

SELF-ESTEEM ON STUDENTS' ENGLISH SPEAKING FLUENCY

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Abstract

Most English learners want to be fluent in English but quite a lot of British students at the Islamic University of Riau avoid speaking in English. According to empirical studies, the success of language learners especially the smooth component was also significantly affected by self-esteem. In this regard, this study was conducted to determine the amount and rate of speech self-esteem in students majoring in English at the Islamic University of Riau. The design of this research is descriptive quantitative. There is one variable that is fluency. Its population is half of six students and eight semesters of the school year with a total of 112 students 2012/2013. Purposive sampling technique successfully filters out 16 students as the sample. The research findings showed that 11 of 16 students high self-esteem are categorized into levels of non-conversant with a range between 98-147spm. Conversely, there are 5 students categorized into levels conversant with a range between 167-196 SPM. From the interpretation of the data, the authors concluded that not all students high self-categorized into fluent level.

Key word: *Self esteem, speaking fluency*

KEPERCAYAAN DIRI TERHADAP KELANCARAN BERBAHASA INGGRIS

Abstrak

Kebanyakan mahasiswa bahasa Inggris ingin fasih dalam berbahasa Inggris namun cukup banyak mahasiswa Inggris di Universitas Islam Riau menghindari berbicara dalam bahasa Inggris. Menurut studi empiris, keberhasilan pembelajaran bahasa terutama komponen kelancaran juga secara signifikan dipengaruhi oleh harga diri. Desain penelitian ini adalah deskriptif kuantitatif sampel. Temuan penelitian menunjukkan bahwa 11 dari 16 siswa tinggi harga diri dikategorikan ke dalam tingkat non-fasih dengan kisaran antara 98-147spm. Sebaliknya, ada 5 siswa dikategorikan ke tingkat fasih dengan kisaran antara 167-196 spm. Dari interpretasi data, penulis menyimpulkan bahwa tidak semua siswa diri tinggi dikategorikan ke dalam tingkat fasih.

Kata kunci: *Percaya diri, kelancaran berbahasa Inggris*

1. INTRODUCTION

Communication itself is defined by Davis (1967) in Mehta et. al (2010) as the transfer process of information and understanding from one person to another person. It seems like the way of reaching others with their ideas and thoughts which can be expressed through words or body movements. As a result, others can grasp easily the substance of the ideas, notions, and thoughts.

Since 1967 English language has become a foreign language subject taught at some formal schools in Indonesia. Until now, English language has already been introduced to our children since they study at the kindergarden level. It shows clearly that English is a prestigious language which most people wish to have.

Having language means that we are able to use it spontaneously as a communication tool in a society. To have a language, we have to use it; to use it, we have to speak it! Likewise having an English language, also means that we are capable to use English spontaneously as a communication tool in our society. To have English language, we have to use it; to use it, we have to speak it!

In fact, based on the writer's observation, it was found that quite a lot of English students at Islamic University of Riau could not communicate in English language as spontaneous as possible. They tended to avoid speaking English with the other English learners. Whereas, speaking English should be practiced very often at any time and any place they can. Even a university is a suitable place where students can get partners to practice with. It is really a misfortune if English students waste this opportunity. In contrast, some others could communicate smoothly and even

fluently. These significant differences among them who studied at the same university and had lectures from the same lecturers encouraged the writer to investigate what causes this tendency.

Then the writer had a deep look on the literatures and found that speaking was reported as the greatest source of language learners' anxiety. This affective side of the learner can stunt the progress of language learning, even for the learners who fully understand the aspects of how to learn a language. It is a very important issue and has been discussed by some experts in this field. They believed that some affective sides have big and strong influence on the success or failure of language learners. Anxiety is one of the signs of low self-esteem that can influence the progress of language learning.

Self-esteem itself is a self-judgement of worth or value based on a feeling of efficacy. It is like how someone expect to be accepted and valued by others who are important to them. Self-esteem represents an individual's need to belong and feel loved unconditionally. It is assessed by an individual's ability to handle life situations and tasks and is interpreted from feedback received from others.

According to Maleki & Mohammadi (2009) in Koosha et.al (2011), they found that the more successful learners had higher self-esteem than the less successful ones in performing oral communication. In addition, Koosha et.al (2011) also found that there was a significant relationship between self-esteem and speaking skill with fluency exerting the most influence.

Along the history of foreign language teaching and learning, speaking has always been considered as

the most essential skill to be mastered. EFL learners regard speaking as the most important skill they should acquire. The need for speaking mastery in English has been increasing dramatically because of the position of English as an international language for communication. Nazara (2011) explained that this tendency to give priority to the speaking mastery makes speaking skills as a measure of one's English mastery. Therefore nowadays speaking becomes the first skill which other people judge regarding to one's linguistic ability.

In Nazara's journal (2011), Nunan (1999) defined speaking based on its function as a way to verbally communicate for mostly interpersonal and transactional purposes. Interpersonal language is for social reasons like greeting, compliment. Then, transactional language is for service encounters like ordering food or booking a hotel room. In addition, Nazara (2011) concluded speaking definition from Van Lier (1989), Nunan (1999), and Gumperz (1999) et al. is as a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts.

Besides, speaking is asserted by Hornby (2007) in Nurmansyah's thesis (2010) as the ability to use words in order to express our ideas, feeling, thoughts and need orally.

Furthermore, Burnkart (1998) in journal of English Teaching entitled "Students' Perception on EFL Speaking Skill Development" (2011) stated about three areas of speaking knowledge :

1. Mechanics involves pronunciation, grammar, and vocabulary. It uses the right words in the right order with the appropriate pronunciation.
2. Functions involve transaction and interaction. Transaction is similar with information exchange;

Interaction is similar with relationship building.

3. Social and Cultural norms involve turn-taking, rate of speech, length of pause between speakers, relative roles of participants. It understands how to consider who is speaking to whom, in what circumstances, about what, and for what reason.

Many learners of English as a foreign language (EFL) are more dominant to improve their speaking skills than any other language skills. However, according to Khan (2010) speaking still becomes a difficult skill to develop and improve in the foreign language context, despite having years of classroom teaching. Based on the research released by Jean Gross in Hawkes' article (2010), there are more than one in five boys and one in seven girls have difficulty in learning to talk. Hinkel (2005) in Nazara added that speaking is the most complex and difficult skill to master. The last, Kline (1989) in his book entitled "Speaking Effectively: A Guide for Air Force Speakers" strongly supported that speaking is the greatest fear for most people especially EFL learners. It seems that becoming a good speaker is really challenging.

By understanding these explanations above, speaking in EFL context can be concluded as the most important ability - using words in order to express our ideas, feeling, thoughts and need orally- but also the difficult one to master.

