

**THE PROBLEM FACED BY ENGLISH DEPARTMENT  
STUDENTS IN SPEAKING ENGLISH**

**THESIS**

**Submitted by:**

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**THESIS**

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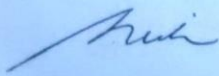
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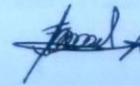
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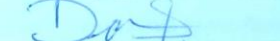
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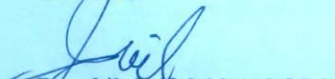
  
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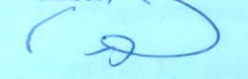
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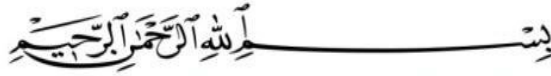
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Banda Aceh, 22 January 2016

A handwritten signature in black ink, appearing to be 'Amin', written in a cursive style.

The writer

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## SURAT PERNYATAAN

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Menyatakan bahwa sesungguhnya Skripsi yang berjudul: **THE PROBLEM FACED BY ENGLISH DEPARTMENT STUDENTS IN SPEAKING ENGLISH** adalah benar-benar Karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat pernyataan,



(Aulia)

## ABSTRACT

Speaking has always been seen as an important skill in language learning. As the purpose of speaking is conveying meaning, fluency always become more essential and required more attention. However, many English Students, especially in Indonesia, faced disfluency. There are 4 types of disfluency; Hesitation, Interjection, Repetition and Revision. In exploring English students disfluency in speaking English, a study entitle “The problem faced by English Department Students in speaking English” was arranged into two research questions that are: What is the dominant types of disfluency occurred among English Department student of UIN Ar-Raniry when they speak in English and What strategies are students used in coping with disfluency problem in speaking English. It is expected that this research contributes some significant progress namely as an access to understand the process of English Speech Production and teachers of English subject can predict the students’ types of speech disfluency and its strategy. Thirty-three participants of this qualitative study were chosen purposively; who already took speech and communication management class. Data for this study were gathered from Questionnaires and Interview. The finding showed that students experienced 60% more frequent on revision type of disfluency in speaking English. It was because speaking requires limit time and the quick process of thinking. Students applied gesture to assist their speaking. Moreover, using simple words would also a good strategy to decrease the disfluent in speaking.

***Keywords: Speaking, Disfluency, Speech Production Process***

# CHAPTER I

## INTRODUCTION

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

Students find speaking English a problem even though they have been learning English for such 7 years. Though they have good record in their school test, their English speaking skill is weak. As language means for communication, the development of oral communication skills is very essential in teaching and learning practice. Students, therefore, need to create an effective communication in the target language and it requires the use of strategy (Dörnyei & Scott, 1997). Since oral communication involve a complex process (KÖMÜR & BÜYÜKYAVUZ, 2003), it is essential to be aware of problems occurred in speaking particularly fluency problems.

Nowadays, the used of English has gone world widely in many fields including education in English as a Foreign Language (EFL) countries. Different language used in EFL context has made EFL students difficult in expressing their idea in English. Although EFL students are good in English competency, they are learning grammar, but their speaking skills are low. Since language learners are often referred to “speakers” of the target language, speaking attach more important in language learning (Xiauin, 2006). For EFL students, speaking is prone to be an obstacle in learning the language. Most of EFL students face difficulties in speaking English because English is not their daily language.

In Indonesia, English is not something new because it has been applied into curriculum started from secondary school until university level. Being one of EFL country, Indonesia has put English as a compulsory subject taught in schools. This is to maintain students' English competency to meet the general qualification in pedagogical compulsory lesson: national examination. However, the much focus on competency has put students low in performance; speaking skill. Therefore, it is common for students to face the difficulties in speaking English.

Some study has been done to explore speaking problems within students. In Zhang Xiauqin Study of "speaking skill and Anxiety" found most of students feel anxious thus it prevent them in developing their oral skill. 11 out of 38 subjects feel less improve in their speaking and 29 subjects admit the anxiety was the problem that averts them to speak up in classroom context. The same research done by Zhengdong Gan found in his research "L2 Speaking Problem and ESL Teacher Training Curriculum" (2012) students seem to having other speaking problem instead of anxiety issue. In his research, he revealed some of students were undeveloped due to having inadequate chance to practice their speaking in classroom. Some also have insufficient knowledge to speak up, limited vocabulary to create a good communication, or even some of them were blocked by the rule of grammar (Gan, 2012).

For EFL students, the reluctant speaking English is resulted from the minimum used of the language and lack of exposure with native speakers. In Indonesia for example, the status of English is only for formal used and it is spoken rarely. English is learnt for educational requirement e.g. English subject, course etc.

High school students may pass the National Exam easily to it is only tested the receptive skill not productive ones (Speaking, writing). However, English in Indonesia never been used for communicative purposes and English is not a national language in Indonesia (Lauder, 2008).

In the context of Indonesian students itself, problems on speaking often appeared. A research about The Gap between English Competence & Performance (Performance: The Learners` Speaking Ability) done by Dian Karyani Astuti in UIN Jakarta has revealed several major problems on speaking English among Indonesians learner. The major finding of this study is that 43% of respondents confess that they feel shy, 53% unconfident and nervous to speak in English. They worry to make mistake in speaking though they know the English Grammar and vocabulary. Moreover, the lack of motivation to create the English condition is another factor too for the learners. Sometimes they don't have friends to talk. Then, the environment does not support them for speaking English and improving their language production (Karyani Astuti, 2013).

As the purpose of speaking is conveying message, fluency plays bigger role in speaking. According to Hartman and Stork fluency means speakers use acceptable structure in a normal speed which focus on content delivery rather than the structure of the language. Lennon which introduce a narrow approach of fluency stated that fluency is about speaking speed and smoothness of the language delivery (Yang Y. I., 2014). Both definition put much stress on language delivery which means content delivery is the focus of fluency.

There are types of disfluency happened in speaking. According to Yarrus and Reardon, there are 4 types of disfluency that may possible happen to every language learners; Hesitation, Interjection, Revision, Repetition (Yaruss & Reardon, 2010). When someone speaks, many element involved in a single speaking like turn taking system, procedure of the production meaning or the assurance of understanding (Bussmann, 2006). This is a complex progress which is possibly contribute into disfluency. Someone may sometimes pause (hesitation) when he doesn't know what to say or interrupt (interjection) when trying to think. Revision of mistaken words also happen or even repetition.

Previously, studies have done in several place in regard of speaking fluency. One of the most recent one is a study done by Yingjie in China. Yingjie Studied about the Necessary of Speaking Fluency Strand to develop in EFL class. He explore the answer through 40 students and 10 EFL teachers. Yingjie has found that speaking fluency strand is necessary to develop in EFL class (Yang Y. I., 2014).

Seeing the importance of Fluency in Speaking, therefore, some study conducted to improve fluency skill among student. In China, a study conducted to improve Fluency of student by using 4/3/2 technique. Yang Yingjie, the author of the study, willing to promote the importance of speaking fluency and introduce the 4/3/2 technique to improve speaking fluency (Yang Y. , 2014). In Indonesia, Abe Andaya has studied on the use of Trivia-based Activity for speaking fluency development. She concluded that that activity really helps student in improving fluency in speaking. Those 2 examples of studies are the proof of the importance of speaking fluency in EFL.



However, for such language learning, mistakes are inevitable. A language learners have to know and aware of possible mistakes/problem in language. Particularly in fluency, the present of those problems, hesitation, interjection, revision and repetition, will disturb the goal of communication; conveying message. Therefore, to avoid such a thing, it is important to conduct a research on Fluency problems happen among English student where at the end the researcher is able to inform the most possible fluency problems happen among students, the factor contribute to the problem and their solution. Indirectly, this purpose of study will help English tutor to handle fluency issue in English Learning.

Based on the theories, fact and findings above, the author of this paper attempted to explore Problem faced by English department students in speaking which more focus on speaking fluency problem. Beside of it, author will also try to see the strategy student used in tackling the fluency issue in learning speaking. In this case, the author means to carry out the research on the issue under title **“The Problem faced by English Department students in Speaking English”**

### **B. Research Question**

To investigate further about this issue, the researcher attempted to investigate:

1. What is the dominant types of disfluency occurred among English Department student of UIN Ar-Raniry when they speak in English?
2. What strategies are students used in coping with disfluency problem in speaking English?

### **C. Research Aims**

This study is aimed to:

1. To find out the dominant types of disfluency occurred among English Department student of UIN Ar-Raniry when they speak in English.
2. To find out students' strategies used in coping with disfluency in speaking.

### **D. The Significances of Study**

As a case study, this study can be benefits in three sides are: English language researchers, university students, and lecture or practitioner of English language. Firstly, this study benefit for English language researchers as basic information of Disfluency problem and strategies among Indonesians students.

Secondly, this research provides valuable input for English Department. The study may also guide the English Department and policy makers within the education sector to look for better ways of systematically teaching speaking from preschool to university because aside of knowledge, language means for communication.

Thirdly, this study is useful for teachers, lecturers and tutors in EFL contexts because it can contribute insights into those aspects of Speaking according to students need. The study is also reflexive as its results may be used to harness or sharpen the practices of both ESL practitioners and other stakeholders with some guidelines on teaching speaking. As a result, it is hoped that EFL learners will benefit from the finding of this study.

### **E. Delimitation**

This study only focuses on fluency component in speaking out of other 4 components (Comprehension, Pronunciation, Vocabulary and Grammar). Moreover, since this study will look at students experience in fluency problem, the sample of this study will be those who already pass speaking subject up to speech/public speaking and communication management class.

### **F. Terminology**

Some terminology used in this paper in limit of the data being observed:

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). There 5 aspects generally recognize as part of speaking; Fluency, Pronunciation, Grammar, Vocabulary, Comprehension. However, as the delimitation of this study, the aspect researched in this study will be only fluency in speaking.

