

**AN ANALYSIS OF SPEAKING FLUENCY LEVEL
OF THE ENGLISH DEPARTMENT STUDENTS
OF UNIVERSITAS NEGERI PADANG (UNP)**

THESIS

*Submitted as Partial Fulfillment of the Requirement
to Obtain Strata One (S1) Degree*



**By:
SALAM MAIRI
04663/2008**

**Advisors:
Drs. Zainuddin Amir, M.Pd
Dra. Yenni Rozimela, M.Ed, Ph.D**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF PADANG
2014**

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Salam Mai'ri

TM/NIM : 2008/04663

Dinyatakan Lulus Setelah Mempertahankan Skripsi di Depan Tim Penguji

Program Studi Pendidikan Bahasa dan Sastra Inggris

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

AN ANALYSIS OF SPEAKING FLUENCY LEVEL
OF THE ENGLISH DEPARTMENT STUDENTS
OF UNIVERSITAS NEGERI PADANG (UNP)

Padang, Februari 2014

TIM PENGUJI

TANDA TANGAN

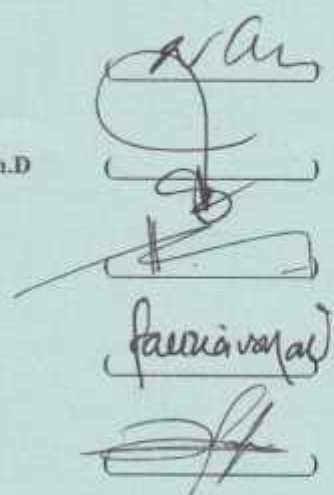
1. Ketua : Drs. Zainuddin Amir, M.Pd

2. Sekretaris : Dra. Yenni Rozimela, M.Ed, Ph.D

3. Anggota : Dr. Ratmanida, M.Ed

4. Anggota : Dra. An Fauzia R Syafei, M.A

5. Anggota : Havid Ardi, M.Hum



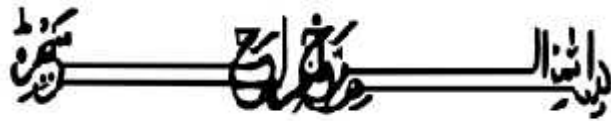
ABSTRAK

Mairi, Salam. 2014. *An Analysis of Speaking Fluency Level of The English Department Students of Universitas Negeri Padang (UNP)*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Tujuan penelitian ini adalah (1) mendeskripsikan kemampuan *fluency* mahasiswa Jurusan Bahasa dan Sastra Inggris dalam berbicara menggunakan bahasa Inggris, (2) mengetahui faktor-faktor *disfluency* yang mereka hadapi. Penelitian ini adalah penelitian deskriptif. Populasi penelitian ini adalah mahasiswa tingkat III Jurusan Bahasa dan Sastra Inggris tahun masuk 2011 Fakultas Bahasa dan Seni, Universitas Negeri Padang. Sampel penelitian ini berjumlah 25 orang yang dipilih dengan menggunakan teknik *simple random sampling*. Data dikumpulkan melalui dua instrumen yaitu tes *speaking* dan angket. Dalam tes *speaking*, mahasiswa diberikan lima topik untuk dipilih dan diminta untuk menyampaikan *short talk* selama dua menit untuk kemudian direkam dengan menggunakan perangkat lunak komputer. Selain itu, di dalam angket yang digunakan terdapat 20 pertanyaan dengan 4 opsi jawaban yang mana semua pertanyaan tersebut mencakup 5 aspek penyebab utama *disfluency* yaitu *difficult task, not meaning-focused, the absence of time pressure, lack of planning and preparation*, dan *unrepeated task*. Data penelitian ini berupa transkripsi dari rekaman *short talk* dan jawaban mahasiswa untuk angket yang telah dibagikan. Dari penelitian ini ditemukan bahwa kemampuan *fluency* mahasiswa di dalam berbicara bahasa Inggris adalah *good* atau berada pada level 3. Faktor-faktor penyebab *disfluency* yang dihadapi oleh mahasiswa mencakup tingkat kesulitan, aspek *meaning-focused*, dan batas waktu pengerjaan dari kegiatan *speaking fluency*.

Kata kunci : *Speaking fluency, fluency level, disfluency, disfluency factor*

ACKNOWLEDGMENTS



First of all, the writer would like to extend his profound gratitude to Allah SWT the gracious and the merciful for His great blessings and guidance that this thesis as a partial fulfillment of the requirements of achieving strata one (S1) at the English Department of Art and Language Faculty of State University of Padang is finally accomplished. In accomplishing this thesis, the researcher has worked with a number of great people. It is a pleasure to convey the deepest appreciation and gratitude to thank them in this acknowledgment.

In this opportunity, the researcher would like to express the appreciation and gratitude to the advisors; Drs. Zainuddin Amir, M.Pd. and Dra. Yenni Rozimela, M.Ed., Ph.D. who had already advised and supported everything during the process in order to complete this thesis. The advisors, who had suggested ideas, suggestions, and guidances from the very beginning until this thesis accomplishment.

It is a great pleasure to be allowed to pay an appraisal to the reviewers in the thesis proposal as well as the examiners in this thesis comprehension test, Dr. Ratmanida, M.Ed., Dra. An Fauzia Rozani Syafei, M.A., and Havid Ardi, S.Pd., M.Hum. The researcher is very thankful for their beneficial time, contribution of thoughts and ideas toward the development and accomplishment of this thesis. In addition, the researcher would like to express another great gratitude to Drs. Saunir Saun, M.Pd. as the academic advisor who had helped the researcher from the very beginning of generating ideas to finally decided the title of this thesis as well as suggesting ideas and guidance during the process of its accomplishment.

