PAUSE FILLER USED BY STUDENTS IN MICROTEACHING CLASS

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Abstrak: Penelitian ini dilatarbelakangi oleh cara berbicara mahasiswa di kelas microteaching di STKIP PGRI Sumatera Barat. Di kelas microteaching mahasiswa dituntut untuk banyak berbicara karena microteaching merupakan mata kuliah yang mengarahkan mahasiswa untuk menjadi guru nantinya. Di kelas microteaching mahasiswa dilatih untuk praktek mengajar seperti guru dan diberikan waktu yang panjang untuk berbicara sekitar 25-30 menit. Pada saat berbicara di depan kelas banyak siswa yang tidak lancar berbicara dan menggunakan jeda yang disebut "pause filler". Penelitian ini bertujuan untuk mendeskripsikan apa saja jenis-jenis "pause filler" yang digunakan mahasiswa di kelas microteaching STKIP PGRI Sumatera Barat dan apa saja faktor-faktor penyebabnya. Peneliti menggunakan teknik "snowball sampling" untuk memilih sampel. Instrumen penelitian ini adalah video rekaman dan panduan wawancara. Dari 4 kelas microteaching, peneliti mendapatkan 60 Sample. Dalam melakukan penelitian, peneliti menyeleksi, menganalisa, mendeskripsikan, serta mengelompokan jenis-jenis dan faktor-faktor penyebab filler yang dihadapi oleh mahasiswa. Kemudian dari hasil penelitian ini, peneliti menemukan jenis-jenis "pause filler" yang digunakan mahasiswa yaitu "filler" bunyi, "filler" kata," filler" kalimat, dan pengulangan. Faktor-faktor penyebab penggunaan "pause filler" yaitu ketika mahasiswa sedang tidak fokus dengan apa yang akan disampaikan, grogi, ragu-ragu, dan mahasiswa sedang memikirkan hal apa yang akan disampaikan.

Kata kunci : pause filler, microteaching

INTRODUCTION

Micro-teaching is a training course applied to universities or college especially in teacher training college. Micro teaching aims to train students become teachers. In teaching, lecturers will guide and direct students how to be a professional teacher. Students are taught to become teachers by practicing in the classroom. Therefore, students are able to master teaching techniques when become teachers later. Before practicing to be a teacher, lecturer gives the theories about how to be a teacher, such as giving information about curriculum, writing lesson plan, and also about how to teach in the school. Then, lecturer will give each student different material that will be taught. Every student will have opportunity to perform as teacher. It is based on Academic Guideline (2015) which 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. Through this course, it is expected that students will be able to take strategic decisions related to knowledge and connect them to reality through the use of science and technology and be able to practice the principles, theories, methods and techniques they have learned in the TEFL, Grammar I courses, Pronunciation, Curriculum and Material Development, Language Assessment, and Classroom Management.

Furthermore, Wahba (2003:44) also states that microteaching as a tool for reflection, helps teachers scrutinize their own teaching in order to discover their strengths and weaknesses. It also makes teachers conscious of developing their own skills and strategies in order to understand their teaching. From the statement by Wahba, researcher can identify purpose of micro teaching. First, micro teaching can help students to think wide about what they will convey in teaching process. In microteaching, students who will be teachers can discover their strengths and weaknesses in teaching. Second, micro teaching helps students who will be teachers know about developing their own skill and teaching strategies in order to understand about what will be taught. Students can measure their ability to teach be teachers.

Moreover, Karckay et al (2009:845) state that microteaching has four purposes: a) Assess the student teachers' overall teaching skills; b) Identify skills that require improvement; c) Provide a system for practicing the skills; d) Monitor the skill development process. Based on the theory, it can be explained that there are four purposes of micro teaching; first, to assess teaching skill of students who will practice be teacher in the school after pass micro teaching class. Second, in microteaching, students will identify their skills that are needed to be teacher. Therefore, students can improve their skill. In microteaching, students will be taught how to be a good teacher. Third, the purpose of micro teaching is to provide a system for practicing the skill. After the lecturer taught the theory about how to be a teacher, students will practice be a teacher by applying all of theories that have been taught by lecturer. Fourth, in microteaching, students' skill development process will be noticed by lecturer. Students will know how far their skill to be a teacher.

