CHAPTER I

INTRODUCTION

This chapter presents some important information required in this present study. It includes research background, research problems, research objectives, scope and limitation, research significance and definition of key terms. Each section will be explained below.

1.1 Research Background

English is an international language. As international language, countries in international forum use English language to communicate. Despite its status as international language does not mean that every country uses English as the first language. Some countries use English as second language or even foreign language. Indonesia is one of the countries that uses English as foreign language. English language in Indonesia is a compulsory subject to learn. People consider that speaking is crucial part in learning English language since people expect to be able to speak English language well.

Speaking is the communication between two or more people for a certain purpose. Solcova (2011) defines 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.

In learning speaking, it cannot be separated from accuracy and fluency. Harmer (2001) states that accuracy deals with grammar, vocabulary and pronunciation. Meanwhile Nunan (2003) defines “fluency is the extent to which speakers use the
language quickly and confidently, with few hesitations or unnatural pauses, false
starts, word searches, etc.” It shows that students speak fluently as they are speaking
in certain range of speed without making any long break. In attempt to develop
students speaking ability, the role of native speaker teacher is required.
Lasagabaster and Siera (2002) argue that native speaker knows more about English,
uses the language more confidently and gives the students more information about
their culture. By having those abilities as consideration, schools and universities in
non-English language countries, such as Indonesia, may think to recruit native
speakers to be teachers or lecturers to teach English language.

Speaking course at English Language Education Department (ELED) UMM is
compulsory. The lecturing process is conducted by foreign and local lecturers. This
course is conducted for four consecutive semesters. 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.

Despite the speaking course is a compulsory course in English Language
Education Department of UMM, the writer found that the students somehow still
speak English language with some pauses and repeating the words. It is proven by
some research conducted previously in English Language Education Department of
UMM. A research conducted by Alfarizi (2013) shows that 23% of his respondents
could not speak English language fluently because they could not produce words
well. This problem causes students to make longer pauses than usual to express
their ideas. This research was conducted at the English Language Education
Department (ELED) especially for students in second semester of speaking class as the research subject.

Secondly, the research conducted by Feni (2014) found that 11 respondents of his research, fourth semester students in speaking IV class, did not have adequate vocabulary. This leads them to pause to find the words they want to say. Thirdly, the finding of the research conducted by Pujilestari (2015) shows that 30% of the third semester English Language Education Department in speaking III class make a lot of pauses in speaking which disrupt their fluency. Those findings contradict with Nunan (2003) who say that speaking fluency is the skill to speak the language without making unnecessary pauses or hesitation and searching for words. If students speak with too many hesitations and pauses, their speaking fluency may be obstructed. Then, if the speaker speaks less fluently, the information that the speaker says will not be delivered well to the listener which can cause misunderstanding or misinterpretation. On the other hand, this might happen because the subjects of the research were the early semester and in speaking class only. Although there are already research of students speaking fluency, but there is no research regarding students speaking fluency in current academic year of 2017-2018.

Therefore, the researcher goes to analyze the fourth semester students speaking fluency in Advanced Speaking class of English Language Education Department. The Advanced Speaking class chosen because the Advanced Speaking is at the advance level in speaking and since the teaching learning activities are using English and the students will speak English more so that it helps the researcher to conduct the research regarding to their speaking fluency.
1.2 Research Problems

According to the problem occurs in the previous section, the researcher proposes some questions as follows:

1. How is the level of speaking fluency of ELED students at fourth semester?
2. What problem do they usually face in speaking regarding to their fluency?

1.3 Research Objectives

To know the level of speaking fluency of ELED students at fourth semester.
To know the problem they face in speaking regarding to their fluency.

1.4 Scope and Limitation

The scope is the students’ fluency in speaking English. The limitation of this research is the students of English Language Education Department (ELED) at fourth semester.

1.5 Research Significance

By conducting this research, it is expected that:

1. The findings of this research is a valuable information for the future researcher. It may inspire the next researcher to conduct a research regarding the students speaking fluency and focus more on other aspects such as the appropriate and inappropriate English expressions students use.

2. The teachers also can use the findings of this research to evaluate in their teaching delivery. Meanwhile, the findings can help the teachers to recognize the problem the students usually face during speaking English language. It also help teacher to find appropriate teaching technique to
improve student speaking fluency after knowing the students problem in speaking.

1.6 Definition of the Key Terms

The mentioned terms utilized as part of this proposition should be characterized to maintain a strategic distance from error. The terms defined as follow:

1. Speaking

Interactive communication process between speaker and listener in order to get their communicative goals (Solcova, 2011).

2. Fluency

The ability to speak in quick and confident manner, with little hesitation, false starts and word searching (Nunan, 2003).