

A STUDY OF STUDENTS' FILLERS USE IN EFL CLASSES



A Thesis

Submitted to English Education Department as a Partial Fulfilment of the
Requirement for an S.Pd Degree

By:

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DEDICATION

This thesis is dedicated to:

- *My beloved mother, Tri Yuniati, thank you for giving me support in everything I do, telling me to get back up again and do better*
- *My beloved sister, Diana, thank you for setting an example on how to face the world*
- *My lovely brother, Alm. Ahmad Priatama, thank you for giving strength so that I can through so many ups and downs.*
- *My dearest nephew, the little monster, Keenan, who always cheers me up*
- *My clown friends, Annisa Indah Nuari, Andani Putri Utami, Mela Dwi Lestari and Iis Purwaningsih.*
- *My dearest friend, Anggraeni Anggita Putri.*
- *All of English Department Students C Class.*

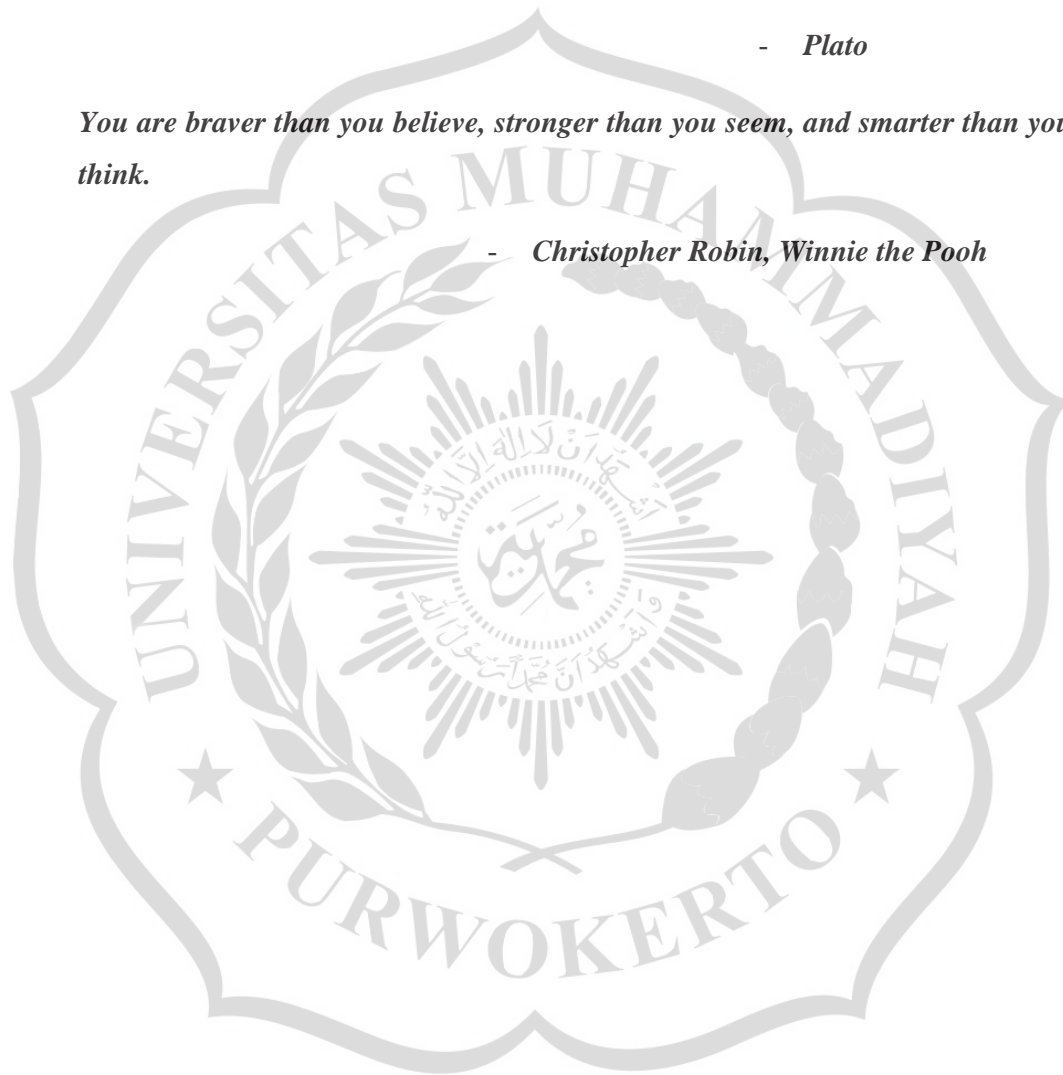
MOTTO

The most effective kind of education is that a child should play amongst lovely things.

