

**AN ANALYSIS OF STUDENTS SPEAKING FLUENCY OF
DEPARTMENT ENGLISH EDUCATION AT FOURTH SEMESTER
OF UNIVERSITY MUHAMMADIYAH SURAKARTA**



**Submitted as partial fulfillment of the requirement for the degree of
Bachelor in English Education at the Department of English Education**

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APPROVAL

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Surakarta, April 12, 2022

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Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi faktor-faktor yang mempengaruhi kelancaran berbicara bahasa Inggris mahasiswa, mendeskripsikan motivasi mahasiswa untuk lebih fasih berbahasa Inggris dan mendeskripsikan bagaimana mahasiswa memecahkan masalah mereka dalam berbicara bahasa Inggris di kelas. Penelitian ini dilaksanakan di Universitas Muhammadiyah Surakarta pada bulan September hingga bulan Oktober 2020. Jenis penelitian yang digunakan pada penelitian ini merupakan penelitian kualitatif dengan desain deskriptif. Subjek penelitian ini adalah mahasiswa semester IV Universitas Muhammadiyah Surakarta sebanyak 2 mahasiswa. Data yang digunakan pada penelitian ini berupa kegiatan berbicara mahasiswa di Universitas Muhammadiyah Surakarta yang didapatkan melalui observasi, wawancara, dan dokumentasi. Teknik analisis yang digunakan untuk menganalisis data pada penelitian ini dengan menggunakan teknik analisis data kualitatif model analisis interaktif. Model analisis interaktif yaitu model analisis yang memerlukan tiga komponen berupa reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian ini menunjukkan bahwa 1) Faktor-faktor yang dapat mempengaruhi siswa untuk berbicara lancar antara lain menonton film, mendengarkan musik atau mencari konten melalui you tube. 2) Motivasi siswa untuk lebih fasih berbahasa Inggris adalah hobi travelling dan berkeinginan untuk menjelajahi setiap sudut negara di dunia ini, serta impian untuk bertemu dengan mereka dan melakukan percakapan dengan idolanya secara lancar dan tanpa membuat kesalahan. 3) Berdasarkan hasil penelitian diketahui bahwa cara siswa menyelesaikan masalahnya adalah dengan sering berlatih berbicara di depan cermin dan melihat diri sendiri untuk memastikan bahwa mereka dapat mengontrol latihan berbicara di kelas maupun saat berlatih di rumah.

Kata kunci : Kefasihan, berbicara, bahasa Inggris.

Abstract

The purpose of this study was to identify the factors that affect students' fluency in speaking English, describe students' motivation to be more fluent in English and describe how students solve their problems in speaking English in class. This research was conducted at the Muhammadiyah University of Surakarta from September to October 2020. The type of research used in this study was a qualitative research with a descriptive design. The subject of this research is the fourth semester students of Muhammadiyah University of Surakarta as many as 2 students. The data used in this study were in the form of student speaking activities at the Muhammadiyah University of Surakarta which were obtained through observation, interviews, and documentation. The analytical technique used to analyze the data in this research is using qualitative data analysis techniques with interactive analysis models. The interactive analysis model is an analysis model that requires three

components, namely data reduction, data presentation, and conclusion drawing/verification. The results of this study indicate that 1) Factors that can influence students to speak fluently include watching movies, listening to music or searching for content through you tube. 2) The motivation of students to be more fluent in English is the hobby of traveling and the desire to explore every corner of the country in this world, as well as the dream of meeting them and having conversations with their idols smoothly and without making mistakes. 3) Based on the results of the study, it is known that the way students solve their problems is by often practicing speaking in front of a mirror and looking at themselves to ensure that they can control speaking practice in class and when practicing at home.

Keywords : Fluency, speaking, english.

1. INTRODUCTION

Many people believe that education is very important and can help us know about knowledge and linguistics. Learning is right ways to improve the ways, knowledge and skills they can established gradually. At least, by examining, the authors assume that people understand about language or improve language in communication because the fact that we already know that English is the core language of the world and International languages are applied by foreigners to communicate with each other in everyday conversation. Learning a foreign language can be frustrating and frustrating boring for international students due to the fact there are many the language that students must learn, one of which is English students must study in class.

