

**AN ANALYSIS OF THE THIRD SEMESTER STUDENTS'
SPEAKING FLUENCY AT ENGLISH STUDY PROGRAM OF
FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Education Department*



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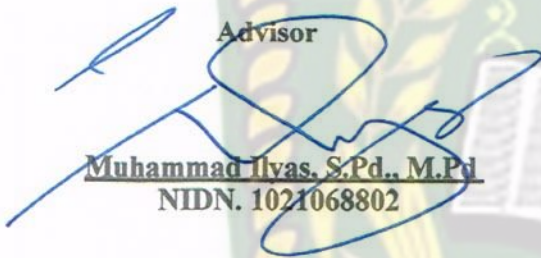
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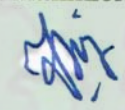
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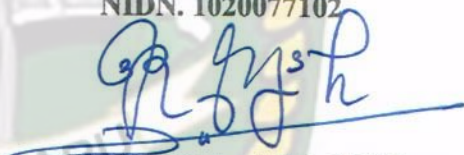


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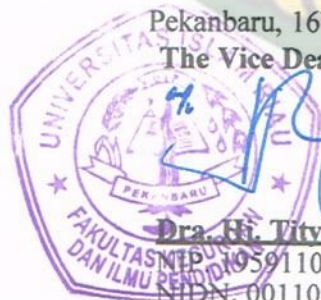


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DECLARATION

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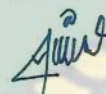
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly) that were adapted or taken from various sources included in the "References". Scientifically, I took responsible for the data and the fact which contain in this thesis.

Pekanbaru, November 2002

The Writer



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Pekanbaru, 6th November 2020

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ABSTRACT

ZUMARLIN, VADELLA. 2020. *An Analysis of the Third Semester Students' Speaking Fluency at English Study Program of FKIP UIR*. Thesis. English Education, FKIP UIR.

Keywords: Speaking Fluency, Fluency Level, Third Semester Students.

The aim of this research to know the third semester students' speaking fluency level at English Study Program of FKIP UIR. Fluency is one of component of speaking. Speaking fluency is an important in speaking activity to avoid misunderstanding and miscommunication. The level of speaking fluency by third semester students such as intermediate, good, and advance.

In this research, the researcher used descriptive quantitative research. The participants involved in this research were 101 students of the third semester students of English Study Program of FKIP UIR. There were 20 students taken as the research sample through random sampling technique. In collecting the data, the researcher used instrument. In this research, the instrument was documentation of video record with 2 minutes speaking presentation by the students.

The result of the research show that the third semester students' speaking fluency level at English Study Program of FKIP UIR is level 3 (Good) with the average of 61.1 for the 4 measures, there were Speech Rate (SR), Pause Rate (PR), Disfluent Syllable (DS), and Mean Length of Runs(MLR). In addition, 25% students or 5 students in level 2 or intermediate, 65% students or 13 students in level 3 or good, and only 10% students or 2 students in level 4 or advance.

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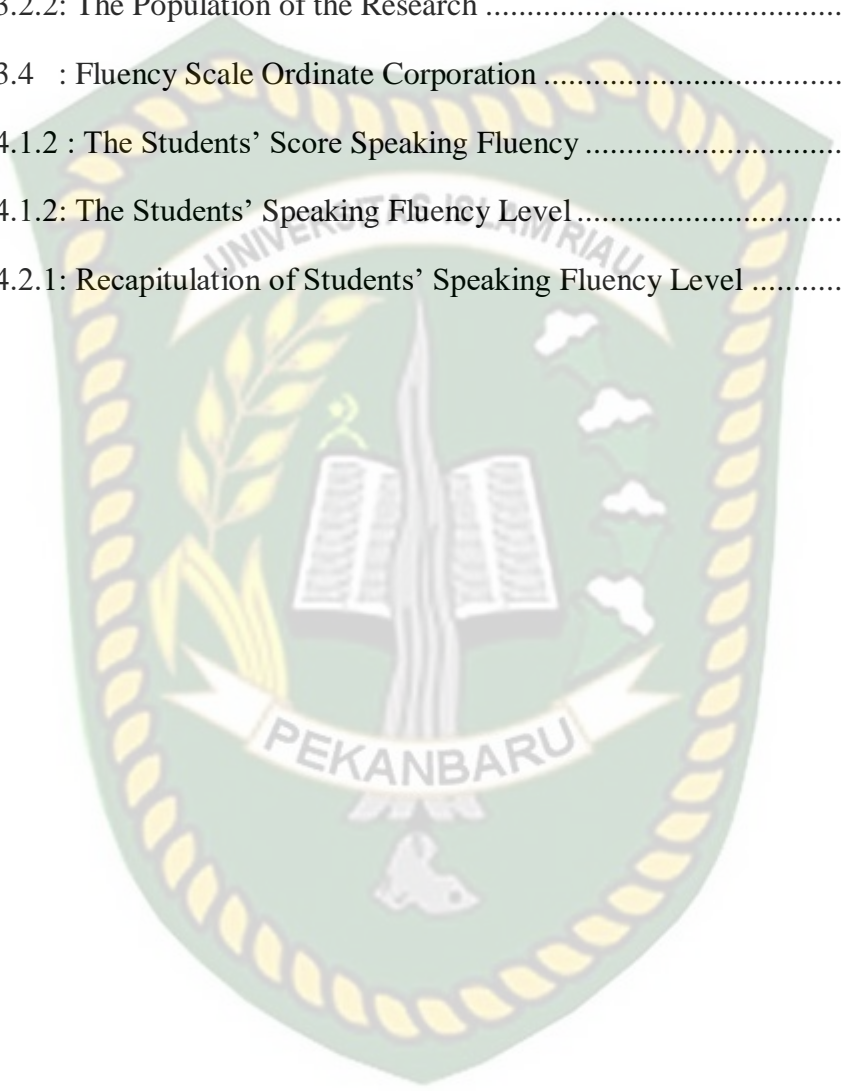
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is one of the international languages used in this globalization era. As international language, English language used to communicate and connect with other people around us. English is an example for the value of a language since it is the international language and for many in the world, it is the most important language. According to Pham (2010) English language used as international language for communication among people from different language backgrounds. Even though English language status as international language does not mean that every country uses English as the first language. Some countries use English as second language or even foreign language. Indonesia is one of the countries that uses English as foreign language. In Indonesian, English is one of the subject that must be learned. People consider speaking very important in English and hope to speak English well and fluently.

In Indonesia English language is a foreign language. as foreign language it not used in daily conversation but it is taught in educational fields such as school and universities. Furthermore, English also can help the students to get more knowledge because English is the most important language in the world. English as the international which uses by people. According to Megawati (2018:106), People can get good English if they have four skill mastery. There are reading,

listening, writing and speaking. From these four skill, speaking seems to be the most important skill mastered by the students. To avoid misunderstanding and miscommunication, learners have to speak fluently.

