

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Speaking is one of important aspects in studying English. First, it plays major role in expressing one's idea, thought, and opinion orally. Second, through speaking people are able to express what they want to say. Thus it is important for everyone to hone their speaking ability because people hardly realize that by maintaining their speaking it will easier for them to communicate with other. Harmer (2001:269) defines speaking ability as the ability to speak fluently in speaking not only needed knowledge of language features but also the ability to process information and language "on the spot".

Speaking involves some skills such as accuracy, appropriateness, fluency and vocabulary building. In speaking, there are also some components such as grammar, vocabulary, and pronunciation. Beside those components, there is one more thing not widely known, namely "Fillers". It is not widely known because people tend to use fillers naturally so they are not aware that actually they use fillers.

Fillers is one of important components in speaking. By using fillers, speaker will be able to manage their way of speaking with others. Fillers is also used by speaker to obtain more time when they think about the idea, opinion, or thought they want to express. Another function of fillers is as

indicator to know whether the speaker understand the topic they are talking about.

Fillers are divided into some categories namely idiosyncratic fillers, quasi lexical fillers and lexical fillers. Each category has its own characteristic. Even though it is divided into some categories, fillers in general have the same functions. These are the example of each categories, idiosyncratic fillers; *apa ya, anu itu*. Idiosyncratic fillers is type of fillers which use L1 or speaker first language as the fillers, it is usually used by people in the process of learning the foreign language and usually each person has different idiosyncratic fillers. As for lexical fillers is a fillers which use meaningful word, example of lexical fillers; *you know, what is it, like..., kind of*, and other words which still have meaning. The last type is quasi lexical fillers or non lexical fillers is a fillers which didn't use meaningful word, example of quasi lexical fillers; *er, erm, um, mm, hm, h-nmm, hh-aaaah, hn-hn, unkey, nyeah, ummum, uuh and um-hm-uh-hm*.

The use of fillers depend on the user social environment, vocabulary and general knowledge. By knowing how to use fillers well, speaker can maintain their way of speaking in good way. By knowing how student uses fillers teacher can teach them more about fillers and tell student how to use it in a good way so student can handle their way of speak. To find out how student use their fillers so writer needs to find out what kind of fillers student uses and why they use that kind of fillers.

Based on the background above the writer will investigate the use of students' fillers in speaking class on the fourth semester students of English Department of Universitas Muhammadiyah Purwokerto in academic year 2017/2018. Investigation will be done in speaking class on the fourth semester because in this stage student are in the process of study and third semester is a good sample to taken the data because most of them are still tend to use their first language in their speak, this condition is ideal for taking the sample of the fillers especially the idiosyncratic fillers.

#### **B. Reason for Choosing the Topic**

Fillers is one unique utterance in speaking. As one of the speaking element fillers has function to give speaker some time to think the idea they want to express and also to make the speaker speak more natural like a native speaker do. Fillers is unique because it is produced naturally by the speaker but they were rarely realized that fillers was used. In this study the researcher will focus on the use of student fillers in speaking class at the fourth semester student of English Department of Muhammadiyah University of Purwokerto in academic year 2017/2018

#### **C. The Problem of Study**

Based on the background of the study, the writer presents the following problems:

1. What type of fillers do student use in Speaking?
2. What is the dominant type of student fillers in speaking class?

3. What is the possible function causing factors of producing certain type of fillers?

#### **D. The Aims of the Study**

The aims of the study are as follows:

1. To know what kind of fillers student use in speaking.
2. To find the dominant fillers used by the students in speaking activity especially in speaking class.
3. To find out the function of fillers depend on each student.

#### **E. Contribution of the Study**

The result of this research is expected to give contribution both to teachers and students.

1. Teachers
  - a. Teachers will be able to understand if fillers is important and it is necessary to teach how to use it toward their students. To doing so teacher will need data in this thesis as consideration how will they teach their student to apply fillers in their communication.
  - b. Teachers can give more treatment in learning English especially the use of fillers based on the students' habit in using it.
2. Students
  - a. Students will know how to use fillers in proper way. Thus, the students will get motivation in learning English and improve their ability in speaking.

- b. Students can avoid some obstacle in communicate with others and manage their way in speaking by using fillers.

