

Penggunaan Filler Dalam Presentasi Seminar Proposal (*The Use of Fillers in Proposal Seminar Presentation*)

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Article Info	Abstract
Article history: Received: 18 July 2024 Revised: 28 July 2024 Accepted: 29 July 2024 Keywords: Filler Seminar Proposal Presentation Speaking Skills Improvement Kata Kunci: Pengisi Presentasi Seminar Proposal Peningkatan Keterampilan Berbicara	<i>This research aimed to investigate the frequency and reasons for using fillers during proposal seminar presentations among students in the English Department. The study involved five students who took the proposal seminar exam on March 18, 2022. Using a mixed-method approach, data were collected and analyzed to identify the types and frequency of fillers used, as well as the underlying reasons for their use. The findings revealed that the frequency of unlexicalized fillers was higher (172 occurrences, average 74.78) compared to lexicalized fillers (31 occurrences, average 13.48). The main reasons for using fillers included nervousness, forgetting what to say, reflexive habits, and difficulty finding the right words. These results highlight the need for students to improve their speaking skills and practice more to minimize the use of fillers during presentations. Additionally, it is suggested that lecturers focus on reducing the use of fillers in speaking classes to enhance students' performance and confidence in public speaking. This research provides valuable insights for educators in developing more effective teaching strategies to improve students' oral communication skills.</i> Abstrak Penelitian ini bertujuan untuk menyelidiki frekuensi dan alasan penggunaan filler selama presentasi seminar proposal di kalangan mahasiswa di Jurusan Bahasa Inggris. Studi ini melibatkan lima mahasiswa yang mengikuti ujian seminar proposal pada tanggal 18 Maret 2022. Dengan menggunakan pendekatan metode campuran, data dikumpulkan dan dianalisis untuk mengidentifikasi jenis dan frekuensi filler yang digunakan, serta alasan mendasar penggunaannya. Temuan mengungkapkan frekuensi penggunaan filler yang tidak terleksikalisasi lebih tinggi (172 kejadian, rata-rata 74,78) dibandingkan dengan filler yang terleksikalisasi (31 kejadian, rata-rata 13,48). Alasan utama penggunaan filler termasuk gugup, lupa apa yang ingin dikatakan, kebiasaan refleksi, dan kesulitan menemukan kata-kata yang tepat. Hasil ini menunjukkan perlunya mahasiswa untuk meningkatkan keterampilan berbicara mereka dan lebih banyak berlatih untuk meminimalkan penggunaan filler selama presentasi. Selain itu, disarankan agar dosen fokus mengurangi penggunaan filler dalam kelas berbicara untuk meningkatkan kinerja dan kepercayaan diri mahasiswa dalam berbicara di depan umum. Penelitian ini memberikan wawasan yang berguna bagi para pendidik dalam mengembangkan strategi pembelajaran yang lebih efektif untuk meningkatkan kemampuan komunikasi lisan mahasiswa.
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1. INTRODUCTION

Fillers, as asserted by Erten (2014), are speech markers used by speakers when they are thinking or hesitating during a speech. Clark and Tree (2002) argue that fillers serve a communicative function, even if they lack primary meaning. Fillers help individuals think about what they want to say next or take a moment to pause (Indriyana et al., 2021). This is particularly relevant for students majoring in English who may use fillers when they suddenly go blank or are thinking about what words to use next. Fillers help them manage their speech during conversations, although their overuse can lead to pauses, repetition of words, and a perceived lack of fluency.

Rose (as cited in Kharismawan, 2017) categorizes filled pauses into two types: unlexicalized and lexicalized pauses. Examples of unlexicalized filled pauses include "ehm," "uh," "err," "ah," and "um," while lexicalized filled pauses are words or short phrases like "like," "well," "yeah," "sort of," and "you know" (Baalén, as cited in Kharismawan, 2017). These fillers can significantly impact the perceived fluency and effectiveness of speech, especially in academic settings. Academic presentations, as defined by Stevani et al. (2018), involve presenting a topic to an audience, often in an educational context. These presentations are crucial for students to apply their language skills and communicate effectively with their peers. However, the use of fillers during presentations, such as proposal seminars, can affect the perceived mastery of the material and overall performance.

