

Language Fillers Used by Students in Conversation

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Abstract: Language is an essential component of our daily lives and is critical to the advancement of human communication; it is a tool for interjecting into a discussion. This study investigated whether fillers are a basic, useful, but frequently overlooked speaking tactic that will be addressed in this study. How fillers help students improve their communication abilities is not clear. The study used conversational analysis and the participants consisted of eighteen students from the College of Teacher Education, Major in Filipino/English. The responses were coded and categorized. A thematic approach was employed to generate the themes. As a result, language fillers help students improve their speaking abilities. It may boost their confidence, enthusiasm, and fluency in the language by allowing them to share their thoughts, ideas, and experiences, which will improve their overall speaking ability. It allows individuals to improve their language skills by employing various oral speaking strategies to enhance their language skills.

Keywords: Conversation, Language Fillers, Strategy.

A. Introduction

Language plays a very vital role in our daily life and such essential in the progress of our communication; It is a tool for conversation engagement. One of the difficulties, especially in the context of speaking, is the sudden state of mental block. Since it is difficult, speakers occasionally halt while speaking. This phenomenon is frequently referred to as “filler”. Filler phrases are used when a speaker pauses to gather their thoughts without actually saying anything.

People frequently use the following words or expressions in everyday conversation: uh, er, um, ah, ehm, well, I mean, you know. and many more. Barriers also occur in the flow of communication, such as the noise in the environment of the setting wherein the communication takes place. One of the leading causes is distraction arising from the listeners or the audience. In the framework of speaking in public, as above mentioned, the utterer or speaker tends to distract. As a result, it will fall definitely into a state of tension to a mental block, and fillers may be present in this form situation. Vallente (2020), using the language, also exhibit embarrassment-

producing behaviors in the classroom, such as silence in response to teacher's questions, undue delay in response, inarticulate response, and resort to the first language. Additionally, fillers as any sounds, words, or phrases that may appear anywhere in the utterance and could be removed without changing the utterance's meaning. For that reason, fillers can be a naturally occurring factor as part of our communication process. The theories of cognitive development underscore the main essence in the usage of these utterances; it means that in the practice of intellectual perspectives, fillers are likely, and it is already a part of our expressions.

The professors, peers, colleagues, and others place the utmost emphasis on interpersonal communication skills and parents in the daily conversation inside the school or outside the premises. The students need to enhance their communication skills. Teachers should give students who are L2 learners formal instruction to assist them develop their communicative competence so they can become completely prepared, cognitively and linguistically. The communicative competence is part pragmatic and part cognitive". We need to improve your communication skills, which "involve not only linguistic knowledge, but cultural knowledge and interpersonal skills.". In other words, understanding how to pronounce words correctly, following proper grammar rules, and having large language skills weren't enough to successfully speak another language. We also need to learn what to say and how to say it depending on who we are speaking to, where we are speaking, and what we are trying to speak about. Furthermore, to speak a language comfortably, we must develop speaking strategies. All of the preceding makes us realize that speaking is a very complex skill that requires careful attention in the language teaching and learning process because there are rules in every culture as to when it is permissible to speak, when one must speak, and what style of speech is expected (Chaika, 2008).

Allows learners understand that, as listeners, they take an active role in interaction because they are in charge of interpreting messages this role of teacher should be inculcated. They must improve their language abilities, which "involve not only linguistic knowledge but also cultural understanding and interpersonal skills. Fillers are a helpful communication tactic as a result. Following this line of reasoning, our goal in this study is to address the issue of fillers, a straightforward, practical, yet underutilized speaking technique. How fillers help the students to enhance their communication skills. The present study entitled Language Fillers in Conversation of the Students: An Enhancement Language Program during the pandemic looked into the students' experiences. To explore more such experiences in conversational analysis, the research mainly centered on three goals. The first goal on how language fillers manifest in the conversations. The second goal was to look for the language fillers used by the students. The third goal is to discover the reasons of students using the fillers. The fourth goal is to developed language fillers enhancement training program.

