

**EXPLORING THE FACTORS AFFECTING
STUDENTS' ENGLISH SPEAKING FLUENCY**

THESIS



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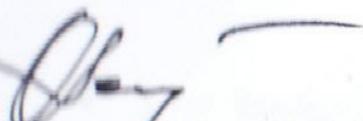
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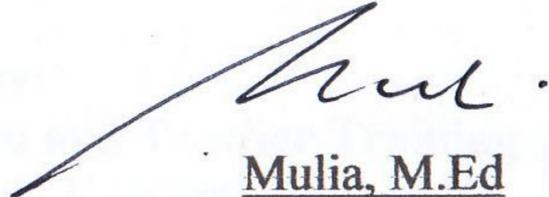
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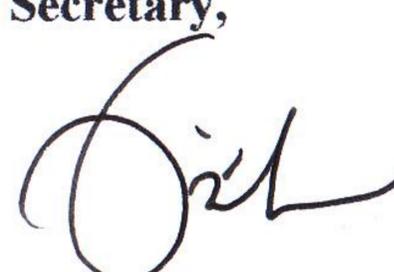
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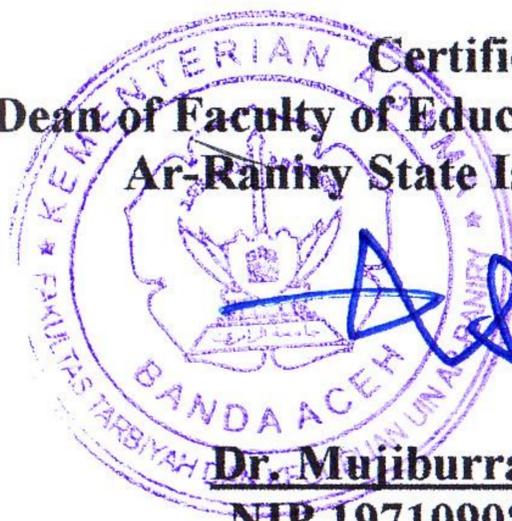

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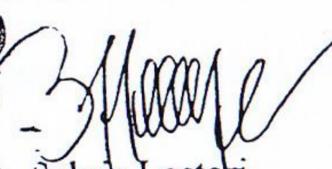
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Alhamdulillah, praise is due to Allah, the Most Exalted; the Lord of the universe Who created all creatures in the world Who has given me spirit, health, and chance to finish my thesis. Peace and salutation to the Noble Prophet Muhammad (peace be upon him) whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

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ABSTRACT

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This qualitative study was carried out to explore the factors that impact students' speaking fluency and their efforts to develop their fluency. 28 students studying at English Department in Tarbiyah Faculty participated in this study. To do so, classroom observation checklists and semi-structure interviews were employed as the data collection instruments. Classroom observations were conducted in fourth meetings, whereas interviews were conducted with students who usually participated actively when classroom process. The purpose of class observation conducted were to know the students activities in the real when teaching and learning process. The interview is very important to find factors that affect students' speaking fluency. The results of interview and classroom observation revealed that there are two main categories that affect the students' English speaking fluency: linguistic and affective factors. The linguistic factors are (1) students' vocabulary (2) their grammar knowledge, whereas the affective factors include (1) the students enjoyment of speaking (2) students' motivation to master English speaking (3) supports from the people around them (4) willing to study to abroad (5) being able to communicate with foreigners. In conclusion, this is in line with many previous research findings (e.g., Hidayat & Herawati, 2012; Derakhsan, Khalili, & Behesti, 2016; Wang, 2004).

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CHAPTER I INTRODUCTION

This study was designed to explore the factors that influence speaking fluency of the students studying at English Language Department of Ar-Raniry State Islamic University. Therefore, this chapter presents the rationale of the importance of conducting research in this topic, research questions, the aims of research, and the contributions it can be made.

A. Background of Study

Speaking is the way to express ideas, thoughts, and feelings orally. It is among the most important skills in English learning. However, other skills, such as listening, reading, and writing need to be taught all together (Oradee, 2012). This is understandable because in fact that in interaction we need to involve more than one skill, ranging from listening to the speaker reacting to what the speaker said and so forth. Even, fluency in speaking is a crucial component that need to pay attention by learners and teachers.

Especially for the students teachers of the English Language Department, the Faculty of Education and Teacher Training, English speaking fluency is indispensable. This is so because, firstly, they need to use English orally daily as a role model for their students. It is necessary for them to be competent in using English in order to be able to interact with students during the teaching and learning. Secondly, they need to design classroom activities that supports to develop their fluency when using English orally.

However it is customary to observe that not all learners who study English, can speak fluently. This may be due to several factors, such as they have not enough knowledge of English, especially in speaking. That is why speakers need to prepare what to say and how to say it well to make listeners understand the meaning clearly (McMillan, 1987). Before expressing ideas, the speakers have to consider what they are going to talk. Another problem is that in some countries where English is not first or second language, learners are not frequently exposed to English usage (Muamaroh, 2013). As such, they cannot use it automatically in speaking.

Furthermore, students face different factors that affect their speaking ability indicated in several studies. For example, Tuan and Mai (2015) found that bad performance of student in speaking was affected by some factors such as: lack of student motivation, the use of mother tongue in learning process, lack of vocabulary, the participation during teaching activities. Hamad (2013) explained that there were some negative factors that affect students' speaking skills. They were in line: the use of mother tongue in teaching affect students' proficiency, students afraid to use English in front of public, less the use of English in discussion activities, curriculum less contain exercise of speaking, teachers do not give support and time for students, and speaking section less than listening.

In Indonesia's educational context, speaking is also emphasized in learning. It becomes one daily activities of students, regrettably most of students faced anxieties when speaking English for the oral communicative purposes is concerned (Haidara, 2016). They face difficulties when speak English, such as

when producing the words and could not think of anything to say. English is decided as the main foreign language which given more importance than any language that taught in Indonesia (Haidara, 2016). To help students increase their speaking skills researcher necessary to find solutions to overcome students' difficulties in speaking ability.

