AN ANALYSIS ON STUDENTS' SPEAKING FLUENCY OF THE THIRD

SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY

PROGRAM OF FKIP UIR

A THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

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THESIS APPROVAL

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THESIS

AN ANALYSIS ON STUDENTS' SPEAKING FLUENCY OF THE THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR
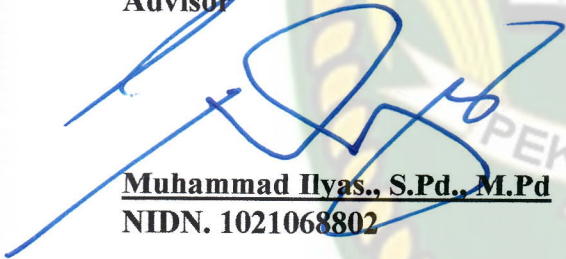
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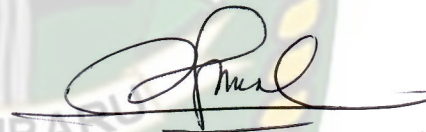
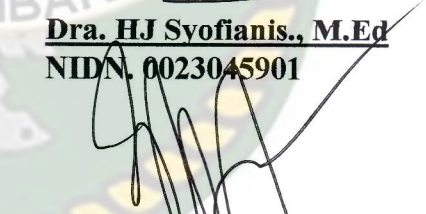**Thursday, 16th June 2022**

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LETTER OF NOTICE

We, that the Advisor here by notice that :

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It has been to be examined. This letter is made to be used as it needed.

Pekanbaru, 19th May 2022

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F.A.3.10

KARTU BIMBINGAN TUGAS AKHIR
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Lembar Ke	: ....

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1	17-10-2019	Revised title and chapter I	Revised title, background, objective of the research	
2	8-6-2020	Revised chapter II	Revised review of related literature	
3	19-6-2020	Approved to join Seminar Proposal	The advisor signed proposal	
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DECLARATION

The researcher signature below:

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Place/date of birth   :   Pekanbaru, November 7th 1996

Study Program   :   English Language Education

Faculty   :   Teacher Training and Education

I honestly admit that this paper was written entirely from my own ideas, with the exception of a few questions (directly and indirectly) that were adopted or taken from various sources listed in the references. Scientifically, I accept responsibility for the veracity of the information presented in this paper.

Pekanbaru, 23rd March 2022

The researcher

BELLA NOVIA RISKI
156310637

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Then the writer expresses peace be upon prophet *Muhammad Sallallahualaihiwassalam*, his companions, and families who have brought mankind to the bright world.

This thesis is written as one of the requirements to obtain the undergraduate degree (S1) of the English Language Education of Universitas Islam Riau. The writer realizes that the accomplishment of this thesis has been contributed by many people to whom she would like to express her deepest gratitude:

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Pekanbaru, MARET 2022

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ABSTRACT

BELLA NOVIA RISKI, 2022. An Analysis on Students Speaking Fluency of The Third Semester at English Language Education Study Program of FKIP UIR "

Keywords: Analysis, Speaking, Video Speaking

The objective of this research is to find out how the students' speaking fluency Of The Third Semester At English Language Education Study Program Of Fkip Uir.

This research used the descriptive quantitative method. The Sample of the research consisted 20 students at the third-semester students of English Language Education which were taken by purposive sampling. The instrument of the research was used to get the data from test. Meanwhile, the data collected used from online by whatsapp.

The result of the research, it was found that the third semester students at English Language Education Study Program of FKIP UIR was categorized as Good (51-70). By the presentation of respondents scores from rater 1 there were all of the 20 students got as good level and from rater 2 there were 6 students (30%) got advance level and majority of the students of 14 students (70%) classified as good level. It was indicated that the most of the students in third semester at language education study program of fkip uir have good in speaking.
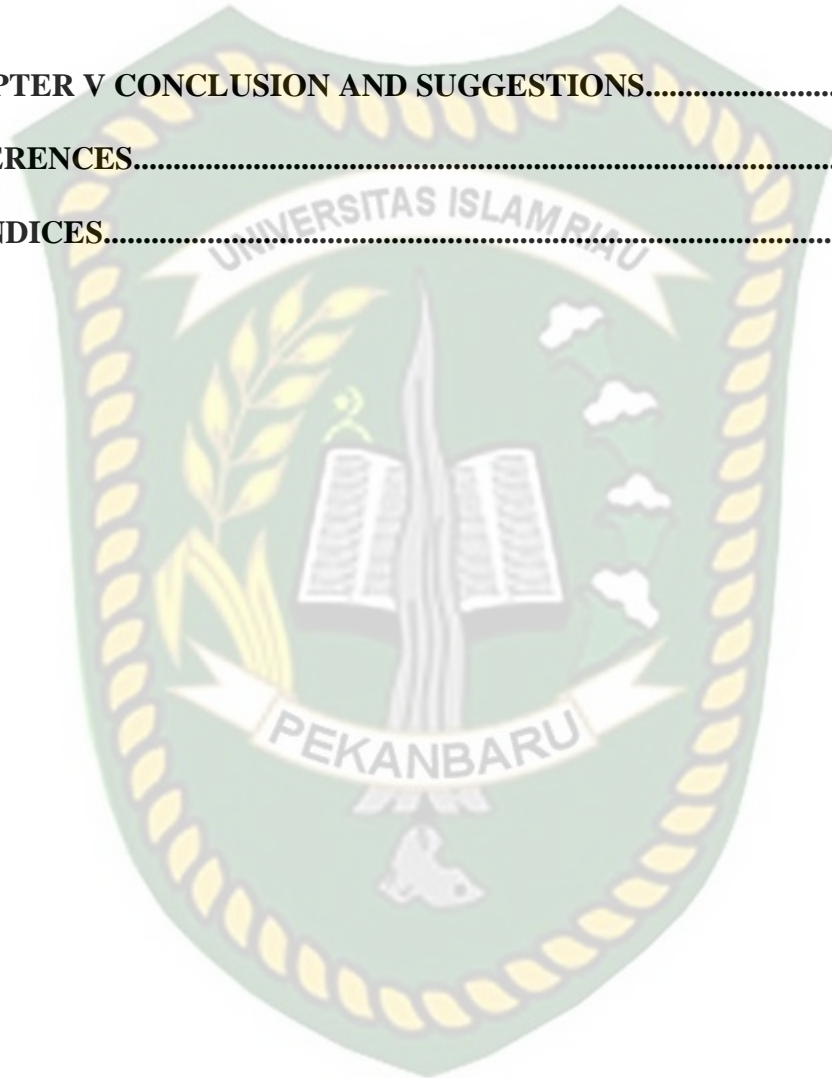
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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Speaking is how concepts, thoughts, and feelings can be conveyed orally. It is one of the most important skills in learning English. Nevertheless, it must all be learned together in other ways, including listening, reading and writing. As supported by Orade (2012), speaking is the most important and essential skill. Now speaking is a strengthening position in English as the language of international communication. Therefore, if people want to communicate everything they have in their mind, they will use this skill. Speaking also requires sound communicating meanings to build the interaction, which means speaking is an interactive communication mechanism that deliver ideas with a specific purpose among people.

