LEVELING STUDENTS ENGLISH SPEAKING FLUENCY : THE STUDY OF ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UIN WALISONGO SEMARANG.

THESIS

Submitted in Partial Fullfillment of the Requirements for Degree of

Bachelor of Education in English Language Education

By

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EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2021

THESIS PROJECT STATEMENT

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is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion of findings included in final project is quoted in accordance with ethical standards.

Semarang, 24 April 2021

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RATIFICATION NOTE

Thesis with the following identity:

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had been ratified by the board of examiners of Education of Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 1st May 2021

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ADVISOR NOTE I

To

The Dean of

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Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title   : LEVELING STUDENTS ENGLISH SPEAKING FLUENCY : THE STUDY

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Name of the Students   : Dwi Fanan Akromah

Students Number   : 1503046116

Department   : English Education Department

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

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Semarang, 24 April 2021

To

The Dean of

Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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Wassalamu'alaikum Wr. Wb.

(Lulut Widyaningrum, M. Pd)

MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ
فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ
الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا
تَعْمَلُونَ خَبِيرٌ

Hai orang-orang beriman apabila dikatakan kepadamu: "Berlapang-lapanglah dalam majlis", maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan: "Berdirilah kamu", maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha Mengetahui apa yang kamu kerjakan.[1]

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[1] Fuad Abdul Baqi', Muhammad (2007). *Al-Mu'jam Al-Mufahras Li Alfadz Al-Quran*, Mesir . Daar Al Hadist

ABSTRACT

Title	: LEVELING STUDENTS ENGLISH SPEAKING FLUENCY : THE STUDY OF ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UIN WALISONGO SEMARANG.
Writer	: DWI FANAN AKROMAH
Students Number	: 1503046116

The study was aimed to analyze students' fluency speaking and to explain the factors of students influency speaking. Despite the speaking course is a compulsory course in English Language Education Department of UIN Walisongo, the writer found that the students somehow still speak English language with some pauses and repeating the words. It is proven by some research analyzed more about the analysis of speaking fluency level of the fifth semester. They have been taught speaking from the first semester to the fourth semester, they are basic speaking, intermediate speaking, and advanced speaking, but so many students are still confused to make conversation, deliver statements, and give opinions by using English whether in classroom or out of classroom. The research design used descriptive qualitative. In this research, the researcher used two instruments that observation using speaking fluency scale and followed by interview. Based on some data field related to this study, researcher finds some problems had been faced by fifth semester students. Their speaking ability is quite good. Factors that affect the speaking ability include: 1) Psychological factors, in this case students still have low self-confidence in public speaking. Existence fear when making mistakes during dialogue; 2) Grammar factor, in this case students have mastery most types of grammar are still low. Only capable mentioning the type but unable to explain the meaning of the grammar

Keywords : *advanced speaking, disfluency, English language education, fluency.*

.

DEDICATION

This final project is dedicated to:

My beloved parents (Kholif Usman, S.Ag and Suriyah, S.Ag.,M.Pd) and (Tasrip and Sumirah) always pray for me and support me in finishing my study. My beloved sisters Alfian Ayu Setyadi and Robiah Atmajayanti Setyadi and my brother Bahar Tri Setyadi who always support me in finishing my study.

All of my lecturers of English Language Education Department of Walisongo State Islamic University Semarang, who have given insight and experience during my study.

And for my beloved campus UIN Walisongo Semarang, that gave me all experiences

ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

All praise to be almighty Allah SWT Who always gave His blessing upon the researcher in her life and enabled her to accomplish this thesis entitled. The prayer and *Salaam* are always offered to the prophet Muhammad SAW, the noblest creature ever. In this opportunity, the researcher extent her gratitude to:

13. Mahasiswa Kampung Damai (MKD) Gontor, who always entertain and support me to finished this final project.
14. The last but not least, those who cannot mentioned one by one, who have support the writer to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher expects that this thesis may be helpful for all. Amiin.

Semarang, April 2021

The Writer,

Dwi Fanan Akromah

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CURRICULUM VITAE

CHAPTER I
INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study and research significance.

A. Background of the Study

English Speaking is a compulsory course in any university, in Indonesia offering English program as a major. Those universities may have different classes and focuses 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. Good speaking skill establishes good first impression to the listeners and interlocutors at any speaking demanded situation of non-native speakers[2].

Speaking is the communication between two or more people for a certain purpose. Speaking as interactive communication process between speaker and listener in order to get their communicative goals. When English language is taught in educational institution such as schools and universities, speaking will be part of the main skills to learn. However, the preliminary study showed that the fact is contradicted to the expectation. Based on the preliminary study done by interviewing some lecturers of the English Department, the lecturers considered the students' fluency was not good. When he interviewed and asked them to rank the students' fluency level from 1 (means very poor) to 5 (means very good), they put many students of the second year in level 2 (means poor) because they believed that while speaking the students still had many long pauses, and repetition. Further, the

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[2] Salam Mairi.An Analysis Of Speaking Fluency Level Of The English Department Students Of UniversitasNegeri Padang (UNP). (*Unpublised Thesis*: Universitas Negeri Padang Press 2012).

researcher's interview with the English native lecturer in the English Department had resulted a conclusion that most students were in level 2 or 1 (means very poor). This fact surely contradicted the expectation that they were supposed to have good speaking fluency because they have studied several courses.

In learning speaking, it cannot be separated from accuracy and fluency. Harmer (2001) states that accuracy deals with grammar, vocabulary and pronunciation. Meanwhile Nunan (2003) defines "Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc." It shows that students speak fluently as they are speaking in certain range of speed without making any long break. In attempt to develop students speaking ability, the role of native speaker teacher is required. Lasagabaster and Siera (2002) argue that native speaker knows more about English, uses the language more confidently and gives the students more information about their culture. By having those abilities as consideration, schools and universities in non-English language countries, such as Indonesia, may think to recruit native speakers to be teachers or lecturers to teach English language.[3]

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

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[3] Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press

pausing, and also the absence of disturbing hesitation markers.[4] 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.[5] 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 in this definition of fluency is addressed to non-native language learner. So, a very good FL or SL learner is able to speak like the native speakers of the language they are learning.[6]

Mostly, speaking is used to communicate, convey information, and make relationship among people in the world, etc. because it is one of the abilities to carry out conversation. To speak English is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. English learners should have the ability of English speaking in order to communicate with others. The lecturing process is conducted by foreign and local lecturers. This course is conducted for four consecutive semesters. By having such a compulsory speaking course, English Department students are expected to communicate in English orally. Although they have learned speaking

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[4]Luoma, S. *Assessing Speaking*.(Cambridge: Cambridge University Press,2014).

[5]Stockdale, D. Ashley. (2009). Comparing Perception of Oral Fluency to Objective Measures in the EFL Classroom *(Unpublished Thesis)*. Birmingham: University of Birmingham

[6]Cucchiarini, C. H. Strik. and L. Boves. Quantitative Assessment of Second Language Learners' Fluency: Comparisons Between Read and Spontaneous Speech *(Unpublished Thesis)*. (Nijmegen: University of Nijmegen, 2002).

course in four semester and also taught by foreign lecturers, they are still unable to speak English language with a good fluency.

English is a useful thing. Muslims who want to use it should enjoy using English. This is a religious request so that we succeed in things that benefit the world hereafter. The Prophet Muhammad *Shallallahu 'alaihi wasallam* said[7]:

اِحْرِصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِنْ بِاللهِ وَلَا تَعْجَزْ

That means:

"*Be serious (be enthusiastic) to get what is useful for you and ask for help from Allah (in all your affairs) and do not ever feel weak* "(HR. Muslim).

Despite the speaking course is a compulsory course in English Language Education Department of UIN Walisongo, the writer found that the students somehow still speak English language with some pauses and repeating the words. It is proven by some researchers conducted previously in English Language Education Department of UIN Walisongo. A research conducted by Alfarizi (2013) shows that 23% of his respondents could not speak English language fluently because they could not produce words well[8]. This problem causes students to make longer pauses than usual to express their ideas. This research was conducted at the English Language

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[7] https://muslim.or.id/29817-mempelajari-bahasa-inggris-untuk-hal-bermanfaat.html accessed 11 November 2019

[8] Alfaridzi. (2013). *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*. Jakarta: Departemen Pendidikan Nasional

Education Department (ELED) especially for students in second semester of speaking class as the research subject.