B. Literature Review

Language Fillers

In spoken interaction, people often produce eh..., ah...oh, ehm..., or well, you know, I mean, kind of expressions. These kinds of utterances are called fillers. These are sounds or words, or phrases that could appear anywhere in the utterance and could be deleted from the utterance without a change in content. Since the data used is a mock job interview done in a formal setting, fillers such as well, you know, sort of, kind of, you see might not exist from the students' answers. Fillers as a break in the flow of speech. Fillers are discourse markers speakers use when they think or hesitate during their speech.

Fillers are also known as pausing or hesitation phenomena which are a commonly occurring feature of natural speech in which gaps or hesitations appear during the production of utterances. These are silent pauses, a silent break between words, and filled pauses which are gaps filled by such expressions as um, er, mm. It has long been recognized that uh and um are not on a par with silent pauses. In one view, they are symptoms of certain problems in speaking (Clark & Tree, 2002). In the filler-as-symptom view, uh and um is the automatic, or involuntary, a consequence of one or another process in speaking. One characterization is this: uh gives evidence that at the moment when trouble is detected, the source of trouble is still actual or quite recent. But otherwise, uh does not seem to mean anything. It is a symptom (Clark and Tree, 2002).

If uh and um are words, it is misleading to call them filled pauses. To be fair-minded, these can be called simple fillers (Clark & Tree, 2002). People who speak slowly often use more pauses than people who speak quickly. It is also interesting to know that when people speak, up to 50% of their speaking time may be made up by pauses.

Also, Faucette (2001) identified that both native and non-native speakers of any language often find themselves in a position where they struggle to communicate, having to use limited linguistic resources to put their meaning across. The ways in which speakers attempt to fill the gap between what they want to communicate and their immediately available linguistic resources are known as communicative strategies (Maleki, 2007) fillers can also be used as time-creating devices. Fillers give some time for the speaker to think about what to utter next. All repetitions in the utterances function as the fillers to give the speaker time to plan what to say next.

Fillers' Theories in Language Acquisition

The Affective Filter embodies Krashen's (1988) view that a number of 'affective variables' play a facilitative but non-causal role in second language acquisition. These

variables include motivation, self-confidence, and anxiety. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up', it impedes language acquisition. He claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. These items enable speakers to express the importance of what they have in mind at a particular point in a conversation, without fully displaying their thinking. Theories of cognitive development underscore the importance of learning languages, specifically fillers that facilitate the student's progress, especially in the advanced stages of intellectual growth of which critical thinking skills are an integral component. In theory, cognitive development advocates learning into communicative strategies through increasingly complex layers of differentiation in the ways that the individuals think. Speaking is the active use of language has been claimed by Maleki (2007) that no individual's linguistic repertoire is perfect.

Teaching Fillers

According to Nakatani, as cited in Erten (2014), it is reasonable to underline the importance of raising learners' awareness of strategies to raise their oral proficiency when encountering communication problems. Therefore, fillers are a useful communication strategy. Teachers can help students be conscious that, as listeners, they have a very active role in interaction because they bear the responsibility of interpreting messages. In order to encourage students to increase their level of involvement in a conversation, it is important to make them aware that fillers can fulfill three essential functions, i.e., a cognitive function, where the hearer shows the speaker that he is processing what she says, a social function, as interjections signal involvement, affect or interest and a discourse-regulatory function because they ratify the assignment of a speaker- and hearer- roles and contribute to the shaping of discourse.

Moreover, self-efficacy is defined by Bandura (2006) as the impact of how people feel, think and act in stressful situations that reflect accomplishments and personal development. People with low self-efficacy have pessimistic thoughts about their achievements and accomplishments in certain domains and are fearful of talking about their expertise. Practicing for situations like interviewing could help improve perceived self-efficacy in the domain of teaching methods and interview skills by all participants, thereby helping shed the most positive light on their strengths. As Al Ghazali (2006) proposed, language and oral communication teachers can use this opportunity to let the students develop their metacognitive skills and promote real-time application, a balance between language acquisition and learning toward communicative competence.

Fillers in Spoken Discourse

A filler is lexically an empty item with uncertain discourse functions, except to fill a conversational gap. It means that filler commonly occurs to mark hesitation or to hold control of a conversation while the speaker thinks about what to say next. Fillers in 4 spoken interactions can be divided into two types. Filler is lexically an empty item with uncertain discourse functions. The first type is lexicalized fillers. Lexicalized fillers are fillers in the form of short phrases, such as sort of, you know, if you see what I mean, etc.

