

**STUDENTS' STRATEGIES IN IMPROVING  
SPEAKING FLUENCY**

**THESIS**

**Submitted by**

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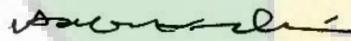
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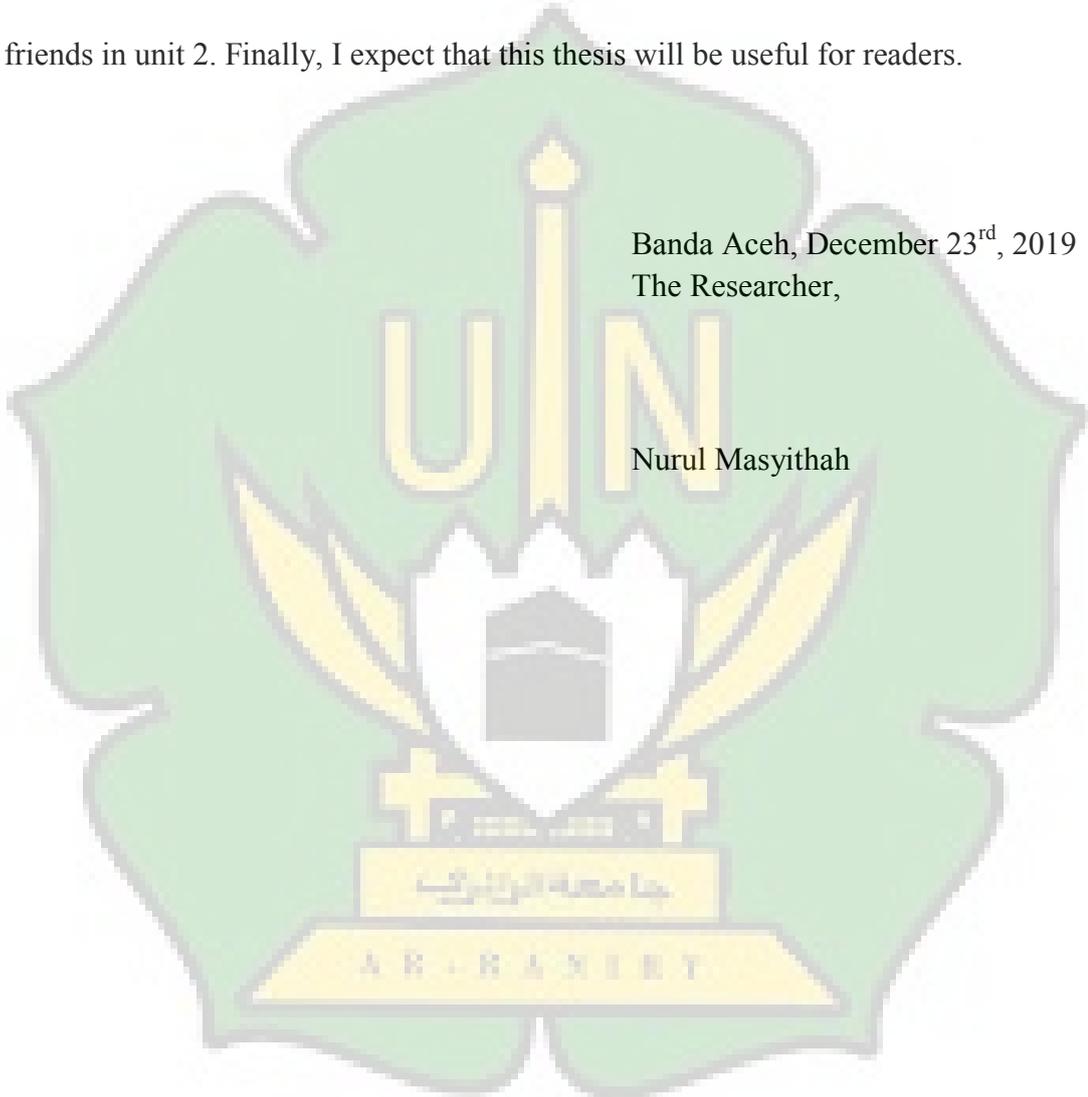
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## ABSTRACT

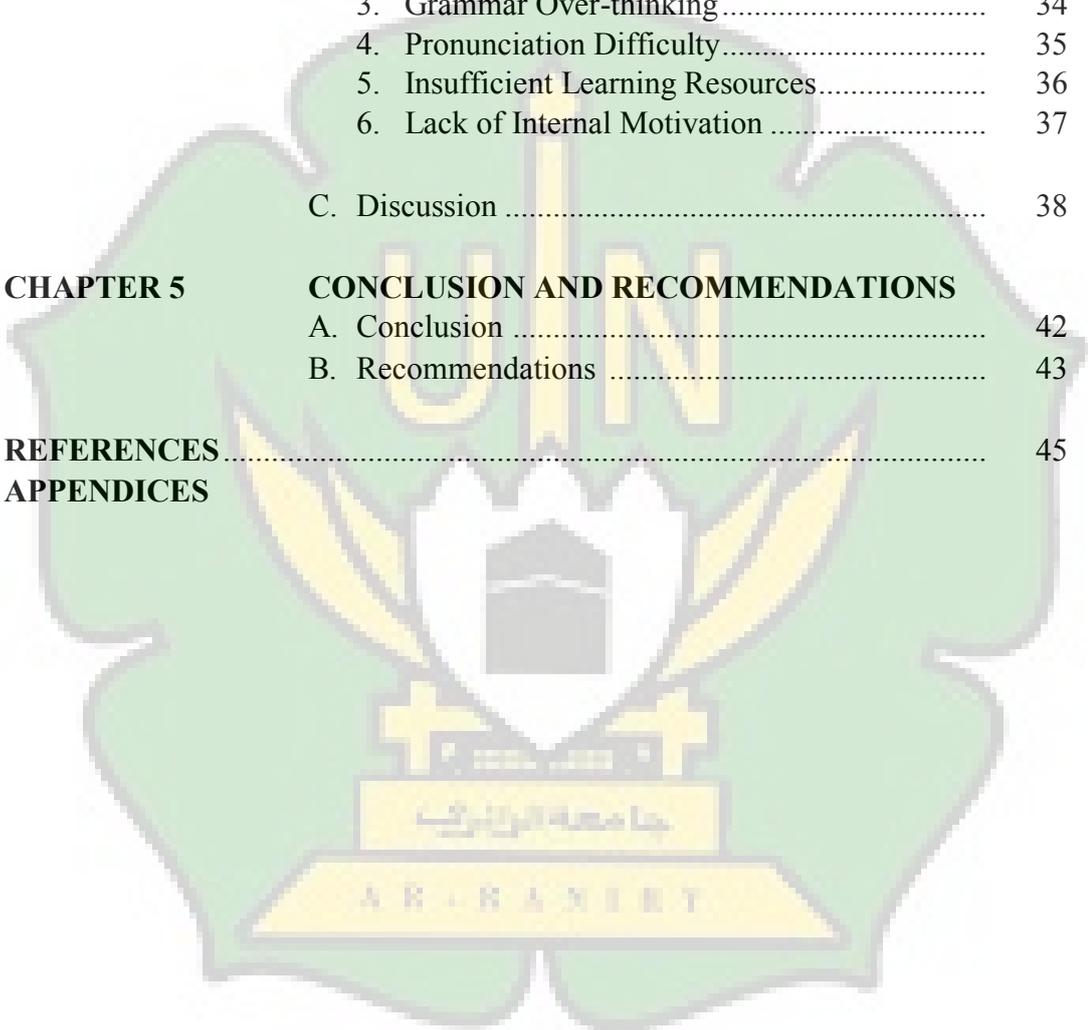
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The ability to speak English fluently is a learning objective of EFL (English as the Foreign Language) learners. It is a goal to achieve by learning and practicing the language inputs. Moreover, the application of learning strategies is crucial to provide assistance for students to study more effectively. Several studies had been conducted to implement some strategies to develop students' speaking fluencies. On the other hand, the researches to find out students' strategies and their challenges and improving English speaking fluency were rarely carried out in the Department of English Language Education of Ar-Raniry state Islamic university. The aims of this research were to examine students' strategies in developing their speaking fluency and to reveal their challenges in improving fluency. The researcher used the interview to collect data and applied the thematic analysis technique to analyze them. The findings elucidated that the students applied the strategies of watching movies, listening to songs, creating mind maps, writing speaking outlines, repetition, utilizing smartphone applications and speaking English with partners. Nevertheless, when developing their speaking fluencies, the challenges they encountered were nervousness, grammar overthinking, pronunciation difficulty, lack of supports from society, insufficient learning resources and lack of internal motivation.