Moreover, the next truthful acknowledgments goes to Dr. Kurnia Ningsih, M.A. and Dra. An Fauzia R. Syafei, M.A. as the head and secretary of the English Department. Furthermore, the researcher would like to address the great gratitude to the entire English Department lecturers that had taught and shared valuable, inspirational, and beneficial ideas and experiences to the researcher.

Great thanks are also addressed to the researcher's parents, the beloved Mom and Dad, brother, families and friends for the given support and encouragement. Completing this thesis has been one of the researcher's biggest life challenges. Therefore, it is believed that this thesis is now accomplished not only because of the researcher's hard work but also because of the support and encouragement from the dearest great individuals around him. Finally, the researcher realizes that this work is still far from perfect. The researcher welcomes to the constructive criticisms and suggestions to improve this thesis.

Padang, Januari 2014

Salam Mairi

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem.....	5
D. Formulation of the Problem	5
E. Research Questions.....	6
F. Purpose of the Research.....	6
G. Significance of the Research.....	6
H. Definition of Key Terms.....	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Nature of Speaking	8
B. Fluency and Disfluency	12
C. Disfluency Factors	17
D. Measures of Fluency	22
E. Levels of Fluency.....	25
F. Relevant Previous Studies.....	27
G. Conceptual Framework.....	30

CHAPTER III RESEARCH METHODS

A. Design of the Research	32
B. Population and Sample of the Research.....	32
C. Instrumentation	34
D. Technique of Data Collection	36
E. Technique of Data Analysis.....	37

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Data Description	41
B. Data Analysis	45
C. Findings	62
D. Discussions	65
E. Limitation of the Research	68

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	70
B. Suggestions	71

BIBLIOGRAPHY	73
---------------------------	-----------

APPENDICES	75
-------------------------	-----------

LIST OF TABLES

Table 1	Fluency Levels	25
Table 2	Fluency Scale Ordinate Corporation in Jong and Hulstijn	26
Table 3	Population of the Research	33
Table 4	Questionnaire Instrument Indicators	35
Table 5	Likert Scale Mean Score	40
Table 6	The Students' Speaking Fluency Level Analysis	42
Table 7	Questionnaire Result	44
Table 8	Disfluency Factor: Task Difficulty	54
Table 9	Disfluency Factor: Meaning Focus	56
Table 10	Disfluency Factor: Time Pressure	58
Table 11	Disfluency Factor: Preparation and Planning.....	60
Table 12	Disfluency Factor: Task Repetition	62

LIST OF FIGURES

Figure 1	Conceptual Framework	31
Figure 2	Disfluency Factors Mean Value	45
Figure 3	Fluency Indicator Mean Score	47
Figure 4	Students' Fluency Level	51
Figure 5	Disfluency Questionnaire Answers	52

LIST OF APPENDICES

Appendix 1	Short Talk Topics of the Speaking Test	76
Appendix 2	Questionnaire	77
Appendix 3	Records Analysis	81
Appendix 4	Fluency Level Analysis	82
Appendix 5	Records Transcription	83
Appendix 6	Questionnaire Analysis	108

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a compulsory course in any university in Indonesia which has English department. Those universities may have different classes and focuses on the speaking courses but they share the same idea that speaking courses are necessary for their students. It is because of the fact that in our daily interaction most activities are accomplished through speaking. Besides, speaking skill shows someone's English proficiency in a more concrete way and clearer in daily life. Furthermore, good speaking skill establishes good first impression to the listeners and interlocutors at any speaking-demanded situation of non-native speakers.

Good speaking fluency makes someone's English proficiency much better and sounds smoother, more natural, and more impressive for the listeners. It also provides more effective communication due to the absence of speaking disturbances. Koponen in Luoma (2004:88) says that fluency is about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and also the absence of disturbing hesitation markers. In addition, Stockdale (2009:1) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (*ooo* and *emm*), self-corrections, false starts, and hesitations.

In the English Department of Universitas Negeri Padang (UNP) speaking skill has been one among some fundamental concerned skills for the first and second year students. It is proven by the fact that each student is required to attend several speaking classes to improve their speaking skill. It is found that there are five courses which are meant to improve the speaking skill of the students. They are Intensive Course (IC), Speaking 1, Speaking 2, Public Speaking, and Spoken English Activity (SEA). Ideally, the existence of many speaking courses gives the students more opportunities to have good speaking ability. So, they should have improved their speaking fluency after taking those courses.

However, the preliminary study showed that the fact is contradicted to the expectation. Based on the preliminary study done by interviewing some lecturers of the English Department, the lecturers considered the students' fluency was not good. When he interviewed and asked them to rank the students' fluency level from 1 (means very poor) to 5 (means very good), they put many students of the second year in level 2 (means poor) because they believed that while speaking the students still had many long pauses, and repetition. Further, the researcher's interview with the English native lecturer in the English Department had resulted a conclusion that most students were in level 2 or 1 (means very poor). This fact surely contradicted the expectation that they were supposed to have good speaking fluency because they have studied several courses.

In addition, since the speaking fluency means obtaining the naturalness and the smoothness of the speech like the native speaker, the researcher found that there were still many students who did not have good fluency in speaking. Referring to the researcher's knowledge and experience in everyday interaction with the second year students during July - December semester, he found the interview result agreed the fact. The fact showed that while speaking, the students' speech was always filled by many long pauses, a lot of repetitions, errors, hesitations, and long pauses, and also nervousness.

In term of disfluency Shipley and McAfee (2004:357) categories two kinds of disfluency that can be the indicator to decide the fluency levels; they are fluency disorder and normal disfluency. Fluency disorder is a kind of disfluency category that is mainly related to the weakness or problem of speaker's physical condition related to speech production. The second category of disfluency is normal or typical disfluency. It is a kind of disfluency which is not related to somebody's physical condition. As the matter of fact, it is related to somebody's weakness in the mastery on foreign language. The example of this is the disfluency found in English as foreign language learner who does not have any physical problem related to speech production.

