AN UNDERGRADUATE THESIS

AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO

By:

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STATE INSTITUTE ISLAMIC STUDIES OF METRO

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AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO

Presented as a partial fulfillment of the rquirements

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Assalamu'alaikum Wr. Wb.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers
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Wassalamu'alaikumWr. Wb.

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Assalamu'alaikum Wr. Wb.

       Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang telah disusun oleh:

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Judul   :   AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE

                  OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL

                  OF KARTIKATAMA METRO

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

Metro, 02 Desember 2022

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO. Written by: Resinia Kisi Wardani, Student Number 1801070145, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 20th, 2022 at 13:30 – 15:30 p.m

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vi
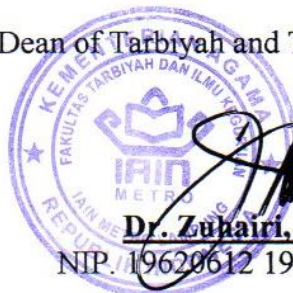
AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO

ABSTRACT

By:

RESINIA KISI WARDANI

The objectives of this research are to describe the dominant types of fillers done by the students and to analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro. This research was conducted on the basis of the phenomenon of fillers in speaking English found in the process of pre-survey.

The method of this research is qualitative research in the form of case study in the type of descriptive qualitative. The primary resources of this research are 10 students of the eleventh grade at Senior High School Kartikatama Metro. The data were collected by observation, documentation, and interview.

The results of the research showed that the dominant types of fillers done by students are filled pauses. The second results of research result is related to the causes of using fillers in speaking performance including of distruption of students' focus in the speaking process is having less attention, another causes of fillers is because of English vocabulary that they rarely use, nervousness that students felt. The cause of fillers in speaking is that students are not sure about what they are saying so they use fillers that reflect their understanding about speaking topics.

Keywords: Fillers, Speaking Performance, Qualitative Research.

ANALISIS SISIPAN PADA PENAMPILAN BERBICARA SISWA KELAS SEBELAS DI SMA KARTIKATAMA METRO

ABSTRAK

Oleh:

RESINIA KISI WARDANI

Tujuan dari penelitian ini adalah untuk mendeskripsikan tipe sisipan yang dominan yang dilakukan oleh siswa dan untuk menganalisa penyebab-penyebab dari penggunaan sisipan pada penampilan berbicara siswa kelas sebelas di SMA Kartikatama Metro. Penelitian ini dilakukan atas dasar fenomena sisipan dalam berbicara bahasa inggris yang ditemukan dalam proses pra survey.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus tipe deskriptif kualitatif. Narasumber utama pada penelitian ini adalah 10 siswa kelas sebelas di SMA Kartikatama Metro. Pengumpulan data dilakukan dengan observasi, dokumentasi, dan wawancara.

Hasil dari penelitian menunjukkan bahwa tipe-tipe yang dilakukan siswa adalah 28 jeda dan 6 penanda wacana, sedangkan tipe sisipan dalam bentuk istilah klarifikasi khusus tidak ditemukan. Hasil penelitian yang kedua berkaitan dengan penyebab-penyebab dari penggunaan sisipan pada penampilan berbicara termasuk gangguan pada fokus siswa yang disebabkan oleh konsentrasi yang kurang, rasa gugup yang siswa alami, siswa sedang dalam proses berfikir, dan penyebab terjadinya sisipan dalam proses berbicara adalah siswa kurang yakin tentang apa yang akan mereka katakan sehingga mereka menggunakan sisipan yang merefleksikan pemahaman mereka tentang topik berbicara.

Kata Kunci: Berbicara, Penelitian Kualitatif, Sisipan.

STATEMENT OF RESEARCH ORIGINALITY

The underdesigned:

Name	: Resinia Kisi Wardani
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States that this undergraduate thesis is the result of the researcher's research, with the exception of certain sections that are taken from the cited bibliographies.

Metro, September 15th 2022
The researcher

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ORSINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Resinia Kisi Wardani
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 September 2022
Penulis

RESINIA KISI WARDANI
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MOTTO

وَٱسْتَعِينُواْ بِٱلصَّبْرِ وَٱلصَّلَوٰةِۚ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى ٱلْخَٰشِعِينَ ٤٥

(And seek help through patience and prayer, and indeed, it is difficult except for the humbly submissive to Allah)

Artinya: Dan mohonlah pertolongan kepada Allah dengan sabar dan salat. Dan salat itu sungguh berat kecuali bagi orang-orang yang khusyuk.

(Q.S. Al-Baqarah: 45)

DEDICATION PAGE

The piece of work is heartedly dedicated to:

1. Almighty Allah SWT, thanks God for all of the precious gift inside to me. My beloved parents (Mr. Sudarto, Mr. Yusuf and Mrs. Lusi Herawati) who have always given me their support, money, counsel, and power in my life and education. Thank you so much for your unconditional love and constant prayer. May Allah SWT always bless you.

2. My beloved brother (Aman Sandadi) and my beloved grandmother (Sutiti) who have provided such invaluable assistance and support.

3. My beloved lecturer Mrs. Yeni Suprihatin, M. Pd. who has aided me and added value to my day throughout this period.

4. My friends in English Education Department, especially Rahma Putri Meilia, Erika Ayu Anggraeni, Latifatul Mutoharoh, Hijjriah Al Mukaromah, Eka Nur Kasih, Fitra Sabila Rosad, Sintia Cindi Monica, Widyasari, Lulu Mayleni, and Hesti Kartika Dewi, and all of my classmates, they are always wiling to provide a helping hand, encourage, and support me in any situation.

5. My Almamater of State Institute for Islamic Studies (IAIN) Metro.

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In the name of Allah, the most gracious and the most merciful. First of all, I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled "AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO." Shalawat and salam to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided us from the darkness to the brightness.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag., PIA, as the Rector of IAIN Metro Lampung.
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9. My friends who have helped in the completion of this thesis, May Allah SWT always reward.

The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticisms and suggestions are expected to improve the quality of this thesis. Hopefully this thesis can be useful for the researcher especially, for our college and every reader.

Metro, the 15th of September 2022
The researcher

<u>RESINIA KISI WARDANI</u>
Student Number. 1801071045

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is activity that people do by conveying some words to expressing, declaring, uttering ideas, and feelings verbally to other people. Speaker uses language in communicating with other people. People can do communication between each other in sharing information, expressing opinion by speaking. Delivering the message orally is called speaking. It can be simply defined that speaking is one of the ways that people can do for communication in daily life as human being.

Moreover, it is very essential for people to have a good speaking performance in order to convey the message clearly then the messages from the speaker can be understood by listeners and there is no miscommunication happened. The speaking performance is good when someone keep learning and practicing in speaking English frequently.

Furthermore, speaking English is not easy, sometimes the speakers feel nervous and have lack of vocabulary during English speaking. One of the phenomenon that appears during the speaking process is fillers. Fillers are used to delay the next due unit in talk.[1] From the explanation from expert, it can be concluded that the production of the next word is delayed and the

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[1]Leelo Kevallik. "The Interactional Profile of a Placeholder: The Estonian Demonstrative See." In *Fillers, Pause, and Placeholders*, Nino Amiridze, Boyd H. Davis and Margaret Maclagan (eds.) (Amsterdam: John Benjamins Publishing Company, 2010), 139.

speaker needs time to think about what speaker want to say next while speaking.

If someone does fillers frequently, the speaking quality is less effective. Speaking can be chopped up then can disturb the listener in accepting the point of the message that delivered by the speaker. Using fillers while speaking shows that speaker is not fluent in speaking English. When a speaker overuses fillers in speaking, it shows that speaker does not master the topics they delivered.

In addition, fillers can help a speaker to recall the words that they want to say next in speaking. Thus, it gives time for the speaker to think for a while about the upcoming words or sentences that they want to say in the next utterance.

In line with this phenomenon, the researcher had conducted a pre-survey on Senior High School of Kartikatama Metro on January, 28th 2022. In the pre-survey process, the researcher gets students' English assignment related to oral competence given by English teacher and gets the students' voice recording data in the form of speaking monolog activity of their speaking performance.

The results of the pre-survey are illustrated in this following table:

Table 1.1
The data of Pre-Survey Result at the eleventh graders of Senior High School of Kartikatama Metro

No.	Student's Name	Grade	Criteria
1.	MI	70	Incomplete
2.	DHCF	70	Incomplete
3.	FNI	75	Complete
4.	NT	70	Incomplete
5.	RS	75	Complete
6.	YS	70	Incomplete
7.	RAM	70	Incomplete
8.	VA	75	Complete
9.	RAP	70	Incomplete
10.	APA	70	Incomplete
Total		715	Low
Average		71.5	

Table 1.2
Categorization of Speaking of the eleventh graders at Senior High School of Kartikatama Metro

No.	Grade	Frequency	Percentage	Criteria
1	<75	7	70%	Incomplete
2	≥75	3	30%	Complete
Total		10	100%	

Source: Speaking Score Archieve from English Language Teacher at Senior High School of Kartikatama Metro

Figure 1.1
The Students' Speaking Performance
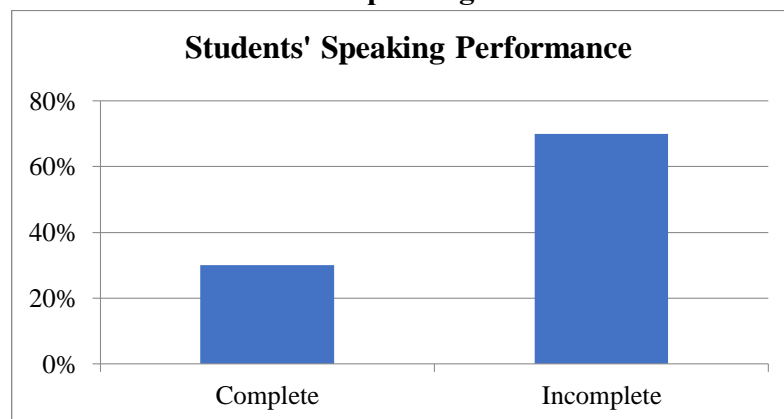
Based on pre-survey data above, the researcher got the information of the score of English speaking assignment document given by English teacher related to speaking did by the eleventh graders of Senior High School of Kartikatama Metro. The classification of the results of the pre-survey above, the researcher categorized it based on th the passing grade of English on the eleventh graders at Senior High School of Kartikatama Metro is 75. Furthermore, supported by the students' data it can be confirmed that the students' speaking performance that reach the passing grade is still lower than the student who did not reach the passing grade. From all of the ten students, it is only 30% students that able to reach the complete category.

Moreover, in the process of pre-survey, the researcher conducted interview with students and English teacher in order to know the causes of fillers that are done by the students. From the interview it is known that the causes of fillers that are done by the students in English speaking because students have less attention in the process of speaking. Secondly, students are nervous because they feel embarrassed and fear when speaking English. Third, students have limited vocabulary mastery so they have many infrequent word especially related to words they use rarely. Fourth, the students still thinking about the next words. Fifth, students are not sure or hesitate when speaking so they did the fillers. Sixth, the students have low speaking performance. Fillers become the serious problems because fillers can impact speaker credibility in speaking.

Furthermore, in the process of pre-survey, the researcher found one of the phenomenon in speaking that is called fillers. The example based on the utterance that was spoken by the student provided in the voice recording, in the process of speaking student used *mm* in the utterance "My opinion mm junk food is not good and it causes bad effect for health." In expressing the sentence, student got the disfluency in expressing the sentence, it makes student do fillers in the form of filled pause and it shows the phenomenon of fillers. In the process of pre-survey, the researcher conducted interview with student. Based on the result of interview, it was investigated that the problems that caused the students did fillers were lack of vocabulary, being confused in developing speaking idea, lack of confidence, and being shy because of having bad pronunciation.

In line with all the description above, the researcher intends to know more about the fillers phenomenon in the voice recording of students' speaking performance. The researcher wants to a describe the dominant types of fillers done by students and to analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro.

In this case, the researcher conducted a qualitative research entitled "An Analysis of Fillers in Speaking Performance of the Eleventh Graders at Senior High School of Kartikatama Metro."

B. Problem Identification

Based on background of the study, the researcher states the problem as follows:

1. The students have less attention in the process of speaking.

2. The students are nervous because they feel embarrassed and fear in the process of speaking.

3. The students have limited vocabulary mastery so they have many infrequent words especially related to words that difficult to speak up.

