# ANALYSIS STUDENT'S SPEAKING FLUENCY IN SPEAKING CLASS PERFORMANCE

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**Abstract**

Speaking skill becomes one of the most fundamental skills in this era; however English learners need to develop their capability to show their language skill through speaking practice. This research aims to investigate students speaking fluency level toward speaking practice. The qualitative descriptive method is used to describe data analysis. The sample of this research is single sample, English language program students at semester 5. The video record towards speaking practice and professional feedback are became the data collection technique. The video records duration is about 10 minutes and during that presentation, researcher tried to analysis based on the vocabulary used, voice, and speech fluency. The result of the research showed that student's speaking fluency level is still low and it needed to treat and drill more, could be through watching a YouTube or practice among English learners.

**Keywords:** Speaking, Speaking Fluency, Academic Practice

## INTRODUCTION

English Speaking is a compulsory course in any university in Indonesia offering English program as a major. Those universities may have different classes and focus on the speaking courses, but they share the same idea that speaking courses are necessary for the students. It is because in daily interaction most activities are accomplished through speaking. Besides, speaking skill shows one's English proficiency in a more tangible way. Furthermore, good speaking skill establishes good first impression to the listeners and interlocutors at any speaking demanded situation of non-native speakers.

Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive for the listeners. It also provides more effective communication due to the absence of speaking disturbances. Koponen in Luoma (2004:88) says that fluency is about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and the absence of disturbing hesitation markers. In addition, Stockdale (2009:1) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (ooo and emm), self-corrections, false starts, and hesitations. Similarly, Lennon in Cucchiarini, Strik, and Boves (2002:263) defines that fluency is the speaker's ability to produce speech at the same tempo with the native speakers without the problems of silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts. The researcher believes this definition of fluency is addressed to non-native language learners. So, a very good first language or second language learner can speak like the native speakers of the language they are learning.

Speaking that is important from learning a second language, the student must increase the skill and communicative competence of the student because the student can express themself and learn how to use language very well. With speaking we can express ideas and

spontaneous and free thinking. Many people in our country can speak, but they cannot speak very well. The students must learn a second language with interaction with each other.

According to Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

According to Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning the use of verbal and nonverbal symbols, in a variety of contexts.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can be found in spoken cycle especially in Joint Construction of Text Stage (Departemen Pendidikan Nasional, 2004). According to Bailey (2000:25) speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information.

In terms of disfluency, ComShipley, and McAfee (2004:357) categories two kinds of disfluency that can be the indicator to decide the fluency levels; they are fluency disorder and typical disfluency. Fluency disorder is a kind of disfluency category that is mainly related to the weakness or problem of a speaker's physical condition related to speech production. The second category of disfluency is typical disfluency. It is a kind of disfluency which is not related to somebody's physical condition. As a matter of fact, it is related to somebody's weakness in the mastery of a foreign language. The example of this is the disfluency found in English as foreign language learner who does not have any physical problem related to speech production. This type of disfluency can be caused by several problems which come from the students themselves in learning. Nation and Newton (2009:154-155) say that there are four problems to be identified. The first problem is the difficult task which is commonly caused by lack of practice, this makes them keep doing what they think as difficult tasks. Secondly, it is not meaning-focus tasks, this kind of task may lead them to lack of self-confidence or anxiety and nervousness. Thirdly, there is lack of target or time pressure in doing the speaking practice. The fourth problem is lack of planning and preparation in every practice, this affects the learners' readiness. Lastly, doing non-repeated tasks is also the problem to be considered.

This problem is often found in a lot of students in Indonesia, especially in the English Language and Education Department University of Muhammadiyah Tangerang (UMT) 4B1 class, when we try to be a good speaker in Academic Speaking courses. The students are trained to speak in front of the class using English with different topics given by the lecturer and it's done in every meeting week in week out. The researcher found that the students in the class are still less able to speak English with the criteria of speaking fluency. It is proven by research conducted in English Language and Education Department of University of Muhammadiyah Tangerang 4B1 class. A study conducted by Fernanda Nurul Auliyah (2020) showed that the respondents still couldn't understand the material that she presented in front of the class. Therefore, the researcher goes to analyse Fernanda Nurul Auliyah's speaking fluency in a video that she presented in Academic Speaking Class.