This type of disfluency can be caused by several problems which come from themselves in learning. Referring to Nation and Newton (2009:154-155) we can identify four problems. The first problem is lack of practice, this makes them keep doing what they think as difficult tasks.

Because of English is not their first language, so the learners need to do frequent practice. The practice can be through peer to peer conversation, watching English movie, having more time in the classrooms, and any other individual practices. The second problem is not meaning-focus tasks, this kind of task may lead them to lack of self-confidence or anxiety and nervous. The third problem is lack of target or time pressure in doing the speaking practice. The fourth problem is lack of planning and preparation in every practice, this affect the learners' readiness. Lastly, doing non-repeated task is also the problem. The disfluency causes viewed from this type of disfluency then used to measure the fluency level of the English Department students of UNP.

Thus, this research was aimed to figure out the real situation or fact about the 2011 students' speaking fluency level. Therefore, the researcher needed to do this research to analyze the level of fluency skill and the problems behind this disfluency. Mainly, a comprehensive analysis and research were conducted by finding the indicators and instruments indicating speaking fluency aspects and levels. Each indicator was analyzed in detail to each sample so that the detailed result information used to classify students' fluency into several levels. Also, an interview was used to find out the causes behind the students' disfluency in speaking.

B. Identification of the Problem

Referring to the preliminary research, the research showed that the students' fluency levels were in either level 1 or level 2. This low level of fluency could happen from disfluency factors which actually has two categories. The first category is fluency disorder that sees disfluency from the natural causes. While the second category is typical disfluency in which disfluency comes from them in learning English. Therefore there were several researchable problems could be derived from the background such as the research on finding out the real level of students' fluency in speaking. Another researchable problem was the fluency problem viewed from the fluency disorders. Lastly, the problem of fluency viewed from the typical disfluency perspective.

C. Limitation of the Problem

This research is limited on the fluency level of the students of the UNP English Department and its disfluency factors viewed from the typical disfluency perspective.

D. Formulation of the Problem

The problem of this research is formulated in this following question:
“What are the levels of speaking fluency of the students of the UNP English Department?”

E. Research Questions

The research questions include:

1. What is the students' speaking fluency level viewed from speech rate, pause rate, disfluent syllable, and mean length of run factors?
2. What problems of disfluency do the students face dealing with speaking task difficulty, timing, planning and preparation, and task repetition to have good speaking fluency?

F. Purpose of the Research

The purposes of this research were to analyze and to explain:

1. The students' level of speaking fluency viewed from speech rate, pause rate, disfluent syllable, and mean length of run factors.
2. The problems of disfluency faced by the students dealing with speaking task difficulty, timing, planning and preparation, and task repetition in order to have good speaking fluency.

G. Significance of the Research

This research is expected to give contribution and information about students speaking fluency levels in English language and on the factors of students' speaking disfluency. Therefore, it is hoped that this research can be a reference for further research on teaching speaking fluency for EFL learners. Furthermore, this research is also expected to give contribution on the information about the factors of students' disfluency in speaking English.

It is hoped that the lecturers gain more information and details to develop strategies and materials in improving students' fluency.

H. Definition of Key Terms

1. Fluency: the speaker's ability to produce a smooth flow of a speech without the problems of silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts.
2. Disfluency: speaker's inability to fulfill the demands of fluency characteristics stated in various definitions of fluency formulated by the experts.
3. Fluency measures: the measurement mechanism employed to measure the fluency level.
4. Fluency level: grading levels which explain speaker's fluency whether he or she belongs to a fluent speaker, not fluent, or any other measures.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Speaking

Bailey (2005:2) says that speaking is producing systematic verbal utterances to convey meaning. So it can be understood that speaking is someone's ability to deliver a meaningful message, to express ideas or to say what someone feels and thinks about something orally. In the other word it can be said that speaking is an ability that helps people to express their thoughts and social behavior verbally.

In term of speaking process, it is said that speaking is an oral language that can be both one way and two way communication of delivering meaning that involves producing, receiving, and processing information (Nunan in Brown. 2004:140; Florez. 1999:1). In addition, Brown (2004:141) saying that speaking is a productive skill where it is usually performed in face to face communication and in part of dialogue and other verbal communication. Moreover, he also adds that the form and meaning of spoken language depend on the context, in which it happens, participants involved, the speaker and listener collective experience, the environment, and the purpose of speaking itself.

In term of speaking components, according to Harris (1974:4-11) there are 5 components that influence someone's speaking ability, generally in the analysis of the speech process:

1. Pronunciation

Pronunciation or the way a word is spoken is necessarily important in speaking English. As the matter of fact, especially for the foreign language (FL) learner of English, many Indonesian students find it really hard because it takes much time and effort to learn it. It also includes the segmental features of vocals and consonants also stress or intonation. Thus, pronunciation is an important component of speaking skill so that the listener is able to receive the meaning correctly.

He also explains that pronunciation can be defined as the manner on how someone utters a word that includes five main areas of difficulty. First, pronunciation of individual sounds. Second, sentence stress. Third, rhythm which is important to keep up the flow of the language. Fourth, word stress which is related to the condition given to particular words in an utterance. Finally is intonation which can be thought as the melody of the language according to the context and meanings of the communication.

2. Grammar

In linguistics, grammar is the set of logical and structural rules that arrange the composition of sentences, phrases, and words in any given natural language. By understanding and having knowledge about grammar rules, someone can produce correct sentences in speaking according to its grammatical use. Correct grammar may be an indication that the speaker is an educated person understanding the rule of the spoken language, while

grammar errors show that the speaker does not understand the mechanics of the spoken language.

In short, to have grammatically correct sentences, the speakers must know the usual structure used in English so that they can speak English well. Also, the speakers are demanded to understand that the end purpose of grammar is communication of thoughts and ideas through language. If they do not understand, then the whole point of communication is lost. Consequently, it can not reach what it means by speaking in delivering meaningful message.