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# CHAPTER 1

## INTRODUCTION

### **A. Background of the Study**

English has become a global language connecting people from different nations and countries. Speaking English fluently is a challenge that students encounter in the educational process. Lack of independent learning practice can be a cause of students' difficulties in improving speaking fluency. Lee (2015) stated that English non-native speakers have progressively used the language to interact with each other. Furthermore, Zarembo (2006) believed that English speaking skill has a more considerable function compared to other skills in English.

Fluency is believed as a substantial aspect of the English language with several factors. First, non-native language learners need to be fluent in speaking to gain self-confident when having conversations with others. Second, it is a requirement for them to speak fluently when attempting to succeed in an English language speaking proficiency test (Thomson, 2004).

Finding ways to improve speaking fluency is one of the challenges for English foreign language learners. Having less opportunity to speak using English directly outside of the learning processes can be one of the factors contribute to making students feel more complicated to develop fluency in speaking. Several relevant studies had been conducted on this topic (Alrayah, 2017; Buitrago, 2017; Barriga, 2017; Dabaghi, 2017; Shahini & Shahamirian, 2017 and Thomson, 2017).

The previous studies were showing various results. Alrayah (2017) conducted a study on the effectiveness of cooperative learning activities in enhancing EFL learners' fluency. After the implementation of the strategy for a month, it was revealed that students' speaking fluency was improved. In addition, Buitrago (2017) researched the implementation of collaborative and self-directed learning strategies to promote fluency of EFL speakers. The results showed that students' speaking fluency was developed through a collaborative learning activity. The advantage of implementing the strategies was that students could learn from each other. Besides that, the self-directed learning strategy helped the student to reflect on their mistakes and correct what had been wrong. However, the experimental research of Thomson (2017) on building speaking fluency with multi-word expressions teaching strategy did not considerably improve students' speaking fluency when the data compared to the control group.

Furthermore, the researchers did not only conduct studies by implementing some teaching strategies, but they also investigated students' beliefs. Shahini & Shahamirian (2017) examined Iranian EFL speakers' perceptions on the influences of age, university education, teachers of English Language institutes, teaching English, dictionary, and note-taking in developing their English speaking fluency. The research findings were that the early age of learning language noticeably contributed to increasing the level of fluency and the university education did not substantially affect the development of their fluency. Moreover, Dabaghi (2017) conducted a study on the effect of the modern English drama

performance on students' fluency and accuracy of speaking. The study revealed that students' speaking fluency was increased.

However, rarely did the prior researches explore challenges faced by students in improving their speaking fluency and examine their strategies to develop fluency in the Department of English Language Education, Ar-Raniry State Islamic University. Moreover, it was needed to examine students' personal beliefs and strategy preferences to enhance their speaking fluency because after the data was exposed, the teachers correlated their teaching strategies with students' preferences and create an effective learning process.

In this study, the researcher focused on finding out students' challenges in improving speaking fluency and students' strategies to cope with the difficulties and improve their capability in speaking fluently. The study comprehensively provided descriptions of challenges confronting students in developing fluency and the portrayal of students' personal methods and preferences of strategies.

## **B. Research Question**

Based on the main purposes of the research and the scope of the study, the researcher would find out the answers to the following research questions:

1. What are the students of English Language Education Department strategies in improving speaking fluency?
2. What are the challenges faced by students to speak fluently?

### **C. Aims of the Study**

The aims of this study were to describe the challenges of confronting students in developing their speaking fluency, to explore students' strategies to speak fluently and to examine their strategies in dealing with the challenges in their process to develop fluency. In addition, the researcher comprehensively analyzed students' personal strategies in improving the speaking fluency and correlate with existing studies and theories.

### **D. Significance of the Study**

This study was designed to provide theoretical and practical significances. The research presented deep analyses of students' challenges in developing their speaking fluency and their strategies to improve fluency. The analyses and descriptions will support teachers to have better insight into the progression of developing students' speaking fluency and information in adapting their teaching strategies with students' needs.

Moreover, the results of this study revealed the students' strategies to deal with challenges and improve their speaking fluency which will assist other students. Furthermore, the findings of the research will add to another reference to the study on strategies improving students' fluency. This study will benefit future researchers interested in this topic.

## **E. Research Terminology**

In order to avoid misunderstanding of the concepts used in this study, some following definitions are provided.

### **1. Strategy**

McKeown (2011) defined strategy as the shape of the future and aims to reach intended purposes. Moreover, the strategy is also described as the practice to find, formulate and develop principles. The definition of strategy in this research is the ways that students apply in improving, developing their speaking fluencies and dealing with problems encountering in the speaking fluency development.

### **2. Fluency**

Richards (2006) defined fluency as the natural use of the language in meaningful verbal interaction and communication. The interaction is understandable and flowing although speakers have limitations in speaking capability. Moreover, Nation (1989, as cited in Widhiatama, 2011) explained fluency as the competence to perform good uses of speakers' speaking skills which typically known with the measurement of the minimum absence of hesitation. In this research, fluency means that the proficiency of students in speaking English is natural, understandable and flowing. Moreover, the students demonstrate good uses of language aspects such as vocabulary, pronunciation, and grammar.

## CHAPTER 2

### LITERATURE REVIEW

This chapter reviews the theories of speaking, fluency, challenges in developing speaking fluency and strategies of improving fluency.

#### 1. Speaking

##### a. Definition of Speaking

Chany (1998, as cited in Shafiee, 2018) identified speaking as the practice of forming and communicating meanings by using oral or verbal communication. In addition, Burkart (1998, as cited in Zyoud, 2016) defined speaking as an action involving the uses of vocabulary, grammar, and pronunciation. Besides that, speaking has two functions, for transaction and interaction. Speaking transaction function is when the clear meaning from what delivered is needed. On the other hand, interaction function means that the focus of language use is merely on building a relationship.

Thornbury (2005) stated that speaking is a communicative instrument requiring speakers to have competence in managing the turn of speaking. Furthermore, speaking components such as the understanding of how to adjust the range of pause and to choose appropriate words are needed to be understood. That is because speakers have to be familiar with using different speaking contents for different people and situations. Mackey (2001) outlined speaking as a verbal

utterance containing the practices of precisely correct grammatical forms and intonation to deliver exact messages.

In addition, Gorbuz (2014) said that speakers are considered having speaking fluency when he or she delivers ideas smoothly with no break, is not disturbed to continue speaking when making mistakes, constructs language sentences spontaneously and promotes effective communication. In this case, English language learners are required to comprehend every English aspect such as the grammar, word stress, and pronunciation. Furthermore, they also need to acquire vocabulary to make it easier to deliver ideas (Amirruddin, 2018).

## **b. Concepts of Speaking**

### **1. Classification of Speaking**

#### **a. Monologue**

Monologue speaking is known as solo-speaking performances with lengthy phases involving no interruption although sometimes listeners may not understand what is delivered. The monologue speaking presentation is divided into 2 sections. The first is planned monologue. It is when the speakers have prepared what to deliver and been ready to present. Another is an unplanned monologue. It is a prompt request to speak without any preparation besides speakers' previous knowledge and insights (Brown, 2001).

## b. Dialogue

Brown (2001) explained that dialogue is a process of oral communication involving 2 or more speakers. This kind of speaking stimulates the encouragement to build the relationship in society and as the media to communicate and exchange the information in social contexts. In addition, it is called interpersonal when the intention and act of the speakers are to encourage other people to develop social relationships. Moreover, it is named as transactional dialogue when speakers' purpose is to deliver information.

## 2. Speaking Fluency

### a. Definition of Speaking Fluency

Speaking fluency is a primary and vital component in language teaching. It symbolizes a key aspect in determining English speaking proficiency (Diyab, 2013). Fluency is a constant, smooth and consistent speaking performance involving no significant discontinuity and delay (Koponen & Riggenbach, 2000). In addition, Zhang (2009) outlines fluency as the competence to deliver messages and communicate in comfortable and comprehensible ways.

Moreover, fluency demonstrates the correct uses of natural hesitations, breaks, and fillers. However, Jones (2007 as cited in Buitrago, 2017) clarified that fluency is not an absolutely accurate use of the language and no existences of hesitations but it is considered as fluency when audiences can follow the flow of speakers' messages and ideas. Additionally, Segalowitz (2010) identified that oral fluency is an intricate intellectual competence requiring speakers to apply

linguistic comprehensions in cognitively flowing ways. Besides that, Zamel (1987 as cited in Buitrago, 2017) stated that fluency is native-like uses of language in oral communication consisting of the acceptable application of language features such as pauses, interjections, intonations, stress and etc.

## **b. Concepts of Speaking Fluency**

### **1. Types of Speaking Fluency**

The conceptions of fluency consist of 2 kinds, cognitive and utterance fluency (Segalowitz, 2010). Cognitive fluency is speakers' proficiencies in planning competently and performing the speeches. Tavakoli and Skehan (2005) said that utterance fluency is constructed with some parts. They are a breakdown, speed, and repair fluency. Breakdown fluency is the constant speaking rate that can be known by paying attention to the duration of pauses and filled pauses. Speed fluency is the speediness of speaking that can be assessed by calculating the speed level in uttering syllables per second. Furthermore, Repair fluency is speakers' frequencies in doing false starts, making corrections and producing repetition.

