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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT II

July 5-6, 2012



Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Jawa Tengah

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Editors:

Agus Subyanto

Mualimin

Prihantoro



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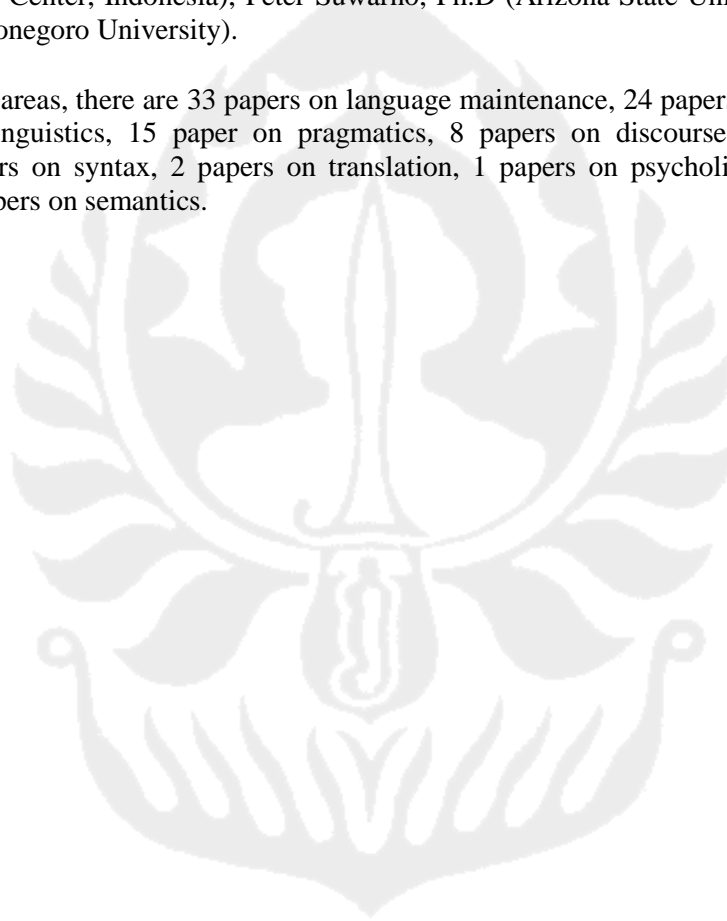
Editors' Note

This international seminar on Language Maintenance and Shift II is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University in July 2011. We do hope that the seminar with this theme can become a yearly program of the Master Program in Linguistics, Diponegoro University, as we see that this topic still needs our serious attention due to the inevitable impact of globalization on the life of indigenous languages.

We would like to thank the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the head and secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar. The first five papers are those presented by invited keynote speakers. They are Prof. Dr. Hanna (Balai Bahasa Provinsi Sulawesi Tenggara, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Indonesia), Dr. Sugiyono (Language Center, Indonesia), Peter Suwarno, Ph.D (Arizona State University), and Herudjati Purwoko, Ph.D (Diponegoro University).

In terms of the topic areas, there are 33 papers on language maintenance, 24 papers on language learning, 19 paper on sociolinguistics, 15 paper on pragmatics, 8 papers on discourse analysis, 8 paper on morphology, 2 papers on syntax, 2 papers on translation, 1 papers on psycholinguistics, 1 papers on phonology, and 1 papers on semantics.



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International Seminar "Language Maintenance and Shift II", July 5-6, 2012

SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT II			
TIME	NAME	TITLE	ROOM
07.30 - 08.20 WIB	REGISTRATION		LOBBY
08.20 - 08.45 WIB	OPENING		PAKOEBUWONO
08.45 - 10.45 WIB	PLENARY 1		PAKOEBUWONO
	Hanna	BAHASA DAERAH PADA ERA GLOBALISASI PELUANG DAN TANTANGANNYA	
	Sugiyono	PENANGANAN BAHASA DAERAH: SEBUAH TANTANGAN	
10.45 - 11.00 WIB	COFFEE BREAK		PAKOEBUWONO
11.00 - 12.30 WIB	PARALLEL 1 A		ROOM A
	Asih Prihandini, Deny Nugraha	REVITALISASI BUDAYA NGA-DONGENG LEWAT TEKNOLOGI INFORMASI SEBAGAI UPAYA PELESTARIAN BUDAYA TUTUR (SASTRA LISAN) DIKALANGAN KELUARGA SUNDA MODERN	
	Deni Karsana	MENGURAI DILEMA BAHASA KAILI DITENGAH ARUS GLOBALISASI	
	Dwi Wulandari	THE IMPORTANCE OF POSITIVE LANGUAGE ATTITUDE IN MAINTAINING JAVANESE LANGUAGE	
	Zubaedah Wiji Lestari & Muhamad Qushoy	PERSON DEIXIS IN SUNDANESSE JOKES (THE ANALYSIS OF CANGEHGAR IN "BASA CINA" AND "ASAL-USUL" EPISODES)	
11.00 - 12.30 WIB	PARALLEL 1 B		ROOM B
	I Dewa Putu Wijana	PERANAN BAHASA-BAHASA DAERAH DALAM PERKEMBANGAN BAHASA GAUL REMAJA INDONESIA	
	Indah Arvianti	KARONESSE INTERFERENCE IN INDONESIAN AS THE REFLECTION OF KARONESSE MAINTENANCE	
	Hendarto Supatra	LANGUAGE ATTRITION IN JAVA (SOME NOTES ON THE PROSSES OF JAVANESES LANGUAGE LOSS)	
	M.Oktavia Vidiyanti	PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA	
11.00 - 12.30 WIB	PARALLEL 1 C		ROOM C
	Muhammad	SASAK LANGUAGE AND TINDIH MAINTAINING	
	Ngadiso	MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA	
	M. Suryadi	KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN	
	Yune Andryani Pinem	PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA	
11.00 - 12.30 WIB	PARALLEL 1 D		ROOM D
	Rukni Setyawati	ASPEK SOSIAL BUDAYA, DAN KEPERIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU	
	Swany Chiakrawati	MAINTAINING INDIGENOUS LANGUAGE THROUGH UNDERSTANDING THE PHILOSOPHY AND CULTURE (THE PROBLEM IN MAINTAINING 'FUKIEN (HOKKIEN)' AND 'HAKKA' DIALECTS AS INDIGENOUS LANGUAGE AMONG OVERSEAS CHINESE SOCIETY IN MEDAN, NORTH SUMATERA)	
	Teguh Sarosa	THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY	
	Prihantoro	ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING	
12.30 - 13.30 WIB	BREAK		PAKOEBUWONO

International Seminar "Language Maintenance and Shift II", July 5-6, 2012

TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Aan Setyawan	PATTERNS OF LANGUAGE CHOICE IN SEMARANG SOCIETY; STUDY ABOUT LANGUAGE SHIFT AND MAINTENANCE	ROOM A
	Abadi Supriatin	PENGGUNAAN KOSA KATA DALAM BAHASA TEGAL	
	Agnes Widyaningrum	PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE	
	Andi Rizki Fauzi	THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA	
13.30 - 14.30 WIB	Anggi Riris Pawesty	THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS	ROOM A
	Anik Widyastuti	LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES	
	Barans Irawan Palangan	INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM	
	Bening Angga Dita	USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS	
13.30 - 14.30 WIB	Casiyah	THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE	ROOM B
	Dewi Puspitasari	LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN	
	Didit Kurniadi	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH	
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	Rayda Ary Ana	THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING)	
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	Isry Laila Syathroh	TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS	
	Juanda, Nungki Heriyati	BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN	
	Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo	THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT	
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	Syaifur Rochman	CORPORAL PUNISHMENT IN SCHOOLS BASED ON THE STUDENT'S CULTURAL VALUES (A SURVEY OF CORPORAL PUNISHMENT IN SCHOOLS EXPERIENCED BY STUDENTS OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT, JENDERAL SOEDIRMAN UNIVERSITY)	
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	Dahlya Indra Nurwanti	ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY'S DONALD DUCK SERIAL COMIC BOOK	
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	Yusup Irawan	AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA	
	Maryanti E. Mokoagouw	WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL	
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	Deli Nirmala	EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA	
	Hyunisa Rahmanadia	KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES	
	Rizki Hidayatullah, Septi Mustika Sari	KONSEP WANGI DALAM <i>JANGJAWOKAN MINYAK SEUNGIT</i> : KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
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	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "SIAPA MENYURUH"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM <i>MARTO</i> TO <i>MARFELINO</i> , A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
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	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
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08.00 - 09.30 WIB	PARALLEL 4 A		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