In certain cases, speaking can be to express opinions, persuade others or clarify facts. Speaking also used to give instruction or to do things such as describing things or someone, complaining about the behavior of people, asking for and providing service, and so on. The right way to speak will ensure people to communicate effectively. It's not just saying something orally.

However, students need to learn some speaking aspects in order to have a good speaking skill. In speaking there are six aspects that proposed by Harris (1974), such as vocabulary, grammar, pronunciation, fluency, and comprehension. We need to master all of the aspects to make a good speaking.

1

As someone known that vocabulary is a word that has meaning in every function. Mastering vocabulary would described the language ability of someone. If someone have a lot of vocabulary, someone have to arrange our words become a correct sentence in conversation. Grammar is also useful in understanding the best way to gain skills in oral or written language. In communicate with other someone must look carefully at the pronounciation of the words that someone will be conveyed. Pronunciation plays a major role and gives an example of what is said. If someone incorrect in pronounciation, the intercolutor missunderstood. Through those aspects of speaking, the next aspect is fluency that shows someone capability to speak in effective speed and to speak smoothly and to produce the right word without thinking too much. In this case, excellent fluency will create better confidence in expressing ideas and it improves communication skill as well. Absolutely, it certainly requires a subject to respond the oral communication, to speak as well as to intiate it.

Now, fluency in speaking is a crucial component that learners and teachers need to pay attention to. Many EFL students have a vision to speak fluently. Especially to students of the English study program of the Islamic University of Riau who have been qualified to be potencial English teachers. Speaking fluency is very important to these students as they need to communicate with their students later in the future, such as describing the lesson, reflecting on the results, and giving intruction. Fluency in speaking is known as the natural ability to speak naturally, easily and predictably with a few mistakes that can distract the listener from the meaning of the speaker.

Good speaking fluency enhances one's English skills and sounds slicker, more natural and more exciting to the listener. It also allows more effective communication because there are no speech distractions. In line with Koponen in Luoma (2004:88) that mention fluency is about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and also the absence of disturbing hesitation markers.

But, It is common to note, that not all learners who study English can speak fluently. Whereas in Indonesia speaking is also emphasized in learning in the educational context. It is one of their everyday activity, however most of the student were anxious to speak English for the purpose of oral communication.

This can be due to many factors, particularly in speaking, which have inadequate knowledge of English. Another concern is that in some countries like Indonesia where English is not first or second language, learners are not regularly exposed to English use (Muamaroh 2013). As such, when speaking they can not use it automatically. In addition, students are confronted by several study factors that affect their speaking skills. That has been found by Tuan and Mai (2015) student speaking was affected by some factors such as : lack of students motivation, the use of mother tongue in learning processes, lack of vocabulary, and involvement in teaching activities.

All the factors that have been described earlier, are very similar to what the researcher got when the researcher observed in a class of semester 3 students majoring in English at the faculty of education in Universitas Islam Riau. Which in the learning process looks at some of the problems.

In most cases, the problem students face with fluency is when they will speak to others. The students have tried to get the listener to understand what they want to say. The researcher found that the students appeared to pause and fragment when speaking because they had trouble to think the vocabulary, arrange their message's grammatical form and correcting their own production. This situation has caused the students to speak hestitantly and scattered implying that the amount of pause filler such as "well", "mm", "ee" and also of the dysfluency like repetition, restart and also prolongation would fulfil their conversation. Therefore Most students only listen to what is said by the lecturer, they only speak when their lecturer asks them. The use of English in the learning process is very rare. Also seen many students who want to ask questions but use Indonesian language as their native language. This is caused because they lack vocabulary and are embarrassed to speak. They are embarrassed if they use the wrong sentence. There are also some students who dare to say what they want to convey using English but there is still a pause in the delivery.

Based on the background described above. The researcher wants to do a research to find out how the students speaking fluency. The title of the research is "AN ANALYSIS ON STUDENTS SPEAKING FLUENCY OF THE THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR".

1.2 Identification of The Problem

By conducting classroom observation of the lecturer and also the students, the researcher found some problems in teaching and learning process of Second Semester students at English language study program of FKIP UIR.

The first problem is the lack of practice. English is not the mother tongue of students in Islamic Universty of Riau. Students communicate more using their native language. They have limited time to use English in speaking when the teaching process.