3. Vocabulary

Vocabulary is a very important component in speaking. It is very important to communicate to others and understand what one is talking about. One cannot use the language without having knowledge about vocabulary of that language. Besides, without knowing words, someone would not be able to speak smoothly. He also explains that vocabulary itself includes four factors. The first one is the meanings of words. The second one is how the words are used by studying words in context of speaking. The third one is, root words, prefixes, and suffixes. Last, analogies that compare two pairs of word and choosing the pair that go together as speaking.

In short, it can also be said that vocabulary is the total number of words which establish a language. The more words the speaker knows, the

more ways he can use to think about things and express himself in order to communicate successfully.

4. Fluency

Fluency is the smoothness or flow with which sounds, syllables, words, and phrases are said when speaking. In addition, Lennon in Cucchiarini, Strik, and Boves (2002:2863) defines that fluency is the speaker's ability to produce speech at the same tempo with the native speakers without the problems of silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts. So, fluency in speaking means the naturalness of speaking with good flow like it is done by the native speakers of the language.

To speak fluently is very important when relaying information through communication. The more disfluent the speech is, the more difficult it is for the speaker and the interlocutor or listener to engage in a conversation effectively. Just like grammar and vocabulary, fluency in speaking is a signal of a learned and well educated EFL learner. Fluency helps the speaker convey his ideas, communicate his thoughts to others, convince, and even impress with a clear speech and confident. For further understanding about fluency, it is to be discussed in a specified subchapter after this discussion.

5. Comprehension

Comprehension is a deciding factor of whether the message is understandable or not between the speaker and the listener. If the listener understands about what the speaker is talking about, the communication between them can run well. This component is essential to speaking since speaking is all about delivering message.

In short, speaking is an ability to express ideas, thought, and feelings in oral by applying verbal exchange between the speaker and the interlocutor. Moreover, it is clearly known that both those components and skills are positively demanded for students to have in order to be able to communicate well.

B. Fluency and Disfluency

Fluency has been defined in many different ways by many experts. In speaking, fluency is defined as the rate of speaker's capability of oral production in doing speaking activity. Skehan in Zhang (2009:93) says that fluency shows somebody's ability to speak quickly and accurately. Further, he adds that fluency is also someone's ability to speak with good pronunciation, grammatical processing, and word recognition. Besides, Schmidt in Nation and Newton (2009:151) makes it looks simpler and narrower by defining that fluency is a speaker's ability to speak fast and easily without holding up the flow of the speech. It shows that he agrees with

Skehan's definition on fluency which also considers the speed of the talk that needs to be maintained well.

Similarly, Lennon in Cucchiarini, Strik, and Boves (2002:2863) defines that fluency is the speaker's ability to produce speech at the same tempo with the native speakers without the problems of silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts. The researcher believes this definition of fluency is addressed to non-native language learner. So, a very good FL or SL learner is able to speak like the native speakers of the language they are learning.

In a different way, Fillmore in Kormos and Denes (2005:4) comes up in a different way. He defines fluency as someone's ability to deliver a talk in a good length of speech with few pauses and able to fill up the time with talking. From his definition, it can be seen that Fillmore has more concern on filling up the moment of speaking with a talk or the speech rate.

In addition, Koponen in Luoma (2004:88) says that fluency is the quality of the speech with good flow or smoothness, rate of speech, length of utterances, and also the connectedness of the ideas. These are shown through the absence of excessive pausing and disturbing hesitation markers. In term of speech naturalness Richards (2006:14) states that fluency relates to the naturalness of language use occurs in a meaningful verbal interaction and maintains comprehensible and the flow of the activity beside the speaker's personal communicative incompetence. From his definition, it shows that

Richards would like to see the naturalness of someone executing a verbal communication to judge that the speech is fluent or disfluent.

For this research, the researcher uses the fluency definition given by Lennon in Cucchiarini, Strik, and Boves (2002:2863). It is considered to be the most suitable definition of fluency to be used in the course of this research sample because to have native-like fluency in non-native language learning situation which is considered in the FL or SL learners may be really important. Other than that, he mentions that his definition of fluency is addressed for non-native language learner or FL and SL learners. He states that fluency is a speaker's ability to produce speech at the same tempo with the native speakers by omitting several common indicators and problems directing to disfluency like silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts.

Concluding from the theories above, it is seen that speaking fluency is someone's ability to speak quickly and accurately at the same tempo with the native speakers of the language. In addition, it is also a speaker's ability to speak in a good length and can fill up the time with talking without holding up the flow of the speech. Further, fluent speech is also strongly related to the naturalness of the speech. Consequently, the absence of fluency criteria given by the experts lead to disfluency.

In term of disfluency, the concept of disfluency should come up from the speaker's inability to fulfill the demands of fluency criteria stated in various definitions of fluency formulated by the experts in the previous

discussion. On the other hand, filling up the speech with excessive pausing, disturbing hesitations, and also repetitions show that the speaker is disfluent. In addition, by not fulfilling the criteria of fluency given by Lennon like the existence of long silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts would directly mark the speaker as a nonfluent speaker.

Schmidt (1992:358) states that nonfluent speaker needs much more effort and attention in speech task compared to fluent speakers which result on the appearance of hesitations and other fluency problems in the speech. This description of nonfluent speaker by Schmidt shows the big impact of the disfluency can influence the overall speech performance of the speaker. It does not only annoy the speaker and listener by the need of taking longer time to produce the speech flow but also with the disturbances brought up in the speech through the hesitations.

It is believed that there are three side effects created by hesitations to the speaker. First, it lessens the confidence of the speaker since it creates more problems to him or her after the problem in language proficiency itself. Second, it opens the chance to repetitions and correction to the mispronounced words or utterances that would destroy the excellence sense of the speech. Lastly, the hesitations also cause longer pause needed by the speaker to produce the speech fluently as he or she would think about what other people think about the speech, the corrections, and the time to think itself.