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	Mohammed Azlan Mis, Mohammad Fadzeli Jaafar, Norsimah Mat Awal, Hayati Lateh	KAJIAN BAHASA PERHUBUNGAN MASYARAKAT DI SEMPADAN MALAYSIA-THAILAND: ANALISIS PILIHAN BAHASA	
	Sri Mulatsih	SPEECH PLANNINGS ON THE STUDENTS' CONVERSATION (A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, DIAN NUSWANTORO UNIVERSITY)	
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	Taufik Mulyadin	INDUSTRI KREATIF, ANAK MUDA, DAN <i>BASA SUNDA</i>	
	Veria Septianingtias	ANALISIS DIALEK A DAN DIALEK O BAHASA LAMPUNG: KAJIAN FONOLOGI	
	Yuni Ferawaty	INTERFERENSI BAHASA CINA DIALEK HAKKA PADA ISTILAH PENAMBANGAN TIMAH BANGKA	
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	Yuliarni	KONTRASTIF BAHASA MINANGKABAU DENGAN BAHASA INDONESIA DI TINJAU DARI SEGI PREPOSISI	
	Frans I Made Brata	LEXICAL MEANING AND ITS LOSS AND GAIN OF INFORMATION IN TRANSLATION	
	Retno Purwani Sari	DECONSTRUCTION OF IDEOLOGICAL HEGEMONY OF LANGUAGE-CULTURE MAINTENANCE IN SUNDANESE MEDIA	
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09.45 - 11.00 WIB	PLENARY 2		PAKOEBUWONO
	Herudjati Purwoko	LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE	
11.00 - 11.15 WIB	CLOSING		PAKOEBUWONO

**AM I A TROUBLE MAKER?
FILLER WORDS IN SPONTANEOUS SPEECH; STRATEGIES OR INTERFERENCE
(PRELIMINARY STUDY)**

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Abstract

The present paper attempts to address the subtopic of the seminar, language acquisition, by going through the phenomenon of filler words in students' spontaneous speech. In addition, this paper also tries to scrutinize the two opposing questions; 1) are filler words intentionally produced by the students as the planning process of communicative strategies, and 2) are they the results of the interference which cause speech disfluencies? Responding to the first question, this paper tries to look at the role of filler words if they are considered as the communicative strategies. Meanwhile, to respond to the second question this paper tries to determine the sources of the occurrences of those filler words. The subject for this study are the Indonesian learners of English at the Language Training Center (UMY). The spoken data was derived largely during the dialogue sessions.

Keywords: *filler words, spontaneous speech, interference, speech disfluencies.*

1. Introduction

On occasion, some learners may find difficulties when they are asked to speak in the target language they learn (i.e. English) especially when they have no preparation of doing so. In contrast, they can still manage themselves when they are given a topic and are asked to write something even though they have no preparation at all. Why does it happen? Why makes spoken and written language different that some learners seem quite successful when they are opposed to the written language? The answer is obvious that the spoken language is fast and spontaneous in which learners do not have enough time to process the ideas on their minds. On the other hand, in written language, learners may still have enough time to process the ideas on their minds before put them into words on the paper. In addition, it is widely believed that the meaning in spoken language is determined by the context in which the learners may be exposed to interact to one another by exchanging the information verbally. Unlike the spoken language, the context in the written language is already provided by the text. Additionally, the flow of the utterances in spontaneous speech does not go smoothly because it might be filled with pauses and fillers (e.g. umm, uh, well, you know, etc). However, those are the elements of spontaneous speech which can't be denied to occur. However, whether those elements are considered as the communicative strategy or the interference in spoken language, they become the primary focus discussed in this paper.

When learners have difficulties to move to the next segment of their utterance, they may either come to the unwanted pauses or produce the filler words before formulate the entire utterance. In addition, when the learners attempt to change their ideas they may pause speaking for the moment and then continue the speech by adding, omitting, or replacing the previous words that they already produced (see Clarck 1998, p.201). Filler words can be seen in two opposing angles. They can be seen as the communicative functions when learners use them as the strategies before they formulate the entire utterances . The other way around, they can also be the interference that cause learners stuck in serious pauses. Consider the following dialogues between Kaleh and Dani. The dots (.) indicate the silent pauses within the utterances.

1. (A) Dani: Well...how are you today?
- (B) Kaleh: Umm....I'm fine thank you. And you?
- (C) Dani: I'm very well Kaleh, umm..... it's been..uhh.. long time not to see you Kaleh.
- (D) Kaleh. Yes it's I'm pleased to meet you Dani.

- (E) Dani: umm....yeah, I'm pleased to meet you too Kaleh.
(F) Kaleh: umm.... By the way...umm.. who with you stay here dani?