Speaking is expressing ideas and opinions. In general, speaking is very important in someone's life. By speaking, someone will be able to interact with other. According to Gert and Hans (2008:207) speaking is the receiver processes the statements in order to recognize their intention with the purpose of having intention to be recognized by speaker. To speak well is not easy, because the learners should master several important components of speaking. There are five elements in assessment speaking. Those are pronunciation, grammar, vocabulary, fluency, and comprehension stated by Harmer (2007:343). English learners should have the ability of English speaking in order to communicate with others. Speaking will be part of the main skill for learning. When is taught in educational institutions such as school and university.

In learning speaking, from accuracy and fluency it cannot be separated. According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communication approach. It is not easy to speak fluently, especially for students of English Study Program of FKIP UIR. As future English teachers they need to have sufficient pedagogical skills, they also need to have English skills or to be more specific in their field. For teachers, speaking fluency is very important because they need to communicate with their

students later in the future, such as describing the lesson. When teacher candidates cannot speak fluently it will hamper effectiveness in learning process.

Speaking fluently is an important in speaking activity to avoid misunderstanding and miscommunication so that what is conveyed by students can be understood and accepted. Good communication not only speak accuracy but also fluently in order to convey the core meaning by the students. Accuracy speaking can be used as a starting point, which can lead a person to speak fluently. However, it should be noted that demands fluency in the main problem for the students. In other words, speak fluent and confident in various situations is an important goal. The ability to communicate in speaking clearly, fluently and efficiently contributes to success of the learner in future life.

According to Louma (2004) defines that fluency is set the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of immoderate pausing, and additionally the absence of distributing hesitation markers. Speaking fluency is the number of words spoken during a certain period of time and there are two types of speaking fluency measurement, according to Stockdale (2009). The best test and utterance based test is interpreted or perception-based. Students English study program of FKIP UIIR need to improve their speaking ability to speak more fluently. Most of them often to use English in daily communication and also interaction in the campus. They use English also spoken with many pause, disfluency maker, repetition and corrections.

Speaking is compulsory in English study program of FKIP UIR, the researcher found that students somehow still speak English with some pause and repeating the words. Although they have learned speaking and also taught by foreign lecturers, they are still unable to speak English language with a good fluency. Then, FKIP UIR students in English study program measure the speaking abilities and fluency of students only by interpretation or perception. Generally, the problems students face when talking to other; the students try to make their listeners understand about what they want to say. The students tend to be hesitant and fragmented while talking because they have trouble picking up what they want to talking about. This condition makes students speak doubtfully and in fragments means the frequency of fillers such as “well, “mm”, “ee” and also production of disfluent such as repetition, repair, restart, and errors. The other aspect that affect the students fluency in speaking is the habit in using Indonesian term when they could not find not found appropriate English words. This phenomenon define as pause fillers that usually occur when try to express complex ideas. The next important aspect is high frequency of silent pause that produce by the students. So, the researcher interested to do the research and goes to analyze the third semester students speaking fluency at English study program of FKIP UIR.

This research conducted at English study program students of FKIP UIR. The researcher wants to analyze the third semester students speaking fluency in speaking class. Because most of them do not speaking fluently.

The researcher chooses this title, because researcher seen that students speak doubtfully and in fragments means the frequency of fillers such as “well, “mm”, “ee” and also production of disfluent such as repetition, repair, restart, and errors. The researcher is interested to conduct the research entitle “An analysis of the third semester students’ speaking fluency at English study program of FKIP UIR”.

1.2 Identification of the Problem

Based on background about the problem, speaking fluency is important for the students in learning language. Speaking is compulsory in English language education of FKIP UIR, the researcher found that students somehow still speak English with some pause such as “uhm, “mm”, “eee”, disfluency maker, corrections, and repeating the words. Although they have learned speaking in two semesters and also taught by foreign lecturers, they are still unable to speak English language with a good fluency. Then, Students English study program of FKIP UIIR need to improve their speaking ability to speak more fluently. Most of them often to use English in daily communication and also interaction in the campus. The other aspect that affect the students fluency in speaking is the habit in using Indonesian term when they could not find not found appropriate English words.

1.3 Focus of the Problem

This research focuses on analysis of the third semester students' speaking fluency at English study program of FKIP UIR. This research took in subject speaking in professional context, the students deliver them presentation with the topic that lecturer given. The topic is about teaching speaking by using media and the duration is about 2-3 minutes.

1.4 Research Questions

According to the problem in the previous section, the problem of this research formulates into the following question:

What is the level of the third semester students' speaking fluency at English study program of FKIP UIR?

1.5 Objective of the Research

The objective of this research is to know the level of third semester students' speaking fluency at English study program of FKIP UIR.

1.6 Significance of the Research

1. For teachers

Teachers are expected to know how the students level fluency in speaking.

2. For students

For the students, it is important for them to know the speaking fluency level and to improve their speaking fluency. In addition, the students can speak English more fluently.

3. For the reader

This researcher is expected to give the readers in generally references of speaking fluency and more information about fluency in speaking.

4. For the researcher

Researcher hopes this research can be on of references by the other researcher to conduct better research at the same topic. In other hand, to know students' speaking fluency level at FKIP UIR. The researcher hopes that the research finding would be of precious contribution to Universitas Islam Riau in general and the students of English study program.

1.7 Definition of the Key Term

1. Analysis

Analysis is work procedure used by the researcher by describing, classifying and evaluating to find out speaking fluency in second semester students' at FKIP UIR. According to Oxford Dictionary (2008:14), analysis is the detailed study or examination of something in order to understand more about it.

2. Speaking

According to Cameron (2003), states that speaking use to express meaning in the active use of language. The use of speaking here is to express the students' idea during a learning process especially in presentation.

3. Fluency

According to Richards (2006) points out the fluency is when a speaker engages and maintains in meaningful communication use of naturally occurring language. That the ability speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter presents the review of related literature about speaking which covers definition of speaking, components of speaking, important of speaking and fluency with covers definition of speaking fluency, measures fluency, and level of fluency. Each section will be expose in the following.

2.1.1 Definition of Speaking

In Indonesia English is a foreign language. As foreign language it not used in daily conversation but it is taught in educational fields such as school and universities. In learning English, there are four skills such as listening, reading, writing and speaking, but in this research, the writer will only focus on speaking. According to Leong (2017), stated that speaking is the most essential aspect of learning as second or foreign language and success is measured based on the ability to perform a conversation in the language.

According to (Khoshsima, 2015) speaking is an active process in which students use their world and experience to turn their thinking into a coherent oral message. So, speaking is an active process thought which the learner converts language and world knowledge to meaningful message. Students need to learn

languages to communicate with their classmates and participate in classroom activities.