Stockdale (2009:20-21) labels disfluency into three main indicators as follow:

1. Restarts : Stockdale defines restarts as times when speaker restart the uncompleted section of the speech for various reason. The researcher believes that the restarts happen because of the mispronounced or misspoken words and the loss of content idea in the speaker's side which could be understood that the speaker is not creative nor is very knowledgeable about the content.

E.g. I had uh many *ourn* tennis tournaments

2. Self-corrections : What Stockdale means with self-correction is the instant occurrences where the speaker makes a significant change toward their speech or message including the choice of vocabulary or the misspoken words.

E.g. from the top was green *then* eh *became* red

3. Repetitions : Stockdale says that it refers to instant occurrences where the speaker does not make significant change toward their speech but repeating the same words or utterances.

E.g. I uh I watched *the the* operation

In addition to the three indicators of disfluency brought up by Stockdole himself, he adds one more indicator given by Chambers which is

assumed to be important. It is the excessive pause that is also needed to be considered as a disfluency indicator. Chambers in Stockdale (2009:6) said that the length of silences or pauses also affect the listener's perception towards the speaker's fluency. Stockdale also points out that a lower frequency of filled and unfilled pauses has been found in some studies to be a good indicator of fluency. It means that excessive pauses may lead to a lower fluency level.

In the researcher's point of view, he agrees with this idea in the sense of the length of the silences or pauses that can be very short or very long. It is fine if the pause length is on purpose for the sake of the speech intonation but it would indicate the presence of disfluency when the long pauses used to think and manage the speech production. To answer that doubts about pauses or silences then a limit of the pause or silence length is to be applied. Stockdale (2009:18) set 0.3 seconds as a settled cut-off point for pauses while the accepted length of pause between sentences is 3.0 seconds as proposed by Rikkenbach in Kormos and Denes (2005:10).

C. Disfluency Factors

Luoma (2004:89) says that disfluency can be measured through machine or human's impression. She adds that the elements of fluency in speaking is related to several aspects of speech such as speaking rate, speech pause relationship, and frequency of disfluency markers such as hesitations, repetitions and self-corrections. Differently, to figure out the factors of

disfluency, the researcher needs to collect its information through questionnaires.

In term of disfluency factors, Nation and Newton (2009:154-155) say that there are five speaking activities criteria which lead the students to disfluency as follow:

1. Difficult Tasks

They both say that the difficult task in speaking activities can surely lessen the fluency of the students. It is caused by many components such as the background knowledge, lessons learned, topics, and the familiarity of the task issues for the students themselves. They believe such difficulties do not help the students to develop their fluency.

On the other hand, the teachers need to provide easy tasks to develop the students' fluency. They say that the experience tasks for the development of fluency involve making sure that the language, ideas and discourse requirements of the activity are all within the learners' experience so that the learners are able to develop the fluency as the skill aspect of the activity. In addition, allowing learners to provide their own topics and to speak on their own preparation and make it suitable for their own development of fluency is also necessary. Thus, when the tasks of practice and training are difficult and not familiar to the students it may lessen the effectiveness of fluency development for their own and cause disfluency.

2. Not Meaning-focused Tasks

When the task or the practice done by the students to develop their fluency is not meaning-focused, it does not help much to their fluency development. It happens because the tasks which are not meaning-focused do not provide a communicative sense of speaking to the speaker. Then it would hardly show the naturalness of the speech especially for the EFL students.

On the other hand, having a clear outcome of an activity encourages a meaning focus because the learners use language to achieve outcome which is to deliver messages or meanings. In addition, they say that commonly used outcomes in spoken activities include completion, distinguishing, matching, classifying, ranking, ordering, choosing, problem solving, listing implications, causes and uses, data gathering, and providing directions. It is important because the speaker have a strong sense of speaking to an audience, even though it may only be an audience of one person so that they try to convince the audience about what they are saying.

3. The Absence of Time Pressure

It is widely known that one way of encouraging learners to reach a higher than usual level of performance is by limiting the time in which they can do something. Learners may also keep a regular record of how long it takes them to perform task, and then try to maximize their effort in

optimizing the time. This could be done with learners recording their speech on some topics.

In addition, it also increases the rate of delivery of the speech. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other components of fluency. Furthermore, he adds that fluent speech is phrasal not word by word. Therefore, the absence of time pressure can cause speaking disfluency when the time pressure does not exist in their language learning activity.

4. Lack of Planning and Preparation

Lack of planning and preparation in doing speaking activities also causes disfluency. This factor involves many aspects of the task such as the readiness of the students, their background knowledge, and the language barriers to do the task. So, another way of reaching a higher level than usual level of performance is to work on the quality of the performance. This can be done through having an opportunity for planning and preparation.

Crookes in Nation and Newton (2009:155) investigated learners who were given ten minutes to plan what words, phrases, and ideas that they would use in their explanation of how to build a LEGO model or complete a map. He found that, compared to learners who were not given time to plan, the learners who planned produced longer utterances, and produced more grammatically complex speech which means that they can perform

better in many aspects including fluency. Then, enough planning and preparation before doing the task can help the students develop their fluency.

5. Non-repeated Tasks

The non-repeated tasks in developing speaking fluency can cause to the disfluency. The tasks which are not repeated in a certain number of times give particular difficulties to the students due to the background knowledge issue. Consequently, the fluency of the speech is to be decreased.

On the other hand, the repetition of an activity is definitely a good way of developing fluency with the particular items and situations used in the activity. The success of repetition activities largely depends on the repetitions involving the same message substantially. Therefore, if the language learner never repeated their fluency development activity, it can cause to disfluency.

Thus, in their practices and trainings in developing speaking fluency, the learners may consider avoiding these five criteria of activities which lead them to disfluency. So the difficult tasks, not message-focused tasks, tasks without time pressure, tasks with lack of planning and preparation, and not repeated tasks in the practice of learning foreign language would be the factors of disfluency in speaking.