In micro teaching, not all of students can speak fluently when performing as a teacher. Some students are nervous and hesitant while perform to teaching as a teacher in front of the class. Furthermore, duration to speak in micro teaching class is longer than classroom presentation or speaking performance that is around 30 – 40 minutes. As the effect, many

students have to pause their utterances when they conducted practice teaching. Students used some filler words to fill their hesitations. For example, when they want to explain the material, they used fillers, such as *well, ok, uummm*. Therefore, students' performance as a teacher looked less precise, and the use of too-frequent filler words disrupted the student's performance as a teacher and will spend time speaking. As the effect, the time to teach and convey a material is limited and the students have to organize the time in every teaching activity carefully.

Furthermore, filler is usually used to fill pause when students are not fluent when they are speaking. Filler can extend students' speak time. According to Reed (2017:47) "Filler words are a way to momentarily take a mental break while you try to remember what you are going to say next. You may be speaking, what the words you use do not carry anything meaning." Filler is used to fill pause and does not has meaning, but there is reason to use the filler.

Furthermore (Pamolango, 2016) categorizes filler into three kinds. They are non-words filler, phrase filler, and silent pause. First, non-words filler are some sounds that used by students to fill pause such as *em, hmm, uh, um*. Second, phrase fillers are combination of words that produced by students while they are thinking, such as *I mean, oke well, sort of*. Third, silent pause is the way that choosen as filler. Silent is used by the student when they forget what will be said. Then, (Duval, Robbins, Graham, & Divett, 2014) add "Words such as *like, um, uh,* or *ya know* are considered filler words and also repetition can also be considered a type of filler". This theory explains that there are two kinds of Fillers; they are Filler words and repetition words. Especially, for repetition fillers refer to the speaker repeat their utterances for many times for some purposes, such managing nervous, forgetfulness and so forth.

Dealing with the theories above, the researcher categorize there are fourth kinds of fillers, they are sound filler, words filler, phrase filler, and repetition.

Moreover, there are some causes of using filler when students speak. (Duval, Robbins, Graham, & Divett, 2014) say that there are three causes factor of filler. They are: a) Divided intention, b) Infrequent words, c) Nervousness. The researcher categorize there are some cause factor of filler. First, Divided intention is caused when students are attempting to focus on multiple points of interest at one time. Second, Nervousness comes from anxiety regarding public speaking. Third, hesitancy. Filler is used by students when they hesitate to speak. Students are not sure about what will be said next therefore students produce filler. Fourth, other cause factor of filler is cognitive process

METHODS

The design of this research was descriptive research. This design relies on observation as a means of collecting data. Depending on the type of information sought, people can be interviewed, questionnaires distributed, visual records made, even sounds and smells recorded. The researcher used English students in micro teaching class at STKIP PGRI West Sumatera in 2017/2018 academic year as population.

Sample is a little part of population, to choose sample in population the researcher used Snowball sampling. Snowball sampling is technique to determine the sample, it begin with small number and then be large. In this research, the researcher used video recorder, interview, and field note as the tools of the research. To collect the data, researcher chose semi-structure interview when interviewed students. First researcher collected the data by observation students that perform in microteaching class. Reseracher used indicators to get the data.

No	Indicator	Example
1	Sound Filler	*Oh, hmm, ah, eee,ooo*
2	Words Filler	*Oke, well, next*
3	Phrase Filler	*Oke students, oke next*
4	Repetition	Oke, *oke*

Table 1. *Kinds of Filler Indicators (source by Duvall et al (2014) and Pamolango(2016)*

Researcher analyzed the data about kinds of filler based on the kinds of filler indicators above. The indicators were adapted by Duvall et al and Pamolango's theories. The kinds of filler are sound filler, words filler, phrase filler, and repetition. The researcher categorized the kinds of filler based on the indicators.

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

Table 2. *Cause factors indicators (source by Duvall et al (2014) and Erten (2013, 2014)*

Researcher analyzed the data about 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

FINDING AND DISCUSSION

The researcher found the research finding that students used kinds of filler such as Sound filler, Word filler, Phrase filler, and Repetition when they practiced teaching in micro teaching class. From this finding, it can be gotten the tabulation of Filler used by students in micro teaching class at STKIP PGRI Sumatera Barat in 2017/2018 academic year:

No	Microteaching Class	Sound filler	Word filler	Phrase filler	Repetition	Total sample
1	A	16	18	15	16	18
2	B	17	17	11	15	17
3	C	12	12	12	12	12
4	D	13	13	13	11	13
	Total	58	60	51	54	60