Secondly, the research was conducted by Feni (2014) found that 11 respondents of his research, fourth semester students in speaking class did not have adequate vocabulary[9]. This leads them to pause to find the words they want to say. Thirdly, the finding of the research conducted by Puji Lestari (2015) shows that 30% of the third semester English Language Education Department in speaking III class pauses in speaking which disrupt their fluency[10]. Those findings Nunan (2003) who say that speaking fluency is the skill to speak the language without making unnecessary pauses or hesitation and searching for words[11]. If students speak with too many hesitations and pauses, their speaking fluency may be obstructed. Then, if the speaker speaks less fluently, the information that the speaker will not be delivered well to the listener which can cause misunderstanding or misinterpretation. On the other hand, this might happen because the subjects of the research were the early semester and in speaking class only. Although there are already research of students speaking fluency, there is no research regarding students speaking fluency in current academic year of 2017- 2018.

Therefore, the researcher analyzed the fifth semester students speaking fluency in Advanced Speaking class of English Language Education Department. The Advanced Speaking class chosen because the Advanced Speaking is at the advance

[9] Feni. (2014). *Strategi Meningkatkan Kemampuan Membaca Peningkatan Komprehensi*. Yogyakarta: UNY Press

[10] Puji Lestari. (2015). *English Language Education Department.* Jakarta: Universitas Terbuka

[11] Nunan, David. (2003). *Practical English Language Teaching*. New York: MC Graw Hill

level in speaking and since the teaching learning activities are using English and the students will speak English more so that it helps the researcher to conduct the research regarding to their speaking fluency.

Fifth semester students of English Education Department at UIN Walisongo Semarang have been taught speaking from the first semester to the fourth semester, they are basic speaking, intermediate speaking, and advanced speaking, but so many students are still confused to make conversation, deliver statements, and give opinions by using English whether in classroom or out of classroom.

Based on some data field related to this study, researcher found some problems had been faced by fifth semester students English at UIN Walisongo Semarang. They are dissiliency in speaking because they are lack of practice, they lack of self-confidence or anxiety and nervous, and the last is lack of planning and preparation.

From the explanation above, the researcher analyzed more about the analysis of speaking fluency level of the fifth semester students of English language education department in Walisongo Islamic University of Semarang. The title of this research is **Leveling Students English Speaking Fluency : The Study Of English Language Education Department Of UIN Walisongo Semarang.**

B. Research Question

1. How is the students speaking fluency level ?

2. What are the factors of students disfluency in speaking?

C. Objective Study

The purpose of this study is as follows:

a. To analyze the students fluency speaking profile

b. To explain the factors of students disfluency in speaking.

D. Limitation of The Study

To limit of the research, the researcher discusses the research as follows :

1. The participants of this research are the students of fifth semester English Language Education Department of UIN Walisongo Semarang.

2. This research discusses about profile of English speaking of students fifth semester English Language Education Department of UIN Walisongo Semarang Academic Year 2020/2021.

E. Research Significance

By conducting this research, it is expected that:

a. The findings of this researchers is a valuable information for the future researcher. It may inspire the next researcher to conduct a research regarding the students speaking fluency and focus more on other aspects such as the appropriate and inappropriate English expressions students use

b. The teachers also can use the findings of this research to evaluate in their teaching delivery. Meanwhile, the findings can help the teachers to recognize the problem the students usually face during speaking English language. It also helps teacher to find appropriate teaching technique to improve student speaking fluency after knowing the students problem in speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses theoretical review, previous study and conceptual framework.

A. Definitions of Speaking

People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker gets the meaning across. Cameron (2001) mentions that "speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language". A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

Chaney (1998) in Kayi (2006) states that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people (Spratt, Pulverness, and William, 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, speakers of English have to be able to speak in different genres and situation (Harmer, 2007).

Brown &Yule (1983), Richards (2008) and Nunan (1999) assert that there are two basic genres of speaking related to its function (The first genre is transactional function in

which the main purpose of speaking is to convey information and facilitate the exchange of goods and services. Then, the second genre has interpersonal or interactional function in which the purpose is to maintain good relation between two people.

In addition, (Thornbury, 2005) suggests four other speaking genres, that is interactive, non-interactive, planned and unplanned speaking. The example of interactive speaking is when people buy a food at a shop, whereas when the people leave a message on an answer machine can be categorized as non- interactive speaking because there is no interaction between two people or more. The examples of planned speaking genres are such as a lecture, sermon, and speech. Meanwhile, the unplanned speaking is when people meet and do a conversation with somebody in the street.

a. **Aspects of the Speaking Skill**

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1999) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language "on the spot".

Harmer (2001) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning).[12] Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third feature is the use of lexical and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speaker's words. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

On the other hand, most of the EFL (English as Foreign Language) students think that speaking in English is difficult because there are some factors in speaking that are

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[12] Bhat, S., H. Johnson. and R. Sproat. (2010). *Automatic Fluency Assessment by Signal-Level Measurement of Spontaneous Speech.* Illinois: University of Illinois

regarded as being difficult as Brown (2001) has identified them. The first factor that makes the speaking difficult is clustering, because a fluent speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction.

The fifth factor is the colloquial language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as "Cup of coffee?" instead of "Would you like a cup of coffee?" Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as here's and that's, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like here is and that is. Finally, some words in writing are used differently in speaking. For example, the word "however" is more common in writing than in speaking, and "started" is much more common than „began" in speaking (Harmer, 2001a).

b. Problems in Speaking Skill

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah , 2004:17):

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhabited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to say

Even they are not inhibited, they often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

4. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

2. Teaching Speaking

a. Teaching Speaking in English as a Foreign Language

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, "speaking in a second or foreign language has often been viewed as the most demanding of the four skills" (Bailey and Savage as quoted by Celce Murcia (2000:103). According to Anne Lazaration in Celce- Murcia, perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

This means that a variety of demands are accumulated: monitoring and understanding the other speaker(s), thinking about one's own contribution, producing that contribution, monitoring its effect, and so on. This is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction[13]: "We had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands" (Celce-Murcia, 2001).

Speaking is important in CLT class. It facilitates many classroom activities. The technique used in teaching learning of speaking should be based on the students" need and the objective of the language learning. The process of learning and teaching of English speaking is influenced by the time allocations and the facilities available in the class. In addition, the teacher should choose the appropriate activity done in the classroom. The activity in the learning and teaching process are absolutely needed. It is in line with Celce-Murcia: But with the advent of the theory of communicative competence and the practice of

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[13] Zhang, Shumei. (2009). *The Role of Input. Interaction and Output in the Development of oral Fluency (CCSE English Language Teaching Journal)*. Vol. 2. No. 4. On December

communicative language teaching, the teaching of oral communication skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms (Celce-Murcia, 2001), Harmer (2001) says that there are three stages in teaching speaking.

There are introducing the new language, practice, and communicative activity. In terms of oral communication, one needs to learn when it is appropriate to speak, in which circumstance, how to gain the right to speak, how and when to invite someone else to speak and so on (Nunan : 2004). Teaching foreign language for students who already accustomed in using their first language or mother tongue is not an easy work. Speaking a foreign language will be well-developed if the students have to have much practices. The students in foreign language class will not learn to speak fluently merely by hearing speech. The teacher needs to give the students more opportunities throughout their years of study and to develop greater in encoding their thoughts. The core of good thinking is the ability to solve the problems[14]. It is in line with Celce-Murcia: What academic English second language students need most is extensive authentic practice in class participation, such as taking part in discussions, interacting with peers and professor, and asking and answering question.

….With academic adults, practice in activities such as leading and taking part in discussions and giving oral report is needed to be done (Celce-Murcia, 2001).

A final feature which characterizes the current ESL classroom is that students are encouraged to take responsibility for their own learning. No longer is learning seen as a one-way transfer of knowledge from teacher to student but today we understand that students

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[14] Stockdale, D. Ashley. (2009*). Comparing Perception of Oral Fluency to Objective Measures in the EFL Classroom*. Birmingham: University of Birmingham

learn from teachers, from classmates, and from the world outside the classroom. In addition, the learner seeks opportunities, the more likely he or she will learn to use the language.