The present study focuses on the occurrence and impact of fillers in students' speaking performances during proposal seminar presentations. Despite being English majors, many students in the English Department struggle with fluency and rely on fillers, which can detract from their presentations. This study aims to explore the phenomenon of fillers in proposal seminar presentations, examining how fillers affect students' performance and why they use them.

Previous studies have examined the frequency and causes of filler usage in speaking, the meaning of fillers used by Indonesian EFL learners in thesis proposal presentations, and the types and functions of fillers in Barack Obama's speeches (Fitriati et al., 2021; Ranti et al., 2023). However, this research uniquely focuses on how fillers contribute to students' performance in proposal seminar presentations. The study aims to explore the function of fillers used by students and why they find them helpful. Based on the description above, this research aims to analyze how fillers contribute to students' performance during proposal seminar presentations. The study, titled "The Use of Fillers in Proposal Seminar Presentation: A Case Study of Students in the English Department," seeks to fill the gap in understanding the role of fillers in academic presentations and provide insights into improving students' speaking skills.

2. METHODS

2.1 Research Method

This research was conducted by using a mixed method to provide numerical and non-numerical explanations or descriptions in detail. According to Creswell (2014), in a research study, mixed methods entail blending or integrating qualitative and quantitative research and data. Quantitative data usually comprises closed-ended replies, such as those found on questionnaires or psychological instruments, whereas qualitative data is frequently open-ended with no predetermined responses. While, the mixing of quantitative and qualitative methodologies in one study is known as mixed methods research (Tariq and Woodman, 2013).

2.2 Source of Data

The data source of this research is taken from five students' seminar proposal presentations delivered in English by students of the English Department at Gorontalo State University. The proposal seminar presentation data has been collected for one period on 18th March 2022. These dates are scheduled by the English Department as the time for students to present their proposals.

2.3 Participants

The participants of this research were the English Department students of Universitas Negeri Gorontalo. At the time of data collection, the participants who participated in this research were in the final semester of their study and were doing their research proposal as part of their final semester credit subject. Regarding participant information, in March, there was only one schedule for the exam. In the implementation of the exam, 8 students took the proposal exam of 8 students 5 students took the exam offline and the remaining 3 students took the exam online. Thus, of these 8 students, only five of whom were selected as the sample participants for the researcher to collect data. Considering the data for this research were taken by using video recording, students who took online exams were not involved in this study, because if the researcher involved students taking online exams, it would be difficult to capture and render

the audio through an online channel through direct video recording. Therefore, there were only five students were involved in this study.

2.4 The Technique of Collecting Data

2.4.1 Observation

This study used observation to collect the data. According to Cresswell (2014), Observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. The observation was the first phase through which the researcher gathered the information to provide the answer to the first formulated question of this study. An observation sheet was used during the observation stage, the researcher observes thoroughly the target research participants. To obtain utterances of the target participants as they deliver their oral proposal seminar presentation by phone video recording. Data from the observation sheet are used as the reflection related to the types of fillers encountered in students' utterances and the events that occur during the observation. It is worth mentioning that data from the observation sheet only included a summation of types of fillers found in students' speech while they were presenting. Data from the electronic recording device are extracted for further analysis. After all observations are accomplished, the researcher then invites the target research participants to be involved in the second phase, which is interviews.

2.4.2 Interview

Another data collection is interviews. Interviewing students who used fillers in their seminar proposal presentations, students were asked several questions related to fillers. those questions were:

1. Do you know what filler is?
2. Have you ever used fillers when you were giving a presentation? If so, what kind of fillers do you use?
3. What do you feel when you are using filler in presentation performance?
4. Why do you use fillers in your presentation performance?
5. Do you think fillers are useful in academics, Why?

Those are the questions that were used to interview the students as the participants in this study to find out the answers. From the students' answers, it helps to find out the function of using filler in students' performance.