Moreover, one type of filler, similar to the lexicalized fillers, is verbal fillers consisting of, well, I mean, sort of. Furthermore, one of the scholars mentioned that one type of filler is like (when it is not used as a verb or preposition) and well (not in the initial position). The researcher summarized the kinds of fillers in spoken interaction into three kinds: non-words fillers, such as em, hmm, uh, um, etc.; phrase fillers such as I mean, well, sort of, etc.; and silent pauses. Note that the phrase fillers also function in discourse as reformulation or repair of prior talk, searching for an appropriate word, a causal linker, and an initiator of topic change. They claim this action is observed in many contexts, such as self-editing, modification of prior utterances, and providing more detailed information.

This happens when there is a mismatch between linguistic ability and communicative intention, as cited by Baker (2011). To compensate for this mismatch, we use different communication strategies, and one of these strategies is using linguistic fillers. When it comes to communicative competence, there is a substantial amount of research conducted already Jonsson (2016).

Problems in Fillers

Whatever the cause, scholars are split as to the positive and negative effects of these fillers on a speaker's credibility. While the majority of scholars agree that the credibility of the speaker decreases with the increase of filler words (Duvall E. et al., 2014), some scholars suggest that filler words positively affect the credibility of the speaker. However, others still believe that filler words have absolutely no effect on a speaker's credibility.

C. Methods

Design

The actual dialogue was used by the researchers as primary data. Discourse analysis in understanding the fluency and literacy of the language. This approach involves analyzing the most common type of conversation, which involves two or more people

freely switching between speaking. The four sorts of actions used in conversational analysis include recording, transcribing, analyzing, and reporting. The data were gathered over a period of time in two successive periods using the sequential explanatory design that the researcher likewise employed. First, the researcher gathers and examines the quantitative data. In the study's second phase, qualitative data are gathered and connected to the findings from the previous, quantitative phase. Using the descriptive qualitative research with reliance on the description of the data analyzed. This research is psycholinguistic in nature owing to the speech, and specifically, language fillers were examined in this paper.

Participants

The participants consist of eighteen students from the College of Teacher Education-Major in Filipino and English. Through purposeful sampling, participants chose to look into the possible outcome of fillers as a part of the language in their communication skills. This is done via an online class or class consultation and recorded with the permission of the dean and the students. The identification and selection of information-rich cases for the most effective use of limited resources and the saturation process will be used. Guest, G., Bunce, A., & Johnson, L. (2006). Coordinates the process of the conversation and asks questions, and an interviewee responds to those questions. Interviews conducted face-to-face or over the telephone and Purposeful sampling used as a technique used in qualitative research to identify and select information-rich cases for the most effective use of limited resources. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015).

Instrument

The study used a semi-structured interview guide to collect the necessary information and the participant's responses. Additionally, this study used a consent letter sent to the participants and was viewed beforehand due to ethical concerns. To ensure their dependability, the interview guide's questions underwent content validation. The tool was verified, revised, and adjusted before interviewing 10 from English major and 8 from Filipino major participants.

Procedure

Building a rapport between the researchers is essential in many situations. Amid the COVID-19 pandemic, rapport-building can be difficult. However, it was created by building mutual trust and allowing for differences in the participants' circumstances, languages, and cultural contexts. A semi-structured interview was conducted online using any application with a video or call feature at the participants' request once the researchers stopped acting like different people. The interviewer may include

additional follow-up inquiries in a semi-structured interview and permit free thought for both the interviewer and the interviewee. There were seven (7) questions in the interview guide, and they could go on for 15 minutes. After the initial phases, participants were urged to raise clarification requests, issues, and unclear queries due to potential technical issues. After an online semi-structured interview, a thorough transcription and analysis were done to make sense of the information obtained (Gandeza, et al., 2022) Gandeza, et al., 2023).

D. Results and Discussion

Language Fillers Manifest in The Conversations of The Students

Most individuals frequently responded that verbal fillers are an inescapable feature of their discourse. However, these verbal fillers normally go unnoticed unless they are acutely aware.

