

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Previous Study**

There are at least two studies on fillers, Pamolango (2009) analyzes Types and function of filler used by female teachers and lecturers in Surabaya. He found that the female lecturers produce fewer fillers than the female teachers. The female teachers produced 346 fillers in the teaching process, while the female lecturers produced 665 fillers in the teaching process. The data showed that both the female teachers and lecturers produced more unlexicalized than the lexicalized fillers. In the function of the fillers, the writer found that the types of fillers produced by both the female teachers and lecturers had the functions as a holder the turn, as a mark of hesitation, as empathizers, as time-creating devices, and as an editing term. The writer concludes that the situation in the teaching process affects the types and the functions of the fillers.

Another analysis is written by Sulis Setyowati (2016) who observes the production of fillers produced by male and female students. The subjects of investigation of the study are three groups of male students of Faculty of Engineering and three groups of female students of Faculty of Social and Political Science in the University of 17 Agustus 1945 Surabaya. The findings show that both male students and female students used fillers in their speech in the presentation process. The male students used three types of fillers, which are silent pauses, lexicalized fillers and unlexicalized fillers. Then male students used three functions of fillers : fillers function as a mark of hesitation, as time-creating devices, and as editing term. On the other side, the female students used two type of fillers, such as lexicalized fillers and unlexicalized fillers. After that Sulis foud that the male students produced more fillers than female students.

## **2.2. Discourse Analysis**

In general the discourse analyst works with a tape an recording of an event, from which he then makes a transcription, annotated according to interest on a particular occasion. (Gillian Brown and Yule Discourse Analysis Cambridge Textbook in Linguistic 1983). According to Brown and Yule (1988) discourse analysis is committed to an investigation of what that language is used for. Actually discourse analysis is divided into two types : spoken discourse and written discourse. Fillers and other phenomena of spoken interaction have been dealt with in discourse analysis, a primarily a branch of linguistic study examining the use of language by its native population whose major concern is investigating language functions along with its forms, produced both orally and in writing.

## **2.3. Writen and Spoken Discourse**

Written texts also typically include longer noun class to another. Written texts also typically include longer noun groups than spoken tekts this leads to a situation where the information in the text is more tightly packed into fewer words and less spread out than in spoken texts. (Corliss : 233). A further commonly held view is that writing is ore explicit than speech. This depends on the purpose of the text and again, is not an absolute. A person can state something directly, or infer something, in both speaking and writing, depending upon what they want the listener or reader to understand, and how direct they wish to be. (Koch 1996 : 55). A further view is that speaking is disorganized and ungramamatical, whereas writing is organized and grammatical. As we have seen, spoken discourse is organized, but it is organized differently from written discourse. Spoken discourse is often does, however, contain more half completed and reformulated utterances than written discourse. This is because spoken discourse is often produced spontaneously and we are able to see the process of its production as someone speaks. This is not to say that written discourse is not as some stage half-completed or reformullated. (Halliday 1989 : 100).

## **2.4. Fillers**

Filler is lexically an empty item commonly associated with some discourse function, among others to fill a conversational gap. It means that fillers commonly occurs to mark of hesitation or to hold control of a conversation while the speaker thinks what to say next (Stenstrom, 1994 : 222) . In the next explanation, the writer would present the types of fillers and the function of the fillers. Fillers are pause moments in speaking which the speaker produces some utterances or just silence. In this study, on the other hand, the researcher also describes the functions of fillers. The Definition of Filler According to Tottie (2011 : 174), the first researchers who studied on fillers, specifically on Uh and Um, were psycholinguistic. She also mentioned the other researcher, such as Stenström defines the filler as lexically an empty item with uncertain discourse functions, except to fill a conversational gap (1994 : 222). It means that the fillers commonly occur to mark of hesitation or to hold control of a conversation while the speaker thinks what to say next.