2.5 The Technique of Analysis Data

Data analysis in this research was performed in two steps based on the data collection. The first phase of data analysis reflected the quantitative analysis derived from the observations providing the answer to the first research question of this study, which was the frequency of the use of fillers by the participating students. The second phase of data collection displayed the qualitative analysis extracted from the interviews with participants outlining the answer to the second research question, which was the students' reasons for using the fillers. In the sections below, descriptions of the data analysis of this study are presented.

2.5.1 Observations

Analysis of data observations of this study was based on the observation sheets that the researcher provided during fieldwork. In the analysis process of data observations, the researcher first grouped the data of fillers based on the types and categories proposed by Rose (1998). Data from the observations were then analyzed quantitatively using a simple descriptive statistic procedure. The quantitative operation in this study was run by manually calculating the events of the fillers used by all students. All of the findings of fillers were also accompanied by the percentage of the fillers. In displaying the data, the researcher visualized them in the table of frequency distribution. The researcher then explained the data by way of pointing out the occurrences of each filler as well as their percentage. Following Rose (1998), the researcher also compared the data of fillers based on their types. After explaining the data, the researcher then concluded the data.

However, it should be noted that as the first question of this study discussed the frequency of the fillers used by the students, the researcher did not provide an explanation regarding the functions of the fillers, since these are outside the focus of this study. On the other hand, in an attempt to extend the analysis regarding the uses of fillers by the students, the research sought to find out the motive of the students behind using the fillers during their spoken presentation in the seminar proposal examination where data of which were embodied in the interviews with the participating students. In the next section, the data analysis technique of the interview is explained.

2.5.2 Interviews

In analyzing the interview data, this study adopted the qualitative flow model analysis proposed by Miles and Huberman (1994). This model consists of three concurrent flows of activities, namely data reduction, data display, and conclusion. The following paragraph details these three flow models.

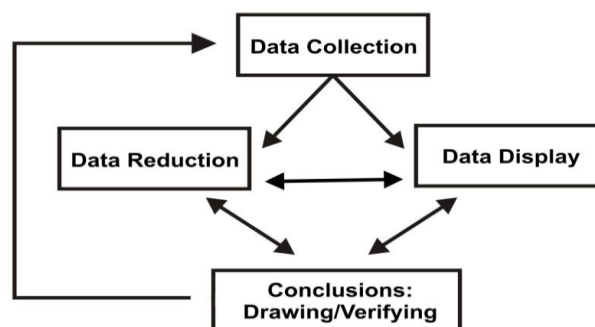


Figure 1. Qualitative Flow Model Analysis (Adopted from Miles & Huberman, 1994)

Data reduction becomes the first step in analyzing the data in this research. According to Miles and Huberman (1994, p.10), data reduction refers to “the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript”. In this research, the data were the interview results of the students, discussing questions related to linguistic fillers. During the reduction process, only data that were considered important according to the purpose of this study were singled out for analysis, while the other data that were deemed to be less important were excluded. The data reduction process itself is carried out by referring to the interview questions that have been provided previously. However, it is important to emphasize that the 3 main interview questions that refer directly to the research focus are the benchmark in the data reduction process. The three questions are about: students’ feelings about the use of fillers in seminar proposal presentations, students’ reasons for using fillers in seminar proposal presentations, and students’ opinions that fillers are useful in academics. These three data are then processed for analysis. Hence, the data that passed the reduction process displayed for analysis were data from 3 interview questions.

After reducing the research data, the second step is data display. According to Miles & Huberman (1994, p. 11), this stage is “an organized, compressed assembly of information that permits conclusion drawing and action”. In this step, the researcher showed or displayed the condensed data from the interviews which contained students’ responses concerning the use of fillers in their oral presentation during the proposal seminar examination. During this stage, the researcher presented, analyzed, synthesized, and distinguished the data based on the theory and the past relevant studies. After this stage, the conclusion was drawn.

After reducing and displaying the research data, the last step in the analysis stage is concluding. According to Miles & Huberman (1994, p. 11), “the conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively”. In this step, the researcher concluded the result of the research based on the research problems.