Furthermore, cognitive fluency is when speakers automatically process and formulate the utterances (Kormos, 2006). In addition, De Jong et al. (2013) considered it as the capability in planning and executing language expressions. However, speaking fluency is not gifted naturally to certain people but that skill must be obtained through the effort of increasing efficiency and reducing interfering source (Cavallieri, 2018). Besides that, Lennon (2000) believed that

the perceptions whether someone is fluent in speaking or not are based on the consideration of listeners.

It means that the speaking fluency is measured subjectively. Additionally, Luoma (2004) clarified that the minimum pauses as the fluency measurement criteria are believed to a listeners' personal judgment. Ejzenberg (2000) considered that dialogue speaking is one way to judge fluent speakers. However, many types of research carried out measuring monologue speaking as the focus. Nevertheless, it cannot be stated that those researches are not valid.

### **3. Challenges of Improving Speaking Fluency**

Zhang (2009) claimed that speaking is the most challenging skill to be mastered. Ur (1996 as cited in Hosni, 2014) explained several factors causing learners having difficulty in developing speaking skills. First, students are anxious about making mistakes, afraid to be criticized or merely shy. Second, students do not have something to utter or deliver. Third, learners do not fully participate in English speaking learning process or simply do not have chances to speak because some other students dominate the classroom speaking activity. Fourth, the students' native languages are completely different from English causing students to have a tendency to choose to communicate with their mother tongue instead of English. Correspondingly, the learners studying English in Indonesia are not normally exposed to speak English elsewhere except in the formal classroom setting (Putri & Yustara, 2018).

Moreover, Rababa'h (2005) highlighted several causes making students difficult to acquire English speaking proficiency. The primary reason is that learners do not have motivations in mastering English along with the improper implementation of curriculum, strategies of teaching and learning situations. In addition, students have a lack of vocabulary mastery resulting in speaking hesitancy. Hosni (2014) uttered that verbal communication skill can simply be mastered if students know why they should learn to speak English and have sufficient opportunity to implement or practice their comprehension. Likewise, English speaking skill is best acquired when the target of learning is focused on uttering, comprehending and applying something using the language not to the emphasis of language rules or linguistic aspects (Kumaravadivelu, 2003).

#### **4. Strategies in Improving Speaking Fluency**

##### **a. Types of Strategies in Improving Speaking Fluency**

Yang (2014) recommended several strategies to improve speaking fluency. The first step is to be relaxed. Because by being relaxed, the speaker will pay attention to small and detail features of the language. The second is to understand speaking contexts. Speakers have to be familiar with the situation and condition of spoken communication. Besides that, the knowledge of speaking context will be beneficial for speakers to get a prediction of what will be discussed. The fourth is to learn how to use clarification expressions. The clarification fills out the speaking pauses and promotes fluency.

Zhanli (2014) suggested some other strategies in improving speaking fluency. The first strategy is to have authentic English speaking inputs by listening to the English radio and watching movies. The second is to learn to speak through recordings and cassette tapes from the library. The third is to speak alone by imagining as if in self-introduction, to have a disagreement with others, to be in an interview session or to ask for information. The fourth is to create a group of friends speaking English regularly. The fifth is to read loudly and ask someone to check on the pronunciation. Besides that, speakers also can have the pronunciation recorded then being analyzed.

Moreover, Case (2019) believed that English speaking fluency can be improved by implementing some strategies. The first is to think aloud. It is the activity when speakers verbalize what they think into expression. For example, “that question is difficult”. The second is to fill the stillness. The uses of speaking fillers (You know, um, and so on) can be useful to fill the pauses or hesitation. The third is to ask for clarification by using expressions like “Are you asking me? What do you mean by that?” And etc. the fourth is to use contractions. It is more natural if speakers use the contractions like “don’t, aren’t, isn’t, etc.”

Wu et al., (2012) assessed EFL speakers’ oral proficiency by using this following test rubric. The rubric tested some aspects including fluency, pronunciation, grammar, vocabulary, and content. The highest level is marked by 5, the medium is 3 and the lowest is 1.

Table 3.1  
*Speaking Fluency Measurement Rubric*

<p><b>Fluency</b></p> <p>5. The speaker speaks confidently and naturally with no distraction and hesitation. Ideas flow smoothly.</p> <p>3. The speaker hesitates several times but generally seems to know the desired word even of necessary to think about them a bit</p> <p>1. The speaker has many hesitation and great difficulty in remembering or selecting words.</p>
<p><b>Pronunciation</b></p> <p>5. Pronunciation is correct, with correct inflections, number and syllables and other correct nuances of pronunciation.</p> <p>3. Pronunciation is satisfactory. However, sometimes words have incorrect inflections, are otherwise hard to understand.</p> <p>1. Pronunciation is very hard or impossible to understand by a native speaker.</p>
<p><b>Grammar</b></p> <p>5. The speaker speaks with no more incorrect grammar than a native speaker would</p> <p>3. The speaker occasionally uses inappropriate verb tenses and/or incorrect parts of speech. However, the speaker has the ability to correct the grammar without prompt.</p> <p>1. The speaker makes frequent uses of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech.</p>
<p><b>Vocabulary</b></p> <p>5. Vocabulary is sufficient to be understood and most settings and words are used with their correct meanings.</p> <p>3. Vocabulary is moderate although sometimes the speaker needs help to identify correct words. There are occasional problems with the correct meanings of words.</p>

1. Vocabulary is very limited and/or incorrect words are often used.

**Content**

5. The speaker is knowledgeable about the subject and provides a significant level of details given the time available.

3. The speaker is aware of the subject and attempts to provide relevant ideas about it and provides some details.

1. The speaker seems to have little or no understanding of the subject and statements are superficial and not relevant.

**5. Relevant Studies**

Several related studies about strategies in improving speaking fluency had been conducted. Shahini & Shahamirian (2017) designed a qualitative study examining 17 Iranian EFL speakers' beliefs on six factors (age, university education, teachers of English Language institutes, teaching English, dictionary, and note-taking). This study revealed that studying English from an early age had a positive impact on improving speaking fluency. Besides that, university education, teachers, dictionary and note-taking did not have significant impacts on the development of speaking fluency because teachers rarely spoke using English outside of the classroom.

Additionally, Alrayah (2018) carried out an experimental study on 48 first year-students, studying the English language in the Faculty of Education at Omdurman Islamic University-Sudan. The students were divided into a control group and an experimental group. The researcher implemented a cooperative

learning strategy in the experimental group. The result of the research was that the implementation of the strategy considerably improved students speaking fluency. Furthermore, Thomson (2017) conducted experimental research on 73 engineering students in Japan. 44 students were in an experimental group and the rest were in the control group. He implemented the multi-word strategy in 6 classrooms aiming to enhance students' speaking fluency. However, students' proficiency in speaking fluently did not increase significantly.

Moreover, Dabaghi (2017) carried out experimental research on the effects of modern English drama performance in improving students' speaking fluency and accuracy. The participants of this study were 60 Iranian students studying English language and literature at Hormozgan University. Their ages were between 19-25 years old. The drama performances were recorded and analyzed to find out the fluency and accuracy improvement. The study revealed that students' speaking fluency was increased.

Additionally, Buitrago (2017) had designed and conducted an experimental study to examine the effectiveness of collaborative and self-directed learning strategies to foster 10 pre-intermediate English level students' speaking fluency. The study was carried out in Colombian university. The results showed that students' speaking fluency was developed through a collaborative learning activity. The advantage of implementing the strategies was that students could learn from each other. Besides that, the students were benefitted from the implementation of self-directed learning strategy because they could find out their strengths and weaknesses.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study was designed based on the qualitative research approach. This research was planned to define, describe and interpret students' strategies in overcoming their challenges when improving English speaking fluency. The students' personal strategies were interpreted and analyzed deeply which at the end provided a comprehensive description of how students dealt with the challenges. Green & Thorogood (2015) defined qualitative study as the process of interpreting, describing and defining objective research data. Furthermore, this research method differs from quantitative research design which includes more participants.

In addition, Strauss & Corbin (2003) specified qualitative research design as the method to find research data using certain procedures. Specifically, analyses of data commonly presented by explaining using words, not numbers. In this study, the researcher examined students' confessions correlated with challenges in advancing speaking fluency and the ways encountering those challenges by applying strategies.

## **B. The Role of the Researcher**

The researcher conducted the research by not interfering or intervening with the learning and teaching processes. The students studying in the fifth semester were individually interviewed and then their descriptions about challenges and strategies in improving speaking fluency were written in the form of interview transcriptions.