In the oral skill classroom, students should be allowed and encouraged to initiate communication when possible, to determine the content of their responses or contributions, and evaluate their own production and learning progress.

Littlewood said that successful oral communication involve describing (Littlewood : 1981):

1) The ability to articulate phonological features of the language apprehensively.

2) Mastery of stress, rhythm, and intonation patterns.

3) An acceptable degree of fluency.

4) Skills in negotiation meaning.[15]

5) Conversational listening skills (successful conversation requires a good listener as well as good speaker).

6) Skills in knowing about and negotiation purpose for conversation, using appropriate conversational formula and filters.

7) Skills in the management of interaction.

8) Skills in taking short and long speaking turns.

9) Transactional and interpersonal skill.

If the teacher wants the learners to be able to converse in English, they need to make the classroom become a conversational place. If the learners do not talk naturally during the

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[15] Stockdale, D. Ashley. (2009). *Comparing Perception of Oral Fluency to Objective Measures in the EFL Classroom.* Birmingham: University of Birmingham

course of each lesson, it is hardly surprising when they can still hardly speak at all after several years of English classes. David and Pearse (2002:82) said that there are some clear implications here for teaching:

1)   Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the rest of the class. Many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening.

2)   Expose the learners as much as possible to naturally pronounced speech, and also integrate some pronunciation work into your lessons. They will not learn to pronounce intelligibly, or to develop speaking skills in general, if they do not hear enough natural speech.

3)   Accustom the learners to combining listening and speaking in real time, in natural interaction. Perhaps the most important opportunity for this is in the general use of English in the classroom.[16]

For most students in Indonesia, learning speaking is difficult skill that they have to master. It might happen because students in Indonesia do not have sufficient time to practice their English. They learn speaking only in their school. In Indonesia English is one of compulsory lessons. In line by Harmer (2001) theories the education experts in Indonesia define speaking activities in junior high schools into three parts.

1.   Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment

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[16] Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press

in asking, giving, refusing services, asking, giving, refusing things, asking, giving information, asking, giving, and refusing opinion, and offering/ giving/ refusing something.

2.   Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving and offering an agreement, responding statement, giving attention to the speaker, starting, closing conversation.

3.   Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment.

Based on explanation above speaking performance indicators can be summarized into four parts. They are: performances activity, language act, criteria and object.

a)   Performances Activity: Expressing meaning in short simple monologue texts.

b)   Language Act: Asking, giving, refusing, interacting and responding.

c)   Criteria: Accuracy, fluency and appropriateness.

d)   Object: services, opinion, things, agreement, statement, etc.

Students in Indonesia have to master those speaking performance indicators when they want to have good speaking ability. They really need teachers to help them in learning speaking. Teachers have big role for them.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teacher should provide learners with opportunities for meaningful communicative behavior about relevant topics. This requires

teacher to give guidance for the learner's needs. The learner will learn how to communicate verbally and nonverbally as their language skill developing. Consequently, the exchange of messages will enable the learner to create discourse that conveys their intentions in real life communication. Furthermore, In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective, it is necessary for teacher of EFL to carefully examine the factors that underlie speaking effectiveness. It will gradually help learners speak fluently and appropriately.

b.   Approaches to the Teaching of Speaking

There are several approaches to the teaching of speaking. Thornbury (2005) proposes two kinds of approaches to teach speaking, they are task- based and genre-based approaches. Task-based approach is an approach that foregrounds the performance to the tasks and the focal attention is on the linguistic component of the task. This approach is motivated by the believe that language is the best learned by using it, rather than learned and used it. In addition, Willis in Thornbury (2005) argues that task-based approach is based on fluency comes accuracy and that learning is prompted and developed by the need of communicate.

On the other hand, in the genre-based approach which is to replace the task-based approach is aimed to providing the real uses of language in a social context. Such uses can be given by establishing the social purpose and cultural context of the genre. Here, the text or genre can be in written or spoken mode. Then, it may be followed by giving the presentation and analysis of a typical example before the students attempt to create their own example.

Dealing with genre-based approach, Feez and Joyce (1998) in Richards (2006), describes the phases of the approach. The first phases is building the context in which the

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students are introduced to the social context of an authentic model of the text type by learned, explore features of the general cultural context in which the text type is used and the social purposes the text type achieves, and explore the immediate contexts of the situation by investigating the register of the model text which has been selected on the basis of the course objective and learner's needs. These context-building activities can be provided by presenting the context through pictures, audiovisual materials, excursions, field trips, guest speakers; establishing the social purpose through discussions or surveys; giving cross- cultural activities, such as comparing differences in the use of the text in two cultures; and comparing the model text with other texts of the same or a contrasting type. e.g. comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase called modeling and constructing the text, the students are asked to investigate the structural patterns and language features of the model and compare the model with other examples of the same text type. This place can be undertaken at the whole text, clause, and expression levels.

The third phase is joint construction of the text. In this phase, the students begin to contribute to the construction of the whole examples of the text type whereas the teacher gradually reduces the contribution of the text construction, as the students move closer to being able to control the type independently. There are some activities that can be used in this phase such as the teachers" questioning, discussing, and editing whole class instruction, then scribing onto board or overhead transparency, skeleton teats, jigsaw and information gap

activities, small-group construction of tests, dictogloss, and self-assessment and or peer-assessment activities.

The fourth phase is independent construction of the text. In this phase, the students work independently with the text in which their work will be used for achievement assessment. The activities that can be included in this phase are :

a) listening tasks, e.g. comprehension activities response to live or recorded material, such as performing task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, b) listening and speaking tasks, e.g. role plays, simulated or authentic dialogue, c) speaking tasks, e.g. spoken presentation to class, community organization, or workplace, d) reading tasks, e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, and e) writing tasks, which demand that students draft and present the whole text.

The last phase is called linking to related texts. In this phase, students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar context, future or past cycle of teaching and learning, and activities which link the text type to related texts, such as a) comparing the use of the text type across different fields, b) researching other text types used in the same field, c) role playing what happens if the text type is used by people with different roles and relationship, d) comparing spoken and written models of the same text type, and e) researching how a key language feature used in this types is used in other text types.

In addition, Harmer (2001), propose communicative language teaching as one of approaches to the teaching of speaking. This approach comes from many beliefs of language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, students have to be aware of the need of appropriateness or the formality of language when they talk to others. Moreover, this approach focused on attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. The last, the important point of this approach is that language is learned not only by knowing it but also by using it to communicate.

The other well-known approach to teach speaking is PPP (Presentation, Practice, and Production). In the presentation stage, the teacher usually presents a new grammar structure through a conversation or short text which then followed by explaining the non-structure and check students" comprehension of it. The focus of this first stage is on comprehension and recognition (Richards, 2006).

In addition, Harmer (2001) states that presentation stage the teacher presents the context and the situation of the language. Besides , Mary Spratt (2005) states that presentation stages the teacher presents (introduce to learners fir the first time) new language such as vocabulary, grammatical structures, and pronunciation. Meanwhile, in practice stage, the students are asked to practice the new structure in a controlled context (the content has been provided by the teacher), through drills and or substitutions exercises. In the production stage, the students practice using the new structure in different context more freely, often using their own content or information. The focus of the production stage is on real or

stimulated communication which aims to develop the students" fluency with the new pattern. Harmer (2001a) claims that PPP is effective for teaching simple language at lower level, but it becomes less appropriate when the students already know a lot of language.

c. Techniques and Methods of Teaching Speaking

Techniques are one of the factors which determine the success of teaching and learning. Techniques are the ways and means adopted by the teachers to direct the learners' activities toward an objective. According to Brown (2001:271-272) it is stated that the types of speaking classroom performance include imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

In addition, Brown (2001:275-276) also develops some principles for designing speaking techniques. They will be described below:

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In current zeal for interactive language teaching, it can easily slip into a pattern of providing zesty content-based, interactive activities that can't capitalize on grammatical pointers or pronunciation tips. When the teacher performs a jigsaw group technique, plays a game, or discusses solutions to the environmental crisis, make sure that the tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, does not bore the students to death with lifeless, repetitious drills. As noted above, make any drilling as meaningful as possible.

2) Provide intrinsically motivating techniques.

