

# CHAPTER I

## INTRODUCTION

### A. Background

People usually have problem in speaking. They make mistakes or errors while engaging in conversation, such as speech delay, pauses, restart, and fillers. When people speak a language, they often use fillers in their sentences. Fillers are basically words that help us to form our ideas. The current state of English brings evidence on this phenomenon. The examples of fillers are; *Well...*, *Ehm...*, *Uhm...*, *How to say...*, *You know...*, *I mean...* *What we call...*” and some Indonesian add “*What is it...*, *Because...*” as their fillers. According to Suwartono (2008), discursive studies on verbal communication are still few in number. Those available so far have dealt with spontaneous conversation. By “spontaneous conversation” here means the conversations that naturally take place without preparation such as conversation, between travellers on the train, in a parking area, between footballers or a sorcerer and the referee in the field, between a shopkeeper and a customer, and so forth.

Fillers might give positive and negative effects. If people use fillers in their speech they present that they are polite as a good listener. They might be aware to something deep and not in hurry. Nevertheless if people use fillers too much the message of the speaker might be lost. It also distracts the listener.

Learning to speak English as a foreign language (EFL) is not that simple. It requires many efforts in understanding and applying the foreign language, commitment in learning, and developing the awareness as each language has its own rules. It is true when learning foreign language takes place in a context where the target language does not commonly used foreign language outside the foreign language classroom.

Speaking is one of productive skills which commonly and dominantly used by people to communicate. During speaking activities, fillers become a connection between sentences which should be managed appropriately. Dealing with how important managing fillers in EFL speaking activity, the researcher is interested in conducting a research about the use of fillers in a research entitled “A Study of Students’ Fillers Use in EFL Classes”

## **B. Research Questions**

The problems of the research can be stated in the following questions:

1. What types of fillers are used in English Language Teaching students’ speeches?
2. Why do English Language Teaching students use fillers in their speeches?

### C. Aims of the Research

The aims of this research are:

1. to find out what kind of fillers used in English Language Teaching students' speeches.
2. to reveal the reason why the English Language Teaching students use fillers in their speeches.

### D. Contribution of the Research

The researcher hopes that the result of her research would be valuable for:

a) Students

It is expected that this research can be used for the students especially when they have a speech in a public. Hopefully some students are no longer afraid in using fillers.

b) Teachers and lecturers

The researcher hopes the teachers and lecturers will be a model in using fillers and its function to their students and also tell that using fillers is not a bad thing in speaking. The teachers and lecturers also ask the students to apply and use the fillers appropriately.

c) Speakers

Hopefully this research has beneficial for all speakers. Some speakers may be afraid in using fillers. They probably think using fillers are making mistakes. But in fact, using fillers do not that bad as long as people can control it.

d) Other researcher

The researcher hopes that this research would be beneficial reference for other researchers. They also can improve their knowledge about the fillers theory in speaking English.

