

A STUDY OF FILLERS UTTERED IN ENGLISH PUBLIC SPEAKING

Maryska Firiady and Aloisius Wisnu Mahendra

Independent Researchers, Yogyakarta

ikacax89@gmail.com and aloisiuswisnu.mahendra@gmail.com

correspondence: ikacax89@gmail.com

<https://doi.org/10.37147/eltr.v3i2.98>

received 15 March 2019; accepted 20 June 2019

Abstracts

In the formal context of communication, capability to speak in public and convince the audiences becomes an essential necessity (Al-Tamimi, 2014). Nevertheless, many people are afraid of public speaking (Brewer, 2001). As a result, fillers such as *err...*, *umm...*, or *well, so, you know, I mean* are often produced. However, fillers are considered as additional utterances produced by speakers to communicate naturally with the listeners. They help the speakers to shift one idea to another to make the listeners understand the meaning conveyed by the speakers easily. This study investigated twenty English public speaking videos and looked for the variation of fillers uttered by the speakers. The results showed that *so, err, and umm* were the frequent fillers uttered. The use of these fillers had various functions such as to introduce the speaker's ideas, to gain audience's attention, or to give time for the speakers to search for the word.

Keywords: public speaking, fillers, utterances

Introduction

The development of human activity has become the result of globalization. It includes communication using a common language among people worldwide. This development closely links English, as the language of dominance, with economic, technological, and cultural power (Crystal, 2003). Thus, in line with globalization, English has been recognized to be a universal language to connect people with different field of interest worldwide, such as travelling, business, education, health, technology, and diplomacy (Brown, 2007). It serves as a path for promoting interactions, altering how people convey their ideas and intentions to one and another.

Regarding to the notion of global communication, the use of English has become an essential need not only for daily interaction, but also for formal context of communication. Referring to Al-Tamimi (2014), the capability to speak in public becomes an essential force to cope with the globalization. In such communication, the speaker is often required to stand before the audience to deliver a speech in a structured manner, with the purpose of either sharing ideas and influencing the audience (Templeton & Fitzgerald, 1999). A good public speaker is able to use his/her skill to convince the audience about

what he/she speaks. He/she are possibly judged by the audience in term of how he/she delivers the speech. Therefore, the first impression would usually be the lasting judgment registered in the audience's minds, coming into contact with the speaker (Al-Tamimi, 2014).

In fact, performing public speaking is not as easy as having daily conversations. Brewer (2001) reported that public speaking is one of the most fears in the American public. People who are weak in public speaking mostly face challenges in delivering speeches due to problems with expressive communication skills (Al-Tamimi, 2014). They often find difficulty in determining what to say, recalling how to say it, and expressing it in front of others (Nippold, Hesketh, Duthie, & Mansfield, 2005; Scott & Windsor, 2000). As a result, the speakers often produce err..., umm..., or well, so, you know, I mean, and similar expressions. These kinds of utterances are called fillers (Baalen, 2001). Yule (2006) defines fillers as a break in the speech flow. They are lexically empty items with the most common use to fill a speech gap and mark of hesitation (Strenstrom, 2014). In other words, fillers uttered by speakers in public speaking might have no certain purpose instead of filling the gap in delivering speech.

On the other hand, Corley and Hartsuiker (2011) state that "speech understanding can sometimes benefit from the presence of filled pauses (uh, um, and the like), and that words following such filled pauses are recognized more quickly" (p. 1). It is understood that "natural delays such as fillers need not be seen as 'signals' to explain the benefits they have on the listeners' ability to recognize and respond to the words which follow them" (Corley & Hartsuiker, 2011, p. 1). In this way, fillers are considered as additional utterances produced by speakers to communicate naturally with the listeners. They help the speakers to alter one idea to another to make the listeners easy to understand the speakers' meaning. Thus, this current study aimed to examine what the frequent fillers uttered by speakers in delivering public speaking are and their functions. The main data source was taken from TED Talk, in which the speakers were speaking in public to share their ideas about a particular topic. The frequent fillers uttered by the speakers were analyzed and explored on the findings.