Try at all times to appeal to students" ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why the teachers ask them to do certain things; it usually pays to tell them.

3)   Encourage the use of authentic language in meaningful context.

It is not easy to keep coming up with meaningful interaction. It is succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one pick the right answer. It takes energy and creativity to devise authentic context and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.[17]

4)   Provide appropriate feedback and correction

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5)   Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

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[17] Resource P. (2009). *Assessment of Speech: Fluency*. Tennessee: The Tennessee Department of Education

6)   Give students opportunities to initiated oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As the teachers design and use speaking techniques, ask themselves if they have allowed initiating language.

7)   Encourage the development of speaking strategies

The concept of strategies competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The classroom can be one in which students become aware of, and have a chance to practice, such strategies as :

a)   asking for clarification (what?).

b)   asking someone to repeat something (huh? Excuse me?).

c)   using fillers (uh, I mean, well) in order to gain time to process.

d)   using conversation maintenance cues (uh huh, right, yeah, okay, hm).

e)   getting someone's attention (hey, ay, so).

f)   using paraphrases for structures one can't produce.

g)   appealing for assistance from the interlocutor (to get a word or phrase, for example).

h)   using formulaic expression (at the survival stage) How much does it cost ? How do you get to the ?).

i)   using mime and nonverbal expressions to convey meaning.[18]

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[18] Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press

B. Speaking Fluency Level

1. Purposes of Speaking

People are communicating each other in many aspects. They are communicating by using either verbal or non-verbal utterance. There is a purpose carried by somebody when he is communicating with someone. However, in speaking there are two purposes which are transactional and interactional purpose. Despite the fact that both of them are purposes of speaking, they are different in term of the discourse. As Torky (2006) states that both transactional and interactional has some differences[19].

The language in transactional discourse, is used mainly for communicating information. The language use in this purpose mainly focuses on the message the speaker wants to convey. In this communication, the message that the speaker delivers must be accurate and clear. The speaker also has to make sure that the listener understands what the speaker says. The transactional purpose can be found in news broadcasting, instructions from teacher to the students etc.

Different from interactional purpose that focuses on communicating information, the interactional purpose more focuses on building or retaining a relationship. This purpose is also called as interpersonal language use. Since it focuses on establishing or maintaining relationship, interactional is considered important. Human as social creatures will surely communicate with each other. The interactional language use here can be found in small talks between friends, greetings or compliments of someone's achievement.

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[19] Bailey, K. M. (2005). *Practical English Language Teaching: Speaking*. Singapore: Mc Graw Hill.

However, as Torky (2006) says that even though transactional purpose contradicts with interactional purpose in term of the focus, they are combined in many circumstances. In doing transactional tasks which also involving other people, the interactions help someone to keep good relationship with others[20].

2. Basic Types of Speaking

Pragmatically in language performance, speaking is almost always interrelated with listening. It is difficult to assess speaking performance without the interlocutor's aural participation. There are only limited contexts that speaking performance without participation of the interlocutor such as monologues and speeches. Although it is difficult to assess speaking performance, but there is a taxonomy of oral performance called basic types of speaking. According to Brown (2004) basic types of speaking consist of five items namely imitative, intensive, responsive, interactive and extensive and will be explained in the following[21].

The first type in basic types of speaking is imitative. It is an ability to parrot back or imitate a word or a phrase. At this level, the speaker simply pronounces a word or a phrase without conveying the meaning or involving in an interactive conversation. Then the second type of speaking is intensive. It is frequently used in assessment context. Intensive here means the spoken language that produces the short stretches which is made to show the competence of grammatical, phrasal, lexical or phonological context such as in intonation,

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[20] Bhat, S., H. Johnson. and R. Sproat. (2010). *Automatic Fluency Assessment by Signal-Level Measurement of Spontaneous Speech*. Illinois: University of Illinois
[21] Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education

stress and rhythm (Brown, 2004). There are some examples of intensive assessments such as reading aloud and sentence and dialogue completion[22].

The third type of speaking is responsive. This includes the interaction and test comprehension. Although it is a higher level of speaking type than imitative and intensive, the scope of responsive is still limited. Responsive types only covers very short conversations, standard greetings and small talk as a result. The interactions are also limited to those topics and will be very short conversation. The next type of speaking is interactive. This fourth type of the speaking is different from the responsive type in terms of the length and the complexity of the interaction. In this type, it is possible to have multiple participants or interactions. The interactions can be in two forms which are transactional or interpersonal (interactional). It possibly happens since the longer the conversations the more information are exchanged (transactional) and on the other hand the more participants involve, the more complex the oral production to maintain the social relationship. Finally, the last type is extensive. It is more complex oral performance but still the participation of the listener is highly limited. The reason why extensive type is highly limited for the listeners participation is because the activity if this type is monologue performance. Some examples of monologue performance are speech, oral presentation and storytelling in which all are planned[23].

3. Problems in Speaking

As English is seen as foreign language in Indonesia, the students may encounter some problems when they have to learn and speak English in front of people. There are many

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[22] Bhat, S., H. Johnson. and R. Sproat. (2010). *Automatic Fluency Assessment by Signal-Level Measurement of Spontaneous Speech*. Illinois: University of Illinois

[23] Kormos, J. and Denes. M. (2005*). Exploring Measures and Perceptions of Fluency in the Speech of Second Language Learners*. Budapest: Eötvös Loránd University

problems that hinder the students to speak fluently. Al Nakhalah (2016) argues that the problems the students usually face during speaking are fear of making mistakes and shyness. The students tend to speak with long pause when they are fear of making mistakes when they are speak. The judgment of teacher and classmates also affects the students to speak up. This is supported by Ur (1996) who states that, students of foreign language classroom tend to worry about making mistakes, feel afraid of the criticism addressed to them or simply felt shy as the attention of the audience focused on them. As a result, the students will think twice about what they want to speak to avoid being criticized and laughed by their classmates when they have to speak in front of the class[24].

The next speaking problem is grammar. The grammatical problem includes remembering tenses and the word order. Paakki (2013) states that students find it difficult to speak English fluently as they are demanded to follow the grammar as well. This problem happens because the students used to speak with less grammatical rules in daily conversation as here in Indonesia. The other problems of speaking are nothing to say and lack of vocabulary (Heriansyah, 2012). When the students are asked to tell something which they are not prepared as well, they will keep silent as they have nothing in mind to say. The lack of vocabulary the students experience also affects their speaking as they need to pause longer to find the appropriate word to say.

4. **Fluency in Speaking**

In learning a new language which differs from the mother tongue or a foreign language, speaking is one of the skills the learners should master. One of the aspects in

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[24] Cucchiarini, C. H. Strik. and L. Boves. (2002). *Quantitative Assessment of Second language Learners' Fluency: Comparisons Between Read and Spontaneous Speech*. Nijmegen: University of Nijmegen

assessing speaking performance is the speaker's fluency. Dore (2016) states that there are many definitions of fluency, yet there is no exact definition of it. Although still there is no exact definition of fluency, it is important to know what fluency is to avoid misinterpretation[25].

When students learn speaking skill, they also are expected to be able to have good fluency in speaking. Lennon (1990, p.390) argues that "fluency to produce speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses ("ers" and "erms"), self-corrections, repetitions, false starts, and the like." From the definition given above, the writer concludes that a fluent speaker is the speaker who can speak at the same speed as the native speaker without having such problems that can hinder his or her speaking fluency. The students who are able to speak the new language as well as the native speakers, they can be considered as good non-native language learner, as stated by (Mairi, 2016).

Dore (2016) says that fluency is when speaker speaks smoothly and flow easily. The terms smooth and easy flow here means the state where the speaker speaks in constant speech rate and makes no long pause. If one speaks with much stutters, it will affect the speech rate. Meanwhile, the longer pause the speaker makes the speech will not flow easily which disrupt the fluency. The smooth and flow in speech will build a good communication. This idea is supported by De Jong (2011) who states that, "communication should eventually be smooth, with some processes of production relatively fast and automatic." He also adds that the goal of fluency is that the speaker is able to express his or her ideas easily.