According to Shiamaa (2006) cited in Samad (2017:97) defines speaking is requires generating and processing or receiving information to serve an active process, both interactional and transactional. In addition, according to Nunan (2003) cited in Samad (2017:97), speaking is consists of systematic verbal utterances that carry out meaning which a productive skills. This means that speaking plays an Important role in communication.

According to Richard and Renandya (2002) cited in Zafarghandi (2015:36) speaking is casual conversation that may be intended to have social interaction with other people or to express our opinion while discussing a topic, and is one of the four language abilities used for several purposes. Points out that the speaking is often thought of as popular form of expression. It means that speaking can help one to express his ideas and thoughts better that other skills. People also assume that one can communicate if they can speak in that language well. Because of this, if someone cannot speak English, they are assumed to be unable to communicate in that language. It can be understood that why speaking skills cannot be ignore in the teaching of the language.

Speaking is a construction of expressing information despite words or sentences. In other words, speaking is for all kinds of purpose means using language

depends on the speaker. According to Suhartono (2016:59), speaking skill is the ability to convey opinion or thought verbally, directly or in a distance to an individual or a group of people. In every aspect of human life needs skill, both soft and rough skill. Soft skill is like how to speak politely, and how to behave, while rough skill like cleaning the house, working as porter, fixing broken car and so on. Those happened in language learning, skill need in studying language.

According to Chaney (2006) cited in Masbiran (2017:199) defines that speaking is the use of verbal and non-verbal symbols, in a variety of context, the process of building and sharing meaning. It means that goal of teaching speaking should improve students' communicative skills. Syakur (2010) cited in Masbiran (2017) speaking is a complex skill because at least it is concerned with components consist of four components such as grammar, vocabulary, pronunciation, and fluency. So, components in speaking needed to know well in measuring students' ability on speaking skill.

2.1.2 Components of Speaking

Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Jeremy Harmer (2007:343) there are five components of speaking skill such as:

1. Vocabulary

Vocabulary is a collection of words or phrases that are usually arranged in sequence and translated. Vocabulary necessary to learn language. Someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. However, in generally we can define vocabulary as the knowledge of words and word meanings. According to Schmitt (2000) says that vocabulary is not a just about the meaning of word, but is about the connection between the word and its reference and the person, thing, action, and situation are the letter. To master a word is not only to learn its meaning but also to learn other aspects.

Vocabulary is one of the most obvious components of language and the learners must attention about it. Vocabulary is list of words with their meanings, especially in a book for learning a foreign language (Richard, 2002:4). Based on definition above it can be conclude that vocabulary is about meaning of words. Vocabulary is necessary in learning English because by having many vocabularies someone can be easier to learn English. When someone has limited vocabulary, they could not learn English better.

2. Pronunciation

In learning English which is not the mother tongue of Indonesian people, we often find it difficult to pronounce words in English properly and correctly. English pronunciation is how we pronounce an English word properly and correctly. Gilakjani, (2016) defined pronunciation as the production of English sounds. The first

thing to consider in learning English pronunciation is the sensitivity of our hearing to foreign sounds that exist in English.

Pronunciation is how we pronounce or produce sounds from words. When learning English, one of the most difficult subjects, besides grammar and vocabularies, is pronunciation. To master English pronunciation, an English learner needs to practice speaking words every day. However, before they can pronounce the sound or intonation of words correctly, the English learner must hear how words are spoken by native speakers. According to James (2010), acceptable pronunciation can be understood based on the following basic levels.

Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction.

3. Grammar

Structure or grammar is one of the basic components of language that must be learnt by students. According to Brown (2009) cited in Harahap (2014:2) grammar is the rule by which we put together meaningful and parts of words of a language to communicate messages that are comprehensible. Grammar is the rules that govern how sentences of language are formed and it is one of the important components in

English. Based on statement above grammar is an important component in English, which govern how language sentence are formed. To speak English is not easy because the learners must know the elements of speaking such as grammar. Grammar is the most difficult in learning English because grammar has complex patterns.

According to Harmer (2004:12) defines grammar as the description of the ways in which words can change their forms and can be combined in that language into sentences. The expert said that is regulations or rules of how language is constructed and use in communication. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. Having known the definition of grammar is important, it is not hard to understand why grammar is useful and important. Without knowing the grammar of a language, someone cannot be said to have learnt the language. Besides, it seems impossible to learn a language without learning the grammar because it tells us how to use the language.

4. Fluency

Fluency is an individual skill, whereby some students speak fluent English and others do not. According to Koponen and Riggensbech (2000) cited in Malik (2012:101) define fluency as a performance based phenomenon which is related to the flow, continuity, automaticity or smoothness of the speech. Fluency is how it flows and efficiency when you express ideas, especially in English. Some grammar

errors will appear here and there when you explain something but it is conveyed in a way that is easy to understand and shows that you are comfortable speaking English.

According to Broves (2002) cited in Mairi (2016:162) defines that fluency is the native speakers without the problems of silent pauses, filled pauses, self-corrections, repetitions, and false starts the speaker's ability to produce speech at the same tempo. A speaker is able to express his or her idea in coherent way. The researcher believes this definition is addressed to non-native language learner. So, a very good if English learner is able to speak like the native speakers of the language they are learning. Fluency is our ability in speaking and understanding English easily and quickly. So, fluency is very important in a skill of speaking.

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension is to fully understand the nature of a research project, even when the procedure is risks and complicated. Longman (2009) cited in Harahap (2015:3) defines comprehension as understand everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred. Comprehension is an ability to understand the meaning or importance of something or the knowledge acquired as a result. Comprehension denotes the ability of understanding the speaker's intention and general meaning, good comprehension refers to good understanding. If someone language understanding is good, it will affect the speaking ability.

2.1.3 Important of Speaking

Language is a tool for communication, to express our ideas and to know others' ideas well. In language learning, speaking is the most important skill. In language learning, among following four language skills. According to Bueno (2006) cited in Rao (2019:8), speaking is one of the most important difficult skills language learners have to face. Speaking is deemed the most important of the four language skills of English. Even the learners learn the language for so many years.

Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Efrizal (2012) cited in Leong (2017:35) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Speaking is considered as a very important aspect of learning a foreign language. According to Bailey and Savage (2001) cited in Inayah (2015:27) that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. Speaking is closely related to self-realization; much of

impression about people comes from what they say and how they say it. For the reason, the teaching of speaking should be able to give contribution to the improvement of students' abilities. Learning to speak also demands a lot of practice and attention. This indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learnt. So, speaking is very important aspect in learning language.

2.1.4 Definition of Speaking Fluency

Speaking fluency is an essential component of communication skill, since the ability to speak fluently can allow the speaker to create continuous speech without the listener's understanding difficulties and more efficiently maintain the communicative ideas. Speaking fluency is an important dimension of communicative language teaching and also an important communicative competence. It is like the main criteria for considering that competency of English language students is good or bad. According to Jingjie (2014), speaking fluently is one of the assessment requirements for certain foreign language assessments, such as the evaluation of IELTS and TOEFL in speaking sessions. A difficulty from memorizing language knowledge to using language is to communicate naturally and fluently.

