



FILLERS USED BY MALE AND FEMALE STUDENTS IN PRACTICE TEACHING PERFORMANCE OF MICRO TEACHING CLASS

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Abstract

This research emphasizes on the use of fillers in practice teaching performance of micro teaching subject. Researcher's experience as the lecturer of micro teaching subject, the student sometimes used fillers because of feeling nervous. Therefore, the researcher is interested to describe kinds of fillers used by female and male, also the cause factors or the reasons of using fillers. In addition, this research also describes about the teaching stage when the students use fillers. There are four kinds of fillers; sound fillers, word fillers, phrase filler and repetition fillers. Also, four reasons of using fillers; nervous, hesitant, divided attention and cognitive process. To answer the research questions, the researcher used two instruments; observation and interview. Then, the research design was qualitative and basic interpretive was chosen as the approach of research. The population of this research is the students in 2017/2018 who took micro teaching subject. There are 60 students which consists 52 females and 8 males students. However, the researcher used stratified purposeful sampling which focused on gender. Thus, the researcher took 8 males and 8 females as the representative of gender. To analyze the data, the researcher did; organizing and familiarizing, coding and reducing, interpreting and representing. The result of the research shows that both female and male used all kinds of fillers; sounds fillers, word fillers, phrase fillers and repetition fillers. However, there were different reasons or cause factors between female and male; to control nervous, the process of thinking, hesitate and divided attention. Finally, the students used fillers in opening the class and elaborating the material because they have less understanding about the material, grammar and speaking ability.

Key words; Fillers, female, male, micro teaching

INTRODUCTION

Micro Teaching is a subject which requires the students to teach their peers as the students to have practice teaching in a teacher training college. It is aimed to improve the students' skill as a candidate of teacher. At English Department of STKIP PGRI, this subject is learned at the sixth semester and done in laboratory. It is based on Students Academic Book Guideline (2015) explains that



microteaching is a course that aim to guide students to master the concept of teaching theories and practice students to get teaching English experience by practice teaching process in Microteaching laboratory, and then other students will be the commentator. It explains that in micro teaching subject, the students must be a teacher for their friends and each of them must prepare their teaching materials, such as lesson plan, media, and also the instruments to support their performance. Then, the most important thing is the students must use English language during the practice teaching performance for spoken communication. Using English for spoken communication is not as easy as our imagination although they are English Department students and have learned English for some years. The fact proved that many students felt that micro teaching subject becomes a nightmare for them because the hardest work that should be finished is to teach their peers around 30 minutes by using English language. Based on the researcher's experience as the lecturer of micro teaching subject, the researcher observed students' performance during teaching performance especially the students speaking skill. Many students had problems with their fluency, for example; *"mmm... do you remember our material last week?"*. *"well... yeah.... Can you give example?"*. These examples were taken from the pre teaching activities in micro teaching performance. Tentative analysis from the researcher shows that the students felt nervous because this is the first time for them to teach their peers in the classroom. Therefore, they need to use *"well, yeah, mmmm* to manage their nervousness. Another example is *"aaa.....is it correct?"*. This example usually found in whilst teaching activities when the teacher wanted to check students' understanding in doing exercise.

Dealing with the examples above, the students always use *"ooo,mmm. Yeah., well"* to fill the pauses during micro teaching performance and based on the theory they are called as fillers. (Kharismawan, *The Types and The Function of Fillers Used in Barack Obama's Speeches*, 2017) defines fillers as lexical used to control conversation and give time for the speakers to collect their



thoughts. It means that fillers are used for giving time to think about what should be saying next.

Therefore, this research is aimed to describe the fillers used by the students in practice teaching class. However, the researcher wants to classify the description based on gender; male and female students because the population of female students is more than male students. Research from (Lasena, Seih, & Pennebaker, 2014) discover that older people, males, and those with higher level of education used more filled pauses in speech than younger people, females, and individuals with lower levels of education. This research proved that genders, age and socioeconomic status can mark the use of fillers. However, through this research, the researcher just describes the types of fillers used by male and female. Then, the research also wants to know cause factors or the reason of using fillers. Also, the researcher wants to find out which parts of students' teaching activities using fillers; pre-teaching, whilst- teaching or post teaching.