A study has been carried out on what factors that positively affect students English speaking fluency. It was conducted by Hidayat and Herawati (2012) the results show that there are three factors influence students' speaking fluency, including enjoyable learning process, good self motivation, and good support from their friends.

Even though many students have carried out on the English speaking competency students have, less on attention PBI students' competency has been paid. This study was done to fill in the gap by focusing on the factors that exploring contribute to shaping students good competency in English speaking.

B. Research Questions

This study is guided by the following research questions: What are the factors that shape students' good English speaking competencies in speaking English?

Two sub-questions were derived from this question, including:

1. To what extent did the classroom activities support students to speak English fluently?

2. What were the factors that influence students' fluency to speak English during learning process of Department Language Education at UIN Ar-Raniry?

C. The Aim of Study

The objective of this research was to understand factors that affect students' problem in speaking English.

1. To find out the extent to which the classroom activities support students to speak English fluently.
2. To explore the factors that affect students' fluency to speak English during learning process of Department Language Education at UIN Ar-Raniry.

D. Significance of the Study

The significance of this research may improve student's English speaking fluency in teaching and learning process at Department of English Language Education. It can help the students to know the factors that affect their speaking fluency, so they can prepare in order to have a good ability in speaking. It can present new knowledge regarding the factors that affect student's speaking ability. From this new knowledge students could raise the awareness of factors affecting their speaking ability to improve and increase student's competency.

For teacher and Department of English Language Education, to improve student's speaking skills is very significant. The result of this research expected to give positive input to English teacher in teaching especially speaking skill.

Teachers are occurring factors that influence students' ability. In addition it can help teachers to focus on the problem and will try to discuss it specifically in order to find out solution for improvement.

E. Terminology

Some terms need to be clarified their meaning for this research, including factors affecting speaking fluency.

1. Factors

“Factor is one that actively contributes to the production of a result” (Merriam-Webster, online dictionary). In brief, factor is something that give an effect to the others. Factor is always related with something that will be a result. In the other hand, to make students easy and understand of speaking lesson, it is essential for the guiders to investigate factors that affect the student's speaking fluency in teaching and learning process.

2. Speaking

Nirmawati (2015, p. 2) defined that “Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners be able to use the target language to communicate.”

Speaking is the speakers of each languages, mother tongue and the second language talk language as the outcome of their speaking skill (Hamerca, 2009). Meaningful and useful sentences are required to make into some decisions to

impact listeners utterance. Students as the speaker in speaking class, sometimes they are aware of choosing the words, stylistic perform, and the rhythm or tone to convey the definition of messages that their present to the listeners.

CHAPTER II

LITERATURE REVIEW

Since this research is concerned with the factors affecting students' speaking competency, this chapter reviews literature pertaining to English speaking, relevant theories, and previous research findings on English speaking.

A. Conceptions of Speaking and Fluency

1. English speaking

Speaking is a process of sharing thoughts and ideas with the other people orally. Speaking is not only about producing the words but also the use of language to relay meanings that other people can make sense of them (Cameron, 2001). As supported by Nunan (1991), speaking is one skill that require different abilities directly which often develop at different rates. Torcky (2006) defines speaking as a way to produce the sound that created signals to produce differential verbal responses in a listener. It related to the combining sounds systematically to create meaningful sentences, speakers and listeners exchanged the messages orally.

Moreover, speaking is one process to create a conversation with the other people. It can be questioned, answer, opinions, making request, and speech that delivered verbally. Speaking is the process of structuring the ideas verbally and non-verbal symbols in different contexts based on the aim of conversation (Chaney, 1998). From this definitions, it can be concluded that English speaking

is the ability to convey messages that including ideas, thoughts, and feelings orally, its purpose is to create communication with the other people.

2. Characteristics of speaking

The speaker needs to avoid misunderstanding when conveying the messages to the listener, its purposes to make the messages delivered clearly. When the speakers want to speak fluently, they have to know the appropriate situation when start to make conversation (Harmer, 2007, p. 343). Luoma (2004), divided elements of speaking into five kinds: range, accuracy, fluency, interaction, and coherence. As supported by Mazouzi (2013), achievement of fluency and accuracy of students should be equivalence, because both of this elements help students to develop their communicative ability.

Fluency in speaking describes the speakers' skills to report the idea of speaker suddenly. It is the skill of speaker to speak understandably and create listeners' interest. Hedge (2000), argued that fluency is the speaker's competence to answer clearly by uniting between words and phrases, saying sound distinctly, and use of stress and tone.

Next characteristic is accuracy, it needs to control the structure that speaker used. The function of accuracy shows the speaker's ability to choose the correct pattern of sentence based on conversation condition. Learners have to focus on appropriate and the comprehensiveness of language form that includes grammatical, structures, vocabulary, and pronunciation (Mazouzi, 2013).

3. Basic types of speaking

Brown (2003, p. 141) describes six categories of speaking skill area.