Literature Review

Public speaking skill involves both verbal and non-verbal communications. Pauses in speech are one part of non-verbal communication (Grice & Skinner, 1995). In a speech delivery, pauses are emerging when a speaker shift one idea to another one. However, these pauses can be avoided through practicing process, in which the smoother transition produced as the result of several repetitions (Greene & Cappela, 1986). Therefore, in a spontaneous speech, fillers are common phenomena, while in a prepared speech such as what happens in public speaking, pauses can actually be reduced and minimized.

Pauses are often seen as a sign of disfluency in speaking. Nevertheless, it is actually a natural phenomenon. People speech production are influenced by the cognitive process in human brain (Santos & Alarcón, 2016). Pauses can also be beneficial for a speaker. Pauses that used carefully can serve as powerful tool for important transition or an effective

speech, but too many vocalized pauses can lead to audience's perception on the unready and hesitant speaker (Grice & Skinner, 1995). Fillers can help to give time for the speakers when they need to think or mentally plan what they are going to say. In addition, effective use of fillers can help make the language used livelier and personal as well as it can help to connect the speaker and the audience (Rose & Nilsen, 2013). In terms of meaning, fillers do not have any particular meaning but they help to emphasize the meaning of the speech produced by the speakers as it is said by Santos & Alarcón (2016). They said that "fillers help with the meaning of an utterance, they are not the meaning itself" (Santos & Alarcón, 2016, p. 193).

Vocalized pauses or filled fillers are defined as "lexically an empty item with uncertain discourse functions. It means that filler commonly occurs to mark hesitation or to hold control of a conversation while the speaker thinks what to say next" (Stenström, 1994, p. 222). Utterances such as *well, um, you see* that are uttered when a speaker is thinking are the examples of fillers (Bygate, 1987). Pauses can be classified into unlexicalized pauses or silent pauses and lexicalized pauses (Dalton & Hardcastle, 1977; Rose, 1998). Other classification of fillers is based on non-word fillers, phrase fillers, or silent pauses. The examples of the non-words fillers are *em, hmm, uh, um*, etc., while the examples of phrase fillers are *you know, I mean, well, sort of*, etc. (Pamolango, 2016). In line with those classification, Jay (2003) stated two form of fillers that are silent or filled pauses. The filled pauses include non-word sounds such as *um, er, ah* or interjections such as *well* and *say*. Connection phrases are the other form of filled pauses such as *that is, rather, and I mean* (Du Bois, 1974). Santos & Alarcón (2016, p. 192) mentioned that "people who speak slowly often use more pauses than people who speak quickly." Fluency is practically often correlated with high speech rate. However, Jay (2003) mentioned that high speech rate is actually influenced by how the speakers seldom pause their speech or that they pause for only short durations. Moreover, Jay (2003) also added that the occurrence of pauses is commonly before content words than function words.

Some researchers have conducted research related to fillers. Santos and Alarcón (2016) pointed out that the fillers *uh* and *um* are found in American English, while *er* and *erm* are in British English. Pamolango (2015) also conducted a study investigating female teachers' utterances and the findings showed that female teachers produced *ee- {ə:m}*, *ya* (yes), *ok*, and *ya* (well) as the commonly uttered fillers. The other researcher, Mukti and Wahyudi (2015) conducted a study investigating the use of filled filler *um* among English Department students during their oral presentations in one university in Malang, Indonesia. The findings revealed that

An *um* is used at the initial position of an utterance to show readiness to open a new sentence, topic, or point of a presentation, to express awkwardness, and to show respect to others. In the middle of an utterance, it is used to detect a problem, to struggle, to find upcoming words, and to restart a conversation. Finally, in the final position of the utterance, it is used as a result of agnosia and to close a presentation (p. 63).