- Plato

You are braver than you believe, stronger than you seem, and smarter than you think.

- Christopher Robin, *Winnie the Pooh*



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Assalamualaikum warahmatullahi wabarakatuh

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Wassalamualaikumwarahmatullahiwabarakatuh.

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A STUDY OF STUDENTS' FILLERS USE IN EFL CLASSES

ABSTRACT

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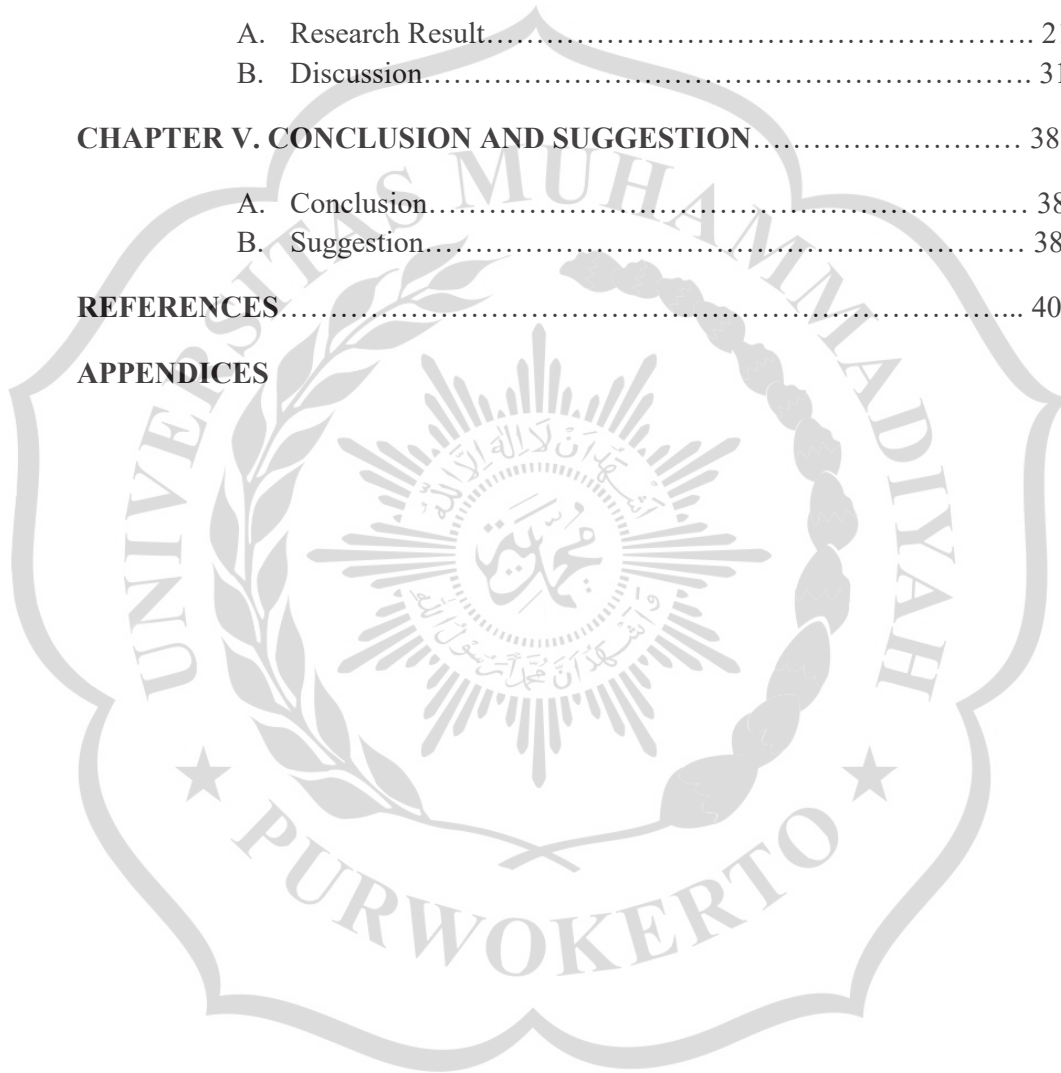
This study examined the production of fillers used in English Language Teaching students' speeches and investigated the types and the reason of fillers used of EFL students. This report found the types of fillers used by EFL learners; lexicalized filled pauses and unlexicalized filled pauses and several reasons of using fillers in doing a presentation. The researcher used observation, questionnaire and interview to find the data. Descriptive qualitative method and percentage were used to analyse the data. This study aimed to introduce the types and the reasons of fillers and to increase the learners' awareness of fillers when they hesitate in the foreign language, which is actually the very nature of speaking.