Those six categories are as follows:

a. Imitative

Kinds of speakers' speaking performance in their ability to produce good pronunciation, intonation, stress words, and focusing on some particular elements of language.

b. Intensive

The students' speaking performance that is practicing some phonological and grammatical aspects of language. Usually teacher sets students in group works, for example in reading comprehension lesson. They will read in partner, reading information, reading articles, and many others.

c. Responsive

This speaking is a part of replies to teacher or student-initiated questions or comments, giving instructions and directions in teaching and learning process.

d. Transactional (dialogue)

Transactional speaking goals are presenting and conveying the important information. For example, conversation in pair works, both of the speakers exchanging the new information.

e. Interactive (dialogue)

The aim of interpersonal speaking is to build the social relationship among the speaker with the others when explain idea and opinion. That performance includes interview, role play, discussions, debate and so on.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

4. Function of speaking

There are many functions of speaking in human attitude. “The functions of speaking are classified into three; they are talk as interaction, talk as the transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches (Richard, 2008).”

a. Talk as interaction

Talk as interaction means conversation between two or more people in a while. They exchange their ideas, feelings, and many others. “Such exchanges may be either casual or more formal, depending on the circumstances (Richard, 2008: 22).” Based on Richard statement, talk as interaction goals are to create social function, show attitude of relationships, show value of conversation, etc.

b. Talk as transaction

The speaker produces some words that result sentences is talk as transaction. Main goal of it is to make value of the information received and sent well between speaker and listener.

c. Talk as performance

Talk as performance usually refers to someone who works as the public speakers, such as: teacher, lecturer, and motivator. They planned as well they can before reporting information to the audiences.

B. Speaking Fluency

Speaking English fluently is among the targets of learning a foreign language, such as English. Speaking fluency is the main point of communicative language teaching and learning process. Students who study English as a foreign language always put high priority on this skills. They are expected to be able to communicate with the other people in the real situation and condition orally. So they have to master speaking fluency because it is an important goal of speaking lesson. Fluency defines as an ability of the speaker to speak naturally without a doubt. Richards et al (2002: 204) described speaking fluency as “the features which give the speech the qualities of being natural and normal, including the native-like use of pausing, rhythm, intonation, stress, the rate of speaking, and use of interjections and interruptions.”

Speaking fluency skills were considered as delivering messages in normal speed without awkward words, exchanging the ideas clearly and understandable way, and the using of simple words that aims to make listeners understand (Zhang, 2009). Speaker reports the messages naturally in normal to create understandable of the listener. Skehan (2009) defined fluency as the ability to result from the speech at normal speed without pausing. Fluency is the comprehension and unity of delivering messages (Nation & Newton, 2009, p. 151).

C. Factors Influencing Speaking Fluency

Speaking happened spontaneously and orally among two people and more in real time. Some various kinds of influencing speaking fluency are cognitive factors, linguistic factors, and affective factors (Wang, 2014).

a. Cognitive factors

Speaking process include conceptualization, formulation, and articulation (Levitt, 2007). Conceptualization concern with kinds of information selected to express meaning. Formulation refers to the ability of speaker chosen the using of proper words in appropriate grammatical. Formulation deals with speaker's ability to select proper words of grammatical structures. Articulation was speech articulatory organs that articulated by the speaker. These three process occur simultaneously, because of that sometimes students make mistakes in face to face communication. Therefore, students speaking skills can be replaced by "hesitations, false-starts, grammatical inaccuracies, and limited vocabulary (Hughes, 2002, p. 77)." Briefly, fluency and accuracy of students English

speaking can be influenced. But human's mind can not focus on this three process at once because they have not enough capacity processor (Skehan & Foster, 1999). It is so forth for students who learn English speaking to keep their parity during the lesson.

b. Linguistic factors

Learner's oral proficiency has to use appropriate language forms (Saunders & O'Brien, 2006). Some components of linguistic factors include pronunciation, grammar, and vocabulary are very important considered by students. They also have to focus on the situation of conversation time. As support by Harmer, (2002) speaking not only need the knowledge how to produce the form language but also on when, why and what way to result in the words.

c. Affective factors

Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. "Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others.

D. Elements of English Speaking Fluency

There are some components of speaking fluency that speaker has to know first, breakdown fluency that includes time filled with speech, no pauses, filled

pause. And then, speed fluency which content speech rate measured as words and syllables per minute. The last one repaired fluency that focuses on false starts and repetition words of the speaker (Tavakoli & Skehan, 2005).

Koponen and Riggensbach (2000, p. 8) also said that fluency in language assessment is the comparable of unity and fluency in delivering a speech. So, English speaking fluency decided as the most important thing in speaking class. They classified four kinds of view of fluency. The first was including thinking of fluency mainly in terms of “smoothness of speech” that based on “temporal, phonetic, and acoustical features” of speech. Second, fluency is defined as the competence and element of proficiency. It was considered smoothness as the important element of overall fluency. And then, fluency explained as “automaticity of psychological processes”. This view mostly anxious with exploring the mechanism of psychological learning that helps to detect how fluency is rising. The last definition of fluency, “fluency as opposed to accuracy”. The main point was there was distinction between the accurate speech that learners only focused on language process itself and learners’ focused when delivering speech fluently.

The characteristics of speaking fluency were divided into three kinds; 1) Language process in a real-time, that means the speaker speaks easily without much quiet. 2) Fluent language use does not need speaker attention. 3) Fluency is a skill that depends on the knowledge quality of the language. The purpose of it is to make the best possible of what already know. Hidayat and Herawati (2012) described the measurement of speaking fluency were speed, pausing, and the time to speak.

E. The Classroom Activities and Speaking Fluency

Oral communication is an important part of the teaching of English as a foreign language. There are some studies that have been conducted in order to carried out the impact between classroom activity and students' speaking fluency. (e.g., Tornqvist, 2008; Gudu, 2015; Shen, 2013; Tumova, 2002). Classroom activity and students' participation during learning process affected students' speaking fluency. As supported by Tornqvist (2008) during teaching speaking in English as a foreign language it is the great importance for the educators to decide that students' emotion, and have a significant impact on foreign language learning. This means lecturer in classroom process could detected the factors that influence students' speaking fluency directly. Tornqvist (2008) found that there were some factors that influence students' speaking fluency during classroom proces. For instance, a comfortable classroom atmosphere, students' self-esteem, group work, meaningful lesson, students' enthusiasm, supported from the teacher, and students' motivation.