Furthermore, to know about kinds of fillers and the function of fillers, it is better to explain firstly the concept of fillers. First, Yule in (Navratilova, 2015, p. 1) explains that fillers as a break in the flow of speech. Then, (Santos, Alarcon, & Pablo, 2016, p. 192) propose that fillers are markers used by the speakers in natural communication to fill the gap and minimize hesitation. In line with the previous theories, (Kharismawan, *The Types and the Functions of The Fillers Used in Barack Obama'S Speeches*, 2017, p. 2) also has the same idea. He says that fillers are used as the marking of hesitation or to hold control of conversation while speakers think what to say next. Those theories emphasize that fillers have function to decrease speaker's doubt while having dialogue with others. In addition, (Rajabi & Salami, 2016, Vol 3, No 1, p. 78) argue that fillers are unconscious instruments that used by the speakers to fill their pause during collecting ideas for speaking. They explain that fillers are the time for the speakers to think and design the concept of their speech. Also, fillers will help the speakers mental to be strong in facing spoken discourse. Also, they help the speakers' readiness to speak and tell their ideas in a forum or discussion.



Moreover, some experts also explain some kinds of fillers. (Amiridze, Davis, & Mclagan, 2010, p. 121) Categorize two kinds of filler in spoken interaction; nominal filler and verbal filler. First, nominal filler or it is called as sound filler used by speakers when they are speaking, for example *em, hmmm, uh, ah, eee, ooo*. The second is verbal filler. When students in *cognitive* phase, students also use verbal filler such as *I mean, you know, well, ok*. Then, (Duval, Robbins, Graham, & Divett, 2014, p. 36) explain that words such as *like, um, uh, or ya know* are considered filler words and Repetition can also be considered a type of filler. It can be explained that Duvall emphasizes that there are two kinds of Fillers, they are fillers words and repetition words. Moreover, (Pamolango, 2016, p. 97) categorizes fillers into three kinds; first, non-words fillers, such as *em, hmm, uh, um*. The second is phrase fillers such as *I mean, well, sort of*. The third is silent pauses. In addition, Rose in (Kharismawan, The Types and the Functions of The Fillers Used in Barack Obama'S Speeches, 2017, p. 3) also proposes two kinds of fillers; they are un-lexicalized fillers and lexicalized fillers. Un-lexicalized fillers are non-lexemes (non-words) fillers which identically used by the speakers to indicate hesitation while they think what to say next. For instance, *ehm, urr, eh, ee* and so forth. Meanwhile, lexicalized fillers are kinds of short words or phrase fillers, such as *yeah, well, you know, also, I mean* and so forth.

Dealing with the theories above, the researcher combine three experts to get the types of fillers, they are Amiridze and Mclagan (2010), (Duval, Robbins, Graham, & Divett, 2014) and (Pamolango, 2016). From the three experts, there are four kinds of fillers; first, nominal or sound fillers, such as *ehm, ee, urr*, and soon. Second, fillers words, like *yeah, ok, well*, and so forth. Third, phrases fillers, such as *I mean, and now, and then* and soon. Finally, repetition fillers refer to the repetition of what the speakers say before.

Besides, the reasons of using fillers are also needed to know. Previously, it is stated that most of the speakers use fillers to postpone their conversation and give time for thinking the ideas for speaking. It is supported by (Erten, 2014, p. 82) who argues that fillers are the cognitive process or the process of thinking



about the idea of conversation. Then, (Erten, 2013, p. 70) also adds that fillers are discourse markers used by the speaker when they feel uncertain or doubt about their ideas or utterances. It explains that fillers are used as correction for the speakers when they will do mistake in having conversation. In line with Erten, Duvall et al (2015: 37-39) argue that there are three reasons of using fillers: 1) Divided intention, 2) infrequent words, 3) nervousness. Divided intention means that when the speakers are attempting to focus on multiple points of interest in one time, they will use fillers to handle the situation, such as conveying idea and doubtless. Second, infrequent words are simply words that we do not use in daily. It means that when students speak especially in foreign language there are infrequent words are difficult to be processed by students. In other word, student's mind cannot locate the words, therefore they use filler such as *um* or *eee*. Third, Nervousness comes from anxiety toward public speaking. Students are not confident to speak in front of the class therefore they use filler to cover their nervousness.