Fluency is the ability of using acceptable structure of the language in a normal speed with the concentration of message delivery rather than the structure of the language itself (Yang Y. I., 2014). While problem is a condition that cause students block in speaking. Thus, fluency problem in this study means the difficulty condition that English Students of UIN Ar-Raniry face during communicating in English with focus on Fluency. According to Yarrus and Reardon, there are 4 types of Disfluency in speaking; Interjection, Hesitation, Revision, Repetition (Yaruss & Reardon, 2010). It is only limit on those four disfluency types in this research.

Strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends (Nickols, 2012). However, strategy in this study defines as their own way or manner to solve their disfluency problem during speaking in English.

## **CHAPTER II**

### **LITERATURE REVIEW**

The question still addresses in English Speaking skill about the difficulties encountered by English foreign language students and how they solve it. Many attempts have been made to overcome the issues. In this chapter I will review some of the scholarship that helps the theoretical groundwork of my research on fluency problem faced by English Department students and their overcoming strategy in Speaking English. I will start by describing definition of Speaking. It is subdivided into nature of speaking, and the components of speaking. Then I will attempt to explicate the fluency in speaking including defining it, importance of fluency, measuring fluency, types of disfluency, strategy in improving fluency and previous study on fluency.

#### **A. Speaking**

##### **1. Nature of Speaking**

In English Language Teaching (ELT), the four skills (Listening, Reading, Writing, Speaking) are described in terms of their source. The learners-based language or generated by the learner (in speech or writing) is referred to as productive skill. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Lesakova stated that speaking ability is the process of

developing and sharing meaning by verbal and non-verbal symbols. It is an essential part of foreign language learning and teaching. Speaking belongs to productive skills that use to socialize individuals through spoken language. It is produced and processed in real time, means the speaker directly say his or her message to the listener. In other word, speaking has limited time used to coverse between two speakers or more (Lesáková, 2008). Therefore, speaking described as a productive skill and one of language skills.

Speaking considered a natural communicative tool between society utilizing as self-expression or opinion and as social behavior form (Moris in Novia, 2002). In the other hand, it defined as the ability to arrange sentences to present difference of various behaviours from different society. In the more simply definition of speaking, Hornby defined speaking as the ability of producing words use voice and expressing meaning in making speech (Hornby, 1995). Speaking can be defining as the ability of someone to express their idea, feeling, or something in his or her mind to the other by using the spoken language. Speaking cannot be separated in daily life because people need to speak in order convey their aspiration. However, they can also use writing to accomplish it yet speaking is more efficient in time. In fact, the goal of learning speaking ability is to improve communicative skills to maximize the status of ourselves as a social creature in this society.

If you have learned a language other than your own, you would find speaking is the hardest. Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting

for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Alonso and Junio noted that speaking is regard as most important of the four skills (Alonso & Junio, 2012). Commonly students have to spent years learning English, but still they cannot speak it. While Brown labels speaking as the most challenging skill for students that needed to interact with at least one other speaker, understanding its components or criteria for good speaking and so forth (Brown H. , 1994). Therefore, speaking ability known as skill that difficult enough to learn particularly by English foreign language students unless they have effort to overcome it.

According to Van Lier (In Nunan, 2003) Spoken language and written language differ in many significant ways. Here are some key contrasts:

<b>Spoken language</b>	<b>Written language</b>
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

According to Brown, there are 8 characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult (Brown H. , 1994).

1. Clustering

A speech categorized as fluent if they only go in phrasal not word by word. If the learner speaks only one word such as “book”, it is uncategorized as fluent even he speaks it with no hesitation. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

A clearer meaning is one of the opportunity that learners can make through the redundancy of the language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels etc, all form special problems in spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

Performance variables such as hesitations, pauses, backtracking and corrections is one of the advantages of spoken language where the process of thinking and speaking occur the same time.

5. Colloquial language

A reasonably well acquainted students with words, idioms, and phrases of colloquial language will ease students up in speaking English. A good practice is required in producing these forms.



#### 6. Rate of delivery

Rate of delivery is one of salient characteristic of fluency in spoken language. It is better for student to watch their spoken language and maintain an acceptable speed along with other attributes of fluency.

#### 7. Stress, rhythm and intonation

Unlike writing, spoken language always goes with pitch like rhythm intonation and stress. A good speakers always use rhythm in his speech as well as intonation. It is argued that these attribute has different role in different culture, however, a flat speech would seems inappropriate and same times lead to an infective communication.

#### 8. Interaction.

Spoken language always play with interlocutors. The use of language is to interact, and interaction in speaking is one of the effective way yet difficult for most case.

Related to the paragraph before, Boonkit, the researcher from Thailand, has conducted her research on how to develop speaking ability for non-native speakers (Boonkit, 2010). She cited Trent statement that one of among reasons why some speakers difficult to perform their speaking is because the lack of confidence in terms of anxiety about making errors (Trent, 2009). The findings of her research indicated the key aspects of speaking improvement to the audience is confidence, creativity of topics, and speaking competence. In completing the data of research she applied a task-based learning approach as method for learners' in speaking enhancement.

Talking about speaking problems, Zhang in his Study “speaking skill and Anxiety” found most of students feel anxiety thus it prevent them in developing their oral skill. 11 out of 38 subjects feel less improve in their speaking and 29 subjects admit the anxiety was the problem that averts them to speak up in classroom context. The same research done by Zhengdong Gan found in his research “L2 Speaking Problem and ESL Teacher Training Curriculum” (2012) students seem to having other speaking problem instead of anxiety issue. In his research, he revealed some of students were undeveloped due to having inadequate chance to practice their speaking in classroom. Some also have insufficient knowledge to speak up, limited vocabulary to create a good communication, or even some of them were blocked by the rule of grammar (Gan, 2012).

Based on the passages above, Hing stated that improving English spoken is always going to be a challenge, especially if speaker not in an English speaking environment (Hing, 2015). The writer inferred that speaking is among of most significant factors in human activities. Students who aim to be expert in speaking have to learn and challenge themselves to enhance this skill.

## **2. Components of Speaking**

In improving English language, a good speaking criteria always be the most needed and thus direct attention to practice and enhance it. Good speaking criteria, often described as components of speaking, makes the listener easier to understand what the speaker said. Mastering speaking components can be done together with practice speaking not by knowing components first, however it is important for us

to know the speaking component. Haris mentioned, there are five components which are generally recognized in analyzing speaking ability such as Fluency, Pronunciation, Grammar, Vocabulary, and Comprehension (Haris, 1974).

a. Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. This component is what the writer intended to study on students speaking fluency problem occur during their oral communication in English.

b. Pronunciation.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the ways of certain sounds are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.

c. Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. For simply recognizing, students often referred grammar as Language Rules. We must be acquainted with certain principles and rules constitute what is collect grammar.

#### d. Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It means that vocabulary mastery is one of the important components in communication.

#### e. Comprehension

In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.

### **B. FLUENCY**

#### **1. Definition of fluency**

The term 'fluency' is widely used in language pedagogy and 'fluent' is regularly appeared in language testing and assessment. That seems the meaning of fluency is easily understood, however the definition of fluency is various. In Yingjie Hartmann and Stork (1976) pointed out the term "fluent" means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally with concentration on the content delivery, rather than focusing on the form or structure of a language (Yang Y. I., 2014). Fillmore defined four abilities of speaking fluently: a) the ability to talk at length with few pauses; b) be able to produce the sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d) be creative and

imaginative in language use (Fillmore, 1979). Furthermore, Richards et al. (1985) defined fluency as the speech close to a native speaker's pausing, rhythm, stress and intonations, and in EFL class, fluency is about the level of communication competence. In addition, Nation provided three aspects of fluency: the first one is the speed and flow of language production; secondly, the degree of control of the language items i.e. pausing, rhythm, pronunciation and stress; and the way of content interrupting (Nation P. , 1990).

So far, the definition of fluency is developed into two main categories. One is called the narrow approach refers to the speaking speed and smoothness of the language delivery (Lennon, 2000). This earlier concept of fluency was acceptable by most of the teachers and researchers since they have to realize that fluency is different in nature from other components of oral proficiency such as range of vocabulary and complexity of syntax which are associated with linguistic knowledge of accuracy. The other is the broad approach (Koponen & Riggenbach, 2000) that considers a wider area including semantic density, appropriateness of expression, the language user's creative ability and some further issues in sociolinguistics (Yang Y. I., 2014). Richards (2009) mentioned a definition about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". The definition of fluency has the Latin origin meaning as "flow". It can be the same as other language define about fluency as flow or fluidity as stated by Koponen and Riggenbach

(2000, in Jamatlou, F.:2011). And nowadays, the definition of fluency itself closer to simple definition of the term in applied linguistics also seem to share at least one feature resembling “fluidity”. However, the definition of fluency is considered as the narrow approach in this study

## **2. Measurement of fluency**

Defining the term fluency is neither easy, nor is the measure of fluency. It is necessary to set up the relevant criteria to measure speaking fluency in EFL class. To establish the standards of assessing fluency is a complicate task, because fluency is totally a performance with the listener’s impression and feeling. An overview look on speaking fluency measurement described by Judit Kormos and Mariann Dénes in their research on *Exploring measures and perceptions of fluency in the speech of second language learners* (Kormos & Dénes, 2004). In their research, Lennon (1990) argued fluency is not inviting the listener to pay attention on production of speaking, but the listener’s attention on peaker’s message delivered. This is the reflection of the speaker’s oral ability. In this circumstance, therefore, many researches attempted to identify the longitudinal fluency development (Towell, 1987; Lennon, 1990 & Freed, 1995); the researches to distinguish the fluent and non-fluent language learners (Riggenbach, 1991 & Ejzenberg, 2000); and Arevart and Nation’s (1991) fluency improvement in learning an additional language. Most of these researchers analysed the amount of words articulated per minute and the average pauses between the different syllables when speaking. Wood (2001) summarized the speech rate is a key performance

indicator of measuring fluency as speech rate shows the overall fluency of speaking. On the other hand, the phenomena of pause and pause filler are also considered in the presence of filled and non-filled pauses in articulation for the four English learners from China (Riggenbach, 1991), the changes in the pause time for another four German students (Lennon, 1990) and the *Uhm* meaning behind student hesitation in speech.