a. A classroom atmosphere

A classroom atmosphere in teaching and learning process created students' interest to join the class. Lighbown & Spada (1999) described that there were two types of teachers' teaching style in classroom process (1) the traditional instruction environment that aimed to focus on the target language (2) the communicative instruction environment this style purposed to emphasize the use of target language in daily conversation. This approach used to encourage students' habit in communicating English. Besides,

communicative style also focused on grammar to make the conversation work (Lighbown & Spada, 1999).

b. Students' self-esteem

Students' emotion was a significant impact on learning a foreign language. The students' willing to speak English like the native. Brown (2000) stated that the importance of pupil's self-esteem is stimulated by a classroom climate where the pupils accept each other.

c. Group work

The used of variety method in teaching process also increased students knowledge. To create good communication between students in the classroom it was necessary to use interesting method and topics, but the important one was the meaningful of its activity.

d. Motivation

Motivation is an important thing to encourage students itself. Motivation could be intrinsic and extrinsic. Students speaking fluency would increased if they have high motivation from both students itself and the people around them. Anna, (2002) "the increased emphasis on communication in the foreign language classroom a very challenging task for foreign language teachers is to get the pupils to take active part in conversations where they express themselves freely."

F. Research on English Speaking Fluency

Several studies have been conducted in order to find out the factors that impact students' English speaking fluency. (e.g., Hidayat & Herawati, 2012; Wang, 2014; Derakhshan, Khalili, & Behesti, 2016; Yang, 2014; Leong & Ahmadi, 2017; Diyyab, 2013; Pishkar, Moinzadeh, & Dabaghi, 2017). Hidayat and Herawati (2012), for instance, carried out a study towards' factors affecting student speaking fluency. The research took place at English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University. They argued that fluency as the important point of speaking. To measure speaking fluency of students there are some indicators used by the researcher. For example, the speed of speaking, frequent of pause when talking, and the length of the speaking run. To collect the data researcher used observation, interview, and questionnaire. They found that many factors affect students speaking fluency, such as self-motivation, comfortable in learning English, and supporting from the environment (family, friend, teacher, and facilities).

Similar research was done by Salem and Diyar (2014) who examined the distinction between speaking anxiety and oral fluency of Arab intermediate school students. 121 students (68 males and 53 females) took part in the study. To measure students' English speaking anxiety and fluency, the research used Berkos et al's (2004) scale. The results reveal that students' speaking anxiety and oral performance have the positive relation of male students and the total sample of the study. It also found that speaking lesson was very crucial for the students in

classroom and outside. The students' speaking fluency was not only influenced by their academic skills but also their anxiety factor. Moreover, Leong and Ahmadi (2017) investigated the factors affecting language learners English speaking skills. The results showed appropriate speaking instruction was found to be learners priority and a field in which they need more attention to their speaking skills.

Yang (2014) conducted research that aimed to find out how the EFL teachers and students treat the development of speaking fluency. 40 students were randomly selected from different majors the important of speaking fluency strand to develop EFL class speaking skills. Two types of questionnaires and a five-point scale judgment were used to collect the data. The questionnaires were gained from some relevant theories of speaking fluency that discussed in literature review. For example, speech rate described on the whole fluency of speaking. The obtained results indicated that the teachers' willingness to develop students speaking fluency is not sufficient. As the result, the students unfamiliar to the way of practicing the speaking fluency. Besides of that, students also experienced a lack of time, activity, effort, and a relevant principle of guiding in the current EFL class.

Differently, Wang (2014) carried out the experimental research to enhance students' accuracy and fluency in spoken English of Chinese English Foreign Language learners. Three effective models of teaching English speaking decided to measure learners' fluency and accuracy. Such as, *Wilis' three-stage model*, *Florez's five-stage-model*, and *Goh's four-stage model*. To examine this three models researcher assess in four stages: Pre-speaking, while-speaking, post-

speaking, and extension practice. The data collected through questionnaire use categories like speaking accuracy (grammar and mispronounce), and fluency (hesitate and vocabulary). To find out students' problems in speaking 100 questionnaires were randomly spread to participants. Findings showed that the used of three effective models in oral English affect students' accuracy and fluency. It enhances students' knowledge, vocabulary, strategies to speak, reduce anxiety, accuracy, and fluency. There were some suggestions present based on three effective models in this research. Before speaking, students have to master enough in knowledge, vocabulary, and strategies to reduce their fear and stress. While speaking, they should have enough time and opportunity to encourage their fluency. After speaking, students should be given the correct use of language to improve learners' speaking fluency.

Another study on English speaking fluency that showed the similar way with Wang. Derakhshan, Khalili, and Behesti (2016) conducted an experimental research toward developing learner's speaking ability, accuracy, and their fluency. 40 students and 10 domestic teachers participated on this research. The measurement of speaking effectiveness was composed of grammatical, psycholinguistic, sociolinguistic, and language components. The result of research represented that interesting of EFL learners and adult about speaking depend on the material provided by the guidance. For instance, imitation, responsive, intensive extensive performance, transactional dialogue, and interpersonal dialogue to improve learners' speaking abilities. And then, the students can encourage this ability with some kinds of instruments like role play, videos, flash

cards, and graphs. The used of some methods in teaching speaking enhance students' ability, accuracy, and fluency in speaking.

Similarly, Diyyab (2013) investigated a research on the use of Multimedia-Based Program for developing students teachers' EFL speaking fluency. Therefore, this study was designed in a quantitative method. Regarding this, 30 students at Sadat Faculty of Education, Minufiya University, Egypt decided as the participants. There were pre-test and post-test in this research. Pre-test designed to measure students' speaking fluency performance with a rubric. After the experiment, it was found that students' speaking fluency skills were increased after using the program. Briefly, the Multimedia-Based program affected learners' speaking fluency and this program could be an effective method of speaking lesson.

