



Students' Filler in Academic Presentation

Jeda Yang Digunakan Mahasiswa Dalam Presentasi Akademik

Ira Nurrahmi*, Sahril, La Sunra

English Education Study Program, Universitas Negeri Makassar, Makassar, Indonesia

*Penulis Koresponden: iranurrahmi0812@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi jeda yang digunakan oleh mahasiswa pada saat presentasi seminar proposal thesis, faktor apa saja yang menyebabkan jeda dan persepsi audiens melalui penggunaan filler dalam presentasi proposal skripsi. Penelitian ini merupakan penelitian deskriptif kualitatif. Sampel diambil dari mahasiswa jurusan Bahasa Inggris Universitas Negeri Makassar dengan menggunakan teknik snowball sampling. Jumlah sampel sebanyak 6 mahasiswa yang mempresentasikan proposal thesisnya untuk menyelesaikan studi magister. Instrumen yang digunakan dalam penelitian ini adalah wawancara dan kuesioner. Data yang diambil menunjukkan bahwa jeda yang paling banyak digunakan oleh siswa adalah jeda 'Ee' dan "Aa" dan banyak faktor yang menyebabkan penggunaan jeda seperti frekuensi, durasi, fungsi dan alasan utama dari jeda. Kuesioner digunakan untuk mengidentifikasi persepsi audiens terhadap penggunaan jeda dalam presentasi. Dari persepsi audiens kami mengetahui bahwa banyak peserta yang tidak dapat memahami presentasi dengan baik, dapat disebabkan oleh penggunaan jeda yang diisi dalam presentasi atau dapat juga disebabkan oleh faktor lain seperti koneksi. Meskipun demikian, beberapa peserta dapat melihat bahwa presenter menggunakan jeda yang diisi dalam presentasi. Selanjutnya peneliti menemukan bahwa jeda yang diisi dalam presentasi sangat mengganggu peserta, jika mereka sering menggunakan jeda yang diisi di tengah presentasi karena dapat mengganggu makna presentasi.

Kata Kunci: Akademik; Jeda; Presentasi; Proposal.

ABSTRACT

This research was aimed to identify which filler that used by the students during the thesis proposal presentation seminar, what factors can cause the filler, and the audience's perception through the use of filler in thesis proposal presentation. This research is a descriptive qualitative study. The sample was taken from the English department students of Universitas Negeri Makassar by using snowball technique sampling. The sample was six students who present their thesis proposal to full fill the magister study. The instruments used in this research were interviews and questionnaires. The data showed that the filler used mainly by the students was filler 'Ee' and "Aa," and lots of factors caused the use of filler, such as the frequency, duration, function, and the main reason for the filler. The questionnaire was used to identify the audience's perception of the use of filler in the presentation. From the audience's perception, we find out that many participants cannot understand the presentation well. It can be caused by filled pauses in the presentation or caused by another factor such as connection. Even though some of the participants can notice that the presenter uses filled pauses in the presentation. Furthermore, the researcher finds out that the filled pauses in the presentation are bothered the participant if they use the filled pauses often in the middle of the presentation because it can distract the meaning of the presentation

Keywords: Academic; Filler; Presentation; Proposals.

1. INTRODUCTION

Presentation is one of the oral activities to develop students speaking skills. And it is an activity to communicate with other people by presenting something using media or not. Successful oral presentation needs more practice. In the presentation, the presenter giving information, and the audience receiving information. Every people use different types of presentation in presenting their ideas to the audiences. Presentation could be in academic or non-academic, or even formal and informal context.

When presenting ideas, sometimes people produce pauses or delay whether they realize it or no. Pauses and delays sometimes appear when someone has fear, uncertainty, and faltering in speech. In order to gain their apprehension, people used filler to re-think about what they want to speak. In academic presentations, students used filler when they are dealing with time pressure. This condition will make students produce more filler, especially when they are lack English speaking fluency.