The findings of Mukti and Wahyudi (2015) showed that filled fillers could occur in various positions of utterances. A particular filler in a particular position might lead to different functions. The other example comes from Filipi and Wales' (2003) study that pointed out the use of *okay*, *right* and *alright*. The use of *okay* indicates that the speakers want to continue to other topic. *Right* can function to link some ideas in the conversation, while *alright* is usually used for giving instructions and therefore are usually found at the beginning of conversation.

The other study from Schachter, Christenfeld, Ravina and Bilous (1991) showed that one factor that might influence the occurrence of fillers is the number of potential words that somebody can draw. In their study, Schachter et al. investigated whether there was any differences of the frequency of the filled pauses uttered by lecturers of different academic disciplines. The findings pointed out that "lecturers in humanist should use more filled pauses during lectures than social scientist" (p. 362). According to Schachter et al, this happened because the lecture of humanities teach with more quantity of words and synonyms. The follow-up study conducted by Schachter, Rauscher, Christenfeld, and Crone (1994) confirmed the result. They conducted research on variety of words used by humanists, social scientists and natural scientists that revealed humanists use greater word variety compared to the others.

The findings of these previous studies have strengthened that despite the common perspective that fillers might influence speech delivery, the phenomenon of the occurrence of fillers is natural and functional. According to Garcés Conejos and Bou Franch (2002) the functions of fillers include cognitive function, social function and discourse-regulatory function which can increase students participation in English language teaching. Laserna, Seih and Pennebaker (2014) have also conducted a recent study related to the use of fillers. They said that

Filled pauses were used at comparable rates across gender and age. Discourse markers, however, were more common among women, younger participants, and more conscientious people. These findings suggest that filler word use can be considered a potential social and personality marker (p. 1).

Method

The study was conducted by employing descriptive qualitative approach. The approach allowed the researchers to analyze words and explore them into descriptions by recording data and disseminating the findings (Bogdan & Biklen, 2007). The data recorded were taken from spoken language which were transcribed into written words. They were focused on discourses containing fillers. Moreover, in order to visualize the data recorded, the researchers used numbers to describe the fillers identified in the samples and mapped

the frequent fillers found. These frequent fillers, then, were analyzed and explored into descriptions presented on the findings.

Data Collection

To get valid data about kinds of fillers and also their frequencies from the samples, the researcher themselves were considered as the instrument of the study. The researchers managed all things in this research, from choosing the way of collecting the samples and also analyzing them (Pamolango, 2016). Since the focus of the study was exploring fillers uttered by speakers in public speaking context, the samples were taken from TED Talk videos. There were 20 (twenty) videos selected randomly from TED Talk website with the duration between 3 (three) until 6 (six) minutes. Additionally, the videos present speakers who are from English speaking countries delivering speeches in accordance to their field of interest. These videos were watched thoroughly and some discourses containing fillers were recorded. Regarding to the fillers identified, the researchers visualized the list of fillers uttered by the speakers along with their frequencies (Table 5.1).

Data Analysis

After collecting the data, the researchers did discourse analysis based on the utterances, containing fillers, produced by the speakers. Discourse analysis is defined as a person's perception containing methodological and conceptual elements used to make meaning of a discourse, both in spoken and written texts (Wood & Kroger, 2000). Furthermore, Stark and Trinidad (2007) add that discourse analysis focuses on the use of language by an individual in a certain context. Thus, the researchers conducted a discourse analysis to study the frequent fillers uttered by speakers in delivering public speaking at TED Talk as well as their functions. The results and the discussions were presented in the next section.

Findings and Discussion

This section discussed the results of the study. This section discussed two things which were the frequent fillers uttered by the speakers and the functions of those fillers occurrence.