The second problem is lack of vocabulary. Students often have no ideas about what to say that makes they have low confident to speak.

The third problem is students are also required to know the knowledge of the language and not only use grammar correctly or have a good pronounciation and vocabulary.

The fourth is from the explanation problem above that cause students are not able to speak English fluently.

1.3 Focus of the Problem

To conduct this research, it is necessary to make the limitation of the problem. The researcher will analyze students speaking fluency.

1.4 Research Question

From the focus of the problem, the research question is " How is the students' speaking fluency of the third semester at FKIP UIR?"

1.5 Objective of the Research

The general objective to find out students' speaking fluency of the third semester at English FKIP UIR Pekanbaru

1.6 Needs of the Research

The result of this study are supposed to provide advantage to several parties, are as follows :

1. To provide some information for speaking lecture concerning with students' speaking fluency
2. To give information to the students so that they will increase their speaking fluency.
3. To help researcher to increase her knowledge about speaking fluency.

1.7 Definition of Key Terms

To avoid the misunderstanding of the term in this study, it should like to describe the meaning of the term.

1. Analysis

   Analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. Corbin & Strauss (2008)

2. Speaking

   Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Harmer (2007)

3. Speaking Fluency

   Fluency which is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication. Bailey (2003)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will give a review of related literature about the speaking that cover defenition of speaking, purpose of speaking, basic types of speaking, and fluency which involve defenition of fluency and indicators of fluency. Each part will be discussed in the following.

2.1 The Nature of Speaking

2.1.1 Defenition of Speaking

In Indonesian English is not the main language used in communication or written in everyday life. English is taught in education such as in schools and universities. At the school level it becomes a compulsory subject that will be tested on the final exam as a passing grade. Meanwhile at the university level English is a department where students take and study more of English in order to become a reliable graduate in their field. In learning English there are four abilities that must be mastered, including speaking, writing, listening and reading. but in this research the writer only focuses on speaking.

According to Cameron (2001:40) he says that speaking is the use of language actively to convey meaning. So other people can understand them. In speaking a foreign language to convey understanding to people it is necessary to pay attention to the right details such as choosing the right words, using the correct grammar, and convincing the listener to understand the meaning of the

conversation. Sari laoma (2004) states that speaking is The essence of speaking in English is its meaning or content. pay attention to language grammar, have the right vocabulary and deliver it well with a minimum of hestitation. He also explained that they had to understand what they were saying and respond back to the next conversation to achieve their communicative goals. because speaking is done in real time.

Speaking is a productive skill which involves three stages namely producing, transferring and processing information (Martha & Ardi, 2013). It means If someone talks to his friend, that means he produces information about what he wants to say about. Information transfer is a condition in which the other person is listening what the speaker says and processes information is a state in which the speaker understands the meaning of what the speaker has said and given respond to the information he got. In a second language or a foreign language is the most important aspect. Successful speaking students can help them carry out conversations and communicate with that language. Nunan (2003:39) For most people mastering speaking is the single most important aspect of learning a second language or succeeding in terms of the ability to have a conversation in language.

2.1.2 Purposes of Speaking

In this world people speak in various aspects. people communicate using verbal and non verbal speech. When people talk to someone it is certainly have the purpose of the communication.

Basically speaking has two goals, namely transactional and interactional goals. these two goals have several differences. as mentioned by Torky (2006) states that transactional and interactional have some differences. in the purpose of transactional speaking, languages are used primarily to communicate around information. the use of language in this purpose mainly focuses on the message of the speaker says. in this transactional speaking goal the speaker must deliver an accurate and clear message. the speaker must also ensure that the listener understands what the speaker is saying. Examples of transactional speaking goals such as television news broadcasts, teacher instructions to students, etc.

Different from the previous goal that focuses on conveying information, interactional goals focus more on maintaining or building a conversation. humans as social beings will definitely communicate with each other. examples of the use of interactional purposes such as when chatting with friends, family and others. however, as mentioned by Torky (2006), even though transactional goals discord with interactional goals in terms of focus. but both of these goals can be involved in a situation.

2.1.3 Basic Types of Speaking

As people know speaking is almost always related to listening. It   is difficult to judge how someone talks without contributing to the other person's hearing. Only in some contexts such as monologues and speeches that do not include the interlocutor. But there are groupings of verbal performance or so-called basic types of speech.

In Brown (2004) the basic types of speech be composed of five items namely imitative, intensive, responsive, interactive and broad and will be explained below.

The first type in the basic type of speaking is imitative. This imitative type is basic speaking to mimic a word or parrot. in this type the speaker only repeats the word with the correct pronunciation without thinking about the meaning of the word or phrase. examples such as "repeat after me" where the speaker is only recommended to follow or bend the word correctly accordingly to the speakers.

The second type is intensive speaking. in this type of speech is used as an assessment. its level goes up one level from the previous type. because in this type of intensive speaking the speaker is required to be able to convey the phonological or grammatical aspects of a sentence. for example like reading aloud and dialogue.

The third type is responsive. This type of speaking is indeed higher than the type of speaking imitating and intensive, but its scope is still limited. type of responsive speaking only revolves around very brief conversations, greetings, and interactions talking with a particular topic (stimulus-response)

The fourth type of speaking is a little different from the third type of speech in the context of time and there are many people in the conversation. This type of interactive speaking uses more people and a long time in its interactions. then there will be transactional and interactional interactions, which must have a lot of people to maintain interaction in a conversation.

The fifth type of speaking and this last one is extensive. This type of speaking is very broad but the intensity of the listener is limited. this type is like a monologue where the speaker is only alone but in a broad conversation. such as speeches, presentation, and story telling

2.1.4 Problem in Speaking

As someone know English is not the main language in Indonesia but the second language in Indonesia. But English itself in the modern era like now has become a language that must be learned by students in order to complete the assessment of learning and also to guide students in their future lives. there are several obstacles experienced by students so that they can speak fluently. As mentioned by Al Nakhalah (2016) that the problem that is usually experienced by students when the people want to say something using English is the fear of making mistakes when they speak. The next problem is the use of grammar. In the grammar the speaker or student must remember the tenses and word order to be spoken so that what is conveyed by students in the conversation can be understood.

