

The Analysis of Fillers on Live Youtube Video Grammar Lesson

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Abstract

Fillers are words, phrases, or even sounds which are utilized to fill the silence phase of the speaking process that always be viewed as a lack of speaking skills or disfluency. There are two types of fillers based on Rose (1998) which are unlexicalized fillers and lexicalized fillers. However, there are 5 functions of fillers based on Stenstrom (1994) namely, hesitating, empathizing, mitigating, editing terms, and time-creating devices. Furthermore, this study intends to uncover the types of fillers and the functions of fillers utilized by Aga Murdoch as an English native speaker in her live YouTube video. In this live YouTube video, she teaches about English grammar especially tenses. Therefore, the utterances that utilized in this teaching is a source of data that will be studied. Content analysis and qualitative approach are used as the methodology of this study. However, this study also uses data reduction, data presentation and drawing conclusion to manage the data. In order to ensure the validity and trustworthiness of the results, this study will also utilize investigator triangulation. On the other hand, the outcome of this study showed that Aga Murdoch used 147 fillers. In this study, there were 67 unlexicalized fillers dan 80 lexicalized fillers. As a conclusion, fillers have a prominent role to maintain a good speaking process. Besides, several aspects should be fulfilled when using fillers in daily interactions. Moreover, this study is expected to enhance speaking skill awareness and provide more comprehension regarding filler.

Keywords: english language, fillers, pause, speaking process, youtube

Introduction

Real-time interaction between speakers or speech spontaneously in public without any significant preparation can cause silence during the interaction because the speaker has lost the words that he or she intends to say. Wagner and Toth (2017) reported that there are various features of spontaneous spoken languages, including the phenomena of hesitation, such as repeats, redundancies, false starts, hesitations, and also filled pauses. Lacking of memory, forgetting certain words, or having difficulty of constructing an idea are also the reasons for the speaker to pause the speaking process. Fillers are expressions of words or sounds that are utilized to fill the gap in the speaking process. Remland (2017) claimed that non-semantic vocalizations such as meaningless vocalizations that have a function to indicate a break in the term of fluency from the speech of the speakers, can be categorized as filled pauses. Faulkner (2015) stated that the

perpetuation of using filler words can cause a fatal distraction to the audience, hence leading them to begin giving more attention to the filler words and its frequency than the exact context the speaker intends to utter. Furthermore, Maruthy (2023) stated that the usage of filled or unfilled pauses can often obstruct the perpetuation of fluent speech. According to Edwards (2022), verbal fillers can ruin the credibility of the speaker. Moreover, Casselman (as cited in Hermawan, 2022) claimed that the speaker who adds filler sounds and short spacers in the sentence because they are not able to generate the following word can be concluded as disfluency. Lăpădat et al. (2024) highlighted that several aspects, such as competency of utilizing language spontaneously, maintaining an unforced and natural interaction, and conquering challenges in real-time communication, are needed to accomplish fluency. For this particular case, people who cannot speak smoothly are not widely acknowledged for their competence in the target language. Dlugan (as cited in Indriyana et al., 2021) emphasized that the usage of fillers diminishes the credibility of the speaker, and it implies a shortage of preparation. Upon closer examination, the disfluency term cannot be merely viewed in terms of the usage of filler in speaking, but rather in terms of how it is used. In addition, Kahng (as cited in Houghton et al., 2023) stated that native speakers evaluated how native and non-native speech use English sentences within a clause consisting of pauses categorized as less fluent than the usage of it between clauses. Conversely, others view this standpoint as opposite. Speakers tend to utilize fillers in order to fill the pause time, although it has no specific meaning, but there is a reason behind the usage of the fillers (Adini et al., 2021). Under this circumstance, fillers are the best option to ensure the communication is still being conducted. Arrasul et al. (2024) emphasized that fillers give time to think of what the speaker intends to say next without any speculation about what has been said. Biber et al. (2021) argued that filled pauses are utilized as a tool with the intention of delivering a sign that the speaker has not completed his or her section, and also hinders another speaker from taking the reins. Fillers will shorten the silence phases. Hence the interlocutor will not assume that the speaking process has finished. Fillers are employed not only in casual conversation but also by teachers in delivering material to support the teaching and learning process. According to Edy (2023), the teacher requires time with the intention of thinking after pursuing communication with Thai students, hence the teacher utilized fillers. Maintaining the speaking process during teaching is crucial to ensure that the students will not lose their focus on the learning process. They will still pay attention to the teacher's explanation, even though there is a gap in the explanation of the material, which has been filled with fillers. Based on Ali et al. (2023), the entire outcome of their research confirmed that local teachers in Pakistan also utilized fillers during the teaching process, same as the teachers around the world. As stated by Kwon (2020), the amount of using *you know* that is utilized as a gap filler by Korean English teachers is bigger than native English teachers, in this case, it is a natural phenomenon since Korean English teachers are categorized as non-native speakers. Thus, fillers are utilized by non-native speakers and native speakers of the English language.