At the beginning of the talk, Dani produces "well" followed by short pause (short dots) before continuing with the interrogative questions "how are you today". The thing is why he should start with "well". It may be because it's the beginning of the talk and he uses "well" while he's processing the idea on his minds to complete the entire utterance. It can be said so, because there is only short pause following the filler words "well". Meanwhile, the response from Kaleh starts with "umm" followed by longer pauses (long dots) which takes quite extra time before Kaleh moves to the next utterances. Similarly, at the next response Dani produces "umm" in the middle of his utterances followed by long pauses before he continues. After that Dani produces incomplete expressions "it's been" followed by filler "uhh" with short pauses. The third response by Dani, again, starts with "umm" followed by short pauses, and he also produces another filler "yeah" which is directly followed by the next utterance. In reply to it, Kaleh produces filler "umm" with short pauses and another filler comes up "by the way" but it does not directly go to the next expressions because it's followed by short pause and another filler "umm" (with short pause) leads to the next utterance.

2. Data & Method

The (preliminary) spoken data for this study comes from the recording during the dialogue sessions among the (Indonesian) students participated in the English speaking class at the language center University of Muhammadiyah Yogyakarta.. In addition, during the dialogues session, the researcher made use of a small voice recorder to gather the spoken data. This is done in order to keep the naturalness of the exchange information between the students. The design for the recording session is made up controlled because the students were asked to have a question and answer sessions with his/her partner of the given topic. However, the sample data for the analysis here is based on the 2 segments of recorded dialogues

3. Literature Review

3.1. Communicative functions or interference?

From the given example above, we can clearly find that 'fillers' may serve as either the communicative functions or as interference that indicates the process of acquiring target language. The first angle leads to the positive effect of filler that is *communicative function*. To explain this, I shall refer to the Stenstorn (1994) as cited in Rose (1998) which defines 3 types of acts to which spontaneous interaction takes place. They are namely (1) primary, (2) secondary, and (3) complementary acts. These are important because they are relevant to the discussion of fillers in spoken interaction which include objecting, framing, filling, and stalling. Objecting refers to the primary act to which the speaker attempts to change the ideas from the previous one he/she stated. Meanwhile, framing refers to the complementary acts which frame some section of the discourse by signaling the boundary. Another is filling. It also belongs to the complementary act which is used by the speaker to fill the gaps within the discourse. The last one is stalling which refers to the complementary function. This allows the speaker to prolong the conversational turn.

To illustrate, it is apparent that in 1 (A) Dani's first utterance is a complete act of an interrogative question. Apparently, Dani wishes to complete the entire utterance, but is not quite prepared to continue fluently. By inserting lexicalized filler "well" Dani continues to the next utterance. Thus, the function of "well" within the utterance is as the "filling" act while it takes time to process the ideas. It is also found that 'filler' can also function to manage the turns. In 1 (E and F) Dani and Kaleh start the turn with a series of fillers as shown again below;

- Dani: umm....yeah, I'm pleased to meet you too Kaleh.
Kaleh: umm.... By the way...umm.. who with you stay here Dani?

The above expressions show that Kaleh and Dani produce filler as to manage the turn or called framing act. Hence, it also provides them the extra time (as a stalling act) that is needed for the following act (Stenstrom, 1994)

What Stenstrom formulated may serve as the useful tool to analyze the spoken interaction but this is not always the case that filler is only seen in one positive angle. The opposing view towards filler word that the one that sees filler as the interference to the target language which causes speech disfluencies.

Thus the production of fillers that are followed with the long pauses indicate the side effect of difficulties in the planning process. False starts, and serious repetitions are two of the side effects of the filler words. Consider the following dialogues below;

- (2) A: where do you come from?
 B: um.. I am come from..um... South Sumatera
 A: Where is it?
 B: um...umm... little...little village in Sumatera, Musirawas
 A: what is the special from your village?
 B: Um... natural.. nature

From the small segment of the conversation above, it is noted that the unlexicalized fillers "um" produced by B refers to the interference rather than the communicative values. It is because the filler "um" takes a long pause which causes the speech delay. This speech delay then leads to affect the comprehension of the B in forming the following utterances. Another interference caused by the fillers 'um' is that it is frequently followed by the repetitions of other expressions. Those side effects show weaker degree that the filler words may serve as the communicative functions.

3.2. Sources of filler words

To find the sources of the occurrence of the filler words, I refer to the Krashen's affective filter hypothesis. In his framework Krashen (1982) in Gass and Selinker (2001) proposes the condition to which the learners cannot maximally perform their comprehensible input because of the affective factors (p. 201). These affective factors involve motivation, anxiety, and self-confidence. In addition, the affective filter hypothesis is useful to account for the failure of second language acquisition in one of the two ways; (1) insufficient input of the right sort and (2) the very high affective filter. Related to such framework, hesitation is one of the most affective factor to the production of the language in which learners are failed to come into the comprehensible input. This condition then leads the learners into speech disfluencies. As they are exposed to speak without preparing for the given topic, they receive more exposures which create unsupportive condition for them. As a result, the filler (mostly unlexicalized fillers as in "um" or "uh") words occur to interfere the exchange of the information between learners and their counterparts.