Based on Pakki (2013) mentioned students find difficult to speak fluently because they have to follow grammar as well. This problem occurs because students are accustomed to speak Indonesian that does not use grammar. Lack of vocabulary is also a problem in students speaking fluently. They will be silent and not say a word or sentence. This problem is supported by Heriansyah (2012) when students are asked to say something that they are not ready and they just silent

because they have no thoughts of saying anything due to their lack of English vocabulary. This problem also shows the duration in a conversation where students must think of the right words that they know.

2.1.5 Fluency in Speaking

In Dore (2016) states that fluency is when the speaker speaks fluently and flows easily, which means the speaker can talk constantly and does not provide long pauses in speaking. If someone is stuttering it will affect the level of speech. if the speaker has a long pause, the conversation will be inefficient. Therefore if a speaker can speak fluently it will form good communication. This definition is also supported by De Jong (2011) who states that "in the end communication must be smooth with some relatively fast and spontaneous conversation processes. He also added that the purpose of fluency is that the speaker can express his thoughts easily.

Agreeing with De Jong, Mairi (2016) also mentions that if students are able to speak using the new language as well as the original learner, then it can be considered as a great new language speaker. Another definition also mentioned by Richards (2009 : 14) mentions the fluency definition boldly is the use of natural language occurs when a speaker engages in meaningful interactions and maintains good and sustainable communication despite limitations in his communicative abilities. In Latin fluency is defined as "flow".

Deeply learning about fluency learned by Lennon's in Abi at all (2012) mentions that fluency is fast, smooth, accurate, clear and clear meaning in thinking in the constraints of the processing process.

We must realize that the concept of fluency is fundamentally different from other components of oral proficiency such as the level of vocabulary and the complexity of pronunciation related to linguistic knowledge about accuracy. The researchers conclude that fluency in speech can be defined as the natural ability to speak spontaneously quickly, fluent, accurate, clear, efficient and comprehensive with some mistakes that can distract the listener's attention from the speaker.

2.1.6 Fluency measure

2.1.6.1 Pauses

In the pause indicator, there are two types of pauses that are clearly stated. The first is an unfulfilled pause which refers to a period of silence in the spontaneous change of speech. the second is the pause that is filled in, which is rather difficult to classify due to disagreement about what is the gap that is filled. the total number of pauses that are not filled and pauses that are filled like "uhm", "eee", "mmm" including correction and repetition divided by the total amount of time stated in seconds and then multiplied by 100. The calculation is formulated as following:

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

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

Np   : Number of Pruned Syllable

Ts   : Time in Second

Sr   : Speech Rate

PRS   : Pause Rate Score

2.1.6.2 Disfluent Syllable

The definition of disfluency according to Shirberg in Stockdale (2009) states that disfluency is a linguistic material that must be removed to arrive at the intended speaker sequence. Disfluent syllables are calculated by subtracting the number of syllables withheld from the total number of syllables in the sample. cut syllables including content, errors, and repetition.

The result is the number of unclear syllables which is then divided by 230 as the highest number of normal syllables per minute and multiplied by the total time in seconds. The calculation is formulated as following :

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

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

Nd   : Number of Disfluent Syllable

230   : Normal Amount of Syllable/Minute

Ds   : Disfluent Syllable Rate

100   : Maximum Score

2.1.6.3 Speech and Articulation Rate

Both of these assessments have a closely related equation. in the cut off speech rate of syllables and all non-smoothness is not counted in the assessment. To calculate speech rate by means of all syllables divided by the total time needed to produce a speech sample in seconds. Then the result is multiplied by 60 to find the syllable per minute. To give a standard normal level of speech in syllables. The Tennesse Department of Education fluency Resource packet in Stockdale (2009) states that the number of adolescent or adult syllables in general is 162-230 words per minute. The calculations is formulated as following:

$$\frac{ns}{ts} \times 60 = sr \qquad\qquad \frac{sr}{230} \times 100 = SRS$$

ns : Number of Syllable
ts : Time in Second
sr : Speech Rate
SRS : Speech Rate Score

2.1.6.4 Mean Lenght of Run

Mean length of run refers to the number of syllables found between pauses filled in and not filled in alternation of speech. according to leedhma (2006) the average duration is "a measure of fluency that is usually common" the mean lenght of run is calculated by reducing the total number of syllables with a pause time above 0.3 seconds and other non-fluency then divided by the number of normal syllables per minute for the specified speech sample time of 2 minutes. The calculation is formulated as following :

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

Ns   : Number of total Syllable

Np   : Number of Pruned Syllable

460   : Normal Amount of Syllables/2 Minute

MLR   : Mean Lenght of Run

The scale for both analysis is adopted from FluencyScale Ordinate

Corporation in De Jong and Hulstjin (2009) below :

2.1.6.5 Fluency Level

Table. II. 1

Fluency Scale Ordinate Corporation in De Jong and Hulstijn (2009)

Score	Level	Description
91–100	5	Native Like
71-90	4	Advance
51-70	3	Good
31-50	2	Intermediate
11-30	1	Limited
1-10	0	Disfluent

Table.II.2
Fluency Scale Ordinate Corporation Description

Level	Description
0	**DISFLUENT** 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** 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** 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.

