

CHAPTER II

LITERATURE REVIEW

A. English as a Foreign Language Class Interaction

English as a Foreign Language (EFL) interaction is an interaction between teacher and students in a class. The teacher teaches the students about English well and makes the English fun. Holloway (2012) pointed out that multiliteracies emphasize the learners' need "to have agency in the content and modalities with which they choose to innovate or to critique". Ajayi (2009) suggested that the use of multimodal pedagogies and resources has the potential to enhance students' language and literacy learning in a transformative way and affects the students' identities. He pointed out that "teachers should be able to supplement district-approved reading materials with texts from different genres such as graphics, posters, photographs, billboards, and teen magazines" (p. 594).

★ Students have their own way in learning something. Teacher should know the characteristics and the way they learn so that the students can enjoy the teaching learning process. Teachers will seek to immerse students in meaningful practices based on students' own experiences. Multiliteracies also play a part to enhance learners' communication skills. "Designing is the act of doing something with Available Designs of meaning, be that communicating to others (such as writing, speaking, making pictures), representing the world to oneself or others' representations of it (such as reading, listening or viewing)". Ajayi (2009)

talked about communication and views it as “sign production, reception, and transformation and can be understood as the product of people’s interaction with the semiotic resources that are available to them at a particular moment in a specific context”.

In a study by Cummins et al. (2006), they asked three Grade 7/8 Pakistan girls, who were newcomers to Canada and had different English level proficiency, to collaborate in dual language story writing. The researchers noticed that each girl contributed to the composing process and collaborated well with bilingual peers. Cummins et al. called the creative work “identity texts” and indicated that “students invest their identities in the creation of these texts which can be written, spoken, visual, musical, dramatic, or combinations in multimodal form”. In this process, communication is increased through the work of multiliteracies, and learners can also develop their creative thinking ability by designing and producing their own work. When using picture books in language learning, EFL teachers can also ask students to create their own picture books after their learning and discussion of the books. Learners might refer to the language or composing skills they acquire from the books, and modelling their work somewhat on existing picture books, each student contributes to the composing process using their own strength.

B. Speaking

Speaking is the ability to pronounce articulation of words or sound for expressing and delivering thoughts, ideas, and feeling. Meanwhile, Harmer (2007:284) stated speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Therefore, it could be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings.

Nevertheless, speaking English is not an easy task even for either an English student or teacher (Alharbi, 2015). It needs a significant effort from both students and teachers. Subandowo (2017) found that students had difficulty in distinguishing similar sounds, pronunciation, and words that did not exist in the Indonesian language. In teaching of speaking the teacher must create interesting teaching process so that the students are interested to follow the speaking class. The teacher should be a motivator to the students and ask them to practice and speak-up. Give the students to do something by themselves. The teacher is doing his activities that called teaching, whereas the students who are doing their activities are called studying.

C. Fillers

Fillers are markers that speakers use when they think and/or hesitate during their speech. The first researcher who studied on fillers, specifically on Uh and Um, were psycholinguists. Maclay & Osgood (1959), Goldman-Eisler (1961), linguist Stenström (1990), Kjellmer (2003), Gilquin (2008) are the names who conducted corpus-based studies on the topic, pointed out that they are filled pauses (Tottie, 2011). Clark & Fox Tree (2002) called them fillers while Corley & Steward (2008) referred to them as hesitation disfluencies. The definition or categorization of fillers is seemingly a vague issue. Dlugan (2011) claimed that filler words can weaken our credibility and can indicate that we are lack of preparation. He also concluded that fillers are bad in speaking.

When people speak each other they try to understand each other. It also said that it is kind of a communicative function. Clark and Fox Tree (2002) claimed that fillers served a communicative function, having a place in the speaker's vocabulary. Nonetheless, they are not for primary message in a communication. They rather convey collateral messages. In other words, the use of filler only helps the meaning. It's not the meaning in the communication.

Fillers might be word, phrase, or sentence, such as; *what do we call it?*, *what is it?*, *mmm...*, *aaa...*, *eee...*, and so forth. According to Stenström (1994), fillers are categorized into two types; those are a silent pause and a filled pause. Silent pauses are pauses that appear in strategic places of the sentences (Stenström, 1994). Based on Wu (2001), silent

pauses define as the unfilled pauses when they occur in the middle of phrases and words. As in Wu's definition, silent pauses tend to occur within phrases of the sentence. This statement is also supported by Brown and Yule (1983) that silent pauses are pauses which usually precede the utterance and help the speaker to plan putting the words into the utterances. Therefore, silent pauses are pauses which are not filled with any sound or utterance. Filled pause is a hesitation in spontaneous speech partly or wholly taken up by a speech sound like ah, err, uh, et cetera (Clark, 1977).

Similarly, in 1983, Brown and Yule defined filled pauses as pauses which usually appear in the form of sounds or words and in some places of the sentence. Moreover, filled pauses are the gap between words and forward planning and thinking about what the speakers want to say. Based on those definitions about filled pauses, the researcher concluded that filled pauses are any utterances produced by a speaker when they plan to say something. Furthermore, Rose (1998) categorized filled pauses into two types; those are an unlexicalized filled pause and a lexicalized filled pause. Unlexicalized filled pauses are non-lexemes (non-words) filled pauses which speakers use to indicate hesitation while the speaker think what to say next utterances (Rose, 1998; Baalen, 2001). In addition, Baalen (2001) also gave some examples of unlexicalized filled pauses, such as ehm, uh, err, ee, ah, um, and so on.