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[25] Dore, N. de. and J. Hulstijn. (2016). *Relating Ratings of Fuency to Temporal and Lexical Aspects of Speech*. Amsterdam: Utrecht Institute of Linguistics

Other definition of fluency comes from Fillmore (1979) who defines fluency in four kinds[26]. The first kind is fluency as the ability to talk during the time. It means that the speakers talk in long duration with few pauses. They do not need to stop in many times to think about what they want to say because they already know what they have to say next. Sports announcers is one of the examples of this kind of fluency. The second kind of fluency according to Fillmore (1979) is "the ability to talk in coherent, reasoned, and "semantically dense" sentences." Speakers with this kind of fluency will talk what they want to say easily but carefully. They tend not to talk about something out of the discourse. The ideas they talk about are in sequence or coherent, so it will not get out of the topic they discuss.

The third kind of fluency as what Fillmore (1979) proposes is the ability to say appropriate things. This kind of fluency is related to the second one but the context is wider. Fluent speakers in this sense have plenty ideas in mind. In many different situations or conversational settings, they always say the right thing. It means that wherever they are or whatever the topic they discuss, these people will always be able to communicate well. The last, or the fourth kind of fluency is being creative and imaginative in using the language. The fluent speakers with this kind of fluency will speak in various styles, express their ideas in novel ways or even make up jokes. The speakers are able to quickly look over many alternative ways in responding to a situation in which they sounds clever[27].

5. **The Indicators of Fluency**

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[26] Fillmore, M.A.C. (1979). *Improving Adult English Language Learner's Speaking Skills*. Washington DC: ERIC Digest

[27] Jong, N. de. and J. Hulstijn. (2009). *Relating Ratings of Fluency to Temporal and Lexical Aspects of Speech*. Amsterdam: Utrecht Institute of Linguistics

In the previous section, the writer already explained some definitions of fluency according to experts. From those definition, the writer concludes that there are four points indicating characteristic of fluency such as plenty ideas, no long pauses, little repetition and clear utterance. Therefore, each point was explained in the following.

a) **Plenty Ideas**

Speaking is a verbal communication between two or more people. In communication, people talk about many things in different situations. As Fillmore (1979) argues fluent speaker always has appropriate things to say. It indicates that speaker with plenty ideas will have much appropriate thing to talk about. If the speaker has less ideas about the topic being discussed, the communication will be disrupted. Thus, once the speaker has nothing more to say, the conversational moment will be filled up by long break or pause[28].

b) **No Long Pause**

The second characteristic of fluency the writer proposes is no long pause. Lennon (1990) argues two things that is important for fluency are; "(1) speech-pause relationships in performance and (2) frequency of occurrence of *disfluency markers* such as filled pauses and repetitions (but not necessarily self-corrections)." The pause during speaking is a normal thing but the long pause in a conversational situation shows less fluency. Lennon also states that fluency is a reflection of the speaker ability to focus the listener's attention on the message he or she wants to convey during speaking. Based on that statement, the writer concludes that in conversation where the speaker aims to deliver the message to the listener

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[28] Gay, L. R. and P. Airasian. (2000). *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall

through speaking, during speaking the speaker makes no long pause then the listener gets the speaker's intention and it also shows that the speaker has good fluency.

c) Little Repetition

There several items for measuring fluency. The commonly measured items are speech rate and pause. Repetition is one of items used in measuring fluency and belongs to repair fluency, a sub-dimensional of fluency proposed by Tavakoli and Skehan (2005). Repetition means repeating the exact words or phrases during the speaking. Tavakoli and Skehan (2005) also add that speaker who has planned the material before performing is significantly more fluent than one who has not as planned performer makes little self-repair including repetition.

d) Clear Utterance

Speaking is considered as verbal communication and it aims to deliver message or intention from the speaker to the listener. In order to deliver the message, the speaker has to speak clearly. Clear utterance will help the listeners catch the meaning of what the speaker expresses and also indicates fluency. As Riggenbach (1991) claims that in traditional view, fluency is a smooth or ease delivery of speech. From the statement, the writer concludes that clear utterance means that the speaker delivers the speech smoothly so that he or she is fluent in speaking.

In conclusion, a speaker's speaking fluency is indicated by having plenty ideas so that he or she has appropriate things to say and during speaking makes no long pause. Other indicators showing speaking fluency are the speaker makes little repetition which means repeating exact words or phrases during the speaking and he or she speaks clearly as clear utterance will help the listeners catch what the speaker says.

C. Previous Studies

Salam Mairi (2017) conducted a research under title "An Analysis Of Speaking Fluency Level Of The English Department Students Of Universitas Negeri Padang (UNP)". The results of the study show that students' fluency level at the English Department Program of UNP is good (level 3). However, the information on disfluency which prevented them to get a higher score were also identified. Some of the main disfluency factors were task with high difficulty, absence of meaning focused and lack of time pressure[29]. The difference of this research is the researcher used qualitative method. And the factors that influence the fluency of speaking using English that is difficult task, not meaning-focused, the absence of time pressure, lack of planning and preparation, and unrepeated task.

Hsieh and Wang (2017) conducted a research under title "Speaking Proficiency of Young Language Students: A Discourse-Analytic Study". This study investigated a range of fluency, grammar, vocabulary, and content features of young language students' speaking performances, using a discourse-analytic approach. In total, 179 test takers' responses to the speaking section of the *TOEFL Junior*® Comprehensive test were selected for analysis. Mixed-design ANOVAs were used to compare 21 spoken discourse features across four proficiency levels and two task types (i.e., a picture narration task and an integrated listen/speak task). The discourse features largely differentiated test takers across proficiency levels. Task types showed some impact on measures of grammar, vocabulary, and content, but had no influence on features of fluency. Findings of the study have implications for the

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[29] Mairi. (2017). An Analysis Of Speaking Fluency Level Of The English Department Students Of Universitas Negeri Padang (UNP). *Lingua Didaktika Journal* Volume 10 No 2

language development of young second and foreign language students and provide insights into language assessment task design for this population.[30]

Irianti and Muja (2017) conducted a research under title "Improving Speaking Fluency of The 7th Graders Students Through The Communicative Approach In SMPN 1 Tenggarong". The perception of the students toward communicative approach showed that the students had a positive relationship with the teacher and the other students and also had a better cooperation in the class. It also showed how the students became more active in the classroom.[31]

Shahini and Shahamirian (2017) conducted a research under title "Improving English Speaking Fluency: The Role of Six Factors". Based on the findings, it can be concluded that early age had a great impact on the participants' speaking fluency. They mentioned that they could not pick up fluency if they had started learning English at older ages. Moreover, university education had no effect on enhancing their fluency. They stated that not having enough opportunities to speak English in classrooms, being exposed to wrong amounts of input from their classmates or even from some university instructors, having no access to English native speakers in English Language Departments, professors' talking in native language out of classes, in their offices or even sometimes in classes all led to their losing motivation after entering the university. In contrast, teachers in English language institutes had a supportive role in increasing the participants' English learning. Although two

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[30] Hsieh and Wang (2017). Speaking Proficiency of Young Language Students: A Discourse-Analytic Study. https://journals.sagepub.com/doi/abs/10.1177/0265532217734240

[31] Irianti and Muja (2017). Improving Speaking Fluency of The 7th Graders Students Through The Communicative Approach In SMPN 1 Tenggarong. https://jurnal.fkip-uwgm.ac.id/index.php/Script/article/view/67

participants quit teaching English since it had a negative influence on their speaking, it had a positive impact on improving speaking ability of the rest.[32]

The difference between this study and previous research is the selection of research objects and the addition of research variables.

D. Conceptual Framework

No	Component	Fact	The solution
1	Vocabulary	Lack of vocabulary	Master vocabulary, often speak English or communicate using English, and familiar in English
2	Lack of self confidence	Difficult to translate it perfectly	Master a lot of vocabulary, often communicate using English, and try to translate some songs or films that use English
3	Complicating yourself	Assume English is something that is very difficult to be known	Think of English as learning the new regional language
4	Pronunciation and Grammar	Cultural difficulties and natural communication	Extensive vocabulary learning, accurate grammar, and clear pronunciation

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[32] Shahini and Shahamirian (2017). Improving English Speaking Fluency: The Role of Six Factors. https://www.journals.aiac.org.au/index.php/alls/article/view/4012

Based on the table above, it can be concluded that the weakness of speaking English is lack of vocabulary, difficult to translate it perfectly and assume English is something that is very difficult to be known. To overcome that it is necessary master vocabulary, often speak English or communicate using English, and familiar in English; master a lot of vocabulary, often communicate using English, and try to translate some songs or films that use English and think of English as learning the new language.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter discusses about research methods and data collections.