4. The students still thinking about the next words while speaking.

5. Students are not sure or hesitate when speaking so they did the fillers.

6. The students have low speaking performance.

C. Problem Limitation

Based on the problem that had been identified, the researcher just limits the problem on the students' difficulty in the process of speaking particularly fillers.

D. Problem Formulation

Based on explanation from background of study, here are the following problem formulations in this research:

1. What is the dominant types of fillers done by students?

2. Why do the students do fillers in speaking performance of the eleventh grade at Senior High School of Kartikatama Metro?

E. Objectives and Benefits of the Study

  1. Objectives of the Study

Based on problem formulation in this research, the objectives of research are listed below:

a. To describe the dominant types of fillers done by students.

b. To analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro.

  2. Benefits of the Study

This research is hoped tobe useful not just for the researcher but for students, teachers, and other researchers. The benefits of the study in this research, includes:

a. For the Students

This research is expected to make a positive contribution to students. From this study, the students know about the reason why some student do fillers, so the next time students need to be careful not to do the same problem in their speaking. Students can take further action related to this phenomenon on their condition by continuing to practice English speaking frequently.

b. For the Teacher

This research is expected to give information about the problems that mostly students do the fillers. The information that the teacher will get is related to fillers facts in the students' speaking performance. By

knowing these facts the teacher can take further action related to the fillers phenomenon in students' speaking performance.

    c. For the Other researchers

This research is proposed to give benefit to other researchers who want to plan research on the same topic about fillers in speaking performance. Through this research, other researchers can obtain information related to fillers theory. Therefore, this research is hoped to be a reference for other researchers.

F. Prior Research

This research was conducted by considering several previous studies. The first prior research is done by Rezky Atri Oktarin with the research entitled *Students' Fillers in Short Speeches: A Study at the Fourth Semester of the English Education Study Program at Bengkulu University*.[2] The language skill studied in the first prior research is speaking. The purpose of this research is to find the fillers usage at the fourth semester of English Department Study Program of Bengkulu University. The research method used in this research is a qualitative research method.

The first prior research has similarity and differences with this research. The similarity between the first prior research and this research is about the fillers. The next similarity of the research is the method, namely qualitative method. Both of the researches have different research sample. The first prior research involves a sample of the fourth semester of English

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[2]Rezky Atri Oktarin, "Fillers in Short Speeches: A Study at the Fourth Semester of the English Education Study Program at Bengkulu University," *International Conference on The Teaching of English and Literature* 1, no. 1 (2020): 281.

Department Study Program of Bengkulu University, while in this study involves the eleventh graders of Senior High School of Kartikatama Metro. Another differentiation is in the research objectives. The first prior research has aims to find out the fillers usage at the fourth semester of English Department Study Program of Bengkulu University. Meanwhile, this research has two aims those are to describe the dominant types of fillers done by students and to analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro.

In addition, the second prior research is done by Rika Afriyanti and Devi Surya Andini with the research title *Fillers Used by Male and Female Students in Practice Teaching Performance of Micro Teaching Class*.[3]The language skill in their research is speaking skill. The second prior research focus on the use of fillers in practice teaching performance of micro teaching subject. The research method used in second prior research is qualitative method. The sample of the second prior research is the sixty students who took micro teaching subject.

The second prior research also has similarity and differences with this research. The similarity is the method namely qualitative method. Both of the researches have different research sample. The second prior research involves sample of sixty students who took micro teaching subject, while this study involves the eleventh graders of Senior High School of Kartikatama Metro.

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[3]Rika Afriyanti and Devi Surya Andini, "Fillers Used by Male and Female Students in Practice Teaching Performance of Micro Teaching Class," *TELL-US Journal* 6, no. 1 (2020):13.

The third prior research is done by Gotin Siti Fatimah, Bunga Febriani and Rita Apollonia with the research title: *An Analysis of Fillers Used by Lecturer and Students in EFL Classroom Interaction*. That research reports on fillers used by lecturer and students in EFL classroom interaction.[4] That research employed a qualitative research design. The sample of that research is the lecturer from private college in Ciamis, while for the participants there were twenty two students that consist of nine male and thirteen female students inside at the first semester of the 2017-2018 education years.

The third prior research has similarity and differences with this research. The similarity between the third prior research and this research is about the fillers. The method of both research is same, it is use a qualitative method. Both of the researches have different research sample. The third prior research involves a sample of the lecturer from private college in Ciamis, while the participants were twenty two students that consist of nine male and thirteen female students at the first semester of the 2017-2018 education years. While in this research involves the eleventh graders of Senior High school of Kartikatama Metro.

According from all the description that related to prior research, it can be concluded that several the researchers have conducted research with the topic of fillers in speaking English. In this case, the researcher describe the dominant types of fillers done by students and to analyze the causes of using

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[4]Gotin S. Fatimah, Bunga Febriani and Rita Apollonia, "An Analysis of Fillers Used by Lecturer and Students in EFL Classroom Interaction," *Journal of Applied Linguistics and Literacy* 1, no. 2 (2017):43.

fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro through qualitative research.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking

1. Nature of Speaking

Speaking is the active use of language to express meaning in order that other people can make sense of them.[5] It can be inferred that speaking is productive skill refers to the skill that enable speaker to produce language in spoken forms. In addition, speaking included expressing thoughts, expressing hope and eagerness to do something, negotiating or solving a matter, or beginning and controlling social bonds and friendship.[6] In the same point of view, speaking can be interpreted as a delivery of speaker's intention such as expressing their thoughts and feelings with the aim that the intention of speaker can be understood by other people in spoken form.

Speaking is necessary element of everyday life.[7] In the other words, people in everyday life need language as a medium to speaking and speaking becomes a part of daily life because people can interact with other people in their surrounding environment by doing communication through speaking.

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[5]Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), 40.
[6]JO McDonough, Christopher Shaw and Hitomi Masuhara, *Materials and Methods in ELT: A Teacher's Guide,* 3rdEd (Chichester: John Wiley and Sons, Inc, 2013), 157.
[7]Scott Thornbury, *How To Teach Speaking* (Harlow, England: Longman, 2005), 1.

Based on the definition about speaking above, speaking is delivering an intention such as idea and feeling to another people verbally so that the intention can be understood by other people.

2. The Functions of Speaking

According to Richards, there are three functions of speaking, such as:[8]

a. Talk as Interaction

These deal with what people oridinarily said as communication and referring to how people attempt to say their message to another people. When people interact, they switch greetings and involve in casual talk and tell about experiences, because they hope to be friendly and to reach a comfortable zone of interaction with other people. The main concern in this activity is social relationship.

b. Talks as Transaction

This kind of talk related to circumtances where the focus is on exchange information and the main focus is making people understood clearly, rather than the participants and how they interact socially with each other. For example, classroom group discussions.

c. Talk as Performance

The last is talk as performance. The type refers to public speaking. Speaker is transmitted information to public such as morning talk, public announcements, and speeches.

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[8]Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press,2008), 21-27.

3. Aspects of Speaking

Weir's explanation about aspects of speaking, as follows:[9]

a. Fluency is an aspect of speaking that is measured more than one second in the category of not fluent.

b. Pronunciation is a very important aspect in speaking because the quality of the pronunciation can distinguish the clarity of meaning contained in a word.

c. Good vocabulary mastery in speaking is seen in fluency and natural use with a wide number of vocabulary that can be in the form of expression that succesfully fullfiled the requirements of the given set of task.

d. Grammatical accuracy is an aspect of speaking. Good quality can be seen by the least errors that appear in speaking.

e. Interactional strategies means using interactional strategies such as planning to conduct the discussion, asking for clarification, enlarging the topic, turn taking and concluding the discussion.

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[9] Clyir J. Weir, *Language Testing and Validation: An Evidence-Based Approach* (Basingstoke: Palgrave Macmillan, 2005), 195.

Some aspects that be supposed the measure of speaking by Weir can be seen from this following table:[10]

Table 2.1 Aspects of Speaking by Weir

Aspect	Category	Indicators
Fluency	4	Generally natural delivery, with rarely a few pauses when looking for the right word or term.
	3	The student pauses and repeats himself at times, but he can normally maintain a smooth flow of conversation, though he may require prompting on occasion.
	2	The speaker's speech is delayed and hesitant. Maintain passive speech and require guiding on a regular basis.
	1	The students speak so little that there is no such thing as "fluent" speech.
Pronunciation	4	There are a few inconsistencies in rhythm, intonation, and pronunciation on occasion, but comprehension is not hampered.
	3	Rhythm, intonation, and pronunciation necessitate more attentive listening, with some pronunciation errors resulting in incomprehension on rare occasions.
	2	Due to frequent problems in rhytm, intonation, and pronunciation, comprehension decreases.
	1	Words are unclear.
Vocabulary	4	The vocabulary was well-used, with only a few errors.
	3	For the most part, effective vocabulary use for the purpose, with a few instances of inadequacy.
	2	There is a limited vocabulary and numerous inaccuracies.
	1	Inappropiate and lack vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	There are some grammar and sentence construction problems, but

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[10]*Ibid.*

		they do not affect comprehension.
	2	Frequent mistakes cause speech to be fragmented and twisted.
	1	Unable to make comprehensible sentences.
Interactional strategies	4	Interacts with others in an interactive manner and immediately join and follow the discussion.
	3	The use of interactive strategies is generally adequate, but there are times when it is difficult to maintain consistent interaction.
	2	Interaction ineffective. Can rarely increase an interaction.
	1	Understanding and interaction are limited.

4. Techniques for Developing Fluency in Speaking

According to Nation and Newton, there are three following techniques for developing fluency in speaking:[11]

a. The Best Recording

An effective fluency practice employing a tape or digital recorder. Speaker speaks by using the tape or digital recorder talking about a last experience or describing a picture. Speaker listens to the recording and makes notes on any points where it could be improved. Then, the speaker re-records the speaking until the improvement is reached by the speaker.

b. Ask and Answer

The ask and answer process is a combination of reading. Students read a paper with a deep understanding before practicing in

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[11]I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), 161.

pairs, with one student asking the other about the material using a set of questions prepared by the teacher. The answers to these questions give a summary of the text's idea. The activity's purpose is for students to do the questioning and replying in front of class at high level of fluency, hence each partner practices questioning and answering multiple times before performing their class presentation.

c. Rehearsed Talks

The pyramide process is a good option to practice speaking. In this process, the speaker prepares the speaking individually, then performs it to a partner. After it, the speaker performs to a small group may be consists of four people. The last, the speaker performs to the entire class. The pyramid procedure involves the movement from individual to partner then a group to the entire class.

B. The Concept of Fillers

1. Nature of Fillers

Fillers are the expression used by the speaker to make a postponement or hestitation during speaking.[12] It allows speaker to continue the speaking during times of difficulty. For examples, *well, I mean, you know, let me think.* Furthermore, *um, uh, ah, like, well and you know* are called as fillers by Hirschman.[13] Speaker may use fillers to fill pauses in communication while the speaker is still searching and

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[12]Jack C. Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics,*3rd Ed (Edinburgh Gate: Pearson Education Limited, 2002), 201.

[13]Lynette Hirschman, "Female-Male Differences in Conversational Interaction," *Language in Society* 23, no. 3 (1994): 431.

remembering words to say in the next utterance that speaker wants to utter.

Fillers are discourse markers that speaker employs when think or hesitate while speaking.[14] In the same point of view, fillers are used when the speaker is not sure about what to say next and speaker uses fillers to gain time for thinking while the speaker is still developing the next topic or sentence.

Fillers are unconsious devices that used by the speakers to fill their pause while gathering ideas and fillers just help speaker to think more and arrange their words.[15] It means that the speaker might already use fillers without realizing it and fillers used as the time for speakers to think in their mind and create idea about what they want to say.

As shown on the expert explanation, the researcher concluded that fillers are utterances that used to fill the pause by speaker while speaking. Fillers indicate that speaker is still searching for the right word and speaker is using fillers to gain time for thinking because speaker is still attempting to gathering idea and remembering the upcoming words that they want to say next.

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[14]Selcen Erten, "Teaching Fillers and Students' Fillers Usage: A Study Conducted at ESOGU Preparation School," *International Journal of Teaching and Education* 2, no. 3 (2013): 70.

[15]Peyman Rajabi and Sara N. Salami, "Gap-Fillers Instruction and Iranian Intermediate EFL Learners' Speaking Performance,"*International Journalof Educational Investigations* 3, no.1 (2016): 78.