Keywords: *filler, filler type, filler used, fillers used' reason, EFL.*

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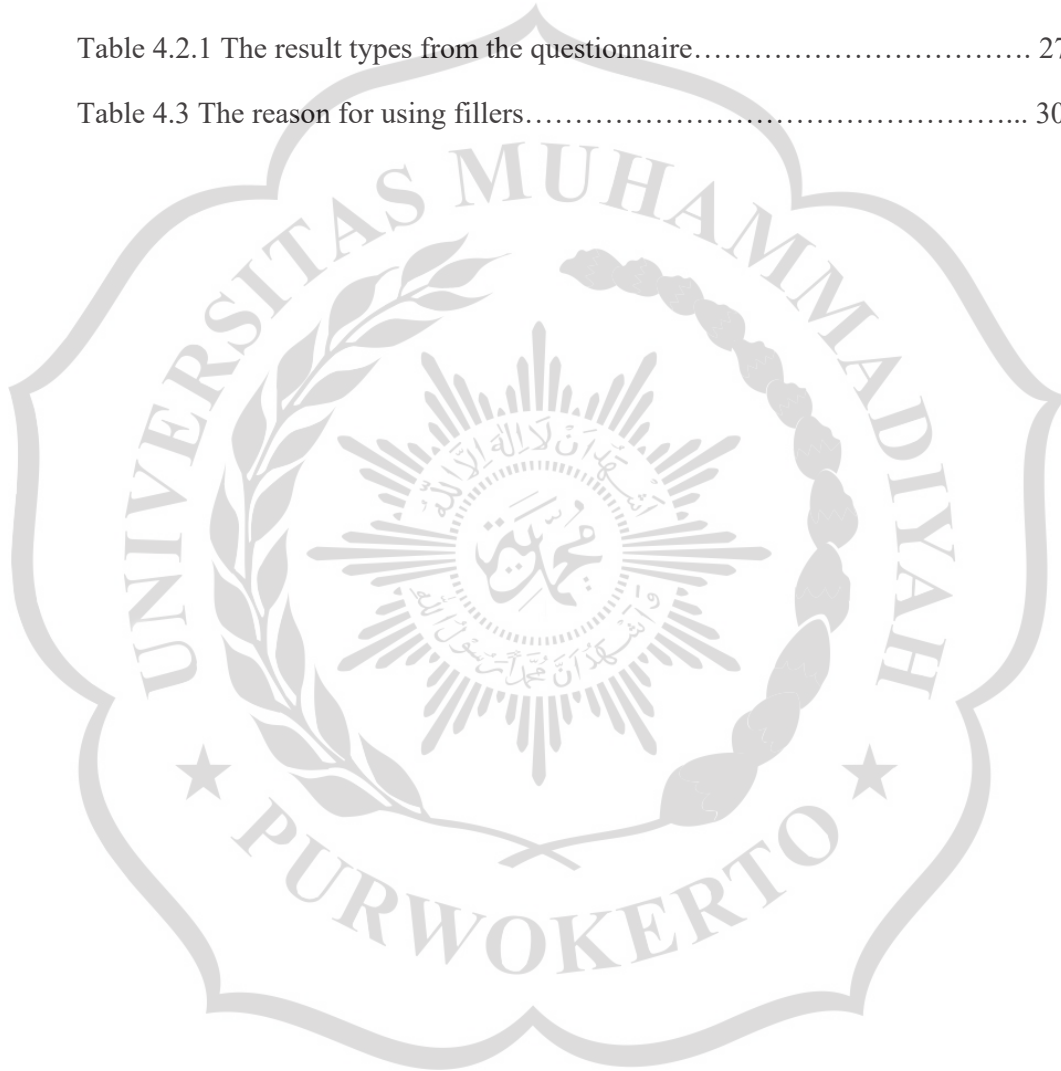
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