H. Research Methods

In conducting a research, an accurate data is required and can be used to the information to support the writing of the research. In connection with this, the researcher used an appropriate way to facilitate the implementation of the data collection. In this case the researcher divides the methods of research into four parts; research design, research instrument, procedure of data collection, and procedure of data analysis.

1. Research Design

Creswell defines "research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis." According to Creswell there are three types of design namely quantitative, qualitative and mixed method[33].

Creswell states that, "qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem[34]." Namey, Mack, Woodsong, MacQueen and Guest argue that qualitative research is effective to gain specific information about the values, opinions, behaviors and social contexts of certain populations. Therefore, the research design was qualitative research[35]. Qualitative research was chosen because the study was aimed to explore and understand the problem of

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[33] Creswell, John W. 2009. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. Newbury Park: Sage Publications

[34] Creswell John.W. 2014. *Penelitian Kualitatif & Desain Riset*. Yogyakarta: Pustaka Pelajar, Editor Lazuardi, Translated by Ahmad Lintang.

[35] Mack, N, Woodsong, C, MacQueen, K, Guest, G, Namey, E, 2005, *Qualitative Research Methods: A Data Collectors Field Guide, Family Health International*. http://www.fhi.org

fifth semester students' speaking fluency in English Language Education Department (ELED). In addition, Ary states that the data in qualitative research are in form of words or pictures instead of statistics and numbers. Thus, researcher applied descriptive qualitative because the researcher described the level of fifth semester ELED students speaking fluency and the problem they faced in speaking regarding to their fluency[36].

2. Research Participant

The subject of this research were students from English Language Education Department in fifth semester in the academic year 2020/2021 taking Advance Speaking class. There are three big classes: 5A, 5B and 5C. Each class was divided into small classes for the speaking courses. Each small class consists of 23-25 students. Beside the high number of classes and students, the limited time of research became consideration for the researcher to choose only one small class as the research participants or in this case, the researcher convenience applied sampling technique. Convenient sampling according to Ary is "choosing a sample based on availability, time, location or ease of access[37]." Therefore, the researcher chose small A class of English Language Education Department at fifth semester who took Advance Speaking class and take 10 students as the subject research when they assigned by the lecturer to do presentation in front of the class. In addition, the researcher did not generalize the result of this research to all students in fifth semester because the result did not represent the whole students speaking fluency.

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[36] Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education*. USA: Wadsworth

[37] Mack, N, Woodsong, C, MacQueen, K, Guest, G, Namey, E, 2005, *Qualitative Research Methods: A Data Collectors Field Guide, Family Health International*. http://www.fhi.org

3. Data Collection

a). Technique and Instrument

The research instruments can be defined as tools to help the researcher obtaining the data. Ary mentions that "there are the most three common instruments used in collecting data namely observation, interview and document or artifact analysis". In this research, the researcher used two instruments that observation using speaking fluency scale and followed by interview.

1) **Observation**

Observation is one of the methods used in this study. Ary defines that the basic method in collecting data in qualitative research is observation[38]. As this study used to observation to obtain the data, the role of the researcher also must be clear. According to Ary there are two kinds of roles in observation namely; participant and non participant. In participant role, the researcher actively involved in the activity of

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[38] Gay, L. R. and P. Airasian. (2000). *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall

the subject research being observed[39]. On the other hand, the researcher did not really involve in the activity and being only as the observer is known as non-participant observer. In this research, nonparticipant observation was used by the researcher where the researcher observed 32 students from small A class taking Advanced Speaking course during presentation activity. The observation intended to explain the students speaking fluency level and the problem faced by the students regarding their speaking fluency.

2) Interview

The second instrument is interview. The purpose of using interview is to verify the data obtained from the observation. As Ary states, "interview may provide information that cannot be obtained through observation, or they can be used to verify observation." Ary also proposes three kinds of interview, they are; unstructured interview, semi or partially interview and structured interview. In this study, the researcher used semi-structured interview in order to obtain the data. The interview is aimed to identify the students' problems in speaking fluency. The data obtained from the interview to validate the data obtained from the observation regarding the problems of students speaking fluency. Thus, the respondents of the interview are 6

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[39] Cucchiarini, C. H. Strik. and L. Boves. (2002). Quantitative Assessment of Second language Learners' Fluency: Comparisons Between Read and Spontaneous Speech *(Unpublished Thesis)*. Nijmegen: University of Nijmegen

students from the small A class. Audio recorder in order to collect the data from the interview.

3) Speaking Fluency Scale

The last instrument used by the researcher namely speaking fluency scale. Speaking fluency scale is used to determine the level of students speaking fluency. The speaking fluency scale used in this study is adapted from Luoma[40].

Table Speaking Fluency Scale

SCALE	DESCRIPTION
1 Basic User of English	Speaker's utterances are short, often a single word. There are long pauses when he or she is trying to search for words or forms. Repetitions and restarts are common. Sometimes the speaker is unable to make a response, and messages are sometimes abandoned because of language limitations
2 Pre-Intermediate User of English	The speaker is able to produce simple utterances. Pausing still occurs when looking for grammatical and words choice. Switching the form during speaking often. Making repetition and self-correction often. The speaker speaks with some hesitations which often disrupts speech.
3 Intermediate User of English	Appropriate word choice becomes more important, and pausing will occur in making these choices. Speech is relatively smooth. Sometimes the speaker is repeating the words and self-correcting. The speaker is able to complete his or her thought as the utterances tend to be more expanded.
4 Fluent	Few single-word utterances are given, and speaker expands his/her utterances, e.g. providing back-ups to opinions. Quiet smooth and fluid speech. Few hesitations and slightly searching for words but manages to continue and complete thought.

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[40] *Luoma*, S. (*2004*). *Assessing Speaking*. Cambridge: Cambridge University Press

5 Very Fluent	Speaker demonstrates more confidence and is unlikely to express hesitation. The speaker rarely pauses for reasons of grammar or word choice. The speaker responds very quickly.[41]

b). Procedure

This section explains about the procedures in collecting the data required to answer the statement of problems. The data collected by the researcher through the following processes:

1) Observing the students speaking fluency and the problem regarding on their fluency during classroom activity. In this observation activity, the researcher observed 6 students whom assigned to do presentation by the lecturer with the topic of international conference in Advanced Speaking course of small A class in one meeting. Thus, the researcher conducted the observation only once. In addition, the researcher took the speaking fluency scale to determine the fluency level and to know the problems regarding fluency of 6 students during the observation.

2) The researcher interviews to verify the data obtained previously. The researcher conducted interview number of students until saturation point achieved. During interview, audio recording is used in order to help the researcher in analyzing the interview.

c). Data Analysis

In this section, the researcher analyzed the data obtained through observation and interview. There are a few steps used by the researcher in analyzing the data as follows:

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[41] Salam Mairi. (2012).An Analysis Of Speaking Fluency Level Of The English Department Students of Universitas Negeri Padang (UNP). *Lingus Didaktika Journal*. Vol. 10 No. 2 2016

1) Gathering all data about this research through observation and interview and doing transcription from the recording.

2) Reviewing the data obtained and reducing unnecessary data obtained from observation and interview. The researcher took only important data related to the students speaking fluency and problem they face regarding their fluency.

3) Displaying the data based on the research questions.

4) Confirming the findings to the theories.

5) Drawing conclusion

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. The Profile of Students Speaking Fluency Level

Speaking skills in English is a person's skill to convey their desires and thoughts to anyone orally using English. These speaking skills are difficult to develop if they are not practiced continuously through interactions between students and other campus residents. This aims to improve vocabulary mastery, improve the placement of stress and tone in the sentences used, deepen the ability to use expression languages that are appropriate to the topic and situation of the conversation, and train hearing so that it is easy to catch messages from the interlocutor.