According to Syakur (1987) in Nurmansyah's thesis (2010), there are some aspects influencing how well people speak English as following :

a. Grammar

In online English Language Learning (ELL) article entitled "Speaking Skills of an ESL student

published on March 8th 2011, grammar is defined as the branch of linguistics dealing with the form and structure of words (morphology) and their interrelation in sentences (syntax). It is also the rule for speaking according to the form and usage of a language.

b. Comprehension

In speaking, a speaker is required to respond and speech. By comprehending the topic which will be talked, the subject can be easier to elaborate the idea.

c. Vocabulary

Based on Kernerman dictionary, Vocabulary defines as the words somebody knows or the words of a particular language, book, etc. It is one of the important speaking components that we must have. Willid in Nur's thesis (2010) strongly stated that we need sufficient vocabulary to communicate or express our ideas both oral and written.

d. Pronunciation

AMEP research centre (2002), Pronunciation refers to the production of sounds that we use to make meaning. Pronunciation is an umbrella term that encompasses the interrelated areas of sounds, phonetic symbols, stress, intonation, and rhythm. Based on these above explanation, the writer concluded that pronunciation means the production of sounds consisting of stress, intonation, and phonetic symbols.

During a conversation, pronunciation is the first and most important thing other speakers notice. Gerard (2007) in Nurmansyah's thesis (2010) added that a speaker who constantly mispronounces a range of phonemes can be extremely difficult for other speaker to understand. Others are more likely to understand you, if you

make grammatical mistakes rather than in pronunciation.

e. Fluency

It is understood as the flow and smoothness of delivery speech. Oral fluency is viewed as an important characteristic of language speech, which is often as the object of evaluation in testing language proficiency (Riggenbach, 1991; Freed, 1995 in Cucchiarini et al., 2002). As the explanations above, the writer will investigate the fluency components which is often taken as the object of speaking assessment.

The second language speech production model is assumed same basically as for L1 production (Bialystok & Smith, 1985; Wiese, 1984) in Crookes (1991), while recognizing that there are differences between them. Crookes (1991 p.116) believed that the production of second language speech may be difficult, unfamiliar, accessible to consciousness rather than automatic, and involving risk.

Levelt (1989) in Bygate proposed speech production from psycholinguistic views. It involves four major processes : conceptualization, formulation, articulation and self-monitoring. The first process is concerned with planning the message content. It is about background knowledge of topic and speech situation. This conceptualizer ensure communication goes to plan. After that, the formulator finds the words and phrases to express the meanings, order, and put them in the appropriate grammar. The third process is articulation. It relates with the articulatory organs such as : lips, tongue, teeth, palate, velum, glottis, cavity, and breath. The last is self-monitoring, the ability to identify and correct self-mistake in speaking.

The purpose of EFL learners is to be fluent in the target language – English. It means that they are able to express their thoughts, ideas, notions, and feelings easily with more attention to meaning than form in any given situation. This general definition is written by Jong and Perfetti (2011) in their journals.

The term fluency can be used in at least two ways. Lennon (1990) in Steinel et al. & De Jong (2011) distinguished it into a broad definition and a narrow definition. In the broad definition, fluency is like general speaking proficiency and includes accuracy and complexity of the output. Whereas fluency in the narrow definition relates to smoothness and speed of delivery. It is restricted to temporal measures, such as: speech rate, number of pauses or hesitations.

In addition, Segalowitz (2010) in Steinel et al (2011) proposed three notions of fluency in detail as follow:

- (1) Cognitive Fluency > as the fluency that characterizes a speaker and efficiently plan and execute his speech.
- (2) Utterance Fluency > as the fluency that can be measured in a sample of speech. One can define utterance fluency objectively by measuring (temporal) variables of the speech sample, such as : speech rate, articulation rate, mean length of runs, phonation-time ratio, the number of silent pauses per minute, the mean length of pauses, the number of filled pause per minute, the number of disfluencies per minute, pace, and space.

Utterance fluency itself is distinguished into three aspects as Skehan and Tavakoli (2005) in De Jong (2011) said, namely :

1. Breakdown fluency refers to the ongoing flow of speech and can be

measured by counting the number and length of filled and unfilled pauses.

2. Speed Fluency refers to the speech is delivered and can be measured by calculating speech rate.
3. Repair Fluency refers to how often speakers use false starts, make corrections, or produce repetitions.
4. Perceived Fluency > as the fluency that reveals from the listeners' impression of a certain speech sample.

From these above definitions based on many experts, the selected term of fluency in this study is same as the narrow definition based on Lennon and the speed fluency as one of utterance fluency aspects based on Skehan and Tavakoli. If it is, fluency is defined as the smoothness and speed of delivery speech which can be measured by calculating the speech rate as the temporal variable.

According to the journal entitled "Relationship between the stuttering severity index and speech rate" was conducted by Department of Physiotherapy (2003) with stuttering seventy adults in Sao Paulo, Brazil; its result suggested that speech rate is an important indicator of fluency levels and should be included in the assessment and treatment of stuttering.

In 2000, Freed asked six native speakers of French to evaluate the fluency of students learners of French, and to rank the most potential features of fluency. The result was more than half of the judges selected "speech rate". (in Segalowitz, 2010, p.4).

2. METHODS

In this study, the measure of speaking fluency is on the speech rate. It is more precise to classify fluent and dysfluent speaker. Andrews and Ingham

(1971) set us that normal speech rate is in the range 115-165 wpm or 162-230 spm. This range has been accepted universally for measuring speech rate. Kaushal et. al. (2011) also used this normal speaking rate in analyzing Punjabi Speakers' speech rate in India.

Affective sides of language learners may influence the learning processes positively or negatively. One of the affective side contributes important role in language learning is self-esteem. Branden (1994) determined self-esteem into two components namely feelings of self-worth reflected appraisals, and feelings of efficacy based on the observation of the effects of one's own actions.

After that, Rubio (2007) also added his own definition of self-esteem to summarize the major components above as a psychological and social phenomenon in which an individual evaluates his own competence according to some values, which result in different emotional states, and becomes developmentally stable but is still open to variation depending on personal circumstances.

In addition, Schiraldi (2007) in his book entitled "10 Simple Solutions for Building Self-esteem" defined self-esteem as a realistic, appreciative opinion of oneself. Realistic means we are dealing in the truth, being accurately and honestly aware of our strengths, weaknesses, and everything in between. Appreciative means that we have good feelings overall about the person we see.

Furthermore, Park and Lee (2005) stated that a sense of self-esteem derived from assessing the self in relation to others and external world. Branden (2001) stated that self-evaluation is an omnipresent factor in man's psychology.