In conclusion, fillers are used to postpone the conversation and to give time for thinking. There are four kinds of fillers, such as; nominal fillers, fillers words, fillers phrase and repetition fillers. In addition, some reasons or factors that cause the speakers in using fillers, they are; to give time for thinking or cognitive process, to divide attention, to explain the infrequent words, and to handle nervousness.

METHODS

The design of this research was qualitative research because this research wants to get a deep understanding about a phenomenon by focusing on the total picture (Ary, Jacobs, & Sorensen, 2010, p. 29). Then, the approach of this research is basic interpretive studies because the process of collecting data is done by using variety of ways. Therefore, the researcher used some instrumentation to get the data; observation, interview and field note. In conducting observation, the researcher used video recording. Then, in doing interview, the researcher chose semi structure interview. After that, related to sampling technique, the researcher



used Stratified Purposeful Sampling which chooses the samples are only from representative of subgroups (Ary, Jacobs, & Sorensen, 2010). Dealing with the theory, the subgroups in this research were male and female students of 2017/2018 academic year of micro teaching subject. Actually, the total population was 60 which divided into 52 females and 8 males. However, the researcher only took the representative from each group because the researcher only wants to describe the fillers used by students. Hence, the researcher only chose the representatives from each of category with the ratio 8 males and 8 females. As the matter of fact, bias in the data could not be avoided because not all the students were chosen as the sample. To collect the data, the researcher observed the students' in practice teaching of microteaching class. The reseacher used indicators below to get to answer the research question number one about kinds of fillers used by female and male students. The indicators below proposed by (Amiridze, Davis, & Mclagan, 2010), (Duval, Robbins, Graham, & Divett, 2014) and (Pamolango, 2016).

Table 1. *Kinds of Filler Indicators*

No	Indicator	Example
1	Sound Filler	<i>Oh, hmm, ah, eee,ooo</i>
2	Words Filler	<i>Ok, well, next</i>
3	Phrase Filler	<i>Ok students, ok next</i>
4	Repetition	<i>Ok, ok</i>

Then, to answer the research question about the cause factors of the speakers in using fillers, the researcher used interview. In conducting interview, the researcher used the theories proposed by (Erten, Teaching English Fillers Words and Students' Usage of Them: A Study Conducted At Osmangazi



University Preparation School, 2014) and (Duval, Robbins, Graham, & Divett, 2014) as the following;

Table 2. Indicator of Cause Factors

No	Indicators
1	Divided Attention
2	Nervousness
3	Hesitancy
4	Cognitive Process

Researcher analyzed the data about the cause factors of filler based on the indicators above. The indicators were adapted by Duvall et al and Erten's theories. The cause factors of filler are divided attention, nervousness, hesitancy, and cognitive process. The researcher categorized the kinds of filler based on the indicators. Finally, the researcher used some theories from (Ary, Jacobs, & Sorensen, 2010, p. 482) to analyze the data, they are; organizing and familiarizing, coding and reducing, interpreting and representing. Organizing and familiarizing are the process to read, listen or see the data. In this research, the researcher viewed and reviewed the video of students' practice teaching and also read the transcription of interview and the data from field notes. Then, coding and reducing are the process to category the data. In this research, the researcher coded the data related to fillers used by male and female, also the parts of teaching activities that used fillers. After that, coding also did in transcription data from interview. The researcher coded the parts of transcription which indicated about the reason of using fillers. The last step is interpreting and representing. For this part, the researcher did interpretive analysis by relating the data about fillers used by male and female and the time of using fillers in teaching activities. Then, the researcher combined the data about fillers and the result of transcription coding to get the cause factors of using fillers by implementing interpretive analysis.



FINDING AND DISCUSSION

This section presents and discusses the result from kinds and reasons of using fillers by female and male students in practice teaching activities in micro teaching class. There are 8 female students and 8 male students as the representative of the data. To answer the research questions about types of fillers and the cause factors or reasons of using fillers, the researcher uses two instruments; observation and interview. Observation answers the question about types of fillers which classified into four types; sound fillers, words fillers, phrases fillers and repetition. Those classification proposed by (Amiridze, Davis, & Mclagan, 2010), (Erten, Teaching English Fillers Words and Students' Usage of Them: A Study Conducted At Osmangazi University Preparation School, 2014), (Pamolango, 2016). Then, to know the reasons of using fillers, the researcher uses interview with four categories; divided attention, nervousness, hesitancy and cognitive process. Those categories proposed by (Duval, Robbins, Graham, & Divett, 2014) and (Erten, Teaching English Fillers Words and Students' Usage of Them: A Study Conducted At Osmangazi University Preparation School, 2014). The following section is the result of the research.