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3	**GOOD** 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** 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** 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

Some of studies have already done by ither researcher in which focus on fluency in speaking. This belows five numbers of the researcher related as follows :

1. Salam Mairi (2016) wrote a research about " an analysis of speaking fluency level an analysis of speaking fluency level of the english department students of universitas negeri padang (UNP). The researcher was done to third semester student english study program of university negri padang (UNP). She found most students on third semester achieved level 3 or in Good fluency level. Some of third semester students also there in level 4 that is advance level and level 2 that is intermediate level.

2. Hidayat Mairi (2015) wrote a research about "an analysis of speaking fluency level of the sixth semester students of english language education department in ganesha university of education (undiksha)". He found that most of the students had good score on the disfluent syllable which was

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94. Besides, it was also seen that most of the students had less score on the pause rate compared to the disfluent syllables score which the pause rate score was 67. Furthermore, most of the students have less score on speech rate that was 51. The least score that the students got was 43 for the mean lenght or runs.

3. Marjan (2016) wrote a research about "an analysis of the fifth semester students' speaking fluency of english study program of riau university". He found that in general students reach level 3 or good fluency. but there are also some who are at a higher level, level 4 or advanced fluency level, and at a lower level, intermediate level fluency, only a few people. The first holder indicator of students' problems in speaking fluently is the meen length of runs and the pause rate, so no one has been able to reach the higher level.

2.3 Conceptual Framework

Figure II.1

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┌─────────────────────────────────┐
│        Speaking Fluency          │
└─────────────────────────────────┘
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Fluency level	Indicator Fluency
Disfluent Fluency	Speech Rate (SR)
Limited Fluency	Pause Rate (PR)
Intermediate Fluency	Disfluent Syllable (DS)
Good Fluency	Mean Lenght of Runs (MLR)
Advanced Fluency	
Native-Like Fluency	

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┌─────────────────┴─────────────────┐
│                                   │
│                                   │
└────────────────┬──────────────────┘
                 │
                 ▼
┌──────────────────────────────────────┐
│  The third semester students of english │
│  department of Islamic University of Riau │
│                                          │
└──────────────────────────────────────┘
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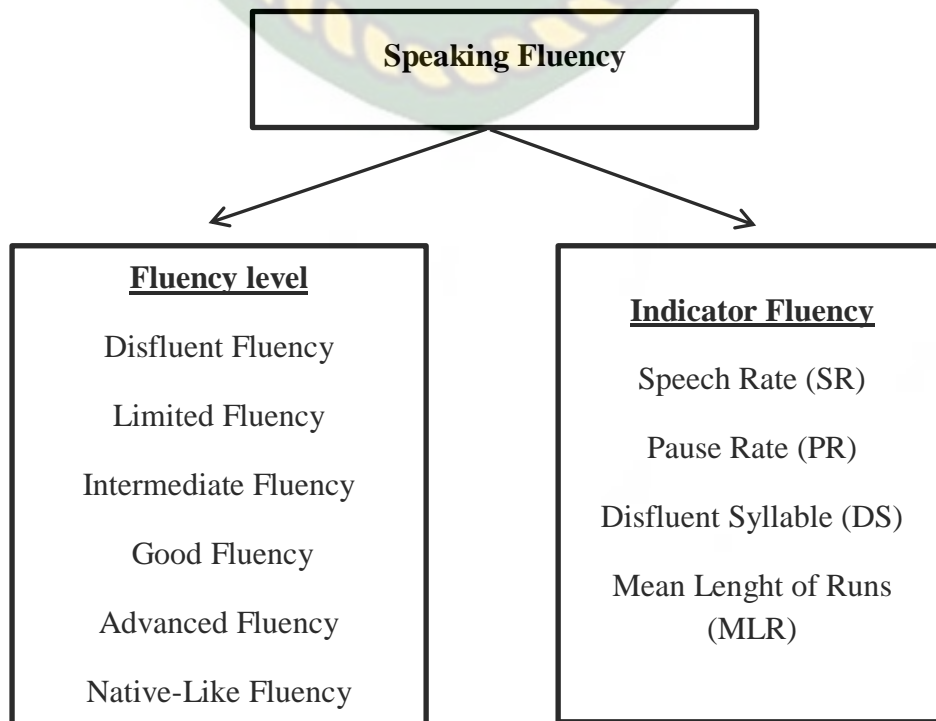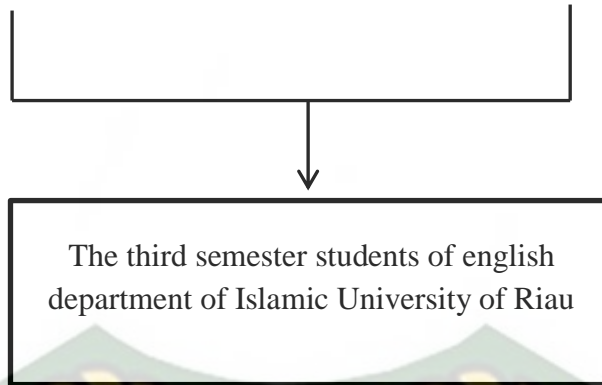
The description of the the conceptual above is how to get data from speaking fluency. Which speaking fluency has levels and indicators that must be ask by questioner. On the concept above it also shows that the subject to be sampled is third semester students of English Department of Islamic Universty of Riau.

2.4 Assumption

The researcher assume that fluency in speaking is the important skill that students have to mastering it. Under many problems that students face to speak fluency this research about level of fluency in each student so that students know where their level is so that they know and can correct their mistakes and increase their fluency in order to reach the highest level.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology. Some of them include research designs, data sources, data collection techniques and data analysis techniques, along with their explanations.

3.1 Research Design

It is better to know the meaning of the research briefly before learn about the research design. As stated by Mack *et.al* (2005:3) this analysis is soon used for the purpose of descriptive research to investigate the phenomenon through interview, focus group and participant observation. In other words, the information collected in a comprehensive interview with participants in descriptive research.