From all explanations above, it seems that self-esteem strongly relates with the personal evaluation, assessment, and judgement of the self-worth, self-appraisal which are expressed in the attitudes toward themselves. This personal evaluation comes from the subjective experience.

There are three divisions of self-esteem that has been mentioned in the literature. According to Brown (2000) in Park and Lee (2005), they are global, situational, and task self-esteem.

Global self-esteem is the general personal assessment that we make of our own worth or value over the time and across different situations. It also means like overall self-rating. Situational self-esteem is one's own assessment in particular situation such as education, work, and home. Task self-esteem refers to one's own assessment in particular task of particular situations, such as listening, speaking, reading or writing in language skills.

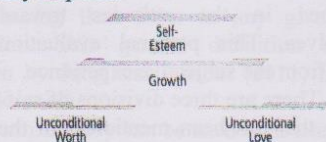
In this study, global self-esteem is chosen due to it covers overall self-appraisal and self-efficacy of one-self and is most relevant to psychological well-being.

Self-esteem begins to be shaped in early childhood. According to Mayo Clinic Medical Education and Research Organization (2011), It can change unpredictably and be influenced depend on things as follow :

1. Your own thoughts and perceptions
2. How other people react to you
3. Experiences at school, work, and in the community,
4. Illness, disability, or injury
5. Role and status in society

Positive self-esteem relies on three important factors. Schiraldi (2007) divided the first two factors are unconditional worth and unconditional love, the third factor is growth.

Unconditional worth and love become the secure foundation for the growth. Generally, growth proceeds more effectively once the first two factors are securely in place.



(Schiraldi, 2007)

A basic notion of this factor is all people have equal, immeasurable, unchanging intrinsic worth as a person. Worth as a person is neither actually earned nor increased or diminished by external factors, such as the way people treat you.

Externals are outer events or circumstances that can alter the way we experience our worth but actually do not change our worth. Eventhough certain externals or experiences can camouflage or hide one's core worth, like a dark cloud or haze that surrounds and obscures it.

Once we are sure of our equal intrinsic worth, then we are relieved of the need to compete in order to establish worth. We are less inclined to judge ourselves and compare ourselves to others. In short, we become more secure in our own worth, and thus in ourselves.

The psychologist Abraham Maslow in Schiraldi (2007) noted that psychological health is not possible without love for the essential core. If the core is like a seed, then love is the nourishment that helps the seed grow.

Love helps us experience our worth and enjoy the process of growing. Eventhough we might not always have the love of others, we can always choose to love ourselves. As Mother Teresa said that each individual person has been created to love and be loved.

Growing is a direction and a process into action. We tend to feel better about ourselves when we are living constructively. Growing does not change our core worth, but it helps us to experience it with greater satisfaction. We grow as we try to lift others along with ourselves, as we develop in character and personality, and as we discover ways to enjoy wholesome pleasures.

Self-esteem is a significant factor in language learning. According to Heyde (1977) in Kanafani, ESL learners with high global self-esteem most likely believe themselves to be significant, worthy, capable individuals of learning another language. On the other hand, students who feel they do not have the ability to learn a second language usually have low global self-esteem. For example, if students believe they are good readers, they will look for opportunities to improve and increase their reading skills; however, if they believe they have difficulties with reading, they will likely avoid tasks associated with reading and give up more easily when they are required to read.

To more specific, the signs of high self-esteem and low self-esteem are explained below.

High self-esteem equals with having positive self-esteem. According to Witmer & Sweeney (1992) in Anderson (2002), self-esteem is significantly related to the quality of life and physical and mental well-being. People have high self-esteem claim to be more likeable and attractive, to have better relationship, and make better impressions on others. It means that someone with high self-esteem generally feels good about their ability to participate, confident in social situations and happy with the way they are.

Rosenberg (1965), the foremost researchers on self-esteem, said that nothing can be more stressful than the experience of lacking the basic anchor and security of a wholesome sense of self-worth. A person with low self-esteem can be very critical of themselves – viewing themselves in a negative way, feeling other people don't think highly of them and that they are not very good at things such as school or sport, or interacting with friends and peers.

In addition, Morris Rosenberg – a former professor of Social Psychology at the University of Maryland – has conceptualized the characteristics of high and low self-esteem. He saw the high self-esteem people are more likely to seek personal growth, development and improvement. They do not have the feelings of superiority, arrogance, contempt for others, overwhelming pride. Whereas, they have self-respect, appreciate own merits, recognize personal faults, and the reversed low self-esteem signs.

On the other hand, low self-esteem people are more likely to feel awkward, shy, conspicuous, and unable to express themselves with confidence. They always worry about making a mistake, being embarrassed or exposing themselves to ridicule. Besides, they have a strong incentive to avoid people or circumstances that reflect negatively on their feelings of self-worth. They are hypersensitive and hyperalert to signs of rejection, inadequacy or rebuff. They tend to be protective and defensive. They are more depressed and unhappy. They have greater levels of anxiety; instability; and suffer from a lack of satisfaction with life in a general. Their general approach of life is avoiding risk and embarrassment. As a result, they never able to discover what they can do

The word “self-esteem” is often related with foreign language learning. From the pioneers until now, there have been so many studies examined self-esteem and its effect to language learning, such as : Rubio (2007), Koosha B., et.al. (2011), Kalanzadeh, G.A., et.al. (2013).

A number of studies have shown the effect of self-esteem – affective factor – as one of the important factor to determine success generally in academic performance, particularly in language learning . (Hui-Ju Liu, 2008; Chapman & Tunmer, 1997; Choi, 2005; Marsh & Yeung, 1998; Schneider & Kurtz-Costes, 1994) were reported in Koosha (2011) that found that self-esteem affects academic performance in English among EFL students positively. Another study was also conducted by Hayati and Ostadian (2008), then revealed that students' listening comprehension was significantly influenced by their self-esteem. This also supports earlier studies in this era.

Considering the relationship between self-esteem and oral communication, Maleki & Mohammadi (2009) in Koosha et al. (2011) found that the more successful learners had higher self-esteem than the less successful ones in performing oral communication tasks. It seems like low self-esteem students tend to avoid taking the risks to communicate in the target language; they feel deeply insecure and focus on their lacks. While, high self-esteem students have more willing to speak up in groups. This result is strongly supported by MacIntyre, Dornyei, Clement, and Noels (1998) in Wang (2004) that self-esteem and the factor of self-esteem including global and situational self-esteem in L2 communication underlie willingness to communicate.