There are various research attempt to measure speaking fluency, however the most objective one appears to be the research done by Bosker. Bosker instructed raters to listen for speech rate, pauses, and self-corrections. This approach, then, seems like an indirect measure of utterance fluency, in which case measuring utterance fluency directly would appear to provide more objective measures (Leonard, 2015). Nevertheless, Leonard himself use 3 variables in measuring speaking fluency; Perceived fluency, Utterance fluency, and cognitive fluency.

Iswara, Azib and Dewi in their research *Improving Students' Speaking Fluency Through The Implementation Of Trivia-Based Activity In University Students* measure fluency by these 7 variables as follows: 1) Speech rate; 2) Articulation rate; 3) Phonation-time ratio; 4) Total number of silent pause per minute; 5) Mean length of silent pause; 6) Total number of pause filler per minute; 7) Total number of disfluencies per minute.

**FLUENCY SEVERITY RATING SCALE**  
 Determination of Speech Impairment: Fluency

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date of Rating \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_ SLT \_\_\_\_\_

Formal/Informal Assessment	0	1	2	3
Frequency	<input type="checkbox"/> Frequency of dysfluency is within normal limits for age, sex and speaking situation and/or <input type="checkbox"/> ≤ 2 stuttered words per minute and/or <input type="checkbox"/> ≤ 4% stuttered words	<input type="checkbox"/> Transitory dysfluencies are observed in speaking situations and/or <input type="checkbox"/> 3-4 stuttered words per minute and/or <input type="checkbox"/> 5% to 11% stuttered words	<input type="checkbox"/> Frequent dysfluent behaviors are observed in many speaking situations and/or <input type="checkbox"/> 5-9 stuttered words per minute and/or <input type="checkbox"/> 12% to 22% stuttered words	<input type="checkbox"/> Habitual dysfluent behaviors are observed in majority of speaking situations and/or <input type="checkbox"/> More than 9 stuttered words per minute and/or <input type="checkbox"/> >23% stuttered words
Descriptive Assessment	<input type="checkbox"/> Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present	<input type="checkbox"/> Wholeword repetitions <input type="checkbox"/> Partword repetitions and/or <input type="checkbox"/> Prolongations are present with no secondary characteristics. Fluent speech periods predominate	<input type="checkbox"/> Wholeword repetitions <input type="checkbox"/> Partword repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms, including blocking avoidance and physical concomitants may be observed.	<input type="checkbox"/> Wholeword repetitions <input type="checkbox"/> Partword repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms predominant. Avoidance and frustration behaviors are observed.
Speaking Rate	<input type="checkbox"/> Speaking rate not affected	<input type="checkbox"/> Speaking rate affected to mild degree. Rate difference rarely notable to observer, listener and/or  <input type="checkbox"/> 8299 WSM 125150 WSM	<input type="checkbox"/> Speaking rate affected to moderate degree. Rate difference distracting to observer, listener and/or  <input type="checkbox"/> 6081 WSM 150175 WSM	<input type="checkbox"/> Speaking rate affected to severe degree and distracting to listener/observer and/or  <input type="checkbox"/> <59 WSM > 175 WSM

Instructions: 1. Circle the score for the most appropriate description for each of these categories: *Frequency, Descriptive Assessment, Speaking Rate*.  
 2. Compute the total score and record below.  
 3. Circle the total score on the rating bar/scale below.

2   3   4   5   6   7   8   9  
 WNL   Mild   Moderate   Severe                      TOTAL SCORE \_\_\_\_\_

Based on compilation of the assessment data, this student scores in the *Mild, Moderate* or *Severe* range for Fluency disorder.  Yes  No

\*This assessment provides documentation/supporting evidence of adverse effects of the Fluency Disability on educational performance.  Yes  No

Source: [https://www.tn.gov/assets/entities/education/attachments/se\\_eligibility\\_speech\\_lang\\_imp\\_fluency\\_res\\_pkt](https://www.tn.gov/assets/entities/education/attachments/se_eligibility_speech_lang_imp_fluency_res_pkt)

Nation, in his research on *Developing Speaking Fluency* claims that there are 3 ways to measure speaking fluency on students (1) by looking at the speed and flow of the content delivery (2) the degree of control of language items (3) the way language and content interact (Nation P. , 1990). The measurements



items comes upon the fluency definition; the ability to fill time with talk, don't have to stop many times, know what to say next or how to phrase it (Fillmore, 1979) and maximally effective operation of the language system so far acquired by the student (Brumfit, 1984). However, in this study the author will not see the fluency competence of the students which means the author will only see student's disfluencies problem (based on their experiences) and ignore their competences in Speaking Fluency.

### **3. Importance of fluency**

The goal of learning an additional language is to use it naturally. In Yang (2014), Brumfit (1984) treated fluency as natural language use like the native speakers. Speaking fluency is also an important component of communication competence, because the ability of speaking fluently can help the speaker to produce continuous speech without comprehension difficulties for the listener and to maintain the communicative ideas more effectively. Richards et al. (1985) argued that the strand of fluency is a measurement of one's communicative proficiency level. So, no language learner refuses to speak fluently. This implies that speaking fluency is necessary for the EFL learners to develop and improve. On the other hand, the issue of fluency or accuracy development, or, meaning or form focused, is widely debated. The best way is to merge them into different sequences in learning because both fluency development and accuracy development are important strands. Nations four strands successfully classified them into the different sequence of learning and fluency development is the fourth strand to

focus on meaning, which is a retrieval process of the known languages and contents (Nation P. , 1990). Moreover, Nation (1997) found that the improvement in speaking fluency also improves qualities of grammar accuracy and the degrees of content control. The practice of the speaking fluency is not conflict with the form-focused instruction, but strongly enhances to the accuracy of a language.

In social life, being fluent is essential in delivering message due to meaning delivery is more focused in social life. Brown and Yule in his Book, *Teaching The Spoken Language*, asserted that there are 2 main functions of speaking; Interactional and Transactional function. Brown and Yule has distinct the Interactional function to Transactional. Interactional Function serves to establish and maintain social relationship, however, Transactional focus on the exchange information (Brown & Yule, 1983). Both Interactional and Transactional function is a significant used of speaking in human interaction and it requires the fluency in delivering message.

Sometimes being fluent will also contribute to a good personality and charm of a person. A fluent speaker in seminar or speech will be more honoured rather than those who not. However, Spontaneous conversation is notoriously disfluent. Even President Barack Obama when he is “off teleprompter,” he struggles with disfluency too. Unfortunately, excessive use of filler words can have a significant negative impact on listeners (Marshall, 2015). In 2009, when Caroline Kennedy announced her candidacy for Senator of New York, she used many “ums” and “ahs” during one particular interview with the New York Times, and she said “y’know” 139 times. Fluency challenges someone credibility. A long pauses in a

speech give the impression that it is an unprepared speech. And the fluent speech will much more welcome by the audience.

#### **4. Types of disfluency**

There are no such a perfect speaking without any struggle in uttering it. A native English however might also encounter a disfluency when he speaks. Therefore, sometimes we watch current president of US, Barrack Obama, speech and found that he utter word such, *Um, yeah*, or sometimes pause for several times. These phenomena could be recognize as disfluency and its common happen in speaking. However, as the language learners, it is important to be informed about types of disfluencies happen in speaking. Martin Corley and Oliver W. Stewart in their research on “Hesitation disfluencies in spontaneous speech: the meaning of *Uhm*” stated that there are 3 common types of disfluencies happen during speaking; False starts, Repetition and Hesitation. He argued that the disfluencies always happen accidentally, however, some might happen consciously. For example a speaker who do false start might use it as editing his own speech or using filler such as *You Know, Yeah* to give more time before constructing new word after it. Or sometimes the speaker does a long pause to wait for audience to think or else. Disfluency possible happen consciously or unconsciously.

According to Yaruss & Reardon there are 4 types of disfluencies in speaking (Yaruss & Reardon, 2010).

a. Hesitations (Pause)

A speaker might feel uncertain and sometimes pause in his speech. Hesitation is a non-stuttered disfluency and happen not because of the genetic matter and it's not a disease, its normal.

b. Interjections (*um, Uhm, er*)

It is common for speaker to be interrupt in his speaking as speaking is an activity involving 2 or more people. In speech itself, an interjection might happen due to losing focus of speaker.

c. Revision (*I want—I need that*)

For such a non-delayed communication, speaking tends to be hard in controlling the utterance. Therefore, sometimes speaker will say another word to revise the wrong word before.

d. Repetitions (*I want- I want that*)

Repetition is the very common happen among all other disfluencies in speaking. Repetition might lead to stutter in a serious cases. For the common repetition happen in Phrase level. Here is the developing level of repetition.

1. Repetition of phrase

A repetition occurs in phrase level such as *I need-I need that bike.*

2. Repetition of Multisyllabic whole words.

Repetition multisyllabic whole words is a repetition where a speaker repeat a word (more than 2 syllable) entirely like

*mommy mommy mommy lets go !* this level occurs more frequently.

3. Repetition of monosyllabic whole word.

When a single syllable word (I, you, book) repeat, it is called a monosyllabic whole word repetition. An easy example is when someone says *I I I-I want to go* he repeats the word *I* 4 times. The reactions of disfluency is increasing in this level.

4. Stuttered disfluencies.

This is a serious level of disfluency where a speaker might repeat sounds or syllable, *li-li-like this*, or prolongations, *llllllliike this*, or even blocks, *l----ike this*. The stuttered disfluency happen due to increasing tension or struggle, and the duration of the disfluency. A speaker with this level of disfluency might also blink his eyes and do head movement.

However, the four disfluency types (hesitation, interjection, revision and repetition) in speaking is the only focus in this study.

## 5. Strategies in Improving Fluency

Disfluency is a natural fluency problem in speaking and occur in almost all people around the world. You might probably know that most of native English say word like *you know*, *Uhm* however, all other language user might also experience it, but in different way. A native Spanish speaker utter the word “*esto*” so frequently for Spanish speakers, that’s a common disfluency. Then in Britain,

they say “uh,” Hebrew speakers say “ehhh,” and the Turks say “mmmmm.” Furthermore, the Japanese say “eto” (eh-to) and “ano” (ah-no), while Mandarin speakers say “neige” (NEH-guh) and “jiege” (JEHguh). In Dutch and German, generally people say “uh, um, mmm.” Finally in Swedish, usually they say “eh, ah, aah, m, mm, hmm, ooh, a, and oh (Marshall, 2015).