A word or speech sound that enters the main message of a speaker considers as filler. Words such as um, ah, e, how to say, you know, well, and okay are some examples of filler that students frequently used in the middle of a presentation. The use of filler in students' presentations has a positive and negative impact on students. They could gain more time to memorize what they want to say, but at the same time, we know that the students are lack mastery of the materials that they delivered.

Rose (1998:14) states that speakers use filled pauses to establish signal control in a conversation. In this case, filled pauses are used when students want to get extra time to control their speaking. On the other hand, Zellner (1994:44) stated that two kinds of pauses could be distinguished in spoken language: silent and filled pauses. Sometimes, during the presentation, students make pauses, whether it was silent or filled pauses. They did not say anything in the middle of the presentation while recalling what they wanted to say, or they used filler words to gain some time while memorizing the material.

Due to lots of research on fillers, they only focused on examining a specific filler such as 'uh' and 'um.' The other research focuses on silent pause and slips tongue. While further research also concentrates on the use of

filler in speaking class, and so on. Therefore, this research will see what fillers are mostly used by the students at their thesis presentation and what makes them use those fillers.

English Department students use English in their thesis presentation, which makes the researcher choose this research. Besides that, English department students should be fluent in English, considering all their subjects and lecturers are using English in the teaching and learning process. By this research also we can see how articulate and confident students are in presenting their thesis. Under those considerations, English students should not make many fillers while presenting their thesis or in any academic presentation. Lots of researchers have researched filler. Bernadus Guntur Setya Nugroho, Valentinus Rido Rasmodjo (2020) The findings of this study show that there are two types of fillers that occurred in students' Instagram videos assignment, which are unlexicalized filled pauses and lexicalized filled pauses. In this present study, the unlexicalized filled pauses" occurrences are more dominant compare to lexicalized filled pauses. Fillers "uh," "um," and the students in their utterance often produce "ee."

In contrast, some fillers occur with a minimum number, such as "okay," "you see," "well." Furthermore, the result of the study highlights three functions of fillers as hesitation, empathizing, and editing term device. In this present study, the students often produce fillers when they need more time to think of what next to say, which gives a sign to the interlocutor that they have not finished yet. In addition, some students are producing fillers to show their cooperation in conversation by giving the understanding and agreement marker.

Lastly, some students produce fillers to fix the errors in their utterance, followed by an immediate correction. Based on these findings, the researcher concludes that fillers can reveal in any condition, which is the very nature of speaking. The role of fillers also has a different purpose depends on the context of the situation.

2. REVIEW OF LITERATURE

Corley and Hartsuikers (2011) suggest that "speech understanding can sometimes benefit from the presence of filled pauses (uh, um, and the like), and that words following such filled pauses are recognized more quickly." Furthermore, it is found that "natural

delays such as fillers need not be seen as 'signals' to explain the benefits they have on the listeners' ability to recognize and respond to the words which follow them."

Furthermore, many researchers have widely explored the filler; for example, Fox Tree (2001) explored the Listeners' uses of um and uh in speech comprehension. He argued that speakers' use of um and uh has a very beneficial function in helping the listeners' online processing of spontaneous speech. Filler such um and uh will make it listeners easier to recognize new upcoming words that speakers will utter.

On the other point, he clarified that uh is a signal of a short upcoming delay, and um is a signal of a long upcoming delay (Tree, 2001). The research's main finding highlighted that both ums and uhs have significant discrepancies in participants' speed at recognizing the following words. On one point, ums detect long delay rather than uhs.

In other research, Corley and Hartsuikers (2011) suggest that "speech understanding can sometimes benefit from the presence of filled pauses (uh, um, and the like), and that words following such filled pauses are recognized more quickly." Furthermore, it is found that "natural delays such as fillers need not be seen as 'signals' to explain the benefits they have on the listeners' ability to recognize and respond to the words which follow them."

One thing that should be questioned is why speakers prefer using fillers while communicating to other hesitations— such as repeating words, self-correction, false start, silent pause. It is because of the hardness of their thought in uttering the following utterances, and they need a longer time to produce the following words. Therefore, they prefer using fillers to keep their speaking turns and do not want their turns disturbed. Besides, it is also used by speakers to show that they are fluent without pausing much longer.