In the above paragraphs, the researcher justified the method of this research, the site, the participants, the data collection process, and the data analysis of this research. In the next section, the researcher highlights the results and analyses of this study to offer answers to the set formulated research questions of this study.

3. RESULTS AND DISCUSSIONS

3.1 Results

3.1.1 The Frequency of the Filler Uses

This part presents the research results in response to the first stated research question formulation of this study. It is important to emphasize that the data of the fillers illustrated in this study were derived from the proposal seminar presentation of the five students. Stemming from the research data, the present study found that 12 kinds of fillers emerged in students’ proposal seminar presentations. The detailed data findings regarding these 12 fillers are provided in Table 1, as shown below.

No	Fillers	Frequency	Percentage (%)
LEXICALIZED			
1	So	31	13.48
2	Or	1	0.43
3	And	6	2.61
4	The	5	2.17
5	Sorry	1	0.43

6	Okay	1	0.43
7	And now	1	0.43
8	Alright so	7	3.04
9	And then	2	0.87
UNLEXICALIZED			
10	Ee	172	74.78
11	Um	1	0.43
12	Ehm	2	0.87
Total		230	100

The table above depicts the frequency of the fillers used in students' proposal seminar presentations. The table clearly shows that a total of 230 fillers were found throughout the students' proposal seminar presentation. These total cases of fillers are then spread over 12 markers of filler. Those 12 fillers consist of *so, or, and, the, sorry, okay, and now, alright then, alright so, and then, ee, um, and ehm*.

From the 12 encountered markers of filler, the filler of *ee* served as the most frequently used filler in students' presentation of proposal seminar with 172 occurrences or 74.78%. Following the filler *ee* from the higher to the lower order of cases are the fillers of *so* with 31 occurrences (13.48%), *alright so* with seven occurrences (3.04%), *and* with six occurrences (2.61%), *the* with five occurrences (2.17%), *and then* and *ehm* with two occurrences for both filler markers (0.87%) respectively. The rest of the five fillers, including *or, sorry, okay, and now*, and *uhm*, contribute only one occurrence (0.43%) and thus become the least frequently used marker of fillers in students' proposal seminar presentations.

Moreover, of the 12 emerging fillers, nine of which, namely *so, or, and, the, sorry, okay, and now, and then*, and *alright so*, fall into the type of lexical filler. The remaining 3-marker fillers, such as *ee, um, and ehm*, are the unlexical fillers. Grounding in Rose (1998), the frequency of these two types of filler is presented in the following table.

Table 2. Frequency of the Use of Filler Types Based on Rose (1998)			
No	Types of Filler	Frequency	Percentage (%)
1	Lexical	55	23.91
2	Unlexical	175	76.09
Total		230	100

The provided Table 2 above demonstrates the frequency distribution of the types of filler based on the category of fillers suggested by Rose (1998). As the table shows, the most frequent use of filler has been with the type of unlexical fillers, with 175 occurrences in total (76.09%) out of 230 total cases. Compared to unlexical fillers, there are only 55 occurrences of fillers (23.91%) that fall under the type of lexical filler.

In essence, based on the research data taken from the five participating students in the proposal seminar presentation, the results of this study showed that there are 12 filler markers disclosed in the proposal seminar presentation delivered by the student participants. Following Rose (1998), these 12 fillers are made up of the lexical fillers, which are *so, or, and, the, sorry, okay, and now, and then*, and *alright so*, and the unlexical fillers which include *ee, um, and ehm*. Of these two filler types, the unlexical filler contributed much to the student's performance in the proposal seminar presentations with a total percentage of 76.09% (Unlexical Fillers = 175), in which the use of *ee* became the most frequently used filler by the participating students. The lexical fillers, by contrast, were found to occur only 23.91% (Lexical Fillers = 55) within the entire proposal seminar examination presented by the five student participants. In the case of lexical fillers, the use of *so* appears to be the most dominant marker of lexical filler that the participating students of this study used during the proposal seminar presentation.

This subsection has detailed the findings regarding the first formulated research question, seeking to answer the frequency of fillers during students' proposal seminar presentations. In the undermentioned subsection, the answer related to the second research question of this study, highlighting the reasons of the student participants behind using the fillers throughout their presentation in the proposal seminar examination is presented.