Speaking is learning about two big contexts; the first is a stranger language and second is the language situation. Foreign language is where target language (Indonesian) learn English in Japan and target language learner is not the language of communication in society. English is an international language. As international language, many countries in international forum use English Language to communicate. Although it is status as international language does not mean that every country uses English as the first language. Some countries use English as second language. Indonesia is one of the country that uses English as foreign language. English language in Indonesia are required subject to learn. People consider that speaking is crucial part in learning English language since people expect to be able to speak English well.

Speaking is the communication between two or more people for certain goals. Solcova (2011) define speaking as interactive communication process between speaker and listener in order to get their communicative goals. When English language is taught in educational institution such as schools and universities, speaking will be part of the main skills to learn. Speaking is a communication tool called the target language, which is used by the community like a second language for students studying abroad in England, (Harmer 1983: 54). According to Harmer (1983: 55), learning to speak is not exactly deep appropriate form if learners try to move away from fluency. In this case, fluency is an important thing students do to develop their skills class.

Fluency is the ability to speak how to convey something to our listeners by applying language quickly and confidently, with little hesitation or natural pauses, false starts, word searches. Fluency is an activity of demonstration the ability to speak or write naturally and easily and is not always the case must resemble native speakers, (Broughton et al 2003: 219) Hidayat and Herawati (2012: 8) suggest this in order to enjoy the process. Being a fluent speaker takes a long time, students express their joy feeling in speaking English. Based on the previous theory, the authors assume, for Enjoy the speaking process, all students do not have special timing learn English. Besides that, it gets support from family, lecturers and friends contributes to the development of students' speaking fluency. Often the student feels he is doing something embarrassing just because the student can't speak fluently in class, and sometimes support is a good thing to make students love to learn English.

To achieve speaking skills, fluency is the main goal of language learning especially for the listener because of the facts we must know whether the listener understands what the speaker is saying, Thornbury (2005: 5). Based on the above statement, the writer wants to know what causes students to not be able to speak English fluently and what is the cause of it in classroom teaching. By having their abilities as deliberation, schools and universities in Non-English language country, such as Indonesia, may thinking to recruit native speakers to be teacher or lectures to teach English language.

Therefore, fluency is the crucial thing in learning speaking especially for English learners. In this case, students need to develop their speaking skill in class. Students need to develop their ability to speak by implementing the language confidently and fluently, with little hesitation and sufficient vocabulary (Winaryo & Gusdian, 2021). Speaking course at Department English Education (DEE) UMS is required. The lecturing process is conducting by foreign and local lectures. This course is conducted for four semesters. By having such a compulsory speaking course, Department English students are expected to communicating in English orally. Although they have learn speaking course in three semester and also taught by many lectures, they are still unable to speak English language with a good fluency. Although the speaking course is a mandatory course in Department English. Though students were taught in English from the beginning of their schooling, I noticed that many of them did not have fluent English. Fluency is an individual skill, whereby some students speak fluent English and others do not (Sapkota, 2016).

Education (DEE), the author found that students still somehow speak English with a few pauses and repeat the words. That is proven by some research was done before. That is proven by several studies conducted previously at the Department of English Education. A study conducted by Alfarizi (2013) showed that 23% of respondents cannot speak English fluently because they can't produce words so well. This problem causes students to make pauses longer than usual their ideas. This research was conducted in English Language Education in second semester of speaking class as the research subject.

2. METHOD

In this research, the researcher uses descriptive qualitative research that focused on speaking activity at University Muhammadiyah Surakarta on September and the research was conducted in October 2020. The subjects of this study were the fourth semester students of University Muhammadiyah Surakarta with 2 participants. Researchers conducted research on speaking activities at Muhammadiyah University of Surakarta. Researchers want to clearly examine speaking activities, how researchers want to know what materials and media are

used, how the process and what tutors do to evaluate speaking activities at Muhammadiyah University of Surakarta. The data used by the researchers came from questionnaire and interviews. The analytical technique used to analyze the data in this research is using qualitative data analysis techniques. The qualitative analysis used is an interactive analysis model, namely an analysis model that requires three components, namely data reduction, data presentation, and conclusion drawing/verification.

3. FINDING AND DISCUSSION

3.1 Findings

3.1.1 The factors that influence students to speaking English fluency of Fourth Semester

The students in University of Muhammadiyah Surakarta argued that “because I often listen into western songs or sometimes watch western films, sis, so I also increasingly understand what is meant by the song or film”

Students 1 said “karena saya sering mendengarkan lagu barat atau kadang menonton film barat gitu mbak jadi saya juga semakin lama semakin paham apa yang dimaksud dari lagu atau film tadi”.

