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THE 2ND ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

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“Educational Research to Endorse Productive and Innovation Generation in The 21th Century”

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October 16-17, 2017

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16-17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be cheked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,
- Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.
- Vice Rectors of UNIMED
- Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan
- Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia
- Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia
- Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta
- Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics
- Vice Directors of Postgraduate School of UNIMED
- All speakers, lecturers, researchers, students, and participants

Good Morning
Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,
In this second seminar exels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Schoolar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of inovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and colaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
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Cultivating Children’s Critical Attitude with Educational Philosophy
Daulat Saragi
EFL Students’ Uses of *Um* as Fillers in Speaking

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**Abstract** — This research was carried out to investigate the EFL students’ uses of *um* as fillers in speaking. The objective of the research is to find out the occurrences of *um* used by EFL students in speaking. A total of ten students speaking in English based on different utterances but in the same topic were collected and analyzed, they are the students of the eighth grade at MTs Nurul Iman Telaga Jernih, Secanggang. By using Clark and Tree’s (2002) framework on the use of *um*, the study shows that the filled pause of *um* played different roles based on the speaker’s thoughts on feelings of uncertainty. Descriptive qualitative method was used in this research. The instrument of the research was oral test. The occurrences of *um* made by the students were 35 occurrences. The occurrences found were at the boundary (front), after the first word (middle) and later (in the last sentence). It means all the occurrences of *um* as fillers were found in this research.

**Keywords:** *um*; fillers; speaking

**I. Introduction**

The status of English in Indonesia is as foreign language, not as first or second language. It means in conversation by using English, it is normal for people to use hesitation strategies, a pause or delay in performing an action or while engaging in an action. Hesitation may indicate fear, reluctance, uncertainty, or faltering, as in a speech [1]. Tree argues that some examples of hesitations are *um*, *well*, *I mean*, *you know*, and *okay*. In teaching learning process, EFL (English as Foreign Language) students tend to used *um* as filler in their speaking, such as when speaking in front of the class, the students said “…my descriptive text is *um* cat….” Then the other students also use hesitation in telling her descriptive text, the student says “…the color of *um* my rabbit is white…”. Based on the observation did in MTs Nurul Iman Secanggang, in their speaking class found this phenomenon, the students used *um* as fillers in speaking. It is important to do a research relate to this topic, because the phenomenon of using filler *um* by EFL students being the habitual in their speaking. And this research aim to find the used of *um* as filler in speaking in terms of the occurrences of *um* in EFL students speaking.

Filled pauses have attracted many researchers to investigate it either in speaking in the classroom or another location and condition. The use of *okay* and *alright* have been previously studied in the classroom of foreign students by [3]. They highlighted that *right* indicates a display of less involvement than *alright* in its use of a response token, indicating that *right* is a more neutral marker [4]. [5] conducted a study on the use of hesitations in the EFL classroom. The research was on the use of hesitation strategies among intermediate learners of German as a second or foreign language when they participated in oral L2 tests. The research found that beginners tend to leave their hesitation pauses unfilled thus making their speech highly disfluent, while advanced L2 speakers, who are similar to native speakers, use a variety of fillers. Intermediate learners hesitate mainly for two reasons: to search for a German word or structure, or to think about the content of their utterance. Some participants use a variety of strategies to signal to the addressee that they are hesitating, while other participants leave their hesitation pauses unfilled. [6] extended the study of *um* in the social interaction context which is usually attributed to trouble in the speech production process. Through the conversation analytic investigation, he found that what is done and understood in the use of *um* depends not only on the composition and position, but also on turn-taking, action sequence and the context of talk. Other research investigating the use of *um* was conducted by [7]. He investigated social variation in the use of *um* and *uh* in the United States. This corpus study shows that “*um* is gaining currency relative to *uh*; that is, there is a linguistic change in progress whereby the use of *um* relative to *uh* is on the rise”. It is also argued that comprehensive understanding of “the dynamics of gender and filler usage” urges us to examine “the meanings and associations of *um* and *uh* and of speakers’ stances, objectives, in relation to their social world”. All related findings above support this research, in terms of investigated the using *um* as filler in speaking by EFL students.