3.1.2 The Students' Reasons for Using Fillers

Following the completion of the recording stage, the student participants were interviewed one-on-one. Five questions about fillers were prepared for the interview process, which were then discussed with the participating students. Of these five questions, two consist of simple questions such as students' knowledge about fillers, while the remaining three questions are the core inquiries discussing student participants'

feelings and opinions about the use of fillers during presentations in the seminar proposal examination as well as students' reasons for using such fillers. It is important to stress that in the description of the interview findings, only those excerpts extracted from the core given questions are illustrated. Meanwhile, the rest of the two extracts are not demonstrated in this section of the interview findings because those only reflect responses from general questions, such as the definition of filler. In the following paragraphs, details about the interview results with the five participating students are presented.

The first main interview query regarding fillers questioned the five participating students' feelings about the use of fillers during their oral presentations in the proposal seminar examination. Responses from the five student participants were quite varied, ranging from positive to negative views (s). Following are the interview results of the five students concerning their views on using fillers during the proposal seminar presentation.

"I feel it's really useful when we used filler in our presentation, it can make us relax when we forget something we are going to say." (Extract Q3: Participant 1)

"When using fillers during presentation I feel comfortable and by using them I have time to think about what sentences I should convey in the presentation." (Extract Q3: Participant 2)

"I feel dissatisfied with my presentation, if I use too much filler when presenting." (Extract Q3: Participant 3)

"I feel it is useful when I use filler in my presentation. It can make us relax and give us time to remember what we need to say when we forget something we are going to say." (Extract Q3: Participant 4)

"I think with using fillers, students would have a chance to rethink the sentence that they forgot when they are speaking. Also, using fillers can avoid interruptions in conversation" (Extract Q3: Participant 5)

The above excerpts provide the five participating students' feelings when they are using fillers in their performance of proposal seminar presentations. As shown in the responses above, two students, Participant 1 and Participant 4 held a view that utilizing filler during their performance in the proposal seminar examination has been valuable for them. Positive expression regarding the use of fillers is also portrayed in the response provided by Participant 2, contending that using fillers during presentation makes the participant comfortable. Moreover, Participant 5 asserts that using fillers gives speakers to rethink about sentences, and using fillers also may prevent interruption from occurring in the conversation. In sharp contrast to the beliefs expressed by those four participating students, Participant 3 showed a negative view toward the use of fillers, asserting that using too much filler in the oral presentation of a proposal seminar examination triggers dissatisfaction with the participant's presentation per se.

After asking the five participants' feelings on the use of fillers in their performance of the proposal seminar presentation, the question regarding the student participants' reasons for using the fillers during their performance in the proposal seminar presentation was raised. Responses to this question are presented in the following extracts.

"Because by using fillers we still have a moment to think what we say." (Extract Q4: Participant 1)

"I don't use fillers on purpose but rather leads to a "reflex". I think it happened because of the habit factors that was done repeatedly every time I did a presentation performance." (Extract Q4: Participant 2)

"Why I use fillers, because sometimes I became nervous and forgot the things that I want to say, so I used filler." (Extract Q4: Participant 3)

"Because by using fillers I have time to think something that I need to say." (Extract Q4: Participant 4)

"I use filler when I feel I can't find the proper words to explain my feelings." (Extract Q4: Participant 5)

The provided extracts above portray the answers of the five participants concerning their reasons for using the fillers in their performance of the proposal seminar presentation. As seen in the above responses, there appear diversified motives of the five student participants behind the use of fillers. From the extract quote above, two participants, namely Participant 1 and Participant 4, state that they used fillers for the reason of thinking about what they would say next in the production of speech during their presentation. Uniquely, participant 2 said that he used fillers due to habitual factors where it became a reflex thing that happened to the participant during his presentation. Participant 3 as she often felt nervous and forgot something she was going to say implied that the reason for using fillers was to help her express the next sentence, while Participant 5 contended that fillers were used because the participant had difficulty in expressing the right words.