2. Causes of Filler Words

According to Duvall, there are three categories that causes of filler words, such as:[16]

a. Having Less Attention

When someone tries to focus on many points of interest at the same time, speaker having less attention. This might happen during speaking if a person in the crowd is distracting the speaker, or when something unexpected happens. The more speaker tries to focus on more than one thing, the more filler words speakers use.

b. Infrequent words

Infrequent words are words that speaker does not use frequently or speaker does not know well. Filler words then occur when speaker is having difficulty processing words. This indicates that a person's mind is unable to identify a word that causes speaker to use fillers.

c. Nervousness

Infrequent words and speaking too fast can happen as a result of nervousness. Terms that speaker would not habitually declare may appear in speaking while speaker is feeling nervous, in behalf of the speaker's mind is full upon speculations related to the audiences and their assumptions rather than the words speaker want to use.

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[16]Emily Duvall, et al. "Exploring Filler Words and Their Impact,"*Language and Linguistics*, 11 (2014): 37-38.

3. Types of Fillers

Types of fillers according to Kolar and Svec, such as:[17]

a. Filled Pauses

Filled pauses are hesitation sounds that speaker use to show uncertainly or to keep speaking under control while thinking of what to convey next. For examples, *ee* and *mm.*

b. Discourse Markers

Discourse Markers (DMs) are words or phrases that function primarily as structuring units of spoken language.They do not carry separates meaning, but signal such activities as a change of speaker, taking or holding control of the floor, giving up the floor or beginning of a new topic. The examples of discourse markers are *so, well, and you know*.

c. Explicit Editing Terms (EETs)

Explicit Editing Terms (EETs) are fillers that appear inside the condition of an edit the disfluency. These are explicit expressions by that speakers signal that they are aware of the existence of a disfluency on their part. The example of this type is *or.* It means that, there are other utterances in the form of one or two words that used after *or* to clarify the previous disfluency.

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[17]Jachym Kolar and Jan Švec, "The Czech Broadcast Conversation Corpus," In *Text, Speech and Dialogue*, Matousek V. and Mautner P. (eds.) (Berlin: Springer, 2009), 105.

4. The Strength and Weakness of Fillers

According to Clark and Tree there are the strength and weakness of fillers, such as:[18]

a. The Strength of Fillers

On the strength side, fillers warn addressees about impending delays. When speakers are delayed by preparedness problems, finding words, formulating utterances, deciding what to say, they can use fillers to help addressees deal with these problems.

b. The Weakness of Fillers

On the weakness side, whatever speakers use fillers, they are announcing that they having preparedness problems, something they may not want to admit in public. Speakers on radio, on television, and in formal speeches are expected to be knowlegeable and competent, so it might undermine their authority to admit preparedness problems.

Based on the explanation above, it can be inferred that actually fillers have two opposite benefits, they are the strength and the weakness. The strength of using fillers leads the speaker to have time to think what they are going to say, what they think by giving the pause time to think. Then, the weakness of using fillers are that the fillers can visualize the students hesitation and unconfidence.

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[18]Hebert H. Clark and Jean E. Fox Tree, "Using Uh and Um in Spontaneous Speaking," *Elsevier Science B.V.* Vol 84, (2002):98.

5. The Main Causes of Doing Filler Words

According to Ledden, there are three main causes of doing filler words, such as:[19]

a. Speakers are thinking as they are talking directly in front of audience. They are thinking about what comes next because they have not quite figure it out yet. The reason is lack of proper preparation and rehearsal.

b. Speakers are afraid of silence. When speaker are presenting, a three-second pause can feel like three hours and rather than feel the discomfort of a presenter fills every second with a sound.

c. Speakers are not sure what they are talking about so their filler words reflect the real amount of understanding speaker have about their topic.

6. The Solution to Overcome These Challenge

The solution to overcome these challenge divided in to four parts, such as:[20]

a. The first step is awareness. Speakers must become aware of what filler words they are using and then identify from the list above why speakers think they are using them.

b. The most simple and effective way to reduce and even eliminate filler words is to practice out loud a minimum of three times before

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[19]Emma Ledden, *The Presentation Book: How to create it, shape it, and deliver it!*, 2nd Ed (Harlow, England: Pearson Education Limited, 2017), 96-97.

[20]*Ibid.*

speakers present for a real. This way speakers have done their thinking and found their flow.

c. Replace the filler words with a pause. Speakers must plan to pause at key points in their presentation either before or after speakers deliver an important message. A pause is when speakers stop, breathe in and breathe out. It lasts between two and three seconds. It takes time to used to the silence but persevere.

d. Speakers must understand and get to grips with their own topic before they can communicate it to someone else. If speakers are not sure of theirr message no one else in the room is going to get clarity.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

Qualitative research, according to Creswell, is a kind of research method that explore understanding the meaning of an individual or group that is related to social or human problem.[21] It can be assumed that qualitative research is to investigate and understanding the problem of human or social by individual or group. Qualitative research is a research that is designed to describe, learn, and explain a phenomenon. The researcher decides to use qualitative research to analyze fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro.

The type of this qualitative research is a case study. A case study is a particular individual, program, or event are studied in-depth for a defined period of time.[22] In this case, the researcher has aims to describe the dominant types of fillers done by students and to analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro.

The characteristic in this research focuses on the descriptive qualitative research. Descriptive qualitative research is useful because it can

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[21]John W. Creswell, *Qualitative Inquiry and Research Design,* 3rd Ed (Los Angeles: Sage Publications, Inc., 2013), 44.

[22]Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design,* 11th Ed (Boston: Pearson Education Limited, 2015), 271.

provide essential data about a group's average member.[23] The researcher in the research uses qualitative research because the researcher revealed a real phenomenon that occurs naturally in the process of speaking English namely fillers by concentrating on the research objectives, that is to describe the dominant types of fillers done by students and to analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro.

B. Data Resources

The researcher separates the sources into two categories in this research, such as:

1. Primary Data

Original resources on that research is conducted are known as the primary source.[24] They are direct evidence concerning about problem being studied. The primary sources contain information in its original form. The primary sources of this research are ten voice recording data that contain speaking monolog from students of the eleventh grade at Senior High School of Kartikatama Metro.

In addition, the researcher in this research used purposive sampling. Purposive sampling is interpreted as a form selection of specific objects from the environment to represent a sample.[25]

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[23]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), 16.
[24]Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Buzau: Bridge Center, 2015), 79.
[25]Shanti Bhushan Mishra and Shashi Alok, *Handbook of Research Methodology: A Compendium for Scholars and The researchers* (New Delhi: Educreation Publishing, 2017), 9.

Furthermore,one of the sampling strategies is purposive sampling where groups participants are selected by the researcher according to preselected criteria relevant to particular research question.[26]

Furthermore, the primary sources of this research is in the form of interview result that did with the English teacher and the eleventh graders to get results of this research related about the causes of fillers done by students.

This research particularly did to know the dominant types of fillers and to analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro. Therefore, the researcher directly concerns to the eleventh graders who actively participate in English subject. One of the basic competencies in English subject directs the students to actively speak English.

2. Secondary Data

Secondary sources provide second-hand data.[27] Secondary source presents explanation or analysis based on primary sources. In this research, secondary source is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

The data collection done for get research data that was analyzed based on theory. Creswell states "in many qualitative studies, inquiries collect

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[26]Natasha Mack et al., *Qualitative Research Methods: A Data Collector's Field Guide* (North Carolina: Family Health International, 2005), 5.

[27]Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rd Ed (London: Sage Publications Ltd, 2011), 133.

multiple forms of data and spend a considerable time in the natural setting gathering information."[28] The accumulation of specific evidence is related to data collection that allows the researcher to properly analyze the results of all activities through his research design and procedures.

In the process of collecting the data, the researcher collect the result of students' speaking performance to describe the dominant types of fillers done by students and to analyze the causes of using fillers in speaking performance of the eleventh graders at Senior High School of Kartikatama Metro. The researcher used observation, documentation, and interview to collect the data.

1. Observation

Observation is the mechanism of gathering open-ended, primary information by observing people and places at research location.[29] In this research, the researcher conducted observation by observing ten students' voice recording that contain of speaking monolog activities that are done by ten students. After observing the voice recording, the researcher made transcription in order to gain data to analyze.

2. Documentation

Qualitative the researcher uses written documents or other artifacts to obtain an understanding of the phenomenon of research.[30]In this research, the researcher used documentation technique to gain the data.

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[28]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd Ed (Thousand Oaks: Sage Publications, Inc., 2009), 178.
[29]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Ed (Boston: Pearson Education, Inc., 2012), 213.
[30]Donald Ary et al., *Introduction to Research in Education*, 8th Ed (Belmont: Wadsworth Cengange Learning, 2010), 442.

Documentation in this research is in the English speaking monolog recording by the eleventh graders that was analyzed by the researcher in the focus of fillers. The researcher got the English speaking recording by asking the teacher about student English speaking monolog recording archive. Furthermore, the recording is about English speaking monolog that the topic is depend on the English syllabus material.

3. Interview

The interview is one of the common used and basic technique for gathering qualitataive data. Interview is used to collect data from people about thoughts, beliefs, and feelings about conditions in their own words.[31]

The interview techniques in this research used a semi-structured interview. Semi-structured interview is very suitable for a number of important task especially when any of open-ended queries require further clarification.[32] It can be concluded that semi-structured interview includes a series of open-ended question based on the topic that the researcher wants to reveal and allows for more discussion between the researcher and informant.

In this research process, the researcher conducted interviews with the English teacher and the eleventh graders to get research data related to the causes of fillers carried out by students in English speaking. The number of students who were interviewed is ten students of the eleventh

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[31]*Ibid.*, 438.

[32]William C. Adams, "Conducting Semi-Structured Interviews," In *Handbook of Practical Program Evaluation,* 3rd Ed, Joseph S. Wholey, Harry P. Hatry and Kathryn E. Newcomer (eds.) (San Fransisco: John Wiley & Sons Inc., 2010), 367.

grade at Senior High School of Kartikatama Metro. The teacher who was interviewed is Mrs. Nur Aprilisa, S.Pd. She is the English teacher who teach the eleventh grade at Senior High School of Kartikatama Metro. The question item indicator refers to the causes of fillers as stated by Emily Duvall and Emma Ledden's theory.

D. Data Analysis Technique

Analyzing data is the precious aspect in research, because the result becomes a conclusion from all of the research. Qualitative data typically in form of words, descriptions, observations, opinions, recordings, and the like. To be described and interpreted, the researcher must organize and code the massive amount of information.

To examine the data, the researcher used models by Miles and Huberman.[33] This picture shows the components of the analytical model.

Figure 3.1 Analysis Components of Miles and Huberman Model

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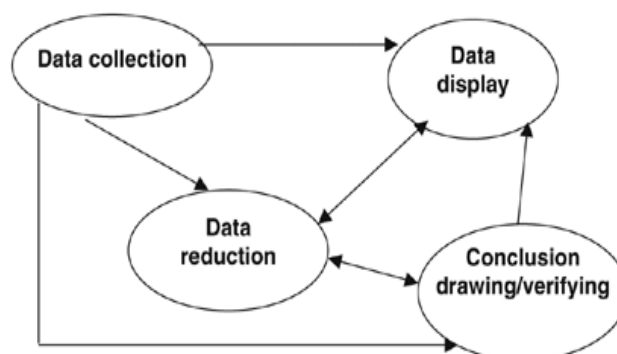
[33]Matthew B. Miles and A Michael Huberman, *An Expanded Sourcebook: Qualitative Data Analysis,* 2nd*(*Thousand Oaks: Sage Publications, 1994), 12.

The Miles and Huberman model involves data analysis in the following steps:[34]

1. Data collection is the stage when the researcher collects all data research.

2. The researcher reduced the data by summarizing and choosing specific things.

3. To display the data, the researcher commonly employed graphics, figures, or charts. The display should be able to describe the content of entire the data.

4. Finally, the researcher verified the research by drawing conclusions based on the data findings.

In conducting this research, the researcher collected the data in the form of ten voice recordings that contain speaking monolog activity of students' speaking performance. In addition, the data that collected is the result of interview with students and English teacher related to the causes of fillers. After obtaining the data, the researcher reduced the data by referring to the research objectives including of the dominant types of fillers done by students and the causes of using fillers in speaking performance by doing the coding. After getting the results of the analysis, the researcher displayed the results of the study by describing in descriptive words and completed by the usage of diagrams to clarify the results of the research. In the end, the researcher concludes the results of the research that directly answer the objectives of the research.

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[34]*Ibid.,*10-11.