Besides, Kassaian et al. (2011) have detected among Iranian EFL learners' achievements in oral production then found that fluency was the only factor which was significantly affected by self-esteem, although the other sub-skills of oral production showed various degrees of influence, yet not statistically significant.

The findings may be interpreted to mean that those who enjoy higher levels of self-esteem are more sociable, more risk taking and more prepared to share their views with others regardless of whether, lexically or grammatically, they produce what can be regarded as accurate or standard or even correct English.

Koosha B., et.al. (2011) conducted a study entitled "The Effects of Self-esteem, Age and Gender on the Speaking Skills of Intermediate University EFL Learners". This study examined the relationship between self-esteem and speaking skill. Twenty intermediate Persian learners of English at Islamic Azad University were selected as sample. These undergraduate students were assigned to tell a short story in their course of Oral Production. For measuring five subskills of speaking, the researchers used a modified version of Farhady, et.al.'s scale. Then For measuring self-esteem, the researchers used Sorensen's (2005) questionnaire containing 50 items. These questionnaires were distributed to all participants to fill out. The result revealed that fluency is the only component of speaking subskills which is significantly affected by self-esteem.

Kalanzadeh, G.A. , et.al. (2013) conducted a study entitled "The Influence of EFL Students' Self-Esteem on their Speaking Skills". This study is an international journal belong to Iranian researchers who investigate the

relationship between the EFL intermediate students' self-esteem and their speaking skills. The researchers distributed the self-esteem questionnaires developed by Lui et.al. (2005). Two groups of university were selected as the low and high self-esteem participants based on their responses given to a questionnaire. For measuring speaking skill, the researchers utilized a standard oral proficiency test based on the scales provided by Farhadi et.al. (1995). The result showed that there is a difference value of 8.40 of the mean of these two groups on the same test. It indicated that the correlation between the students' self-esteem and their verbal performance is significant.

3. FINDINGS

After filling out the questionnaire, there were found 16 students out of 112 students categorized into high self-esteem students. They were tested to speak about one topic related "What makes my life worthy" with the duration time about 3 minutes. Then, the researcher recorded it by using video camera.

Speech Rate (Sample 1)

Sample 1 exposed that caring and attention from people surrounding her especially her parents were the best things that can make her life worthy. The recorded utterance was videotaped as follow:

My name is Vitri. So, Good morning. Nice to think you friends this morning. Well, here I am going to tell you what things that able to make my life feels worthy. So, as I know that we live here surrounding by others such as parents, friends, and others. So sometimes, I thought that my life is unusual

especially for me. I don't know why because something when I get in bad condition. It makes me feel that it is useless for me to survive here because I can't do everything. I can not do the best for me. But sometimes I can be able to be better. It is because of there is caring and attention that given by everyone around me such as : my parents, my friends , another. So I would like to tell you one of my experience that I have ever got trouble when I am going to get to the university. And then my wish that I can go to State University. I can join in state university. But in reality I can not I can not I can not join that. So It makes me sad because my wish either too high I can't. My prediction my wish that I am going to be able to be one of the student at the state university. But reality doesn't say yet. So at the time, my parents also support me, giving me caring , give attention for me. They said that this is not one of the unsuccess for you because it will be open other thing many doors for you to give a best to give better a life for you. So even you can join in private university it doesn't mean you are the worst people. so I feel that that's the right one. So, after I join in private university. I said that this is a chance for me to prove to them that I am the best between them. I am the best of them. So , after that that is one of my experience that makes can make my life feel worthy. So based on the speaker experience, I said to myself that there is nothing useless in this world because as long as you want to make it as long as you want to getting something try try and try to do the best. So caring and attention is the best thing that can make my life feel worthy. (525 syllables)

Total Words (TW) : 417 words
 Total Characters (TC) : 2016 characters
 Total Syllables (TS) : 525 syllables

Total Duration (TD) : 186 seconds

In order to calculate sample 1's speech rate, the suggested formulation from Rigenbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{525}{186} \times 60$$

$$SR = 169 \text{ spm}$$

Sample 1 got the numbers of speech rate was 169 spm. It indicated that sample 1 could produce 169 syllables per minute. The numbers of sample 1's speech rate can be categorized into fluent level.

Speech Rate (Sample 2)

Sample 2 exposed that having great family, soulmate, friends and her own capability in managing time and multi-tasking skill was the things that can make her life worthy. The recorded utterance was videotaped as follow:

Assalamualaikum. My name is Alin. What makes what makes my life worthy. I thought that of course my love my life worthy because I have great family, I have great friends, i have great people who will make me happy around me and then and then also I do I do I do a good things in my life also I do I do a good a good attitude in my to my self. And then I have a good boy friend also. And my life is worthy is because my family love me, and my friends love me, and and I have a lot of friends here. And my school is good, not good enough but good still good. And sometimes I feel I iam not good enough at the specific things for example I can not do I can not do good thing for making make my body thin. It's hard. And then but I can I can I can I can do thing in in one time so many things in one time for example I can I can clean my room, and then while I I I

I broom my floor something like that. And then I can manage my time. good. I admit that because I am good at manage my life my time. I can separate time for playing with my friends and for study. Like that that makes my life worthy. And and the my my ability in school is good enough but not really good. But I am I feel satisfied with myself with that. And my I have I have a good friends will always accompany me everytime and then and then they they they always support me in no time. In in in what is it and then I proud I proud enough with myself because I am good in fashion especially in hijab. And then I I am good in mix and max my dress and that that's make my life worthy with that. And I I am trying to I am trying to honest with myself. That that is important thing in my life. (431 syllables)

Total Words (TW) : 359 words
 Total Characters (TC) : 1657 characters
 Total Syllables (TS) : 431 syllables
 Total Duration (TD) : 194 seconds

In order to calculate sample 2's speech rate, the suggested formulation from Riggensch (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{431}{194} \times 60$$

$$SR = 133 \text{ spm}$$

Sample 2 got the numbers of speech rate was 133 spm. It indicated that sample 2 could produce 133 syllables per minute. The numbers of sample 2's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 3)

Sample 3 exposed that making his parents happy, continuing master degree in Malaysia, and creating a new family with his beloved wife were the things

that can make his life worthy. The recorded utterance was videotaped as follow:

My name is Yudi. What makes my life worthy actually there is so many. I need to achieve in my life especially I want to make my parents happy. Because there is so many things they have given to me. And I want to reply what they have given to me. And then the second one I want to find a job that has corelation with my education background. And the second one I want to continue my study abroad just near country. I need to go abroad and then I need to find new environment, new situation in outside this country , especially in Malaysia. Because there are so many things that I like in Malaysia about their culture, and then about the the situation and the the condition. It's quite same with Indonesia. So that's why I choose Malaysia to be my journey my next journey to to to continue the the second degree. And then thats one of the way of me that to make my my parents happy. Because we happen it there is mean that they have given to us since we were child. So that's why i want to make my parents happy. And then i want to build the new family actually. to make to make small family and then to have wife to have children. To I need to educate them well. i need to educate my wife well. to to to get everything I want. And then maybe to find new house in I want be reach, some thing like that. And stay in the house, and then create the small family with the something like that. That can make me happy in in my life. (377 syllables)

