

**A CORRELATIONAL STUDY BETWEEN SELF-CONFIDENCE AND
FILLER WORDS IN SPEAKING ENGLISH**

THESIS

*Submitted as Partial Fulfillment of the requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education*



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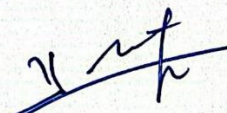


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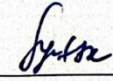
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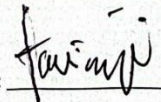
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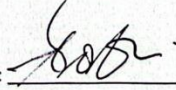
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ABSTRACT

Azzahra, G. S. 2024. The Correlation between Self-Confidence and Filler Words in Speaking English. Thesis. Bachelor of English Education, Faculty of Languages and Arts, Universitas Negeri Padang.

The research examined the relationship between students' self-confidence and their use of filler words when speaking English. A correlational research design was implemented for this study. The population of this research was the English Literature Department 2023, Universitas Negeri Padang from NK1-NK5, and the sample consisted of NK2 and NK4 students selected by cluster random sampling. The instruments of this research were a Speaking performance task and Self-confidence questionnaire. Data analysis techniques in this research used Spearman Rank Test and the data were analyzed using SPSS windows 25. Analysis of the study showed that the participants had an average of 64.5 in the self-confidence measure, indicating a below-moderate level of confidence in their speaking English ability. The students' use of filler words averaged 22, indicating a low frequency in their speaking English. Moreover, the significance value was 0.901 which is >0.05 . It indicates that the two variables have no significant correlation. Thus, the H_0 hypothesis was accepted and the H_a hypothesis was rejected, confirming no correlation between students' use of filler words and their self-confidence in speaking class.

Keywords: *correlation, filler-word, self-confidence*

ABSTRAK

Azzahra, G. S. 2024. Korelasi antara Kepercayaan diri dan Kata-kata Pengisi dalam Berbicara Bahasa Inggris. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini meneliti hubungan antara kepercayaan diri siswa dan penggunaan kata-kata pengisi ketika berbicara bahasa Inggris. Desain penelitian korelasional diimplementasikan untuk penelitian ini. Populasi penelitian ini adalah mahasiswa Jurusan Sastra Inggris angkatan 2023, Universitas Negeri Padang dari kelas NK1-NK5, dan sampel terdiri dari mahasiswa NK2 dan NK4 yang dipilih secara cluster random sampling. Instrumen penelitian ini adalah tugas penampilan berbicara dan kuesioner kepercayaan diri. Teknik analisis data dalam penelitian ini menggunakan Uji Rank Spearman dan data dianalisis dengan menggunakan SPSS windows 25. Analisis dari penelitian ini menunjukkan bahwa para peserta memiliki rata-rata 64,5 dalam ukuran kepercayaan diri, yang menunjukkan tingkat kepercayaan diri di bawah sedang dalam kemampuan berbicara bahasa Inggris mereka. Penggunaan kata-kata pengisi oleh para siswa rata-rata 22, yang menunjukkan frekuensi rendah dalam berbicara bahasa Inggris. Selain itu, nilai signifikansi adalah 0,901 yang berarti $>0,05$. Hal ini menunjukkan bahwa kedua variabel tersebut tidak memiliki korelasi yang signifikan. Dengan demikian, hipotesis H_0 diterima dan hipotesis H_a ditolak, mengkonfirmasi tidak adanya korelasi antara penggunaan kata-kata pengisi dan kepercayaan diri siswa dalam berbicara di kelas.