Stenstrom (as cited in Juliano et al., 2021) outlined two different types of fillers, specifically silent pause and filled pause. However, Richards and Schmidt (as cited in Al-Faragy et al., 2025) stated that a silent pause can be concluded as the silence of chatting between words. Filled pauses strongly encourage the speakers to maintain the conversation in the silence phase. This silence phase will not last for a much longer period, since fillers cope with this situation. Kennison (2018) argued that filled pauses do not really deliver linguistic meaning to the listener throughout the conversations of the speaker, which elucidates the reason why, for most of the time,

the speaker does not consider when he or she utilizes filled pauses or even hears them from others' speech. Dinkar et al., (2021) mentioned that sounds of *um* or *uh* along with the word/phrase of well and you know that are used to fill the pausing phase of a speaking or interaction are types of disfluency which are categorized as fillers. Unlexicalized filled pause and lexicalized filled pause are two different types of filled pause that are formulated by Rose (as cited in Fitriati et al., 2021). Furthermore, he declared that unlexicalized filled pauses comprised of non-lexemes (non-words) filled pauses, which employed by the people who speak with the purpose to signify a hesitation during the time this speaker contemplates the following utterances to be said, for instance *ehm*, *uh*, *ee*, *ah*, *um*, and *so on*. Either short phrases or words namely, as like, well, yeah, you know, or I mean, are forms of lexicalized filled pauses. Beňuš (2021) said that fillers have several essential functions, namely, thinking, hesitation, seeking out a particular word, and arranging what the speaker intends to say. In addition, hesitating, empathizing, mitigating, editing terms, and time-creating devices are five categories of filler functions proposed by Stenstrom (as cited in Fitriati et al., 2021). The speakers who feel hesitant to utter the following word in the speaking process due to the challenge of recalling a particular word tend to use fillers. In this circumstance, hesitation is not an obstruction, but it helps the speakers to give time to recall the following words. Tang (as cited in Lomotey, 2021) claimed that hesitation will not interfere with delivering the message, nonetheless it will assist in the formulation of successful communications. In order to manage the interaction, drawing the focus of the interlocutor to pay attention to the communication process, or even maintaining the interaction still on the line, the speakers can utilize fillers since their function is to empathize. Empathizing proposes obtaining the interlocutor's attention. Stenstrom (as cited in Lomotey, 2021) stated that the speakers can ascertain whether the listener gives attention or not. In the teaching process, it can help the teacher to check. Politeness is a prominent thing to be considered in the speaking process because respecting the interlocutor is mandatory. Moreover, Baalen (as cited in Muchsani, 2023) said that fillers function as a mitigating device because it is intended to prevent hurting the listener's feelings. However, the speakers may make a mistake during the speaking process, but they can correct or edit their utterances to avoid misunderstanding. It is quite important to ensure the material that is taught by the teacher is correct without any mistake. Thus, teachers can use filler to correct the utterances used during the teaching process. Fillers are a good option to revise errors such as pronunciation, word choice, or even the main topic during the speaking process. Sarira et al. (2023) stated that fillers as an editing term can be a tool to substitute errors in pronunciation. Suppose the speakers talk about a tricky thing or have difficulty constructing an idea to ensure the speaking process is still conducted, in that case, they can use fillers since it will give extra time to make them think about what they will need to utter next. Sarira et al. (2023) declared that fillers as a time-creating tool can be concluded as a tool that provides extra time for the speakers, while they organize and construct their utterances. Thus, teachers have extra time to think about certain words in delivering material because they have difficulty to recall this word during teaching process.