CHAPTER IV

THE DATA RESULT AND DISCUSSION

A. The Data Result

1. The Profile of Senior High School of Kartikatama Metro

The Senior High School Kartikatama Metro was established on the widely ground $\pm$ 17709 m^2 and it is located in Kapten P. Tendean street Margorejo South Metro, Lampung. This school is built based on Minister of Culture Education Republic of Indonesia SK number 155/I.12.DI/U/1989. Teaching and learning activities in SMA Kartikatama Metro occurred from 07.00 am until 13.20 pm. The curriculum that used in Senior High School Kartikatama Metro is the 2013 MIPA curriculum and 2013 IPS curriculum.

Senior High School of Kartikatama Metro has a vision and mission. The vissions are being excellent in the national examination score, being excellent in competition to continue the highest level in education, being excellent in religion activity, being excellent in discipline, English, sport competition. While the missions are being discipline in time, knowledge and religion, developing young generation in devotion and ethics, developing the excellent power and sporty for having great commitment to advance, optimalizing knowledge, sport, and art, use technology, information and communication, optimalizing in use English as the daily language, optimalizing of quality and quantity of the students to continue in university.

2. The Data Result of Students' Fillers

a. The dominant types of Fillers Done by Students

Table 4.1
Observation of Fillers Done by Students

No.	Data	Utterance	Type of Fillers		
			Filled Pauses	Discourse Markers	Explicit Editing Terms
1.	RS	By reading we can get *mm* an information about something happens which can we know by reading.	√		
		The last, *ee* reading can give us a pleasure too.	√		
		You know, when we are tired, we can read book that contains short story		√	
		So from the facts above		√	
		mm it is clearly that everyone needs to read to get knowledge, information and also entertainment.	√		
2.	VA	*Mm* Student can get knowledge with the book.	√		
3.	YS	*Mm* but, each year people learn more about what cause global warming.	√		
		Emission of gas of industry and *ee* vehicle cause increasing of carbon dioxide which make world temperature hotter.	√		
		Mm Illegal logging is one of cause global warming	√		
		Ee temperature of world will increase and make world will be hotter.			
4.	APA	*Mm* as we know cars make a pollution	√		
		Cars commonly hit the pedestrians in the city *mm* which cause them to die.	√		
		Well, in conclusion, cars		√	

No.	Code	Utterance			
		should be banned from the city			
		Ee for the reason listed above.	√		
5.	MI	Actually *mm* there are benefits of having breakfast.	√		
		Mm having breakfast will also control our appetite.	√		
		Ee throughout the morning which can pile up the unhealthy calories.	√		
6.	DHCF	*Mm* first, the feature and function has increased.	√		
		Phone is not just for calling but now we can sharing a picture, video, accessing internet and *mm* playing games.	√		
		Many school did not allow student to bring a phone to school because it can potentially disturbing *ee* the learning process.	√		
		Well, if the student needs a call for help they can use a phone that available in the school.		√	
7.	RAP	For them a pack of cigarette is *mm* important as a wallet for they money.	√		
		Such as anxiety, headache, and *mm* depression.	√		
8.	NT	*Mm* I think game online is use for fun but if we over playing it will be have a bad effects	√		
		Mm if a kid play game online and spend much time playing it will make kid don't want to do other activity.	√		
9.	RAM	A wise man once said, *mm* "learning without book mean nothings."	√		
		Book is important because is develop *ee* the minds of people who read book.	√		
		Book record fact and *mm* reviewed history.	√		

			√		
		Book is important to life *ee* because book do not contains knowledge but also entertain us.	√		
		Well, based on the reason listed above, it is clear that books have a great influence in your lives.		√	
10	FNI	Smoking in restaurant is impolite *mm* because the smoke effect all people and the food.	√		
		Another reason is *ee* passive smoking that is breathing in smoke made by a smoker, can lead to the asthma attack	√		
		Mm smoking in restaurant is impolite, harmful to other people.	√		
		Well, it is better if smoking in not allows in any restaurant.		√	
	TOTAL		28	6	0

Based on the result of observation above, it can be found that the types of fillers used by the students in speaking are 28 filled pauses and 6 discourse markers, while the type of fillers in the form of explicit editing terns is not found.

The dominant types of fillers that done by students are illustrated in this following figure:

Figure 4.1
The Dominant Types of Fillers Done by Students

The Dominant Types of Fillers Done by the Students

	28		
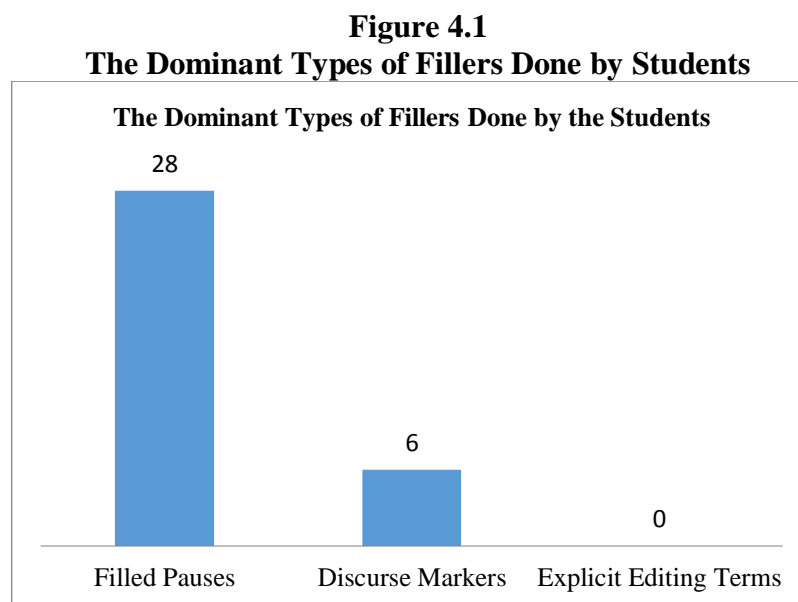
Based on the information from the figure above, it is known that the types of fillers used by students of the eleventh graders in Senior High School of Kartikatama Metro is filled paused and discourse markers, while the types of fillers in the form of expilicit editing terms was not found. The fillers type of filled pauses there is 28 and the fillers type of discourse markers there is 6. In the other hand the dominant types of fillers that appears in the student speaking is the filled pauses.

b. **The Causes of Fillers in the Students' Speaking Activity**

In collecting the data that is related to the causes of fillers in the students' speaking activity, the researcher did the interview to the ten of the eleventh graders in Senior High School of Kartikatama Metro. The researcher used theory about the causes of fillers from Emily

Duvall's theory and Emma Ledden's theory. The results of research
related to the causes of filler are illustrated in this following data:

1) **Having Less Attention**

In doing the research in order to know about the causes of
fillers related to having less attention, the researcher asked about
the sound of the things around student can disturb the
concentration in the process of speaking English. The data research
result related to that causes illustrated in this following table.

Table 4.2
The First Causes of Fillers Related to Having Less Attention

No.	Data	Answer
1.	FNI	Not much, not too much disturbing for me it is just ordinary.
2.	MI	Sometimes no, because it is not good to see.
3.	DHCF	Yes, because of voice then also friends, noisy too.
4.	NT	No, because it is not too influenced
5.	RS	No, because for concentration, so it does not really have much effect.
6.	YS	If it is noisy yes.
7.	RAM	No, the reason because the things arrounds is not disturbing.
8.	VA	No, yeah it is not disturbed.
9.	RAP	No, not disturbing because it is not effected with speaking.
10.	APA	Yes there is, noisy.

Based on the result of the interview to the eleventh grade of
Senior High School of Kartikatama Metro there was 3 from 10
students they had concentration distraction in the process of
speaking which caused by the things around, it is caused they stated
that in the process of speaking their concentration distracted by the
sound that comes from outside the class.

In doing the research in order to know about the causes of fillers related to having less attention. The researcher asked about the crowded that the other students inside classroom can disturb the attention in speaking English. The data research result related to that causes illustrated in this following table.

Table 4.3
The Second Causes of Fillers Related to Having Less Attention

No.	Data	Answer
1.	FNI	It depends, when giving a presentation sometimes can disturb but if not giving a presentation is just ordinary.
2.	MI	Yes it can, it means the voice is noisy.Yes, I don't think so, because just noisy.
3.	DHCF	Yes, I don't think so, because just noisy.
4.	NT	Yes, because it can make less focus because they are noisy.
5.	RS	Yes it can, because if we want to concentrate usually needs calmness, if they are noisy the focus is distracted.
6.	YS	Yes, it is so disturbing, because of the noisy the focus is distracted.
7.	RAM	If noisy is not, but if in silent situation it will make nervous while speaking English.
8.	VA	It depends on the situation, if too noisy or suddelny diverted attention, I can not focus.
9.	RAP	Yes, it is very disturbing because it can disturb our focus while speaking English.
10.	APA	Yes, sometimes they made me laugh.

The results of the interview showed that 7 out of 10 students stated that they had trouble maintaining focus on the process of speaking English due to the crowds around the students because the crowd was in the form of a noisy sound that interfered with focus and concentration.

In doing the research in order to know about the causes of fillers related to having less attention. The researcher asked about how much the influence of the crowd in the class can affect student's focus in speaking English. The data research result related to that causes illustrated in this following table.

Table 4.4
The Third Causes of Fillers Related to Having Less Attention

No.	Data	Answer
1.	FNI	It can make me confused in choosing the vocabulary.
2.	MI	Not really.
3.	DHCF	It is big.
4.	NT	It is not too big, it is because the noisy they made is not too noisy it is because they just talk.
5.	RS	About 90% because when want to speaking we still need a focus because there are vocabularies that we have not know so if we speak while they are noisy it will messed up makes the text prepared in the head.
6.	YS	Yes, it is so disturbing, because of the noisy the focus is distracted.
7.	RAM	It is not too make an influence.
8.	VA	30% it is not influenced, if too crowded as the first conclusion it depends the condition, if the student too much make some noices it can disturbed me.
9.	RAP	80% because if too crowded we lose the concentration and focus.
10.	APA	It is moderate, sometimes it can focus sometimes it cannot, it depend the friend

The results of the study indicate that the influence of the crowd in the classroom has a major influence on students' focus on the process of speaking English, that is because 6 out of 10 students stated that the influence of the crowd really contributed greatly to the decrease in focus on the speaking process it was because the

students felt confused, it was because it can interfere the students in choosing vocabulary because of the noisy sound. In addition, students explained that the noise of the crowed was very disturbing concentration and focus in the process of thinking in the process of speaking English.

2) Infrequent words

In doing the research to know about the causes of fillers related to infrequent words. The researcher asked about the limited of English vocabulary that students have can cause them to be unable to speak English. The data research result related to that causes illustrated in this following table.

Table 4.5
The First Causes of Fillers Related to Infrequent Words

No.	Data	Answer
1.	FNI	Yes, because it is very important to know the vocabulary that will be spoken.
2.	MI	Yes it does.
3.	DHCF	Because the letter, then the way to speak up too.
4.	NT	Yes.
5.	RS	Yes, because the hampered while we speak, then for the next vocabulary that we don't know usually it can make us don't know what to say next.
6.	YS	Yes, the pronunciation is hard and the meaning also.
7.	RAM	Yes, because not fluent caused by lack of vocabulary.
8.	VA	Yes it does.
9.	RAP	Yes, because every time we speak we should mastered the vocabulary that what we want to speak.
10.	APA	Yes, because it is hard.

Based on the results of interview with the eleventh grade students of Senior High School of Kartikatama Metro, it is known that 10 participants stated that the limited vocabulary they have causes difficulties in speaking English because without vocabulary they are unable to say something on their mind. Besides that, relating to the meaning of vocabulary problems located in the pronunciation of the vocabulary, it makes them hampered in the speaking process.

In doing the research in order to know about the causes of fillers related to infrequent words. The researcher asked about difficulty in processing words can hinder student's process in speaking English. The data research result related to that causes illustrated in this following table.

Table 4.6
The Second Causes of Fillers Related to Infrequent Words

No.	Data	Answer
1.	FNI	I think not really because it is better, no problem.
2.	MI	Yes, because it is hard to say.
3.	DHCF	Yes, the reason is not focus.
4.	NT	Maybe less of practicing too, that is all less of practicing the speaking.
5.	RS	Because if we want to try at least we should know all the vocabularies for us to speak, if we don't know it is unable to concentration.
6.	YS	Yes it can very hinder, the pronunciation is difficult.
7.	RAM	Because just confused, confused what want to say.
8.	VA	It is clear so that the words which can be processed, because the meaning will be different depends the use on the sentence.
9.	RAP	In speaking we should master the vocabulary

		in order to make the speaking fluent and not feel nervous.
10.	APA	Yes, that is, the sentence between the way to pronounce is different.