In short, there are actually five situations that can support speaking fluency development. The failure to meet those four situations in the learning process may lead to disfluency. The first condition is that all materials the students are speaking are supposed to be largely familiar which means there is no unfamiliar language features or content. The second condition is about the focus that the learners should focus on receiving or conveying meaning. The third is the presence of some pressure or encouragement to perform at a faster than usual speed. The fourth condition is that the learners should be in the presence of a large amount of input or preparation and planning. Lastly, the learners need to keep practicing and exercising themselves by repeating the activities.

D. Measures of Fluency

To measure the fluency level of the speaker, many experts have different idea on its measurement components. In this research, the researcher needs to measure the disfluency score first. There are four components of disfluency needed to be gathered and then analyzed by the researcher. The accumulation of these four components is then used to indicate to which level of fluency the speakers belong to. This method is adopted from Stockdale (2009:26-27) and has been used by many experts to measure speaking fluency.

1. Speech Rate (SR)

Stockdale (2009:26-27) explains about speech rate as a variable to measure the speed of delivery of the words produced for a speech sample per second or minute. In speech rate, the pruned syllables and all disfluencies are to be excluded in the measurement. To calculate speech rate the number of all syllables is divided by the total time required to produce the speech sample in seconds. Then the result is to be multiplied by 60 to find syllables per minute. To give the standard of normal speaking rate in syllables, the Tennessee Department of Education Fluency Resource Packet (2009:24) sets 162–230 is the number of syllables adolescent or adult normally could produce per minute. The calculation is formulated as following :

Speech Rate (SR)

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

ns : number of syllable
ts : time in seconds

Speech Rate Score (SRS)

$$\frac{sr}{230} \times 100 = srs$$

sr : speech rate
srs : speech rate score

2. Pause Rate (PR)

The total number of pauses and filled pauses such as uhm, err, emm including corrections and repetitions are divided by the total amount of time expressed in seconds and then multiplied by 100. The calculation is formulated as following :

Pause Rate (PR)

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

nf : number of pauses
 ts : time in seconds
 pr : pause rate
 ps : pauses score

Pause Score (PS)

$$100 - \left(\frac{np}{ts} \times 100 \right) = ps$$

3. Disfluent Syllable (DS)

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

Disfluent Syllable (DS)

$$\frac{nd}{230} \times ts = ds$$

nd : number of disfluent syllables
 ts : number of time in seconds
 ds : disfluent syllable
 dss : disfluent syllable score

Disfluent Syllable Score (DSS)

$$100 - \left(\frac{nd}{230} \times ts \right) = dss$$

4. Mean Length of Runs (MLR)

Mean length of run between pauses measures the average number of syllables produced in runs of speech between pauses and other disfluencies to give an idea how much is said without interruption. Mean length of runs

is calculated by subtracting the total number of syllables by the times of pauses above 0.3 seconds and other disfluencies then divided by the normal amount of syllables per minutes for the set time of speech sample which is 2 minutes. The calculation is formulated as following :

Mean Length of Runs (MLR)

$$\frac{(ns - np)}{460} \times 100 = mlr$$

fs : number of fluent syllables
 np : number of prunes
 mlr : mean leangth of runs

With these four measures of fluency in which maximum score is 100 the mean score is figured out. The following formula is used to get the mean score of each sample:

$$M = \frac{\sum x}{N}$$

$$M = \frac{x_1 + x_2 + \dots + x_n}{N}$$

To get the fluency level, the mean score is matched with the following level table which was adapted from the Fluency Scale Ordinate by Jong and Hulstjin (2009:47-48) to the preferred implementable form to be used in this research:

Table 1
Fluency Levels

Score	Level	Description
1 – 10	0	Disfluent
11 – 30	1	Limited
31 – 50	2	Intermediate
51 – 70	3	Good

71 – 90	4	Advanced
91 – 100	5	Native-like

E. Levels of Fluency

There are several fluency scales proposed by several experts like Council of Europe in Luoma (2004:72) named Analytic Descriptors of Spoken Language, Weir in Luoma (2004:87) named The Test of English for Educational Purposes Fluency Scale, Fulcher in Luoma (2004:87-88) named A Data-Based Fluency Scale, and the latest in Jong and Hulstijn (2009:47-48) named Fluency Scale Ordinate Corporation.

The scale proposed as Fluency Scale Ordinate Corporation in Jong and Hulstijn (2009:47-48) is as follow :

Table 2
Fluency Scale Ordinate Corporation in Jong and Hulstijn (2009)

Level	Description
0	DISFLUENT Candidate speech is very slow and seems labored and very poor, with many discernable phrase grouping and with multiple hesitations, pauses, false starts and/or major phonological simplifications. In an utterance, most words are isolated and there are many long pauses.
1	LIMITED Fluency. Candidate speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions or false starts render the spoken performance notably uneven or discontinuous. Long utterances have several long pauses.
2	INTERMEDIATE Fluency. Candidate speech may be uneven or

	somewhat staccato. Utterance (if ≥ 6 words) has at least one smooth 3-word run, and there are several hesitations, repetitions or false starts. Speech may have several long pauses, but not unlimited.
3	GOOD Fluency Candidate speech has acceptable speed, but may be somewhat uneven. Long utterances may exhibit some hesitations; but most words are spoken in continuous phrases. There are several repetitions or false starts per utterance. Speech has no too many long pauses, and does not sound staccato.
4	ADVANCED Fluency. Candidate utterance has acceptable rhythm, with appropriate phrasing and word emphasis. Utterances have no more five hesitations, repetitions or false starts. There is only one to five significantly non-native phonological hesitations.
5	NATIVE-LIKE Fluency. Candidate utterance exhibits smooth native- like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural.