Grammar is a significant skill of the English language that is necessary for speakers to ensure the proper usage of structure in the speaking process. Moreover, Qizi (2023) stated that the system of grammar can be referred to as the entire set of consistencies that decide the unification of words in the construction of utterances. In the speaking process, excluding the usage of proper grammar will cause difficulty for the interlocutor to grasp the message behind the utterance since it utilizes a lack of comprehensibility in making precise structure in establishing sentences of the English language based on exact grammar. As stated by Shokirova (2025), grammar is a primary

element of foreign language learning, which yields a structural framework needed for effective and accurate communication. Considering the importance of grammar in English, delivering material about this matter should be done properly. Furthermore, in teaching English grammar, the teacher needs to consider how utterance is used in the teaching process. This aspect may affect the listeners who study English and how they understand the material. In this case, the teacher should know how fillers are used in their utterances. The usage of fillers affects how effective the speaking process is during the teaching process. One of the important parts of English grammar relates to tenses. Jazadi (2023) stated that tenses denote the timing of doing an action or event. Tenses highlight time in every act or event. Nowadays, teaching the English language not only comes from face-to-face learning in the classroom, but it also supports online learning through several platforms for instance YouTube. The advancement of technology can support self-learning by students who have access to the internet, since it has to be done online. Based on Shoufan and Mohamed (2022), four aspects have a positive side about YouTube, namely, a pleasant source of content about learning, free, easy to utilize, and also rich. Based on Zarzycki (2021), the rapid increase in the total videos that have been uploaded, along with the quality of video clips, has led to the limitless popularity of the channel, especially for learning or teaching, which has frequently reached more than a million hits on YouTube. People can easily access YouTube without specific place or time requirements to learn about anything because it is a significant source of learning. YouTube is a site that can be retrieved using an internet connection as a requirement. However, it needs guidance to learn from this platform because there is no exact syllabus or lesson plan to learn about something from YouTube. Additionally, Shoufan and Mohamed (2022) also stated that several influences can be obtained if this platform is used precisely, consisting of having a positive effect on students' interest, the performance of learning, motivation, skills, engagement, and also some of the competencies. Nowadays, there are many content creators from native speaker countries who create English learning videos on the YouTube platform. Since YouTube is easy to access, it supports the process of learning the English language. Setiawan and Novita (2024) stated that based on the outcomes and the result of discussion from their research, they revealed that the implementation of YouTube in the term of teaching EFL can be concluded of being effective as a learning media, along with it gives benefit to the students and teachers in the process of teaching.

Considering on how important of tenses as a part of grammar in the English language and also its role of constructing utterances in the speaking process, along with how fillers give impact of the utterances used in grammar teaching process, the researchers interested in studying the usage of fillers by a native speaker to acknowledge the role of fillers in teaching grammar process especially tenses on YouTube platform. Furthermore, the title of the YouTube video is *English Tenses: Live English Grammar Lesson*. This live YouTube video talks about tenses, especially comparing the usage of several tenses and correcting mistakes in particular sentences. The duration of the YouTube video is twenty-four minutes and twenty seconds. This live video occurs in the first april of 2025. Furthermore, this video is still accessible after the live session has ended. Additionally, the person who gives the lesson in this video is Aga Murdoch. She has a good background for someone who teaches grammar on YouTube because she is a CELTA-certified English teacher. Moreover, she gets a bachelor's degree in English literature from Sheffield University and a master's degree in language, culture, and history from University College London.