Frequent Fillers Uttered by the Speakers

The Table 5.1 showed that the speakers produced two types of lexicalized fillers, namely sound and phrase fillers. The type of lexicalized fillers produced the most frequently by the speakers were phrase fillers with the number of occurrences 85, then sound fillers with the number of occurrences 33. From the total number of phrase fillers, the most frequent fillers were *so*, followed by *and* in the second position and *you know* in the third position. On the other hand, the most frequent sound fillers produced by the speakers was *err*, followed by *umm* in the next position.

Table 5.1: Fillers Uttered by the Speakers

No.	Filler	Frequency
1.	So	39
2.	Err	21
3.	Umm	12
4.	And	11
5.	You know	10
6.	I think	6
7.	And then	6
8.	Now	5
9.	I mean	4
10.	Actually	1
11.	Look	1
12.	Alright	1
13.	You see	1

In details, from Table 5.1, it could be concluded that the fillers *so* with the number of occurrences 39 was the type of phrase fillers produced the most frequently by the speakers. The filler *and* with the number of occurrences 11 was in the second position and the filler *you know* occurred 10 times was in the third position of phrase fillers. Furthermore, *err* appeared as the most frequent sound fillers uttered by the speakers with the number of occurrences 21 and it was followed by *umm* with the number of occurrences 12. In the next section, the researcher discussed further about each function of fillers uttered by the speakers.

So

The data in Table 5.1. showed that in the form of phrases, the fillers uttered in English public speaking were *and*, *you know*, *I think*, *and then*, *now*, *I mean*, *actually*, *look*, *alright*, and *you see*. The most frequently uttered fillers in the twenty analysed videos was *so*. This result was same with Gryc's (2014) study which investigated fillers used in academic spoken English. Gryc (2014) also found that *so* was the most fillers used in four academic activities such as seminar and lecture. The filler *so* is a discourse marker that can take position at the beginning of the speech. This filler was used by the speakers to introduce the idea they wanted to convey as well as to gain attention from the audience. Some examples of the occurrence of fillers *so* found from the data were:

So, this is James Risen. You may know him as the Pulitzer Prize-winning reporter for The New York Times (S#4).

So, I'm going to show you exactly what I brought. I brought seven pairs of underpants and that's it (S#6).

So when I do my job, people hate me. In fact, the better I do my job, the more people hate me. And no, I'm not a meter maid, and I'm not an undertaker. I am a progressive, lesbian talking head on Fox News (S#13).

In the examples above, the utterance of *so* took place in the initial position. When the utterances of *so* were eliminated from the sentences, the meaning of the utterance was actually still the same. It is different from the word *so* that has meaning *and for that reason* or *therefore*.

Err

This filler *err* was also commonly found in the data. It was used when the speakers was searching for word to express their ideas. The more spontaneous the speech is, the more possibility to have this filler. Even though in public speaking, the speaker actually had opportunity to prepare their speech, the data showed that the phenomenon of filler *err* still frequently occurred. It showed that our mind needs time to process and look for certain words when we are speaking. Some of the examples found from the data were:

It's sort of like Thanksgiving with your conservative uncle *<err>* on steroids, with a livetelevision audience of millions. It's totally almost just like that (S#13).

And in the seat next to me *<err>* was a high school student, a teenager, and she came from a really poor family (S#19).

All the occurrences of the filler *err* happened in the middle of the utterances. Gryc's (2014) study found that the use of filler *err* could indicate an agreement. Nevertheless, the utterances of filler *err* found in this study were to give time for the speakers to search for the word without specific indication of anything. In addition, this filler *err* was commonly found before the function words rather than the content words.

Umm

The filler *Umm* found in this study occurred in the beginning of the utterance. The examples of this filler found in the data were:

*<umm>*Emotional correctness is the tone, the feeling, how we say what we say, the respect and compassion we show one another (S#13).

*<Umm>*That's my daughter and me. (S#14).

In line with the study of Mukti and Wahyudi (2015), the use of fillers *Umm* in this study could indicate readiness to open a new sentence, topic, or point of a presentation. The first

example showed the use of *umm* before the speaker tried to explain the meaning of emotional correctness. In the second example, the utterance *umm* occurred when the speaker was showing a picture and then tried to explain who the people on the picture were. In Gryc's (2014) study, *umm* was also listed as one of the most frequent filler uttered.