Total Words (TW) : 287 words
 Total Characters (TC) : 1426 characters
 Total Syllables (TS) : 377 syllables
 Total Duration (TD) : 153 seconds

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In order to calculate sample 3's speech rate, the suggested formulation from Rigenbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{377}{153} \times 60$$

$$SR = 147 \text{ spm}$$

Sample 3 got the numbers of speech rate was 147 spm. It indicated that sample 3 could produce 147 syllables per minute. The numbers of sample 3's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 4)

Sample 4 exposed that having great experiences to find a lot of friends with multi-cultures and multi languages was the things that can make his life worthy. The recorded utterance was videotaped as follow:

My name is Sigit Kartadi. I am study in UIR, English Faculty. This is I want to explain what my life is worth. First, I am proud that i was born in great province actually in my hometown in Dumai. I was in great i was in Dumai for elementary school and i am moving to Java Island to continue my schools. that's i was felt so worth. I want great experiences. I am moving one to another looking for some great experiences such as found many friends, found great environment , found many more things that I could probably make it as my life worth my life worth. And now without any suggestion for other things, now I am living in Pekanbaru. I studied here as long as four years. Now I am in the last level. And this is one this is part of my good experience life good experience. In this level, I I am grow growing up and growing up and as good behaviours and this is the level where I could found great opportunity to many things such as : looking for a

job, planning for such as a family, and make it my life worth is found a lot of friends changing experiences of their lives into my lives. Changing one another attitude even one another person is so different. But from many cultures in my experience, there is a very interesting thing that differences make us unite as as civilians in Indonesia. And I am proud to be Indonesian because we have so different many different things such as languages, cultures, and form all these things we could live together. Thank you. Good afternoon. (403 syllables)

Total Words (TW) : 280 words
Total Characters (TC) : 1487 characters
Total Syllables (TS) : 403 syllables
Total Duration (TD) : 185 seconds

In order to calculate sample 4's speech rate, the suggested formulation from Rigenbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{403}{185} \times 60$$

$$SR = 130 \text{ spm}$$

Sample 4 got the numbers of speech rate was 130 spm. It indicated that sample 4 could produce 130 syllables per minute. The numbers of sample 4's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 5)

Sample 5 exposed that her achievement, her goals and making her parents proud of her were the things that can make her life worthy. The recorded utterance was videotaped as follow:

Hello my name is Nur Ingsyira Fitrah Herman. You can call me Ing Ing. I am sixth B class. Well what makes my life worthy. Actually there are so many so many case that makes my life worthy

such as my achievement, my spirit, and my goal in this life. The first one is about my spirit. In this life, I have to be so spirit to get all my goals. The first one is I always try to do my hardest to to creat my goal. The second one is I want to make my parents say that we are proud of you. To hear they they say we are proud of you, that is kind of a wonderful things for me. So that i have to be spiritful create my goal. The first one is I have to reach I have to get so many achievements in the campus. And Alhamdulillah i already get some of them. The first one is I am be the first winner in English Public Speaking in Pustaka Wilayah Pekanbaru. And I also already get the third winner in debate championship with my partner and etcetera. And all of that, i tell it to my parents, and I show them the certificate. And thats all make them proud of me. And the say that this is not the useless thing to give me money to give me fee to graduate my college because I get what they want to. Next is what makes my life worthy is My parents said that you are different with another person in my age. Example I have a high spirit and I am also high motivated person. Even my parents always give me enough money, and support my necessary. But I also try to find a job to help them so They will they will see that I am independent. They will not see me as a spoiled person. And what makes my life worthy I already have a what high desire to graduate my soon soon and then I will finish my master degree overseas. Maybe that's all . Thank you. (458 syllables)

Total Words (TW) : 353 words
 Total Characters (TC): 1722 characters
 Total Syllables (TS) : 458 syllables
 Total Duration (TD) : 193 seconds

In order to calculate sample 5's speech rate, the suggested formulation from Riggensbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{458}{193} \times 60$$

$$SR = 142 \text{ spm}$$

Sample 5 got the numbers of speech rate was 142 spm. It indicated that sample 5 could produce 142 syllables per minute. The numbers of sample 5's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 6)

Sample 6 exposed that the capability of English linguistics and the people surrounding him who already support much were the things that can make his life worthy. The recorded utterance was videotaped as follow:

Well the thing that makes my life become worthy is that I have a capability of linguistic . I mean I can learn foreign languages very easily. Well, this is the thing that I think is very worthy because I just I can have plenty of friends and just by learning foreign languages and the most important thing that learning a foreign langguages is that I just can get on with other people that I dont know well. I don't but I just feel like learning a new language is just like my life. I mean this the thing that I can really that I think learning a new languages is door way to go around the world because this is you know my my my passion to study foreign languages i just can go around the world. And the most important thing my life is that learning english is very important. You know so I think learning a new language is very important and learning english is very very important for me because this is my way of teaching English overseas so well I think after

graduating from from my university I will be continuing studying TESOL as as why most of student grant because I really want to teach english such as in Korea in Japan in in Africa in Mexico. So so I think the most important thing that that I need to have and and thing like something worthy for my self is that learning a new language. Learning English is is something you know worthy for me to have you know plenty opportunities. And yes and I think well actually there are so many worthy things in my live such as my parents well they have been supporting me to study english even further and well actually the most important that makes our live become worthy is that we need to have our own motivation great motivation to study to study very very hard. So I think learning a new language is very important and you know people in our surrounding is very important as well because they support us they they they decide us whether our life is worthy or not so in my conclusion parents friends teachers and people is our surrounding are the important component for us to makes our life become worthy so I think the control of ourself is the indicator of you know a worthy life I think thats my opinion thank you. (Ricky Fernandes, 580 syllables)

Total Words (TW) : 415 words
 Total Characters (TC) : 2176 characters
 Total Syllables (TS) : 580 syllables
 Total Duration (TD) : 180 seconds

In order to calculate sample 6's speech rate, the suggested formulation from Rigenbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{580}{180} \times 60$$

$$SR = 193 \text{ spm}$$

Sample 6 got the numbers of speech rate was 193 spm. It indicated that sample 6 could produce 193 syllables per minute. The numbers of sample 6's speech rate can be categorized into fluent level.