Koizumi (2005) cited in Barriga (2017:3) defines fluency as how fast and how many students without disfluency markers like repetitions, false starts, and self-

corrections. According to Louma (2004) cited in Mairi (2017:162) defines that fluency is about flow, smoothness, speed speech, length of speech, connectedness of ideas, nothingness excessive pauses, and also the absence of distributing doubts. Fluency in speaking is the ability to produce utterance or oral production which can be understood either the listener or speakers himself. As cited in Harianto (2016:2), Byrne defines fluency as the ability to express oneself intelligently, fairly, accurately, and without to much hesitation.

According to Lennon (2000) cited in Yingjie (2014:58) defines speaking fluency is the speed and smoothness of language transmission. Speaking fluency is linked to the meaning of communication for example in conversation. Speaking fluency has been defined as the speed of speech production and automaticity (Brand &Gotz, 2011). Fluency in speaking must be broader defines as the ability of students to produce speaking fast and easy to understand. Having good speaking fluency makes someone's English ability much better and sounds smoother, more natural and more impressive to listeners. From that definitions, the researcher concludes that speaking fluency is the ability to speak easily and smoothly without pauses or breakdown of communication.

The most important thing in speaking fluency is practicing the language, because practice makes us better. Fluency helps the students to communicate in daily life both at university and outside of university.

2.1.5 Measures of Fluency

In this research, the researcher will adopt measurements from Stockdale (2009) which accumulates the four components of disfluency to indicate the speaking fluency of speakers.

1. Speech Rate (SR)

Stockdale (2009) explains about speech rate as a variable to measure the speed of delivery of the word produced for a speech sample per second or minute. The pruned syllables and all disfluencies are to be excluded in the measurement. To calculate speech rate the number of all syllables is divided by the total time required to produce the speech sample in seconds. The result is to be multiplied by 60 to find syllables per minute. According to the Tennessee Study Program of Education Fluency Resource Packet (2009) sets 162-230 is the number of syllables adolescent or adult normally could produce per minute. Calculate the formula as follow:

$$sr = \frac{ns}{ts} \times 60$$

ns : Number of Syllable

ts : Time in Second

sr : Speech Rate

2. Pause Rate (PR)

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

$$sr = \frac{np}{ts} \times 100$$

$$PRS = 100 - \left(\frac{np}{120}\right) \times 100$$

np : Number of Pruned Syllable

ts : Time in Second

sr : Speech Rate

PRS : Pause Rate Score

3. Disfluent Syllable (DS)

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

$$dsr = \frac{nd}{230} \times 120$$

$$DSS = 100 - \left(\frac{nd}{230}\right) \times 120$$

nd : Number of Disfluent Syllable

230 : Normal Amount of Syllable/Minute

ds : Disfluent Syllable Rate

DSS : Disfluent Syllable Score

100 : Maximum Score

4. Mean Length of Runs (MLR)

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

$$MLR = \frac{ns - np}{460}$$

ns : Number of total Syllable

np : Number of Pruned Syllable

460 : Normal Amount of Syllables/ 2 minutes

MLR : mean length of Run

With all there measurements of fluency in which maximum score is 100 the mean score is figured out. The following formula is used to get the mean score of each sample:

$$M = \frac{\sum x}{N} \rightarrow M = \frac{SRS + PRS + DSS + MLP}{4}$$

M : Mean Score

SRS : Speech Rate Score

MLP : Mean Length of Run

4 : Four Measurements of Fluency

2.1.6 Level of Fluency

To get the fluency level, the mean score is matched with the fluency level table which is adapted from the fluency scale ordinate by Jong and Hulstjin (2009) below:

Table 2.1. Fluency Scale Ordinate Corporation Description

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

2.2 Relevance Studies

The researcher finds out some previous studies which are related to present the study. The studies are described as follows:

First study was written by Sudirman (2015) with title “An Analysis of Speaking Fluency Level of the Sixth Semester Students of English Language Education Department in Ganesha University of Education (Undiksha)” The aim of this research was to describe speaking fluency of English language Education Department students in speaking English. In addition, in this research, the researcher used descriptive qualitative research. The data were collected using instrument namely speaking test and deliver a short talk for 2 minutes that would be recorded. The result of this study from 27 samples show that the percentage of students speaking fluency level was 33% or 9 students in level intermediate, 63% students or 17 students in level good, and 4% or 1 student in level advanced.

Second, “Students’ Perception on Impromptu speech to Improve Speaking Fluency in Speaking Class” by Pratiwi (2018). The purpose of this research is to find out how the students perceive the implementation of impromptu speech activity to improve speaking fluency in speaking class. The result of this research showed that most of the students had positive perception on implementation of impromptu speech to improve speaking fluency. They considered that impromptu speech improved their speaking ability especially in dealing with fluency.