Pishkar, Moinzadeh, and Dabaghi (2017) stated that "speaking a language involves more than simply knowing the linguistics components of the messages, and developing language skills requires more than grammatical comprehension and vocabulary memorization." Based on this statement they examined an experimental research that aimed to improve learners' speaking components such as fluency and accuracy. The approach used was modern English dramas. The data were collected from 60 participants of English language and literature Hormozgan University in Iran. Some rubrics selected to measure learners' fluency, for instance, the numbers of filled and unfilled stop in every narration, the use of words per minute, the utterance length, and the total number of stress words. The results explained that the measure of learners' temporal and linguistic

was related to their fluency score. Students' speaking fluency enhanced that analyst with some rubrics whereas the students' speaking accuracy drops off.

G. Concluding Remarks

From the literature reviewed, some conclusions can be drawn. First, students speaking fluency is affected by enjoyable lesson, high self-motivation to learn about English, and encourage from people around them. Second, learners face some problems in speaking English fluently and accurately, because their speaking competence is affected by cognitive, linguistic, and emotional factors.

The main problem of this research is the students' lack of speaking skills and researcher had to improve students' speaking competence. The research attempts to explore some factors that affect student's speaking fluency. It is very necessary to know the factors of influencing students' fluency. From this research, the others students can speak English fluently as the fluent like speaker do. And also lecturer can provide some solutions to improve students' problem in speaking.

CHAPTER III RESEARCH METHODOLOGY

This chapter describes some aspects of methodology including research design, research participants, technique of data collection and technique of data analysis and also brief description of research location used in this study to explore the factors that affecting students speaking skill in speaking class at English Department of Ar-Raniry State Islamic University.

A. Research Design

The purpose of this study was to explore factors that contribute to influence students' speaking fluency so this study employed qualitative approach. The qualitative approach is used when little is known about a topic or phenomenon, utilized to comprehend people's experiences, and to express their point of view (Johnson & Christensen, 2005). This is in line with this research because it focuses on factors affecting student's speaking fluency. Two research questions were raised: (1) To find out the extent to which the classroom activities support students to speak English fluently. (2) To explore the factors that affect students' fluency to speak English during learning process of Department Language Education at UIN Ar-Raniry.

B. Participants

The samples of this study were twenty-eight students of English Department at Tarbiyah Faculty UIN Ar-Raniry. Sample is small part of population that use

to collect information. Cresswell (2012) argued that research participants are the subject who have the skill to convey the information that researcher need to answer the research question. One class was decided to observe students activity during learning process based on the characteristic of a population and objective of the research. Participants were purposively selected. This is because of the research purpose especially to explore affecting students' English speaking fluency. "Purposive sampling is a sampling technique where the researcher decides who would most likely help us to provide information about our construct (Griffe, 2012, p.58)." They were students in the third semester in this year and would be in the academic year of 2017/2018. Participants were students who passed speaking basic speaking. In addition to gain the data researcher observed twenty-eight students at one class during speaking class. To complete data from observation researcher also asked six students for the interview to find out their perceptions about speaking English course.

C. Data Collection

Data for this study were collected through classroom observations and interviews.

1. Classroom observation

Classroom observation was selected and used to gain the data in order to answer the research question about factors that influence students' English speaking fluency and the ways they develop it. As has been researched previously, classroom activities can support students to speak English fluently (Anna, 2008).

This study was intended to see the characteristics of the English learning activities in the classroom positively support students' speaking fluency. Therefore, observation was necessarily conducted.

The observation process was conducted at English Department Students at UIN Ar-Raniry Banda Aceh. It started from 5 October 2017 to 26 October 2017 in four meetings. The participants of this research were the students in third semester those consist of 28 students. The observation checklist was adopted from previous research that conducted by Muamaroh in 2013. Furthermore, the students' activities during lesson also recorded to make easier to be analyzed. There were several categories being observed during the process of observation, which included: students activities before class, students activities during lesson, students comprehending during lesson, and lecturers' class management. Mostly the observation conducted by the researcher concerned with the English teaching and learning process in this class. Cresswell (2012) defined that observation was one procedure of collecting the information by observing sample and places at the research site. The use of observation was to monitor activities during teaching and learning process. The observation used the checklist as the guideline in observing the students that purpose to know directly about students activities in the class. The observation process conducted for 4 meetings.

2. Interview

Interviews were conducted with students who usually participated actively when classes observed. The data interview was very important to find

factors that affect students' speaking fluency. The answers of students' interview and their opinions were recorded with an audio recorder. The results from the interview were transcribed after the researcher listened to the recorded audio. Six students invited to have an interview. They were the students who good in speaking lesson. Interview is process gathering data that include questioning and answering among the interviewer and interviewee. Interview is the most important tool in the qualitative method. It is the best way to measure people's views, meanings, and definitions of real situation (Punch, 2009). Further, semi-structured interview was used to collect the information from participants. This technique expectation finds more detailed information from respondent by extending the question based on respondent's answer. Some specific questions asked to the students based on interview guide for the research aims. The question of this interview related with factors that influenced students' English speaking fluency and the types of interlocutors that supported increasing their speaking fluency skill, characteristics of teachers who helped them to improve their speaking and teacher's teaching techniques during speaking class. Each student got the same questions that had been prepared by researcher. Then, the results of the interview were coded and classified in two main points; factors that impact students' speaking fluency and students' effort to increase their fluency in English speaking. The process of interview was recorded in order to help interviewee relax during answer the questions. Data gained through interview were carried out after the class observation. It also supported the result of research to provide more

information. On the other hand, interview finished and played an important role in validating the class observation data.

D. Data Analysis

The data collected through various sources and instruments were analyzed in two parts. The first part was observation, data from class observations were analyzed qualitatively by using descriptive analysis in detail including every activity that happened in the class. It was analyzed based on students' speaking activities when the process of observation occurs. Descriptive analysis is a good method selected in analyzing data observation because it is applied to find detailed descriptions and examine the result of data deeply. The observations of students' speaking fluency were recorded to up in collecting the data information.