Speech Rate (Sample 7)

Sample 7 exposed that being the best graduation from Islamic University of Riau, making her mother happy, and seeing her sister successful were the things that can make her life worthy. The recorded utterance was videotaped as follow:

My name is R Tyra Indah Lestari. I am from F class. Dessy questions exactly is what is something that will make my life be worthy. I would answer is if I can be the best graduation from islamic University of Riau and then I can make my mom feel happiness and then sees my sister be success people one day. Have a nephew from my first sister. and can be useful for all of people. it will really can make my life be worthy and also I always have a dream to work in a big company like chevron, pertamina and etcetera. Because maybe there are the questions for me why I choose english department and then I work in the company. It's not it's not have a coherent anything exactly. But English if we I don't know how to say i am really nervous right now. exactly the first point is i want make mom feel hapiness, I want buy car for my mom. I want also buy a house near in my house one day. I want have a my own family, have a good husband, have a lot of children. And also I don't know what I am gonna to say again. I just want I can be useful for everyone. I can stand up in front of lot of people with my own

proud with everything that I have and when I one day see you my friend I can say I am a success people. I success to get my dream. I have a big salary. I have my happy family. I can make my mom dream become true. I can see my sister be the best graduation from her college. I have a lot of nephew from my first sister. If my family happy, I am also happy. Okay I think that's all. So thank you very much. (384 syllables)

Total Words (TW) : 320 words
 Total Characters (TC): 1513 characters
 Total Syllables (TS) : 384 syllables
 Total Duration (TD) : 180 seconds

In order to calculate sample 7's speech rate, the suggested formulation from Riggenschach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{384}{180} \times 60$$

$$SR = 127 \text{ spm}$$

Sample 7 got the numbers of speech rate was 127 spm. It indicated that sample 7 could produce 127 syllables per minute. The numbers of sample 7's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 8)

Sample 8 exposed that his parents and teachers who were the things that can make his life worthy. The recorded utterance was videotaped as follow:

Okay, good afternoon every body. My name is Hasbi Runggu. I am the student of the University of Riau ninth semester. I have one opinion i have one opinion about what makes my lie is worthy yes what makes my life is worthy. I think very it's a lot of the things alot of the things that make our life is worthy. The the one of that is just like I I have one example and that is my

specially and then there is there is a special special that is my maybe my parents. Why i say like that. Why I say like that because in my education in my activity it's not go far away from my from my parents. my my my life or my my life is begin from my my my parents and thats it's really really really true. And that I think its so it's it's happen it happens too with your life. When maybe the body anybody else life i think its the same with me. I think that is they they have the same opinion with me. their parents is very special to our life for our life. okay and for for the other is the first maybe my parents, and the second is maybe the teacher. And I guess the teacher or I think that the teacher is the second parents for us in what in doing activity in doing our daily activity especially for me as students college . Especially for me as students college, I need a teacher. Of course for showing how to be a good for me because I am a student how to be a good student. And I think its very very its very one of the worth things. Okay maybe that's it, and that's all and the last thank you. (400 syllables)

Total Words (TW) : 312 words
 Total Characters (TC): 1486 characters
 Total Syllables (TS) : 400 syllables
 Total Duration (TD) : 189 seconds

In order to calculate sample 8's speech rate, the suggested formulation from Riggenschach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{400}{189} \times 60$$

$$SR = 126 \text{ spm}$$

Sample 8 got the numbers of speech rate was 126 spm. It indicated that sample 8 could produce 126 syllables per minute. The numbers of sample 8's

speech rate can be categorized into non-fluent level.

Speech Rate (Sample 9)

Sample 9 exposed that his parents, friends, and his good future were the things that can make his life worthy. The recorded utterance was videotaped as follow:

My name is Reka. Twenty-two years old and I was born in Pekanbaru. And now i am studying in Islamic University of Riau. The things that make my life to be worthy is so many things that make my life to be worthy. The first thing is my family. Why i choose my family because my family give important thing in my life for exampmle they give me spirit in my study until i have a spirit to make they proud of me. Because of the things that I just I just can think that why what the things make my my parents of course my parents to be proud is I will give all of all of the things that will be make them proud for example I am be the champion in the class or or etcetera. Another things that make my family give me something to make my life to be worthy is when I was the children I have I have not good in the body for example I am too easy to be sick, too easy to be ill because I have not good body, but my parents give me support and give me a care so take care of me and then give me a spirit to be to bring my life to be good until this one. And then I think that my life to be worthy , the second is my future. My future, why is my future because my future give me I can't imagine what will I do in the future what will I want to be in the future. And then the another things that my life to be worthy is my friend because I have so many friends that make me smile always always smile and always happy in my life. And then give me a challenge to be how to

make and how to be a good man to be to be a good man in my life. And then the last thing is my self. My self because I have I have a spirit I am proud of me because my life give me a thing that no one can give that one because myself can trigger me how to be a good man in my life. And ofcourse the last thing is my experience, my experience so many experience that give the give the example and give me the things to be good. And that's all of my that's all the things that make me so worty in my life. thank you for the attention. (526 syllables)

Total Words (TW) : 432 words
Total Characters (TC) : 1995 characters
Total Syllables (TS) : 526 syllables
Total Duration (TD) : 188 seconds

In order to calculate sample 9's speech rate, the suggested formulation from Rigenbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{526}{188} \times 60$$

$$SR = 167 \text{ spm}$$

Sample 9 got the numbers of speech rate was 167 spm. It indicated that sample 9 could produce 167 syllables per minute. The numbers of sample 9's speech rate can be categorized into fluent level.

Speech Rate (Sample 10)

Sample 10 responded and stated that helping others, having a lot of friends, and singing well were the things that can make his life worthy. The recorded utterance was videotaped as follow:

Okay, my name is Bonawansances. I am living in Marpoyan. I am from Minas, one of small town in Riau Kabupaten Siak. And I am think that my life is worthy what my life is worthy because I

am born to help each other and I have a lot of friends. I love to love them, and one thing I have something in my self that I can use to make some make them happy with me and that's my way to be one of good in friendship then my life is beautiful because I love to see that someone very happy when they are beside me and then my life will be happy if they feel happy too. And my sadness is not their sadness. So I am happy if they are happy, so I am sad if they are sad. That's my opinion so I think I have something because in my heart that I want to make my parents proud of me and I want to make them they are not they are not satisfied to send me to college then want to show to them. I am not bad. I can finish my college and I got my job. And about I have something talent in my self. That is I can sing well. and that's make me proud of my self. I have a good voice. I can sing well. And I will become a singer and make a big show. What else. I am very happy about my self. There is something there is something that I can show to another people that is myself. I can show that and I can do it if they give a chance. And then I think that's it. (344 syllables)