**II. Literature Review**

*Uh* and *um* have long been called filled pauses in contrast to silent pauses. The unstated assumption is that they are pauses (not words) that are filled with sound (not silence). Yet 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. In a second view, they are non-linguistic signals for dealing with certain problems in speaking. And in a third view, they are linguistic signals – in particular, words of English. If *uh* and *um* are words, as we will argue, it is misleading to call them filled pauses. To be neutral and yet retain a bit of their history, we will call them fillers [8].
Filled pauses are use in speaking by the speaker, especially for EFL students in speaking by using English. The Occurrences of the filled pauses also in variation location, especially for filled pause um, the occurrences of filled pause um in several location. According to [2], the occurrences of um are divided in to three location:

At the Boundary (Front).

The occurrences of um is in the first location of a sentence. It means to start a conversation, the speaker say the filled pause um first.

Eg: um, you will be the first now.

From the example above, the occurrences of filled pause um is at the boundary or in front of the sentence. [2] argue that the first occurrence of um may just be because of a delay or disfluency, this research discovered that when the speaker uses um in the beginning of the speech, it is because the speaker is ready to speak.

After the First Word ( In the Middle)

The Occurrences at after the first word means the use of filled pause um is located in the next after the first word in a sentence uttered.

Eg: think um that you want to say…

From the example above, the occurrences of um is in the middle or after the first word uttered by the speaker. In this case, the speaker apply a restart after a filled pause. Sometimes a speaker will utter a few words and then suddenly return to the beginning and say the same words [2].

Later ( in the last sentence)

The last location based on Clark and Tree is later or in the last sentence.

Eg: that all about my presentation um thank you.

When um is uttered in the last sentence, which is also mentioned by [2], it is usually used as an indication to point out an object or may be the cause of the occurrence of um in the last sentence shows that um does not mean anything - it is just a delay to fill the gap before closing a sentence.

III. METHODOLOGY

This research is a descriptive qualitative study based on [2] theoretical and analytical frameworks. The consideration of using [2] is that EFL students speaking in some way have the dimension of spontaneous speech in which Clark and Tree (2002) investigated. A total of ten students’ utterances were collected from a class, consisting of the eight grade students, studying in Mts Nurul Iman, Langkat, Indonesia. To collect the students’ utterances, a mobile phone used to record the utterances by using voice recorder application. The electronic device was used to record the voices of the students as well as to pick up clear speeches. The advantages of using this recorder were that it did not disturb the learning process, and it could be used for other classroom activities if needed. The utterances of the students containing the filled pause um were then transcribed. After transcribed the utterances relate to the used of um as filler in speaking, the data were displayed and analyzed in terms of the occurrences of um, determine the occurrences of um based on [2] theory.

IV. RESULT AND DISCUSSION

At the Boundary (Front).

The occurrences of um is in the first location of a sentence. It means to start a conversation, the speaker say the filled pause um first [2].

Data 1

Um the color of it skin is grey, black and white.

Data 1 shows the occurrences of um is at the boundary (front). This occurrences occurred by subject 6, when the subject uttered “Um the color of it skin is grey, black and white.” filled pause um occurred at the front of the sentence. So the occurrence located at the boundary (front) has been occurred in this data.

Data 2

Um I like my dog so much.

Data 2 shows the occurrences of um is at the boundary (front). This occurrences occurred by subject 7, when the subject uttered “Um I like my dog so much.” filled pause um occurred at the front of the sentence. So the occurrence located at the boundary (front) has been occurred in this data.

After the First Word (Middle)

The occurrences of at after the first word means the use of filled pause um is located in the next after the first word in a sentence uttered.