In combating disfluencies, a speaker need more practice and applying an appropriate strategy in order to make their speech fluent. Marshall suggested 4 ways to make out a speaking more fluent (Marshall, 2015):

1. Prepare & practice

Marshall first suggestion is to prepare and practice as much as possible. Practice, via video, is perhaps the single best way to relax and become more comfortable with the presentation. That advice will help a speaker in general; however, perhaps the most important step toward more fluent speaking is to become aware of the distracting speech habits. The fastest way to find out is to ask a close trusted friend (or pay a public speaking coach). Another option is to post the recorded practice to YouTube and wait for comments.

2. Record

Using video recording is very helpful for speaker who is comfortable with technology. There are several software that serve a good recording facility freely (Garageband on Mac and Audacity for PC). This software is featured with subtitle which is possible for speaker to see the transcript. Drop.io is also a good software that enabling

recording speaker voice while calling a number. The link, then, can be sent to the “drop” (the recording) to friends or teachers to review. It’s important to listen specifically for disfluencies, list and then start counting them. Review and learn from the mistakes.

### 3. Listen

If recording seems like too much effort, Marshall suggest to just focus, for one full week for example, on listening — really listening — for distracters when a speaker talk. Some experts like to suggest putting tiny “um” and “ah” stickers on computer or cell phone as reminders. After a week of listening, or recording and listening, you’ll become acutely aware of your specific problems. And that’s exactly what you need: awareness. You need to be able to hear your disfluencies in your mind before you blurt them out. I can’t stress this enough. You need to be able to hear every time you use a filler word, or you won’t be able to fix this problem.

### 4. Pause

The last way to reduce disfluency is to pause whenever the disfluency comes (*uhm, uh*). Of course, slowing down will also help. With patience and practice, eventually the pauses get shorter. With time, you’ll be more fluent and have fewer “ums” and “ahs.” It’s worth it to take some time to record and listen to yourself. After a good practice, and patience, filler like *uhm, you know*, will eventually fewer and even rarely comes.

It is important to always practice speaking, however, the most important step toward more fluent speaking is to become aware of your distracting speech habits.

For other strategy to increase speaking fluency is suggested by Kaplan University. Rios suggests to develop Listening skill stronger to get more understanding in a conversation (Rios, 2013). To get a greater fluency in English, sometimes it has to involve 2 or more literacy skill; listening, speaking, writing, reading. Moreover, developing a conversation skill will also help a speaker to be more fluent in English. This is also involving the knowledge of Idioms in English. Finally, Rios suggest to improve writing skill. For those 4 ways suggested, it is believed to be helpful for helping a speaker to get more fluent in speaking.

## **6. Previous study on fluency**

Nation's (1989) and Arevart and Nation's (1991) studies of fluency task: the 4/3/2 activity (Maurice, 1983) improved the participants' fluency, grammar accuracy and control of content. First of all, studies were conducted by calculating the amount of words articulated per minute and pauses per 100 words for identifying the improvement of speaking fluency . The results indicated there was an increase in the amount of words speaking per minute and a decrease in the pause per 100 words. Secondly, the accuracy in terms of the number of errors made in the three speaking session was dramatically reduced from the first round with 4 minutes to the third round with 2 minutes in the 4/3/2 activity. The third improvement is about the control of content, which showed a reduction to a good



abstract content in order to meet the requirement of the time reduction in each round. To conclude, the techniques used in the studies lead a positive outcome for the development of speaking fluency.

Nation (1997) listed several conditions for developing fluency. This is the fundamental understanding for the EFL teachers to implement a fluency activity in class. The EFL students should be familiar with all language items, content and knowledge. Fluency development does not allow involving any unknown elements. It is a meaning-focused activity, which means the speakers are required to receive and process meaning and not to analyse language features. Moreover, there should be some encouragement to push the outcome with a time reduction or speeding up the articulation. If any of these conditions is missing, then it will not be a scientific fluency activity. Nation (2007) further claimed that the four strands should be balanced with an equal share of the class time. That means the EFL teachers and students need to spend 25% of the class time and put 25% of their efforts on the fluency development. Based on these theories above, there are some further empirical studies about the development of speaking fluency. Schloff and Yudkin's (1991) sixty second strategy advised the learners with a slow speaking speed to choose a context about 180 words to read it loudly and practice for several times. Then, these learners are encouraged to recite the content in one minute without losing the original meaning. Fluency is directly associated with the speaking speed in this circumstance. Porter and Grant (1992) argued the EFL learners should not be trained by speeding up with sacrificing meaning and thus to make the conversation difficult for their audiences to understand. Later, Schneider

(2001) proposed the pair-taping activity to encourage the EFL learners to interact each other in class due to few opportunities of speaking.

Bresnihan and Stoops (1996) further suggested talking zone, speaking line and conversation game to face the challenge of the first language use in class. The over use of native language may impact on the quality of the lesson. In summary, all these proposed activities create an opportunity for the EFL learners to practice the speaking fluency in the EFL class.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This study focused on speaking fluency problems that students experienced in speaking, problems and strategy to solve it, after taking speech or public speaking class. Consequently, this study looked at the most frequent fluency problems students faced, why they face such a problem and their strategies during speaking. This study took place in UIN Ar-Raniry at faculty Education and Pedagogy, Darussalam, Banda Aceh, Aceh. This chapter explained the design of this study and outlined the protocols of population and sample, technique of data collection, and the procedure of data analysis.

#### **A. A Brief Description of Research Location**

This section discussed the description of the research location clearly and briefly. The research took place at UIN Ar-Raniry, Banda Aceh, Indonesia. It was IAIN Ar-Raniry before officially changed its status to the State Islamic University (UIN) on October 1st 2013. IAIN was firstly established on October 5th 1963, located on Jl. Ar-Raniry Kopelma Darussalam – Banda Aceh, Aceh Province.

UIN Ar-Raniry consists of eight faculties. Each of them focuses on one specific study; Faculty of Education and Pedagogy, Dakwah and Communication Faculty, Syariah and Islamic Economy Faculty, Adab and Humanities Faculty, Science and Technology, Psychology, Business and Economic Islam and the last is Ushuluddin Faculty. This study conducted in Faculty of Education and Pedagogy; the faculty specifically purposes to create a professional educator. Faculty of

Education and Pedagogy is divided into nine specific departments. They are *Pendidikan Agama Islam* (Islamic Department), *Pendidikan Bahasa Arab* (Arabic Department), *Pendidikan Kependidikan Islam* (Islamic Education Management Department), *Pendidikan Bahasa Inggris* (English Department), *Pendidikan Fisika* (Physics Department), *Pendidikan Biologi* (Biology Department), *Pendidikan Kimia* (Chemistry Department), *Pendidikan Matematika* (Mathematics Department) and *Pendidikan Guru Madrasah Ibtidaiyah* (Education for Islamic Elementary School Teacher) English Department which infamously called *Pendidikan Bahasa Inggris* (PBI) was the place where the data of this study obtained. This department aims to educate prospective professional English teachers at Islamic schools, state schools, and other formal and informal educational institution. Students in this department are taught widely various subjects, such as Listening, Speaking, Grammar, Academic Writing, Reading Comprehension, Teaching Methodology, Phonology, Linguistics, Cross-Cultural Understanding, and so forth. Perceiving that this place is the most suitable and applicable place to conduct the research and it represents the population and sample for the research, so this study conducted at English Department.

## **B. Research design**

This research aimed to find out the most dominant types of disfluency problem happen among students in speaking; it is problem and strategies. The subjects in this study were last year English students of UIN Ar-Raniry. It took two

weeks for this research to collect the data. Book and journal were the sources to support this research.

In this research, the data collection was arranged into two phases. Firstly, primary data were gathered from quantitative method using questionnaire. Secondly, supplementary data was gathered from interview. Questionnaire was distributed to 33 participants, one unit of the population. The questionnaire was in English and the answers were written in English as well. It took them approximately five minutes to write the responses. The participants were given some explanation about the items of the questionnaire before the questionnaire delivered. Likewise, Interview were attended by 5 selected respondent of questionnaire. 5 selected respondents involved in interview; the trend will be explored from interview participants.

In analyzing the data, the data gathered from questionnaire analyzed using Statistical Package for the Social Sciences (SPSS) and Microsoft Office Excel and the interview data were analyzed using descriptive analysis. The report of analysis were written a day after analyzing data. Questionnaire data was presented in table with description of it. Meanwhile, interview report was presented in a short descriptive narration.

### **C. Population and Sample**

The population of this study was all students year 2011 in English department. The sample was the small unit of population that was taken as representative of all population. In this case, the samples of this study were all 2011

year students of English Department. This is based on Suharsimi (2003) that said that if the subject is less than 100, it is suggested to take the whole population. The numbers of students were 87 students. The condition of sample are those who had pass the last productive skill subject (in this case speech & communication management). The technique of taking sample was purposive sampling because I would only take all active students who had enrolled in speaking class up to speech/public speaking class, those who passed communication management class, and those who took part in questionnaire. 5 selected candidates would be involved in semi-structured interview. The 5 selected participants were from the two top highest, two lowest and one in the middle class who respond questionnaire.

#### 1. Selecting Participant

Two weeks prior to the interview participant were recruited. It suited the aim of this study well that is to use purposive sampling as a method to select the participants. There were four important criteria for participants to be considered: a) had completed speaking class up to speech/public speaking, b) passed communication management class, and c) were based on the questionnaire respondent. The participants were contacted individually then explained the aim of the research, the time frame of the interview, and all the relevant information regarding the study. If they were told that they agreed to participate, they would be notified a week before the session. A confirmation letter was sent to them via short message. To encourage their participation, they were called two days before the discussion for a briefing.