Table 1. Parts of Speech in the Language Fillers

Parts of Speech	f	%
1. Noun	15	10.79%
2. Pronoun	17	12.23%
3. Verb	23	16.55%
4. Adverb	21	15.11%
5. Conjunction	24	17.27%
6. Interjection	4	2.88%
7. Adjective	23	16.55%
8. Preposition	12	8.63%
Total	139	100.00%

Table 1 shows that the most used language fillers in the part of speech were Conjunctions with 24 (17.27%) occurrences, followed by verbs and adjectives with 23 (16.55%) occurrences, respectively. Language fillers appear in conversation as a part of speech, and we can discover that students utilize fillers in their everyday talks. We can see that fillers materialize in "noun," which means there are words that refer to a person, place, object, event, substance, or quality. When pronouns are used to refer to a term that can stand alone as a noun phrase and that can either refer to the discourse participants (like I, you) or to someone or something mentioned, language fillers are being used. elsewhere in the discourse (e.g., she, it, this). Fillers are evidence also in nouns, pronouns, adverbs, adjectives, prepositions, verbs, and interjections. Below are some examples:

1. Rhea hmmm, get the pencil... (Noun)
2. They ahmmm, go the school yesterday... (Pronoun)
3. Actually -you know" he is good... (Adverb)
4. Bad, so he is... (Adjective)
5. Let me know uh hh. If you go to school... (Conjunction)

6. We listened hmmm for the news ehh discuss... (Preposition/Noun)
7. She okay, run very fast... (Verb)
8. Oh, yeah (Interjection)

However, the transcribed samples above may not always provide solid and obvious evidence as to what specific position in a phrase (beginning, middle, or end) verbal fillers exist in a participant's utterances. This is also evident in their language utterances. Depending on how the participants process their thoughts, each verbal filler might appear at the beginning, middle, or conclusion of the phrase. The researcher then recorded the students' responses and utterances. The researcher then counted the number of times each linguistic filler was used in each sentence's place (beginning, middle, and end).

Language fillers can thus be found in a variety of places in our everyday speech. For instance, students use fillers and hesitations to indicate the need for a word or simply to prepare their next statement. Additionally, data analysis showed that students still struggled to speak English in a natural, comfortable, and spontaneous way for five minutes.

These parts of speech were used by the participants to express their emotions and feelings. This is caused by nervousness, happiness, hesitation, and others; the use of infrequent words; and divided attention, leading to the anxiety of language.

The researchers have also noted the kids' use of repeated terms. It was discovered that some language items were repeated by individuals in order to slow down the creation of information and buy more time for processing or recovering the challenging item.

Repetition is an element of the mending method. Repetition is a popular tactic that might be one of the "more effective strategies for improving comprehension that a speaker can adopt" in communication. When the repairable and repairing segments occur in the same turn and the repair is completed by the repairable initiator, proposed that recurrence, a type of self-repair, is common among a set of repair strategies. In English, they repeat more pronoun-verb combinations, personal pronouns, and prepositions.

Language Fillers Being Used by The Students

Table 2. The Common Kinds of Language Fillers Used by the Participants

Kinds of Language Fillers	Language Fillers	f	Subtotal %	Grand Total %
Non-word fillers	uhhmmm	88	14.69%	7.26%
	Ahh	76	12.69%	6.27%
	Ehh	79	13.19%	6.52%
	hmmm	54	9.02%	4.46%
	Ahhhh	78	13.02%	6.44%
	Uhhh	89	14.86%	7.34%
	Uhmm	90	15.03%	7.43%
	Mmm	45	7.51%	3.71%
Subtotal		599	100.00%	49.42%
Filler expression	Okay	123	32.71%	10.15%
	alright	25	6.65%	2.06%
	Like	26	6.91%	2.15%
	Actually	28	7.45%	2.31%
	So	32	8.51%	2.64%
	Relatively	112	29.79%	9.24%
	probably	15	3.99%	1.24%
	basically	15	3.99%	1.24%
Subtotal		376	100.00%	31.02%
Phrase fillers	I mean	68	28.69%	5.61%
	You know	49	20.68%	4.04%
	You know that	55	23.21%	4.54%
	You mean	33	13.92%	2.72%
	Indeed so	32	13.50%	2.64%
Subtotal		237	100.00%	19.55%
Grand Total		1212		100.00%

I labeled these different kinds of verbal fillers that were utilized by the students during the conversation to fill in when speaking. These are the non-word fillers, filler expressions, and phrase fillers. There is a brief moment of quiet because these are words that do not make sense, but for the participants, it helps them think and keep the sentences continuing to express their ideas. Repetitions of fillers use them as a strategy in language communication.