### **2.4.1. The Kinds of Fillers in Spoken Interaction**

Fillers in spoken interaction can be divided into two types (Rose, 1998). The first type is fillers. Lexicalized fillers are fillers in the form of short phrases, such as sort of, you know, if you see what I mean, et cetera. Stenstrom (1994) also said that one type of fillers, which is similar to the lexicalized fillers, is verbal fillers consist of well, I mean, sort of. (Baalen (2001) mentioned that one type of the fillers is like (when it is not used as verb or preposition) and well ( not the initial position).

The second type of fillers according to Rose (1998) is unlexicalized fillers. Unlexicalized fillers are non-lexemes (non-words), such as hmm, um, err, oh, huh. Stenstrom (1994) also categorized the fillers into the silent and filled pauses. Both of them vary in length. The “standard” length, unit, varies according to the rhythm of the speaker when they are talking. In addition, pause length is relative. Silent pauses are marked by brief/ short(.), unit(.), double/ longer than unit (...), treble/ longer than double unit(..). Meanwhile, filled paused are marked by brief m, unit .m.

Then Baalen (2001) divided another fillers into um and its variants uh and ah, (as cited in H. H. Clark & J. E. Fox Tree, 2002).

Considering the types of fillers from Rose (1998), Stenstrom (1994), and Baalen (2001), the researcher chose the types of fillers from the Rose (1998). In spoken interaction into three type of fillers, they were unlexicalized or non-words fillers such em, hmm, eum, uh, et cetera, lexicalized of phrase fillers such as / mean, well, sort of, et cetera, and silent pauses. However, in this study, the writer discussed about unlexicalized and lexicalized fillers.

#### **2.4.1.1. Unlexicalized Filler**

Unlexicalized filled pauses are non-lexemes (non-words) filled pauses which speakers use to indicate hesitation while the speaker think what to say next utterances (Rose, 1998; Baalen, 2001). In addition, Baalen (2001) also gives some examples of unlexicalized filled pauses, such as *ehm, uh, err, ee, ah, um*, and so on. The definition of unlexicalized filled pauses is also supported by Juan (2006), he says that *ehm, uh, err, ee, ah, um* and other vocalizations which belong to unlexicalized filled pauses are the easiest sounds which made while having a speaking. Afterwards, he calls them as "neutral vowel sounds" .

#### **2.4.1.2. Lexicalized Filler**

That lexicalized filled pauses are fillers in the form of word or short phrases, such as like, *well, yeah, sort of, you know, if you see what I mean*, and so pauses consist of the phrases *you know* and *I mean* which are mostly used when a speaker is grouping for words but does not on (1998 : 7-8). Baalen (2001) also states a similar statement that lexicalized filled pause consist of the *phrases you know* and *I mean* which are mostly used when a speaker is grouping for words but does not want to give up the claim to the floor. Furthermore, she suggests that one type of the fillers is like (when it is not used as verb or preposition) and well (not in the initial

position). Stenström (1994) also notes that one type of fillers, which is similar to the lexicalized fillers, is verbal fillers, such as *well, I mean, and sort of*.

#### **2.4.1.3. Silent Pauses**

Silent pauses are pauses that appear in strategic places of the sentences (Stenström, 1994 : 7). According to Wu, silent pauses define as the unfilled pauses when they occur in the middle of phrases and words (2001 : 3). As in Wu's definition, Matthei and Roeper (1983 : 164), also argue that silent pauses tend to occur within phrases of the sentence. This statement is also supported by Brown and Yule (1983) that silent pauses are pauses which usually precede the utterance and help the speaker to plan putting the words into the utterances (1983 : 129). They also define silent pauses as extended pauses because they usually extend between 3.2 to 16 seconds and cause the speakers to provide sufficient information to the hearers (1983 : 163). Therefore, silent pauses are pauses which are not filled with any sound or utterance.