Based on the four scales proposed to describe the fluency levels; Council of Europe in Luoma (2004:72), Weir in Luoma (2004:87), Fulcher in Luoma (2004:87-88), and in Jong and Hulstijn (2009:47-48) the researcher concludes that the scale of fluency proposed by Jong and Hulstijn is the most appropriate one to be used in this research for two main reasons. Firstly, it is because this scale includes the proposed disfluency indicators and the measurement components in this study such as the consideration of hesitations, repetitions, corrections, smoothness and flow of the speech.

Secondly, it is because this scale is the latest one which would likely to evaluate the previous speaking fluency scales.

F. Relevant Previous Studies

Some researches have been conducted by different researchers related to the fluency of speaking in English as foreign language or as second language. Firstly, Cucchiarini, Strik, and Boves (2002) did a research on the quantitative assessment of the second language learners' speaking fluency. The research describes two experiments aimed at exploring the relationship between objective properties of speech and perceived fluency in reading and spontaneous speech. To conduct the research, 60 non-native speakers of Dutch were involved in the first experiment of the research and another group of 57 non-native speakers of Dutch were scored for fluency and analyzed to calculate the number of objective measures of speech quality known to be related to fluency. The results showed that the objective measures investigated in their study can be used to predict fluency ratings. Moreover, the number of the variables to be employed appears to be dependent on the specific type of speech material investigated and the specific task performed by the speaker.

Secondly, Stockdale (2009) did a research on finding the objective measurement of oral fluency without involving teachers' intuitive perception based on learners' performance in the classroom. It was conducted at an English private course in Japan with 18 Japanese students. The students are

provided with the topic of “What is new?” but then they were free to choose anything they like to talk about as long as related to the general topic. His research also used computer technology to help him in analyzing the data including the use of Audacity software. It resulted that the speaking fluency assessment through human raters would most likely to employ perception instead of real objective measurement elements. Besides, the possibility of bias judgment remains. Therefore, he suggested the use of multiple levels based on objective measurement elements to level the students’ speaking fluency. Moreover, it opens the chance to omit and eliminate the possibility of biased judgment toward the students.

Thirdly, Bhat, Johnson, and Sproat (2010) did the research over the ESL learners including 26 students with 6 languages background and 5 proficiency levels. The speeches were recorded with computer technology. The research involved 4 topics requiring the participants to describe a movie that they liked, to describe a country they wanted to visit, to describe a picture, and to give their opinion on a social issue after reading a short passage.

In their research 8 measurement elements were used; 1) Articulation Rate which means the number of syllable /duration of the utterance without silent pauses, 2) Rate of Speech which means the number of syllable /total duration of the utterance including silent pauses, 3) Phonation/Time Ratio which means duration of the utterance without silent pauses/total duration of the utterance including silent pauses, 4) Silent Pauses per Second which

means the number of silent pauses/total duration of the utterance including silent pauses, 5) Total Length of Silent Pauses, 6) Mean Length of Pauses, 7) Number of Silent Pauses, and 8) Number of Filled Pauses per Second which means the number of filled pauses in total duration of the utterance including silent pauses. Using 8 measurement elements was aimed to achieve the knowledge of the most accurate measurement mechanism in leveling the speaking fluency ability of the participants. As it was mentioned in their research (Page. 2) resulted that for the automated assessment Rate of Speech, Mean Length of Pauses, Number of Filled Pauses per Second, and Number of Silent Pauses were some of the most accurate ones together with Phonation/Time Ratio.

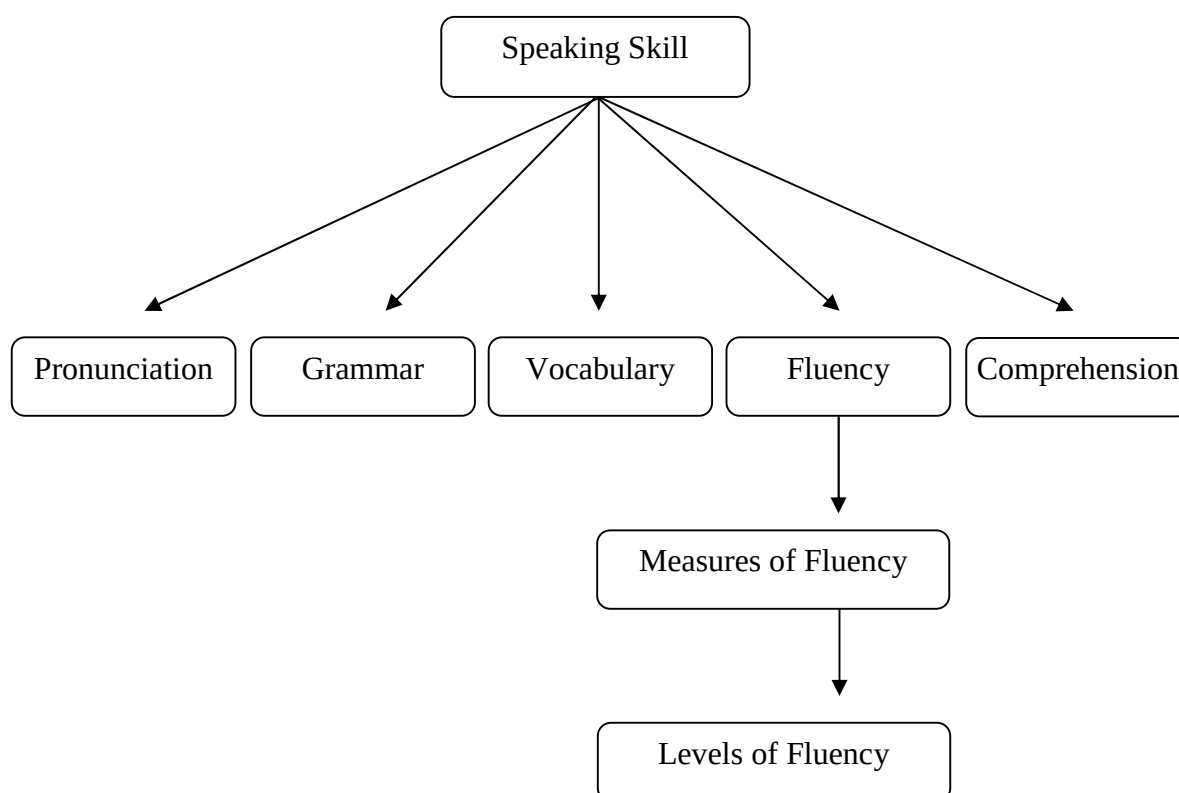
These previous studies conducted by several researchers then inspired this research. Concluding the previous studies, the researches were on 1) exploring the relationship between objective properties of speech and perceived fluency in reading and spontaneous speech, 2) finding the objective measurement of oral fluency without involving teachers' intuitive perception based on learners' performance in the classroom, and 3) finding the most accurate measurement elements to assess speaking fluency ability. The difference between the previous ones and this research is that this research combined the time-normalized measurement elements and the complete speaking fluency scale. It is then aimed to establish one set of assessment tool to analyze the students' natural speaking fluency level. Furthermore, this