Types of Fillers and Reasons of Using Fillers from Female Students

Data 1. (Student 2, Class A)

Student 2 taught the material about introducing yourself around 30 minutes. Based on the observation, the researcher found that that student 2 used some filler while teaching practice in front of the class. The following is the result of the filler;

- *Ok eee* today we will *eee* learn about
- *Ok ok then ok eeee* before that pay attention about dialogue
- *So* I suggest to you don't don't ask about privacy
- as *Ok eeee last week last week* we have learn about *eee*



From the utterances above, it is found that the italic words are filler used by the student A. there are three types of filler found in student's 2 Utterances; first, word filler, such as **Ok, today, and then**. Second, student 2 uses sound filler, such as **eeee**. Last, the student 2 uses repetition filler that is **last week** because student 2 repeats the similar word when she explained the material. Then, the researcher also asked the student A about her reasons to use those filler. She answered that she tried to think about what should she said to explain the material. In addition, she also used filler because she felt really nervous and hesitates during her performance. She did not feel confidence with her performance because this is the first time for her to teach in front of the class. Dealing with the findings above, based on the theories proposed by (admirize, et.al, Duval et.al, and Erten), student 2 uses 3 types of filler; sound filler, word filler and repetition filler. Then, from the data above, it also found the reasons of using fillers. (Duval et.al and Erten) propose that student 2 has three reasons of using fillers; nervous, hesitation and for thinking process.

Data 2 (student 5, class A)

Student 5 taught about Descriptive text and she spent around 30 minutes for teaching activities. After the researcher did observation, it is found that the student A used some filler while teaching practice. The data have been presented in the following section.

- **Ok class, eee** do you still remember **eee** the material last week?
- **Eeee the next eee** what is your understand material last week?
- **Ok students, eee so** the student **ooo** have favorite the animal?
- **Ooo** the students who can you give the example
- **Ok** who can **eeee** who can **eeee** in front of the clas?

From the utterances above, student 5 dominantly used phrase filler, sound filler and only one word filler and repetition filler used by student 5. The example of phrase filler are **ok class, the next, ok students, so the students, and the students**. Student 5 used phrase **ok class** filler before she asked students about



last material. She stand up, looked her note, and walk in front of the class to ask the students. Then, student 5 used phrase *the next* after she looked her note and would ask students' understanding about last material. It seems like student 5 did not know what would she said because she looked her note. Next, the student 5 used phrase filler *Ok students*, and *so the student* as pause filler after she looked at her note, she did hand and body motions. After that, student 5 used sound filler such as *eeee* and *oooo*. Then, only one word filler used by the student 5 that is *ok*. Next, student used repetition such as *who can* when she asked her students about the material she had thought. The data above present that student 5 uses all types of filler during practice teaching.

Moreover, student 5 used those filler because she felt nervous. It is related with student's answer when researcher interviewed her. She said that she was nervous because many people looked at her. She also had less preparation about the material. Therefore, she must to think hardly about what would be said to explain the material. Dealing with the theories, the reasons of student 5 to use filler are nervous and in the process of thinking.

Data 3. (Students 2, class B)

Student 2 from class B taught about speaking and she did it around 35 minutes. During the observation, the student 2 used some filler while teaching practice in front of the class. The data below show student's utterances in using filler.

- *Ok eee I want* aaa ok I want check your attendance list
- What will *what you will* you do
- *Maybe eee next day or today* I want give *eee* exercise about dialogue

The utterances above show that student 2 uses word filler such as *ok*, *maybe*. Then, she uses sound filler that is *eeee*. After that, phrase filler like *I want*, *what you will*, and *next day or today*. The student used phrase filler *I want* because she forgot what she said. It can be guessed from her gesture when she looked up at her note and pretended to look up her laptop. Then, she used phrase *what you will* while she was looking up the top of the room and it indicates that



she is in thinking process. Then, the student used phrase filler *next day or today* and hand movement, also she shown expression of thinking. The result of interview also emphasizes that she was nervous because the lecturer and the students really pay attention to her performance. Besides, she needed to careful to manage the class. Shortly, the students uses word filler, sound filler and phrase filler to manage her nervous and divide her attention in the classroom.