Several researchers have also conducted research investigating fillers. Firiady and Mahendra (2019) researched how fillers are uttered in English public speaking. Their study pointed out that in terms of formal communication, the speakers still utilized fillers even though their origin comes from the countries where English is the language. Thus, their research confirmed that fillers are commonly used even by native speakers who have fluent of English language as everyday language. Furthermore, Cahyo et al. (2025), who researched about students that utilized fillers in the spoken discourse videos and these videos contain lecture or teaching videos related in topics that selected by the instructor. Then, they also interviewed the students to discover several factors behind the usage of fillers. The factors they identified consist of nervousness, insufficient preparation time, and pressure throughout the recording process, for instance, the requirement to structure the script rapidly and memorize the content. Furthermore, they add that all of these factors, combined with the scarcity of confidence, could be a reason for the high frequency of fillers used by the students in the spoken discourse video. On the other hand, their research only focuses on the fillers used by the students in the form of spoken discourse video on selected topic. However, this study focuses on discovering fillers used by a native English teacher on live YouTube video while delivering about English grammar especially tenses. Because fillers are also can be utilized by native speaker to maintain their speaking process, even fillers are always be viewed as a mark of disfluency under certain circumstances.

Acknowledging the aspect of how important the way of utterance is utilized in the process of teaching, this study aims to explore how the fillers used while Aga Murdoch explained about grammar, to be aware of how effective English delivered as part of speaking process. Thus, this study focuses on discovering about the types and functions of fillers are used by Aga Murdoch in her live YouTube grammar lesson in order to understand the rationale of using fillers in speaking process specifically in the process of delivering material that related in grammar especially tenses. The types of fillers are unlexicalized fillers and lexicalized fillers that proposed by Rose (1998). On the other hand, function of fillers that are proposed by Stenstrom (1994), comprised of hesitating, empathizing, mitigating, editing terms, and time-creating devices.

Content Analysis and a qualitative approach are utilized as the methodology to conduct this study. Then, the data reduction, data presentation, and drawing conclusions will be utilized to analyse the results as a part of a qualitative approach. Moreover, triangulation investigator will also be used to avoid bias and validate the result of the data. Drisko and Maschi (2016) stated that content analysis can be classified under the group of research technique that has the purpose to make methodical, reliable, or valid, along with replicable conclusions from the text and other formats of communication. It is utilized to analyse the video of Aga Murdoch, who teaches grammar, which was retrieved from YouTube, in order to explore the fillers used. Moreover, it employs a qualitative approach to acknowledge the rationale and the stage of fillers used in the speaking process. Because it aims to understand the influence of utilizing fillers by native English speakers in terms of communication and exploring its consequences in the education field. Furthermore, Muzari et al. (2022) stated that the interpretive paradigm, which utilizes a case study as the research design, can occur in a qualitative approach.

Research Methodology

Content analysis and qualitative approach were the methodologies for this study. Krippendorff (2018) mentioned that the research technique which is meant to construct valid and

replicable derived from texts or other significant concern to the context of their usage can be concluded as content analysis. This study applied a directed content analysis approach, using Rose's and Stenstrom's frameworks as the coding categories. On the other hand, the result of the processed data would be interpreted by using qualitative approach. Poedjiastutie (2021) outlined that qualitative approach addresses with the extensive information related to the actions of representational and cognitive along with the thoroughly meaning associated with obvious activities. Moreover, it also used data reduction, data presentation, and drawing conclusion to analyse the data collection. Muthmainna and Siroj (2025), stated that structured frameworks such as the model from Miles and Huberman that comprised of data reduction, data presentation, and conclusion drawing assure the profound and the credibility of the outcomes. Furthermore, it also employed investigator triangulation with the intention of obtaining the valid and trustworthy results. The primary data was in the form of utterances from Aga Murdoch on her live YouTube video during her teaching English grammar process, especially about tenses. The total of live YouTube video that analysed in this study was only one. Although, the data collection retrieved from YouTube that can freely accessed publicly, the researchers still attached the data by following the terms of service of the YouTube platform.