To analysis the qualitative data gained from the interview were researcher would be listened to the interview recording and transcribes all the words that said by the interviewee. After all of the data transcribed, interview data were organized based on the research objectives. Relevant themes were selected and coded. Some data analysis techniques according to Burn's (2010) they are assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. The researcher used coding, it started from coding the data into more specific patterns or categories. Next, researcher identified which of data sources that researcher have to code qualitatively. Findings of the interview would be presented in narrative explanation.

E. Research Setting

The research place location at the Department of English Language Education of Ar-Raniry State Islamic University (UIN Ar-Raniry) and located at Jln. Syekh Abdul Rauf Kopelma Darussalam Banda Aceh, Indonesia. Therefore, it was established on October 5 in 1963 that familiar with IAIN Ar-Raniry firstly and now as UIN Ar-Raniry. This university consists of nine faculties and 43 departments. They are; Faculty of Syariah and Law, Faculty of Education and Teacher Training, Faculty of Ushuluddin and Philosophy, Faculty of Dakwah and Communication, Faculty of Adab and Humanities, Faculty of Sociology and Governance, Faculty of Economics and Islamic Business, Faculty of Psychology, and Faculty of Science and Technology.

This research was conducted at the faculty of Education and Teacher Training, UIN Ar-Raniry. It has thirteen departments, one of them is English Language Education, which was particularly selected to be the representation of population and sample of this research. This is because the research was conducted for English Students at Faculty of Tarbiyah and Teacher Training. This research conducted in the effective time of teaching and learning at university.

English Language Education focuses on teaching English as foreign language. It purposes to prepare the graduates to have sufficient knowledge in teaching English at schools, institutions, and many others. The mission of this department were; (1) Educating prospective teachers and generating English language teachers who have quality as well as innovative, independent,

professional, noble, and fear Allah SWT, (2) Conducting studies and researches to develop English language teaching to be practical, applicable, and modern, which refers to local wisdom for prospective teachers who are ready to serve as a reliable English teachers in various educational institutions, (3) Educating prospective teachers and producing English teachers who are ready to compete and equipping them to develop their ability for further study and professional work, as well as contributing to national development according to their own expertise.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on analyzing the research results from interviews and classroom observation. After having analyzed them, a discussion in order to answer the research questions stated in Chapter One is held.

A. The Research Findings

1. Results of classroom observations

Classroom activities were categorized based on the several levels of configuration, ranging from the best supporting student English speaking fluency to the least. Four components of classroom activities were examined as depicted in the following table.

Table 4.1 Configuration of students' participation

No	Classroom activities	Configuration			
		A	B	C	D
1	The students' activity before lesson	All students came to the classroom; they have high enthusiasm to study; they stayed focus on materials taught; they actived during learning process.	Most students came to the classroom; most students have high enthusiasm to study; most students stayed focus on materials taught; most students actived during learning process.	Some students came to the classroom; somestudents have high enthusiasm to study; some students stayed focus on materials taught; some students actived during learning process.	The students did not come to the classroom; they did not have high enthusiasm to study; they did not stay focus on materials taught;they did not active in during learning process.

2	Students' participation	All students interacted actively in the classroom; they asked questions; they worked in group and individually; they communicated each other.	Most students interacted actively in the classroom; some students ask; they worked in group and individually; some students communicated each other.	Some students interacted actively in the classroom; some students asked questions; they worked in group and individually; some students communicated each other	The students did not interact actively in the classroom; they did not ask questions; they did not work in group and individually; they did not communicate each other.
3	Students' speaking ability	All students reported the ideas fluency; they mastered vocabulary and pronounce it well; they spoke grammatically.	Most students reported the ideas fluency; some students mastered vocabulary and pronounce it well; some students spoke grammatically.	Some students reported the ideas fluency; some students mastered vocabulary and pronounce it well; half students spoke grammatically.	The students did not report the ideas fluency; they did not master vocabulary and pronounce it well; they did not speak grammatically.
4	Teachers' classroom management	The lecturer has good performed; she prepared the materials well; she gave clear instruction; she managed the class well; she provided interest materials; she had good communication with students; she had good relation with students.	The lecturer has good performed; she prepared the materials well; she managed the class very well; she provided interest materials; she had good communication with students; she had good relation with students.	The lecturer has good performed; she prepared the materials well; she managed the class well; she provided interest materials; she had good communication with students; she had good relation with students.	The lecturer did not good performed; she did not prepare the materials well; she did not manage the class well; she did not provide interest materials; she did not create good communication with students; she did not has good relation with students

Classroom activities influenced students' speaking fluency. It can be seen from the results of classroom observation. First, students have high enthusiasm to

study. Students also participated actively during learning process. They conveyed the ideas and opinion grammatically. They willing to speak English like the native. They were excited to join the class. It caused the lecturer provided the interesting materials and encouraged the students actively. There were no limited time that given by the lecturer during speak in classroom activities. This is confirmed with previous study research that conducted by Tornqvist, (2008). Here the explanation about students' classroom activity during the process of observation.

a. First week

1. The students' activity before lesson

Based on the date observation in the first meeting, students activity that support their English speaking fluency can be categorized into B level of participation. This can be understood from several characteristics. First, most of the students attended the class on time. They look very excited to join the class. They joined speaking class every Thursday afternoon. The class started from 11:25 a. m to 13:00 p.m. In the beginning of the class, students looked very interest. The next reason was, students had the high enthusiasm to start speaking class. It can be seen from their responses when lecturer gave the instruction during the class. The third, each student focused on each material that lecturer provided. And then, all the instruction that given by lecturer was very clear and easy to understand.