The student 2 argued that “I usually learn from YouTube, sis, looking for content about English conversations that are loaded from movies or songs. Usually, after listening to a song, I find out what the lyrics mean”

Students 2 “saya biasanya belajar dari youtube mbak cari-cari konten tentang percakapan Bahasa Inggris yang dimuat dari film atau lagu. Biasanya juga saya setelah mendengarkan lagu saya mencari tahu arti dari lirik tersebut itu apa gitu hehe”

3.1.2 The students motivation to be more fluent in speaking English

From the interview conducted, the students motivation to be more fluent in English is Students have dreams that if they meet their idols one day, they will make a conversation with her idols fluently without make mistakes

Student 1 “saya punya idola yang bisa berbahasa Inggris sangat baik mbak, jadi saya punya motivasi agar suatu saat nanti saya bisa mendapatkan

kesempatan untuk bertemu dengan idola saya tersebut, saya bisa fasih dan lancar dalam berbicara tanpa takut salah”

Students argued that she have a hobby namely travelling and truly want to explored every corner of the country in this world and when her asking to stranger about anything using the English as the main language then she feels confident of herself and enjoy if her make a short conversation or anything she want.

Student 2 “ aku punya hobi travelling mbak dan pengen explore ke luar negeri, jadi saya belajar Bahasa inggris biar nanti saya jalan-jalan ke luar negeri tidak bingung karena komunikasi satu satunya hanya bahasa inggris dan tidak malu saat bertanya atau memulai percakapan dengan orang asing”

3.1.3 The students solve their problems in speaking English

The students solve their problems is being nervous, so when students make a practice speaking in the class. Students giving opinion about that.

Student 1 “kan saya sering gerogi mbak,jadi kalo menurut saya pas waktu praktek speaking dikelas saya gak menganggap teman-teman itu ada dikelas jadi saya merasa lebih tenang dan lebih bisa menguasai keadaan gitu mbak”

Student claimed herself about the type of personally whose is not confident person, so always feel afraid to start activities where there are many people, so at home student often make a practice speaking in front of the mirror and look at herself to make sure that she can controlled of speaking practice in the class.

Student 2 “ saya kan tipe orang yang tidak percaya diri,jadi saya sering merasa takut untuk memulai kegiatan yang kondisinya itu banyak orang,jadi saya waktu dirumah sering latihan untuk speaking didepan kaca dan melihat diri saya sendiri untuk lebih yakin bahwa saya bisa menguasai diri saya sendiri saat nanti ada praktik speaking dikelas”

Students with the type of person whose is not confident, so I feel afraid to start activities where there are many people, so I often practice at home to

talk in front of a mirror and look at myself to be more sure that I can control myself when there is a practice talk in class.

3.2 Discussion

Based on the findings above, it can be seen that the researcher has conducted a research in order to collect the data to answer the research question. The research was conducted by interviewing and giving an online questionnaire to each participants namely Students of University Muhammadiyah Surakarta of Fourth Semester. The research aimed to identify and describe the factors, students motivation also the solutions for problems of an Analysis of Students Speaking Fluency of Department English Education at Fourth Semester of University Muhammadiyah Surakarta.

The interview and online questionnaire which were conducted answered the research question. It can be seen from the interview since the Researcher and the Participant (Student 1 and 2) always gave the feedback and answering the interview and questionnaire. Meanwhile, the result from an online questionnaire that has been conducted by Participant (Students 1 and 2) show less information, since major of question are answered in a short in a short text. However, the data from interview and questionnaire are similar.

Based on the interview and questionnaire, the researchers tried to compare each data in order to get validity and the researchers can give the opinion. These are taken from the research that need to compare and explaining by the researchers:

3.2.1 The factors that influence students to speaking English fluency of Fourth Semester

Based on the data taken from interview and questionnaire, the factors that can be influenced students to speaking fluency is “ watching film, listening to music or looking for content by you tube” the difference data is in the Student 1 or student 2 because they have own way to make understanding of how student speaking English. The theory from Broughton (2003: 83) stated that” Visual stimuli-maps, photographs, pictures, cartoons, even slides and film-are another useful source of oral language practice”. So it means to support

students in teaching and learning process, the teachers need to prove that the media that is appropriate for students such as visual or audio visual media. Students also have an important role to always sharpen skills in order to get a good results.

