

**FILLED PAUSES USED BY THE STUDENTS DURING THE
DISCUSSIONS IN SPEAKING CLASS OF THE ENGLISH
DEPARTMENT OF STKIP PGRI SUMBAR**

THESIS



By

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**This thesis is submitted to fulfill one of the requirements
to obtain a degree of Master in Education**

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ABSTRAK

Rini Afriani, 2014. *Filled Pauses* yang Digunakan Mahasiswa Selama Diskusi di Kelas Berbicara Jurusan Bahasa Inggris STKIP PGRI SUMBAR. Tesis. Program Pascasarjana Universitas Negeri Padang.

Dalam berkomunikasi di kelas berbicara, kebanyakan mahasiswa menggunakan *filled pauses* selama diskusi. *Filled pauses* dapat memfasilitasi komunikasi bila digunakan secara tepat. Namun, mahasiswa memiliki masalah yaitu berlebihan dalam penggunaan *filled pauses*. Penelitian ini bertujuan untuk mengetahui penggunaan *filled pauses* selama diskusi di kelas berbicara yang berkaitan dengan jenis dan alasan penggunaannya.

Penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk menggambarkan penggunaan *filled pauses* selama diskusi di kelas berbicara. Penelitian ini dilaksanakan di STKIP PGRI SUMBAR terhadap mahasiswa di kelas speaking 2 jurusan Bahasa Inggris, tahun akademik 2012/2013. Instrumen yang digunakan adalah observation checklist, wawancara, dan rekaman. Data yang diperoleh dianalisis menggunakan kriteria yang di kutip dari beberapa ahli.

Temuan penelitian ini menunjukkan bahwa ada dua jenis *filled pauses* yang digunakan mahasiswa yaitu *unlexicalized* and *lexicalized*. Beberapa alasan mahasiswa menggunakan *filled pauses* yaitu memberi sinyal bahwa kalimatnya belum selesai, memikirkan kata selanjutnya, mengklarifikasi kalimat, mengontrol pembicaraan, serta tanda bahwa mereka sedang membutuhkan bantuan. Dapat disimpulkan bahwa penggunaan *filled pauses* secara berlebihan akan mengganggu kelancaran berbicara sehingga berpengaruh pada konsentrasi pendengar. Dalam hal ini, mahasiswa sebaiknya mengurangi penggunaan *filled pauses* yang berlebihan.

ABSTRACT

Rini Afriani, 2014. Filled Pauses Used by the Students during the Discussions in Speaking Class of the English Department of STKIP PGRI SUMBAR. Thesis. Graduate Program. State University of Padang.

During communication in speaking class, many students use filled pauses in the discussions. Filled pauses can facilitate communication if students use it properly. However, they have some problems by using many filled pauses. The research aimed to know the use of filled pauses during the discussions in speaking class in terms of the kinds and the reasons of using it.

The design of the research was descriptive qualitative that the purpose was to describe the use of filled pauses during the discussions in speaking class. This research was conducted at STKIP PGRI SUMBAR. The participants of this research were the students in speaking 2 classes of the English Department enrolled in academic year 2012/2013. Instruments of this research were observation checklist, interview, and recording. The data were analyzed based on some experts.

The findings of this research showed that there were two kinds of filled pauses that were used by the students those were unlexicalized and lexicalized. The students' reasons of using filled pauses were they wanted to give a signal that speaking was not yet finished, thought what to say next, clarified sentences, speaking controlled, and a sign that they needed a help. It can be concluded that the use of many filled pauses can disturb the fluency in speaking and give the effect to the listeners' concentration. Thus, the students should minimize the use of filled pauses.