There were several processes that would be followed with the intention of collecting and analyzing the data. In collecting the data, the researchers watched YouTube video first. The live session of this YouTube video was still accessible after the live session had ended. Thus, the researchers were able to watched the YouTube video repeatedly after the live session ended in order to collect the exact data. The data collected was transcribed thoroughly. The segmented utterances according to the syntactic completeness and each unit of the utterances were assigned with the code (e.g., M1, M2, M3, ...). Furthermore, the collected data was processed by dividing into types of the fillers comprised of unlexicalized and lexicalized fillers based on Rose (1998). Then, it was also investigated again with the purpose of discovering the functions of fillers based on Stenstrom (1994) comprised of hesitating, empathizing, mitigating, editing terms, and time-creating devices. The fillers were annotated within the utterance. The outcomes were presented in data tabulation to show the exact results. Furthermore, the sample of unlexicalized fillers in the utterance were italic written. However, the sample of lexicalized fillers in the utterance were written by using underlined. The collection of the data was validated by a lecture who is an expert in this field to avoid the bias and ensure the trustworthiness of the data. Furthermore, it also utilized a member checking to enhance the validity of the data that had been collected. All the findings were analysed thoroughly in order to interpret and draw conclusion regarding the reason behind the usage of those fillers in the context of teaching grammar through YouTube platform. In addition, this study also sought to acknowledge the rationale in case the native speakers used fillers in their conversation.

Findings and Discussion

Findings

This study employed the investigator triangulation to ensure the validity of the data collection. Thus, there were several aspects had been validated by a lecture who experts in this field ranging from the transcription process, the metadata of the live YouTube video, the result of the fillers, coding categories of the types and the function of fillers and the presentation of the data. The lecture who had validated this study affirmed that the transcription was clear. It also

grasped the exact utterances of the live YouTube video. Furthermore, the transcription had completely transcribed without any mistake. All of the fillers had been identified. Then, the result of the types of fillers aligned with the theory of Rose (1998) and all of the types of the fillers had been identified. Moreover, the result of the functions of fillers aligned with the theory of Stenstrom (1994) and all of the functions of the fillers had been identified. Furthermore, the presentation about result of the data was clear.

This study pointed out the usage of fillers in two areas, specifically Rose's (1998) distinction regarding the types of fillers between unlexicalized and lexicalized fillers, and Stenstrom's (1994) function of fillers, namely, hesitating, empathizing, mitigating, editing terms, and time-creating devices.

Types of Fillers

The result of the types of filler that had utilized by Aga Murdoch in her grammar lesson on live YouTube could be viewed in the table 1.

Table 1. Total Types of Filler Utilized by Murdoch (2025)

Number	Types of Fillers	Frequency	Percentage
1.	Unlexicalized fillers	67	45.58%
2.	Lexicalized fillers	80	54.42%
Total		147	100%

According to the data display, the total number of fillers used by Aga Murdoch was 147. Moreover, Aga Murdoch highly preferred using the lexicalized fillers over the unlexicalized fillers in her live YouTube video lesson. Because it had a higher percentage, the percentage of lexicalized fillers was 54.42%. In addition, the frequency of these fillers was 80. However, the unlexicalized fillers had a shorter percentage because it was only 45.58%. The frequency of these fillers was 67. Hence, using words or phrases as lexicalized fillers was highly chosen to fill the silence phase in the speaking process.

Unlexicalized fillers

The total of unlexicalized fillers that had been used by Aga Murdoch could be seen in the table 2.

