# THE TYPES AND FUNCTIONS OF FILLERS IN ACADEMIC LECTURES AT THE UNIVERSITAS 17 AGUSTUS 1945 SURABAYA

# A Thesis

Presented In a Partial Fulfillment of the Requirements for Completing the Sarjana Degree at the Department of English Language and Literature



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# **APPROVAL SHEET I**

This certifies that the Sarjana Thesis of REZA SYAH KUALA PASHA has been approved by the thesis advisor for further approval by the Examining Committee.

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### **APPROVAL SHEET II**

This certifies that the Sarjana Thesis of Reza Syah Kuala Pasha has been approved by the Examining Committee as a requirement for the Sarjana Degree in English Language and Literature.

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#### ABSTRACT

In this research, the writer observed the production of fillers used by lecturers in the teaching process. The subjects were two male and two female lecturers at the English Department of the University of 17 Agustus 1945 Surabaya. Specifically, he asked about the types, the frequency of occurrences and the functions of fillers used by each lecturer. Mainly, the writer used the theory on the types of fillers from Rose (1998). It was added with the theories of the types of fillers from Stenström (1994) and Baalen (2001). Also, he used the theory on the functions of fillers from Stenström (1994). The writer used a descriptive qualitative approach, focusing on the types and the functions of fillers. As the source of data, the writer took four class meetings, in which each teaching process was done by a lecturer of different gender; male and female lecturers. In the data analysis, the writer found that the female lecturers produce fewer fillers than the male lecturers. The female lecturers produced 346 fillers in the teaching process, while the male lecturers produced 665 fillers in the teaching process. Secondly, the data showed that both the male and female 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 male and female lecturers had the functions as a holder the turn, as a mark of hesitation, as empathizers, as timecreating devices, and as an editing term. As a conclusion, the writer concludes that the situation in the teaching process affects the types and the functions of the fillers.

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