Eg: ―Chicken has‖ then continue to another word

This occurrences occurred by subject 8, when the subject uttered “ ―Tiger has long tail‖. So, the occurrence at after the first word “has long tail”. So, the occurrence at after the first word (Middle) has been occurred in this data.

Data 3

Tiger um has long tail.

Data 3 shows the occurrences of um is after the first word. This occurrences occurred by subject 8, when the subject uttered “Tiger um has long tail.” filled pause um occurred after the first word “Tiger” then continue to another word “has long tail”. So, the occurrence at after the first word (Middle) has been occurred in this data.

Data 4

Chicken has um short and smooth tail.

Data 4 shows the occurrences of um is after the first word. This occurrences occurred by subject 10, when the subject uttered “Chicken has um short and smooth tail…” filled pause um occurred after the first word “Chicken has” then continue to another word “short and smooth tail”. So, the occurrence at after the first word (Middle) has been occurred in this data.

Later ( In The Last Sentence)

The last location based on Clark and Tree is later or in the last sentence [2].

Data 5
Chicken has wings, but chicken cannot fly high um.

Data 5 shows the occurrences of um is in later (in the last sentence). This occurrence occurred by subject 10, when the subject uttered “Chicken has wings, but chicken cannot fly high um” filled pause um occurred later (in the last sentence). So, the occurrence at later (in the last sentence) has been occurred in this data.

Data 6

Dolphin has long mouth um.

Data 6 shows the occurrences of um is in later (in the last sentence). This occurrence occurred by subject 9, when the subject uttered “Dolphin has long mouth um.” filled pause um occurred later (in the last sentence). So, the occurrence at later (in the last sentence) has been occurred in this data.

Filled pauses are use in speaking by the speaker, especially for EFL students in speaking by using English. The Occurrences of the filled pauses also in variation location, especially for filled pause um, the occurrences of filled pause um in several location. According to [2], the occurrences of um are divided in to three locations: at the boundary (front), after the first word (middle) and later (in the last sentence).

From the observation conducted of ten students in the classroom, it was found that all location of um in the theory stated by [1]. The utterance uttered by the subjects was analyzed based on the theory as a temporary category of data analysis to answer the problem of the occurrences of the um occurred in classroom being observed in the matrix below:

Table 1. The Occurrences of Um as Fillers

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Initial</th>
<th>At the Boundary (Front)</th>
<th>After the First Word (Middle)</th>
<th>Later (In the Last Sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>LK</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>AFR</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ER</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>DNA</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>DDM</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>RA</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MGI</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>DN</td>
<td>0</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>NL</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>14</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

From the table above, it is found that the dominant occurrences of um as filler is after the first word (middle). The percentage of the occurrences after the first word (middle) used by all the subjects is 40%. The percentage of occurrences in later (in the last sentence) used is 31.42%. The lowest percentage of the occurrences of um as fillers used is at the boundary (front), it is 28.58%.

In the data analysis, it was found that the occurrences of um in three location, they are: At the boundary (front), after the first word (in the middle) and later (in the last sentence). The occurrences of um as fillers at the boundary (front) show that the filled pause um can appear in the first word before express another word. The occurrences of um as fillers occurred after the first word (middle) to give a filled pause after the first word then continue with other word. The occurrences of um as fillers occurred in later (in the last sentence) occurred just to give a brief delay which contain nothing.

V. CONCLUSION

After analyzing the data, the conclusion can be drawn that the three locations of occurrences um as fillers, namely at the boundary of fluent speaking (front), after the first word (middle) and later (in the last sentence) according theory of [2] are discovered in the process of speaking of the students at grade eight in MTs Nurul Iman Secanggang. Among these three occurrences of um as fillers, the dominant location of occurrences occurred by the subjects is after the first word (middle). It happens because the students often used um as filler between first words to continue the next word.

REFERENCES


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