And

The examples of filler *and* found in this study were:

And I took my bike into the bike store-- I love this —<*umm*> same bike, and they'd do something called "truing" the wheels (S#11).

And if we can start to find compassion for one another, then we have a shot at building common ground (S#13).

There was very limited previous study that discussed the word *and* as a filler in speaking. However, in this study, the word *and* is considered as a filler since the researchers found that it happened occasionally when some speakers paused their speech and filled that pause moment with the utterance of *and*. Therefore, the function of this filler might be to buy some time for the speakers when they want to shift one particular idea to another one. This filler took place only at the beginning of utterances and never in the end of the utterance.

You know

This filler was included as a discourse marker. Thus, it was usually found in the beginning of the utterance. The examples found in this study were:

I said, **you know**, "What happens when I grow older and my hair becomes white? What would happen then?" "Oh, don't worry about it," he said (S#3).

But you know who didn't like that chapter? The US government (S#4).

In these two examples, the fillers *you know* came before questions. It indicated that the speaker assumed that the audiences were already familiar with the topic or examples that were going to be presented by the speaker. Gryc's (2014) study found that this filler occurred both in the initial and final position of the utterance, while in this study this filler was uttered all in initial position.

I think

This filler appeared in video 1 and video 3. The examples of the use of this filler were:

The positive perspective, *I think*, of all of this is that, if we do understand when we go wrong, if we understand the deep mechanisms of why we fail and where we fail, we can actually hope to fix things. And that, *I think*, is the hope (S#3).

These fillers were in the middle of the sentences and it was used to buy some time to connect the idea. The other function of this filler was to express the speaker's opinion toward something. As it was stated in Gryc's (2014) study "The main function of *I think* is to express one's opinion, usually without knowledge whether this opinion is true or not" (Gryc, 2014, p. 47).

And then

The utterances of *and then* usually appear in the beginning of the utterances. The examples are in these following

And then we had some pretty bad days, like in Italy, where a truck driver unloaded all the equipment an hour north of Rome, not an hour south of Rome, and a slightly worse day where a keyboard player called me and said, "Chris, don't panic, but we may have just sound-checked at the wrong people's wedding" (S#7).

And then came one of the biggest guilt trips of my life. This is coming from a Jewish guy, all right, so that means a lot (S#3).

There were also limited previous studies that discussed the function of filler *and then* in the utterances. However, based on the context of the examples above it was predicted that the function of *and then* was to sequence one idea after another idea.

Now

The filler *now* found in this study usually took place in the initial position. The example of utterance using the filler *now* was :

Now it's not always easy to push yourself, and that's why they invented mothers (S#19).

The function of the filler *now* found in the example was to indicate "the situation that is to happen in order to prepare the addressee to a situation" (Gryc, 2014, p. 49).

I mean

In this study, the filler *I mean* usually appeared in the initial position or at the beginning of utterance. It was used to make a clarification for the previous statement uttered before. Gryc (2014) mentioned that "*I mean* as a filler is used by the speaker as a self-corrector, i.e. the speaker needs to sort out his/her thoughts and correct something that has already

been said” (Gryc, 2014, p. 46). One of the example of *I mean* found in this study was the following:

I mean not all of them, and not the ones who send me hate mail, but you would be surprised (S#13).

Actually

Actually appeared one of the fillers categorized as discourse maker. Based on the findings, it occurred only once among the samples.

One of them *actually*, fittingly enough found me when I checked in into a service at a restaurant in New York on foursquare(S#1).

Actually, as a filler, was used by the speaker in order to emphasize what he said. The primary function was to stress the essential information as well as to organize the speaker’s thoughts (Gryc, 2014). According to the example, the speaker was trying to emphasize that one of his family members at least would recognize where he was at the time when he made the status update.