research also tried to find out the most common problems faced by the EFL learners to have good speaking Fluency.

G. Conceptual Framework

Having a good speaking fluency skill is one of the things expected from the second year students in order to be orally well-communicated. This research tries to find out their speaking fluency level and the disfluency factors. In carrying out this research, the conceptual framework is described in the following figure:

Figure 1
Conceptual Framework



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As it was mentioned in Chapter I, the purpose of this research is to answer two research questions which are to identify the speaking fluency level and to identify the factors behind the disfluency of the Universitas Negeri Padang students. This speaking fluency and disfluency assessments are viewed from the typical disfluency perspective. Therefore, it only considers the language learning aspects and does not take the natural physical causes into account.

Based on the collected data through two instruments which were the speaking test and questionnaire, and the analysis result of the research, it is found that most students achieved level 3 or Good fluency level. Eventhough, the data also showed that some students were at a higher level (Level 4 or Advanced) and at a lower level (Level 2 or Intermediate). Therefore, it is believed that the English Department of UNP still need to be aware and to concern more on how to improve the fluency level of those in level 2 or Intermediate. Evenmore, it is also necessary to concern about the improvement of the students in level 3 to level 4. As a matter of fact, it was found that the students' mean length of runs and pause rate were considerably high. The mean length of runs and the pause rate were their main holders and problems so that they could not achieve a higher level or an Advanced level.

In term of the factors of disfluency, it is seen that most students considered the difficult task, inexistence of time pressure, and not meaning-focused activity to be the important factors of disfluency which lowered their speaking fluency ability. Thus, implementing the 3 methods which are creating easier task with progressive difficulty, giving appropriate time pressure, and making meaning-focused task to counter those disfluency factors can be helpful in developing a better method of fluency development teaching and learning.

B. Suggestions

Based on the research analysis, findings, discussions, and limitation of the research, the researcher gives some suggestions.

1. It is advisable for the English Department of UNP to develop more materials which suit the recommended methods of fluency improvement suggested by some experts. The material and method development can be by creating more meaning-focused activity, progressive task difficulty, and giving more time for the students to plan and prepare themselves. This effort can further help the students to achieve better speaking fluency ability with a higher speaking fluency level.
2. For the next research, it is advisable to widen the research discussion by taking a bigger scale and probably different instrument and test setting. It will enrich the study and discussion on speaking fluency level.

3. Another suggestion on the fluency level research is to also research on the fluency disorder perspective at the same time. It can be aimed to avoid and minimize the possibility of mixing the samples of those who have fluency disorder background and who do not.
4. Lastly, more indicators of fluency assessment or measurement are also expected to be used in the next research. This action is aimed to vary the research variables and open the opportunity for an extensive range of further analysis.

BIBLIOGRAPHY

- Bailey, Kathleen M. 2005. *Practical English Language Teaching: Speaking*. Singapore: Mc Graw Hill.
- Bhat, Suma. Hasegawa Johnson. and Richard Sproat. 2010. *Automatic Fluency Assessment by Signal-Level Measurement of Spontaneous Speech*. Illinois: University of Illinois.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Cucchiarini, Catia. Helmer Strik. and Lou Boves. 2002. *Quantitative Assessment of Second language Learners' Fluency: Comparisons Between Read and Spontaneous Speech (Unpublished Thesis)*. Nijmegen: University of Nijmegen.
- Florez, M.A.C. 1999. *Improving Adult English Language Learner's Speaking Skills*. Washington DC: ERIC Digest.
- Gay, L. R. and Peter Airasian. 2000. *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall.
- Harris, P. David. 1974. *Testing English as a Second Language*. New Delhi: Tatoo McGraw Hill Publishing Company Ltd.
- Jong, Nivja de. and Jan Hulstijn. 2009. *Relating Ratings of Fluency to Temporal and Lexical Aspects of Speech*. Amsterdam: Utrecht Institute of Linguistics.
- Kormos, J. and Denes. M. 2005. *Exploring Measures and Perceptions of Fluency in the Speech of Second Language Learners*. Budapest: Eötvös Loránd University.

- Luoma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.
- Nation, I. S. P. and J. Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Resource Packet. 2009. *Assessment of Speech: Fluency*. Tennessee: The Tennessee Department of Education.
- Richards, Jack C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Schmidt, R. 1992. *Psychological mechanisms underlying second language fluency*. *Studies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Shipley, K.G.. and McAfee. J.G. 2004. *Assessment in Speech-Language Pathology: A Resource Manual*. New York: Thompson Learning.
- Stockdale, D. Ashley. 2009. *Comparing Perception of Oral Fluency to Objective Measures in the EFL Classroom (Unpublished Thesis)*. Birmingham: University of Birmingham.
- Zhang, Shumei. 2009. *The Role of Input, Interaction and Output in the Development of oral Fluency (CCSE English Language Teaching Journal)*. Vol. 2. No. 4. On December.