#### **2.4.1.4. Filled Pause**

Filled pause is a hesitation in spontaneous speech partly or wholly taken up by a speech sound like *ah, err, uh, et cetera* (Clark, 1977 : 561). Similarly, in (1983 : 129) Brown and Yule defined filled pauses as pauses which usually appear in the form of sounds or words and in some places of the sentence. Moreover, filled pauses are the gap between words and forward planning and thinking about what the speakers want to say (Carter, Goddard, Reah, Sanger, & Bowring, 1997 : 201). Based on those definitions about filled pauses, the researcher concludes that filled pauses are any utterances produced by a speaker when she plans to say something.

## **2.4.2. Function Of Filler**

The Functions of Fillers Actually, fillers have many functions. Fillers have various functions which depend on the situation of the speaker (Schiffrin, 1978 :154). Clark and Fox Tree claimed that fillers served a communicative function and had a place in the speaker's vocabulary (2002 : 97). Nevertheless, they do not define as primary message in a communication. In other words, the use of a filler only helps the way of speaking, not the meaning in the communication. However, Corley and Stewart) describe that deliberating fillers in the sense of communication function is not certain (2008 : 592). Therefore, fillers are used when the speaker is uncertain about his/her next utterance or he/she has choices to make in his utterance. There are at least five functions of fillers that will be explained further. They are hesitating, empathizing, mitigating, editing term, and time-creating devices. The researcher analyzed the productions of fillers and defined the functions by considering the context of situation from the utterances. In order to answer the second research problem, the researcher used the functions of fillers based on Stenström (1994), Foss and Hakes (1978), Wu (2001), and Baalen (2001).

### **2.4.2.1. Hesitating**

Fillers have the function as hesitation devices. Stenström (1994) defines a mark of hesitation as one of the functions of fillers. Foss and Hakes (1978) hesitations are pauses which increase in the places of a sentence when a speaker has difficult decision in using the words (1978 : 184). Matthei and Roeper (1983) and Wu (2001) clarify that these fillers occur when the speaker must stop and think about what he/she will say next and when he/she is putting a sentence together. Most of filled pauses (ee, em, err, uhm, ah, hm, et cetera) are used as the breathing pauses, such pauses generally match semantic-syntactic boundaries (Stenström, 1994 : 7). Therefore, filled pauses are used for the hesitation purposes.

#### **2.4.2.2. Empathizing**

The speaker can use filler as an attention-getting device. It means that the speaker can check whether the listener pays attention or not. Based on Stenström (1994), fillers define as an invitation for the listener to be involved in what the speaker says (2001 : 64-65). The examples of fillers as empathizing purposes are well, you know, right, hey and so on. They often appear at the beginning or at the end of a turn. Therefore, Jordan (2001) concludes that fillers can also be the indicators used by the listeners as a response in order to tell the speaker that the message is received, understood, or unclear, so the speaker knows that the listeners are giving response to what he/she says (2001 : 12)

#### **2.4.2.3. Editing Term**

The editing term is also one of the filler functions. According to Baalen (2001), fillers are used to correct the speech errors in the utterances' speakers. In the other word, the speaker is aware if he/she makes a speech error. Then, he/she wants to correct it. I mean, um, ehm, uh, huh, ee, et cetera can indicate the speaker's awareness of the speech error followed by her/his attempt to correct it. In correcting the speech errors, the speakers replace certain old words with new ones, so it indicates that the old words have been misplanned. Sometimes, the speaker also repeats the speech error directly.

#### **2.4.2.4. Time-creating devices**

According to Stenström (1994), fillers can also be used as time-creating devices. Fillers give some time for the speaker to think about what to utter next. Stenström (1994) argues that the common form of fillers used as the time-creating devices is the lexical repetition (1994 : 77-78). Moreover, lexical repetition consists of two types. The first is single words repetition. It means that the speaker repeats a single word in his/her turn. The second is clause partial repetition. It is the clause repetitions which appear in his/her turn. All repetitions in the utterances function as the fillers in order to give some time for the speaker to plan what to say next.