2. Students' participation

Students' participation that support their English speaking fluency in the first meeting can be categorized into B level this is because of several reasons. First, during teaching and learning process students were active. Then, the interaction between lecturer and students ran well. The next was, the interaction between students and their classmates. And the lecturer asked the students to sit in a group. Each group consists of six to nine people. Then, she gave them a topic to discuss in 15 minutes. After discussing the topic, every people should report the idea that found during the discussion to the group. They exchanged the ideas each other. Every group discussed the materials that given by lecturer. They expressed their opinion in group. The students listened carefully to someone else who reported the ideas. They created good communication between their friends during learning process. Each student tried to use English to speak each other and they also supported each other. Briefly, the students speaking fluency was affected by supported from people around them.

3. Students' speaking ability

The students' speaking ability that increase their English speaking fluency in the first meeting was decided into B level of participation. This is because of some reasons. Such as, most students seem that they have high competence in speaking lesson. They were good to talk in front of their friends and they can manage themselves in speaking class. Then, the students speak fluently without any interruption. Students' vocabulary was very good. They mastered many vocabularies, because of that they easily conveyed everything in

front of the class. Besides, some students did not pay attention to the grammatical error when they spoke in front of their friends. It encouraged them to speak braver. Some of the students were unable to say the clear words. Sometimes lecturer corrected students' pronunciations and gave them new vocabularies when they needed it. Students explained the information fluently. So, it could be conclude that mastering many vocabularies and grammar were influence students' speaking fluency.

4. Lecturer's classroom management

Lecturer's classroom management that support students' English speaking fluency in the first meeting fall into A level. It can be seen from several reasons. She taught the materials very well. She had good preparation. It looked from her performance in the beginning of lesson. The students understood each instruction that given by her. She managed the class very well, the students were interested in every classroom activity. The lecturer enable to discuss materials with students. She had different way taught speaking class. The lecturer succeeded to create a good classroom atmosphere, because of that she had good relation with the students.

b. Second week

1. The students' activity before lesson

The students' activity before lesson that support students' English speaking fluency in the second meeting in line B. This is supported by some reasons. First, the class started from 11:25 a.m to 13:00 on the same day

(Thursday). The second, before the class begins, lecturer checks the student's attendance list. There are 2 students who did not join the class on Thursday 12 October 2017. All of the students have high enthusiasm to start the class activity. They focused to the direction that given by lecturer and listened it carefully. They looked ready to join the class.

2. Students' participation

The students participation that support students' English speaking fluency in second meeting of observation considered into A level. In the firstweekof observation, students had been asked to form a small group consisting of six to nine people. To make them feel fair, the lecturer choosed the groups' members. And then, lecturer asked every people in group toreport the results of discussion in front of the class. During the discussion, each student could give their opinion freely based on the materials that given. The lecturer encouraged students to speak without any doubt. All students participated in this activity. They interacted actively in the learning process. When a student was being explained the information, the other students listened carefully. Students created good communication between their friends during the discussion. In conclusion, students' participation actively in classroom affected their fluency. Practice English every day make students enable to communicate.

3. Students' speaking ability

Students' speaking ability that develop their English speaking fluency in the second week of observation was regarded into A level of participation. This is supported by several reasons. First, all of students mastered many vocabularies

and pronounced it well. Then, they used English to create communication among their friends. They also looked very enjoy when interacting with their friends. And some of them did not care about grammar mistakes, but lecturer corrected it directly. About 4 of 6 students delivered the opinion fluently. They spoke smoothly and clearly. The students also have no hesitations and they speak directly to the topic. Besides, the volume of their speech was excellent. They were reporting messages to the audience clearly.

4. Lecturer's classroom management

Lecturer's classroom management that support students' English speaking fluency in second meeting was categorized into A level. The lecturer could manage classroom very well. She also could manage the time to give the direction to the students and communicate it to the students carefully. This purposed to make students understood about the materials. She always prepare the materials well. The materials that provided by her also very interested. This was affected her relation with her students, she had good relation with them.

c. Third week

1. The students' activity before lesson

The students' activity before lesson that encourage their English speaking fluency in third week of observation was categorized into B level. It can be seen from some reason. The first, most students came to the classroom on time. Second, most students have high enthusiasm to study. The students also focused

on materials that provided by the lecturer. The class held on Thursday 19 October 2017.

2. Students' participation

The students' participation that confirm students' English speaking fluency in the third meeting can be decided into B level. The lecturer invited students one by one to speak freely using different topics. They sat in a big circle and exchanged the information. The students prepared their task well, they were ready to talk while others no. It seemed that they describe the ideas naturally. The discussion ran well and students felt interested in the activity. This is because they could share ideas, opinions, and practice their speaking fluency in the class. The class atmosphere did not become a problem for them. They found the comfortable by themselves in the classroom. Moreover, the students have to shape their speaking skill every day to achieve good achievement.

3. Students' speaking ability

The students' speaking ability that support their English speaking fluency in the third meeting can categorized into C level. It can be seen from, some students looked did not prepare well, this was affected their ability to speak directly. Some of them did not speak fluently. Some students faced difficulties to find vocabulary spontaneously. Some of them also did not talk grammatically while the other students talk using grammar correctly.

4. Lecturer's classroom management

Lecturer's classroom management that increase their English speaking fluency in the third week of observation can be decided into C level. She gave the

instruction well to the students. The lecturer has good performance, but she did not prepare the materials well. Although she did not prepare the material well she could managed the classroom well. She had good communication and relation with students.

d. Fourth week

1. The students' activity before lesson

The students' activity before lesson that develop their English speaking fluency in the last meeting was in term A level. There were 23 students who attended the class. They listened and focused to the direction that given by lecturer carefully. The students looked ready to start the class. They also have high enthusiasm to study. They finished the task that lecturer asked to find the information in Ted.com (nonprofit organization channel).

2. The students' participation

The students' participation that increase their English speaking fluency in the last meeting can be decided into A level. This is because of several reasons: all students interacted actively. They described the information in front of the class. The students have to watched the video and conveyed the information that they found in the video. Since the students had prepared their homework, they were ready to perform. Each student finished the task individually. All students were enjoying this activity, it helps them to interact and to know about their skills.