**Definition of Speaking and Types of Speaking**

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, are: 1) **Monologue** ; Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means. 2) **Dialogue**; It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker said.

Like Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

**Defining Speaking fluency**

Richard (2009:14) mentioned a brave definition about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". The definition of fluency has the Latin origin meaning as "flow". It can be the same as other languages define fluency as flow or fluidity as stated by Kopponen and Riggenbach (2000, in Jamatlou, F.:2011). And nowadays, the definition of fluency itself closer to the simple definition of the term in applied linguistics also seems to share at least one feature resembling "fluidity".

The more present study about fluency adopting Lennon's (Jamatlou:2011: p.11) that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of online processing.

It means that the conclusion of being fluent in speaking can be defined as the natural ability to speak spontaneously as quickly, smoothly, accurately, lucid, efficient and comprehensively with few numbers of errors that may distract the listener from the speaker's massage under the temporal constraints of online processing.

**Components Speaking Fluency**

There are four components of fluency data needed to be analysed to measure the fluency level of the speaker from the typical disfluency perspective. The accumulation of these four components was then used to indicate to which level of fluency the speakers belong. This method is adopted from Stockdale (2009:26-27).

1. Speech Rate (SR)

In speech rate, the pruned syllables and all disfluencies are excluded in the measurement. To calculate speech rate the number of all syllables is divided by the total time required to produce the speech sample in seconds. Then the result is multiplied by 60 to find syllables per minute. To give the standard of normal speaking rate in syllables, the Tennessee Department of Education Fluency Resource Packet (2009:24) sets 162–230 is the number of syllables adolescent or adult normally could produce per minute.

2. Pause Rate (PR)

The total number of pauses and filled pauses such as uhm, err, emm including corrections and repetitions are divided by the total amount of time expressed in seconds and then multiplied by 100.

3. Disfluent Syllable (DS)

Disfluent syllables are calculated by subtracting the number of pruned syllables from the number of total syllables in the sample. Pruned syllables include fillers, errors, and repetitions. The result is the number of disfluent syllables which is then divided by 230 as the highest normal number of syllables per minute and multiplied by the total time in seconds.

Table 1

Fluency Scale Ordinate Corporation in Jong and Hulstijn (2009)

| Level | Description |
|-------|-------------|
| 0 | DISFLUENT. Candidate speech is very slow and seems laboured and very poor, with many discernible phrase groupings and with multiple hesitations, pauses, false starts and/or major phonological simplifications. In an utterance, most words are isolated and there are many long pauses. |
| 1 | LIMITED Fluency. Candidate speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions, or false starts render the spoken performance notably uneven or discontinuous. Long utterances have several long pauses. |
| 2 | INTERMEDIATE Fluency. Candidate speech may be uneven or somewhat staccato. Utterance (if >= 6 words) has at least one smooth 3- word run, and there are several hesitations, repetitions, or false starts. Speech may have several long pauses, but not unlimited. |
| 3 | GOOD Fluency. Candidate speech has acceptable speed but may be somewhat uneven. Long utterances may exhibit some hesitations; but most words are spoken in continuous phrases. There are several repetitions or false starts per utterance. Speech has not too many long pauses and does not sound staccato. |
| 4 | ADVANCED Fluency. Candidate utterance has acceptable rhythm, with appropriate phrasing and word emphasis. Utterances have no more than five hesitations, repetitions, or false starts. There are only one to five significantly non-native phonological hesitations. |
| 5 | NATIVE-LIKE Fluency. Candidate utterance exhibits smooth native- like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural. |

4. Mean Length of Runs (MLR)

Mean length of run between pauses measures the average number of syllables produced in runs of speech between pauses and other disfluencies to give an idea how much is said without interruption. Mean length of runs is calculated by subtracting the total number of syllables by the times of pauses above 0.3 seconds and other disfluencies then divided by the normal amount of syllables per minute for the set time of speech sample which is 2 minutes.

