

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Fillers are discourse markers speakers use when they think and/or hesitate during their speech (Erten, 2014). Richards, and Schmidt, (2012: 220) in another words, fillers are sounds or words or phrases that could appear anywhere in the sentences and that could be deleted from the sentence without a change in content. Strenstrom in Kurwanto (2011) states that fillers are lexically empty item with the most common used to fill a conversation gap and mark of hesitation. It means that filler commonly occurs to mark of hesitation or to hold control of a conversation while the speaker thinks what to say next.

Baleen (2001) defined those prefabricated fillers are sounds or words or phrases that could appear anywhere in the sentences and that could be deleted from the sentence without a change in content. On the other simple words, Yule (2006) defines fillers as a break in the flow of speech. Fillers could be categorized in terms such as *,um, em, er, uh, ah*. Most people produce fillers spontaneously because they have pressure to produce the message of utterances in order to the listener could receive the message of utterances well. During the utterances happen, they will use fillers to search for the next word, phrase, or idea.

Several researchers have carried out to investigate the phenomenon of fillers used in conversation, language study and so on. This phenomenon appears either in cognitive or verbal planning stages, and is categorized as a type of

communication strategy being used to help the speaker to keep the ground of speech during fillers, Khojastehrad (2012).

Navratilova (2015) has investigated about fillers used by male and female students of English education study program. His research aimed to find out the types and function of fillers used by male and female students of the English education study program in argumentative talks. He focused to find out the types and the function of fillers. And the result was the two types of fillers found in this research, they are lexicalized and unlexicalized, and the function of fillers found but in different percentage between male and female students. There are seven functions of fillers used by male and female students found in this research, they are filling pause, mark of hesitation, holding turn, empathizing, mitigating, editing term and interrupting.

Furthermore, another investigation about fillers was done by Pamolango (2016), he analyzed the fillers used by Asian students in Busan, South Korea. The aimed of his research was to find out the types, frequencies and the function of fillers. And the result is the lexicalized and unlexicalized found in this research, and the high frequencies of using fillers are produced by Philippines students, 58 occurrences. And found five functions of his research, they are as a holder turn, as a mark of hesitation, empathizers, time creating devices and editing term. From this research, there is a similarity with the above research that is the functions, both of this research found several functions in the research.

Next, Mukti and Wahyudi (2015) also did a research about fillers. They did a research about EFL students' uses of *um* as fillers in classroom presentation.

This research aimed to find the occurrences of *um* or in terms of location. And the result of this research was found all three locations of *um* in classroom presentation based on the theory of Clark and Tree (2002), they are at the boundary (front), after the first word (in the middle of a sentence) and later (in the last sentence) .

Furthermore, another research about fillers was investigated by Khojastehrad (2012), he investigated the used of fillers as a hesitation discourse markers used by Iranian EFL Learners. The objective of his research was to found the location of fillers used by the participants. And the result was fillers found in all locations, they are initial, middle and final. And the most dominant occurring position was in the middle of the sentences. And then, Santos, Alarcon and Pablo (2016) also investigated about fillers and the development of oral strategic Competence in Foreign Language Learning. They focused to the communicative strategy in three main categories emerged, they are : teachers' awareness of the use of fillers in their mother tongue, the use of fillers in everyday communication and the teaching of fillers in FL classroom.

Clark (2003) stated, infants do not produce their first words until age one or later, but by three or four, they can talk quiet fluently about some topics. They begin to use language for a larger array of function – telling stories, explaining how a toy works, persuading a friend to do something, or giving someone directions for how to get somewhere. Between age one and age six, children acquire extensive skills in using language and sound quite adult like much of the time.

When the kindergarten students of RA Melati Secanggang, telling a picture. They used fillers in their speaking. There are some fillers in their utterances as showed below as the preliminary data:

“ada pohon, apa ya? (lexicalized filler) lupa, ada matahari, ada gajah, em, (unlexicalized filler) ada apalagi ya? (lexicalized filler). Ini ada pohon kelapa, yakan bun?”

“there is a tree, what’s tree ? (lexicalized filler), forget, there is a sun, elephant, em (unlexicalized filler) what else? (lexicalized filler). This is a coconut tree, is that right mam?”

That’s the preliminary data found in the field. The kindergarten students use fillers when they tell a picture. It makes an ineffective teaching learning while in their speaking they always used fillers, because the kindergarten students only have to tell the picture, or in other word the kindergarten students already have a media to tell, that is the picture. The fillers “apa ya” (lexicalized), “em” (unlexicalized), “ada apalagi ya” (lexicalized) in preliminary data above showed the similar types of kindergarten students and adult students in several previous researches. In the real phenomenon, the Kindergarten students use fillers in their speaking. And in the preliminary data found the similar types of fillers, they are “apa ya” (lexicalized), “em” (unlexicalized), “ada apalagi ya” (lexicalized) who often used by the Kindergarten students and adult students in the previous researches, they are lexicalized and unlexicalized. Even though, the kindergarten students are still in development of oral competence and adult in competent orally. And this research is important to be done, in order to find the types of fillers used

by Kindergarten students in speaking, found the occurrences of fillers relate to the location of filler in their speaking and find the function of fillers itself.

1.2.The Problems of the Study

Based on the background above, the research questions of this research are:

1. What are the types of fillers used by kindergarten students?
2. How are the occurrences of fillers used by Kindergarten students in telling picture?
3. What are the functions of fillers used by Kindergarten students in telling picture?

1.3.The Objectives of the Study

1. To describe the types of filler used by Kindergarten students.
2. To elaborate the occurrences of filler used by Kindergarten students in telling picture.
3. To describe the function of fillers used by Kindergarten students in telling picture.

1.4. The Scope of the Study

The scope of this study is limited to the subject matter of fillers as pragmatics or discourse marker. The utterances uttered by the Kindergarten students in telling the picture of RA Melati Secanggang 2018/2019 academic year.

1.5. The Significance of the Study

It is expected that findings of the study will be relevant and useful theoretically and practically. From the theoretical perspective, the findings of this study are expected to give some contribution for developing language especially for kindergarten students about fillers as hesitation strategies in communication.

Practically perspective, the findings of this research are expected to give some contribution for developing knowledge about lexicalized and unlexicalized fillers, become one of the basic references for another relevant research especially for the students in the University who interest with fillers in communication. For another researcher, the findings of this research are expected to become a guide lines to conduct more in depth study relate to the used fillers in communication.