of vocabulary and divided attention. Here are some arrange of the category of factor influence fillers word:

Divided Attention

BA : "My biggest fear I think is being judge my other people."

Infrequent Word

GS : "I feel like uh my vocabulary is not good enough not much like that."

SD : "it's so difficult to remember the vocab."

Nervousness

GS : "I feel nervous but also confident depends on the situation."

SD : "I feel good when I speak English. maybe I have to more not to nervous"

FK : "Nervous, I'm nervous."

RN : "Okay my biggest fear of speaking I fear to speaking in the public in front of the people I just nervous to people."

FS : "I'm pretty confident but sometimes I feel nervous."

The factors that influence the occurrences of fillers word in speaking skill, most learners are categorized as nervousness. The first learner is BA from the 6th Semester her factor that influenced the fillers word is Divided Attention because based on the interview answer she said: "...being judge by other people" which means she included to categorize divided attention. However, AP from the 6th Semester and SD 4th semester their factor that influenced the fillers' words is an infrequent word or lack of vocabulary because in the interview answer they said "...Vocabulary" and "it's so difficult to remember the vocab." All the other learners categorized nervousness because they said it during the interview.

Furthermore, the seven learners produced the same types of fillers, as shown in the previous section. In both interviews, leaners from the sixth semester used more lexicalized fillers than unlexicalized fillers. In contrast, learners in the fourth semester used more unlexicalized fillers such as uh, ehh, and uhm than lexicalized fillers in their interview responses. The following sections will provide details on the types of fillers produced by learners in the sixth and fourth semesters:

Unlexicalized Fillers

Unlexicalized fillers are non-lexemes (non-words) filled pauses used by speakers to indicate hesitation while they consider what to say in the next utterances by Rose (ROSE, 1998). The fillers err, ee, ehm, uh, um, ah, and other vocalizations that belong to unlexicalized filled pauses are the easiest sounds to make while speaking.

um and uh permit someone to enter the discussion by taking turns while maintaining the substance of the turn, or reacting in an appropriate way when not quite ready to speak.

They are also regularly happening when a speaker's delays mid-utterance, apparently illuminating the audience that the stop does not show the conclusion of the speaker' turn, but maybe, that the speaker needs at some point to wrap up arranging or change her expressions. However, um and uh are not universal. Clark and Tree (2002) distinguish between different forms of languages that perform similar functions. In this way, uh and um are conversationally useful shapes that learners need to learn and ought to learn to utilize suitably as a portion of getting to be a competent client of the dialect of the language.

Despite of the conventional title for uh and um being filled with pauses, inferring that they are pauses that happen to be filled with sound and not silence, there is rising to prove that um and uh are words that actually on specific meanings.

Listing at least 16 different uses of uh and um proposed by different researchers (Clark, H. H., & Fox Tree, 2002), extending from demonstrating that speakers are looking memory for word. Asking to offer assistance in completing their current expression showing that they need another turn or attempting to hold onto their current turn. Note that these are common implications, that is covering both uh and um and now and then indeed amplifying to other forms such as "well and you know".

The unlexicalized fillers serve as a mark of hesitation as well as time-creating devices. When speakers deliver fillers in the middle of a conversation, it becomes a sign of hesitation. If the speaker purposefully said the unlexicalized fillers during the interview, it becomes a time making device.

The subject of this research produced um, uh, eh, and as their sign of the unlexicalized fillers they produced during the interview questions and answers, those subjects produced those words because they were confused about the next upcoming words, to fill the silence, and to unintentionally condition.

Lexicalized Fillers

This section discussed the lexicalized fillers generated by learners in the fourth semester and sixth semester at the Muhammadiyah University of Luwuk, especially in speaking skills. Rose (ROSE, 1998) defines lexicalized fillers that take the form of words or short phrases. She defines unlexicalized fillers as non-lexemes or non-words filled pauses used by speakers use to indicate hesitation while the speaker considers about what to say next.

Fillers are used when the speaker is unsure of her/his next utterance or has a choice in the utterance. Fillers words, according to Navratilova (2015), included words such as well, you know, I think, sort of, kinds of, like, if you see what I mean, ee, err, ehm, uh, ah, and so on. The following sections will present the details of lexicalized filler produced by learners and their function:

Like

The subjects of the study used a word like but not in to show the same quality, passions, or features. It is distributed as a stamp of lexicalized paddings since the word like is not vital in a many ruling. It has the work as a check of faltering since the speaker was not beyond any mistrustfulness roughly what she wants to say. Rather than silence or produce pointless words or expressions they were trying to discover the reverse of the word. Then some exemplifications of the filler like:

BA: they are just like selling their food

AP: my parent is like a worker

FS: my parents would work whatever they can do is like building ship

Yes and yeah

The word yeah is similar to yes Cambridge online wordbook is used to express amenability or agreement, to show that you are harking to some people, or that you

are ready to hear and to give the answer or information. On the Collins online wordbook, it implies to grant a positive response to a question, admit an offer or ask, or grant authorization. In this case the word yes was not inferred to reply or answer the questions or agree with commodity or someone's opinion. The experimenter distributed the word yes and yeah in this kind of case as the stamp of lexicalized paddings which has the work as empathizing bias. The subjects were given stress in that word which implies they were attempting to get the amenities. Then some exemplifications of paddings yeah and yes:

BA: another stuff yeah so that's it.