#### **D. Technique of Data Collection**

This research used two techniques of data collection: 1) questionnaire, and 2) Interview.

##### **1. Questionnaire**

In this research, questionnaire is the basic information for running the interview. It is one of data collecting techniques. Usman and Akbar (2009) defined that questionnaire is the list of questions given to the respondents. In short, questionnaire is a way to collect the data from respondents and usually consists of several written questions related to the topic.

To obtain the information of students' fluency problem in speaking English, 17 items of questionnaire was used to collect the data for the current research. The answers were given in four-point Likert scale ranging from 1- Never, 2- Rarely, 3- Often, and 4- Always. The questionnaire were distributed to 33 respondents then explained the protocol of administering questionnaire in detailed. Considering the participants attended in this study are hardly meet for their busyness, and to limit the data gathering time, the questionnaires were distributed into 2 ways: using google docs and manually. For google docs, the questionnaires were uploaded into google docs and the link was shared through social media like Facebook, WhatsApp, BBM and Line. The printed questionnaires were also brought to college or around and hand over to participants whom were encountered there. This was to maximize the data collecting. The questionnaires consisted of 2 pages long and distributed from date 14<sup>th</sup> January 2016 to 16<sup>th</sup> January 2015. The link would be deleted after that phase.

## 2. Interview

Interview is a way to collect data as well as to gain knowledge from Individuals. Kvale (1996) regarded interviews as “...an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data. Interview occurs when researchers ask one or more participants general, open-ended question and record their answer (Creswell, 2008). There are some advantages and disadvantages in interview. For interviewee, they can provide useful information which sometimes can't be address in observation or questionnaire however, the data collected will be deceptive or based on the interviewee perspective. On the researcher side, a researcher can have a better control over the types of information received but this needs a good interview skill otherwise the data gathered will be poor (Creswell, 2008).

According to Patton and Cochran (Patton & Cochran, 2002) There are different types of interviews used in qualitative methods that range from semi-structured (using a topic guide) through to less structured and very detailed (such as life histories):

### a. Semi-structured

These are conducted on the basis of a loose structure (topic guide) made up of open-ended questions defining the area to be explored. In this study, I will use this type of Interview.



b. In-depth (also referred to as qualitative or unstructured)

In-depth interviews are less structured than semi-structured ones and may cover only one or two issues (a topic guide may not be used, or may just have a few broad questions on it). This type of interview is used to explore in detail the respondent's own perceptions and accounts. This method is used on topics for which little is known and where it is important to gain an in-depth understanding. They might start with very open questions such as 'Tell me about how you came to be here.

c. Life histories

Life history are one type of in-depth interviews. They are illustrative case studies which are very good at looking at people's lives in general and setting health in its wider context. They will tell you how much things have changed, evolved over decades and how broader social change has affected the lives of individuals

Interview for this research were conducted 3 days after analyzing questionnaires, 5 selected participants were invited to attend the interview session. The selected participants were those who is on the highest trend, middle and lowest one on the survey before. There were 6 topic guides were asked to the interviewee. The interview lasted in 5 minutes.

## **E. Technique of Data analysis**

### **1. Questionnaire**

The questionnaire “Students speaking disfluency” was analyzed using SPSS 17.0 and Microsoft Excel with help by experienced. The data was analyzed using descriptive analysis tool to find out the highest, middle, and the lowest score. In addition, in analyzing trend in questionnaire the research analyzed conventionally.

### **2. Interview**

The result of data collection which used interview in this study was analyzed qualitatively by using descriptive analysis. The result of the interview was analyzed descriptively based on what the participants said when the process of interview occurs. The descriptive analysis is a good method used in analyzing and collecting the data of interview, because it's used to obtain detailed descriptions, examine the result of the data deeply, and seek to describe and the meanings of central themes in the life world of the subjects in order to understand the meaning of what the interviewees say (Kvale,1996 as cited in Valenzuela and Shrivastava). Thus, to avoid misinterpretation in analyzing the data, the interviews were recorded to ease up in gathering information.

## CHAPTER IV

### THE RESULT OF THE RESEARCH

#### A. Questionnaire analysis

##### A.1. Close-Ended Questions

As been described in the previous chapter, one of the techniques of data collection used in this study was questionnaire. In this study, the questionnaires were administered to obtain basic information about students' disfluency in speaking English. The questionnaires were analyzed using scale mean formula to select participants and find some trends for conducting Interview. Then the data was processed in the form of a frequency distribution table by using formula:

$$p = \frac{f}{n} \times 100\%$$

In which:

p : percentage  
f : frequency  
n : number of sample  
100 % : constant value

The results of the questionnaire were calculated in the tabulation which is the process of changing data collection instrument (questionnaire) to the tables of members (percentage).

The instruments of questionnaires were given to the samples in order to gain necessary data in this research. The following were students' responses toward questionnaires given.

**1. Have you passed Speech/public speaking and Communication management class?**

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Yes</i>	33	100%
<i>No</i>	0	0%
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 33 respondent have passed speech and communication management class. Its mean 100% of the samples are those who had already enrolled in speech and communication management class.

**2. Have you studied English for more than 7 years?**

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Yes</i>	33	100%
<i>No</i>	0	0%
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 33 respondent have learnt English for more than 7 years. Its mean 100% of the samples are those who had already learnt English for more than 7 years.

**3. I use English in speaking**

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	1	3.0 %
<i>Often</i>	14	42.4 %

<i>Rarely</i>	18	54.5 %
<i>Never</i>	0	0.0 %
<b><i>Total</i></b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 54.5 % of respondents rarely use English in their speaking. 42.4% of respondents use English in their speaking more often. However, only 3.0 % of respondent use English in their speaking frequently and none of respondents never use English in their speaking. In can be conclude that all of the samples ever use English in their speaking.

#### 4. I feel fluency is an important part in speaking

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	17	51.5 %
<i>Often</i>	14	42.4 %
<i>Rarely</i>	2	6.1 %
<i>Never</i>	0	0.0 %
<b><i>Total</i></b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 51.5 % of respondents feel fluency is important part in speaking more frequent. 42.4% chose often and 6.1 % chose rarely. None chose never. More than half of respondent feel fluency is important in speaking. Thus, the samples are agree that fluency is important part in speaking.

### 5. I feel fluency is difficult in speaking

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	4	12.1 %
<i>Often</i>	14	42.4 %
<i>Rarely</i>	15	45.5 %
<i>Never</i>	0	0.0 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 45.5 % of respondents are often feel fluency is difficult. 42.4 % of them rarely feel fluency is difficult. Only 12.1% of respondents frequently feel fluency is difficult and none of them never feel fluency is difficult. More than half of respondents feel fluency is difficult. Thus, the samples agreed that fluency is difficult in speaking.

### 6. I pause when I speak, as if thinking about what to say before or during speaking.

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	2	6.1 %
<i>Often</i>	19	57.6 %
<i>Rarely</i>	11	33.3 %
<i>Never</i>	1	3.0 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 57.6% of respondents often pause when they speak. 33.3 % of them rarely pause when they speak, 6.1 % of them were

frequently pause in speaking and only 3.03 % of respondent never pause when speaking in English. Thus it can be concluded that most of respondent pause when they speaking in English.

#### 7. I repeat some words while speaking

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	0	0.0 %
<i>Often</i>	19	57.6 %
<i>Rarely</i>	12	36.4 %
<i>Never</i>	2	6.1 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 57.6% of respondents often repeat when they speak. 36.4 % of them rarely repeat when they speak, 6.1 % of them were never repeat in speaking and none of respondent chose repeat some words frequently while speaking in English. Thus it can be concluded that most of respondent, 19 respondents, repeat some words when they speaking in English

#### 8. I say another phrase or sentence to revise what I have said previously

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	0	0.0 %
<i>Often</i>	18	54.5 %
<i>Rarely</i>	13	39.4 %
<i>Never</i>	2	6.1 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 54.5% of respondents often say another sentences to revise the pervious phrase or sentence when they speak. 39.4 % of them rarely do this, 6.1 % of them were never revise what they have said. Thus it can be concluded that revision phrase or sentences happen regularly among English department students.

### 9. I repeat phrase

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	4	12.1 %
<i>Often</i>	14	42.4 %
<i>Rarely</i>	14	42.4 %
<i>Never</i>	1	3.0 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 42.4% of respondents often repeat phrasal words when they speak. The same amount of often, there are 42.4% of respondents rarely do it. 12.1 % of them never repeat phrasal words and only 3 % frequently do it.

### 10. When I can't think of what I want to say, I say "well" several times.

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	2	6.1 %
<i>Often</i>	14	42.4 %
<i>Rarely</i>	14	42.4 %
<i>Never</i>	3	9.1 %



<b>Total</b>	<b>33</b>	<b>100%</b>
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It can be seen from the table above, 42.4% of respondents often and 42.4 % rarely saying “well” when they don’t know what to say. 9.1 % of them never do it contrary to 6.1 % of respondents who frequently use “well” when they can’t think of what to say.

#### 11. I immediately say another word to correct my previous word.

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>. Frequent</i>	2	6.1 %
<i>. Often</i>	17	36.4 %
<i>Rarely</i>	12	51.5 %
<i>Never</i>	2	6.1 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 51.5% of respondents often correcting their previous word by immediately saying another word after it. 36.4 % of them rarely do it and 6.2 % never correct the wrong words in that way. However, 6.1 % of respondents confessed that they frequently revise their mistaken words in that way. Persistently, there are more than half of respondents admit that they ever do this.

**12. In speaking, when I can't think of what I want to say, I left my sentence unfinished.**

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	1	3.0 %
<i>Often</i>	9	27.3%
<i>Rarely</i>	16	48.5%
<i>Never</i>	7	21.2 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 48.5 % of respondents rarely left the sentence unfinished when they can't think of what to say next. 21.2 % of them never do it. In contrary, 27.3 % of respondents often left the sentences unfinished when they don't know what to say. Only 3 % of them frequently do it. For this issue, students seems having less frequent leaving the sentences unfinished in speaking English when they can't think of what to say next.