Data 4. (Student 7, class B)

Shopping list was the material of student 7 and she taught around 40 minutes. The following part is the utterances which contain filler used by student 7.

- *Eeee* the material today is shopping list
- *Aaa* you *you* must be article “a” or “the”
- *Ok now* before *eee* we study *I want to* do you still remember our last material?
- *Ok eee* have you been asked *eee have you been asked* by your *by your* mom *have you been asked by your mom* to buy something?

The data above show that student used sound filler like *eeee* and *aaa*. When student used sound *eeee* and *aaa* as pause filler, student looked at the slide and the note on the table. Her expression at that time was like nervous. Then, student 7 also use word filler like *Ok*, and phrase filler such as *I want to*, and also repetition such as *have you been asked by your mom*. Shortly, student 7 uses all types of filler. Meanwhile, the interview result showed that student 7 felt nervous when she used those filler and also she was thinking about grammar at that time. Briefly, it is clearly stated that student 7 used filler because of nervous and she is in cognitive process.

Data 5 (Student 4, class C)

There are some filler found in student’s 4 utterances and the following is the data of those filler.

- *Ok, next* it’s time *eee* we take the absence *eeee* Cindi Dewi Fortuna



- ***Ok, alright eeee*** the we go to ***into into*** learning today ***eeee*** before we go to into discussion today ***eeee*** who still remember ***aaaa*** last meeting?
- ***What do you what do you*** suggest?

The filler used by the students are; the first filler is the use of word filler, such as ***ok, next, alright***. Student used words ***ok*** and ***next*** when she would took students' attendance list. Then, student used ***alright*** when she would begin to the material. The second filler is to use sound filler like ***eeee***. The third one, student also used repetition as filler when she asked other students about the material that she explained. Hence, student 4 from class C used sound filler, word filler, and repetition during the practice teaching performance. In addition, she was thinking about what would be said when she explained the material or her reason to use filler as the cognitive process. It is supported by student's statement who said that she forgot and tried to remember about what she was going to say. Also, She felt nervous when practice in front of the class. In conclusion, there are two reasons of using filler from student 4; cognitive process and Nervousness.

Data 6 (Students 10, class C)

The teaching material of student 10 was about recount text. The section below is the result of using filler from researcher's observation.

- ***Eeee ok guys eeee*** are you ready are you ready to study today?
- ***Eee well guys*** I will check your attendance
- ***And the next eeee*** language feature ***eeee*** who knows about ***eeee*** apa yang kita gunakan eee di recount text?
- ***Eee ok eee*** repeat again me

The data above describes that student 10 used sound filler, such as ***eeee*** to explain the material. Then, the other filler from the utterances above were categorized into some types of filler. ***Well guys, ok guys and the next*** belong phrase filler. After that, student used repetition such as ***are you ready?*** Students repeat the sentence that she said before. Last, student used word filler such as ***ok*** when she asked her students to follow her. In conclusion, the data shows that all types of filler are found from student 10. The similar reasons are also found from



student 10 based on the interview; nervous and hesitate about vocabulary and grammar becomes the main reason of student 10 to use those fillers.

Data 7. (Students 8, class D)

The last data about using filler from female are explained in the following description.

- You say *aaaa* happy birthday *and then aa* I hope you will be better then before
- Ya any *any* else?
- In *eeee* dari belasungkawa ini?
- *Eeee before* we *before* the end this meeting *eee* who knows what is part of greeting card?

The data above explain that student 8 often used filler. Student used sound filler such as *eee aaa* . She also used word filler, for example, she used *in* as word filler. Then, student also used phrase filler such as *and then*. Repetitions filler were used by student while she was teaching in the class. The repetitions were *any* and *before*. Briefly, the student used sound filler, word filler, phrase filler and repetition. When she used filler, she looked thinking about something. She looked trying to remember something. It is similar with her statement when researcher interviewed her. She answered that she forgot about what would be said. She tried to remember. It means that the student was in cognitive process, she tried to remember what would be said by repeating the words.