Kata kunci: *korelasi, kata-kata pengisi, kepercayaan diri*

TABLE OF CONTENTS

ACKNOWLEDGMENT	v
ABSTRACT	viii
ABSTRAK	ix
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Research Questions	6
F. Purpose of the research	6
G. Significance of the Research.....	7
H. Definition of the key term	7
CHAPTER II	9
REVIEW OF RELATED LITERATURE.....	9
A. Review of Related Theories	9
B. Relevant Research.....	24
C. Conceptual Framework	26
D. Hypothesis.....	27
CHAPTER III.....	28
RESEARCH METHOD	28
A. Research Design.....	28
B. Population and Sample.....	28
C. Instrumentations	29
D. Technique of Data Collection	32
E. Validity and Reliability	33
F. Technique of Data Analysis	36
CHAPTER IV.....	39
FINDINGS AND DISCUSSIONS.....	39
A. Findings.....	39

B. Discussions.....	45
CHAPTER V	48
CONCLUSION AND SUGGESTION	48
A. Conclusion	48
B. Suggestion.....	48
REFERENCES.....	50
APPENDICES	53

LIST OF TABLES

Table 3. 1 Population	29
Table 3. 2 Qualification of Filler words.....	30
Table 3. 3 Indicators of Self-confidence Questionnaire.....	31
Table 3. 4 Qualification for Student's Self-Confidence.....	32
Table 3. 5 Reliability Range.....	35
Table 3. 6 Reliability Statistics	36
Table 3. 7 Correlation Coefficient	38

LIST OF FIGURES

Figure 2. 1 Conceptual Framework.....	26
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LIST OF APPENDICES

Appendix 1 Self-confidence Questionnaire	53
Appendix 2 Conversion to Likert Scale	57
Appendix 3 Qualification for Student's Self-confidence.....	58
Appendix 4 Speaking Performance.....	59
Appendix 5 The Result of Students' Filler Words from Rater 1	60
Appendix 6 The Result of Students' Filler Words from Rater 2	62
Appendix 7 The Result of Students' Filler Words	64
Appendix 8 Level of Filler Words Usage	66
Appendix 9 Shapiro-wilk Normality Test.....	67
Appendix 10 The Validity of Questionnaire	68
Appendix 11 Lembar Validasi Instrumen Penelitian Self-confidence.....	69
Appendix 12 Lembar Validasi Instrumen Penelitian Filler Words.....	72
Appendix 13 Surat Tugas Validator.....	74
Appendix 14 Surat Tugas Inrater	75
Appendix 15 Surat Izin Penelitian	76

CHAPTER I

INTRODUCTION

A. Background of the Problem

According to Ur (1996) English speaking seems intuitively to be the most important skill compared to listening, reading, and writing. This is because speaking is a direct activity where communication is carried out quickly and effectively. Then speaking is not an activity that is only done alone, but requires an interlocutor to convey and receive information. In addition, speaking is one way for students to express their knowledge, show their appearance and convey thoughts, ideas and feelings to other people. Speaking can also be determining factor in someone's success in learning English. A person's English language competence is evaluated by society primarily through their speaking abilities, not their writing skills (Alexander, 1993). Thus, speaking in English is important for students but it needs big efforts to master it.

In our contemporary world, the ability to speak English effectively has become crucial. Students need to master several language components to develop strong speaking abilities. According to Brown (2014), identifies five fundamental aspects that determine speaking ability: fluency, comprehension, grammar, vocabulary, and pronunciation. First, pronunciation refers to the articulation and vocalization of speech sounds, including vowels, consonants, and correct intonation patterns in English. Second, comprehension refers to the capacity of learner to comprehend what an entire speaker says. Third, grammar is the structure of the sentences that are correct and suitable with the words that we use in English.

Fourth, vocabulary is the selection of words that are employed appropriately according to the context of speech. The last, fluency refers to the ability to speak naturally and smoothly without any hesitation.

Even though students have mastered those elements of speaking English, foreign language students still face several difficulties when speaking English. Mastering spoken language presents one of the greatest challenges for those learning a new language (Bueno et al., 2006). The challenges students face when speaking can be categorized into two main groups: linguistic and non-linguistic obstacles. Regarding non-linguistic problems, Ur (1996) identifies four key factors that impede speaking ability: inhibition, nothing to say, low or uneven participation, and mother tongue use. Whereas, in term linguistic problems include vocabulary, pronunciation, grammar, understanding, and fluency (Brown & Lee, 2015; Harmer, 2007; Richards, 2008; Thornbury, 2005).