**13. I find some words are challenging to speak.**

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	3	9.1 %
<i>Often</i>	13	39.4 %
<i>Rarely</i>	14	42.4 %
<i>Never</i>	3	9.1 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 42.4 % of respondents rarely find hard word to say in English. 9.1 % of them admit they have no hard word to say in English. In contrary, 39.4 % of respondents often find some word in English hard to say and even 9.1 % of them frequently experienced it.

**14. I blink my eyes, moves body in some way or move head to get speaking started.**

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	4	12.1 %
<i>Often</i>	17	51.5 %
<i>Rarely</i>	11	33.3 %
<i>Never</i>	1	3.0%
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 33.3 % of respondents rarely blink their eyes, move body or head to get speaking started. 3 % of them almost never do it. In contrary, 51.5 % of them often perform this particular body language and even 12.1 % of them frequently do this to this to start their speaking.

**15. I'm aware of my disfluency in speaking**

<i>Options</i>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Frequent</i>	11	33.3 %
<i>Often</i>	17	51.5 %
<i>Rarely</i>	5	15.2 %
<i>Never</i>	0	0.0 %
<b>Total</b>	<b>33</b>	<b>100%</b>

It can be seen from the table above, 15.2 % of respondents admit that they are rarely aware of their disfluency in speaking. In contrary, 51.5 % of them often feel anxious of their speaking disfluency. And 33.3 % of them frequently aware of disfluency in speaking. Most of students claim that they are more frequent to feel anxious of their disfluency in speaking.

### **A.2. Open-Ended Questions**

Open ended questions in questionnaire was proposed to seek student's strategy in tackling disfluency issues. The questions number 16 to 18 were for seeing student's disfluency situation and student's disfluency strategy. Most of students felt the situation of rush is the most influence on their disfluency in speaking. Some of them also claimed that being put on the spot to talk contributed to disfluency in speaking. It was the same as speaking with less preparation. Thus, several respondents suggested to use body language to cover their disfluency. Some also use simple word and avoid using such a complex sentences. For the detail of the open-ended result, see appendices.

### **A. 3. Analyzing Trends**

Furthermore, questionnaire also used for determining the trends of 4 disfluency in speaking; hesitation, interjection, repetition and revision. Moreover, this data collection method was also purposed to select the participant for the next interview. Below is the table of questionnaire distribution on student's disfluency.

<b>Respondent No</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Total</b>
<b>Respondent 1</b>				3	3	3	4	3	3	3	4			<b>26</b>
<b>Respondent 2</b>				2	3	3	3	3	2	2	2			<b>20</b>
<b>Respondent 3</b>				3	3	2	2	3	2	2	3			<b>20</b>
<b>Respondent 4</b>				3	2	3	3	2	4	1	3			<b>21</b>
<b>Respondent 5</b>				3	2	3	2	2	3	2	2			<b>19</b>
<b>Respondent 6</b>				2	3	2	3	3	2	3	3			<b>21</b>
<b>Respondent 7</b>				2	3	3	1	2	3	2	2			<b>18</b>
<b>Respondent 8</b>				3	2	3	2	2	3	2	2			<b>19</b>
<b>Respondent 9</b>				2	3	2	3	2	2	1	2			<b>17</b>
<b>Respondent 10</b>				3	3	2	3	3	3	2	3			<b>22</b>
<b>Respondent 11</b>				2	2	3	3	2	2	3	3			<b>20</b>
<b>Respondent 12</b>				2	3	2	2	3	2	2	2			<b>18</b>
<b>Respondent 13</b>				2	3	2	2	3	3	1	2			<b>18</b>
<b>Respondent 14</b>				3	1	3	2	1	3	3	1			<b>17</b>
<b>Respondent 15</b>				2	3	3	3	3	3	2	2			<b>21</b>
<b>Respondent 16</b>				3	2	3	2	3	3	2	3			<b>21</b>
<b>Respondent 17</b>				3	2	3	2	1	2	2	2			<b>17</b>
<b>Respondent 18</b>				2	2	2	1	2	1	1	1			<b>12</b>
<b>Respondent 19</b>				3	3	2	2	3	4	2	2			<b>21</b>
<b>Respondent 20</b>				3	3	3	2	3	2	3	3			<b>22</b>
<b>Respondent 21</b>				3	3	3	3	2	3	2	4			<b>23</b>

<b>Respondent 22</b>	2	3	2	3	3	3	3	3	<b>22</b>
<b>Respondent 23</b>	3	3	2	2	1	3	2	2	<b>18</b>
<b>Respondent 24</b>	3	2	2	2	4	2	3	3	<b>21</b>
<b>Respondent 25</b>	4	3	3	3	2	2	4	3	<b>24</b>
<b>Respondent 26</b>	4	3	3	3	2	3	2	3	<b>23</b>
<b>Respondent 27</b>	3	3	3	3	3	3	3	2	<b>23</b>
<b>Respondent 28</b>	3	2	2	3	2	1	1	4	<b>18</b>
<b>Respondent 29</b>	3	2	1	1	2	3	1	3	<b>16</b>
<b>Respondent 30</b>	3	3	3	3	4	2	3	3	<b>24</b>
<b>Respondent 31</b>	1	1	1	1	2	2	1	1	<b>10</b>
<b>Respondent 32</b>	2	2	2	2	3	3	2	2	<b>18</b>
	3	2	3	2	2	3	2	2	<b>19</b>
<b>Total</b>	<b>88</b>	<b>83</b>	<b>82</b>	<b>78</b>	<b>81</b>	<b>85</b>	<b>70</b>	<b>82</b>	<b>630</b>

Table 1. Questions distribution in questionnaire

The questions of disfluency issues, starting from questions 6 to 13, were negative trends which means that from the table above, the more frequency respondent feel, in this case option *frequent*, the higher score the respondent will get. However, the more score that respondent get, the more frequent that respondent experience disfluency in speaking. From the table above, we can see that the Respondent 1 was in the top highest score (26) followed by Respondent 25 and Respondent 30 which both of them achieved score of 24. However, Respondent 30 was outreach and unable to be contacted by phone. Thus, for that reason, the researcher chose the Respondent 1 as the first highest score and the Respondent 25 as the second highest score.

For the lowest score, the Respondent 31 gained score of 10 followed by Respondent 29 scored 16. Those two respondents will represent the less frequent experiencing disfluency in speaking English. To represent the middle class, Respondent 23 was chose. As the result, five respondents, the two highest, two lowest and the middle score would be further researched by interviewing each of them.

There were 8 questions asking about types of disfluency. The questions number 6 and 12 were addressed for type of disfluency of hesitation. The number 7 and 9 were addressed for repetition disfluency. The question number 8 and 11 were for revision disfluency type. And the questions number 10 and 13 was for interjection disfluency. From the table above, we can see that the question number 6 is the highest trend (scored 88) followed by questions number 11 (scored 85). After that, question number 7 scored 83 and question number 8 and 13 scored 82. The question number 12 is the top lowest trend scoring 70 followed by question number 9 scored 78. However, because each disfluency types was represented by 2 questions, therefore, to see the highest trend, the two questions result needed to be added and conclude the points. For that reason, the results were Hesitation (88 points + 70 = 158 or 60%), Interjection (81 points + 82 = 163 or 62%), Revision (82 points + 85 = 167 or 63%) and Repetition (83 points + 78 = 161 or 61%). Thus top highest trend was Revision type of disfluency and it would be used as the topic guide in interview section.

## **B. Interview analysis**

In interview section, there were 5 interviewee participated in this section. Those 5 participants represented the more frequent experiencing disfluency in speaking and the less frequent. The researcher used 6 topic guides to gain further data on strategies used by student in combating disfluency issues and strengthen the questionnaires responses. In this section, the analysis was done per each question.

### **Q.1. How long have you studied English?**

Five of the interviewee claimed that they have studied English for more than 7 years. Starting from junior high school for 3 year, senior high school 3 years, and college four years. Some of them even have an extra English lesson outside class e.g. English courses.

### **Q.2. What kind of speaking activity have you involved?**

All of the interview claimed that they ever experience all kind of speaking activity ranging from conversation, speech, lecturing, presentation and drama. One of the interviewee, told that she always try to communicate in English both orally and through texting

### **Q.3. In speaking English, do you feel fluency is important?**

All of the interviewee agreed that fluency is important part in speaking considering communication is about to send the message but one interviewee. She argued that fluency is less important. Fluency is influenced by dialect of someone.



**Q.4. Do you feel it's hard? Elaborate it!**

All of interviewee agreed that they faced no hard in fluency. Participant 2 said “*waktu ngomong, kita Cuma mikir apa yang mau di sampein. Jadinya ga terlalu focus sama fluency*” she confessed that fluency is not something bother in speaking. All other interviewee claimed that, fluency will automatically flow as they speak.

**Q.5. According to questionnaire distributed, revision is the most dominant disfluency problem occur in speaking English. Do you agree? Why?**

Interviewee agreed that revision is the most dominant problem occur in speaking English. For such EFL, to speak fluent is almost impossible. There were various factors that makes somebody revise in speaking, one of them is lacking vocabularies. On the other hand, one of the interviewee agreed that being anxious can drive someone into mistake in speaking. Thus, if they are realize they will revise it soon. Participant 4 claimed that revision occurred due to limited time for thinking. Considering speaking is a direct communication, require no delay, thinking process changes by the time of speaking.

*“ menurut aku sih krn proses berpikir yang cepat dan mudah berubah ubah. Kalo ada kesalahan langsung terevisi. Nah karena pas bicara itu proses berpikir tetap jalan jadinya banyak kesalahan dan revisi. Apalgi pake Bahasa inggris.”*

**Q.6. Do you have specific strategy to tackle the disfluency issues?**

Interviewee suggested to use body language when disfluency occur. It is unconsciously. If someone aware of his disfluency, said one of the interviewee, he better use simple word rather than using high level vocabularies just to sound academia. Another strategy suggested is using filler. Filler, according to her, would

give you more time to think and construct another sentences. It is better to use filler rather than pausing in speaking. However, using too frequent of filler will also not good.