Some of the abilities that are involved in talking as interaction activities include (1) opening and closing conversations, (2) choosing topics, (3) making small / light conversations, (4) interacting with one another, (5)) use the appropriate language style. (Richards, 2008: 21-28). This is because language is one of the most important aspects of our lives and cannot be separated in human daily activities (Anggayana & Sari, 2018).

The results of the research that has been done produce several factors are very important to note in order improve students' English proficiency. One of the factors that affect ability someone's language is the ability to speak. The ability to speak requires special attention in order improve one's language skills. There are 2 (two) factors that can affect speaking ability a person, among others: psychological factors and grammatical factors. According to Burns (2017:134) factors that can influence one's speaking ability is a factor psychological. Psychological factors are referred to by some experts as the most influential

factor in speaking ability a person, including: motivation, courage, culture. other than that also need to pay attention to factors that can hinder one's speaking ability. According to Burns (2017: 134) factors that hinder one's speaking ability these are cultural factors, lack of motivation, anxiety and shy about speaking in public.

Based on the research that has been done, the researcher can conclude that students of UIN Walisongo Semarang having the ability to speak good. However, students still experience embarrassment, and are nervous inside dialogue. This is a fundamental factor for encouraging students not to speak in public. This matter caused by a lack of confidence, and vocabulary owned by students is relatively low so students prefer silence than talk or dialogue.

Grammar is an influencing factor against someone's language skills. This was conveyed by Burn (2017: 134), that understands the grammar different is one of the obstacles someone in talking. The difference between the Mother tongue and the English language. Based on the research results it can be concluded that UIN Walisongo Semarang students only know several types of grammar. Student only able to name and unable to explain what it was simple present tense, past tense and others. Another part of the student answered that they did not know. This shows weak grammar of UIN Walisongo Semarang students.

The researcher always gave feedback on the students pronunciation after they performed their work, so that they did not make the same mistakes. In giving the feedback on the students pronunciation, the researcher did not point out on a student's single mistake so that it did not make her/him shy. It was in accordance with Lynchs (2010) statement that by indicating the mistakes, but not immediately providing the correction, teachers do more to

facilitate student's progress. These are some words which were pronounced incorrectly by the
students and the correction done by the researcher after all students performed.

Table 1

Students' Mistakes in Pronouncing Words

No	Students' Mistakes in Pronouncing Words		Researchers correction	
	Word	**Phonetic Transcription**	**Word**	**Phonetic Transcription**
1	Think	/ting/	Think	/ θiŋk /
2	Thing	/ting/	Thing	/θiŋ/
3	About	/abowt/	About	/ə‟baʊt/
4	Agree	/egri/	Agree	/ə‟gri:/
5	What	/wat/	What	/wɒ t/
6	believe	/beliv/	Believe	/bi‟lí:f/
7	Idea	/idea/	Idea	/ai‟díə/
8	Match	/mat/	Match	/mʌt /
9	Shirt	/sət/	Shirt	/ ɜ:t/
10	Paper	/papər/	Paper	/‟peipə(r) /
11	So	/So/	So	/səʊ/
12	Opinion	/opiniən/	Opinion	/ə‟piniən/

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13	interesting	/ɪ nterestɪ ng/	Interesting	/ˈ ntrəst: ŋ/
14	Famous	/famos/	Famous	/ˈfeiməs/
15	Important	/ɪ mportan/	Important	/ mˈp :tnt/

From the table above, we can see that the students got the correct pronunciation and enthusiasm in pronouncing words. By giving correction to the students" incorrect pronunciation, the students did not make the same errors in other chances. The students were very enthusiastic when the researcher told them about the right pronunciation of some words.

Pronunciations are analyzed with using the phonetic theory proposed by Ladefoged (2015). Theory which is used to find out obstacles experienced by learners on learning to speak in application role playing technique is Arsjad theory and Mukti (2016) and Rusmiati (2017). The following research results obtained by researchers:

1) The use of the suffix sound / ed / on English showing activities / times in the past. In English the suffix sound / ed / has three sound forms, namely / t /, / d /, and / en /.

2) The use of the suffix sound / s / in language English which states the plural and the third single subject. Looks students skipping use of the suffix / s / in a few words during the application of role playing techniques. The pronunciation of the consonant / s / which belongs to in the alveolar fricative, being one frequently skipped consonants its use by students. They focused on the basic form of the word and pay less attention to sentence structure in the speech they speak.

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3) Impression sound / θ / on the inner numbers English in the form of levels (ordinal number). The / θ / sound included in dental fricative group. Infiltration consonant / θ / occurs due to a student pay less attention to speech and structure English grammar of the speech they uttered. Less students give emphasis to the dental area in the initial and final consonant sounds on the words above so it's not the sound / θ / is created in the pronunciation.

4) Change the pronunciation of the sound / v / to the consonant sound / p /. You can see the pronunciation error by student pronounces the / v / form belongs to the category of labio consonants dental fricative becomes consonant / p / bilabial stop. The consonant / v / results from rising of the lower lip almost touch the front upper teeth. College student tends to pronounce the consonant / p / position lips that clench them both so. stop air escaping and produces a consonant sound / p /.

5) Change in pronunciation / ʃ / to / s /. Error the pronunciation of the consonant / ʃ / which belongs to in the alveolar palato fricative to become consonant / s / which is included in alveolar fricative group. College student tend to use the consonant / s / as a substitute for / ʃ /. Consumption / s / arises from the wrong position of the tongue students who tend to touch the upper tooth cavity is not part behind the tooth cavity.

Pronunciation of the sound / θ / becomes a sound / t /. Error pronunciation of the consonant / yang / which becomes consonant / t / in the resulting speech college student. Consonant / θ / belongs to in the dental fricative group and / t / included in the alveolar stop

group. The sound / θ / can appear when the tip of the tongue touching the upper teeth and followed by the exiting air was forced through the narrow gap caused by the two alticulator.

B. Factors of Students Disfluency In Speaking

Based on the interview in the field, it can be obtained the factors that affect the English language skills of the English Language Education Study Program Students of UIN Walisongo Semarang. The students' speaking ability is seen through several factors as follows:

1) Psychological Factors

Based on the results of interviews with respondent 1 related to psychological factors in the interview, it was explained that, "Afraid of being wrong, miss, nervous."

Based on the results of interviews with respondent 2 related to psychological factors in the interview, it was explained that, "nervous sis." Based on the results of interviews with respondent 3 related to psychological factors in explaining that, "nervous because of the fear of what is being said, the vocabulary is wrong, miss."

Based on the results of interviews with respondent 4 related to psychological factors in the interview, it was explained that, "Quite accustomed to you, because of the habit of participating in English competitions, miss." Based on the results of interviews with respondent 4 related to psychological factors in the interview, it was explained that, "Can you do it or not? Yes, like doubt, miss. Afraid of being wrong. "

2) Grammar

Based on the results of interviews with respondent 5 related to grammar factors, the interview explained that, "I don't know, miss." Based on the results of interviews with

respondent 6 related to grammar factors, the interview explained that, "You know, but some of you don't memorize the formula, all I know is simple present tense, simple past tense, simple continuous tense, others don't know, sis."

Based on the results of interviews with respondent 7 related to grammar factors, the interview explained that, "I don't know, miss, I've forgotten." Based on the results of interviews with respondent 8 related to grammar factors in the interview, it was explained that grammar is a rule that regulates the sentence structure. Example: simple present tense, present continuous tense, present perfect tense and many others, sis. Based on the results of interviews with respondent 9 related to grammar factors, the interview explained that, "The verb ing verb three is to my knowledge."

The results of the research that have been conducted have resulted in several factors which are very important to be considered in order to improve students' speaking ability in English. One of these factors is the ability to listen. Theoretically, it is revealed that having good listening skills will affect a person's ability to speak. According to Soenardi (2011: 8) to be able to have good language skills, it is necessary to pay attention to 4 types of abilities, including: listening skills, reading skills, speaking skills and writing skills.

According to experts, good listening ability must pay attention to, among others: interest, vocabulary, concentration and interest in the topic. According to Syah (2010: 130), which affects a person's listening ability is divided into two, namely physiological and psychological aspects. The explanation from the Shah includes aspects that include physiological aspects, namely: endurance and intelligence. While the psychological aspects include: attitudes, talents, interests, motivation and intelligence. Shah revealed that there

needs to be special attention and more to aspects of interest, because if someone has high interest it will affect good listening ability as well. High interest can be reflected through someone's enthusiasm for doing something, understanding the initial and final goals of a learning process, having comfort with the speaker, then always having a passion for learning and finally being aware of the existence of a learning journey and then work.

