

CHAPTER I

INTRODUCTION

A. Background of Study

Learning is the right way to improve the ways, knowledge, and skills they can establish gradually. At least, by examining, the authors assume that people understand 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 language that students must learn, one of which is English students must study in class.

To be able to communicate fluently in a foreign language is the number one goal for many language learners. However, it seems that the teaching of oral skills in language classrooms does not have an important role Speaking is learning about two big contexts; the first is a stranger language and the second is the language situation. Foreign language is where the target language (Indonesian) learns English in Japan and the target language learner is not the language of communication in society.

English is an international language. Although its status as an international language does not mean that every country uses English as its first language. Some countries use English as a second language. Indonesia is one of the countries that use English as a foreign language. English language in Indonesia is a required subject to learn. People consider that speaking is a crucial part of learning the 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 an interactive communication process between speaker and listener in order to get their communicative goals. When English language is taught in an 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 as a second language for students studying abroad in England, (Harmer 1983: 54). According to Harmer (1983: 55), learning to speak is not exactly a 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 in 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, or word searches. Fluency is an activity of demonstrating 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, that for enjoying the speaking process, all students do not have special timing to learn English. Besides that, it gets support from family, lecturers and friends contribute 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 countries, such as Indonesia, maybe think to recruit native speakers to be teachers or lecturers to teach the English language.

Speaking course at the Department of English Education (DEE) UMS is required. The lecturing process is conducted 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 communicate in English orally. Although they have learned speaking courses in three semesters and also taught by many lectures, they are still unable to speak the English language with good fluency. 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).

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). Although the speaking course is a mandatory course in the Department of English 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 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 work so well. This problem causes students to make pauses longer than usual for their ideas. This research was conducted in English Language Education in the second semester of speaking class as the research subject.

B. The Problem Statement

Overcoming the problems listed in the background, the author formulates the research questions as below:

1. What are the factors that influence students to speak English fluently?
2. What is the student's motivation to be more fluent in speaking English?
3. How do students solve their problems in speaking English in class?

C. The Objectives of the Research

1. Researchers hope to find factors that influence students to speak English fluently in the classroom
2. The Researchers hope that students can explain what motivation they used to increase speaking English fluently
3. From looking for problems in speaking English, researchers can find solutions for students so that students are able to speak English fluently in the teaching and learning process in the classroom.

D. Benefits of the Study

1. Theoretical Benefit

By obtaining information and objective clarity about an analysis of student speaking fluency, it is hoped that the research can solve the problem for students.

2. Practical Benefit

a. For Readers

Hopefully, the readers can take many pieces of knowledge of speaking fluency and can find the solution to the problem.

b. For Tutor

The result was wishing it can be useful for the tutor to improve the student speaking fluency

c. For School

It is expected that this study can improve the student's quality especially in speaking for the basic communication experienced by students in learning to speak and increase the knowledge of researchers for teaching speaking learning.