## Strategy to Successful Speaking Activity

Ur (1996: 120), "Classroom activities that develop learners" ability to express themselves through speech would therefore seem an important component of a language course." Ur (1996: p.120) also provides some characteristics of successful speaking activity:

1. Learners talk a lot. As much as possible of the period allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are evenly distributed.

3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

## RESEARCH METHODOLOGY

The researcher used one student in University of Muhammadiyah Tangerang from English Department of Teacher Training and Education Faculty 4th semester 4B1 class named Fernanda Nurul Auliyah as a sample of the research. Fernanda Nurul Auliyah is a student at University of Muhammadiyah Tangerang, also a tutor in PEC (Practical Education Center), one of the best English tutoring places in Tangerang also in Indonesia. When this research is supported, researchers are sure that the model is presentable in significant aspects of learning English standards such as speaking, listening, reading, and writing.

The instrument that researcher used to accumulate the information at this point is a video presentation that happened in Academic Speaking class and some thought. The first model is a video from Fernanda who is doing a decent performance in front of the class and the other students being an audience. The material is about "The Reality of Indonesian Health" that is presented in a PowerPoint slide. She also presented the material for 19:16 minutes with a good brainstorming in the opening session. This video is taken by her classmate for the instrument of this research. The researcher could easily identify her strength and weakness of speaking fluency that she used in the Academic Speaking class from the help of this video.

## RESULT AND DISCUSSION

From the data analysis, the answers to the research questions were identified clearly. The first question was to find out the speaking fluency level while the second question was to figure out the factors which caused the students' disfluency. The term fluency which is defined as the ability to use the language quickly and confidently without too much hesitation or too many unnatural pauses to cause barriers in communication (Bailey, 2003; Byrne, 1986).

## Fluency Levels

It was found that the answer of the first research question seemed to be beyond the preliminary study result which said that Fernanda Nurul Auliyah had good enough speaking fluency with rank 85/100. As a matter of fact, this can be good because the material that Fernanda presented is acceptable for the audience or the other students in the class.

**Disfluency Levels**

It was found that the answer of the second research question seemed to need an improvement because the problem faced dealing with fluency was when the learners speak to the others; the students tried to make the auditors understand what they wanted to say. The researcher found that the students tended to hesitate and fragmentary while speaking because they have problems in retrieving the lexical items, encoding the grammatical form of their message, and correcting their own output. This condition made the students speak hesitantly and fragmented, as mean that the frequency of pause filler such as "well", "mm", "eee" and also the production of dysfluency such as repetition, repair, restarts, and also prolongation will fluently fulfilled their talks.

The other aspect that affected the student's fluency in speaking was the habit of using Indonesian terms when they could not find appropriate English words (happened in minutes 16:04 of the video). This phenomenon is defined as pause fillers that usually occurred when they tried to express complex ideas. According to Bright (1992) fillers also defined as "vocal hiccups". Those vocal hiccup were words that exist in the utterances but do not result in any changes in the content. Along with that, Bonano (2009) defined fillers as "verbal bridge". They are include: um, ah, and words such as like, so, and ok,which are used as a bridge to say what the next one. So, the researcher gave Fernanda Nurul Auliyah score 70/100 for the disfluency she had during the presentation. Based on the findings of the analysis on the fluency level and the disfluency factors, it shows that Fernanda Nurul Auliyah's speaking fluency is on level 3 (Table 1) which means "good fluency" but it also seen that she need an improvement and should have been better on the next occasion.

**CONCLUSION AND IMPLICATIONS**

The researcher knew very well that the student seemed to have a good basic ability of learning English, especially in speaking and that the student was doing it well in Academic Speaking class. The researcher thought the student still needs an improvement in speaking fluency before she becomes a good speaker in the next occasion she presents. The body movements are also good enough to catch all the audience, with the brainstorming before starting the material which makes the situation fresh again and ready to catch the material that was given by Fernanda Nurul Auliyah.

From the research that found that the student still needs to improve her speaking fluency and need to be guided by someone who really understands about this. The researcher recommended the use of YouTube for more exercise, because there are a lot of learning videos that can improve speaking fluency.

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