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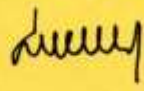
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **Filled Pauses Used by the Students during the Discussions in speaking Class of the English Department of STKIP PGRI Sumbar**, adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun perguruan tinggi lainnya.
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CHAPTER I INTRODUCTION

A. Background of the Problem

In the process of communication, many people use communication strategies. Communication strategies consider to the ways speakers handle their problems dealing with time pressure. It can be seen in their spoken language. The spoken language is spontaneous and direct because planning time is limited. This condition will be a problem for some English students. Sometimes, they know a lot of words but they get a problem to say that. It can be seen from filled pauses that are used by the students during the discussions.

Based on the facts that were found in the field, some English students used filled pauses when they presented the materials. In this situation, the classroom activities were discussions and group presentations. Then, the other students were the listeners. After the group presented the materials, the other students gave comments or questions. It was related to the materials that were presented by the presenters. Then, the group presentation had the responsibility to answer those questions. In this situation, many presenters and listeners got a problem during the discussions.

There were some problems that were faced by the students during the discussions in speaking 2 classes of the English Department of STKIP PGRI Sumbar. First, the students used filled pauses in high frequency in

speaking. Based on the observation in speaking 2 classes, more than 50% of the students used filled pauses. On the other hand, there were many pauses in their sentences. It made the presenters could not communicate fluently. This condition gave the effect for both of presenters and listeners. In any situation, it made the presenters could not communicate fluently and the listeners could not listen seriously.

Second, filled pauses were used by the students as their habit. The students used filled pauses unconsciously especially during the discussions. This habit will be a problem when the students can not control themselves. They will use a lot of pauses in their sentences. In some situations, the use of many filled pauses made the presentations were not interesting to the listeners. It will not be good if this situation often occurs during the discussions.

Third, the students used filled pauses when they felt nervous. This feeling happened when the students tried to fill their hesitation about the idea that was going to be presented. Related to this condition, many students were uncertain to say something. In this case, the students were the beginner in speaking class. As a result, in presenting the materials, the presenters tended to feel nervous.

Fourth, feeling anxiety could be the problem for the students in using filled pauses. In this case, feeling anxiety happened when the presenters had no words to say. Then, this feeling could be seen when the

presenters did not feel confidence with the idea. Besides that, they also felt anxiety during the presentation when the questions were hard to answer.

Those facts described the problems in using filled pauses by the English students of STKIP PGRI SUMBAR. Therefore, there was a need to conduct a research about the kinds of filled pauses that were frequently used by the students. Subsequently, this research was going to investigate the kinds and the reasons of filled pauses used by the students during the discussions in speaking class of the English Department of STKIP PGRI SUMBAR.

B. Identification of the Problem

There were some problems which could be identified by the researcher related to the use of filled pauses by the students during the discussions in speaking class. First, the students used filled pauses in high frequency. Second, filled pauses were used by the students as their habit. Third, many students used filled pauses when they felt nervous. Fourth, the students also used filled pauses when they felt anxiety.

C. Focus of the Research

Based on the identification of the problems above, this research focused on filled pauses used by the students during the discussions in speaking class of the English Department of STKIP PGRI SUMBAR, enrolled in academic year 2012/2013. The researcher focused on the kinds and the reasons in using filled pauses. It was done to identify the kinds and the reasons of filled pauses used by the students during the discussions.

D. Research Question

The research questions are stated as follows:

1. What kind of filled pauses are frequently used during the discussions in speaking class by the students of the English Department of STKIP PGRI SUMBAR?
2. Why do the students use filled pauses during the discussions in speaking class of the English Department of STKIP PGRI SUMBAR?

E. Purpose of the Research

The purposes of this research are:

1. To identify the kinds of filled pauses frequently used during the discussions in speaking class by the students of the English Department of STKIP PGRI SUMBAR.
2. To explain the reasons of the students use filled pauses during the discussions in speaking class of the English Department of STKIP PGRI SUMBAR

F. Significance of the Research

This research is expected to have theoretical and practical significance. Theoretically, this research is expected to be one of the basic theories for further researchers that related to the use of filled pauses as one of communication strategies. Practically, it would be a guideline for the English students in using filled pauses so that they aware about the effects of using filled pauses in speaking. Then, for the researcher herself in order to realize that the good way in using filled pauses especially in transferring the materials to the students while teaching.