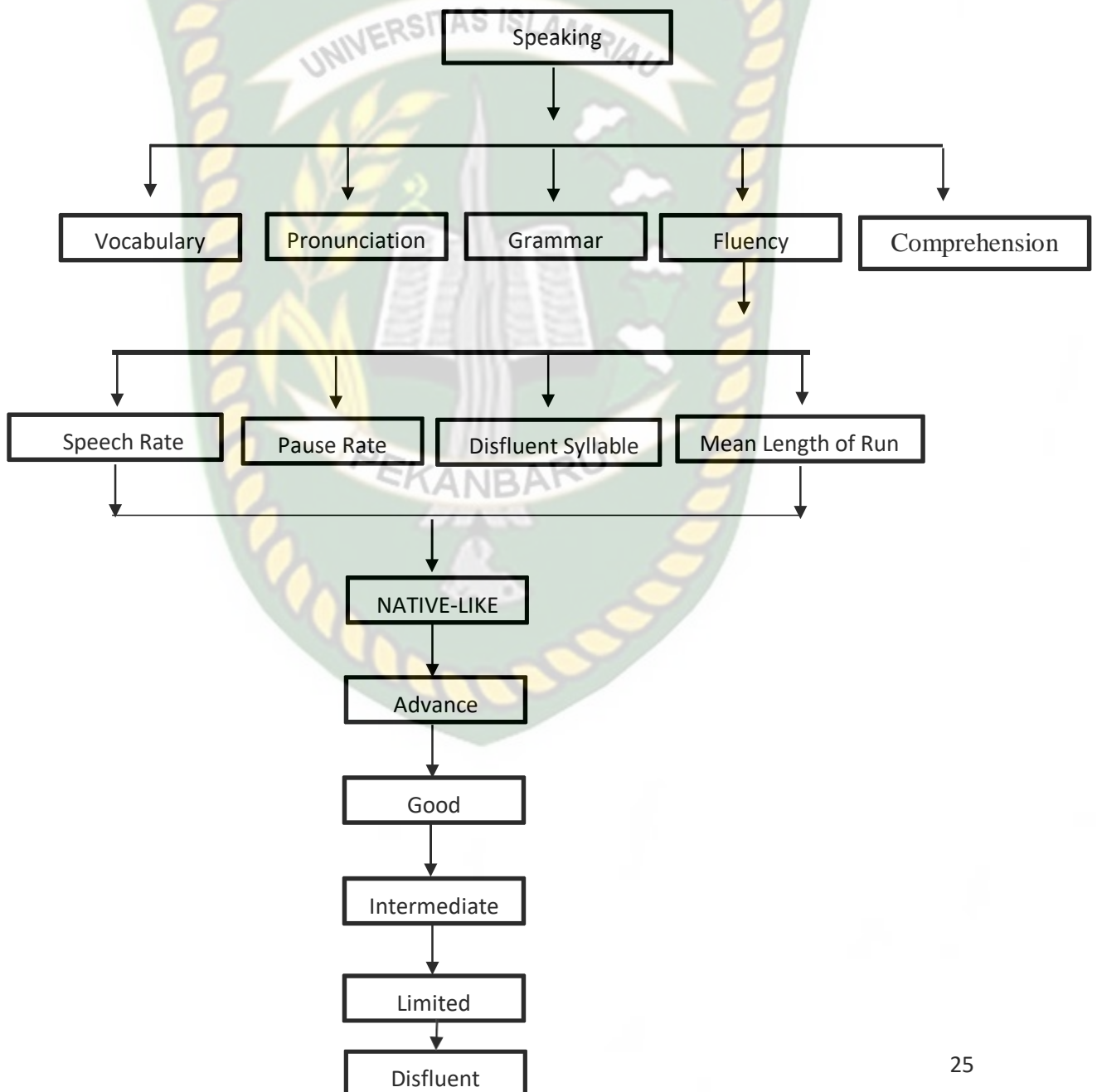
Third study was written by Hidayat (2018) with title “An Analysis of Students Speaking Fluency of English Language Education Department at Fourth Semester of

University of Muhammadiyah Malang”. The aims of this research was to know the fluency level of the students and the problem faced by them regarding their fluency. In addition, in this research, the researcher used qualitative research. The data were collected using instrument namely observation and audio recorder was used in order to collect the data from interview. Then, the result of the research showed that students has good fluency with two respondent achieved scale 5, four respondent achieved scale 4 and the last four respondent achieved scale 3. The researcher also found that the students problems regarding their fluency were anxiety, felling nervous, limited vocabulary and lack of confidence.

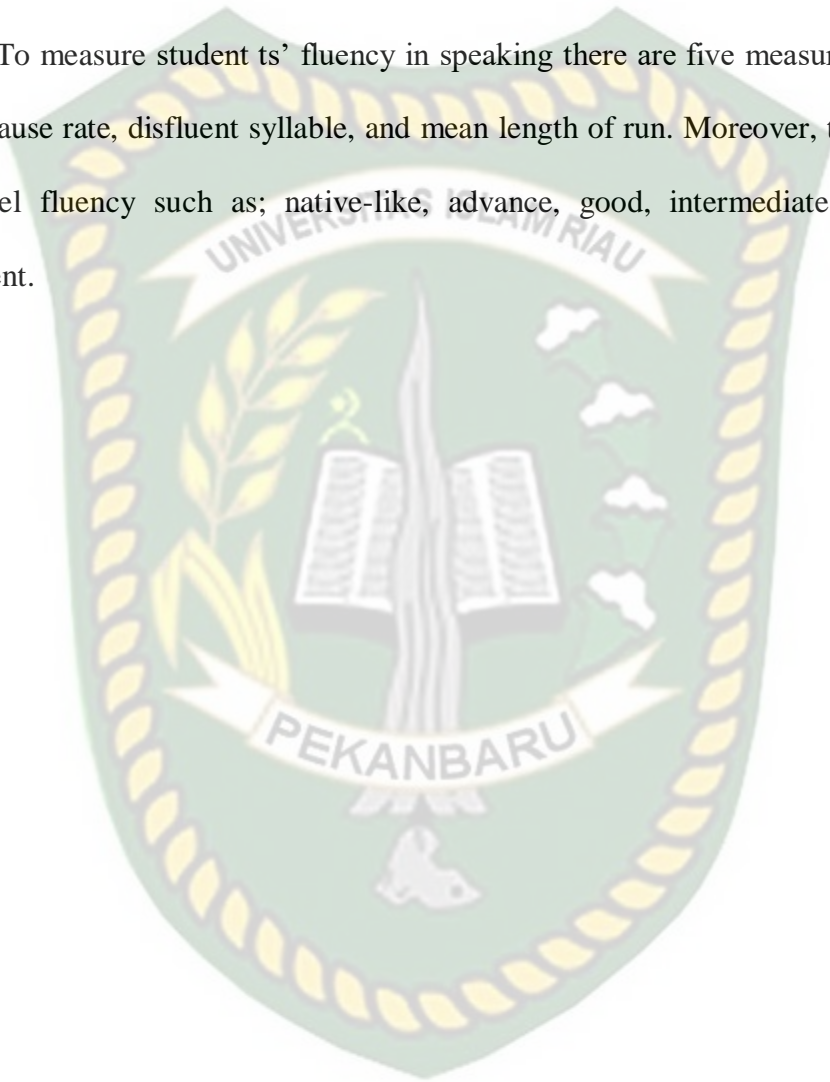
In this research the researcher will analyze students’ speaking fluency level. The researcher will focus on measures of fluency. In this research, the researcher will adopt measurements from Stockdale (2009) which accumulates the four components of disfluency to indicate the speaking fluency of speakers.

2.3 Conceptual Framework

The framework is about speaking fluency level. It needs to perceive how is speaking fluency level in third semester students' at English study program of FKIP UIR. This process show in the figure 1:



There are five components of speaking such as; vocabulary, pronunciation, grammar, fluency, and comprehension. In this research, the researcher chooses fluency aspect to conducted the research. And this research focus on speaking fluency level. To measure student ts' fluency in speaking there are five measures like speech rate, pause rate, disfluent syllable, and mean length of run. Moreover, there are kinds of level fluency such as; native-like, advance, good, intermediate, limited, and disfluent.



CHAPTER III

RESEARCH METHDODOLOGY

3.1 Research Design

The design of this research used descriptive quantitative research to identify and explain the information. According to Seno H Putra (2001), Quantitative research is a study that produces data obtained from sample, informants, and object that must be calculated through statistics because the analysis uses numbers of formulas. Quantitative research concerned with systematical investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. This research was to know the speaking fluency level by the third semester students at English study program of FKIP UIR. The result of quantitative research are presented in the form of mathematical calculation result. The researcher described and explained the data so that the reader can easily understand what they read.