Cresswell (2009) explained in his book the resolution of research designs and research procedures that contain decisions ranging from broad assumptions to detailed methods of analysis and data. Recalling in Creswell's book (2009 p.3) there are three types of design, namely quantitative, qualitative and mixed methods.

Creswell (2014) in his book again defines qualitative research as an approach to explore and understand the meaning of individuals or groups that refer to social or human problems. Namey and his friends (2005: p1) also argue that qualitative research was effective in obtaining specific information about

certain values, opinions, behaviors and social contexts. Therefore researchers used quantitative research in this study. The author chosed this study because this study aimed to explore and understand the problem of fluency in speaking by fourth semester students in the English language education department.

furthermore Ari (2010: p 424) states that the data in qualitative research was in the form of words or images rather than numbers. Thus, the researcher used descriptive qualitative because the researcher wanted to describe the level of fluency of the third semester English language education department students and the problems they face in talking about their fluency.

3.2 Source of Data

The research aims to obtain information. The data is the important instruments of rsearch in the form of field and number phenomena. The research would know the result of the investigation from the data. In terms of the research issue, data collection must be important. The data from this study is descriptive qualitative data and the data analysis will be carried out through qualitative data processes. Based on Ary et al (2009: 148) a population is defined as all members of any well-defined class of people, events, or objects. The participants of this research is the third semester students at English language study program of FKIP UIR. There are one classes of the third semester and the quantity of the students in is 20 students.

3.2.1 Location and time of the research

The location of the research is in Islamic University of Riau. It would be conducted at the third semester students of English Department at the academic year of 2020/2021.

3.2.2 Participant and Sample of the Research

3.2.2.1 Participant

The participant of the study is third semester students of English language study program of FKIP UIR Pekanbaru, which consists of four classes; they are class 3A, 3B, 3C, and 3D. Each of them consists of 30 students. Thus, the total numbers of the participants is 120 students. Then, the researcher would take 20 students as the sample of this research. The researcher will use objective random sampling to pick the participants in this study.

3.2.2.2 Sample

The subjects of this study were third semester students from the English department of education who took the speaking for everyday communication class. According to Ary (2010 p. 431) is choosing samples based on availability, time, location or ease of access. therefore the researchers chose 20 students from class 3A from English education department students who took the speaking for everyday communication class.

3.3 Instrument of the Research

Gay *et.al* (2012 : 113) state that instruments is a test or tool used for data collection, and the instruments section of a research plan describes the particular instruments to be used in the study and how they would measure the variables

stated in your hypothesis. The researcher collected the data in this study by analyzing the two minute video talking transcribe using anthiago website about the latest issues that sent by the students in whatsapp group. Some symbols on the video transcript by anthiago website. Such as

1. * = repetition, error words, fill pause rate
2. (___) = unfilled pause, hesitation

3.4 Procedure of the Research

1. First the researcher asked the head of third semester students of class C to send a video link of the student speaking who had a task in the speaking course.
2. Second, the researcher directly analyzed the video by transcribing the video using the antiago website.
3. Third, After the video was transcribed, the researcher began to analyze the video results for each fluency indicator using the theory from Stockdale.
4. Finally, the researcher adjusts the value according to the student's fluency level

3.5 Data Collection Technique

Data is knowledge which was gathered through analysis. In order to obtain the reliable data, the researcher must do some techniques to collect such data. Technique of data collection is an important step in research, because the purpose of the research is to obtain the data. In that the conditions were not good. Lectures are also online. Data collection in this study used the WhatsApp group

application. Students are required to send their two minute talking video by WhatsApp group. After that the researcher analyzed the data.

3.6 Data Analyze Technique

The researcher analyzed the data descriptively. The researcher described the results of analyzing students' speaking fluency through two minutes students speaking video that obtained through whatsapp. The researcher used Stockdale theory with four fluency indicators namely Speech Rate, Pause Rate, disfluent Syllable and Mean Length of Runs.

The researcher also collected quantitative data through the average score of students. and adjusted to the fluency scale by Jong Hultsjin.

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CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

The data of this study are qualitative data. The qualitative data were taken from the fluency level of students score in a speaking test. This research was conducted at Islamic University of Riau. The subject of this research were English Language Education students in third semester of B class with 20 students random. In this study, the researcher collected data by administering a speaking test to the students. They were given five topics from which to choose. They were asked to give a brief speech for that. It would take two minutes recorded. The transcription of a short talk recording served as the research data.

The objects of this research were the level of fluency of students. In order to analyze the data, many procedures were taken. There were three steps to the speaking test. The first step researcher will transcribed the audio that was recorded by the students. The second, researcher used four speaking fluency measure to test the transcribed. Those measurements were Speech Rate (SR), Filled Pause (FP), Disfluent Syllable (DS), and Mean Length of Runs (MLR). Using this mean score, the level of fluency was calculated for each sample. The scale of speaking fluency, derived from the Fluency Scale Ordinate Corporation by Jong Hulstjin (2009) was used to interpret those fluency levels.

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The research question that must be answered is the level of students' speaking fluency in terms of speech rate, pause rate, disfluent syllables, and mean lenght of run. To answer this, the researcher analyzes the data using Stockdale's theory of scale and fluency. As a result, the four measures are used to measure fluency levels. Speech rate score, pause speed score, non-fluent syllable score, and average run duration are the four factors. The measurement uses a 0–100 scoring system to include all of the results. The steps are explained in the figure following table:

Table. IV. 1
Speech Rate Indicator

Sample	Speech Rate	Level	Description
1	63,4	3	Good
2	95,3	5	Native-Like
3	89,8	4	Advance
4	70,2	3	Good
5	104,6	5	Native-Like
6	72,9	4	Advance
7	133,4	5	Native-Like
8	96,5	5	Native-Like
9	101,7	5	Native-Like
10	96,6	5	Native-Like
11	37.9	2	Intermediate
12	62,1	3	Good
13	69,2	3	Good
14	65,2	3	Good
15	61,7	3	Good
16	52,9	3	Good
17	65,2	3	Good
18	85,4	4	Advance
19	70,6	3	Good
20	66,7	3	Good
	1561,3		
Total	78	3	Good

When comparing the students' mean number of syllables per minute (118) to the normal mean number of syllables (162-230), it was discovered that the students could cover 78% of the normal mean number of syllables. In order to obtain ideal speaking fluency, students must improve to compensate for a 22%. After all, a score of 78 on the speech rate indicates that the students' speaking fluency was typically good.