Table 2. Total of the Unlexicalized Fillers Utilized by Murdoch (2025)

Number	Unlexicalized Fillers	Frequency	Percentage
1.	Um	44	65.67%
2.	Uh	22	32.84%
3.	A	1	1.49%
Total		67	100%

Unlexicalized fillers relates to non-lexemes, or non-words that indicate hesitation of the speakers. It is utilised when the speakers are still considering the following words. However, there were *um*, *uh*, and *a* as unlexicalized fillers that found in this study. The total frequency of these fillers was 67, comprised of 44 *um*, 22 of *uh*, and 1 of *a*. Furthermore, the percentage of *um* was 65.67%. Nonetheless, the percentage of *uh* was lower than *um*. Because it was only 32.84%. Lastly, the percentage of *a* was only 1.49%. Hence, the unlexicalized fillers of *um* had highest amount than those of *uh* and *a*. Moreover, the unlexicalized fillers were italic written. The sample of these unlexicalized fillers in the utterance could be seen below.

- 1) M176: “*Uh* so I want you to now spend 30 seconds.”
- 2) M177: “*um* and think about when we started this lesson half an hour ago *uh* or 20 minutes ago.”
- 3) M193: “*Um* news headlines often use *uh* the present simple to talk about something that has already happened in the past.”
- 4) M147: “So often when we *um* when we learn about grammar, I think we we have *a a* decision to make either we use this tense or that tense.”

Lexicalized fillers

The total of lexicalized fillers that had been used by Aga Murdoch could be observed in the table 3.

Table 3. Total of The Lexicalized Fillers Utilized by Murdoch (2025)

Number	Lexicalized Fillers	Frequency	Percentage
1.	Like	2	2.50%
2.	Yeah	1	1.25%
3.	You know	2	2.50%
4.	Okay	7	8.75%
5.	Right	5	6.25%
6.	So	47	58.75%
7.	Share	1	1.25%
8.	Screen	1	1.25%
9.	You	1	1.25%
10.	About	1	1.25%
11.	When we	1	1.25%
12.	We	1	1.25%
13.	And	3	3.75%

14.	Think	1	1.25%
15.	I	1	1.25%
16.	Just	1	1.25%
17.	In	1	1.25%
18.	Much	1	1.25%
19.	Because of	1	1.25%
20.	In a	1	1.25%
Total		80	100,00%

Lexicalized fillers are formed from words or phrases that can fill the gap in the speaking process. It can be used as a fillers word while the speakers consider the following utterances. Furthermore, repetition of words can also fill the silent phase of the speaking process. In contrast, these words do not have exact meaning because they only fill the silence phase.

This study found 20 lexicalized fillers, consisting of like, yeah, you know, okay, right, so, share, screen, you, about, when we, we, and, think, I, just, in, much, because of, and in a. The total number of these fillers was 80. This study's highest frequency of fillers was so, because it appeared 47 times. Then, it was followed by the filler okay that the total number was 7. The fillers of right appeared 5 times. Then, the fillers of and showed up 3 times. Moreover, two fillers had the same frequency. They were like, and you know. The frequency of these fillers was 2. However, the other fillers only appeared once for each other. They were yeah, share, screen, you, about, when we, we, think, I, just, in, much, because of, and in a. In these circumstances, the highest percentage was so as 58.75%. In the second place was okay, with 8.75% as the percentage. The third place was right, with a percentage of 6.25%. The fourth place was and, with 3.75% as the percentage. Moreover, the fillers of like, and you know, as the fifth and sixth place had the same percentage. It was 2.50%. Moreover, yeah, share, screen, you, about, when we, we, think, I, just, in, much, because of, and in a as the rest fillers had the lowest percentage. It was 1.25%. The sample of these lexicalized fillers in the utterance could be seen below and it was written by using underlined.