Total Words (TW) : 289 words
 Total Characters (TC) : 1328 characters
 Total Syllables (TS) : 344 syllables
 Total Duration (TD) : 176 seconds

In order to calculate sample 10's speech rate, the suggested formulation from Riggensbach (1991) was used as follows:

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{344}{176} \times 60$$

$$SR = 117 \text{ spm}$$

Sample 10 got the numbers of speech rate was 117 spm. It indicated that sample 10 could produce 117 syllables

per minute. The numbers of sample 10's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 11)

Sample 11 responded and stated that making her parents happy by graduating soon and getting nice job; and making something useful for others were the things that can make her life worthy. The recorded utterance was videotaped as follows:

Hello, My name is Vanti Septiami. You can call me Vanti. I am from eight C. And Now I am a student in Islamic University of Riau English Department. And now I wanna tell you why my life is worthy. And the reason is I wanna make my family especially my parents always happy to me and always proud to me. I wanna make them proud with all things I do for them and for me. And then that's why now I want to graduate from my school as soon as possible and get a good nice mark from my school. And then after that getting nice job and getting nice fee for me. And maybe I can give it to my parents I hope so. It happens because when I see my brother and my sister they can be responsible to their selves. They do not wanna get money from parents. I wanna be like them. And I hope I wanna be more than them because now they have good job good fee. And then they have their own family, and they are so happy. And it makes my parents hope to them and always happy to them. That's why I wanna be like them. And the next why my life is worthy because because of me because I live in this world. I wanna make something special for all people. I wanna make something good for me and for my environment. I wanna make something useful for all people. They can realize that they can do what we say it. They can talk to me. All people can talk

to me. And before I die, I wanna before I die, I wanna make it happen. I wanna make all my dreams come true. And I believe I can do that. And I will do that. And I don't know how to say. I think that's all thank you for hearing my story and bye bye. (410 syllables)

Total Words (TW) : 328 words
 Total Characters (TC) : 1572 characters
 Total Syllables (TS) : 410 syllables
 Total Duration (TD) : 180 seconds

In order to calculate sample 11's speech rate, the suggested formulation from Riggibach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{410}{180} \times 60$$

$$SR = 136 \text{ spm}$$

Sample 11 got the numbers of speech rate was 136 spm. It indicated that sample 11 could produce 136 syllables per minute. The numbers of sample 11's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 12)

Sample 12 exposed that her parents and friends were the things that can make her life worthy. The recorded utterance was videotaped as follow:

Hello , my name is Irmayanti. Somethings that make my life worthy. The first I I am proud of my mother. My mother is a a pretty person, a beautiful girl, bautiful woman I mean. My mother always support me in my study in my life, in my everything. My mother is one one person that important for me. My mother always keep me in everytime, and then I proud of my father too. My father is a handsome man. My father is the best father for me. And then I am I am proud of friend too. I have many many friends in my in my

university. My friend is is a friendly and my friend is a good friend too. They they always support and help me in to do anything in university in campus and support me in make me to be to be a good person, to be a good in a in study. And my friends , my father and my mom, they are the important things, they are the important person for me in my life. they can make me feel my life worthy. And then my friend in my my life so give me some support to do my proposal and then to do improve my my ability and then I think thats all for this time. Okay. (291 syllables)

Total Words (TW) : 225 words
 Total Characters (TC) : 1077 characters
 Total Syllables (TS) : 291 syllables
 Total Duration (TD) : 175 seconds

In order to calculate sample 12's speech rate, the suggested formulation from Riggibach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{291}{175} \times 60$$

$$SR = 99 \text{ spm}$$

Sample 12 got the numbers of speech rate was 99 spm. It indicated that sample 12 could produce 99 syllables per minute. The numbers of sample 12's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 13)

Sample 13 exposed that helping others, getting appreciation for people surrounding her and having lovely family were the,things that can make her life worthy. The recorded utterance was videotaped as follow:

Hello oke my name is Vefy Putumas. Whats thing that my life is worthy. I think when I was born in this world. I have big. I was born in the biggest

family with have a big family that they are respect with me and they are so love me. And I have in this world in this world I have so many friend that also respect with me and very very kinds to me. And sometimes before and one time before when I do my. I think that I have important. I became an important person in this world when. I can help my friends. Another friends that has have consultation with the same advisor with my advisor another friends my my advisor suggest another friend to To folllow my my proposal they can. They can they will cheat cheat my proposal and I think yah there are so many friends that. Ask me how to make a good proposal but actually. I'm not confident with my proposal yet but my advisor asked me to help another friends so when at the time I think that in this I have some advantage to help other people so I think I am so I have I worth. I think I worth in this world and then. Sometimes sometimes I feel what feel down about something that I have high motivation to finish my study so and the I think I am so happy live in this world because in my around my circle there is so many people that appreciate my appreciate my my live in life. They has become the best friend in my life so I think I am happy with that and I think I feel worth with this. (376 syllables)

Total Words (TW) : 292 words
 Total Characters (TC) : 1436 characters
 Total Syllables (TS) : 376 syllables
 Total Duration (TD) : 184 seconds

In order to calculate sample 13's speech rate, the suggested formulation from Riggensbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{376}{184} \times 60$$

$$SR = 122 \text{ spm}$$

Sample 13 got the numbers of speech rate was 122 spm. It indicated that sample 13 could produce 122 syllables per minute. The numbers of sample 13's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 14)

Sample 14 exposed that being a proud son for his parents, helping friends, and being a good teacher were the things that can make his life worthy. The recorded utterance was videotaped as follow:

My name is Suhendri. I come from kepulauan riau. Thats make me worthy when I can make my mother and my father proud to me because can see. My mother and my father happy when i successe in the future is is something different with others. I feel when I can do it to my mother and my father is the good good good attitude and everybody will be proud to me when I can do it. Not only that I want to make. I want to be a good teacher that's why I choose this subject this department english department faculty because be a good teacher when I teach I feel happy. I feel good and I can see when my student my happy it makes me happy also. Sometimes I can I can not make my student understand what I teach but I know its the consequent when I I tobe a teacher is the is the I so sad when I see my student difficult confuse with my materi but I try to make they understand what I want to teach it is not only make me sad but also I I can not control my emotion when I teach it is my bad habit to me the next the change is make me worthy is when I can help my friends because friendship not only understand each other but we we are also can help each other. It is make me happy when my friends ask to me something and they need some help to me and I I I am

happy when I can do because my friends is everything for me firstly. (361 syllables)

Total Words (TW) : 279 words
 Total Characters (TC): 1317 characters
 Total Syllables (TS) : 361 syllables
 Total Duration (TD) : 201 seconds

In order to calculate sample 14's speech rate, the suggested formulation from Rigenbach (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{361}{221} \times 60$$

$$SR = 98 \text{ spm}$$

Sample 14 got the numbers of speech rate was 98 spm. It indicated that sample 14 could produce 98 syllables per minute. The numbers of sample 14's speech rate can be categorized into non-fluent level.