Look

Referring to the findings, *look* appeared as one the infrequent fillers uttered by the speakers in the videos. The occurrence of *look* was only found in one of the sample when S#5 delivered his talk.

Look, I lied to the Feds. I lost a year of my life from it (S#5).

This filler occurred at the beginning of the statement produced S#5. It was uttered in order to grab audience’s attention. In this way, an interaction between the speaker and the audience happened unintentionally. The speaker was trying to direct the audience to pay attention on the topic as well as to imagine the speaker’s examples when he was laying to the Fed for a year.

Alright

Alright appeared as one of fillers uttered in the beginning of the talk. The samples taken for this study demonstrated the filler *alright* only occurred once.

Alright, so let's take four subjects that obviously go together: big data, tattoos, immortality and the Greeks (S#8).

Alright was uttered by the speaker found in the beginning of the statement. It intentionally used by the speaker to give instructions to the audience to follow the topic of the talk (Filipi & Wales, 2003). As identified in one of the videos, the speaker was directing the audience to follow the topic by giving an instruction. The audiences were invited to follow the speaker's thoughts about the four subjects that obviously go together (big data, tattoos, immortality, and the Greeks).

You see

The other filler categorized as discourse maker was *you see*. This filler occurred only once among the samples.

You see, under the First Amendment, the press has the right to publish secret information in the public interest (S#4).

You see was uttered in order to include the audience in the talk without ending the speaker's sentence. Occurred at the beginning, it implied a purpose of reaching out to the audience as the speaker was speaking to grab the audience's attention. Besides, the utterance of *you see* also indicated that the speaker assumed that the audience were familiar with the topic and wanted to ensure them. The example showed that the speaker relied on the fact that the audience knew about the First Amendment, which regulated the rules of publishing secret information for public interest.

Conclusion

In conclusion, there were various fillers uttered by the speakers delivering speeches in TED Talk. The fillers uttered were in form of sound and phrase fillers. Phrase fillers were identified to be most frequently uttered by the speakers with the total number of occurrences 85. The filler so appeared to be the most frequent phrase filler with the number of occurrences 39, followed by and with the number of occurrences 11, and 10 occurrences of you know. On the other hand, there were also 33 occurrences of sound fillers uttered by the speakers. The err sound filler occurred 21 times, while the umm sound filler occurred 12 times.

Based on the findings and the discussion, there were some fillers uttered by the speakers in delivering speeches in public. Although the speakers are people who are from English speaking countries, they still produced fillers in the context of formal communication. This indicates that fillers are naturally occurred in communication, even in public speaking. The speakers who produced fillers were trying to connect one idea to another, for example using and then and so. Moreover, fillers were also essential to fill the gap while a speaker was trying to find the ideas that he/she wanted to convey. These functions promoted the nature communication. Therefore, in public speaking course, the use of fillers needs to be introduced appropriately. By introducing the advantages and

disadvantages of producing fillers in public speaking, the lecturer also teaches the communication strategies when students are practicing delivering speech in public context.