After asking the reasons of the five student participants regarding the use of fillers, questions associated with the usefulness of using fillers in an academic context were discussed. Based on the results of the

interviews, various opinions were expressed by students regarding the use of fillers in an academic context. Participants 1, 3, and participant 4 argued that the use of fillers in academics is very useful because fillers can help students deliver presentations well and help students express what they think. On the other hand, participants 2 and 5 stated that the use of fillers in the academic realm was rather not useful. Furthermore, participant 2 added that instead of using fillers, it is better to pause for a while during the presentation. The following are extracts of the responses to this question.

"Yes, I do. Because it can help improve student good presentation." (Extract Q5: Participant 1)

"I'm not sure about that. Based on some theories that I read say that instead of using fillers during a presentation. It's better to pause for a moment or give a pause for a second." (Extract Q5: Participant 2)

"I think it's important because filler is something that we often encounter in the world of education, for example when lectures are delivering speeches and also students are presenting and I found them using fillers." (Extract Q5: Participant 3)

"Yes, I think it is so useful because it can help the student to improve their mind in presentation." (Extract Q5: Participant 4)

"I don't think so." (Extract Q5: Participant 5)

3.2 Discussions

This section provides a detailed analysis of the research results that have previously been outlined in the section of the findings. The analyses are presented according to the two stated research questions of this study, including the frequency of the filler use and the reason behind the use of fillers. In the following subheadings, the findings related to the frequency of the use of fillers found during the students' presentation in the proposal seminar and the participating students' reasons for using the fillers are discussed.

3.2.1 Research Question 1: The frequency of fillers

As the findings showed, there have been 12 fillers found in the five participating students' presentations during the proposal seminar examination. These 12 fillers are *so*, *or*, *the*, *sorry*, *okay*, *and now*, *and then*, *alright so*, *ee*, *um*, and *ehm*. Speaking of the 12 emerging fillers discovered in the five participating students' presentations throughout the proposal seminar examination, it should be noted that such findings cannot be inferred generally that all five student participants of this study employed all these 12 fillers. This justification is in line with Erten (2014) who argues that different participants would bring different results when it comes to the use of fillers. With that in mind, it is safe to say that the general assumption in terms of the use of those 12 emerging fillers by all participating students in this study is difficult to draw.

Regarding the frequent use of these 12 fillers, the findings of this study indicated that the fillers that the participating students used during seminar proposal presentation abounded enormously in the filler of *ee* with the percentage of 74.78% and was followed by the fillers of *so* with 13.48%, *alright so* with 3.04%, *and* with 2.61%, and *then* with 2.17% and respectively. The remaining seven emerging fillers were the fillers of *and then* and *ehm* with the percentage of only 0.87% and were followed by the fillers of *or*, *sorry*, *okay*, *and now*, and *uhm* that contributed only 0.43% from the total fillers which in turn serves as the least frequently used fillers in the students' proposal seminar presentations.

The present study finding that the linguistic marker of *ee* has been the most frequent use of fillers by the five participating students in this study shares similar results to that of the study conducted by Andriani (2018). The filler of *ee* contributed the most to the students during spontaneous speech with the case occurrences of 22. However, the finding where the filler of *ee* came to be the most frequently employed filler in students' utterances as disclosed in this study and the study by Andriani (2018) bears differences from another relevant investigation reported by the previous researcher (see Stevani, Sudarsono, & Supardi, 2018). In the study conducted by Stevani, et al. (2018), they discovered that students tended to regularly utter "*Ehm*" during their academic oral speech presentations with several occurrences of 689 cases. It should be noted that the difference in the research findings between another previous relevant study and the present study is not surprising given that the study of fillers may result in different findings, as different people may bring different results in terms of the employed fillers during spoken productions (Erten, 2014).