## **C. Population and Sample**

In this study, the researcher used a purposive research sampling technique to select research samples. The research samples were selected based on several qualifications. The samples of this study were 10 students that had to meet certain criteria. First, they had to be fifth-semester students studying at English Language Education Department. Specifically, the total numbers of student studying in the fifth semester were 201. Second, the research samples had taken the public speaking course and obtained grade A (the minimum score was 86 and the maximum was 100). However, the students obtaining grade A were only 86 divided into 7 units. To verify the students' public speaking course scores, the researcher asked participants to hand in KHS (Students' Semester Score Certificate). The participants' scores were ranked from the highest to the lowest. The researcher chose the samples obtaining the highest scores among other students.

Nembhard & Bradley (2009) stated that it is normal that a smaller number of samples needed in qualitative research when compared to quantitative research.

Curry, et.al (2009) supported that view by stating that qualitative research is extensively related to the exploration and identification of the largest scope of a phenomenon. Furthermore, the emphasis of the research is on the deeper perception analyses of fewer samples. In addition, it is suggested that having a smaller number of research participants whose perceptions' resourcefully interpreted is better than adding more samples. The addition of more samples can increase the possibility of having inadequate time and failing to examine the data in proper ways (Mason, 2012).

In this case, Cohen, et.al (2000) viewed that the purposive sample technique benefits researchers from choosing participants based on certain criteria because the samples chosen have fulfilled researchers' particular necessities in conducting the research. The reason why the researcher requires research samples fulfilling the qualification is to obtain rational and objective data of challenges and strategies in developing students' speaking fluencies. Ari Kunto & Suhaimi (2002) outlined the research sample as the minor representative of the entire population and selected as the target of the research.

#### **D. Research Location**

The research was conducted at the Department of English Language Education, Ar-Raniry State Islamic University from 9<sup>th</sup>-13<sup>rd</sup> September 2019.

### **E. The Instrument for Data Collection**

The researcher collected research data by using an interview instrument. The interview questions were firstly made and arranged but could be followed with other questions and clarifications if research participants did not specially address the key point of questions being asked. This kind of interview instrument was called a semi-structured interview. The participants' interview responses were recorded and written as the transcriptions.

### **F. The Technique of Data Analysis**

The data of this research were comprehensively analyzed using the thematic analysis technique. Braun & Clarke (2006) defined thematic analysis as the technique to identify data based on themes or patterns. The researcher chose the keywords of participants' responses during interview sessions. In analyzing the data, the researcher used the pseudonym technique to keep the original names of the research participants remaining credentials. Focusing on specified participants' response keywords, the researchers defined and interpreted students' replies and associated them with existing theories on this research topic. The researcher then compared and correlated the current research findings with the previous concepts of encountering challenges and implementing strategies in developing students' speaking fluency.

## **CHAPTER 4**

### **FINDING AND DISCUSSION**

This chapter examines data acquired from 10 interviewees studying in the fifth semester at the Department of English Language Education, State Islamic University of Ar-Raniry. The researcher explored two research questions. The questions aimed to find out students' strategies in improving speaking fluency and their challenges to speak English fluently.

#### **A. The Procedure of Interview**

The samples of this research were 10 students of Department of English Language Education. They were 7 (seven) females and 3 (three) males. The researcher asked 10 questions correlated with strategies implemented in improving the students' speaking fluencies and the challenges encountered when aiming to speak fluently. The researcher questioned comprehensively about the students' strategies and challenges in improving speaking fluency.

#### **B. The Findings of the Research**

##### **a. The Strategies in Improving English Speaking Fluency**

After conducting the interview session, the researcher elucidated the answers to the first research question. The students had been using some strategies to improve their English speaking fluency. The strategies were classified under 7 (seven) themes. They were watching English videos, listening to English

songs, practicing English speaking with the partner, repetition, creating mind map, writing outline, using smartphone application strategies.

### **1. Watching English Videos**

The strategy mostly applied was watching videos such as English online or offline movies, talks, and video logs. The research samples watched a variety of authentic English speaking materials from Youtube's channels such as Tedtalk. Besides that, they also enjoyed watching English news and other short videos. The application of English language inputs was by creating drama plots or jokes in English inspired by the videos. Moreover, Novira told the researcher that she implemented the language inputs by drawing conclusions in her own words. She responded that "After watching the videos, I draw some conclusions. I repeat the conclusion using my own words".

Similarly, Eka stated that she regularly watched Ted Talk videos from Youtube. Moreover, if she had an assignment from lecturers, she did not learn from journal articles but preferring to watch the subject materials about the assignment from Youtube videos. The advantages of watching movies were that she would be familiar with English pronunciation compared with reading. Also, she would be able to identify the methods of delivering those subjects from the videos. She conveyed that:

I often watched Ted Talk videos from Youtube. If I had assignments, I searched the material on Youtube, not from journal articles. I preferred to listen and watch. So, I would know how to pronounce and the speakers' ways to deliver the subjects. (Eka, 0:37)

The purpose of watching English news was to learn scientific, formal vocabulary and speaking contexts. Besides that, the benefit of watching the videos was to get authentic learning materials. Furthermore, watching the news positively contributed to the additional insight on how to arrange the speaking content into grammatically acceptable. Moreover, the strategy was advantageous to be implemented when being at home.

Several research participants could not speak English with their relatives and other people in the community simply because the people did not have proficiency in speaking English. Similarly, the strategy of watching videos was effective to provide English inputs although having no chance to practice speaking with partners. Correspondingly, the strategy helped students to specifically learn the ways English speakers used the language. The strategy also let the students had the information about the correct information. Additionally, Rita said that the watching movies strategy had contributed to her speaking fluency improvement:

To improve my English speaking fluency, I often watched western movies and foreign news. They would improve my fluency and entertain me. I learned language accents. One of the sources to learn the British accent was from BBC News while the American accent was from movies. The other strategy was to make a sentence and speak it up. It encouraged me to keep speaking personally without partners. (Rita, 0:55)

On the contrary, Fatimah viewed that it was challenging trying to focus on what was going on in the movies she watched. That was because she considered that the movies were too long in the duration. Consequently, she might not get the points said or discussed in the movies if she did not find the

ways to focus. The way she dealt with the problem was by writing the language inputs.

Once she obtained the inputs, she applied the strategy of speaking with herself. However, she acknowledged that speaking in that did not provide feedback. So, she decided to find friends to talk to. She replied that “Watching’s duration is long. If I did not really focus on what was said in the movies I won’t be able to get feedback. To cope with this, I wrote points delivered in the movies and spoke alone”.

## **2. Listening to English Songs**

Several students said that they implemented the strategy of listening to English songs to gain speaking fluency. The strategy of listening to English songs applied through the smartphone application, Joox. Fitri replied that “I listened to English songs every day through the Joox application. Not only did I listen to music but also learn English from the lyrics”. The application provided a variety of songs from the oldest to the latest. Besides directly listening to English songs, the application users could also get the songs’ lyrics. As a result, not only could the users listen to authentic English audios, they also could learn from the written versions of the songs.

The interviewee was sure that she could improve her English speaking fluency by regularly using the music application and could develop her understanding of the conversation. She responded that “Of

course, the more practice the more I would be fluent. My English pronunciation would also improve. Listening to music stimulated me to understand the conversation”.

Likewise, some participants also listened to music from downloaded music files. In detail, Hidayat told the researcher that he only listened to English songs having good grammatical structures such as Islamic songs. He believed that way he would be able to speak English with accurate grammar. On the other hand, he was confident that the other English songs sometimes were not grammatically correct. He then applied the language inputs by speaking personally on a regular basis. He always allocated his time to speak English even in a minute duration while combing in front of the mirror. He said:

I liked listening to music. I chose a positive genre such as Nasyid which had good grammar. I always used the words by speaking in person although I only had a minute when combing in front of the mirror, there was no day without speaking English. (Hidayat, 1:02)

Furthermore, Fatimah was sure that the implementation of the strategies based on the interests affected positively to the development of speaking fluency. She said that the frequent activities of watching and listening to English movies created an English language environment. The environment would influence her to speak more easily using English. That was because what she received was the English language inputs from English music. She said that “If I loved what I did usually I would understand in advance ways. So, if I regularly listened to English music, it

turned into the English language environment. It influenced me to speak with no difficulty”.

In addition, Rizki viewed that the effectiveness of the strategies implementation relied on the inner motivation of language learners. The certain individual learner was responsible for his or her own personal English speaking fluency improvement. If the one was eager to speak English fluently, the reactions had to reflect the same. He or she would have consistent practices in advancing English speaking fluency. He responded that “The strategies were implemented individually. If someone wanted to be able to speak English fluently, so the certain individual had to respond the same, to reach speaking fluency by always doing practice to speak fluently”.