### C. Discussion

Students of English Department of UIN Ar-Raniry perceived that fluency is important part in speaking. Having been learning English for more than 7 years, fluency is not something to consider “hard” in speaking. It was claimed in the result of questionnaires and strengthened in interview section that most of the students felt no hard in fluency but they were still disfluent in speaking English. In this section, the explanation of the result of the study were into two main theme: Dominant types of disfluency happen and the strategy used.

In the questionnaires, the maximal point of one option is 4. If there were 33 respondents, it means one question will have a maximal point of 132 (4 x 32). Each types of disfluency represented by 2 questions. Thus, to have a maximal points, the two questions has to be summed and resulted 264 points (132 + 132). To ensure the reader is not confused, the explanation was in two phase: points per single questions and points per types of disfluencies. The table of representative questions each types would also be presented.

<b>Hesitation</b>	<b>Interjection</b>	<b>Revision</b>	<b>Repetition</b>
Question number 6 and 12	Question number 10 and 13	Question number 8 and 11	Question number 7 and 9

Each questions will have a maximal points of 132. Questions number 6 gained the highest points which is 88. But since each types has two questions, it is not enough to only consider one single question and ignoring others. If the two questions added, the result was below.

<b>Hesitation</b>	<b>Interjection</b>	<b>Revision</b>	<b>Repetition</b>
Question number 6 and 12	Question number 10 and 13	Question number 8 and 11	Question number 7 and 9
88 points + 70 =	81 points + 82 =	82 points + 85 =	83 points + 78 =
<b>158</b>	<b>163</b>	<b>167</b>	<b>161</b>

From the table above, it was clear that Revision is the most dominant problem occur in speaking among English department student. Revision gained 167 points of maximal of 264 points. One of the reason stated by the interviewee 3 is that making mistake in speaking is frequent. Since speaking is direct communication, doing mistake is common. Therefore, speakers tend to revise what he have said before. It is in line with lesakova (2008) thought that speaking is a limited time communication require short and quick response between speaker and listener.

To tackle the issue of disfluency in speaking, a speaker needs to apply strategy in order to make the communication effective. There are several strategies suggested by the respondent in questionnaire and interview result, the researcher will divide it into two phase: preparation phase and in the moment of disfluency.

Preparation phase is a phase where the disfluency is not happening yet, however, this phase is to minimize the occurrence of disfluency when speaking

conducting. The most strategy suggested is practicing a lot with friend. This is to maintain speaking ability, message delivery and to familiarize in speaking English. Talking alone will also help. If someone can't find friend to talk to, maybe practicing alone will also help to reduce the disfluency moment. Moreover, some others also suggested to learn about the topic deeper. This was for the speaking with a topic focus, usually speech.

If the disfluent is still happening even after implementing preparation phase, try to be more relax. Using filler is also help, said one of the interviewee, however this is will not good if its overuse. Several respondents claimed that they were usually using gestures to explain what they said. They also speak slowly and relax to reduce the disfluent. One interesting strategy was suggested by respondent that when the disfluent moment comes, they try to take deep breath and slower their speaking speed. This would help them comfort in speaking and reduce disfluent moment.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This final chapter discusses conclusion of the study. I would reiterate and summarize the analysis of the data and the discussion of the result accordingly. In this chapter, I also presented some suggestions regarding the proposed study and recommended future works related to the study to be conducted by other researchers.

#### **A. Conclusion**

There were several findings worth considering as follows; most of students in English department faced the revision type of disfluency more frequent. It was proved by the result of the Questionnaire distributed and strengthened by interview result. Students experienced most problem on revision due to the unprepared of the speaking. Limited time as speaking is a direct communication was also one reason why they faced such the disfluency. Students claimed that speaking requires limit time and thinking process which will then sometimes mistakes happened and revision ( as the process of thinking working) might come. Although they felt that disfluency often happened in speaking, they were agree that fluency is not that hard. For English as Foreign Language (EFL) students, disfluency is common happen in speaking English.

It also can be concluded that students applied appropriate strategies in tackling disfluency issue. The most suggested strategy was using gesture. Students felt that gesture will help them to ensure the interlocutor understood of what the speaker means. Moreover, using simple words and avoid complex sentences would

also help in reducing disfluency moment in speaking. Students agreed that as long as the listener understand what the speaker means, using simple words was better than using a complex sentences and high level vocabularies just to sound academic. Finally, a good preparation was the best strategy that can be applied in order to reduce disfluency moment and to practice the fluency of speaking.

### **B. Suggestion**

As the completion of the study, it is recognized that there some readers might consider reading and further to use this thesis for certain proposals. It is believed that the study would contribute towards students' better English speaking in the classroom or outside classroom. It is because understanding students' disfluency types and the appropriate strategy is one of many factors that need to be considered when improving student's fluency in speaking. Therefore, it is proposed the following suggestions:

English teachers, after reading this study, was expected that they will be more active to motivate students in practicing English more alone or with friends. Likewise, the teachers also have to design an appropriate syllabus for speaking activity which is best covered more activity that let the students practicing speaking in classroom or outside classroom. As the result teachers will be able to conduct successful and memorable learning and the student will face less frequent disfluency in speaking English.

For researchers, this study could be references and additional reading and literature; nonetheless, I believe that the study is still far from perfection. Future studies should be conducted to investigate the variables that influence students' responses. For example, Students Perception and Experience in English speaking disfluency. Observation and direct measurement of fluency may also be taken as instrument to provide more data on disfluency. As a result, the lectures would have better methodologies on teaching speaking course. Moreover, future study may also to try to involve the instructor on speaking disfluency issues. Seeking teaching strategy to reduce disfluency on speaking or the correlation between student's competition and their disfluency in speaking.

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## Questionnaire for student's disfluency

Thank you for agreeing to take part in this important survey. I am Aulia undergraduate English student faculty of Education and Pedagogy. This survey aims to see student's disfluency problem in speaking English. The information gathered in this survey will help the researcher determine what most dominant disfluency problem occurred among English student. This survey should only take 2-3 minutes to complete. If you wish to follow further about this research, please contact me.

Thank you

My contact detail:

Email: [auliastatham@gmail.com](mailto:auliastatham@gmail.com)

Mobile Phone: +6285371011019

**This form was designed by Kathy Swiney, M.A., CCC-SLP; BRS-FD, and reviewed by Hugo Gregory, Ph.D**

Registration No:

Phone No:

**(Choose one possible answer that represent yourself mostly)**

Have you passed Speech/public speaking and Communication management class?

- a. I have
- b. I have not

Have you studied English for more than 7 years?

- a. I have
- b. I have not

Please rate your abilities for each item below a scale of 1 to 4. Please mark (√) your choice.

1=never

2= rarely

3= often

4= always

CONDITIONS	NEVER	RARELY	OFTEN	ALWAYS
1. I use English in speaking				
2. I feel fluency is an important part in speaking				
3. I feel fluency is difficult in speaking				
4. I pause when I speak, as if thinking about what to say before or during speaking. E.g. he . . . . Went away.				
5. I repeat some words when I speak e.g. <i>the teacher is like... like my mother.</i>				
6. I say another phrase or sentence to revise what I said before e.g. <i>I want to, I'd like to go somewhere, can I go with you? (the phrase "I'd like to" revise the word "want to")</i>				
7. I repeat phrase <i>e.g. and then, and then, I go</i>				

<i>there</i>				
8. When I can't think of what I want to say, I say "well" several times. E.g. <b>well</b> , it's one, <b>well....well</b> , one of the weaknesses.				
9. I immediately say another word to correct my previous word. E.g. I want the blue.. <b>THE RED</b> one!				
10. In speaking, when I can't think of what I want to say, I left my sentence unfinished. E.g. <b>I feel I'm so....</b>				
11. I say <b>uhm or aaa or you know (filler)</b> when I speak				
12. I find some words hard to say.(you press lips together tightly to force the words out as if you confess your feeling to someone you love)				
13. I blink my eyes, moves body in some way or move head to get speaking started.				
14. I'm aware of my disfluency in speaking.				

15. (Think about a speaking activity e.g. raising question in seminar/public place, Speech test in front class etc) you can put check mark (v) on more than one answer!

My speech is disfluent when I'm:

- |   |   |
|---|---|
| <input type="checkbox"/> Fears                          | <input type="checkbox"/> lack of confidence           |
| <input type="checkbox"/> being interrupted              | <input type="checkbox"/> being unsure about the topic |
| <input type="checkbox"/> being rushed/time pressure     | <input type="checkbox"/> talking to stranger          |
| <input type="checkbox"/> being put on the spot to speak | <input type="checkbox"/> surprise/unexpected event    |
| <input type="checkbox"/> searching for words            |   |

16. Is there any situation of speaking you avoid? If yes, when is it? (E.g. I avoid speaking when I'm tired or I avoid speaking when I'm in a seminar.

17. Do you have any strategies to get through your disfluent moment (moment you can't speak fluently?) If so what are they! E.g. using simple sentence rather than complex one.

THANK YOU

HAVE A NICE DAY ^^

## **Instrument of Interview**

1. How long have you studied English?
2. What kind of speaking activities have you involved?
3. In speaking English, do you feel fluency is important?
4. Do you feel it hard? Why?
5. According to survey, students feel Revision type of disfluency more frequent, why? Can you elaborate it?
6. Do you have any strategies to tackle it?



## Result of Interview

1. How long have you studied English?

**Respondent 1:** hmm, 7 years, isn't it? From high school, It has been 7 years.

**Respondent 2:** it has been 7 years I think, yes 7 years or more

**Respondent 3:** from junior high school of course, it means 7 years already and more until now.

**Respondent 4:** there is, there has been 7 years more

**Respondent 5:** more than 8 years, from junior high school try to count it.

2. What kind of speaking activity that you have done and involved?

**Respondent 1:** kind of activity? What do you mean? Oohh.. hmm,, speaking, public speaking, presentation. I use English in teaching, so I speak English as much I can, including when texting.

**Respondent 2:** presentation, impromptu speech, I also use English in teaching sometimes, lecturing.

**Respondent 3:** daily conversation, talk, discussion, presentation, speech before the class.

**Respondent 4:** Debate, discussion, presentation is the most often. Sometimes speech and Roleplay in semester 2.

**Respondent 5:** I ever performed speech, as well as discussion and debate. The most usual one is presentation also conversation.