Table 2 shows that in the *non-word fillers*, it has 90 occurrences of unlexicalized fillers of "uhmm" with 7.43% by the students; in the *filler expression*, it has 123 occurrences of unlexicalized fillers of "okay" with 10.12% and the most commonly used language filler. With *Phrase Fillers*, it has 68 using "I mean" with 5.61%. It was proven in the study that Asian students also produced more fillers; these are non-word fillers and

expression fillers. The majority of the participants commonly answered that verbal fillers are part of their conversations and that this is unavoidable. However, these verbal fillers normally go unnoticed unless they are conscious of them. Most of them answered that they were unaware that these were called “verbal fillers” and that such phenomena exist. Although they know that such verbal fillers like “um” and “uh” are commonly uttered, they are given less attention and importance by the majority. Since filler words do not add any meaning to the sentence, one does not need to consider using them. It is also proven by the study that it leaves the brain free of thinking of other things, like the word one is trying to remember.

Reasons of Using Language Fillers

Language Filler as Composer

Participants use language fillers when they are nervous, divide their attention, tension, have stage fright, and are confused, which leads them to use language fillers in communication to increase their thoughts and ideas.

Based on the on the results, feeling confused or tense is the cause why the participant uses language filters, in which the speaker is not fluent in using the English language and got confused or uncertain, especially in deciding the grammar. Hence, the speaker will fill the empty time by making fillers. In line with Clark & Tree (2002), who claimed that “speakers of English as a second language often import fillers from their first language “. It implies that the main function of using fillers is usually similar, i.e. They express excitement, surprise, hesitation, confusion, or tension.

It demonstrates that the participant does not realize they are using fillers since they believe the question must be addressed intelligently. A conversation is a spontaneous activity that requires forethought. We answer with confidence, the participant responded when asked what she was thinking before the interview.” More fillers tend to be produced when there is pressure or tension on the participant to complete the answer in a more orderly way.

It concludes that students must build their interviewing skills and confidence, as well as the knowledge necessary to know what and how to say it. Their capacity for communication should extend beyond linguistic proficiency to include cultural awareness and interpersonal abilities.

Language Filler as a Connection

The participants use fillers to connect ideas, thoughts, and experiences. They pause and think about what to say or persuade about a given topic and situation. The participants repeatedly utilize fillers, which she has remedied and is now under

repair. They use it because it gives them extra time to figure out what to say. It is comparable to Clark and Tree's (2002) concept of an interruption, which requires speakers to halt and plan their next move. Apart from forgetting to say something, it is one of the reasons they quit speaking in the middle of a conversation. Since the student used an interjection together with a corrective device to construct the signal, this is a crucial area of cognitive or verbal planning. It results in a delay that permits individuals to continue speaking throughout difficult circumstances.

Language Filler as Confidence

Participants use fillers to feel comfortable and make them confident in speaking. This is a strategy for them to boost their self in public speaking as stated below:

Using those fillers makes me comfortable when speaking, especially when I need to think about an answer for something. It allows me to take a second and think about what I am going to say next, and it simply keeps me going while I come up with the rest of my sentence.

For an English learner, though, it can be a constructive way to speak more fluently and confidently. It is still considered a good idea to use as few filler words as possible in interviews and professional settings.

This is compelling evidence for Krashen's monitor and emotional filter concept (1988). To promote real-world application and strike a balance between language learning and language acquisition, language and oral communication teachers might take use of this chance to help their students develop their metacognitive skills towards communication skills (Al Ghazali, 2006).

Language Filler as Natural

Participants use language filler comes naturally in their daily conversation. When you start your language journey, it is natural to use filler words because you do not know much. Stuttering and making pauses are part and parcel of learning a language. In addition, filler words can help your speech sound more natural. Overusing them can be annoying or leave an undesirable impression of you on others. The key is to use them naturally and effectively. Santos et al. (2016) state that language fillers are a component of natural and spontaneous speech; fillers indicate a cognitive activity in the speaker.