### **3. Practicing speaking English with Partners**

The strategy was mostly applied when the students were in an English language environment such as in the classroom, canteens and other public places at the college. However, Rita expressed that she had a lack of friends to apply her inputs obtained from videos and songs. That was because other friends seemed did not really comprehend her topics and could not focus on the communication process because she felt that sometimes she spoke too fast. The other difficulty she encountered that the majority of her friends had no motivation being able to speak like English native speakers as she did. She uttered that:

I faced many difficulties. It was not only from me but also the other sources were from others. When speaking English, Some friends might not understand what I spoke to them. Sometimes I also spoke too fast making my friends not able to comprehend it properly. Besides that, because the English learning materials were authentic, I did not really apprehend what I learned since not being an English native speaker. However, I had to keep struggling to do so although my friends did not have the same motivation as me, which was to speak like a native speaker. I could not deal with the problem like that. (Rita, 6:17)

Additionally, Hidayat thought that the reason why the students reluctant to agree with speaking English with friends because they had a leadership mentality. They do what they believed was truly based on their interests without thinking about the advantages they might obtain by agreeing to have English communication. He viewed that “That was because everyone had a leadership mentality that was not willing to be controlled. Although persuaded to speak English, they would refuse to do so. It would be difficult to make them interested to speak English”.

On the other hand, Eka believed that using the sentences to her friends would provide feedbacks. However, she admitted that it would no use and functions of the language inputs from listening if they were not applied in real life. She also realized that she would remember the word more easily by applying them directly. That was because the languages functioned as communication tools. She uttered that “The more frequent I did the practice with my friends the more I would receive feedback. If I only listened to audios but did not apply them, it was not advantageous. The communication with my friends made it easier to remember”.

#### 4. Repetition

The strategy of repetition was carried out by finding out new English vocabulary, looking up the meanings, creating sentences and repeating them correctly. For instance, Arif stated that when finding new English words and expressions, he would repeat them frequently. He revealed that “I employed the strategy of repetition. I loved doing practices every day”. Furthermore, he exposed that he had a benefit from carrying out the strategy. The advantage was that he could review his speaking ability.

The strategy helped him changed the speaking incorrectness into completely correct and acceptable language uses. He explained that “Every day, I would find mistakes I made on the previous days. In the following days, I could revise the mistakes. Sooner or later, it would improve my speaking fluency”.

Similarly, Hidayat thought that repetition strategy was effective to him in boosting his English speaking fluency. That was because he believed that the best learning method was through repeating. Moreover, it was no exception in implementing the strategy in improving English speaking fluency. He answered that “The best strategy to learn I considered was repetition. This strategy was very good to gain fluency in speaking”.

In addition, Indah revealed that she repeated the sentences or expressions in front of the mirror. She further clarified that repeating the language expressions in front of the mirror also helped her to maintain her self-confidence. By applying that method, she could revise his mistakes in performing the languages before speaking English in social contexts. She replied that “It would improve my self-confidence and notice the mistakes by speaking in front of the mirror”.

### **5. Creating Mind Maps**

Before speaking in public, Indah said that she wrote mind maps. She was convinced that the maps could guide her presentation based on the topics. The preparation was beneficial for her to speak fluency because she would be familiar with the main ideas along with the details and examples of the ideas. The strategy was done to make it easier to deliver ideas along with the supporting details. She then explained that she could deliver the presentation without any difficulty because she had previously prepared her speaking performance. She told the research that “...The most frequent strategy that I implemented was mind-mapping. Before speaking, I created mind maps to know what to deliver and the speaking objectives”.

Indah exposed that she applied the mind-mapping strategy by preparing what would be presented in the form of simpler mind maps. She anticipated speaking off the track and managed the presentation into more focused on its objectives. She delivered that “Before speaking, I created

simple mind maps about what I would deliver. That way helped me to speak on the track. I would focus on the objective”.

On the contrary, she disclosed the downsides of the strategy she implemented. First, it would be a problem if she was appointed unexpectedly to speak English. Moreover, it would be an obstacle for her to respond to her friends’ questions spontaneously. That because she would need some time to prepare the answers and to get ready to deliver them to her audiences. Indah told that:

If being asked to speak spontaneously in public, I would have difficulty. That was because I usually had to have preparation before speaking by creating mind maps. If being required to speak without preparing the materials, I would memorize the keywords of the topics. I applied the same strategy when speaking and responding to my friends’ responses (Indah, 5:20).

## **6. Writing Outlines**

The strategy of writing outlines was implemented by putri. She wrote outlines as her preparation before her speaking presentation. Before speaking in general settings or in public, she prepared what would be delivered by making outlines. She divided the speaking materials into several points and deeply explained the points. She did that to avoid losing ideas when having a presentation. She undoubtedly admitted that the regular speaking practice was the main thing to do after that. She replied:

The usual thing I did before speaking publicly or in a general English setting was to prepare what would be delivered by making outlines. I divided them into several points. The points helped me

not to lose ideas when speaking. Of course, regular practice was crucial. After finishing making the outlines, I specified the points (Putri, 0:36).

When writing outlines, she shared that she categorized terms or words difficult to articulate and found how to pronounce them from Google. She relied on that platform to learn to pronounce those terms correctly from English native speakers. She said that the topics for discussions had been told a week before, so she had time to prepare. Equally important, she added that after doing that, she practiced pronouncing the terms or words.

Moreover, she thought that the strategy of making outlines before speaking guided her to speak in public and lead her to deliver ideas. She acknowledged that it was unfavorable speaking out of contexts. The speaking situations without outlines forced her to think unexpectedly that resulted in the use of new unfamiliar vocabulary. Consequently, the audiences would hardly understand what delivered and she also did not have ideas to say.

On the contrary, she told the researcher that she was difficult to deal with the time. The strategy she implemented did not allow her to prepare the subject materials in advance because of her long term-memory problem. She hardly could remember subjects for a long time. As a consequence, the other assignment deadlines could be on the same day making it tiring for her to finish. She then realized that her strategy of

making outlines before speaking was required being changed into the more effective one.

## **7. Using Smartphone Applications**

The strategy was to download a smartphone app to have a direct call from people speaking English. Novira revealed that she firstly downloaded the Walkie Talkie application and called random people from all around the world to have an English conversation. She was free to discuss whatever she would prefer. She acknowledged that there was no specific topic being discussed when she had a conversation with foreigners using English through the application. Furthermore, she conveyed that she could choose to whom she wanted to talk to. She could talk to people from the UK (United Kingdom), India and many more. She simply looked at someone's profile to know who he/she is or where he/she came from.

In contrast, Novira stated that the drawback of the application she used in improving English speaking fluency was the accents of English used by the application users. For instance, she informed that she was influenced to speak the ways Indian people communicated with English. On the other hand, the users were not necessitated to discuss certain topics while utilizing the application. She said that "When using the Walkie Talkie application, the problem was when I speak with people, for example, coming from India. My English pronunciation was influenced by that person".

## **B. The Students' Challenges in Improving Speaking Fluency.**

Regarding the challenges in improving fluency, the samples of this study had various responses. They exposed the challenges they had to deal with in the process of developing their speaking fluency. The challenges they encountered were nervousness, lack of supports from society, grammar over-thinking, pronunciation difficulty, insufficient learning resources, and lack of internal motivation.

### **1. Nervousness**

Most of the students were nervous when it came to the speaking presentation. Their reasons were that because they were not ready with the subject materials they would present, the audiences were more proficient in English and they had problems with self-confidence. Fatimah exposed that "I was nervous when speaking in front of the people having more capability in English".

Furthermore, Rita revealed that she felt nervous when someone noticed the incorrectness of grammatical structures during speaking publicly. She expressed that "I felt nervous when they questioned my grammatical structures during a speaking presentation". Moreover, Rizki answered that he confronted the challenge when speaking English during the presentation. He was nervous during the performance. As a consequence, he lost what should be delivered and said what was not

necessary or not related to the topic. He uttered that “I was nervous when willing to present. I did not know what to say when being nervous and then delivered explanation unrelated to the topic”.

## **2. Lack of Supports from Society**

Several samples of this study exposed that it was a challenge to develop English speaking fluency in an unsupportive environment. They told that the people around them had a negative connotation when hearing anyone speaking English. Consequently, the social responses made the students demotivated to learn English speaking.

Relatedly, Fitri said that the environment around her did not allow her to develop English speaking skills. The people in her community thought about that other people practiced speaking English negatively. They assumed that the language learners just wanted to show their ability off and was arrogant. Consequently, she was then pressured mentally by society. She stated that “Many people in my society thought negatively about people speaking English publicly. They considered that English learners were arrogant and had the intention to show off. As a result, I was mentally pressured”.

Furthermore, Indah was demotivated as the result of the responses of her friends. They did not agree if she spoke English with them. The reasons for that action were that the situation was not at the learning process in the classroom and they wanted to feel free to speak without the language

constraints. She replied that “I did not have friends agreeing to speak English outside of the learning process in the classroom. They said that it was complicated speaking English in the discussion”. Moreover, Novira realized that improving English speaking fluency by practicing had a drawback when implemented at home. Furthermore, she clarified that none was a member of her family who could speak English with her. She described that “I did not have any family member who could speak English with me. It made me difficult to practice speaking”.