- 1) M12: “Right I'm going to share share my screen screen with you.”
- 2) M24: “Uh so you you will know uh what the correct answer is.”
- 3) M118: “Okay so this sentence about is about an arrangement a plan.”
- 4) M147: “So often when we um when we learn about grammar, I think we we have a a decision to make either we use this tense or that tense.”
- 5) M175: “... and go in there and and answer them.”
- 6) M182: “... think about think of an example.”
- 7) M185: “Okay I I I hope you managed to come up with an example.”
- 8) M198: “So just just bear it in in mind Um.”

- 9) M199: “*Um* and I hope that you are reading because reading is a really good way to improve your English.”
- 10) M268: “*Um* so you can say *um* you know other things.”
- 11) M273: “... with grammar *um* tenses conditionals passive voice *um* reported speech and much much more.”
- 12) M275: “*Um* and yeah like I said unfortunately we didn't have the chat during this lesson...”
- 13) M276: “... the lesson will be quite short because of because of that mistake that I made.”
- 14) M280: “... come back to my channel in in a couple of hours the video will be available.”

Functions of Fillers

Stenstrom (1994) declared that five functions of fillers, namely hesitating, empathizing, mitigating, editing terms, and time-creating devices. In these circumstances, fillers are not only viewed as a lack of communication skills, but also as a strategy to maintain the speaking process. However, in this study, five functions of fillers were found.

Fillers function as hesitating

- 1) M169: “... I’ve not been able to *uh* activate the chat ...”
- 2) M268: “*Um* so you can say *um* you know other things.”

Achieving an effective and efficient conversation is a target for every speaker. However, challenges such as forgetting words or even difficulty constructing the right idea in spontaneous communication will occur. Thus, the speakers hesitate about what words will be uttered next. However, fillers allow the speakers to think about what they can say to manage the conversation. Utilizing fillers to fill the time gap will be the right choice rather than letting the listeners think that the speaking process has finished. In this study, the unlexicalized filler *uh* and *um* indicated hesitation. In this context, the speaker seems to consider what she would say, but fillers take over the situation before she finds the proper following word.

Fillers function as empathizing

- 1) M268: “*Um* so you can say *um* you know other things.”

Managing the conversation flow is not an easy task. Because there will always be a distraction or something that can decrease the proper atmosphere for the speaking process, in this case, fillers can be key to engage the speaking process. Fillers function as empathizing is used for the sake of seizing the attention of the listeners. Hence, the listeners will only focus on the speakers. In this study, the phrase you know was utilized to grab the listener's attention.

Fillers function as mitigating

- 1) M60: “Okay, so, let's look at the correct answer.”

Fillers function as mitigating devices. They are utilized to deliver the speech without hurting the listeners' feelings. They are considerate of the listeners and highlight the value of politeness. Hence, the conversation will not burden the listeners. Based on this study, the words okay and so were used as mitigating devices because they delivered a positive approach before explaining the answer to the question.

Fillers function as editing terms

- 1) M177: “*um* and think about when we started this lesson half an hour ago *uh* or 20 minutes ago.”

Mistakes are common in the speaking process, considering the challenges that must be encountered. However, fillers can also be utilized as a device to correct mistakes and engage the flow of the speaking process. This study showed that *uh* can be a tool to correct the context of the utterance.

Fillers function as time-creating devices

- 1) M198: “So just just bear it in in mind.”
- 2) M280: “... come back to my channel in a in a couple of hours the video will be available.”

Repetition of words or phrases can be categorized as the filler function of time-creating devices because it engages the speaking process when the speakers are considering the right word to be uttered next. However, it should also consider several matters. This repetition is utilized to fill the silence phase and will not change the meaning. Based on this study, the repetition of just, in, and in a could be concluded as the speaker's strategy to recall the following word. Moreover, the word so was also utilized to be a time creating devices because of the way this word was uttered. This word has long intonation that was to fill the gap time when the speaker thinks about the following word.