3.2 Location and Time of research

The research conducted at the faculty of teacher's training and education third semester students of English study program of Universitas Islam Riau (UIR) with location is on Jl. Kaharudin Nasution No. 113, Marpoyan Damai, Pekanbaru, Riau. And time of research has be done at 12th October 2020.

3.3 Population and Sample of the Research

3.3.1 Population of the Research

According to Sugiyono (2006) cited in Putra (2016) population is a generalization region consisting of the object or subject of the research that has certain qualities and characteristic by researcher to learn and then drawn the conclusion. The population of this research is the third semester students in English study program of FKIP UIR. The third semester in English study program consist of 2 classes. The detail information about the population can be seen in the following table:

Table 3.3.1 The Population of the Research

NO	Class	Total of students
1	A	50
2	B	51
		101

3.3.2 Sample of the Research

Sample according to Arikunto (2006) sample is partially or representative of the population will be researched. The population of this research is the third semester students of English study program of FKIP UIR. According to Arikunto (2006) cited in Putra (2016:4) sated that if the population is less than 100 persons, the sample is better to take all. But if the population is more than 100 persons, the sample

is taking 10-15% or 20-25% of them. The target of population of this research is third semester students of English study program of FKIP UIR. Based on theory, researcher took 20% from 101 students, the number of population is 101 students, so the sample took 20% (20 students).

3.4 Instrument of the Research

According to Sugiyono (2006) research instrument is an instrument used to measure the natural phenomena are observed. The instrument is the tool used to collect the data from the respondents of the research. The instrument of this research use video recorder (documentation). Documentation is carried out to collect data related to the activities contained in the aspects research. Data collection is in the form of video recorder speaking presentation which are used as documentary evidence when doing research.

3.5 Data Collection Technique

Data collection technique is the first main step in this research because the main purpose of the research is to get data. To get the data the researcher used video record (documentation). To collect the data, there are some procedure to collect the data. The procedure to collect the data are in the following:

1. The researcher asked permission to the lecturer to got the data which the researcher distribute to the sample
2. The lecturer taught the students in subject speaking in professional context.

3. The lecturer given the topic to the students, the topic is about teaching speaking by using media.
4. Then, lecturer instruction the students made a video base on the topic.
5. After that, students sent video record to the lecturer when the students during presentation.
6. Then, the researcher collected the data from the lecturer.
7. The final is the researcher analyzed the data by measures of fluency: Speech Rate (SR), Pause Rate (PR), Disfluent Syllable (DS), and Mean Length of Runs(MLR).

3.6 Data Analysis Technique

In this research, the researcher analyzed the data obtained through documentation by recording. There were a few steps used by the researcher in analyzing the data as follows:

1. After collecting the data, the researcher transcribed the video which had been recorded to make it easy analyzing the data and analyzed the data (video record) with some application such as voice typing and syllable rules.
2. Then, researcher analyzed the video record by using four speaking fluency measurements. To find the fluency level in students speaking. There are use measurement as follow:
 1. Speech Rate (SR)

$$SR = \frac{ns}{ts} \times 60$$

2. Pause Rate (PR)

$$PR = 100 - \left(\frac{np}{120}\right) \times 100$$

3. Disfluent Syllables (DS)

$$DS = 100 - \left(\frac{nd}{230}\right) \times 120$$

4. Mean Length of Runs (MLR)

$$MLR = \frac{ns - np}{460}$$

3. And then, data analyzed by using computer software which is Microsoft Excel.

4. The sample of the data fluency level used mean score. In order to get mean score of the data, the researcher used formula as follow:

$$M = \frac{\sum x}{N} \rightarrow M = \frac{SRS + PRS + DSS + MLP}{4}$$

5. Classifying the students' level fluency

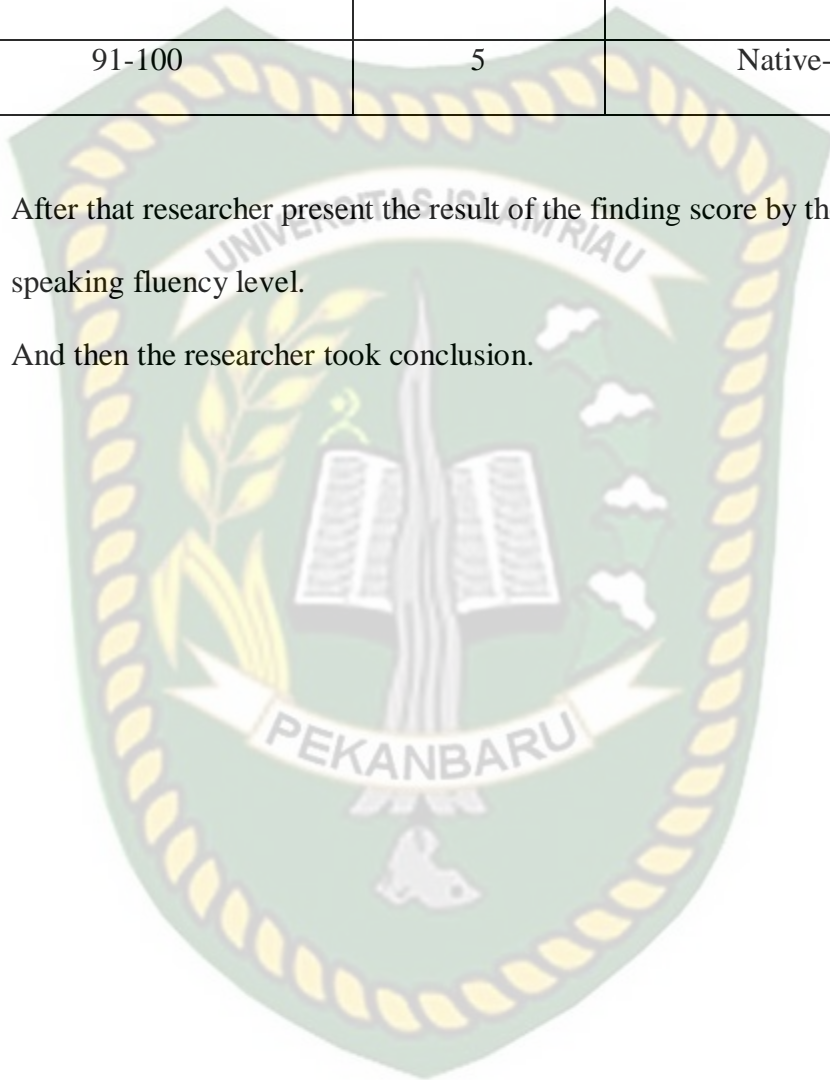
To get the fluency level is adapted with the fluency level table from the Ordinate by Jong and Hulstjin (2009) bellow:

Table 3.4 Fluency Scale Ordinate Corporation

Score	Level	Description
1-10	0	Disfluent
11-30	1	Limited

31-50	2	Intermediate
51-70	3	Good
71-90	4	Advance
91-100	5	Native-like

6. After that researcher present the result of the finding score by the students on speaking fluency level.
7. And then the researcher took conclusion.



CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher would like to present data presentation and interpretation the data which have been collected during the research. The data was concerning on the speaking fluency level. The data was obtained to answer the research question.

4.1 Data Presentation

In this chapter, the researcher presents the result of this research related to the fluency level third semester students' at English Study Program of FKIP UIR. The title of this research was An Analysis of the Third Semester Students' Speaking Fluency at English Study Program of FKIP UIR. The sample in this research were third semester students at English study program of FKIP UIR totaling 20 students. This research was conducted to know speaking fluency level of the third semester students' at English study program of FKIP UIR.

4.1.1 Data Presentation of Students' Speaking Fluency

The students' speaking fluency level could be delivered from their score through speaking presentation. In the speaking the students deliver their speaking presentation based on the topic. After that the researcher analyzed students' speaking fluency level by using some application such as syllable rules, voice typing and

Microsoft excel and four speaking fluency measurements, they are Speech Rate (SR), Pause Rate (PR), Disfluent Syllable (DS), and Mean Length of Runs(MLR).

Table 4.1.1 The Students' Score Speaking Fluency

Sample	Speech Rate (SR)	Pause Rate (PR)	Disfluent Syllables (DS)	Mean Length of Runs (MLR)	Total Score
1	162.5	47.5	7.8	37.3	63.7
2	157.5	55.8	2.6	57.3	68.3
3	192	72.5	4.7	61.5	82.6
4	108	54.2	3.7	21.9	46.9
5	120.5	48.3	7.3	49.3	56.4
6	136.5	39.2	5.8	20.5	50.5
7	145.5	50.8	5.7	60.3	65.6
8	156.5	41.7	5.2	65.8	67.3
9	103	61.7	5.2	42.6	53.1
10	109	43.3	10.4	31.0	48.4
11	171.5	64.2	3.7	73.0	78.1
12	115	50.0	6.3	47.3	54.7
13	124.5	55.0	3.1	52.8	58.9
14	167	54.2	3.7	31.0	63.9
15	154	48.3	1.3	63.9	66.8
16	156.5	55.8	2.6	56.9	67.9
17	158	45.0	9.4	44.7	64.3
18	111	42.5	4.7	36.3	48.6
19	155	65.0	3.1	45.0	67.0
20	103.5	39.2	13	39.5	48.8
Total	2807	1034.2	109.3	937.9	1222.1
	140.3	51.7	5.4	46.8	61.1

Based on table 4.1.1 the average of each measurement of speaking fluency level, they were average Speech Rate (SR) 140.3, average of Pause Rate (PR) 51.7, average Disfluent Syllable (DS) was 5.4, and average of Mean Length of Runs(MLR)

was 46.8. After all four measures of fluency in which the researcher has calculated the students mean score based on the total score. the average of their speaking fluency is 61.1

4.1.2 Data Presentation Speaking Fluency Level

Table 4.1.2 The Students' Speaking Fluency Level

No	Sample	Level	Descriptions
1	Student 1	3	Good
2	Student 2	3	Good
3	Student 3	4	Advance
4	Student 4	2	Intermediate
5	Student 5	3	Good
6	Student 6	2	Intermediate
7	Student 7	3	Good
8	Student 8	3	Good
9	Student 9	3	Good
10	Student 10	2	Intermediate
11	Student 11	4	Advance
12	Student 12	3	Good
13	Student 13	3	Good
14	Student 14	3	Good
15	Student 15	3	Good
16	Student 16	3	Good
17	Student 17	3	Good
18	Student 18	2	Intermediate
19	Student 19	3	Good
20	Student 20	2	Intermediate

Based on the table 4.1.2 students' speaking fluency level, there are 13 students in level 3 (Good), 5 students in level 2 (Intermediate), and 2 students in level 4 (advance) from the total of 20 students. The total score of the students are:

Student 1 is categorized as level 3 with a good description because student 1 got 63.7 total score of 100 max score that consist of 162.5 scores of speech rate (SR), 47.5 scores of pause rate (PR), 7.8 scores of disfluent syllable (DS), and 37.3 scores of mean length of runs (MLR). Student 2 is categorized as level 3 with a good description because student 2 got 68.3 total score of 100 max score that consist of 157.5 scores of speech rate (SR), 55.8 scores of pause rate (PR), 2.6 scores of disfluent syllable (DS), and 57.3 scores of mean length of runs (MLR). Student 3 is categorized as level 4 with advance description because student 3 got 82.6 total score of 100 max score that consist of 192 scores of speech rate (SR), 72.5 scores of pause rate (PR), 4.7 scores of disfluent syllable (DS), and 61.5 scores of mean length of runs (MLR). Student 4 is categorized as level 2 with intermediate description because student 4 got 46.9 total score of 100 max score that consist of 108 scores of speech rate (SR), 54.2 scores of pause rate (PR), 3.7 scores of disfluent syllable (DS), and 21.9 scores of mean length of runs (MLR). Student 5 is categorized as level 3 with a good description because student 5 got 56.4 total score of 100 max score that consist of 120.5 scores of speech rate (SR), 48.3 scores of pause rate (PR), 7.3 scores of disfluent syllable (DS), and 49.3 scores of mean length of runs (MLR).

Student 6 is categorized as level 2 with intermediate description because student 6 got 50.5 total score of 100 max score that consist of 136.5 scores of speech rate (SR), 39.2 scores of pause rate (PR), 5.8 scores of disfluent syllable (DS), and 20.5 scores of mean length of runs (MLR). Student 7 is categorized as level 3 with a

good description because student 7 got 65.6 total score of 100 max score that consist of 145.5 scores of speech rate (SR), 50.8 scores of pause rate (PR), 5.7 scores of disfluent syllable (DS), and 60.3 scores of mean length of runs (MLR). Student 8 is categorized as level 3 with a good description because student 8 got 67.3 total score of 100 max score that consist of 156.5 scores of speech rate (SR), 41.7 scores of pause rate (PR), 5.2 scores of disfluent syllable (DS), and 65.8 scores of mean length of runs (MLR). Student 9 is categorized as level 3 with a good description because student 9 got 53.1 total score of 100 max score that consist of 103 scores of speech rate (SR), 61.7 scores of pause rate (PR), 5.2 scores of disfluent syllable (DS), and 42.6 scores of mean length of runs (MLR). Student 10 is categorized as level 2 with intermediate description because student 10 got 48.4 total score of 100 max score that consist of 109 scores of speech rate (SR), 43.3 scores of pause rate (PR), 10.4 scores of disfluent syllable (DS), and 31.0 scores of mean length of runs (MLR).