Language Fillers Enhancement Training Program

Language Filler as a Friend

Participants use language fillers as friends because it gives them the language confidence to speak fluently and elaborate on ideas. It also allows them to connect experiences and ideas towards a subject. It also helps them compose themselves with the proper emotions to deliver specific ideas, knowledge, and concepts, hindering their nervousness. Language fillers were played in their everyday conversations.

Filler words can be an English learner's best friend if you use them correctly and not too often. Additionally, they stated that they had seen that these fillers made them feel more at ease and at ease when speaking, but perhaps more crucially, they thought that it had assisted them in becoming more fluent and confident in speaking the target language.

Language Filler as Recognition

Participants use language fillers as habitual, natural, recall, and unique. Sometimes participants are not aware when they are using fillers when talking. It is natural for them because it helps them to deliver their ideas. There are also instances when they doubt their ability to express their ideas, recognizing that at some point, they use fillers.

As language fillers, this signals that the speaker is engaged in a cognitive process, demonstrating that speech output can be produced as a function of thought. Particularly if they lacked the skills to rearrange their thoughts or find a moment to unwind while speaking.

It was proven by the study of Santos et al., (2016) when two of their students who spoke with English fillers and claimed to have picked them up from watching and listening to their professors and movie characters. They would benefit enormously from knowing that it has become ingrained and natural to all kids in their language discourse when performing oral chores.

Language Filler as Experience

Even though participants enjoy using language fillers, they can become intimidated, anxious, hesitant, and confused when conversing, especially in class discussions or formal gatherings. The participants feel these experiences using language fillers as habits, unconscious, intimidation, and some feelings of enjoyment because they express themselves truly using the language. They try their best to use the language the best they can.

Through the interview of the participant accompanied by the researchers, according to the perception and opinion from least of the participant, there is also a negative effect upon using language fillers. It is seen as a waste of time and can lessen the consistency of the speaker.

Filler words are most often caused by nervousness, infrequent words, and divided attention, leading to anxiety. Filler words can limit or threaten the listener's understanding, which further undermines the speaker's confidence. Verbal fillers might serve a useful purpose in oral recitation. The delay signaled by verbal fillers is nothing more than "an indication that the speaker is thinking," and this is nothing to be ashamed of.

The participant's excitement and surprise are the cause of his lack of words to produce and his inability to remember the words to be uttered next, which causes him to use language fillers. The use of fillers was also influenced by feeling surprised when speakers said a wrong word and when the speaker was thinking about the words to say next.

Language Filler as a Training

Participants use language fillers as training them to speak the language confidently. Fillers give them little time to pause and think without interrupting the thought I am expressing. The researcher believes that fillers are still part of the work in progress for people who are flourishing from public speaking. It helps them convey their purpose and be attentive and interactive by using these fillers in conversation in our daily life. This language filler is also a tool for effective communication as a launching pad to think about what ideas will come next. Using these fillers serves as a time for a decision, to enrich ideas, to exercise the language, and to connect.

Several activities can be taken by speakers to strengthen their capacity to regulate the usage of filler words recommend seeking help from speech-language pathologists who specialize in teaching people how to speak at an average pace, applying for breathing support, and using vocal inflections that draw the listener in when speaking in front of large groups of people. It was proven in the study of Duvall et al., (2014) that the key to increasing one's ability to talk is practice and training with these methods. When speakers are aware they will be speaking in front of an audience, they should practice speaking aloud in front of their peers. Speakers will be better able to prepare as a result of feeling knowledgeable and confident about the subject of their presentation. As speakers will already be aware of what to say next, preparation will also prevent awkward pauses. It further improves the process of communication. According to the participants, language fillers have a vast help in the context of speaking. Further, it manipulates the totality of the message being conveyed; thus, this is a bridge to the utterers.

Fillers are employed to fix speech blunders in speakers' utterances. In other words, the speaker is aware of any grammatical mistakes that are made. Then, he or she wants to make it right. Furthermore, it is reasonable to underline the importance of raising learners' awareness of strategies to raise their oral proficiency when encountering communication problems. It strengthens their credibility when speaking. Their credibility as language fillers as training is always a factor when someone speaks. On the other hand, while speaking, communication takes a moment of tension when the moment of tension happens. Then the existence of language fillers may occur. Duvall et al. (2014) found that the by using filler words, a speaker's credibility can be increased. According to the majority of participants, it demonstrates that using fillers can improve speaking credibility.