### **3. Grammar Over-Thinking**

Some research participants were afraid of making mistakes in grammar during speaking. They tried to avoid making mistakes by always being aware of the correctness of their sentences. Some of them were thinking too much about it. As a result, they felt they had to follow the grammatical rules hesitated to speak English and restrict their fluency of them thought too much about the grammatical structures incorrectness possibility made it difficult to speak fluently. For instance, Fitri had to cope with the challenge when during her presentation. She was aware of making mistakes in grammatical structures. She responded that “I was afraid of making mistakes in language structures in the presentation”.

In addition, Rita responded that she had to think about the sentence arrangement during the speaking. She was aware that her audience would notice her grammar incorrectness during the speaking. Furthermore, she

explained that the root of the source of the problem was that she rarely received formal English language inputs. During her junior and senior high school periods, she only learned how to communicate using English in daily contexts. The study on an advance language input level then started when she was in the first semester at college from English news. Therefore, she had a lack of grammar comprehension. She explained:

I had not learned about scientific or formal English language contexts. During my junior and senior high school, I only learned about English in daily communication. I then just started listening to the English news since my first semester at college. Therefore, I had little knowledge of grammar. When speaking, I thought more about grammar making me difficult to be fluent. (Rita, 8:05)

#### **4. Pronunciation Difficulty**

A research sample stated that English had completely different structures compared to his first language, Acehnese. Moreover, he told that not only was in grammatical structures, the dissimilarity was also in the pronunciation. Furthermore, he said that since English was a foreign language, besides it he had some other languages such as the Acehnese and Indonesian.

That was as the result of his unfamiliarity with English language expression. That was because the people in his society did not communicate using English. Rarely could he find the people spoke English in his community except for his friends at campus. It could be the opposite situation if he was intensively engaged in the English language environment. It was where English was used as the main or second tool for communication in social contexts. He said that “The challenge was the

pronunciation. I am Indonesian and English is a foreign language here. The vocal and consonant sounds are not the same”.

## 5. Insufficient Learning Resources

Many research samples realized that they needed sufficient learning resources to be able to speak fluently. In addition, they believed that adequate support of internet connection was crucial to contribute to the satisfactory implementation of the strategies like watching videos, listening to music, running the applications and so on. That was because from the videos, music and smartphone apps, they could acquire authentic English learning materials.

On the other hand, the reality was that they frequently had an inadequate internet connection. Hidayat sometimes experienced a lack of internet data when using a smartphone feature, Google translation. He said that “I sometimes did not have enough Internet connection when looking up the translation using Google translation”. However, Indah had a solution to cope with the problem. When realizing that she would not have enough internet mobile data, she then downloaded English videos when being at internet hotspots such as at campus or coffee shops.

After downloading the files, then she watched the videos whenever required without thinking about the connection because the files had been already there. She revealed that “It was the insufficiency of Internet connection when I applied watching English strategy. I solved the

problem by downloading the videos when being at university and coffee shops' wireless internet spots and watching them offline”.

## **6. Lack of Internal Motivation**

Some research samples recognized that they did not have a good internal motivation to speak English fluently. A research participant, Eka revealed that she encountered the challenge when being not passionate about learning to speak English fluently. She chose not to practice when being not excited about the activity. She stated that “I did not learn to speak English fluently when being not excited”.

Moreover, they said that sometimes they were bored to learn English because they had to be mastered many features of the language. They were required to study vocabulary, grammar, pronunciation, contexts and etc. For instance, Rita exposed that besides learning grammar, she also learned new terms to prepare for upcoming uses of them. She believed that the terms would be helpful to bring the presentation back to its track. On the contrary, she acknowledged that learning about English that much made her lazy to study more. She then sometimes preferred to learn about pronunciation. Nevertheless, she stated that the positive influences could eliminate the negative impacts. She uttered that:

Furthermore, I studied about grammatical structure. Moreover, I also added my English vocabulary and terms to prepare for the upcoming needs. I believe that the terms were required when I lost my ideas and they would guide me back to the topics. Negatively,

the challenges affected me to be lazy to learn those many subjects. (Rita, 16:18)

Similarly, Hidayat revealed that he was not consistent in improving his English speaking fluency. He felt lazy to look up the meanings of new words he found and to use the words in English sentences. As a consequence, his speaking fluency was not improved as well as the other benefits that he could get. However, he tried to be motivated by watching inspirational videos and to force himself to study more and learn to speak fluently. He revealed that “The difficulty was that I was sometimes lazy to look up words’ meaning at the dictionary. The solution was to watch inspirational videos and to force me to create the sentences and pronounce them”.

## **C. Discussion**

### **1. The students’ Strategies in Improving Speaking Fluency**

The strategies that students applied to improve their speaking fluency were watching English videos, listening to English songs, practicing English speaking with the partner, repetition, creating mind maps, writing outlines, using smartphone application strategies. The strategies were relevantly correlated with Zhanli’s (2014) theory on the methods of developing English speaking fluency. He proposed several strategies to directly learn to speak English fluently from authentic English sources. Watching movies and listening to songs and music was one of the direct sources. Furthermore, he stated that speaking alone was contributive to increase speaking fluency.

Specifically, he added that it would be effective if English speaking learners could imagine using the language based on certain situations and contexts. For instance, the learners could imagine having agreement or disagreement with others, being in an interview session or in the need of asking information. The third is to speak alone by imagining as if in self-introduction, to have a disagreement with others, to be an interview session or to ask for information. Moreover, language learners could find someone to evaluate his or her skills in speaking fluently. Besides that, speaking learners could also record his or her speaking and then assess the speaking fluency development.

The strategies were also interrelated with Yang's (2014) views. He recommended several strategies to reach the level of fluency. The first was to be relaxed during the speaking performance. He viewed that the speakers would pay attention to the entire detail points of the discussions when being relaxed. The step is to be relaxed. Moreover, he stated that the speaker had to be familiar with the contexts of topics and the situations where he or she performed speaking. It would be beneficial because the performers had previously prepared and known about terms and contexts of the speaking. That was also called the predictions of what would be delivered. In addition, the clarification expressions were advantageous to promote fluency by filling the gaps between the pause and speaking process.

Some strategies that the students applied did not correlate with the previous theories on this topic, such as creating mind maps, writing outlines and using smartphone applications. The prior theories just merely focus on the strategies of receiving language inputs from authentic sources but rarely did it

cover the methods of delivering ideas more manageable and structured. Furthermore, the researcher assumed that the development of the technology was contributive to support students to learn directly from smartphone applications and online media.

## **2. The Students' Challenges in Improving English Speaking Fluency.**

The students encountered some challenges in improving their speaking fluency. The challenges were nervousness, lack of supports from society, grammar over-thinking, pronunciation difficulty, insufficient learning resources, and internal motivation. The findings of the study were relatively the same with Ur's (1996) theory on the challenges in developing speaking fluency.

He explained that the first challenge was being anxious in making mistakes, afraid to be criticized or shy. Second, language learners did not have enough preparation for the speaking presentation. Third, they did not fully get involved in the English learning and teaching process or did not have a chance to speak up their minds using the language. That occurred because other students dominated the speaking learning activity. Fourth, the students' native languages are completely different from English causing students difficult to use the language and had the preference to speak their native language instead of using English.

Furthermore, Rababa'h (2005) specified several causes resulted in the difficulty in mastering the speaking fluency. The main reason was that language

learners did not have the motivation to learn to be able to speak fluently. Additionally, she stated that the ineffective application of the curriculum at school was contributive to be a challenge in speaking fluency mastery. In the same way, inappropriate strategies of teaching and unsupportive learning situation also added new challenges to develop the fluency.

Besides that, Kumaravadivelu (2003) claimed that English would be more effective to be learned when the language learners focused on applying the uses of the language rather than to the grammatical structures. The learners must avoid being too aware of the correctness of linguistic aspects. In addition, students have a lack of vocabulary mastery resulting in speaking hesitancy. The verbal communication skill could simply be mastered if students know why they should learn to speak English and have sufficient opportunity to implement or practice their comprehension (Littlewood, 1981, as cited in Hosni, 2014). The previous studies showed a correlation with the findings of this research. The researcher viewed that both teachers and students had to find out the solutions to solve and tackle the challenges.



## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter reviews the research's conclusion and recommendation. The chapter briefly concluded the findings and discussion.

#### **A. Conclusions**

In this study, the researcher aimed to find out students' strategies in improving English speaking fluency and the challenges they had to deal with when it came to developing the speaking fluency. The researcher revealed that the students had been implementing some strategies. The strategies were watching movies, listening to music, utilizing smartphone applications, repetition, speaking practices with partners, creating mind maps and writing outlines.