Discussion

Based on the result of this study, there were 147 fillers that had been uttered by Aga Murdoch in her live YouTube grammar lesson through her channel. The types of fillers that proposed by Rose (1998) which comprised of unlexicalized fillers and lexicalized fillers also had been identified. Moreover, the total of unlexicalized fillers were 67. In this case, the highest unlexicalized filler that uttered by her was *um* and the frequency was 44. Then, this study found that there were 80 lexicalized fillers. Furthermore, the highest lexicalized filler that uttered by her was so and the frequency was 47. According to these results, it confirms that Aga Murdoch utilized fillers in order to maintain her speaking process although she is a native English teacher. Furthermore, it relates to the finding of previous research from Firiady and Mahendra (2019) that native English speakers still use fillers in their speaking process even though the speakers come from English speaking countries. Moreover, the subject that was delivered by English native speakers in their data based on the speakers' field of interest. However, this study focuses on how fillers are utilized in English grammar lesson. Then, the results of this study also align with the previous research by Cahyo et al. (2025) that fillers were found in their spoken discourse video. Although, these students' assignment as spoken discourse video recorded by the students which contain lecture or teaching videos based on selected topic from their instructor.

In this study, the lexicalized fillers are higher than the unlexicalized fillers because the speaker is a native English speaker who has comprehension of English language. Thus, she only produces lower amount of sounds as unlexicalized fillers that utilized to fill the gap time during the speaking process. The meaningless words or phrases cannot change the meaning of the whole sentence that are utilized to fill the gap time can be categorized as lexicalized fillers. In this case, she said “So just just bear it in in mind. *Um* and I hope that you are reading because reading is a really good way to improve your English”, the word so categorized as lexicalized fillers. Because,

this word was uttered with long intonation to fill the gap time. Thus, how the fillers word identified can be found on how the speaker delivers the utterance. On the other hand, repetition can be fillers because the speaker repeatedly utters the same word to fill the gap time to think about the following words same as the word just and in.

Moreover, there were several functions of fillers based on Stenstrom (1994) that found in this study, ranging from hesitating, empathizing, mitigating, editing terms, and time creating devices. Thus, fillers still can be used by the teacher in order to maintain the speaking process of delivering material especially English grammar lesson. However, using excessive amount of fillers in every sentence of the utterances in the speaking process can diminish the credibility of the speaker since it can be seen as disfluency.

Conclusion

According to this study, 147 fillers had been found. Then, the lexicalized fillers had greater amounts than the unlexicalized fillers. However, among the lexicalized fillers, so was the highest filler utilized by Aga Murdoch. Then, um was the highest filler of unlexicalized fillers that she used. Moreover, several functions of fillers, namely hesitating, empathizing, mitigating, editing terms, and time-creating devices have been found in this study.

Nevertheless, the usage of fillers should consider several aspects. If the speakers use too many fillers, it can be summarized as disfluency. Under these circumstances, an efficient and effective speaking process cannot be guaranteed and it can be indicated as a lack of speaking skills. Moreover, if the speakers use words or phrases as fillers, then these lexical items cannot have exact meanings that can change the whole meaning of the utterance because they are only utilized to fill the silence phase in the speaking process. As all things considered, fillers can be viewed not only as a mark of disfluency but as a strategy of managing the speaking process under precise circumstances.

Considering Aga Murdoch's background as a native speaker and English teacher, it can be concluded that fillers are a common thing to be utilized to maintain the speaking process. Moreover, grammar is a prominent part of the English language that ensures the way of constructing the idea to be a proper utterance in the speaking process. Tenses are a part of grammar that have crucial role, since they explain the time sequence used in every action and event. Hence, in terms of teaching the English language, especially tenses, which are an important part of grammar, the teacher should consider the utterances used in delivering the material. In this case, it should acknowledge the way fillers are used in this situation. Although it is categorized as a natural phenomenon in the speaking process to maintain the flow of speech without leading to any gap time, it can also be a part of disfluency if the speakers use a massive amount of fillers in their speaking process.

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