Language filters are a tool for effective communication as a launching pad to think about what ideas will come next. Using these fillers also serves as a time for a decision o enrich ideas, exercise the language, and connect. Language fillers help make conversation run smoothly and look more comfortable. Language fillers pervade our communication in virtually all aspects of our daily speaking patterns. It indeed significantly impacts our routine when speaking, whether in a casual or formal setting. Fillers are pauses in speech when someone is thinking of what they want to say without giving the impression that they are about to finish talking. Thus, we can conclude that it is more likely part of our vocabulary when we are about to speak since it is already integrated into our daily pattern of communication, specifically in speaking.

Fillers are used to filling empty time because it is difficult to utter the next words, which causes some factors that cause someone to use fillers as a helper. It gives them comfort in speaking and gives them time to concentrate, recall, discern, filter, and conceptualize ideas.

Language Strategy in Oral Speaking Ability (FRET)

Friends, let students in your class utilize fillers in their regular talks. It allows individuals to freely express themselves and regulate their speaking abilities because fillers are everyone's best buddy when it comes to language.

Recognition, let students share their ideas, thoughts, and experiences since it is a natural and unique approach for them to recognize their own ideas, thoughts, and experiences.

Experience, let students enjoy utilizing language fillers; otherwise, they may become scared, uncomfortable, reluctant, or confused while chatting, especially in class or in formal settings. Because they express themselves honestly using the language, the participants feel these experiences utilizing language fillers such as habits,

unconscious, intimidation, and some sensations of satisfaction. However, they make every effort to utilize the language as effectively as possible

Training, let students use language filler as a springboard for brainstorming new ideas since it is a communication tool. Filling in the blanks enables you to decide, improve your thinking, practice your vocabulary, and link concepts. Furthermore, students may take several steps to increase their abilities to manage their usage of filler words.

Language Friends, Recognition, Experience, and training will be greatly helping the students in their conversational activities. It will help them to be effective and efficient speakers through the use of fillers. This will serve as a strategy for students that cannot manage their speaking ability during their oral expositions. From this result of the study, fillers are an effective oral strategy in speaking that will manage their communication anxieties. These fillers also help them disclose their attitude toward language learning, motivation in learning the language, and socioeconomic status, which would affect communication anxieties. Friends, Recognition, Experience, and Training were used as language fillers in the Language Enhancement Program, which was created using the research output acronym FRET. FRET is a language improvement program that provides participants with the confidence to talk clearly and expound on their views. It also allows students to tie their experiences and ideas to a certain topic. It also aids individuals in composing themselves with the appropriate emotions to offer certain thoughts, facts, and concepts while reducing anxiety. It is an experience of liking language fillers to express themselves boldly and fluently, offer them composure, distinctive style, and pay attention. However, utilizing these fillers may make you scared, uncomfortable, hesitant, and confused. These encounters will assist you in being authentic to yourself when speaking. It is a tool for efficient communication as well as a springboard for brainstorming new ideas. These filters allow you to make decisions, expand your thoughts, practice your language, and connect.

E. Conclusions

I discovered that language fillers appeared in the parts of speech utilized by the participants to communicate using their emotions, ideas, thoughts, and feelings during the study. Nouns, pronouns, adverbs, adjectives, prepositions, verbs, and interjections are fillers at certain places in a phrase (beginning, middle, or end). Participants' utterances contain verbal fillers that use a variety of verbal fillers to fill in gaps when speaking during the dialogue. Non-word fillers, filler expressions, and phrase fillers are all examples of language fillers. There is a little pause since these are nonsensical words, but it aids the participants in thinking and keeping the lines flowing. Finally, language fillers as strategy (Language Friends, Recognition, Experience, and Training) were developed to assist students in becoming more

effective and efficient speakers during their oral expositions and more activities to do. Students enhance their speaking skills using the language fillers. It can give them confidence, enjoyment, and fluency in the language in giving their thoughts, ideas, and experiences that will enrich their macro skill in speaking. Using different oral speaking strategy, it gives them to enhance their language skill ability.

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