Data 8 (Student 13 Class D)

The last data from female can be seen as the following;

- *Eeee* who is absent today?
- *Oke eee oke students* I will show video
- *Oke* dari video tersebut apakah ada *dari video tersebut* apakah penjelasan tentang materi hari ini?
- *Oke* I will *eee* about material
- *Oke* dari pelajaran tersebut *eee* coba kalian buat dialog berpasangan dengan teman sebangkunya



- *Oke* siapa yang bisa yang bisa menyimpulkan *eeee* materi congratulation?
- *Oke sekarang eee* jadi congratulation adalah kita bisa mengucapkan *eeee* kepada teman misalnya

The utterances from student 13 Class D show that the student used dominantly word fillers and sound fillers. The observation shows that the student 13 did not really understand the material and had poor ability in speaking. It is also can be seen from the data above which indicate the student used Indonesian during the classroom performance. The result of interview also support that the student had problems with the material and speaking ability. Briefly, the student 10 uses fillers because of cognitive process.

Types of Fillers and Reasons of Using Fillers from Male Students

There are 8 males from 4 classes of micro teaching class and the researcher chose all students as the samples from all males. The following is the data of using filler.

Data 1 (Student 1 Class A)

Student 1 Class A using some types filler when conducted teaching practice. The following is the data;

- *Oke* before we study today *aaa* will be better we should to pray together
- Chairman *eee* who your friend do not come to the class today?
- *Well* are you ready to study today?
- *Oke* I want ask to you
- *And* if you *eee* have problem, or mistake, or you make something and make your friend hurt
- *Eeee* thanking like *oke, sorry sorry*
- *Oke oke* I wanna give you 2 exercise
- *Well*, any other want to perform?
- *Oke eee* I wanna to ask to you can you remember



- You should make *eee* short conversation

The utterances above show that the students 1 class A used some fillers: word fillers, sound fillers and repetition fillers. *oke, well and* are categorized into word fillers. Then, *eee, aaa* belong to sound fillers and *sorry sorry, oke oke* are repetition fillers. Based on the researcher's observation, the student 1 used fillers to maintain nervous, to manage hesitancy and for thinking. It is supported by the researcher's interview by showing the video. The students said that he used fillers *oke* and *eee* because he was nervous. Then, fillers *sorry sorry* was used to by the student because he was in doubt. Fillers *oke oke, oke eee* were used by the student because he was thinking about what would be saying.

Data 2 (Student 3 Class B)

Student 3 class B also uses fillers during the practice teaching performance. The following is the utterances;

- *Ooo* my suggestion is if you come to the class you have breakfast before
- *Oke* let check your attendance list
- *Eee who who* else absent today?
- *Ooo oke* who know what is example of introduce your self?
- *Eee eee* maybe you can **call call** it clock
- *Oke, so* who *who know* what is our material today? **About about** what our material?
- *Oke now, now eee* do you understand about how to say *eee* the day?
- *Oke aaa* I want you to make short conversation *eee* related our material *eee* chose one topic
- *Eee* who can make conclusion about our material today?

The data from student 3 Class B shows that the student used word fillers, such as; *so, oke, now*. Then, phrase filler, such as *oke now, who know*. Also, the student 3 used sound fillers, for example; *eee, aaa,ooo*. In addition, repetition fillers also found in the utterances, such as; ***about about, call call***. The same reasons of using fillers also found in student 3. The result of interview proposes



that the student used fillers because he felt nervous, especially when he opened the class. Then, he also used fillers for cognitive purpose. He needed time to think about what should be explained and the sentence structure.

Data 3 (Student 10 Class B)

The following is the data of using fillers by student 10 class B.

- *Well...* good afternoon students?
- *Mmmm....* How are you today?
- *Ok... look...mmmmm...well.... ???*
- *Ok....* What is it....?
- *Ummm...* do you know?
- *Mmmmmmm.....* (pause for some minutes)
- *Ok....* Our topic today is about asking and giving opinion..
- *Well.... Who...who...* can give example*mmm* asking opinion??
- *Then... then... who...who* can give example of *umm* Giving opinion??

