

CHAPTER I

INTRODUCTION

A. Background of the Study

English language in Indonesia is a foreign language. In learning English should be known that there are four skills which have to be mastered such as reading, listening, writing, and speaking. Speaking is one of the skills that have to be mastered by students in studying English, especially by students of English Education Department.

Speaking course at the English Education Department at The State Islamic University of Sultan Maulana Hasanuddin Banten is compulsory. The lecturing process is conducted by local lecturers. This course is conducted for four consecutive semesters. By having such a compulsory speaking course, English Education Department students are expected to be able to communicate in English orally. Although they have learned speaking course in four semester they are still unable to speak English with good fluency.

Meanwhile, Stockdale states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (like aaa and emm), self-corrections,

false starts, and hesitation.¹ It means, one of the measurements of speaking fluency is when somebody can speak with little silent pauses, be able to keep going when speaking spontaneously.

Despite the speaking course is a compulsory course at English Education Department in State Islamic University of Sultan Maulana Hasanuddin Banten, the researcher found that a lot of students still speak English with few pauses and repeat words. That is proven by her observation in the English Education Department in The State Islamic University of Sultan Maulana Hasanuddin Banten.

The researcher has conducted an observation of the students in the sixth semester of English Education Department. She has observed the students by interviewing and distributing questionnaires. She asked several questions related to speaking and speaking fluency to the students in the sixth semester. Based on the result of the observation, a lot of students argue that their speaking is not fluent. It happens for several reasons, such as rarely to speak English, they worry about making mistakes, nothing to say, partner problem to interact, and teaching-learning activities do not use full English.

Therefore, the researcher going to observe speaking fluency of the sixth semester students of English Education Department using theory proposed by Stockdale and fluency scale ordinate Corporation

¹ D. Ashley Stockdale, *Comparing Perception of Oral Fluency to Objective Measures in The EFL Classroom*, (United Kingdom: Edgbaston, Birmingham, 2009), 1.

in De Jong and Hulstjin. Meanwhile, the sixth semester has chosen because the sixth semester students have learned speaking course in four semester.² In addition, in the sixth semester, the teaching learning activities are using English and students required to speak English more so that it helps her to conduct the research regarding their speaking fluency.

B. Focus of the Study

This research focuses on speaking fluency in the sixth semester of English Education Department at The State Islamic University of Sultan Maulana Hasanuddin Banten. The researcher focus to conduct the research to analyze speaking fluency in the sixth semester of English Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten using theory proposed by Stockdale and fluency scale ordinate Corporation in De Jong and Hulstjin. She uses two instruments to collect the data namely speaking test and interview for deeper analysis.

C. Research Questions

1. How is the level of speaking fluency of English Education Department students in the sixth semester?

² Bayu Hidayat, *Paper*: "An Analysis of Students Speaking Fluency of English Language Education Department At Fourth Semester of University of Muhammadiyah Malang", (Malang: Universitas Muhammadiyah Malang, 2018), 3.

2. What are the problems that faced by students at the sixth semester regarding their speaking fluency?

D. Objective of the Study

1. To know the level of speaking fluency of English Education Department students in the sixth semester.
2. To find out the problems that faced by students at the sixth semester regarding their speaking fluency.

E. Significance of the Study

1. For the Lecturer

The finding of this research is able to give a lot of advantages for the lecturer. Theoretically, the lecturer able to know the kinds of students' problem on speaking fluency. Practically, the lecturer can analyze the kinds of students' problems on speaking fluency. Besides that, the lecturer able to know what should the lecturers do to solve the students' problems on speaking fluency. Finally, teaching and learning speaking skill can be improved and can improve the students' speaking ability and students' speaking fluency.

2. For the Students

The finding of this research also can give a lot of advantages for the students. Theoretically, the students able to know the kind of their problem in speaking fluency. Practically, they can solve their problems by the lecturers guidance and by their motivation themselves. Finally, they can improve their speaking ability and speaking fluency in English.

3. For Other Researcher

The finding of this research can help the other researcher to get a lot of information about students' speaking fluency.

4. For Library

The finding of this research can help people in the university or general to get a lot of information about students' speaking fluency.