Student 11 is categorized as level 4 with advance description because student 11 got 78.1 total score of 100 max score that consist of 171.5 scores of speech rate (SR), 64.2 scores of pause rate (PR), 3.7 scores of disfluent syllable (DS), and 73.0 scores of mean length of runs (MLR). Student 12 is categorized as level 3 with a good description because student 12 got 54.7 total score of 100 max score that consist of 115 scores of speech rate (SR), 50.0 scores of pause rate (PR), 6.3 scores of disfluent syllable (DS), and 47.3 scores of mean length of runs (MLR). Student 13 is categorized as level 3 with a good description because student 13 got 58.9 total score

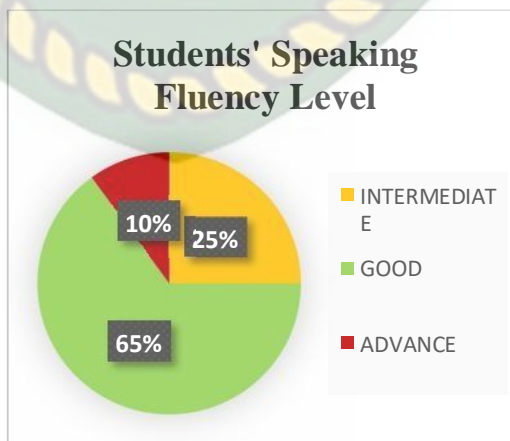
of 100 max score that consist of 124.5 scores of speech rate (SR), 55.0 scores of pause rate (PR), 3.1 scores of disfluent syllable (DS), and 52.8 scores of mean length of runs (MLR). Student *14* is categorized as level 3 with a good description because student 14 got 63.9 total score of 100 max score that consist of 167 scores of speech rate (SR), 54.2 scores of pause rate (PR), 3.7 scores of disfluent syllable (DS), and 31.0 scores of mean length of runs (MLR). Student *15* is categorized as level 3 with a good description because student 15 got 66.8 total score of 100 max score that consist of 154 scores of speech rate (SR), 48.3 scores of pause rate (PR), 1.3 scores of disfluent syllable (DS), and 63.9 scores of mean length of runs (MLR).

Student *16* is categorized as level 3 with a good description because student 16 got 67.9 total score of 100 max score that consist of 156.5 scores of speech rate (SR), 55.8 scores of pause rate (PR), 2.6 scores of disfluent syllable (DS), and 56.9 scores of mean length of runs (MLR). Student *17* is categorized as level 3 with a good description because student 17 got 64.3 total score of 100 max score that consist of 158 scores of speech rate (SR), 45.0 scores of pause rate (PR), 9.4 scores of disfluent syllable (DS), and 44.7 scores of mean length of runs (MLR). Student *18* is categorized as level 2 with intermediate description because student 18 got 48.6 total score of 100 max score that consist of 111 scores of speech rate (SR), 42.5 scores of pause rate (PR), 4.7 scores of disfluent syllable (DS), and 36.3 scores of mean length of runs (MLR). Student *19* is categorized as level 3 with a good description because student 19 got 67.0 total score of 100 max score that consist of 155 scores of speech

rate (SR), 65.0 scores of pause rate (PR), 3.1 scores of disfluent syllable (DS), and 45.0 scores of mean length of runs (MLR). Student 20 is categorized as level 2 with intermediate description because student 20 got 48.8 total score of 100 max score that consist of 103.5 scores of speech rate (SR), 39.2 scores of pause rate (PR), 13 scores of disfluent syllable (DS), and 39.5 scores of mean length of runs (MLR).

Based on the data presentation above, the researcher concluded that there are actually 13 students in level 3 (Good), 5 students in level 2 (Intermediate), and 2 students in level 4 (advance) from the total of 20 students. However, the average speaking fluency level of the students of English study program of FKIP UIR it is found that most students achieved level 3 or good fluency level. So, the result of analyzing of the third semester students' speaking fluency level at English study program of FKIP UIR found the average of their speaking fluency is 61.1 which categorized as level 3 (Good). The following figure describes the data:

Figure 2. The Percentage of Students' Speaking Fluency Level



Based on the result above, the researcher found that the students' speaking fluency level by the third semester students of English study program of FKIP UIR the result of this study of 20 samples shows that 25% students or 5 students in level 2 or intermediate, 65% students or 13 students in level 3 or good, and only 10% students or 2 students in level 4 or advance.

4.2 Data Interpretation

After analyzing the third semester students' speaking fluency level at English Study Program of FKIP UIR, the researcher concluded that the average of their speaking fluency is 61.1 and students' speaking fluency level was level 3 (good) and it could be seen from table below:

Table 4.2.1 Recapitulation of Students' Speaking Fluency Level

No	Code	Measurement	Average
1	SR	Speech Rate	140.3
2	PR	Pause Rate	51.7
3	DS	Disfluent Fluency	5.4
4	MLR	Mean Length of Run	46.8
TOTAL			61.1

Based on table 4.2.1 the average of each measurement of speaking fluency level, they were average Speech Rate (SR) 140.3, average of Pause Rate (PR) 51.7,

average Disfluent Syllable (DS) was 5.4, and average of Mean Length of Runs (MLR) was 46.8. Measures of fluency in which the researcher has calculated the students mean score based on the total score. The average of their speaking fluency is 61.1 and categorized as level 3 (Good).



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give some of conclusions and suggestions.

5.1 Conclusion

After obtaining and analyzing the data in previous chapter, the conclusion is presented as the last part of this research. The researcher focused on students speaking fluency level. The location of this research was at English Study Program of FKIP UIR. The researcher took 20 students as the sample. Analyzing the data is presented in the previous chapter based on the result in chapter IV, there are: 1) 13 students in level 3 (Good), 5 students in level. 2, and 2 students in level 4 or (advance), this research found that the average of each measurement of speaking fluency level, they were average Speech Rate (SR) 140.3, average of Pause Rate (PR) 51.7, average Disfluent Syllable (DS) was 5.4, and average of Mean Length of Runs(MLR) was 46.8. After all four measures of fluency in which the researcher has calculated the students mean score based on the total score. So, the result of analyzing of the third semester students' speaking fluency level at English study program of FKIP UIR found the average of their speaking fluency is 61.1 which categorized as level 3 (Good).

5.2 Suggestion

Based on the conclusions above, there are several suggestions from the researcher which includes;

1. For the reader, the researcher like to suggest to carry out further research from the different perspective within the same or different object of the analysis.
2. For the students, hopefully can improve their speaking fluency level. Based on the results of the research, the students have several speaking fluency level, including intermediate, good, and advance. Therefore, students speaking fluency in level 2 or intermediate can improve their speaking fluency level to level 3 or 4.
3. For the future researchers, the result of this study can be used by future researcher as a references or additional information in conducting research on speaking fluency level.

Finally, the researcher realized that in their research there are still many shortcoming. Therefore, the researcher expected all suggestions and criticisms for future improvement. Then, the researcher expected this thesis can contribute to reader, students, and also future researchers who will conduct research on the same topic.

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