Speech Rate (Sample 15)

Sample 15 exposed that being a good sample or leader for her sisters and brothers was the things that can make her life worthy. The recorded utterance was videotaped as follow:

Okay My name is Windy Reflusia and I'm twenty years old and I am from english department of Islamic University of Riau so because I would like tell you about the worthy in my life. It is the first that I am the oldest in my family and I am going to be a leader for my sister and brother then this time I would like to tell you that I am will be like an example for in my family that I can motivate my sister and my brother to keep for work and study at home and helping each other. And in this case I choose english department and I feel comfort to do that. Then I would to go I wanna be a teacher in the future it's not only to teach english but to help another

to have courage in English. That the fact naturally and honestly not too much and another I have a reason because to help other for example to motivate and I feel happy to help give a help other people around. And next maybe in knowledge, we can share the back every teacher is not difficult be a teacher but how to be a real teacher you know that different right? And in this case inference many so so diferent like in community its a home family. I can make an example for other and I can be the best. I mean honestly it can call I better than another family. I mean my brother and sister and I can teach them how to do this how to do that that. They can not or maybe their careless or something like naturally as a grow I have to pay attention to exercise at home and helping mother at home cooked cooking washing and others even my brother. As long as he is in a role good I so. I dont need to give more attention because I am not scolder with him and for friend that very very welcoming to share anything that make me have a many time to my friends. Everytime that shared as long as has a time and have good health I can do that. You know in my family I'm English department, my sister is medical student and my second sister study at senior high school and my brother still in junior high school , so when people think that medical student is better than english department going to be a teacher but I dont think so I just keep patient that they talked about. And I just proud of my self. (591 syllables)

Total Words (TW) : 436 words
 Total Characters (TC): 2156 characters
 Total Syllables (TS) : 591 syllables
 Total Duration (TD) : 186 seconds

In order to calculate sample 15's speech rate, the suggested formulation from Riggensch (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{591}{186} \times 60$$

$$SR = 190 \text{ spm}$$

Sample 15 got the numbers of speech rate was 190 spm. It indicated that sample 15 could produce 190 syllables per minute. The numbers of sample 15's speech rate can be categorized into fluent level.

Speech Rate (Sample 16)

Sample 16 exposed that God, education, and social creatures or friends were the things that can make his life worthy. The recorded utterance was videotaped as follow:

Assalamualaikum Warahmattulahi Wabarakatuh, My name is Ahmad Alhawarizmi. I'm one of student Islamic University of Riau. And I'm now in eight semester. In this case, I'm asked to say things about what makes my life worthy. And there is I mean there are three things that make my life worthy. The first one is God. And the second one is education. And the third one or the last one is friend or social creatures. So I would like to talk about the first one, God. Why I said God here as the one makes my life worthy. Because by knowing the God itself, I know what is my goal so I have to do a kindness thing. And even in one of Hadis, it says that a better person a best person is the one who can be helpful to another. So in this case I know, what my life is, what I have to do, and then that's make my life worthy. So I don't I don't I know what my goals. So I don't have to do anythings that is really weird or disturb anybody. And then the second one is education. So, why do I

talk about education. Because education is a process or a bridge that a bridge between God and social creatures creatures or friends. So By having education itself, I can educate any people anybody to do a good thing also. Because I think that is coming from God will be delivered by education. So education is kind of process because education also what makes people be a good person so it means that I am helpful enough for another people because I can maybe like change someone's world and even us youth include become agent of changing. Then the third one is social creature so social creatures is so important. Because God need us to be socialized to another people by having education, by having what our goals, and then by knowing those kinds of things, we know what we have to do. And social creature is the object that we have to implement what we are going to do. Because the kindness itself couldn't be implement if there is no any objects that we we help to be implement. So I think that's all. Thank you (527 syllables)

Total Words (TW) : 392 words
 Total Characters (TC) : 1970 characters
 Total Syllables (TS) : 527 syllables
 Total Duration (TD) : 161 seconds

In order to calculate sample 16's speech rate, the suggested formulation from Riggensch (1991) was used as follow :

$$SR = \frac{TS}{TD} \times 60$$

$$SR = \frac{527}{161} \times 60$$

$$SR = 196 \text{ spm}$$

Sample 16 got the numbers of speech rate was 196 spm. It indicated that sample 16 could produce 196 syllables per minute. The numbers of sample 16's speech rate can be categorized into fluent level.

4. DISCUSSION

After transcribing their utterances and checking the test recording, the researcher counted their speech rate. It involved the number of syllables they produced and the duration of time they spent in seconds. The writer also analyzed the level of their speech rate whether categorized into fluent or not fluent level

The numbers of students' speech rate were obtained by counting the total of syllables a speaker produced divided by the total of duration including pause time that expressed in second, then multiply it by 60 to convert the time to syllables per minute. The chart and recapitulation of the research data were presented as follow: Based on the analysis of the transcription of student's utterance, sample 1 produced totally 525 syllables in 186 seconds. As the result, her speech rate in the recording was 169 spm. It was in the normal speaking rates suggested by Andrew and Ingham (1971) namely 162 – 230 spm. According to it, sample 1 was declared as a high self-esteem student and also a fluent speaker.

The writer's research questions were answered. It showed that 11 of 16 samples had speech rate lower than the normal speaking rates and were categorized into non – fluent level. Meanwhile, 5 of 16 samples had speech rate in the normal speaking rates and were categorized into fluent level. It indicated that not all high self-esteem students were categorized into fluent level.

This result was supported by Baumeister et al. (2003). In their journal, it stated that high self-esteem just partly effects to good performance. Therefore, the effect of self-esteem will

vanish when other affective factors were controlled. According to Yurong and Nan (2008), these other factors are motivation, personality differences and anxiety.

5. CONCLUSION

There are two conclusions that the writer carry out based on the result of the research. It can be seen as follows:

1. The speech rate of high self-esteem students at Islamic University of Riau were in the range between 98 – 196 spm. It denoted that the lowest speech rate was 98 spm and the fastest speech rate was 196 spm.
2. Not all high self-esteem students at Islamic University of Riau were categorized into fluent level. There were 11 of 16 samples identified with lower speech rate.

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