Students of the English education study program have a good appreciation of the learning methods carried out by lecturers. Judging from the interviews that have been conducted, most of the students interviewed stated that having comfort with the speaker with several sentences related to the interestingness of the material presented by the lecturer, was always fresh and interesting in every meeting. English education students at UIN Walisongo Semarang also realize that this material will be useful in their future lives. With this interest, students are increasingly focused on all the topics presented.

The vocabulary factor is a factor other than interest that needs to be considered so that someone has good listening skills. According to Underwood (2015: 15), there are several difficulties that can hinder a person's listening ability, including vocabulary. Having limited vocabulary, of course, will make someone (listener) unable to understand the contents of the text they hear and can even make the listener bored and frustrated. It can be concluded when someone has bored and even frustration when or in listening indicates that someone has poor listening skills.

Based on interviews conducted by students of the English education study program at UIN Walisongo Semarang, they do not have boredom with communicants. Some students complained that they had difficulty listening to communicants from abroad, many of the

vocabulary was unfamiliar to their ears. This shows that students still have limited vocabulary.

Concentration is one of the factors that affect a person's listening ability. This is explained by Underwood (2015: 15) that there are several difficulties in listening, including the inability to concentrate due to several things, namely: unattractive topics, physical exhaustion, noisy environments, room temperature that is too hot or cold.

Based on the data obtained from the results of the study, it can be concluded that the students felt that their concentration was reduced due to too late in the hours of the English course. Students feel that the English speaking skill course is more suitable to be carried out in the early morning or early morning because the environmental temperature is still comfortable, the readiness of the body is still fresh compared to the afternoon. Students complain of being sleepy, hungry and hot. So that students are not able to follow all the topics presented properly.

According to Burns (2017: 134) factors that can affect a person's speaking ability are psychological factors. Psychological factors are mentioned by some experts as the most influential factors in a person's speaking ability, including: motivation, courage, culture. In addition, it is also necessary to pay attention to factors that can hinder one's speaking ability. According to Burns (2017: 134) factors that hinder a person's speaking ability are cultural factors, lack of motivation, anxiety and embarrassment to speak in public.

Based on the research that has been done, it can be concluded that the English language education students of UIN Walisongo Semarang have quite good speaking skills. Students still experience shame and fear in dialogue. This is a fundamental factor to

encourage students not to speak in public. This is caused by a lack of self-confidence, and the vocabulary possessed by students is relatively low so that students prefer silence rather than talking or having a dialogue.

Grammar is a factor that has an influence on a person's language skills. This was conveyed by Burn (2017: 139), that understanding different grammar is one of the obstacles for a person to speak. Difference between mother tongue and international language. Based on the results of the study, it can be concluded that the students of English Language Education at UIN Walisongo Semarang only know several types of grammar. Students are only able to say and are not able to explain what simple present tense, past tense and others. Another part of the students answered that they did not know. This shows the lack of strong grammar possessed by English language education students at UIN Walisongo Semarang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the problems and research results, the conclusions of this study are as follows:

1. The speaking ability of students of the English Language Education Department at UIN Walisongo Semarang is medium.

2. Factors that affect the speaking ability of English Education students at UIN Walisongo Semarang include: 1) Psychological factors, in this case students still have low self-confidence in public speaking. Existence fear when making mistakes during dialogue; 2) Grammar factor, in this case students have mastery most types of grammar are still low. They were only capable mentioning the type but unable to explain the meaning of the grammar

B. Suggestion

Based on the discussion of research results and conclusions, the suggestions in this study are as follows:

1. Providing assistance to students regarding the ability to speak English according to a predetermined ability class, by appointing several students who have good English language skills to help other students study, outside of class hours by forming a group discussion forum

2. Motivate and develop student interest related to the aspects of listening, reading, speaking, and writing, outside of lectures.

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APPENDICES

INTERVIEW GUIDELINES

1. What is your opinion about the English language conversation course?

2. Have you ever felt bored or frustrated when lecturers deliver messages or material using English?

3. Have you ever felt bored or frustrated when native speaker deliver messages or material using English?

4. Are you able to use the language features of narrative text?

5. When learning English For Business and Language Conversation goes on. Do you often encounter vocabulary that you not understand ?

6. What do you know about grammar?

7. Are you able to complete story with correct forms of the verb?

8. What obstacles do you face when speaking using English?

9. What are your expectations in English especially speaking?

Full Name	Gender	1. What is your opinion about the English language conversation course?	2. Have you ever felt bored or frustrated when lecturers deliver messages or material using English?	3. Have you ever felt bored or frustrated when native speaker deliver messages or material using English?	4. Are you able to use the language features of narrative text?	5. When learning English For Business and Language Conversation goes on. Do you often encounter vocabulary that you not understand	6. What do you know about grammar?	7. Are you able to complete story with correct forms of the verb?	8. What obstacles do you face when speaking using English?	9. What are your expectations in English especially speaking?
Afrilia kartika	Female	I think the English course is very good for practicing proficiency in using English.	Yes, of course. I sometimes find it difficult to speak English because I really don't really know the vocab.	Bored of course there is especially when we don't know what they are talking about but with a little vocabulary that I know, thank God I can understand a little	Yes, of course.	A lot of vocabulary that I encounter when I hear other people talk but it becomes a new thing for me and will certainly add to my vocabulary.	Grammar is a lesson which contains how we can produce a sentence properly and correctly.	Sometimes yes and sometimes not	Actually many difficulties i face when speaking English. The first one I didn't know much vocab. both my pronunciations are still really bad and my grammar is also bad	I often fantasize that I can speak in public with a loud and correct pronunciation.
Salsabila Widya Ningrum Widigdoyono	Female	Right to be done. Cause sometimes, when we just learn	Yes, I have	Yes, I have	Yes, maybe	Yes of course	order the correct word order in forming an English	Yes, maybe	Just blank when i start to speak, like what should i say	Just be great to spell the word and people who heard me

		how to make a good sentence and right grammar, that not our speaking skill good too. So speaking is need to be learned					sentence according to the context			speaking know what the point that i want to convey
Sumiati	Female	I think it is good.	Yes, I have. Actually I don't understand what the lecturers said.	Yes, I have. When seminar virtual UIN Walisongo the speaker is native English. So I didn't understand what she said.	Yes, I able to use it little bit.	Yes, I often.	Grammar is structure.	Yes, I able to complete it.	Pronunciation and less vocabulary.	It is difficult. But it is cool if we can.
Ahmad Tri Wahyudi	Male	It is speaking course which I got in the previous semester. It was challenging	Nope. I love English and I have courage to improve my English	Sometimes. Because native speaker speak rapidly sometimes.	Yes, I am.	Yes, perhaps. However I haven't gotten my English for business yet. Maybe in the next semester.	Grammar is the key to make our sentences and utterances are correct	I am not sure	I still have a problem to arrange my words in my mind.	Absolutely I want my English speaking get better and fluent.

		and interesting since I love to learn speaking. And I wish my speaking skill is fluent soon.	too.			But, I think there will be so much new vocabulary in there.	practically.		
Ike Astriani	Female	I think Learning English is very important. Because English is the global language in the world of work is needed at all in English language to interact Every day. So that English	Yes, I have	Yes, I have	Yes, sometimes	Actually, I'm not yet learning English For Business..	Grammar is the system of a language.	Yes, Insha Allah	For the first, I think it's so hard but I hope should expect to speaking English effectively and fluently

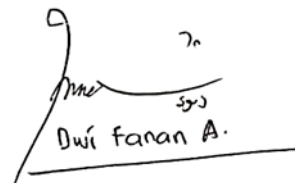|										
		language conversation course can help us to make our speak in English								
Algazella Sukmasari	Female	Great	No	No. I'm even interested. It makes me learn a lot.	Yes	I often see them	Rules in language, especially English, in the arrangement of sentences so that we are easy to understand.	Yes	Lack of vocabularies and do not know how to pronounce some words	Understanding the desire, what want to. Make it easier to understand foreigners. Make it easier for the conversation

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