The research participants believed that the strategies were effective to develop their English speaking practice if they regularly implemented the strategies. The strategies had many advantages. First, the implementation of watching movies, listening to songs and using smartphone applications could provide them the authentic language inputs and the comprehension of English in many contexts. Second, the application of creating mind maps and writing outlines led them to deliver points in order and avoid losing ideas during the presentation. Third, the strategy of repetition and speaking English to the partners helped them revised their previous language mistakes and made them better arranged and pronounced.

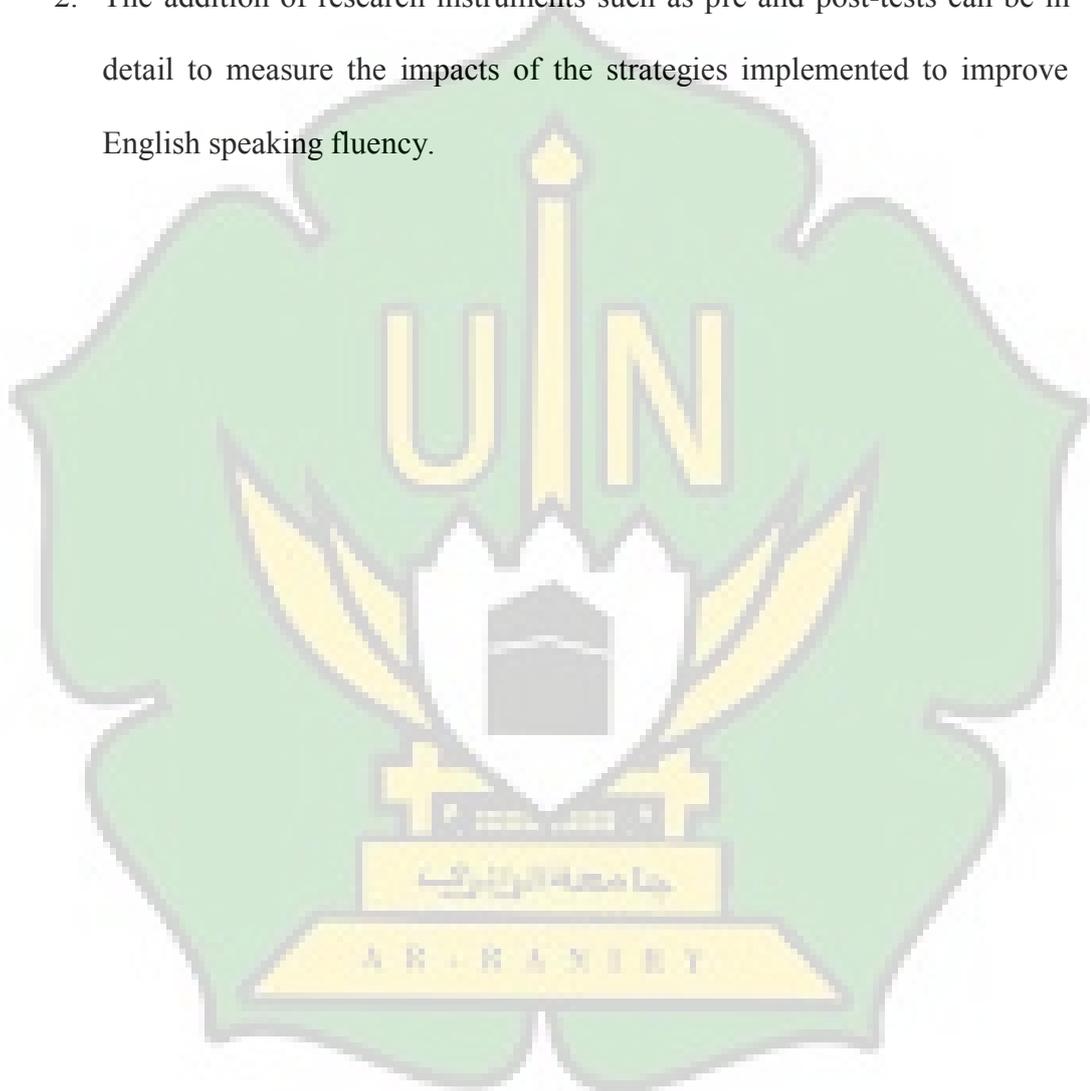
Furthermore, the implementation of English speaking practices with partners undoubtedly gave positive impacts on the development of students' speaking fluency. On the other hand, the students also deal with challenges in the process of developing their speaking fluency skills. The challenges that they encountered were nervousness, grammar over-thinking, pronunciation difficulty, insufficient learning resources, lack of supports from society and internal motivation. However, they always found the solution to tackle the challenges such as to force to study when being lazy and inconsistent, to download learning materials if having insufficient resources, to speak alone if the society did not support them and prepare well before the presentation to avoid being nervous and grammar over-thinking.

## **B. Recommendations**

The results of the study showed that the students applied some strategies to improve their speaking fluency. The majority of the students also faced some challenges during the process of developing fluency. On the other hand, the teachers did not fully contribute to supporting and encouraging the students. Consequently, some of the students did not found effective ways to develop fluency and to tackle the challenges. The researcher hoped that in the future, the teachers will encourage and help the students to improve the speaking fluency. Moreover, the researcher viewed that many needed to be improved for future researches on this topic.

The researcher recommended that:

1. The further researches can be better if added more research questions to cover wider and more detail results on the topic.
2. The addition of research instruments such as pre and post-tests can be in detail to measure the impacts of the strategies implemented to improve English speaking fluency.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-15083/UN.08/FTK/KP.07.6/10/2019

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019

**MEMUTUSKAN**

- Menetapkan  
PERTAMA : Menunjuk Saudara:
- |  |                            |
|--|----------------------------|
| 1. Habiburrahim, S.Ag, M.Com, MS, Ph.D | Sebagai Pembimbing Pertama |
| 2. Mulia, M. Ed                        | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : Nurul Masyithah  
NIM : 150203073  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Strategies in Improving Speaking Fluency
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 15 Oktober 2019

An. Rektor





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111

Telpon : (0651)7551423, Fax : (0651)7553020

E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-16337/Un.08/FTK.1/TL.00/11/2019

Banda Aceh, 28 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Kepada Yth.

\_\_\_\_\_

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : NURUL MASYITHAH  
**N I M** : 150203073  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : IX  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry  
**A l a m a t** : Jl.Laks. Malahayati Dsn. Lambateung Gampong Kajhu Kec.  
Baitussalam Aceh Besar

Untuk mengumpulkan data pada:

**Mahasiswa Prodi Pendidikan Bahasa Inggris Let 2017 Fakultas Tarbiyah**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Students' Strategies in Improving Speaking Fluency**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email [pbi.ftk@ar-raniry.ac.id](mailto:pbi.ftk@ar-raniry.ac.id) Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-566/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16337/Un.08/FTK.I/TL.00/11/2019 tertanggal 28 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

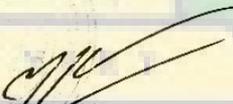
Nama : Nurul Masyithah  
NIM : 150 203 073  
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Students' Strategies in Improving Speaking Fluency.**