4. Findings and Discussions

4.1. Data presentation

For this part, the two small segments of the dialogues are given as the sample for data presentation. These two segments were taken out from the two learners (S) who had their individual interview with their instructor (I). The underline is given for indicating the short pauses and dots (...) are given for the long pauses. In addition, the L is given to the lexicalized features of fillers (e.g. anyway, by the way, so, well, etc) and (U) is given to the unlexicalized fillers (uh, um, er etc).

Segment 1

I: Where do you come from?
 S: um(u) I am come from um (u)... South Sumatera.
 I: Where is it?
 S: um (u)...um (u)...little...little__ village in Sumatera
 I: What is the special thing from your hometown?
 S: Um (u)...natural__nature.
 I: When did the first time you come to Jogja?
 S: Um..um (u)__two thousand and eight
 I: Why did you choose political science?
 S: Because I want um (u)__change__um (u)__law in Indonesia

Segment 2

I: where do you come from?
 S:aa__I come from Banjar
 I: what is the special thing from your hometown?
 S: a special__aa (u) Dieng Mountain.
 I: what do you study?
 S: aa (u)__government science
 I: why do you choose it?
 S: because um__ I am_aa__what is it?__a (u)__opinion...and a (u)_knowledge..a..government

4.2. Analysis

From the data presentation above, the fillers in the segment 1 show weaker degree to the communicative function rather it shows the interference that affect communication. The learner in the first segment does not produce any lexicalized features of fillers because most of the fillers are in the forms of unlexicalized features (e.g. um, uh, a..etc). The learner (1st segment) begins the answer with the filler "um" followed by the short pause before moves to the next expression "I am come from" but then, again, the filler "um" appears to before he says "South Sumatera". The following fillers occur in the next answer followed by quite long pause until the learner comes to the next fillers, the expressions following the fillers are repeated twice as the fillers occur. From the first segment, the fillers "um" mostly appear at the beginning of the utterance that is followed by either the short pause and the longer pause. However, the positive side of the filler in segment 1 is that the filler is only used to signal the stalling act in which they are applied while the learner is processing to complete the following utterance.

The same fillers happen to occur in the second segment, and the similarity between the first and the second segment is that the learners lack of lexicalized features of the fillers because most are in the form of unlexicalized fillers. The new feature of unlexicalized feature of the fillers happen to occur in the second segment in which the fillers are "aa" is marked as the unlexicalized feature. The same is true for the segment 2 in the way that fillers take the initial position of an utterances followed by the short pauses. In segment 2, the repetitions also occur after the fillers come before the expressions intended. Additionally, in the 2nd segment it is observed that the learner, at the last utterance, produces a high number of unlexicalized fillers by means of filling the gaps between the information while trying to formulate the entire utterances. The fillers in the second segment are also observed to function in maintaining the false start as in *a special.....a Dieng*. In this expression the learners attempts to discard the first attempt of lexicalization. So, *a special* is considered as the false start. The 'false start' can be followed by the revised item of the same idea or just by being silent. But then, the learner neither revises the item, nor stays silent after the false start but producing the fillers "aa" and followed by the simple information word as "Dieng".

5. Conclusions

It is been noted earlier above that learners might find it difficult to be exposed to the spontaneous interaction because this sort of condition might create a very bad atmosphere for them. As a result, they might be over anxious. Fillers are one of the many results caused by the spontaneous speech. However, it is considered normal within the spontaneous speech but even so it does not mean that fillers can be seen only in the positive angle that lead the native or non-native speaker of a target language into communicative functions. Practically and in this (preliminary) finding, the fillers only show small or weaker degree that result in communicative functions. The common feature of fillers produced by the learners are; *umm*, *aa*, and *uh*. These fillers normally (for the Indonesian learners of English) occur in the initial position or the beginning of the utterances followed by the short or long pauses. However, although the finding indicates that the fillers show a weaker degree to the communicative functions but they can still function as the positive strategies for filling out the gaps between the boundaries while processing to the rest of the utterances. They can also be used to manage the speech which begins with the 'false start'. The interference caused by the unlexicalized fillers for the learners are of the three. The first is the speech delay. It is when the learner stuck with the unusual pauses. The second is that it is the source of the repeats information. From the finding, it is reported that the repetitions mostly occur after the filler words which are followed by the long/short pauses.

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