The data above indicates that the students have problem related to understanding teaching material and speaking skill. In real condition, the student could not finish the teaching activities till the last stage. To help him in teaching, he used many types of filler; word fillers, sound fillers, and repetition fillers. Then, the reason from the result of interview is similar with the researcher observation; nervous and cognitive process.

Data 4 (Student 20, Class B)

The data below are the utterances from student 20 which have fillers;

- *Ok...* good afternoon everyone???
- *Well...* are you OK??
- *Ok....mmmmm....* I'll check your attendance



- Ok... who know this picture??
- Well... our topic today is recount text
- Ok.... Ok... let' see the examples.
- Well...well do you understand?
- Can.. can ... you give me example of past tense???
- Ok..... ok..... (just silence for few minutes)..... well.... I have exercise for you...
- Please.... Please do it.

The data above consists of some types of fillers; word fillers, sound fillers and repetition fillers. The student 20 always used fillers with a long pause. As the effect, the students should wait for few minutes to get the explanation. The observation indicates that the student needs time for thinking about the material and to construct the sentences. Related to the result of interview, the reason is similar with the researcher observation that is the student uses fillers for cognitive purpose.

Data 5 (Student 3 Class C)

Here is the data of the utterances from student 3:

- *Ok now, eee* I have a game for you
- *Ok, eee* we have learned about time, day. What is the first day in a week?
- Ok now, I I never *I never* song for this topic
- *Eeee to*, to get us to buy some *eee* things. *Some things* that we need to *we need to* we want buy
- *Now, eee* we also learn about quantifier *eee*

The data above present that student 3 use sound filler, for example *eeee*. Then, he also used word filler such as *Ok* and *now*. Next, student 3 used phrase filler, for example she used *ok now*. Repetition filler also found in student's utterances number 3 and 4 "Ok Now *I never I never*" and "*Some things, we need to*". Besides, when the student repeats the statements before, the student seems



like in thinking process. It is also proved by researcher interview with him. He said that when she repeats it, he was thinking what would be said. Therefore, he was in cognitive process to produce the next idea that would be said.

Data 6 (Student 10 Class C)

Fillers also found in student 10 Class C. The data below shows the fillers;

- *Eee* before we start the study today lets pray together
- *Eeee oke guys eeee are you ready are you ready* to study today?
- *Eeee* who want to tell about *eee who want tell eee* for us?
- *Eeee* repeat *repeat* after me
- *Eeee* sorry students about *eee* infocus swich off I don't know what happen *eeee but eee*
- *Eee oke eee* repeat again me

The utterances above prove that the students dominantly used sound fillers, such as *eee*. Then, word fillers also used in his performance, such as *oke*. In addition, the student also used repetition fillers, such as *are you ready are you ready*. However, the students used mix fillers between sound fillers and word fillers. Meanwhile, the result of interview shows the same prediction with the researcher's observation. The researcher predicted that the students used fillers because of he was thinking about grammar and teaching materials. After the researcher connected the data with the result of interview, the result was similar. The student uses filler because of the cognitive process.

Data 7 (Student 10 Class D)

Student 10 from Class D used fillers when he became the teacher in practice teaching performance. The data as the following;

- *Eeee* the first I want to know who is body absent today?
- *Oke, today eee by the way* do you know what is our learning today?
- *Eeee* any body else?
- *Eeee oke* there is the procedure text



- *Oke eeee* lets *lets* play to the video
- *Oke eee now eee* after you see the video
- Silahkan *eeee* kerjakan *eeee* contoh prosedur teks dalam bentuk yang lain *eee* sebelum kalian membuat contoh silahkan dibagi grup dulu ya
- *Oke next eee* purpose of the text, siapa yang bisa
- *Eeee oke eee* itulah materi kita pada hari ini

The data describes that the fillers that mostly used by student 10 are word fillers and sound fillers. Meanwhile, during the researcher observation in the classroom, the researcher found that the student felt nervous because he did not understand well the teaching material and had poor speaking skill. After the researcher checked with the interview, the reasons were similar. It can be concluded that the student 10 uses fillers because he is on cognitive process.