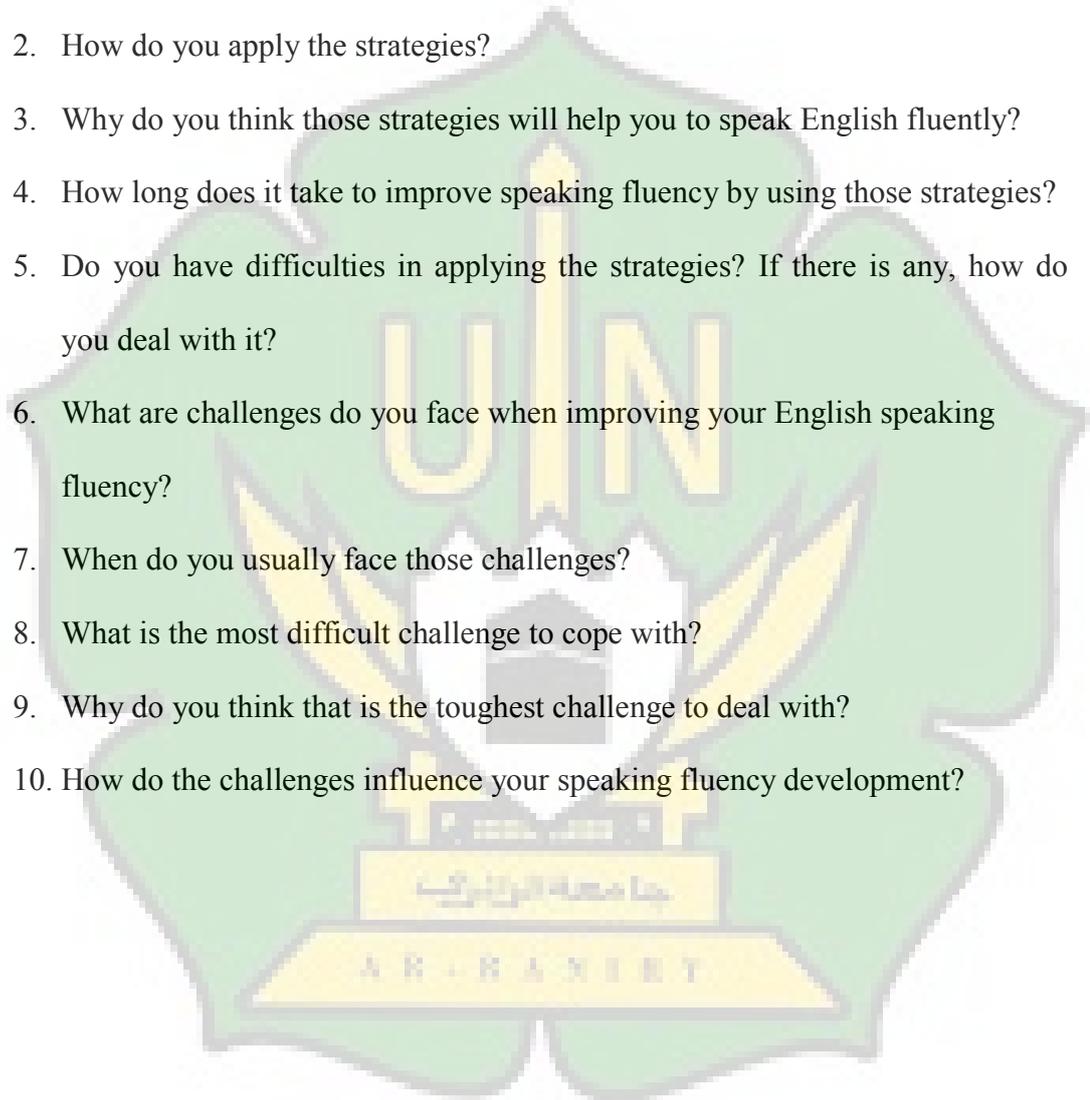
Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Desember 2019  
Ketua Prodi Pendidikan Bahasa Inggris,

  
T. Zulfikar

## Interview Questions

1. What are strategies that you implement to improve your English speaking fluency?
2. How do you apply the strategies?
3. Why do you think those strategies will help you to speak English fluently?
4. How long does it take to improve speaking fluency by using those strategies?
5. Do you have difficulties in applying the strategies? If there is any, how do you deal with it?
6. What are challenges do you face when improving your English speaking fluency?
7. When do you usually face those challenges?
8. What is the most difficult challenge to cope with?
9. Why do you think that is the toughest challenge to deal with?
10. How do the challenges influence your speaking fluency development?



## INTERVIEW TRANSCRIPTION

### Participant 1

Interviewer: What are strategies that you implement to improve your English speaking fluency?

P1: To improve my English speaking fluency, I often watch western movies and foreign news. They would improve my fluency and entertain me. I learned language accents. One of the sources to learn the British accent is from BBC News and the American accent is from movies. The other strategy was to make a sentence and speak it up. It encourages me to keep speaking although not with friends, but personally.

Interviewer: How do you apply the strategies?

P1: In the daily contexts, I apply those strategies by creating drama plots, and that can be English jokes. I use new vocabulary found by speaking them up to my friends or talking to myself. I love talking to myself. In actual fact, that is really supportive to increase my speaking fluency. Not all do my friends studying in the same department with me have good motivation in being able to speak like an English native speaker. I study harder by talking only to myself for that motivation.

Interviewer: Why do you think those strategies will help you to speak English fluently?

P1: Because by applying the strategy of speaking alone, I was not directly criticized because no one would probably notice except me. I believed that every student wanted to have authentic language materials. The strategy of speaking alone was really advantageous for me in increasing my fluency because I did not have to think about whether the people would criticize me. My activities also influenced my friends to do the same. They started watching and listening to English movies and songs. I considered that talking alone was the way to practice.

Interviewer: How long does it take to improve speaking fluency by using those strategies?

P1: I cannot tell you the specific time. I have been implementing the strategies since elementary school. From that time, I started listening to English music and watching English when I was in grade 5. Every year, my speaking skill improves, either in vocabulary or pronunciation.

Interviewer: Do you have difficulties in applying the strategies? If there is any, how do you deal with it?

P1: I faced many difficulties. It was not only from me but also the source was from others. When speaking English, Some friends might not understand what I spoke to them. Sometimes I also spoke too fast making my friends not able to properly comprehend it. Besides that, because the English learning materials are authentic, I do not really apprehend what I learn since not being an English native speaker. However, I have to keep struggling to do so although my friends do not have the same motivation as me, which is to speak like a native speaker and I cannot deal with the problem like that.

Interviewer: What are challenges you face when improving your English speaking fluency?

P1: The challenges are grammar and confidence. I face challenges when speaking in front of my lecturers. I felt unconfident when they questioned my grammatical structures during a speaking presentation. However, the ability to speak like the native speaker from the experiences of watching English videos helped me solve the problem.

Interviewer: When do you usually face those challenges?

P1: The challenges are grammar and confidence. I face challenges when speaking in front of my lecturers. I felt unconfident when they questioned my grammatical structures during a speaking presentation. However, the ability to speak like the

native speaker from the experiences of watching English videos helped me solve the problem

Interviewer: What is the most difficult challenge to cope with?

P1: I had not learned about scientific or formal English language contexts. During my junior and senior high school, I only learned about English daily communication. I then just started listening to the English news since my first semester at college. Therefore, I had little knowledge of grammar. When speaking, I think more on grammar making me difficult to be fluent.

Interviewer: why do you think that is the toughest challenge to deal with?

P1: If speaking, I lost my ideas because I spoke faster than thinking. As a result, I also missed the vocabulary on the topic. Losing ideas is not controllable. If it is, it will be easy to deal with it. The ideas disappear suddenly and accidentally.

Interviewer: How do the challenges influence your speaking fluency development?

P1: The challenges influence it positively and negatively. Positively, I then frequently read and watch English scientific videos such as detective movies. I learn the language officially acceptable for English speakers. Furthermore, I also study about grammatical structure. Before that, I only thought that as long as my friends understood it was all right. Moreover, I also added my English vocabulary and terms to prepare for the upcoming needs. I believe that the terms are required when I lost my ideas and they would guide me back to the topics. Negatively, the challenges affect me to be lazy to learn that many subjects. Consequently, I only learn to pronounce English to make my speaking cooler. However, positive influences can remove the negative.

## **Participant 2**

Interviewer: what are strategies that you implement to improve your English speaking fluency?

P2: One of the ways is to watch Youtube videos, Ted Talk. Watching those videos helped me in improving my English speaking fluency. Another strategy is through an application, Walkie Talkie, I could randomly call people speaking English and was free to speak what I preferred.

Interviewer: how do you apply the strategies?

P2: After watching the videos, I draw some conclusions. I repeat the conclusion using my own words. There was no specific topic in a Walkie Talkie discussion. I can choose friends to talk to, whether coming from the UK, India and so on. The application provides friends' information, where he or she comes from and what languages they are proficient in.

Interviewer: Why do you think those strategies will help you to speak English fluently?

P2: In learning English, the most important thing was the inputs. I could not produce words without them. Watching videos was helpful for me. That because I could learn directly how the speakers moved their mouths, understand the tone and pronunciation. In Walkie Talkie application, other users would correct me if I made mistakes with grammar.

Interviewer: How long does it take to improve speaking fluency by using those strategies?

P2: The time is tentative. If I was obliged to finish the assignment, it was once a week. I have been learning English since junior high school until now. The best strategy that I implement is watching videos. I started watching Youtube since junior high school because when I was at elementary school the internet was difficult to access.

Interviewer: Do you have difficulties in applying the strategies? If there is any, how do you deal with it?

P2: If using the Walkie Talkie application, the problem is when I speak with people, for example, coming from India. My English pronunciation is influenced

by that person. On the other hand, I do not have any problem with watching videos.

Interviewer: What are challenges you face when improving your English speaking fluency

P2: I do not have any family member who can speak English with me making me difficult to practice speaking. The watching video strategy needs the internet connection and it is not every day I have the internet quota.

Interviewer: When do you usually face those challenges?

P2: It was a challenge when being at home if I wanted to practice. However, I can find partners to speak English when being outside of my house I could find friends and community to talk using English.

Interviewer: What is the most difficult challenge to cope with?

P2: Because it is for 24 hours a day I often spend my time at home, it should be time to improve my English speaking skills. However, I cannot find a partner to have speaking practices. Besides that, I rarely go out of my house.

Interviewer: Why do you think that is the toughest challenge to deal with?

P2: Because I am lazy to go out, I always face the problem of not having English speaking partners. Consequently, I constantly use the strategy of watching English videos.

Interviewer: How do the challenges influence your speaking fluency development?

P2: If I could have speaking partners, I would have been able to be more fluent.