Based on the results of the interview, from 5 students it showed that the difficulty in word processing can hinder the speaking process because of the inhibition in word processing that caused the speaker become not focus in the speaking process and it is because they think about the meaning and the vocabulary pronunciation. In addition, it is also due to the weakness or lack of exercise duration in the process of producing vocabulary.

3) Nervousness

In doing the research in order to know about the causes of fillers related to nervousness. The researcher asked about when students feel nervous while speaking, do they tend to speak fast or pause the speaking. The data research result related to that causes illustrated in this following table.

Table 4.7
The First Causes of Fillers Related to Nervousness

No.	Data	Answer
1.	FNI	Sometimes pause because confused about the topic that will be discussed.
2.	MI	Pauses, because to put out the words is hard.
3.	DHCF	Pause.
4.	NT	Pause, because still thinking if too fast it will not imagine what things to say.
5.	RS	Pause, because if nervous it will return to the focus because if nervous it will become less of focus.
6.	YS	Pause, because it is hard to say.
7.	RAM	Pause the speaking, because still thinking because nervous.

8.	VA	Pause.
9.	RAP	Pause the speaking.
10.	APA	Pause, yes nervous, the foot is shaking.

Based on the results of the interview, it is known that students feel nervous while speaking, 10 students that has been interviewed stated that they tend to pause the speaking process when they feel nervous. That is because they need time to sort out the words that are difficult to express related to the topic of speaking. In addition, they also feel confused about the topic to be discussed. The pause process is needed for them to think about what they want to say in the process of speaking and to increase the focus of their thinking in the process of developing the ideas.

Moreover, in doing the research to know about the causes of fillers related to nervousness. The researcher asked about when students feel nervous in speaking English, do students use terms that they don't usually convey. The data research result related to that causes illustrated in this following table.

Table 4.8
The Second Causes of Fillers Related to Nervousness

No.	Data	Answer
1.	FNI	No, because it is nothing.
2.	MI	Yes, for the example *ee*.
3.	DHCF	Yes there is, for example want to say something like English but it feels like not English for example *mm, ee*.
4.	NT	Yes, is like *ee* or *mm*.
5.	RS	No, it is more silent because if silent the teacher will give clue what to say next.
6.	YS	Yes, *ee* and *mm*.
7.	RAM	Yes, for the example is like *mm* and also thinking like that.

8.	VA	Usually yes, *mm* or the others.
9.	RAP	Yes, as for example is like *mm* and *ee*.
10.	APA	Usually *mm* and it is like squeeze the cloth in order to not feel nervous, yes *ee*.

The results of the interview showed that 8 students feel nervous in speaking English they tend to use terms outside the topic of speaking such as the use of *ee* and *mm*, it is because they feel nervous in the process of speaking English.

4) Speakers are Thinking as They are Talking Directly in Front of Audience

In doing the research in order to know about the causes of fillers related to speakers are thinkining a they are talking directly in front of audience. The researcher asked about how often do students think about what to say next so that it can hinder the fluency of speaking. The data research result related to that causes illustrated in this following table.

Table 4.9
The First Causes of Fillers Related to Thinking as They are
Talking Directly in Front of Audience

No.	Data	Answer
1.	FNI	Exactly more often.
2.	MI	Yes often it because it is hard to continue.
3.	DHCF	Often because nervous.
4.	NT	Often, it is really often, yes it is often
5.	RS	That is because it is been planned so it is not that often.
6.	YS	That is a lot of thinking, too often.
7.	RAM	Because of the limited vocabulary.
8.	VA	Yes, not too often usually if new sentences are difficult to process I think about it.
9.	RAP	Should not be too often because it can hinder the fluency of speaking.
10.	APA	I often think about it but sometimes it is hard

		to get it out of my mouth.

The results of the interview showed that 10 students in the speaking process often think about what they should say next, hence it can hinder the fluency of speaking because they find it difficult to continue the content of speaking. And it also triggered by a feeling of nervousness that often appears in the process of speaking English, especially on topics that they spontaneously have to develop in the form of speaking English. Another thing that triggers time to think is because of the limited vocabulary they have and the difficulty of the topic of speaking.

Furthermore, in doing the research to know about the causes of fillers related to speakers are thinkining a they are talking directly in front of audience. The researcher asked about the lack of preparation about topic speaking becomes the obstacle to fluency in speaking. The data research result related to that causes illustrated in this following table.

Table 4.10
The Second Causes of Fillers Related to Thinking as They are Talking Directly in Front of Audience

No.	Data	Answer
1.	FNI	Yes, it is because just important.
2.	MI	Yes it can, because lack of preparation.
3.	DHCF	Yes it can.
4.	NT	Yes, yes it is because of lack preparation.
5.	RS	Yes, because it takes preparation for the material, for the explanation, if it is happen suddenly it is usually will be less preparation.
6.	YS	Yes, not memorizing.
7.	RAM	Yes, the reason is because unconfident to

		speak.
8.	VA	Yes, because should know the topic too.
9.	RAP	At least we master the topic of speaking that will be discussed.
10.	APA	Yes, lack of preparation so don't know what to talk about.

Based on the results of the interview, from 9 students it is showed that the unpreparedness about topic speaking become an obstacle to fluency in speaking, this is because most students need special time to prepare for the speaking process related to the preparation of the content of speaking for topic development so that the content of the speaking can be accepted by the audience.

5) Speakers are Afraid of Silence

In doing the research in order to know about the causes of fillers related to speakers are afraid of silence. The researcher asked about how much does the fear of silence can affect student's fluency. The data research result related to that causes illustrated in this following table.

Table 4.11
The Causes of Fillers Related to Afraid of Silence

No.	Data	Answer
1.	FNI	For me it is not too scared, it is just ordinary.
2.	MI	Not bad, it can be focus sometimes and also not, and also afraid to be seen.
3.	DHCF	Just focus.
4.	NT	It is not that big, it is ok.
5.	RS	Not really, it is just better for focus.
6.	YS	It is not really big.
7.	RAM	It is really big, because I am afraid of being wrong if the situation is quiet.
8.	VA	I am not too afraid.
9.	RAP	2% because it does not interrupt the process while we speak.

10.	APA	It is 100% true, if everyone silent and listen to me I will be shy.

Based on the results of the interview, it is known that silence is not the main trigger in speaking fluency because only 3 students from 10 students stated that silence can interfere with their fluency in speaking. Silence can interfere with fluency because silence can clarify mistakes in the process of speaking English and can cause them to be embarrassed in the process of speaking.

6) **Speakers are Not Sure What They are Talking About so Their Filler Words Reflect the Real Amount of Understanding Speaker Have about Their Topic**

In doing the research in order to know about the causes of fillers related to speakers are not sure what they are talking about so their filler words reflect the real amount of understanding speaker have about their topic.The researcher asked about does the misunderstanding about topic speaking can affect fluency in the process of speaking English. The data research result related to that causes illustrated in this following table.

Table 4.12
The Causes of Fillers Related to Not Sure What They are Talking About so Their Filler Words Reflect the Real Amount of Understanding Speaker Have about Their Topic

No.	Data	Answer
1.	FNI	Yes it is annoying, it is annoying because if don't know what will be discussed.
2.	MI	Yes, because lack of understanding, input.
3.	DHCF	Yes, because from the letter then from the way to speak.

4.	NT	Yes, yes if we speak English fluently the public speaking will also be fluent.
5.	RS	Yes, because we memorized the material, after that we were given to talk we speak but we don't have the material it will not be fluent.
6.	YS	Yes, it is because less of understanding ithe topic so it become not fluent enough to talk about it.
7.	RAM	Yes, not understand the topic that will be discussed.
8.	VA	Of course yes, because in the speaking it has to know the topic and know all the sentences, so if I think about it, it will become pause.
9.	RAP	Yes, every speaking we should master the speaking topic.
10.	APA	Not really, the important thing is to be able to speak.

The results of the interview showed that misunderstanding about topic speaking can affect the fluency in the process of speaking English. This is because the misunderstanding about the topic speaking that caused a lack of ideas for the topic discussion of speaking, so that it can interfere the speaking process. Students argued that without an understanding of the speaking topic there will be a pause in the speaking process so that the speaking becomes not fluent.

Figure 4.2
The Causes of Fillers in the Students' Speaking Activity

The Causes of Fillers in the Students' Speaking Activity

- Having Less Attention
- Infrequent words
- Nervousness
- Speakers are thinking as they are talking directly in front of audience
- Speakers are afraid of silence
- Speakers are not sure what they are talking about so their filler words reflect the amount of understanding speaker have about their topic

5% 2% 11% 11% 9% 62%
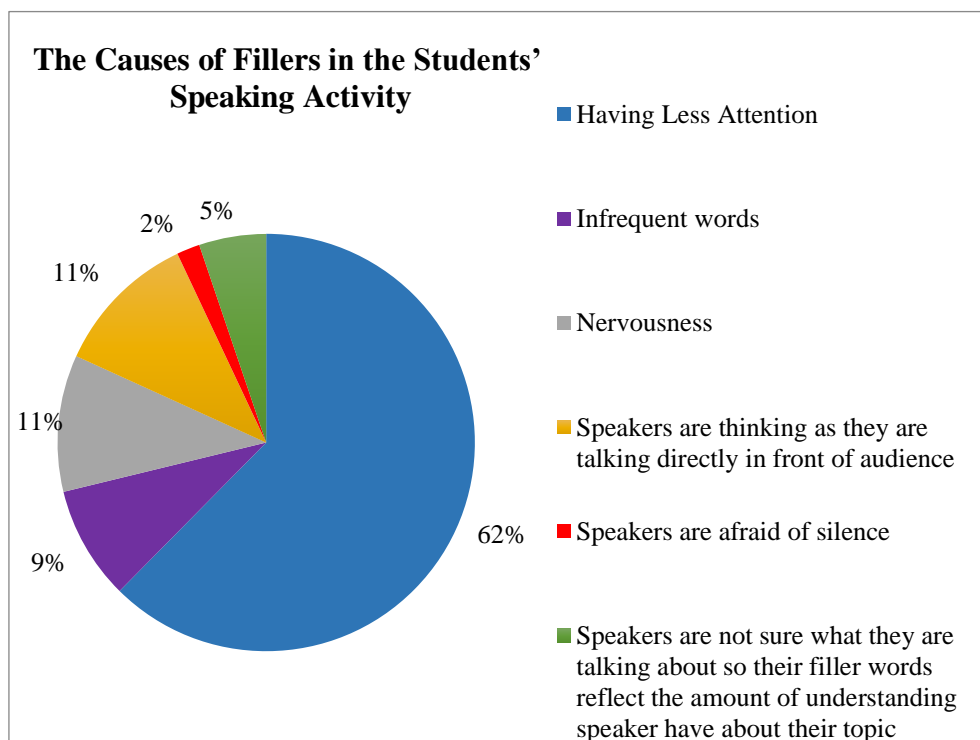
B. Discussion

The discussion of this research includes the discussion of the research results and the relation with relevant research. Based on research on the speaking performance in the form of monolog on the eleventh graders at Senior High School of Kartikatama Metro, it is known that students use fillers in the process of speaking English. The types of fillers they use are filled pauses and discourse markers, while the type of fillers for explicit editing terms in not found. There are 28 uses types of fillers in the form of filled paused and 6 uses types of fillers in the form of discourse markers. In other words, the type of fillers in the form of filled pause is dominates the other types of fillers.

Another research results related to the causes of fillers in the speaking activities of the eleventh graders at Senior High School of Kartikatama Metro, based on the research results the first causes of fillers is because the students having less attention. The disruption of students' focus in the speaking process is caused by distruption from sounds of objects around students so that students'concentration is less in the speaking process. In addition, students' focus disorders in the speaking process are caused by the crowds of other students in the class so that students' attention in speaking becomes weak. The influence of the crowd in the class has a very big influence on the fluency of students' English speaking process.

The cause of fillers in students' speaking activity is also caused by English vocabulary that they rarely use, based on the results of the research it is known that the main cause of non fluency in the process of speaking English is the limited vocabulary they have so that they feel difficult to express the contents of their thoughts to express in their own words. In addition, the difficulties in processing words to express their thoughts also hinder the process of speaking, the students tend to need time to think about the proper words for speaking ideas.