G. Definition of the Key Term

1. Filled pauses: the expressions that give the speakers more time to formulate and organize their ideas to maintain the control in spoken language.
2. The discussions: the interaction between group presentation in presenting the materials and class members that will give comments, suggestions, and questions in a classroom setting.

CHAPTER V CONCLUSION, IMPLICATION, SUGGESTION

A. CONCLUSION

Filled pauses may play several purposes for the speakers as the reasons of their speaking strategy. Filled pauses in speaking as the product of a planning process and the amount of length of pausing that reflects the cognitive efforts related to lexical choices and semantic difficulties for producing new information. From research findings in the previous chapter, the researcher can draw some conclusions as stated below.

1. There were two kinds of filled pauses that were used by the students during the discussions in speaking class. Those were unlexicalized and lexicalized filled pauses. Based on the findings of this research, for unlexicalized filled pauses, there were some expressions that were found. Those were **Ee**, **Um**, **Hmm**, **Er**, **Erm**, **Oo**, and **Yaa**. Next, for lexicalized filled pauses, there were some expressions such as **okay**, **you know**, **well**, and **I mean**. Then, it can be concluded that unlexicalized filled pauses was often used by the students. It was the most frequently employed (83%) rather than lexicalized (17%). Then, for unlexicalized filled pauses, the total number of the expression of **...Ee...** dominated the frequency that was 297. Next, the expression of **...Er...** was the lower level of frequency. The total number of this expression was 6. For lexicalized filled pauses, the expression of **...well...** was often used by the students. The total number of well was 36. Then, the expression of **...I mean...** was the lower level of frequency. The total number of this expression was 9.

2. There were some reasons of the students used filled pauses. The first one was they wanted to give a signal that speaking was not yet finished. Then, the second reason was students thought what to say next. The third reason was the students wanted to clarify their sentences. After that, the fourth reason was the students wanted to control their speaking. The fifth reason was the cognitive activity before formulating an utterance. The last reason of the students used filled pauses was they wanted to give a signal for asking help.
3. There were some problems that were faced by the students during the discussions in speaking class. The first one was many students were disfluent in presenting the materials. The second problem was the use of filled pauses as a noise. It was related to the occurrence of filled pauses in the students' sentences. The third problem was trouble in speaking. The fourth problem was timing problems in speaking. The last problem was the use of many filled pauses that disturb the concentration of the listeners.

B. IMPLICATION

It assisted the listener in understanding of the speaker in signaling that speaking is not yet finished and spontaneity.

The result of the research which was done in Speaking class English Department of STKIP PGRI SUMBAR has some implications dealing with the teaching learning speaking.

1. During the discussions, students should be aware to communicate well. They have to offer their best in conveying a message to the listeners.
2. The students should realize that the use of filled pauses during the discussions is not a problem. However, the use of many filled pauses will be a problem so that they have to be aware of their fluency in delivering a speech in discussion.
3. The result of this research provides information for the English Students of STKIP PGRI Sumbar that they should be aware in using communication strategies especially filled pauses.

C. SUGGESTION

Based on the research finding presented in the previous chapter, the researcher suggests several points for the students, especially the students of English Department of STKIP PGRI SUMBAR. Those suggestions are:

1. The students are suggested to increase the practice of using English in their speaking. This way can help their speaking better related to the use of many filled pauses. Thus, they can be fluent in speaking especially during discussion.
2. The students can use filled pauses in their speaking, but they should remember that the use of many filled pauses can be a problem. They need to minimize in using filled pauses.
3. The students at this university are prepared to be a good teacher. However, they need to keep in mind that they must be clear and fluent in transferring the idea to the listeners. Therefore, the message can be delivered well.

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