Table IV. 2
Pause Rate Indicator

Sample	Paus Rate	Level	Description
1	91,7	5	Native-Like
2	99,2	5	Native-Like
3	85	4	Advance
4	98,3	5	Native-Like
5	90,8	4	Advance
6	97,5	5	Native-Like
7	99,2	5	Native-Like
8	93,3	5	Native-Like
9	95,8	5	Native-Like
10	95,8	5	Native-Like
11	96,7	5	Native-Like
12	97,5	5	Native-Like
13	95,8	5	Native-Like
14	92,5	5	Native-Like
15	91,7	5	Native-Like
16	97,5	5	Native-Like
17	92,5	5	Native-Like
18	95	5	Native-Like
19	98,3	5	Native-Like
20	94,2	5	Native-Like
	1898,3		
Total	94,9		Native-Like

The students pause rate is 22%. There is no denying the fact that there are some students who have less pauses but the fluency level is better. If we talk

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about the average number of student breaks, it is considered very good with this low percentage. In general, it can be concluded that almost all of the students are fluent because of the low level of pause. Therefore, it can be understood that they have achieved the general expectation of good student abilities.

Table IV. 3
Disfluent Syllable Indicator

Sample	Disfluent Syllable Rate	Level	Description
1	94,8	5	Native-Like
2	99,5	5	Native-Like
3	90,6	5	Native-Like
4	99,1	5	Native-Like
5	95,2	5	Native-Like
6	98,9	5	Native-Like
7	99,6	5	Native-Like
8	96,5	5	Native-Like
9	97,8	5	Native-Like
10	97,8	5	Native-Like
11	98,3	5	Native-Like
12	98,7	5	Native-Like
13	97,8	5	Native-Like
14	96	5	Native-Like
15	95,6	5	Native-Like
16	98,7	5	Native-Like
17	96	5	Native-Like
18	97,4	5	Native-Like
19	99,1	5	Native-Like
20	96,9	5	Native-Like
	1944,3	5	Native-Like
Total	97,2	5	Native-Like

The students' rate of diffluent syllables was discovered to be quite low, at only 20%. It suggests that the majority of students had little difficulties minimizing the use of different syllables in their speech. The average number of

diffluent syllables was 30 syllables, which was 20% of the normal mean syllables

per minute. For EFL students, however, it is acceptable.

Table IV. 4
Mean Lenght of Run Indicator

Sample	Mean Length of Run	Level	Description
1	1,1	0	Disfluent
2	1	0	Disfluent
3	1	0	Disfluent
4	0,8	0	Disfluent
5	1,6	0	Disfluent
6	0,8	0	Disfluent
7	1,4	0	Disfluent
8	1,4	0	Disfluent
9	1,4	0	Disfluent
10	1,1	0	Disfluent
11	0,7	0	Disfluent
12	1	0	Disfluent
13	1,3	0	Disfluent
14	0,9	0	Disfluent
15	1,7	0	Disfluent
16	0,8	0	Disfluent
17	0,9	0	Disfluent
18	1,5	0	Disfluent
19	1,1	0	Disfluent
20	1	0	Disfluent
	19,1		
Total	0,9	0	Disfluent

The students' average running length on the current speaking test shows

that the students' average running length is still very low. That is about 2% of the

total short talks delivered. It also shows that all students have very low scores.

Generally the average score shows an unexpected number.

4.2 Data Analysis

　　The answers to the study questions were readily determined based on the data analysis. The question was designed to determine the students' level of speaking fluency. According to the research question the average speaking fluency level of English Language Education students of the third semester students at the Islamic University of Riau was level 3 or Good, with an average of 67,7 for the four measures. It was also found that the answers from this study were the same as those of previous studies. However there are differences in the assessment of each indicator of speaking fluency measure. The following table contains all of the information :

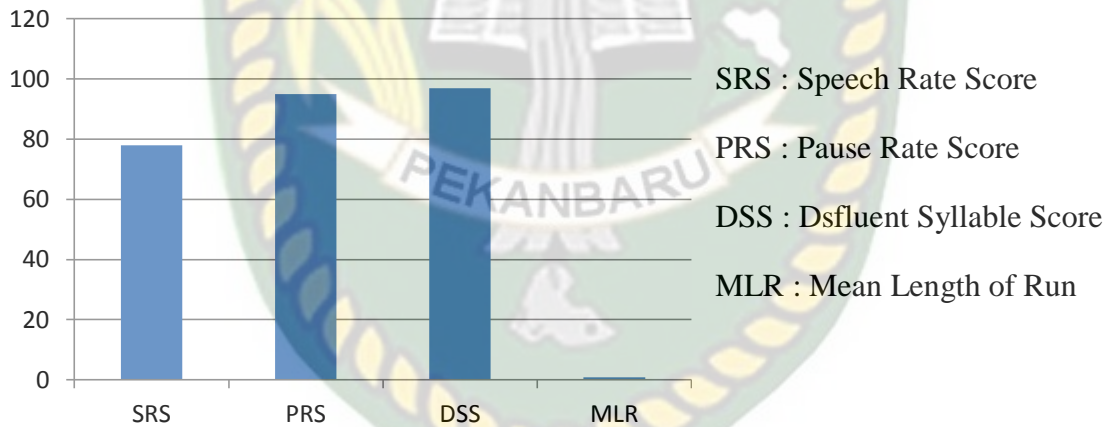Table IV.5
The Students' Speaking Fluency Level Analysis