In line with C. Fillmore (1997), he argued that speaking in a very fluent way shows the speakers' capability to have few pauses during speaking. It strongly points out that being a fluent person does not mean never make a hesitation in speaking. On the other hand, a fluency people will make hesitation, yet not too much. Due to lots of research on fillers focusing on examining a specific filler such as 'uh' and 'um.' The other research

focuses on silent pause and slip tongue. While other research also focuses on the use of filler in speaking class, and so on. Therefore, this research will not focus on specific fillers. Still, this research will examine all fillers used during the students' presentations and what makes them use them.

English Department students use English in their thesis presentation, which makes the researcher choose this research. Besides that, English department students should be fluent in English, considering all their subjects and lecturers are using English in the teaching and learning process. Under those considerations, English students should not make many fillers while presenting their thesis or in any academic presentation.

3. RESEARCH METHOD

3.1. Research Design

This research used descriptive qualitative research. This research describes filled pauses used by the students during thesis presentations. How are the occurrence of the filler and the intended meaning of the filler that they use during their thesis presentation?. According to Kothari (2004), descriptive researches are those researches that focus on describing the characteristics of a particular individual or a group. On the other hand, Creswell (2003) states that qualitative research takes place in the natural setting of the language usage, enables the researcher to develop a level of detail about the individual, and allows the researcher to interpret the data.

This research is categorized as descriptive qualitative research since it intends to analyze more words than numbers. The participants of this research were the English Department students of Universitas Negeri Makassar. At this research, the researcher focused on students who delivered their thesis presentations.

The populations of this research were all English department students at Pascasarjana Universitas Negeri Makassar. This research will apply snowball sampling. According to Sugoiyono (2014), the sampling technique can be classified into two groups, namely probability sampling and non-probability sampling. Probability sampling is a sampling technique that provides equal opportunity to every member of the population to be selected as a member of the sample.

Meanwhile, the non-probably sampling technique does not provide equal opportunity for each member of the population to be selected as a sample. The purpose of this sample is to produce accurate data. This research was ended if the data already reach saturation means that no more new data appear in the sample.

3.2. Research Instrument

The instrument of this research was Interview, questionnaire, document and the researcher. The researcher did two steps in collecting data in this research. Firstly, the researcher chose some appropriate Thesis proposal seminar Presentations. Appropriate means that the students' Thesis Proposal presentation must be delivered in English. Secondly, the researcher recorded the data from some students' Thesis Proposal presentations delivered in English.

The researcher records the students' presentations by using voice-recorded. This process made the researcher easier to have a clear understanding of the recording data. After following the presentation, the researcher was interviewed the student to identify why those filled pauses used by the students. Thirdly, the researcher also gave a questionnaire consisting of 8 statements to the audience about the filled pauses shown on the thesis presentation.

3.3. Data Analysis

For analyzing the data, the researcher used a technique by Miles and Huberman (1994), which states that the techniques in analyzing the data in quantitative research are data reduction, data display, and conclusion. In data reduction, the researcher was analyzed the sharpened, classifies, directs, discarding unnecessary ones, and organizing data to verify the conclusion. In this stage, the researcher has created summaries and partitions based on the collected data.

4. RESULT AND DISCUSSION

4.1. The kinds of filler used by the students in thesis proposal presentation

The researcher found that the type of filled pauses that the students mostly use is filler. In this case, filler means short, meaningless words (or sounds) used to fill the little pauses that occur while we decide what we're going to say next. The example of filler used by the students was 'Ee' and 'Aa.' According to Erten (2014) states that fillers are discourse markers that speakers use when they think or hesitate during their speech. The speaker uses Fillers to fill the time while

elaborating the next topic or sentence. These fillers at least have their role in humans communication, even though they convey additional meaning for the speaker's utterance, and it helps interlocutors to understand each other. In this case, filler 'Ee' and 'Aa,' used by the students while presenting their proposal presentation, are aimed to help them fill the blank while they are thinking about what words or sentences they are going through to say next.. Look at the example of datum, **Datum 1**

“Objective of the research, Ee^(F-1).. to find out the effectiveness of gallery work strategy in reading comprehension. Ee.. significance of the research... Ee^(F-2)... there are three for ee.. the first is for teacher who help the teacher to teaching active learning, for students to make the students ee.. in fun learning..”