Fluency is one of the things that can influence because fluency could be described as the capability to speak fluently and accurately (Plantika & Adnan, 2021). This indicates that fluency refers to the ability to convey the intended message and is expected to be accurate in order for listeners to understand it quickly. If this fluency turns into disfluency, it will cause interference with the speech to be said. As stated by Duvall et al., (2014) a speech disfluency is anything that cause a break or an upset to normal-or fluent speaking. Therefore, break or pause when speaking is because the brain cannot find the right words to realize the information at hand, thus making a person stop talking for a moment. When stop talking for a moment, someone tend to fill it with filler words or repeat what they said.

Fillers are expressions like *well, emm, er, hmm, you see, I mean*, used in speech to fill in pauses (Bygate, 2017). Fillers according to Rose (1998) have two types of pauses such as unlexicalized filled pauses and lexicalized filled pauses. Unlexicalized filled pauses which include *ehm, uh, ee, ah, um*, and other non-words. While, lexicalized filled pauses are fillers that take the form of words or brief sentences including *yeah, you know, I mean, right, so, well* etc. The use of filler words can contribute by three factors; divided attention, infrequent words, and nervousness (Duval et al., 2014). The first cause is divided attention, occurs when someone tries to focus on several points at once. This happens because there is distracting from something unexpected or unplanned, resulting in the use of filler words. The second cause, infrequent words are words that are rarely used or even unknown to the speaker. This causes the use of filler words when someone has difficulty processing a word or when a person's brain cannot locate a word. The last cause is nervousness, appears to cause those problems, divided attention, infrequent word usage, and also filler word.

As I saw in my observation of third year English literature students at Universitas Negeri Padang, there are two different problems regarding the use of filler words. Some students use these fillers even when they are not experiencing nervousness, serving as linguistic strategies that allow them to reflect or mentally prepare for what they will say (Firiady & Mahendra, 2019). Although fillers can be useful tools for structuring speeches, their excessive use can create the impression that the speaker is unprepared or lacking fluency, thus affecting both the speaker and the audience. Duvall et al. (2014) emphasize that excessive fillers ultimately

undermine the speaker's credibility. According to Nurrahmi et al. (2021), frequent use of fillers during presentations can distract from the intended message. Furthermore, some students use these verbal hesitations because they are nervous or lack confidence when speaking in public, which aligns with Bourne's (2011) statement that nervousness is often caused by a lack of confidence and fear of negative judgment.

A lack of confidence is a psychological barrier that can hinder students from speaking effectively. Confidence plays a crucial role in overcoming significant communication challenges. McIntyre (2004) states that self-confidence boosts students' willingness to communicate in a foreign language. Confident learners are usually eager to practice speaking English, even though they are still beginners, plus they dare to take speaking opportunities to express their opinions without hesitation.

Regarding to self-confidence and filler words in speaking, there are several previous studies have examined those variables. The first study conducted by Bhargava & Kuscenko (2022), entitled "Puzzling Patterns: Exploring the Relationship between Confidence and Filler Words in Teenage Speech". The result shows that the type of filler words used in teenage speech is not influenced by their self-confidence. However, this conclusion cannot be generalized due to sample limitations, so further research is needed. The second study conducted by Ranti et al., (2023), on the use of filler words in EFL students' oral presentation." The result shows that there were two types of fillers used by the students while speaking. However, non-lexical (em, hmm, uhh) was the most frequent type of

filler used by the students compared to lexical fillers (so, well, I mean). The third study conducted by Firiady & Mahendra (2019), entitled “A Study of Filler Uttered in English Public Speaking”. The results of this study shows that so, err, and umm are the most commonly spoken fillers when speaking in public. Fillers serve multiple purposes, including signaling new ideas, engaging listeners, and allowing speakers time to gather their thoughts.

Based on the previous research, there have not been many studies measuring the correlation between students' self-confidence and filler words with their speaking in English. In addition, previous studies mention that the results obtained cannot be generalized due to sample limitations. Thus, the researcher would conduct further research with samples that have different speaking levels namely, English literature students who have completed the advanced speaking class. Therefore, this problem was important to investigate, thus the researcher could find out whether there is a relationship between filler words and self-confidence relate to students' speaking in English.