Another cause of fillers is the feeling of nervousness that students felt. Based on the results of research, when students feel nervous in the process of speaking they tend to pause the speaking so that they have more time to think about ideas and also the vocabulary they will use in the speaking process. In addition, when students feel nervous in the process of speaking English they

also use additional terms outside the topic of speaking such as *mm* and *ee*. It happens because of the high feeling of nervousness that appears while speaking in order to cover that feeling they use the terms out of context and based on research results they do not tend to speak faster when they feel nervous.

Fillers were happened because students are in the process of thinking hard about what they want to say directly in the front of audiences. Based on the results of the study, when students are in the process of speaking English they tend to think in first about what they are going to say, so that things hinders the fluency in speaking. In addition, the preparation phase related to the lack of topic speaking also hinders the fluency of students' speaking, while the silent condition does not greatly affect the fluency of the students because when they are silent they can speak without any obstacle.

Another cause of fillers is that students are not sure about what they are saying in the speaking process so they use filler words that reflect their understanding about speaking topics. Based on the results of research, the misunderstanding about the topic of speaking greatly affects the fluency in the process of speaking English.

Furthermore, to deal with the emergence of fillers according to Ledden's theory, the solutions that can be applied include of the first step which is awareness. Speakers must become aware of what filler words they are using and then identify from the list above why speakers think they are using them. Next, to reduce and even eliminate filler words is to practice out

loud a minimum of three times before speakers present for a real. This way speakers have done their thinking and found their flow. Then, replace the filler words with a pause, it means peakers must plan to pause at key points in their presentation either before or after speakers deliver an important message. A pause is when speakers stop to breathe in and breathe out. After it, speakers must understand and master their own topic before they can communicate it to audience. If speakers are not sure of their message no one else in the room is going to get clarity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher would like to take the conclusion as follows:

1. The first research result points out that the type of fillers is dominated by the filled paused. In addition, the types of fillers used by the students in speaking are filled pauses and discourse markers, while the type of fillers for explicit editing terms is not found. There are 28 uses types of fillers in the form of filled pauses and 6 uses types of fillers in the form of discourse markers.

2. The causes of fillers in the speaking activities of the eleventh graders in Senior High School of Kartikatama Metro including of disruption of students' focus in the speaking process is causes by interference from sounds of objects around students so that students 'concentration is reduced in the speaking process. The causes of fillers in the speaking activities of the eleventh graders at Senior High School of Kartikatama Metro, based on the research results the first causes of fillers is because the students having less attention. Another causes of fillers is because of English vocabulary that they rarely use. Another cause of fillers is the feeling of nervousness that students felt. Fillers were happened because students are in the process of thinking hard about what they want to say directly in the front of audiences. The cause of fillers is that students are

not sure about what they are saying in the speaking process so they use filler words that reflect their understanding about speaking topics.

B. Suggestion

The researcher tries to give some suggestions after finishing this study. The suggestions are listed below:

1. For the Student

It is recommended for students to be more active in practicing speaking English both at school and at home. Students can be more motivated to learn everything needed in speaking skills such as mastery of English vocabulary, grammar, pronunciation and fluency. In addition, it is recommended for students to more increasing their confidence in the process of speaking English, so it can minimize the occurrence of fillers in the process of speaking English.

2. For the English Teacher

It is recommended for English teachers to motivate students more in the process of speaking English. In addition, teachers are also advised to guide students to be more active in practicing speaking English in the school environment and encouraging them to apply it in everyday life. Teachers are advised to provide opportunities for students to hone the confidence and linguistic matters that needed in speaking skills so it can minimize fillers.

3. For the Headmaster

It is recommended for school principals to encourage or motivate teachers and students in improving English skill, especially that related to speaking skills by providing opportunities for English speaking performance, from that way the students can speak English fluently so it can minimize the occurrence of fillers.

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APPENDICES

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di-
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Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**RESINIA KISI WARDANI**
NPM	:	1801071045
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Judul	:	AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO

untuk melakukan prasurvey di SMA KARTIKATAMA METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Januari 2022
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          di
              Tempat

Berdasarkan surat tugas Penelitian nomor: B-3077/In.28/J/TL.01/01/2022 Program Studi Tadris Bahasa Inggris, tentang Izin Pra Survey di sekolah kami, maka dengan ini kami menyatakan bahwa :

Nama   : RESINIA KISI WARDANI
NPM   : 1801071045
Program Studi : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Pendidikan

Telah melaksanakan Pra Survey tersebut pada hari Jum'at, 04 Februari 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Maret 2022
Kepala Sekolah,

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Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan
    skripsi dengan ketentuan sebagai berikut :
    a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data
       (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data
       (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak
    ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi
    yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Maret 2022
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Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA KARTIKATAMA METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2022
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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S U R A T   T U G A S
Nomor: B-0874/In.28/D.1/TL.01/03/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RESINIA KISI WARDANI**
NPM	:	1801071045
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA KARTIKATAMA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Maret 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

_____

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PERGURUAN KRIDA KARTIKATAMA
SEKOLAH MENENGAH ATAS
SMAS KARTIKATAMA METRO
NPSN : 10807588
STATUS TERAKREDITASI "A"
Jln. Kapten P. Tendean Margorejo Telp. (0725) 45311 Metro 34121
METRO SELATAN – KOTA METRO – LAMPUNG
Email : smakartikatamametro@ymail.com Website : http://smaskartikatamametro.sch.id/

Nomor   : 029a/SMA/KT/IV/2022
Lampiran   : -
Perihal   : Penelitian

Yth.   : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
           IAIN Metro
           di
              Tempat

Berdasarkan surat tugas Penelitian nomor: B-0873/In.28/D.1/TL.00/03/2022 Program Studi Tadris Bahasa Inggris, tentang Izin Penelitian di sekolah kami, maka dengan ini kami menyatakan bahwa :

Nama   : RESINIA KISI WARDANI

NPM   : 1801071045
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

Diizinkan untuk melaksanakan Penelitian tersebut pada hari Kamis, 14 April 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 April 2022
Kepala Sekolah,

Dra.Hj.TUGIRAH, M.M

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Resinia Kisi Wardani   Jurusan   : TBI
NPM : 1801071045   Semester : VII/2021

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Senin / 23 Agustus 2021			Master the term of performance, ability, skill and comprehension	
				Add the refferences (indicator).	
				Prasurvey made by the graph.	
				Revise chapter 3	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing I

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
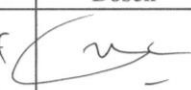**INSTITUT AGAMA ISLAM NEGERI METRO**
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IAIN METRO

Nama : Resinia Kisi Wardani   Jurusan   : TBI
NPM : 1801071045   Semester : VII/2021

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Jumat / 24 September 2021			Revise the problem Identification	
				Revise Page 5	
				Explain the detail of data collecting technique.	
	Kamis / 14 Oktober 2021			Acc for Seminar	

Mengetahui
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Nama : Resinia Kisi Wardani   Jurusan   : TBI
NPM   : 1801071045   Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	15/02 2022		Decide the kind of observation & Interview. Acc for APD to gain the data. goes to chapter IV & S.	

Mengetahui
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Dosen Pembimbing I

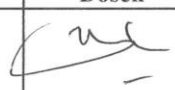**Yeni Suprihatin, M.Pd**
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IAIN METRO

Nama : Resinia Kisi Wardani   Jurusan : TBI
NPM : 1801071045   Semester : IX/2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Kamis 1/2022 /12		Revise the research Questions.	
			Elaborate the profile of school in paragraph	
			Revise the chapter IV	
			Revise the conclusion	
			Complete the appendixes.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 2015031 004

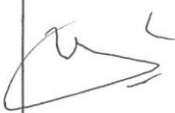Dosen Pembimbing I

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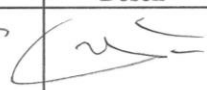
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Resinia Kisi Wardani
NPM : 1801071045

Jurusan : TBI
Semester : IX/2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jumat 2/22/12		Read the undergraduate thesis before exam	
			ACC for munaqusyah	

Mengetahui
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Dosen Pembimbing I

Yeni Suprihatin, M.Pd
NIDN. 198903012006

Appendix 9

Blueprint of Observation

No.	Aspects	Sub-Aspect	Reference
1.	The types of fillers	1. Filled pauses 2. Discourse markers 3. Explicit Editing Terms	Jachym Kolar and Jan Svec, "The Czech Broadcast Conversation Corpus," In *Text, Speech and Dialogue*, Matoušek V. and Mautner P. (eds.) (Berlin: Springer, 2009), 105.

Appendix 10

Observation sheet

No.	Data	Utterance	Type of Fillers		
			Filled Pauses	**Discourse Markers**	**Explicit Editing Terms**
1.	RS	By reading we can get *mm* an information about something happens which can we know by reading.	√		
		The last, *ee* reading can give us a pleasure too.	√		
		You know, when we are tired, we can read book that contains short story		√	
		So from the facts above		√	
		mm it is clearly that everyone needs to read to get knowledge, information and also entertainment.	√		
2.	VA	*Mm* Student can get knowledge with the book.	√		
3.	YS	*Mm* but, each year people learn more about what cause global warming.	√		
		Emission of gas of industry and *ee* vehicle cause increasing of carbon dioxide which make world temperature hotter.	√		
		Mm Illegal logging is one of cause global warming	√		
		Ee temperature of world will increase and make world will be hotter.			
4.	APA	*Mm* as we know cars make a pollution	√		
		Cars commonly hit the pedestrians in the city *mm* which	√		

No.	Code	Text			
		cause them to die.			
		Well, in conclusion, cars should be banned from the city		√	
		Ee for the reason listed above.	√		
5.	MI	Actually *mm* there are benefits of having breakfast.	√		
		Mm having breakfast will also control our appetite.	√		
		Ee throughout the morning which can pile up the unhealthy calories.	√		
6.	DHCF	*Mm* first, the feature and function has increased.	√		
		Phone is not just for calling but now we can sharing a picture, video, accessing internet and *mm* playing games.	√		
		Many school did not allow student to bring a phone to school because it can potentially disturbing *ee* the learning process.	√		
		Well, if the student needs a call for help they can use a phone that available in the school.		√	
7.	RAP	For them a pack of cigarette is *mm* important as a wallet for they money.	√		
		Such as anxiety, headache, and *mm* depression.	√		
8.	NT	*Mm* I think game online is use for fun but if we over playing it will be have a bad effects	√		
		Mm if a kid play game online and spend much time playing it will make kid don't want to do other activity.	√		
9.	RAM	A wise man once said, *mm* "learning without book mean nothings."	√		

			√		
		Book is important because is develop *ee* the minds of people who read book.	√		
		Book record fact and *mm* reviewed history.	√		
		Book is important to life *ee* because book do not contains knowledge but also entertain us.	√		
		Well, based on the reason listed above, it is clear that books have a great influence in your lives.		√	
10	FNI	Smoking in restaurant is impolite *mm* because the smoke effect all people and the food.	√		
		Another reason is *ee* passive smoking that is breathing in smoke made by a smoker, can lead to the asthma attack	√		
		Mm smoking in restaurant is impolite, harmful to other people.	√		
		Well, it is better if smoking in not allows in any restaurant.		√	
TOTAL			28	6	0

Appendix 11

Blueprint of Interview

No.	Aspects	Sub-Aspect	Reference
1.	The causes of fillers	1. Divided attention	Emily Duvall, et al. "Exploring Filler Words and Their Impact, "*Language and Linguistics*, 11 (2014): 37-38.
		2. Infrequent words	
		3. Nervousness	
		4. Speakers are thinking as they are talking directly in front of audience	Emma Ledden, *The Presentation Book: How to create it, shape it, and deliver it!*, 2nd Ed (Harlow, England: Pearson Education Limited), 96-97.
		5. Speakers are afraid of silence	
		6. Speakers are not sure what they are talking about so their filler words reflect the real amount of understanding speaker have about their topic	

Appendix 12

Interview Sheet

The questions are intended to the English teacher of the eleventh grade to investigate the causes of fillers in students' speaking.

No.	Questions
1.	Do the students face the problems in the fluency of speaking English?
2.	What are the student's obstacles that impede the fluency in speaking English?
3.	How big is the influence of sound of objects around students that can disturb the students' concentration in the process of speaking English?
4.	Is there any relationship between the crowd of other students with the students' attention while speaking English?
5.	How big is the limited English vocabulary of the students that caused of disfluency in the process of speaking English?
6.	Why do the students' difficulties in word processing hinder their speaking process?
7.	What is the effect of nervousness that students have causes them to speak too fast or too slow?
8.	How often do the students pause to think about what they want to say next in the process of speaking English?
9.	Is the weak preparation of students in preparing topic speaking become an obstacle to fluency in speaking?
10.	How much does the fear of silence affect the students' speaking fluency?
11.	Why does the lack of understanding about the topic speaking affect students' disfluency in the process of speaking English?