Table 3. *Tabulation of pause filler used by students in micro teaching class at STKIP PGRI Sumatera Barat in 2017/2018 academic year*

From 60 samples, 58 students used sound filler when they practiced teaching. They are 16 students from class A, 17 students from class B, 12 students from class C, and 13 students from class D. Then, 60 students used word filler. All of sample used word filler when they practice teaching in micro teaching class. They were 18 students from class A, 17 students from class B, 12 students from class C, and 13 students from class D. Next, 51 students used phrase filler when they practiced teaching. They were 15 students from class A, 11 students from class B, 12 students from class C, and 13 students from class D. Then, 54 students used repetition as filler when they practiced teaching. They were 16 students from class A, 15 students from class B, 12 students from class C, and 11 students from class D. The following data are the examples of filler used by students based on the finding above:

No	Sound filler	Word filler	Phrase filler	Repetition
1	*Hmm*	*Oke*	*Oke class*	Last week *Last week*

2	*Eeee*	*Next*	*Oke students*	have you been asked eee *have you been asked*
3	*aaaa*	*Now*	*Well guys*	Need to new friend *Need to new friend*
4	*oooo*	*Today*	*And the next*	My address *My address*
5	*oohh*	*What*	*Oke guys*	Oke now *Oke now*

Table 4.2. *Examples of pause filler used by students in micro teaching class at STKIP PGRI Sumatera Barat in 2017/2018 academic year*

From the table, researcher explains that many fillers that used by students when they were performing in front of micro teaching class. The first row is the examples of sounds filler that are used by the students, such as ***hmm, eeee, aaaa, oooo,*** and ***oohh.*** The second row is the example of words filler that are used by students such as ***oke, next, now, today,*** and ***what.*** The third row is the example of phrases filler that are used by students such as ***oke class, oke students, well guys, and the next,*** and ***oke guys.*** Fourth row is the example of repetitions that are used by students such as ***last week, have you been asked, need to new friend, my address,*** and ***oke now.***

Meanwhile, The cause factors of filler used by students in micro teaching class are first, Divided attention. Students used filler when their thinking was divided with many point when students practiced teaching. Second, nervousness. It was always happened to students. Students often used filler when they were nervous, especially practiced teaching. Third, hesitancy. Students used filler to cover their hesitancy. Students hesitated because they were lack mastering the material, lack of vocabulary, and lack of grammar, then students hesitated to convey their idea and used filler to cover it. Fourth, cognitive process. Students used filler because they were in cognitive process. Students thought what would be said after. The researcher interpreted that students were not fluent to spoke and used filler because they were nervous, and some students were not mastering the material, vocabulary and grammar. Therefore they hesitated, and thought about what would be said.

CONCLUSION AND SUGGESTION

In this research, researcher has gotten 60 samples and researcher has done observation and interview. The researcher did observation and interview from March 05th 2018 until April 04th 2018. From the data that researcher got, researcher analyzed and described the kinds of filler were used by students in micro teaching class and researcher also described the cause

factor of filler. Based on the finding of the research, there were four kinds of fillers, they were sound filler, word filler, phrase filler, and repetition that used by students in micro teaching class at STKIP PGRI Sumatera Barat academic year 2017/2018. There were 60 students as sample. From 60 samples, 58 students used sound filler when they practice teaching. Then, 60 students used word filler. All of sample used word filler when they practiced teaching in micro teaching class. Next, 51 students use phrase filler when they practice teaching. Then, 54 students used repetition as filler when they practiced teaching. The caused factors of using of filler by students in micro teaching class are; first, divided attention. Students use fillers when their thinking was divided with many points when students practiced teaching. Second, nervousness. It is always happened to students. Students often used filler when they are nervous, especially practiced teaching. Students stand up in front of the class and other look at them. Third, hesitancy. Students used filler to cover their hesitancy. Students hesitated because they were lack mastering the material, lack of vocabulary, and lack of grammar, then students hesitated to convey their idea and used filler to cover it. Fourth, cognitive process. Students used filler because they were in cognitive process. Students thought what would be said after.

For lecturer, students often used filler because some factor. If the use of filler still in natural limit, it was usual thing. But, if students use more filler when they are speaking, lecturer should give suggestion to diminish the use of filler.   The usage of filler naturally, it will be language style when someone speak. For students, students should know the limitation of filler used. Therefore, students can manage the language style when they are speaking.

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