F. Previous Study

There are some previous of research that have been conducted by some researchers about speaking fluency:

1. Salam Mairi. The title of his research is **“An Analysis of Speaking Fluency Level of The English Department Students of Universitas Negeri Padang (UNP)”**.³ The researcher used a quantitative

³ Salam Mairi, “An Analysis Speaking Fluency Level of The English Department Students of Universitas Negeri Padang (UNP)”, *Lingua Didaktika*, Vol. 10, No. 2, (December, 2016), 161-171.

descriptive of his research and chose 25 samples. The data were collected using two instruments namely speaking test and questionnaire. The researcher found that most of the students achieved level 3 or good fluency level (16 students). Although the data also showed that some students were at a higher level, level 4 or advanced (3 students). And at a lower level, level 2 or intermediate (6 students). Based on the explanation, the researcher concluded that most of the students in Universitas Negeri Padang were in level 3 of their speaking fluency level.

2. H. Mairi, Sudirman, L.G.R.Budiarta. The title of their research is **“An Analysis of Speaking Fluency Level of the Sixth Semester Students of English Language Education Department in Ganesha University of Education (UNDIKSHA).”**⁴ The researchers used a descriptive qualitative of their research and chose 27 students randomly. The data were collected using two instruments namely speaking test and questionnaire. The researchers found the percentage of students who had intermediate speaking fluency level was 33% or 9 students. Most students were in level 3 or good level was 63% or 17 of the students. Lastly, 4% was the percentage of 1 student who had advanced speaking fluency level.

⁴ H. Mairi, Sudirman, L.G.R.Budiarta, “An Analysis of Speaking Fluency Level of the Sixth Semester Students of English Language Education Department in Ganesha University of Education (UNDIKSHA)”, (2015).

Based on the explanation, the researchers concluded that most of the students in UNDIKSHA were in level 3 of their speaking fluency level.

3. Muhammad Marjan, Mahdum, Syafri K. The title of their research is **“An Analysis of the Fifth Semester Students’ Speaking Fluency of English Study Program of Riau University.”**⁵ The researchers used a descriptive quantitative of their research and chose 24 students. The data were collected using speaking test. The researchers found that the average speaking fluency level of the students of University of Riau were level 3 or good with the average of 63 for the 4 measurements. The research analysis result showed that 71% of the students got level 3 or good, 8% of the students got level 2 or intermediate, and 21% of the students got level 4 or advanced. Based on the explanation, the researchers concluded that most of the students in Riau University were in level 3 of their speaking fluency level.

From previous of research above can be conclude that all of the research above using descriptive of their study. In addition, besides using a speaking test, the research above also using a questionnaire to collect the data.

⁵ Muhammad Marjan, Mahdum, Syafri K, “An Analysis of the Fifth Semester Students’ Speaking Fluency of English Study Program of Riau University, (2016).

Meanwhile, in this research the researcher focus to analyze speaking fluency level using a case study. She uses two instruments to collect the data namely speaking test and interview for deeper analysis.

G. Organization of Writing

In this research the researcher organizes this paper consists of three chapters, there are:

The first chapter discusses about introduction that consists of background of the study, focus of the study, research questions, objective of the study, significance of the study, previous study, and organization of writing.

The second chapter discusses about theoretical framework that consists of speaking and fluency in speaking.

Speaking consists of the definition of speaking, the purpose of speaking, and problems with speaking activities. Meanwhile, fluency in speaking consists of the definition of fluency, speaking fluency measurement, and scale of fluency.

The third chapter discusses about the method of the research that consists of method of the research, place of the research, unit of analysis,

instrument of the research, technique of collecting data, and technique of data analyzing

The fourth chapter discusses about finding and discussion that consist of finding and discussion. Finding consists of test and interview. Meanwhile, discussion consists of speaking fluency level of the students, problems that students face in speaking fluency, and the solutions.

The fifth chapter discusses about conclusion conclusion and suggestion that consists of conclusion and suggestion. Conclusion give the conclusion of the research. Meanwhile, suggestion consists of sugestion for the lecturer, students, and other researchers.