The questions are intended to the students of the eleventh grade to investigate the causes of fillers in students' speaking.

No.	Questions
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?
3.	How much the influence of the crowd in the class can affect your focus in speaking English?
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?
5.	Why the difficulty in processing words can hinder your process in speaking English?
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?
7.	In the process of speaking how often do you think about what to say next so

	that it can hinder the fluency of speaking?
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?
9.	How much does the fear of silence can affect your fluency?
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?

Appendix 13

List Interview for the Teacher

Name : Nur Aprilisa, S.Pd

No.	Question	Answer
1.	Do the students face the problems in the fluency of speaking English?	- Yes, exactly.
2.	What are the student's obstacles that impede the fluency in speaking English?	- Exactly the vocabulary, and tenses because it is a foreign language so the obstacle is the tenses and grammar.
3.	How big is the influence of sound of objects around students that can disturb the students' concentration in the process of speaking English?	- if the object may be not, if the object maybe more to the audiences, so sometimes when they are speaking and then there is a student that laughed and do something else it can bother them.
4.	Is there any relationship between the crowd of other students with the students' attention while speaking english?	- Exactly, when they are focus in speaking and then their friends became noisy, the students became forget about what they want to say.
5.	How big is the limited English vocabulary of the students that caused of disfluency in the process of speaking English?	- Vocabulary mastery really affected, so the students whose have very less time of English while in junior high school of course their vocabulary is not many which is very hindering.
6.	Why do the students' difficulties in word processing hinder their speaking process?	- The point is the vocabulary that they want to say it hinder the student.
7.	What is the effect of nervousness that students have causes them to speak too fast or too slow?	- Usually when they are nervous they tend to speak faster, so if they feel nervous the points that they want to

		-	say have been prepared but because they are nervous they cut the speaking so there is a hole in the middle of their speaking.
8.	How often do the students pause to think about what they want to say next in the process of speaking English?	-	Often, because if they are given time for preparation to prepare what they want to say they usually tend to read. If they asked to speak spontaneously they will think what they want to deliver, so it is better prepare the preparation but for not reading it is a bit difficult for them.
9.	Is the weak preparation of students in preparing topic speaking become an obstacle to fluency in speaking?	-	Yes, exactly
10.	How much does the fear of silence affect the students' speaking fluency?	-	When their friends are silent and the audience is calm, the students are also feel nervous. Because the student like if the audience make noisy sound, it is the reason in order when speaking the speaker's voice become not hearing by the audience.
11.	Why does the lack of understanding about the topic speaking affect students' disfluency in the process of speaking English?	-	Because if they are understand they can speak, that is the important at the beginning, we explain about topic speaking and then students start to find about the topic and when they are ready, they will do speaking.

Appendix 14

List Students as Participant

1.	Fattah Nur Ikhsan	XI IPA
2.	Muhammad Ilham	XI IPA
3.	Deva Hafid Chairul Fani	XI IPA
4.	Nalisa Trisnani	XI IPA
5.	Resa Sapitriyani	XI IPA
6.	Yoseph Setiawan	XI IPA
7.	Rezky A Maulana	XI IPA
8.	Ventra Andungma	XI IPA
9.	Rizki Adelia Putri	XI IPA
10.	Alissa Putri Arianto	XI IPA

Appendix 15

List Interview for the Students

Name : Fattah Nur Ikhsan

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- Not too much, not too much disturbing for me it is just ordinary
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- It depends, when giving a presentation sometimes can disturb but if not giving a presentation is just ordinary.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- It can make me confused in choosing the vocabulary
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Yes, because it is very important to know the vocabulary that will be spoken.

No.	Question	Answer
5.	Why the difficulty in processing words can hinder your process in speaking English?	- I think not realy because it is better, no problem
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Sometimes pause because confused about the topic that will be discussed.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- Yes it is exactlyu more often.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes it is because just important.
9.	How much does the fear of silence can affect your fluency?	- For me it is not too scared, it is just ordinary.
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?	- Yes it is annoying, it is annoying because if don't know what will be discussed.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- No because it is nothing.

Name : Muhammad Ilham

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- Sometimes no, because it is not good to see.
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- Yes it can, it means the voice is noisy.
3.	How much the influence of the crowd in the class can affect	- Not Really.

	your focus in speaking English?	
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Yes, it does.
5.	Why the difficulty in processing words can hinder your process in speaking English?	- Yes, because it is hard to say.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause, because to put out the word is hard.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- Yes, because it is hard to continue.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes it can, because lack of preparation.
9.	How much does the fear of silence can affect your fluency?	- Not bad, it can be focus sometimes and also not, and also afraid to be seen.
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?	- Yes, because lack of understanding, input.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- Yes, for the example *ee*.

Name : Deva Hafid Chairul Fani

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- Yes, because of voice then also friends, noisy too.
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- Yes, I don't think so, because just noisy
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- It is big.
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Because the letter, then the way to speak up too.
5.	Why the difficulty in processing words can hinder your process in speaking English?	- Yes, the reason is not focus.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- Often, because nervous.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes it can.
9.	How much does the fear of silence can affect your fluency?	- Just focus
10.	Does the misunderstanding about topic speaking can affect	- Yes, because from the letter then from the way to speak.

	fluency in the process of speaking English?	
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- Yes, for example want to say something like speaking in English but it feels like not English for example *mm*, *ee*.

Name : Nalisa Trisnani

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- No, because it is not too influenced.
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- Yes, because it can make less focus because they are noisy.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- Eee it is not too big, eee it is because the noisy they made is not too noisy it is because they just talk.
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Yes.
5.	Why the difficulty in processing words can hinder your process in speaking English?	- Maybe less of practicing too, that is all less of practicing the speaking.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause, because still thinking if too fast it will not imagine what things to say.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- Often, it is really often, yes it is often.

No.	Question	Answer
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes, yes it is because of lack preparation.
9.	How much does the fear of silence can affect your fluency?	- It is not that big, it is ok.
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?	- Yes, yes if we speak English fluently the public speaking will also be fluent.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- Yes, it is like *ee* or *mm*.

Name : Resa Sapitriyani

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- No, because for concentration is it an inanimate object, so it does not really have much effect.
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- Yes it can, because if we want to concentrate usually needs calmness, if they are noisy the focus is distracted.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- About 90% because when want to speaking we still need a focus because there are vocabularies that we have not know so if we speak while they are noisy it will messed up the text prepared in the head.
4.	Does the limited of English vocabulary that you have can	- Yes, because the hampered while we speak, then for the

	cause you to be unable to speak English?	next vocabulary that we don't know usually it can make us don't know what to say next.
5.	Why the difficulty in processing words can hinder your process in speaking English?	- Because, because if we want to try at least we should know all the vocabularies for us to speak, if we don't know it will unable to concentration
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause, because if nervous it will return to the focus because if nervous it will become less of focus.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- Mmm, that is because it is been planned so it is not that often.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes, because it takes preparation for the material, for the explanation, if it is happen suddelny it is usually will be less preparation. .
9.	How much does the fear of silence can affect your fluency?	- Not really, it is just better for focus.
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?	- Yes, because we memorized the material, after that we were given to talk, if we speak but we don't have the material it will not be fluent.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- No, it is more to keep silent because if silent the teacher will giving the clue about what to say next.

Name : Yoseph Setiawan

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- If it is noisy yes.
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- Yes, it is so disturbing, because of the noisy the focus is distracted.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- It is about 90%, it is because the ears hear the noisy.
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Yes, the pronunciation is hard and the meaning also.
5.	Why the difficulty in processing words can hinder your process in speaking English?	- Yes it can very hinder, the pronunciation is difficult.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause, because it is hard to say.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- That is a lot of thinking, too often.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes, not memorizing. .
9.	How much does the fear of silence can affect your fluency?	- It is not really big.
10.	Does the misunderstanding about topic speaking can affect	- Yes, it is because less of understanding the topic so it

	fluency in the process of speaking English?	become not fluent enough to talk about it.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- Yes, *ee* and *mm*.

Name : Rezky A Maulana

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- No, the reason because the things arrounds is not disturbing
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- If noisy is not, but if in silent situation it will make nervous while speaking English.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- It is not too make an influence.
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Yes, because not fluent caused by lack of vocabulary.
5.	Why the difficulty in processing words can hinder your process in speaking English?	- Because just confused, confused what want to say.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause the speaking, because still thinking first and because nervous.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the	- Because of the limited vocabulary.

	fluency of speaking?	
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes, the reason is because unconfident to speak.
9.	How much does the fear of silence can affect your fluency?	- It is really big, because I am afraid of being wrong if the situation is quiet.
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?	- Yes, not understand the topic that will be discussed.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- Yes, for the example is like *mm* and also thinking.

Name : Ventra Andungma

Class : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- No, yeah it is not disturbed
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- It depends on the situation, if too noisy or suddenly diverted attention, I can not focus.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- 30%, it is not too influenced, if too crowded as the first conclusion it depends the condition, if the student too much make some noices it can disturbed me.
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Yes, it does.

No.	Question	Answer
5.	Why the difficulty in processing words can hinder your process in speaking English?	- It is clear so that the words which can be processed, because the meaning will be different it depends the use on the sentence.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- Yes, not too often, usually if new sentences are difficult to process I think about it.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes, because should know the topic too.
9.	How much does the fear of silence can affect your fluency?	- I am not too afraid.
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?	- Of course yes, because in speaking it has to know the topic and know all the sentences, so if I think about it, it will become pause.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- Usually yes, *mm* or the others.

Narasumber   : Rizki Adelia Putri

Student   : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- No, not disturbing because it is not effected with speaking.
2.	Is the crowded that the other students inside classroom can	- Yes, it is very disturbing because it can disturb our

	disturb your attention in speaking English?	-	focus while speaking.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	-	80% because if too crowded we will lose the concentration and focus.
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	-	Yes, because every time we speak we should mastered the vocabulary that what we want to speak.
5.	Why the difficulty in processing words can hinder your process in speaking English?	-	In speaking we should master the vocabulary in order to make the speaking fluent and not feel nervous.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	-	Pause the speaking.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	-	Should not to be too often because it can hinder the fluency of speaking.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	-	At least we master the topic of speaking that will be discussed.
9.	How much does the fear of silence can affect your fluency?	-	2% because it does not interrupt the process while we speak.
10.	Does the misunderstanding about topic speaking can affect fluency in the process of speaking English?	-	Yes, every speaking we should master the speaking topic.
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	-	Yes, as for example is *mm* and *ee.*

Narasumber   : Alissa Putri Arianto

Student   : XI IPA

No.	Question	Answer
1.	In the process of speaking English, is the sound of the things around you can disturb your concentration in speaking?	- Yes there is, noisy.
2.	Is the crowded that the other students inside classroom can disturb your attention in speaking English?	- Yes, sometimes they made me laugh.
3.	How much the influence of the crowd in the class can affect your focus in speaking English?	- It is moderate, sometimes it can focus sometimes it can not, it depends the friend.
4.	Does the limited of English vocabulary that you have can cause you to be unable to speak English?	- Yes, because it is hard
5.	Why the difficulty in processing words can hinder your process in speaking English?	- Yes, that it, the sentence between the way to pronounce is different.
6.	When you feel nervous while speaking, do you tend to speak fast or pause the speaking?	- Pause, yes nervous, the foot is shaking.
7.	In the process of speaking how often do you think about what to say next so that it can hinder the fluency of speaking?	- I often think about it but sometimes it is hard to get it out of my mouth.
8.	Is the lack of preparation about topic speaking become the obstacle to fluency in speaking?	- Yes, lack of preparation so I don't know what to talk about.
9.	How much does the fear of silence can affect your fluency?	- It is 100% true, if everyone silent and listen to me I will be shy.
10.	Does the misunderstanding about topic speaking can affect	- Not really, the important is to be able to speak.

	fluency in the process of speaking English?	
11.	When you feel nervous in speaking English, do you use terms that you don't usually convey?	- Usually *mm* and it is like squeeze the cloth in order to not feel nervous, yes *ee*

