

## REFERENCES

- Ajayi Lasisi. (2009). English as a Second Language Learners' Exploration of Multimodal Text in a Junior High School. *Journal of Adolescent & Adult Literacy*. 52 (7). 585-595. Retrieved on September 10<sup>th</sup> 2019, from [http://www.researchgate.net/publication/234592592\\_English\\_as\\_a\\_Second\\_Language\\_Learners'\\_Exploration\\_of\\_Multimodal\\_Text\\_in\\_a\\_Junior\\_High\\_School](http://www.researchgate.net/publication/234592592_English_as_a_Second_Language_Learners'_Exploration_of_Multimodal_Text_in_a_Junior_High_School)
- Alharbi, H. A. (2015). Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction*, 8(1), 105–116. Retrieved on Juni 2<sup>nd</sup> 2020, from <http://repository.umy.ac.id>
- Arikunto Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. PT. Rineka Cipta. Jakarta
- Baalen, I. (2001). Male and female language: Growing Together?. Retrieved on 20<sup>th</sup> January 2020, from [http://www.let.leidenuniv.nl/hsl\\_shl/van%20Baalen.htm](http://www.let.leidenuniv.nl/hsl_shl/van%20Baalen.htm)
- Brown, G., Yule, G. (1983). *Discourse Analysis*. London: Cambridge University Press. Retrieved on 5<sup>th</sup> August 2019, from <http://e-journal.usd.ac.id>
- Clark, H. H. & Fox Tree, J. E. (2002). *Using uh and um in spontaneous speaking*. *Cognition*, 84, 73–111. Retrieved on 5<sup>th</sup> August 2019, from <http://www.colombia.edu>
- Cummins Jim. (2006). *Speak for Themselves: Identify Texts and Literacy Engagement in Multilingual Classroom*. Retrieved on October 24<sup>th</sup> 2019, from <http://thelarningexchange.ca>
- Dlugan, A. (2011, December 4). *How to stop saying um, uh, and other filler words*. Retrieved on September 10<sup>th</sup>, 2019,

from <http://sixminutes.dlugan.com/stop-um-uh-filler-words/>

Erten, S. (2014). Teaching fillers and students' filler usage: A study conducted at ESOGU preparation school. *International Journal of Teaching and Education*, 2(3), 67-79. Retrieved on September 25<sup>th</sup> 2019, from <http://www.iises.net/teaching-fillers-and-students-filler-usage-a-study-condu.html>

Fatihurrahman. (2016). *The Use of Fillers in Thesis Proposal Presentation by Indonesian EFL*. Retrieved from etheses.uin-malang.ac.id. Assessed on August 10<sup>th</sup> 2019 from <http://etheses.uin-malang.ac.id>

Foss, D. J. & Hakes, D. T. (1978). *Psycholinguistics: An introduction to the psychology of language*. New Jersey: Prentice-Hall, Inc. Retrieved on October 2<sup>nd</sup> 2019, from <http://e-journal.usd.ac.id>

Holloway, S. (2012). *Visual literacies: An ecology art-based pedagogical model* *Language and Literacy*, 14(3), 150-168. Retrieved from <http://ezproxy.uwindsor.ca.ledproxy2.uwindsor.ca/login?url=https://searchproquestcom.ledproxy2.uwindsor.ca/docview/1428558327?accountid=14789>. Assessed on September 9<sup>th</sup>, 2019

Harmer Jeremy. (2007). Teaching English as a Productive Skill. *Journal of English Language Education and Literature*. Retrieved on 3<sup>rd</sup> December 2019, from <http://media.neliti.com>

Jordan, D. J. (2001). *Leadership in leisure service: Making a difference (2nd ed.)*. State College, PA: Venture Publishing, Inc. Retrieved on 4<sup>th</sup> December 2019, from <http://sagamorepub.com>

- Kharismawan, P. Y. (2017). The Types and the Function of the Fillers Used In Barack Obama's Speeches. *International Journal of Humanity Studies*, 1(1). Retrieved on October 2<sup>nd</sup> 2019, from <http://e-journal.usd.ac.id>
- Ma, Simin. (2018). Teaching English as a Foreign Language (EFL) Learners in China through a Multiliteracies Theoretical Framework using Picture Books. *Asia Pacific Journal of Education*, 29(4). (unpublished)
- Rose, R. L. (1998). *The communicative value of filled pauses in spontaneous speech*. Brimingham: Brimingham University. Retrieved on May 5, 2019, from <http://filledpause.com/biblio/rose-1998>
- Subandowo, D. (2017). the Language Interference in English Speaking Ability for Efl Learners. In *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5)* (pp. 205–210). Retrieved on June 1<sup>st</sup> 2020, from <http://www.ejournal.unp.ac.id>
- Suwartono. 2008. Film Conversations: Informalties and Sound of Naturalness. Vol. 8, No. 1. Assessed from: [https://www.researchgate.net/publication/321302653\\_Film\\_Conversations\\_Informalties\\_and\\_Sound\\_of\\_Naturalness](https://www.researchgate.net/publication/321302653_Film_Conversations_Informalties_and_Sound_of_Naturalness)
- Suwartono, T., and Priyantini, E. 2006. The Common Learning Strategies of the Secondary Effective EFL Learners. *Paedagogia*. Vol. 9, No. 2.
- Suwartono, T., and Nitiasih, P. K., 2020. The Impact of Strategies-Based Instruction on EFL Speaking Competence. Retrieved on May 5<sup>th</sup> 2020, from [http://www.researchgate.net/publication/341279940\\_The\\_Impact\\_of\\_Strategies-Based\\_Instruction\\_on\\_EFL\\_Speaking\\_Competence](http://www.researchgate.net/publication/341279940_The_Impact_of_Strategies-Based_Instruction_on_EFL_Speaking_Competence)
- Stenström, A. (1994). *An Introduction to Spoken Interaction*. London: Longman. (unpublished)

Tottie, G. (2011). Uh and Um as sociolinguistic markers in British English. *International Journal of Corpus Linguistics*, 16(2), 173–197. Retrieved on 6<sup>th</sup> December 2019, from <http://www.researchdate.net/journal/1384-6655> *Internatinal Journal of Corpus Linguistics*

Wu, J. (2001). *A quantitative comparison of disfluencies types between native and non-native English speaker in spontaneous speech*. Retrieved on March 6, 2020, from <http://www.e-journal.usd.ac.id>