Further, rooted in Rose's (1998) framework, the findings of this study revealed that of the lexical and unlexical filler types, the unlexical filler has been the most contributed filler type that has been found in the student's performance during their proposal oral seminar presentations, accounted for 76.09% (Unlexical Fillers = 175). In comparison, the lexical filler types were found to occur just 23.91% (Lexical Fillers = 55) out of the total percentage of filler types. Considering fillers have been the feature of natural speech that emerges throughout the production of verbally expressing words (Santos, et al., 2015, as cited in Stevani, et al., 2018), employing linguistic fillers is inevitable for English students, as found in this study.

Yet, it could be argued that given fillers are the natural part of spoken production, the phenomenon of the use of fillers is not only observable to non-native speakers but the native speakers as well. This argument is in line with Khojastehrad (2012) who asserts that even among native speakers, it is nearly impossible to

discover a speaker who did not utilize any filler during their oral speech production at all. Besides, since it has been typical for speakers to need time to consider or feel hesitant about the words that they intend to express due to the complex steps in the production of oral speech, fillers have been known to be used for cognitive and communicative purposes (Pradana, 2019).

Overall, the present study exposed that the students employed types of unlexical fillers more frequently than the lexical filler types, with the filler of “*ee*” serving as the most occurred filler in the students’ oral presentation in the seminar proposal presentation. In the following section, the reasons of the students for using the fillers during seminar proposal presentations are discussed.

3.2.2 Research Question 2: The students’ reasons for using the fillers

In this section, analyses of research question 2 discussing the motive of the five participating students in using the fillers are presented. Central to the discussion of the second proposed research question in this study are the five participating students’ views on the use of fillers during oral proposal seminar presentations. It is worth stressing that the discussions of the second research question of this study are based on the three key findings highlighted earlier in this chapter. Those key findings are the students’ opinions when using fillers in their presentation performance, their reasons for using the fillers during presentation performance, and their belief that fillers are useful in academic presentations. In the paragraphs that follow, thorough discussions of the second research question of this study are presented.

As reflected in the findings, this study exposed that there had been contradicting opinions expressed by the participating students related to the use of fillers during oral presentations in the seminar proposal examination. Four student participants, such as Participant 1, Participant 2, Participant 4, and Participant 5 maintained a positive view on the use of fillers during speaking. They argued that fillers were very useful for a reason in the course of experiencing difficulties in expressing thought, fillers catered to the student's time to think and recall the words, sentences, or ideas that the students needed to convey next during speech production. The notion that fillers provide speakers with time to think about the words that they are going to utter reflects the function of fillers as time-creating devices proposed by Stenström (1994). Further, the idea that fillers provide speakers to rethink the words that they are going to convey lends support to what many scholars have argued related to the use of fillers in spoken production. Fillers during spoken utterances for people provide them with linguistic resources they need to say throughout the blank space of their speech utterances (Castro, 2009; Clark & Tree, 2002; Erten, 2014).

Contrary to the four mentioned participating students’ view on fillers as being beneficial, excessive use of fillers during oral presentation could lead to dissatisfaction in the spoken presentation performance. This dissatisfaction theme was apparent in the finding of this study, as it was uttered by Participant 3. With this finding in mind, the use of fillers is not without its disadvantages. As reported in the Harvard Business Review, excessive use of fillers leads to distraction of speakers’ confidence and credibility (Shapira, 2019).

Regarding the participating students’ reasons behind using the fillers, findings of this study showed that in addition to providing students a moment to think or search for words that the students are going to say next, the use of linguistic fillers was also driven by some reasons. As the findings of this study have shown, the reflex action also became the reason why students use fillers. This statement of reflex action is maintained by Participant 2 of this study. This student participant added that it was due to habit factors that were done repeatedly in the production of spoken utterances. The so-called reflex asserted by Participant 2 signals that the use of fillers during speaking is part of a natural phenomenon of spoken linguistic production. By this, the use of fillers is inevitable and so evident because as Pradana (2019) has suggested, oral spoken production entails complex steps within which fillers are observable.

The other finding connected with the reason behind the use of fillers that this study had discovered was nervousness and forgetfulness. These emerging themes were echoed by Participant 3 where the participant admitted that the motives behind using fillers were the nervous feeling and forgetfulness of the words for which the participant intended to express. In the case of nervousness, scholars, such as Dockrell, et al. (1988), pointed out that nervousness during speaking production happened as a result of the combination of infrequent words used and divided attention which were the causes of fillers to appear. Related to nervousness and fillers, Goldwater, et al. (2010) added that the production of filler words emerged exponentially when the speakers used infrequent words and spoke too fast.