GS: Yes, I do like watching movie

SD: do other activities yeah

FS: take a shower again yeah every morning

Okay

The word Ok or Okay in Cambridge online wordbook is employed to appear that you simply concur with commodity or concur to do commodity, check that notoriety gets it commodity or that they agree to commodity, showing a way that you just are progressing to take exertion or begin commodity ultramodern. On Meriam-Webster online wordbook, okay or ok means each right, it is the condensation of all correct or facetious revision of all correct. So, ok is the word that shows agreement on commodity. The experimenter concluded the ok word in unconstrained converse as lexicalized paddings. It has the work as an empathizing bias since the understudies were trying to get their amenities. Then some illustration of padding ok:

AP: Okay, the activities I do this morning is help the people

RN: Okay, I like watching movie

Then

This word is used to indicate pressure, but they are not demanded. The story should be suitable to unfold on its own. This means that the word then in this observation could distributed as paddings from they were not shown the pressure of commodity and the learners produced it a few times. It becomes the device of the time creating since the learners reiterate the word to make new rulings. Here the examples of using then:

BA: I usually have a cup of tea of mine and then I go to the bath

FK: learning with Friends and then I go to room FISIP

SD: I throw the garbage and then look at my flower

But

But, could be a conjunction that connects expressions within a single ruling. But has the same approximate as before, which shows contrast or joins opposites. It means that in this case, the word but that was produced by the subject could not be classified as a conjunction because it had no intention of joining the phrases or casting doubt on something. The reason of the subject because attempting to get the interviewer's attention, this filler serves as an empathizing or attention-getting device. Here are some examples of filler but:

BA: "I really love watching movies but I remember after that"

FK: "I watching movie but I like watching Harry Potter"

AP: "because I don't know why but I hate speaking Indonesia"

FS: "my mother was a housewife but now my she would work whatever"

So

According to the Meriam-Webster online wordbook defines so as a word that should be used to show the thought refers with the opinion they said previously in an express manner. Then, in a Cambridge online wordbook, so is typically used before the verbs "be", "do", or "have", as well as other auxiliary verbs, to express the meaning "in the same way" or "in a similar way".

The word so ought to be utilized as its work, however in this circumstance the subjects appeared the wonder of another so utilized. The researcher classified so as lexicalized filler. It also works as a time to think about the next word and stays to fill the gap with a word rather than silence. Here are some examples of filler so:

BA: "I have to do something in the campus so, I started to prepare myself"

BA: "because there so many there is a lot of movies that I like there"

BA: "that I really like so much is entitled Euphoria"

Just

In Cambridge online wordbook, the word just similar to another adverb such as "very soon", "now", or "very recently", but it also shows the equation, which is used to strengthen sentence of statement. According to the Oxford online wordbook, just means based on or acting accordance with the right morally and saying agreement with fair. And according to Macmillan's online wordbook, the word just used to express while commodity occurs, pressing how recently commodity occurred. As a result, the researcher concludes the word just used for show when something happened, and to make the statement more powerful or to the agreement. In this case, the subject used the word just for the function of word. The researcher classified the word just the mark of lexicalized fillers because the subject seems to the function of the explanation above. Here are some examples of filler just:

BA: "they are just like selling their food"

GS: "I just wake up at 09.00 o'clock"

SD: "then get some water for my flower yeah just it".

FK: "I like watching Harry Potter just Harry Potter".

RN: "I just have my mother right now"

The results of discussion above about unlexicalized paddings and lexicalized paddings, the experimenter concludes most of learner has paddings with the kinds of function of it. But, most of the time they produced paddings to create some times to think about the next words. They tended to fill the gaps with words or phrases rather than silence.

5. CONCLUSION

Muhammadiyah University of Luwuk especially in English Education Study Program, the 4th semester and 6th semester and the result of this study showed that there were two types of fillers, there were unlexicalized fillers and lexicalized fillers. The learners with 6th semester produced more fillers in their answer of interview total number of occurrences 68 times. But, the learners with 4th semester produced fillers with total number occurrences 34 times. Moreover, the learners with 4th semester produced more unlexicalized fillers in their answer of interview, contrast with 6th semester produced more lexicalized fillers in their answer of interview. It because the unlexicalized easiest way to fill the gaps since it just a sound. So, the learners at 4th semester did not have to think about the grammatical of the sentence. Contrast with the 6th semester more used lexicalized fillers because they are in the high level of proficiency.

This study also found three factor influenced fillers happened there were divided attention, infrequent and nervousness. Nervousness device is the most factor found on this study and follows by time-creating device, divided attention and infrequent respectively. The factor of fillers is depending on the description of the

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