Looking for English content through YouTube or watching movies to get more vocabulary so that they can speak English more easily. students also have their own way to help the process of speaking in English fluently. so that when students are asked to practice by the lecturer, students are able to master English well. This factor causes students to know effective ways to help learn English to become more fluent.

3.2.2 The students motivation to be more fluent in speaking English

Based on the data were take by interview and questionnaire, the students motivation is “having a hobby namely travelling and truly want to explored every corner of the country in this world and Students have dreams that if they meet their idols one day, they will make a conversation with her idols fluently without make mistakes”. Fear of making mistakes is one of the factors that affect students in performing speaking because students are afraid of other people judgements. Sometimes students feel justified when try on speaking but fear that others will respond wrongly. Based on the data from questionnaire and interview, there are differences between 2 students there are about the motivation for speaking fluency, the students 1 said that he want speaking English without making mistakes when he start a short conversation with her idols and the students 2 said that she want to be explore her hobby to travelling of each the country.

Based on data taken above, the researchers tried to judge and compare the motivation from both of them. However the different motivation came from both of students might be cause how do students make the comfortable zone to make their speaking more fluency. Compared with the previous study Abi Andaya iswara, Abdul Azib, Dewi Rochsantiningsih (English Education Department Sebelas Maret University Surakarta) entitled “Improving Students’ Speaking Fluency Through The Implementation of Trivia-Based

Activity in University Students” this research focused on improving and implementation based activity in speaking fluency. With purpose to overcome the problem in English speaking fluency, the researcher interested to conduct a classroom action research that attempts to improve the students” speaking fluency through the implementation of trivia based activities technique.

Meanwhile there are differences about the difference is the method used by researchers using trivia based to find out the problems faced by students. Meanwhile, this study aims to determine the motivation faced by students to speak fluent English. So from this study it is very clear that there are no similarities between the two researchers. The aims and objectives of each researcher are different, seen by taking data from each subject.

Finally the research concluded that it might be the different classes that both students taught or it caused by the collection data ways since the interview gave the details information than the online questionnaire.

3.2.3 The students solve their problems to speaking English Fluency of Fourth Semester

Based on the data taken from interview and questionnaire, the students can solve their problem is “student often make a practice speaking in front of the mirror and look at herself to make sure that she can controlled of speaking practice in the class and practice at home to talk in front of a mirror and look at myself to be more sure that I can control myself when there is a practice talk in class. Compared with the previous study from Hidayat, Bayu (Universitas Muhammadiyah Malang, 2018) entitled “An Analysis of Students Speaking Fluency of English Language education Department at Fourth Semester of University Muhammadiyah Malang” there is by having such a compulsory speaking course, English Department students are expected to communicate in English orally. Although they have learned Speaking course in three semester and also taught by foreign lecturers, they are still unable to speak English language with a good fluency. the differences is the way students take steps to address problems when they are not fluent in speaking English. students try to build self-confidence and find solutions to the problems at all. Therefore

students should be prepared before performance in front of class when the course was started.

Finally, the researcher concluded that it might be the different classes that both students taught or it caused by the collection data ways since the interview gave the details information than the questionnaire and the interview.

4. Conclusion

4.1 Conclusion

- 1) Based on the results of the study, it is known that the factors that can influence students to speak fluently include watching movies, listening to music or searching for content through YouTube.
- 2) Based on the results of the study, it is known that the motivation of students to be more fluent in English is a hobby of traveling and eager to explore every corner of the country in this world, as well as the dream of meeting their idol and making conversations smoothly without making mistakes.
- 3) Based on the results of the study, it is known that the way students solve their problems is to often practice speaking in front of a mirror and look at themselves to ensure that they can control speaking exercises in class and practice at home.

4.2 Suggestion

- 1) For Students

It is recommended to use the recommended method given by some experts to improve students' fluency and give more time for students to plan and prepare.

- 2) For lecturers

This research can be a reference or illustration for lecturers in language teaching, especially those related to students' speaking fluency

- 3) For further research

It is suggested to widen the research discussion by taking a larger scale and improve and vary the instruments and test settings to enrich the study and discussion related to the topic which is the students' level of fluency.

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