B. Identification of the Problem

Based on the background of the problem above, there were two possible research problems identified by the researcher. The first problem was the use of filler words in students' speaking English. The second problem was the correlational between filler words and self-confidence in speaking English. Therefore, from the two possible research problems, the researcher investigated the correlation between self-confidence and filler words in speaking English.

C. Limitation of the Problem

According to the identification of the problem above, the researcher set a limit to this study by only investigating the correlation between self-confidence and filler words in speaking English. In this study, the researcher specifically focuses on lexicalized filled pauses and unlexicalized filled pauses. Additionally, the sample of this research consists of students from NK2 and NK4 classes of the 2023 English Literature program at Universitas Negeri Padang.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research is formulated as follows “Is there any correlation between self- confidence and filler words in speaking English?”

E. Research Questions

Research questions the researcher formulates based on the formulation of the problem are.

1. How often do students use filler words when speaking English?
2. How is the level of students’ self-confidence?
3. Is there any correlation between self-confidence and filler words in speaking English?

F. Purpose of the research

1. To find out how often do students use filler words when speaking English.
2. To find out the students’ self-confidence level.

3. To find out the correlation between self-confidence and filler words in speaking English.

G. Significance of the Research

1. Theoretically

Theoretically, the researcher hopes this study can help to provide a general overview to other researchers on relevant topics. This research is also expected to contribute knowledge and insight in the world of education, especially in English education.

2. Practically

Practically, the results of this study provide new ideas for lectures to increase students' speaking in English. The results of this study can also serve as a basis for choosing the right strategies or techniques to help students build self-confidence in speaking English. This research can help students to self-evaluate their speaking skill and also their self-confidence. Then, this study can prompt students to reflect on potential impact of their filler word usage when speaking.

H. Definition of the key term

1. Filler word

Filler word is a word that used to fill the pause when English literature students in UNP think about what word or sentence is suitable to be said next, especially those who in advance speaking class.

2. Students' Self-confidence

Self-confidence is a student's belief in their ability to speak effectively and express themselves orally without excessive anxiety, self- doubt, and hesitation.

3. Speaking English

Speaking is oral production and communication of English by students who in advanced speaking class, to produce thoughts, ideas, and information in monologue speaking activities as part of their speaking learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This correlational research aims to identify the correlation between self-confidence and filler words in speaking English. This research used speaking performance task to collect the data on the use of filler words and used questionnaire to collect the data on student's self-confidence. This research involved 36 third year English literature students at Universitas Negeri Padang as samples of the research.

Considering the results of this study that has been conducted, it can be inferred that there is no significant correlation between self-confidence and the use of filler words in speaking English. As the researcher found in the findings of this research, the average students have below moderate self-confidence in speaking English and the students rarely use filler words in speaking English especially unlexicalized filled pause. Thus, this indicates that the use of filler words in speaking English occurs regardless of students' confidence levels. This finding shows that filler words are a natural part of the language learning process, serving as a tool for students to organize their thoughts and maintain the flow of conversation, rather than being an indicator of confidence levels.

B. Suggestion

Based on the results obtained in this research. The researcher gave some suggestions that can be considered.

1. Lectures

lecturers can encourage students to learn to speak more often by providing a variety of current topics and increasing speaking practice in class, so that students' speaking ability and confidence can increase.

2. Students

Students should build their positive habit such as practice speaking English in their speaking class or in their speaking community, in order to help them in acquiring students' speaking ability and self-confidence.

3. Next Researcher

The next researcher can use this research as a reference to conduct another research related to similar topic. Moreover, this study found that the filler words most frequently used by students are unlexicalized filler words. Therefore, it is recommended that future research explore the use of lexicalized filler words in speaking English. Further research can also consider other factors that influence the use of filler words, such as language proficiency level, conversational context, or cultural factors that might influence students' speaking habits.

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