In terms of lost count of words during speaking, people will tend to utilize fillers when it comes to formal speech presentations. The use of fillers when speakers forget certain words that they intend to convey is part of the functions of fillers in which fillers themselves act as the holder of the turn (Stenström, 1994) or turn keeper (Castro, 2009). Here, people use fillers to keep the turn in spoken discourse (Castro, 2009; Stenström, 1994). Concerning fillers as the turn keeper, it could be argued that in the formal oral speech presentation, using fillers is much more important than being silent during spoken production.

The last key finding that this study disclosed was concerned with the five participating students’ opinions about whether fillers are useful in academic presentation. Results of this study showed that there

had been two opposite beliefs among the student participants related to the question being raised. Fillers in the academic presentation for some participants were very useful. Participant 4, for instance, elaborated that using fillers can assist students in expressing the precise words that they intend to express. This goes to show that fillers serve as repair linguistic markers (Castro, 2009) or editing terms (Stenström, 1994). However, based on what student Participant 4 had asserted, the researcher argues that fillers are valuable irrespective of the academic or informal spoken interaction because using them can help speakers formulate correct expressions.

Nevertheless, as opposed to the views that fillers are useful in the academic field, the findings of this study indicated that to some extent fillers were something that was not useful. Participant 2, for example, explained that pausing for a second during speaking is much better than using fillers. This justification implies that rather than using filler, giving pauses for a moment during speech production is valuable. Scholars, like Shapira (2019), further argued that using fillers may however lead to the conveyed message lessening its impact.

To all the points considered, the researcher argues that using fillers may both benefit the speakers on the one hand and cause harm to the speakers on the other hand. As reflected in this study, some students viewed and defended fillers as useful because they are normal and authentic, while some disparaged them as being less important because it can cause dissatisfaction. The advantages of using fillers are that such filler words may serve as turn keepers, in which speakers keep the turn during the interaction or spoken production, and a repair marker whereby speakers employ fillers for repairing speech purposes. Yet, using fillers too much during speech production may signify that the speakers are disfluency, thus making them disappointed with their speech production.

4. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

In essence, the results of this study revealed that there are 12 filler markers disclosed in the proposal seminar presentation made by the student participants, based on research data collected from the five participating students in the proposal seminar presentation. Following Rose (1998), these 12 fillers are made up of the lexical fillers, which are *so, or, and, the, sorry, okay, and now, and then, and alright so*, and the unlexical fillers which include *ee, um, and ehm*. With a total percentage of 76.09 percent (Unlexical Fillers = 175), the unlexical filler contributed the most to the student's success in the proposal seminar presentations, with the use of *ee* becoming the most often used filler by the participating students. The lexical fillers, on the other hand, were detected in just 23.91 percent (Lexical Fillers = 55) of the five student participants' total proposal seminar examination. When it comes to lexical fillers, the use of *so* appears to be the most common lexical filler employed by the participants in this study during the proposal seminar presentation.

Moreover, concerning students using fillers, this study concluded some students saw and defended fillers as useful since they are natural and authentic, while others saw them as unimportant because they can lead to dissatisfaction. Filler words can be used as a turn keeper, in which speakers maintain the turn during the interaction or spoken production, or as a repair marker, in which speakers use fillers to fix speech. However, the use of fillers repeatedly during speech creation may indicate that the speakers are disfluent, causing them to be dissatisfied with their performance.

4.2 Recommendations

Following the conclusion of the research, the researcher states that it may be valuable, at least in terms of providing information to the researcher herself. The researcher hopes that this research will be useful in the field of linguistics. Based on the data and findings, the researcher suggests that lecturers pay attention to the use of fillers in students when they are in speaking class and for future researchers interested in fillers conduct the same study but in the context of fillers focusing on the use of filler in reading text compare to spoken language.

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