Sample	Speech Rate	Paus Rate	Disfluent Syllable Rate	Mean Length of Run	Total Score	Level	Description
1	63,4	91,7	94,8	1,1	62,8	3	Good
2	95,3	99,2	99,5	1	73,8	4	Advance
3	89,8	85	90,6	1	66,7	3	Good
4	70,2	98,3	99,1	0,8	67	3	Good
5	104,6	90,8	95,2	1,6	73	4	Advance
6	72,9	97,5	98,9	0,8	67,5	3	Good
7	133,4	99,2	99,6	1,4	83,4	4	Advance
8	96,5	93,3	96,5	1,4	71,9	4	Advance
9	101,7	95,8	97,8	1,4	74,2	4	Advance
10	96,6	95,8	97,8	1,1	72,8	4	Advance
11	37.9	96,7	98,3	0,7	58,4	3	Good
12	62,1	97,5	98,7	1	64,8	3	Good
13	69,2	95,8	97,8	1,3	66	3	Good
14	65,2	92,5	96	0,9	63,6	3	Good
15	61,7	91,7	95,6	1,7	62,7	3	Good
16	52,9	97,5	98,7	0,8	62,5	3	Good
17	65,2	92,5	96	0,9	63,6	3	Good
18	85,4	95	97,4	1,5	69,8	3	Good

19	70,6	98,3	99,1	1,1	67,3	3	Good
20	66,7	94,2	96,9	1	64,7	3	Good
	1561,3	1898,3	1944,3	19,1	1356,5		
						3	Good
Total	78	94,9	97,2	0,9	67,7		

Besides that the table also shows that the 20 students got the same level, namely at level 3 (good). As for fluency indicators, a comprehensive analysis was conducted, with scores for each indicator as a result. The following figure shows the students' average scores on each indicator.

Figure IV. 1

Fluency Indicator Mean Score

SRS : Speech Rate Score

PRS : Pause Rate Score

DSS : Dsfluent Syllable Score

MLR : Mean Length of Run

The graph above shows that the majority of students scored well on the disfluent syllable, which was 97,2. Furthermore, when compared to the disfluent syllables score, which had a pause rate score of 95, most of the students had a lower pause rate score. Furthermore, the majority of students scored 78 on the speech rate. For the mean length or runs, the students received the lowest score of 0,9.

After calculating the mean score for all four fluency measures with a maximum score of 100, the score is translated to the Stockdale Speaking Fluency Scale. Finally, the analysis of the 20 samples revealed that the percentage of students with level 4 or Advance speaking fluency level was 30% (6 students). Without any disappointment, the majority of students 70% (14 students) were at level 3 or Good. The information is depicted in the diagram below.

Figure IV.2

Students Fluency Level
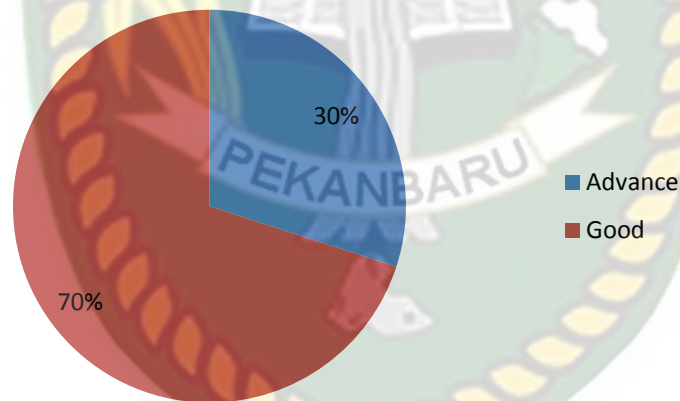
CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter summarizes and recommends conclusions based on the data analyzed and discussed in the previous chapter.

The purpose of this study was to determine the level of speaking fluency of English Language Education students at Islamic University of Riau by considering aspects of language learning while excluding natural physical causes. The purpose of this study was also to identify the factors underlying the disfluency of English Language Education students at Islamic University of Riau.

This study used speaking test instruments. The analysis result comes after gathering some data with these instruments.

1. The majority of students achieved level 3 or a good level of fluency, according to the findings. Some students had a higher level (Level 4 or Advanced). Because the average duration of students and the break rate were thought to be excessive, it was also important to improve level 3 to level 4 students and students who are at level 4 can increase their abilities to level 5 or the highest, namely native speakers. This was the primary cause of students inability to meet their fluency goals.

2. Meanwhile, based on observations, disfluency factors included having difficult tasks, the pressure of having limited absence allocation, and always focusing on the meaning of what was discussed during the conversation. As a result, three methods must be implemented in order to

assist disfluent students and increase students' fluency levels. Those who make tasks easier by gradually increasing the difficulty, imposing appropriate time constraints, and providing more opportunities to perform meaningful tasks.

On the result of this research, some suggestions are proposed:

1. For English Language Education at UIR, it is suggested that more materials with recommended methods provided by some experts be developed in order to improve students' fluency because it allows for more significance activity, progressive task difficulty, and more time for students to plan and prepare themselves. This action should ideally assist students in increasing their speaking fluency and improving their speaking ability.

2. In order to enrich the study and discussion related to the topic of students' speaking fluency levels, it is advised that the research discussion be broadened by using a larger scale, as well as improving and varying the instruments and test settings.

3. Furthermore, it is advised that future study include more indicators and fluency assessments in order to change the research variables and expand the range of analysis.

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