In the utterances above, the *Ee(F-1)* was used by the presenter as an indication to get more time to think about what she want to talk about next. Before she explained, she used that filler to think what words she wanted to say next. In another view, the filler *Ee(F-2)* was used by the presenter to move and explain the next part of the presentation. As you can see from the objective of the research into the significance of the research, the student used the filler “Ee” to get more time to think about what to talk about in the next part of the presentation.

4.2. Factors affecting the use of filled pauses in thesis presentation

Based on the research data taken from the interview, several factors affected the students to used filler in presenting the thesis proposal. There were four-part of factors affected students to use filler in the thesis presentation.

The first part was the reason of used filler in the thesis presentation. Most of the students used filler to help them think what words or sentences they are going to say next. They also used those fillers to fill the pauses while they thought, reducing the delay in the presentation. The other students did not know if they spoke those fillers. They did not realize if they mentioned filler such as 'Ee' and 'Aa' because they were focused on how to deliver the presentation to make all the audience understand the presentation well.

The second part was the function of filler. Filler sometimes can help the students in the presentation. Filler would give them time to re-think if they forgot the sentences. The students also use the filler to connect one sentence to another sentence. In another point of view, students used filler to interact better with the audience. In this case, the students have produced the filler to convey to the audience that they still can handle the presentation.

The third part was the duration of the filler. Most of the students have used filler for a long time. They cannot remember why they used or produce those fillers. When they spoke, and they forgot the sentence, they used filler to fill the delay. Moreover, some students were not fluent enough in speaking English, which is why filler would become the option whether they realize it.

The last part was the frequency of using filler in the presentation. Based on the data gained from students, they produced the filler multiple times in a presentation. Most of the students used those fillers over and over in their presentations. At the beginning of the presentation, the middle of a presentation, and the end of the presentation.

5. CONCLUSION

Based on the analysis in chapter IV above, this part was aimed to answer the research question. First, from the first research question, "what kind of filled pauses are used by students in thesis proposal presentation?" based on the discussion above, it can be concluded that:

The kind of filler that was primarily shown in the proposal thesis presentation was filler sound. Filler that pronounced by the presenter while they deliver the presentation varies. From one speaker to another speaker, they mostly pronounced filler more than ten times with different filler. All presenters mostly used filler 'Ee' and 'Aa' in the beginning, middle, or even at the end of the presentation. Sometimes, they pronounced it several times and following by a delay for few seconds.

Second, related to the second research question, "what are the factors that affect the students using the filled pauses?" based on the data in the previous chapter. It can be concluded that:

First, fillers were used due to trouble that the speaker faces, it could be used by the speaker as interjections or to correct a mistake. Using fillers means that the presenter was an ongoing process of thinking about what to say next or not sure about what word to say. Hence, they needed some time to think and state what they have in mind. The use of fillers also signals to the audiences that they were holding the floor, they do not want to be disturbed by others, or implicitly they wanted to say, "I am still in control – do not interrupt me."

The second was, based on the interview done by the researcher, we found out that mostly the presenter used filler to stop and think what word they were going to say next.

Third, related to the research question "how do the students perceived the used of filled pauses in thesis proposal presentation?" to answer this research question, the researcher gave a questionnaire to the other student as an audience in the proposal seminar presentation. Based on the questionnaire's answers, the researcher found out that most students can not enjoy the presentation delivered by the presenter during the proposal seminar because the presenter used filler often, which distracts the audience.

The researcher also found that lots of participants can not understand the presentation well. It was caused by the used of filler in the presentation or caused by another factor such as connection, but some of the participants could notice that the presenter used filler in the presentation. Furthermore, the researcher finds out that the filler in the presentation are bothered the participant if they used the filler often in the presentation because it can distract the meaning of the presentation.

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