References

- Al-Tamimi, N. M. (2014). Public speaking instruction: abridge to improve English speaking competence and reducing communication apprehension. *International Journal of Linguistics and Communication*, 2(4), 45-68.
- Baalen, I.V. (2001). Male and Female Language: Growing together?. Retrieved November 30, 2017. From http://www.let.leideuhiv.nl/hsl_shl/VanBaalen.htm.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). New York: Pearson Education, Inc.
- Brewer, H. (2001). Ten steps to success. *Journal of Staff Development*, 22(1), 30-31.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). New York: Pearson Education, Inc.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Corley, M., & Hartsuiker, R. (2011). Why um helps auditory word recognition: The temporal delay hypothesis. *PLoS One*, 6(5). Retrieved from e19792.10.1371/journal.pone.0019792.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.
- Dalton, P., & Hardcastle, W. (1977). *Disorders of fluency*. London: Edward Arnold.
- Du Bois, J. W. (1974). Syntax in mid-sentence. *Berkeley studies in syntax and semantics*, 1(3), 1-25.
- Filipi, A., & Wales, R. (2003). Differential uses of *okay*, *right*, and *alright*, and their function in signaling perspective shift or maintenance in a map task. *Semiotica*, 47, 429-455.
- Garcés Conejos, P. and Bou Franch, P. (2002). A Pragmatic Account of Listenership: Implications from Foreign/Second Language Teaching. *Revista Alicantina de Estudios Ingleses*, 15, 81-102.
- Greene, J. O., & Cappela, J. N. (1986). Cognition and talk: The relationship of semantic units to temporal patterns of fluency in spontaneous speech. *Language and Speech*, 29, 141-157.
- Grice, G., & Skinner, J. F. (1995). *Mastering public speaking* (2nd ed.). Massachusetts: Allyn and Bacon.
- Gryc, J. (2014). *Fillers in academic spoken English*. Published bachelor's thesis. Masaryk University, Czech Republic.
- Jay, T. B. (2003). *The psychology of language*. New Jersey: Prentice Hall.
- Laserna, C., Seih, Y., & Pennebaker, J. (2014). Um ... who like says you know: Filler word use as a function of age, gender, and personality. *Journal of Language and Social Psychology*, 33(3), 328-338.
- Mukti, N. I., & Wahyudi, R. (2015). EFL students' uses of um as fillers in classroom presentations. *Journal of Language and Communication*, 2(1), 63-76.

- Nippold, M. A., Hesketh, L. J., Duthie, J.K., & Mansfield, T.C. (2005). Conversational versus expository discourse: A study of syntactic development in children, adolescents, and adults. *Journal of Speech, Language, and Hearing Research, 48*, 1048-1064.
- Pamolango, V. A. (2016). An Analysis of the Fillers Used by Asian Students in Busan, South Korea: A Comparative Study. *International Journal of Languages, Literature and Linguistics, 2*(3), 96-99.
- Pamolango, V. A. (2015). Types and functions of fillers used by the female teacher and lecturer in Surabaya. *Parafrese, 15*(01), 11-15.
- Rose, C. S., & Nilsen, K. (2013). *Communicating professionally: A how-to-do-it manual* (3rd ed.). Chicago: Neal-Schuman.
- Rose, R. L. (1998). *The communicative value of filled pauses in spontaneous speech*. Published master's thesis, University of Birmingham, Birmingham, United Kingdom.
- Santos, N. M. B., & Alarcón, M. M. H. (2016). Fillers and the development of oral strategic competence in foreign language learning. *Porta Linguarium, 25*, 191-201.
- Schachter, S., Christenfeld, N., Ravina, B., & Bilous, F. (1991). Speech disfluency and the structure of knowledge. *Journal of Personality and Social Psychology, 60*, 362-367.
- Schachter, S., Rauscher, F., Christenfeld, N., & Crone, K.T. (1994). The vocabularies of academia. *Psychological Science, 5*, 37-41.
- Scott, C. M., & Windsor, J. (2000). General language performance measures in spoken and written narrative and expository discourse of school-age children with language learning disabilities. *Journal of Speech, Language, and Hearing Research, 43*, 324-339.
- Starks, H. & Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research, 17*(10), 1372-1380.
- Strenstrom, A. (2014). *An introduction to spoken introduction*. New York: Routledge.
- Stenström, A. B. (1994). *An introduction to spoken interaction*. London: Longman.
- Templeton, M., & Fitzgerald, S. S. (1999). *Schaum's quick guide to great presentations*. New York: McGraw-Hill.
- Wood, L. A. & Kroger, R. O. (2000). *Doing discourse analysis*. Thousand Oaks, CA: Sage Publications.
- Yule, G. (2006). *The study of language*. Cambridge: Cambridge University Press.