3. In speaking English, is fluency important?

**Respondent 1:** aaa yes, its important. If the fluency is good, the uttered words will be understandable. But grammar is more important. **Respondent 2:** hmm.... important. Yes it is significant. I don't know why but it is important hahaha

**Respondent 3:** its important ol, because if someone speak fluent, the message will be understood. If not, people will not understand. I think its needed.

**Respondent 4:** hmm... crucial. Its important but unconsciously it flows without taking consideration of grammar.

**Respondent 5:** important, mhm, but making people understand is more important.

4. Is fluency difficult?

**Respondent 1:** not so much. I think fluency is not that hard because fluency is influenced by dialect.

**Respondent 2:** not that hard nor easy. Because it happen unconsciously, we only think about what we wanted to say rather than focusing on the fluency itself. That's the hard part.

**Respondent 3:** its hard. When I speak, let alone before people, I tend to be silent, disfluent and panic.

**Respondent 4:** not really, its fine so far or maybe I just don't realize it haha.

**Respondent 5:** yes, its hard.

5. Based on the survey, revision type of disfluency is the most often experienced by the students. In your opinion, why would that happened?

**Respondent 1:** hmm... maybe because we think about the words we wanted to say without break. Thus, when there is incorrect words, immediately we revise them. For me, I usually use filler like hmm, you know, how to say, just like how people in western movie speak.

**Respondent 2:** hmm I don't know. It just goes unconsciously so I don't really know it. Maybe because the speaking happen directly so it makes many mistakes then the revision is needed. In contrast to writing, speaking happens directly.

**Respondent 3:** yes. i don't really understand but I think because the nerve getting higher. Like me, I speak not fluent, so I often do mistakes and revise soon I realize them.

**Respondent 4:** I think it is because the thinking is a fast process and changeable easily. When we do mistake, we revise it immediately. Because the thinking changeable process, so it is common to have some mistakes and revision let alone in English.

**Respondent 5:** yes, because of the hurry or lost focus.

6. Is there any particular strategy that you use to combat the disfluency?

**Respondent 1:** I use filler. I also listen to English speaker many times. But choose the native ones not the one who is disfluent in speaking. Practicing with friends also help and sometimes I also use gesture to demonstrate what I wanted to say.

**Respondent 2:** I use code switching. When I counter disfluent, I use Bahasa and Acehnese sometimes hahaha. Gesture also often to be used, like nodding head and hand gesture.

**Respondent 3:** I don't know I don't have it. haha

**Respondent 4:** I use gesture, practice a lot with friend then also watch movie more.

**Respondent 5:** Practice more.

## Detail on the result Open-Ended Questions

<b>Respondents</b>	<b>16. My speech is disfluent when I'm . .</b>	<b>17. Is there any situation of speaking you avoid? If yes, when is it?</b>	<b>18. Do you have any strategies to get through your disfluent moment (moment you can't speak fluently?) If so what are they!</b>
<b>Respondent 1</b>	Fears, being rushed/time pressure, lack of confidence, being unsure about the topic, talking to stranger	Under pressured, late to the event that I need to speech,	Learn about the topic deeply.
<b>Respondent 2</b>	being interrupted, being unsure about the topic, surprise/unexpected event	I avoid speaking to the one I have crush on.. I avoid speaking when I have bad mood	Expressing in body gesture.
<b>Respondent 3</b>	Fears, being interrupted, being rushed/time pressure, being put on the spot to speak, searching for words, lack of confidence, being unsure about the topic, talking to stranger, surprise/unexpected event	Yes, i avoid speaking when i dont understand what the other people talk because actually im really unconfident enough when im speaking in English	Speak to the point.
<b>Respondent 4</b>	Fears, being interrupted, lack of confidence, being unsure about the topic	I avoid to speak when I get bad mood and less confident	try to explain by body movement
<b>Respondent 5</b>	Fears, being interrupted, being rushed/time pressure, being put on the spot to speak, searching for words, lack of confidence, being unsure about the topic, talking to stranger, surprise/unexpected event	I avoid speaking when I have no idea what am I going to say	Using another simple sentence close to what am I going to say

<b>Respondent 6</b>	Fears, being interrupted, being rushed/time pressure, being put on the spot to speak, searching for words, lack of confidence, being unsure about the topic, talking to stranger, surprise/unexpected event	I avoid speaking when I have no idea what am I going to say	Using another simple sentence close to what am I going to say
<b>Respondent 7</b>	Fears, being interrupted, being rushed/time pressure, being put on the spot to speak, searching for words, lack of confidence, being unsure about the topic, talking to stranger, Surprise/unexpected event	I avoid speaking when I have no idea what am I going to say	Using another simple sentence close to what am I going to say
<b>Respondent 8</b>	being interrupted, being rushed/time pressure, surprise/unexpected event	None	Using simple and familiar words
<b>Respondent 9</b>	Fears, being interrupted, being rushed/time pressure, being put on the spot to speak, searching for words, lack of confidence, being unsure about the topic, talking to stranger, surprise/unexpected event	I avoid speaking when I have no idea what am I going to say	Using another simple sentence close to what am I going to say
<b>Respondent 10</b>	being put on the spot to speak, lack of confidence	When I think, if i speak, people will look at me	Speak quickly and stick to the point..
<b>Respondent 11</b>	Fears, being interrupted, being rushed/time pressure, being put on the spot to speak, searching for words, lack of confidence, being unsure about the topic, talking to stranger, surprise/unexpected event	I avoid speaking when I truly have no idea about it.	Take a deep breathe. Trying to get myself relax. Avoiding caring so much about grammar =D
<b>Respondent 12</b>	being put on the spot to speak, being unsure about	I avoid speaking when I'm hungry and dizzy.	I Speak slowly and relax

	the topic, surprise/unexpected event		
<b>Respondent 13</b>	being put on the spot to speak, being unsure about the topic	I avoid speaking when I'm in seminar or public discussion	Using simple sentences
<b>Respondent 14</b>	being rushed/time pressure, being put on the spot to speak, being unsure about the topic, surprise/unexpected event	In front of many people	Find similar words to convey what i mean
<b>Respondent 15</b>	being rushed/time pressure, being put on the spot to speak, being unsure about the topic, surprise/unexpected event	None	
<b>Respondent 16</b>	Fears, searching for words, lack of confidence, being unsure about the topic, surprise/unexpected event	I avoid speaking when I'm not sure about the topic or did not have background about it	I used to talk to myself in order to make my pronunciation better and to practice my english orally
<b>Respondent 17</b>	Fears, being rushed/time pressure, searching for words, lack of confidence	I avoid to speak when im meeting with the one who speak very well	Using simple words
<b>Respondent 18</b>	being interrupted, being rushed/time pressure, surprise/unexpected event	I avoid speaking when i'm lazy	speak what i to say in simply words and shortly
<b>Respondent 19</b>	being put on the spot to speak, searching for words, being unsure about the topic	I avoid speaking when I am busy doing my task, not interested in some topics, and when upset.	I was thinking about how the idea that I want to speak out can be clearly understand by the audience or listener by showing my body language and gestures.
<b>Respondent 20</b>	being rushed/time pressure, being put on the spot to speak, lack of confidence, talking to stranger	i avoid speaking in public area	i speak slowly to avoid disfluent
<b>Respondent 21</b>	being interrupted, being put on the spot to speak, lack of confidence, being unsure about the topic, surprise/unexpected event	Yes, in formal situation	Yes, speak to the point
<b>Respondent 22</b>	Fears, being put on the spot to speak, lack of confidence, being unsure about the topic	I avoid speaking to people who have better competence in English	Speaking more slowly

<b>Respondent 23</b>	Fears, being interrupted, being put on the spot to speak, being unsure about the topic	I usually avoid speaking when I get mad, when I sleep, while watching drama alone,	I'm using to be more relax in speaking, and taking a deep breath while closing my eyes in order to refresh my mind *I hope u can understand what I meant 😊 Thank you 🙏
<b>Respondent 24</b>	Fears, searching for words, being unsure about the topic	I avoid speaking when my mood got worst	Using body movement or explain the fuction to describe the word. And search for information of the topic
<b>Respondent 25</b>	being rushed/time pressure, being put on the spot to speak, lack of confidence, talking to stranger, surprise/unexpected event	Avoid speaking when I am jn rush	No idea
<b>Respondent 26</b>	being interrupted, searching for words, being unsure about the topic, surprise/unexpected event	when i'm in bad mood. when someone interrupting.	repeat the phrase
<b>Respondent 27</b>	searching for words, lack of confidence, being unsure about the topic, surprise/unexpected event	Yes, I prefer not to speak in English when I'm sick.	I try to think as if I'm native speaker.
<b>Respondent 28</b>	searching for words, being unsure about the topic, surprise/unexpected event	When im tired and have something important to do	Use simple words
<b>Respondent 29</b>	Fears, being put on the spot to speak, searching for words, lack of confidence, being unsure about the topic, talking to stranger, surprise/unexpected event	yes, when iam in a bad mood	using hand gesture while speaking
<b>Respondent 30</b>	Fears, lack of confidence, being unsure about the topic, talking to stranger, surprise/unexpected event	I tried to avoid speaking when i focused myself to do something else like when im doing an important assignment	Using gesture when im trying to explain what i want to say and sometimes i just explain what i mean when i speak
<b>Respondent 31</b>	Fears, being rushed/time pressure, being put on the	Yes,i avoid speaking when i am in a seminar and in front	None



	spot to speak, lack of confidence	of the class because of lack of confident	
<b>Respondent 32</b>	being interrupted	avoid speaking with someone I don't know ell	using vocabularies that is familiar with, instead of using high level words to sound academic because understanding is 1st priority
<b>Respondent 33</b>	being interrupted, being rushed/time pressure, surprise/unexpected event	None	Using simple and familiar words

## AUTOBIOGRAPHY

1. Name : Aulia
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Banda Aceh, 20 January 2016  
The writer,



Aulia