According to Rose in 1994, *ehm, uh, err, ee, ah, um* and other vocalizations which belong to unlexicalized filled pauses are the easiest sounds which made while having a speaking. Afterwards, it is called as "neutral vowel sounds". According to Rose (1998), claimed that lexicalized filled pauses are fillers in the form of word or short phrases, such as *like, well, yeah, sort of, you know, if you see what I mean*, and so on.

a. Reasons for Using Fillers

The reason why people use such as repeated words, self-correction, false start, silent pause, is because of the hardness of their thought uttering the next utterances and need longer time to produce next words. Therefore they prefer to use fillers to keep their speaking turn and do not want their turns to be disturbed. Besides, it is also used to speakers to show that they are fluent without pausing much longer.

The used of fillers also had a negative side which could make performance not as good as reducing of using fillers. According to Tottie (2001), however, linguist or psycholinguists indicated that fillers are often treated as flaws in their speech. This way of thinking is not different from one of some scholars in that discourse markers are the signal of 'laziness and careless speech'. According to that point of view, it is stated that someone who produces

fillers in their speaking signs that they are really careless in speaking. On the contrary, many scholars said that fillers give appositive aspects such as Clark and Tree: 2002; fillers serve a very informational value in spoken language. By means, fillers have a meaning in speakers' mind. Fillers have the function as hesitation devices.

Speaking is the way to communicate to each other. In speaking the speaker and listener want to understand each other. Jordan (2001) concluded that fillers can also be the indicators used by the listeners as a response in order to tell the speaker that the message is received, understood, or unclear, so the speaker knows that the listeners are giving response to what he/she says. Fillers can also serve as mitigating devices. Baalen (2001) assumed that fillers can mitigate utterances in order not to hurt the addressee's feelings. She also highlights the fillers as a solidarity marker or politeness device. She explains that protecting face needs is an important function of fillers because face needs are the need to feel liked (positive face needs) and the need to have one's personal space respected (negative face needs). Fillers as like well, ehm, eer, and okay can be functioned as mitigating or politeness devices. The editing term is also one of the filler functions.

Nervousness, scared to speak in front of many people has become the reason for using fillers during presentation. Stenström (1994) defined a mark of hesitation as one of the functions of fillers. Foss and Hakes (1978), hesitations are pauses which increase in the places of a sentence when a speaker has difficult decision in using the words. Wu (2001) clarified that these fillers occur when the speaker must stop and think about what he/she will say next and when he/she is putting a sentence together. Most of filled pauses (ee, em, err, uhm, ah, hm, et cetera) are used as the breathing pauses, such pauses generally match semantic-syntactic boundaries (Stenström, 1994). Therefore, filled pauses are used for the hesitation purposes. The speaker can use filler as an attention-getting device. It means that the speaker can check whether the listener pays attention or not. Based on Stenström (1994), fillers defines an invitation for the listener to be involved in what the speaker says.

Some people might use fillers to make the presentation longer. Stenstrom (1994) said fillers can also be used as time-creating devices. Fillers give some time for the speaker to think about what to utter next. He argued that the common form of fillers used as the time-creating devices is the lexical repetition. Moreover, lexical

repetition consists of two types. The first is single words repetition. It means that the speaker repeats a single word in his/her turn. The second is clause partial repetition. It is the clause repetitions which appear in his/her turn. All repetitions in the utterances function as the fillers in order to give some time for the speaker to plan what to say next.

D. Previous Research Studies

1. The Types and the Functions of the Fillers Used In Barack Obama's Speeches by Paulus Yanuar Kharismawan. (2017)

This research was to introduce the types and the functions of fillers and to increase the learners' awareness of fillers when they hesitate in the foreign language. This study was conducted by using descriptive qualitative approach. This research used descriptive qualitative method. The results of this study showed that there were two types of fillers; those were unlexicalized filled pause and lexicalized filled pause. Furthermore, this study also showed five functions of fillers, namely hesitating, empathizing, mitigating, editing term, and time-creating devices. Based on those findings, the researcher concludes that fillers are not always considered as distraction of speaking. As the learners of foreign language (FL), we should know the fillers not only as a distraction of speaking but also as the way to improve our interaction.

2. The Use of Fillers in Thesis Proposal Presentation by Indonesian EFL Learners by Faiturrahman (2016)

The aims of this study were to describe the occurrence and to identify the intended meaning of fillers used of fillers by Indonesian EFL learners when presenting their research. This study was categorized as a descriptive qualitative approach. The differences between this research and the researcher's research is in the method and the goals. The researcher used survey which is classroom observation study and the goals is to know what kind of fillers and the reason of using them in EFL students' speeches. Fillers found in EFL speakers as an indication of to open a new sentence, topic, and point in the middle of presentation. The students were confused to produce the next words. They used fillers due to a trouble that is faced by the speaker. It might be used as interjection or to correct a mistake.

3. Teaching Fillers and Students' Filler Usage: A Study Conducted at ESOGU Preparation School English by Selcen Erten (2014)

This study aimed to find whether the students used fillers after they are taught. Finding which fillers the students tend to use in their speech and for what reason is the other purpose of the study. This was a qualitative study, which contained discourse analysis. The differences between this research and the researcher thesis is in the instrument. In this research, Erten taught about fillers first before analysing the data. Meanwhile the researcher

thesis did not do that, and it used in students' presentation instead. This study aimed to highlight the importance of teaching fillers, which was a discourse marker, to students. For some, teaching fillers was not possible or purposeful, because people acquire them when they are ready or their language level develops. The researcher's point in this study, though, was to show that teaching fillers, thus raising the awareness of the students in the issue, matters even at the elementary level