Appendix 16

Script of Students Speaking Activity

No.	Name	Script
1.	RS	I personally to think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things, such as: technology, sports, and culture that written in magazine, book, newspaper, and any other media. Secondly, by reading we can get *mm* an information about something happens which can we know by reading. The last, *ee* reading can give us a pleasure too. *You know*, when we are tired, we can read book that contains short story, quiz, and comedy to make us happy feel joyful. *So* from the facts above, *mm* it is clearly that everyone needs to read to get knowledge, information and also entertainment. We can say that reading is important for our life. Ok that's all thank you.
2.	VA	Our School Library of SMA Kartikatama Metro is neat and clean. The school library is a very important for students and school members. First, our school library is a place to search a source of knowledge. *Mm* Student can get knowledge with the book. Secondly, there are many books in library, not only about education but also common knowledge to income students information. Based on arguments above, I want to give suggestion that our school library should add more book collection to attract more students visit it.
3.	YS	Global warming is a complex phenomenon. *Mm* but, each year people learn more about what cause global warming. People argue that vehicle and industry pollution make global warming happen. Emission of gas of industry and *ee* vehicle cause increasing of carbon dioxide which make world temperature hotter. *Mm* Illegal logging is one of cause global warming. If human cut trees more and more, *ee* temperature of world will increase and make world will be hotter. Based on the causes of global warming above, we should put protect and taking good care of our world to save the world.
4.	APA	I think cars should be banned in city, *mm* as we know cars make a pollution and cause a lot of road deaths. Firstly,

		the city is very busy, pedestrian wander everywhere and cars commonly hit the pedestrians in the city *mm* which cause them to die. Cars today are our road biggest killer. Secondly, car are very noisy, if you live in the city you may find it hard to sleep at night you're cannot sleep well. *Well*, in conclusion, cars should be banned from the city. *ee* for the reason listed above.
5.	MI	In a busy morning, people usually skip their breakfast. Actually *mm* there are benefits of having breakfast. Here are two important reason why it is important. Having breakfast help us feel more focus in the day. When we study at school and didn't have breakfast before we will likely not focus during the lesson. Then, *mm* having breakfast will also control our appetite. If we don't eat breakfast, we are much more likely end up snacking *ee* thoughout the morning which can pile up the unhealthy calories.
6.	DHCF	As we know people own phone, why phone user increase in recent years? *Mm* first, the feature and function has increased and phone is not just for calling but now we can sharing a picture, video, accessing internet and *mm* playing games. Many school did not allow student to bring a phone to school because it can potentially disturbing *ee* the learning process. Mobile phone provide a big chance to cheat in exams. Therefore, the school should ban student from bringing phone to school. *Well*, if the student needs a call for help they can use a phone that available in the school.
7.	RAP	Teenagers always want to try smoking. They know it is bad, but it just something they want to try, then they inhale the cigarette and smoke occasional. Everyday they bring a cigarrete in their pocket. For them a pack of cigarette is *mm* important as a wallet for they money. For the reason, the fact of tobacco can caused not only heart disease, stroke and lung disease but also bladder. When people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, headache, and *mm* depression. Will still want to try smoke? Think the facts before trying. If you are not smoker, you should never and never try to smoke.
8.	NT	Game online is a popular game that people like to play it. *Mm* I think game online is use for fun but if we over

		playing it will be have a bad effects. The first is lazy, *mm* if a kid play game online and spend much time playing it will make kid don't want to do other activity. The second, the eyes will hurts and red because the radiation monitor computer. It can be fun if we can manage time and play just for refreshing mind. We would better have a few time of play and spend time for working or doing something useful in life.
9.	RAM	A wise man once said, *mm* "learning without book mean nothings." In my opinion this statement is true. Why do I say that? This is for several reason. First, book is important because is develop *ee* the minds of people who read book. It means about critical thinking skills. Second, book contain more than a story. Book record fact and *mm* reviewed history. The last, book is important to life *ee* because book do not contains knowledge but also entertain us. It means you can read a book about anything. *Well*, based on the reason listed above, it is clear that books have a great influence in your lives. Without book we may learn nothing.
10.	FNI	Smoking in restaurant is not good because it is harmful to others and dangerous not only for the nonsmokers but also the smokers. Firstly, smoking in restaurant is impolite *mm* because the smoke effect all people and the food. People pay to taste a good food and not be put off by foul smelling smoke. Another reason is *ee* passive smoking that is breathing in smoke made by a smoker, can lead to the asthma attack and also cancer. Smoking is dangerous and a health risk to smoker. Cigarettes can cause heart and lung disease. Therefore, *mm* smoking in restaurant is impolite, harmful to other people and a health risk to everyone. *Well*, it is better if smoking in not allows in any restaurant.

Appendix 17

The Students of Senior High School Kartikatama Metro

No.	Class	Male	Female	Total students
1.	X	18	22	40
2.	XI	36	27	63
3.	X11	23	24	47
Total		77	73	150

Source: Documentation at Senior High School of Kartikatama Metro

Appendix 18

The condition of The Teachers and Officers of Senior High School Kartikatama Metro

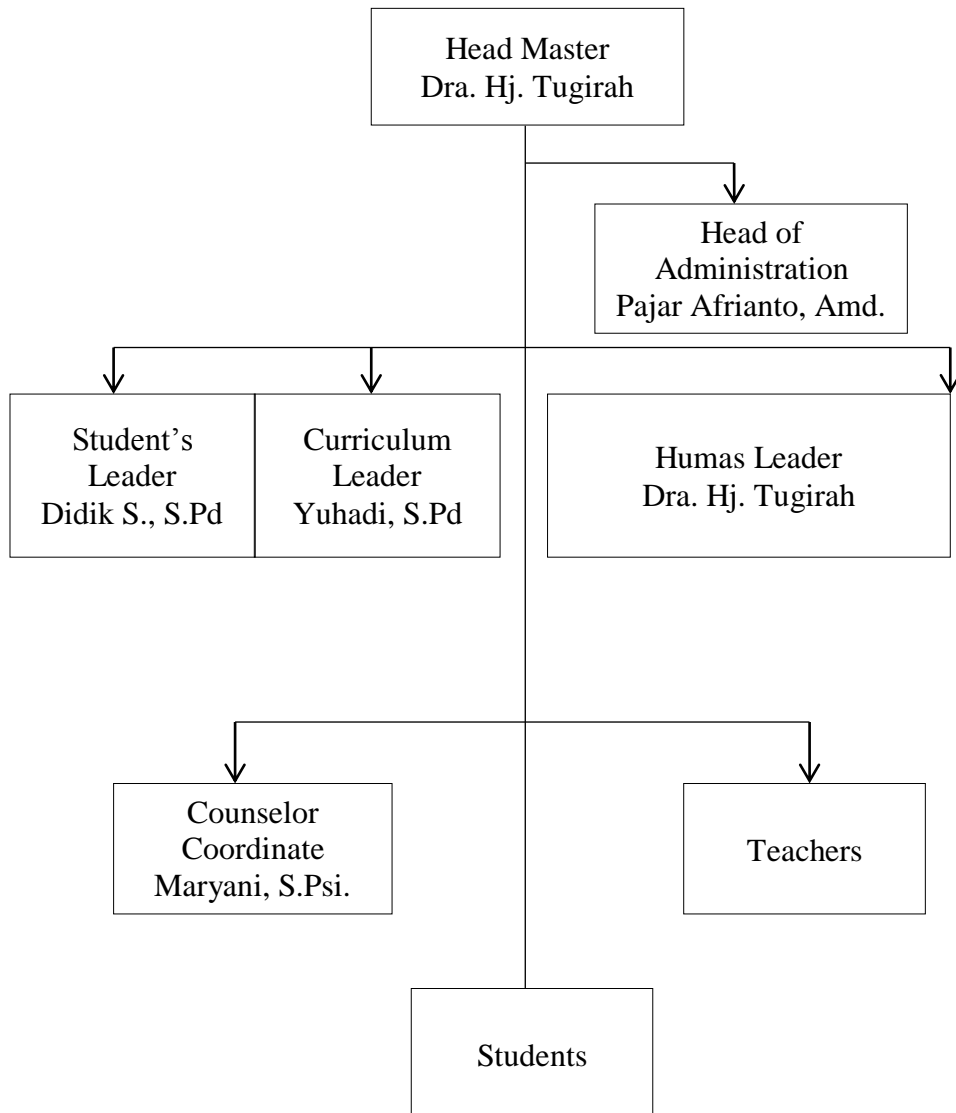| No.	NAME	POSITION
1.	Dra. Hj. Tugirah	Head Mistress
2.	Ari Arif Andayani, S.E	Economy Teacher
3.	Aziz Muslim, S.Pd	English Teacher
4.	Didik Setiadi, S.Pd	Moral Teacher
5.	Yuhadi, S.Pd.Ing	English Teacher
6.	Desia Setianingsih, S.Pd	Mathematic Teacher
7.	Dra. Endang Kusumawaty	Chemistry Teacher
8.	Dra. Mulyati Utami	Physics Teacher
9.	Drs. Sutino	Indonesian Teacher
10.	Drs. Tri Basuki	Biology Teacher
11.	Fitriana, S.Pd	Economy Teacher
12.	Maryani, S.Pd	Counselor
13.	Nilawaty, S.Pd	Biology Teacher
14.	Nur Aprilisa, S.Pd	English Teacher
15.	Nurafifah, A.Md	Art Teacher
16.	Nurul Hidayati, S.E	Economy Teacher
17.	Paimah, S. Ag	Islamic Teacher
18.	Sareh, S.Kom	TIK Teacher
19.	Sri Utari, S.Pd	Mathematic Teacher
20.	Sutarto, S.Pd	Geographic Teacher
21.	R. Wahyu Winardi	Sport Teacher
22.	Septi Riana Sari, A.md	Administration Staff
23.	Uzair Wijaya, S.Pd	Islamic Teacher
24.	Panca Nova A, S.Sos	Sociology Teacher
25.	Pajar Aprianto, A.Md	Head of Administration
26.	Hero Puspo Aji G, S.Pd	Sociology Teacher

Source: Documentation at Senior High School of Kartikatama Metro

Appendix 19

The Building Condition of Senior High School Kartikatama Metro

No.	Building	Total	Condition
1.	Classroom	22	Good
2.	Teacher room	1	Good
3.	Headmaster room	1	Good
4.	Office room	1	Good
5.	Library	1	Good
6.	Counselor room	1	Good
7.	UKS room	1	Good
8.	Sains laboratorium	1	Good
9.	Mosque	1	Good
10.	Computer laboratorium	1	Good
11.	Toilet	5	Good
12.	Badminton field	1	Good
13.	Football field	1	Good
14.	Scient laboratory	1	Good
15.	Cooperation room	1	Good
16.	Canteen	1	Good
17.	Auditorium	1	Good

Source: Documentation at Senior High School of Kartikatama Metro

Appendix 20

Organization Structure of Senior High School Kartikatama Metro

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                    ┌─────────────────────┐
                    │   Head Master       │
                    │  Dra. Hj. Tugirah   │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │   Head of           │
                    │  Administration     │
                    │ Pajar Afrianto, Amd.│
                    └─────────────────────┘
```

Student's Leader Didik S., S.Pd	Curriculum Leader Yuhadi, S.Pd	Humas Leader Dra. Hj. Tugirah

Counselor Coordinate Maryani, S.Psi.	Teachers

Students

DOCUMENTATION

Interview with Student

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INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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SURAT KETERANGAN BEBAS PUSTAKA
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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Resinia Kisi Wardani
NPM	: 1801071045
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071045

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 November 2022
Kepala Perpustakaan

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Resinia Kisi Wardani

NPM   : 1801071045

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 6 Desember 2022
Ketua Jurusan TBI

Andrianto, M.Pd
NIP: 1987 1102 201503 1 004

AN ANALYSIS OF FILLERS IN SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO

CURRICULUM VITAE

The name of the researcher is Resinia Kisi Wardani. She was born in Metro, on 9 February 2000. The researcher is the second child of three children from Mr. Sudarto and Mrs. Lusi Herawati.

In 2012 the researcher graduated from education at SD Negeri 2 Teluk Betung Selatan. Then, the researcher continued her studies at SMP Kartikatama Metro Lampung until graduated in 2015, then the researcher continued her education at SMK Muhammadiyah 3 Metro until graduated in 2018.

After graduating from Vocational High School, she decided to continue and take a major in English Education Department of State Islamic Studies (IAIN) of Metro. The researcher hopes that after graduating from IAIN Metro, she can use the knowledge that she has obtained as well as possible. In addition, the researcher hopes to be a good teacher and role model for students.