

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presented the conclusions of the researched results on described the types of filler and the most dominant type of filler produced by the Intermediate English Speaking class of English Education Study Program at Palangka Raya University in academic year 2023/2024. Based on the results of this research, the analysis results and the discourse results, presented also some suggestions.

5.1 Research Conclusion

Filler words in english were things that could not be separated from communication. Fillers were important for making language style interesting and were a strategy for communicating fluently. However, fillers could also make communication poor if used too much. This was why this research aimed to examine the type of filler used and the type of filler that dominated the data in this research.

Filler words were something that could not be separated from communication, as proven by the discovery of fillers. Of the 32 audio speaking conducted by the intermediate english speaking class of English Education Study Program at Palangka Raya University in academic year 2023/2024, there were 306 (100%) fillers, with a percentage of unlexicalized filler typed of 287 (93.8%)and lexicalized filler typed of 19 (6.2%). From the results of this research, it could be seen that the percentage of filler types that dominated these findings was fillers with the unlexicalized filler type, 287 (93.7%).

This proved that language could not be separated from the presence of filler words, because after all fillers had functions as hesitation devices, attention-getting devices, mitigating devices, editing-term devices, and time creating devices. Thus, fillers could have positive benefits as a language style and strategy to make communication run smoothly, but it could also be the opposite, actually making the language unintelligible, uncomfortable to hear because of using too many fillers. The results of this research showed that too many fillers were produced by the speakers as the subject of the research, so the fillers gave the impression that the speakers were not fluent in speaking English. This was reinforced by the use of unlexicalized filler types that dominated this research. The use of unlexicalized fillers were the words that were easiest to come out automatically without having to think about the meaning of the word first when at a loss for words. This was because speaking was done spontaneously without any prior preparation by speakers who were also intermediate level speaking learners who were not trained to use English to communicate.

5.2 Suggestion

The results of research on filler words used in speaking were important to study so that these fillers could be useful as a strategy for speaking well. Although the results of this study show that using too many fillers can make the language incomprehensible and uncomfortable to listen to, the results of this research was recommended for teachers as teaching material in teaching fillers which were sociolinguistic knowledge to use filler properly and not excessively. Likewise, students should use the results of this research as a reference for learning about fillers, because fillers were something that could not be separated from language, and their presence

made speaking interesting and the use fillers as a communication strategy, but also be careful about excessive use.

This research is limited in exploring the use of fillersby EFL students in the university level. The future research is suggested to explore further the use of fillers among students from non-English program who use English in their daily campus communication. Further research can also examine students from bilingual school in Indonesia use fillers in communication.