Data 8 (Student 12, Class D)

The next data are from student 12 Class D. the following is the utterances;

- *Well* Assalamualaikum wr.wb
- *Oke* before we start our lesson today *eee* we should to do prayer
- *Oke*, are you ready? *Oke eee* I would like to *eeee* absence, who is absent today?
- *Oke eee I have eee hmm before eee what* who reemember what is our material last week?
- *Oke eee* any someone else?
- *Eee* what do you feel about the video?
- *So hmm the* tadi yang video kalau kalian *hmm* tentang apa video yang miss jelaskan tadi?
- *So* descriptive text is describing about something
- *Eee oke siapa lagi ya*, Naufal



The data of student 12 point out that the student still uses word fillers and sound fillers as the dominant fillers. Then, researcher observes that although the student used some utterances in Indonesian, the student really understand the material. Therefore, those fillers are used to maintain nervous and hesitant. It supported by the result of interview which indicates that the student said that “This is the first time for him to teach his peers, that’s why I was so nervous and I was afraid of doing error”. Shortly, the student 12 uses fillers to maintain nervous and hesitant.

Furthermore, the researcher presents the general conclusion of using fillers from female and male students in 2017/2018 academic year that joined in micro teaching subject in the following table.

Table 3. Fillers used by female and male students in micro teaching class

Fillers used by female and male students	Samples of fillers
Sound fillers	Ummm, eeee..., aaa...
Word fillers	Ok, well, now....
Phrase fillers	Ok class, ok next....
Repetition fillers	Are you ready... are you ready...

Table 4. Causes factors of using fillers by male and female

Causes factors of using fillers by male and female
1. Nervous
2. Cognitive process
3. Hesitant

Dealing with the data presented above, both female and male used all types of filler; they are sound fillers, word fillers, phrase fillers and repetition fillers. However, sound fillers and word fillers are commonly used during the classroom performance. Meanwhile, repetition fillers which refer to the fillers that happen



because the speaker repeated the same word more than one time, for example; article (the, the, the), preposition (to,to,to) or pronoun (I,I,I) (Abbas, Jawad, & Muhi, 2018). The example can be seen in table 3, such as “are you ready... are you ready”. Actually, all the fillers used by the students are a normal condition because it is not an easy task to speak up without reading the concept and teaching their friends who act as the students using English. It can be caused by psychological problem. When the people meet or do something at the first time, they will be under pressure. It is also stated by (Erman 2001 ; Fuller 2003) in (Laserna, Seih, & Pennebaker, 2014) who explain that people will show different personalities and really careful in speaking when they meet new people and condition. It can be interpreted that, fillers are used to control the condition in doing conversation with new people and situation.

Furthermore, the data also showed that female and male tend to use filler. This condition happens because of their age. Young people use fillers more frequent than old people. It is supported by (Laserna, Seih, & Pennebaker, 2014, p. 335) who states that female and teenagers frequently use fillers in spoken communication. It explains that teenagers especially female are more frequent to use filler than male. However, this finding can be true, but also can be wrong. The different finding from this research is both male and female use filler in communication because of some reasons; nervousness becomes the first factor, then thinking process or cognitive process as the second factor. The third one is hesitant factor and for the last factor that is divided attention only happens to one or two students. These reasons are gotten from interview with all the students and researcher’s observation (see table 4). Meanwhile, the next finding is about the parts or teaching stages that students use fillers. Related to the data description above, the students always use fillers when starting the class. Usually, this is related to the cause of using filler that is nervous. Then, fillers also commonly use in whilst teaching stage because the many students have problem in understanding and elaborating the material.

In conclusion, the findings presented in this research indicates that both female and male use filler for helping them in spoken communication. Both male



and female use all types of filler above; sound fillers, word fillers, phrase fillers and repetition fillers. They use fillers to anticipate nervous, for cognitive process, hesitate, and divided attention. Finally, fillers are commonly used when opening the class and elaborating material.

CONCLUSION

The focus of this research is to describe the fillers used by male and female students in practice teaching performance of micro teaching class. Then, this research also wants to find out the cause factors of using fillers and the stage of teaching performance that commonly used fillers. After getting the data, both male and female use all kinds of fillers which causes by nervous and cognitive process dominantly. The researcher observes that students' nervous and cognitive process have relationship because most of the students have less understanding about the material and grammar. In addition, they also have problem with speaking. Hence, feeling nervous occur at starting point of teaching and whilst teaching activities. In conclusion, the students need to improve their knowledge to minimize using fillers because using too many kinds of fillers can decrease students' concentration.

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