3. Students' speaking ability

The students' speaking ability that shape their English speaking fluency in the last week of observation can be categorized into A level. All students that performed in front of the class speak fluently. They found many new vocabularies from the video and shared it to the other students. They pronounced the vocabulary well, this is because they had prepared before. The class was very comfortable and each student spoke English. They tried to present well.

4. Lecturer's classroom management

In the last week of observation, lecturer's classroom management that support students' English speaking fluency can decided into B level. She did not perform anything. She only gave direction to the students clearly and listened to the students performance. She communicated with students directly when they made mistakes. In brief, the lecturer always gave her students time to speak without the limitation. She could manage the classroom well because she had a good relationship with her students.

2. Results of interviews

Furthermore, interview involving 6 students of English speaking course was conducted on 19 October 2017 to 26 October 2017. They were chosen purposively and based on the lecturer suggestion. All participants were female, because the class was dominated by the female. The participants were coded as 'S1' for the first participant, 'S2' for the second participant, 'S3' for the third participant, and this code goes up to 6 participants. The interviews were about the real situation of

teaching and learning process in English speaking class. Interview conducted in two sections. The first section was held in the third meeting on October 19, 2017 all questions and answer in English. The second section was held on October 26, 2017. Students gave their answers in Bahasa Indonesia. The following results of interview are:

Question 1 *Are you interested in English speaking?*

The researcher found that all students have different reasons interested in English speaking.

Table 4.2 Students' Interest in English Speaking

Students	Students' responses	Factors
S1	<i>"What makes me interested in English speaking class is that I can practice my vocabulary in front of people and practice the way I speak.."</i>	Linguistic factors (practical)
S2	<i>"what makes me interested in English speaking class is English is an easy learn..."</i>	Affective factors (practical)
S3	<i>"I love English for a long ago since I was in Elementary school. I love to sing English songs such as happy birthday song at the first time because it was very interesting for me..."</i>	Affective factors (attitude)
S4	<i>"Actually, I am interested to learn English comes from myself because I already love English since when I was in SMA. I personally prefer English than Arabic.."</i>	Affective factors (attitude)
S5	<i>"Since English is one of the International languages in which when we go abroad or some foreigners come to visit our places they sometimes talk us in English. Although some of them are not from English countries, they common using English..."</i>	Affective factors (instrumental)

S6	<i>“To love English may be because is one of the reasons is one of the International languages, since when I was in Elementary school. Every time I saw foreigner English speaker I felt extremely excited in which if sometimes I met a foreigner..”</i>	Affective factors (attitude)
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Table 4.2 showed that affective factors (self-esteem, empathy, anxiety, attitude, and their motivation) were dominated that influence students' English speaking. S1 said that she likes English speaking class because it gave the opportunity to practice her vocabulary in front of her classmate. By mastering speaking, she can promote her way to speak in front of the other people. S2 she argued that English is an easy lesson, because of that she interested in English. S3 and S4 interested in English were started from them at an Elementary school. S5 and S6 told the same argument, both of them said because English is an international language. Furthermore, most students' speaking fluency skills were affected by their affective factors. It found that all participants interested in speaking English class because they want to master English like the native speaker. Based on the answers that were given by the participants, some of them said that they interested in English because English is an international language. Mastered English speaking make them able to communicate with the foreigner. There were also said that English was easy to learn. They have started to learn English from primary, junior, and senior high school.

Question 2 *Could you tell me your motivation to study English speaking class?*

Second question examined students' motivation to learn English speaking.

They have different motivations to learn English particularly speaking.

Table 4.3 Students' Motivation to Learn English

Students	Students' responses	Factors
S1	<i>"I start to like English since I was in Secondary School. It was in eight grade because my secondary school is a bilingual school so we learn English with the two languages Indonesia and English.."</i>	Affective factors (Extrinsic motivation)
S2	<i>"my motivation to learn English are do not worry to make mistakes and then you should be brave to talk with the other people.."</i>	Affective factors (Intrinsic motivation)

Table 4.3 described that S1 has excited to learn English before coming to the college. She loves English since in secondary school. Besides that, her school also used bilingual language in teaching and learning process. To encourage her skill in English she has to master it. She motivated to know more about English to compete with another student. Another opinion came from S2, she said that be brave to talk was her reason to study English. She has a high intrinsic motivation to study English. So, this reason encourages S2 to do something useful for her English knowledge. For example, she has to master English well, so that she will be able to speak confidently in front of the other people.

Table 4.4 Students' Motivation to Learn English

Students	Students' responses	Factors
S3	<i>"The first, when in Senior High School I became the keynote speaker about the introduction of Acehnese culture in English. If we can speak English we can go abroad and interact with the other people. For example, tourists who came here, we can communicate directly with them.."</i>	Affective factors (emotion)
S4	<i>"Actually, my motivation is myself. I love English since I was in Boarding School, and I more able in English than Arabic.."</i>	Affective factors (emotion)
S5	<i>"A long ago there was the foreigner from Australia, interacted with them using English. from Japanese also, they used Japan. Actually, it to improve speaking and sharing knowledge. One of my motivations is I want to go abroad.."</i>	Affective factors (emotion)

Based on the table 4.4, it could be concluded that students have intrinsic motivation to learn English. It means students motivated by themselves to learn English. Students' individual goals to learn English become his or her reasons motivation. Students' motivation to learn English related with affective factors. S3 said that motivated to learn English because she want to go abroad. English was an international language that make them want to speak fluency. S3 more motivated to learn it was they have no doubt to talk in front the class. Another participant said that becoming English students they could be an English teacher, tour guide and many others.

Question 3 *What are the factors that make you enjoy to speak English? What are the most frequent fluency factors you encounter in speaking?*

This question aims to know the frequent factors that make students fluent in speaking class. On the other hand, I looked at participants' explanation and feedback could be influenced their fluency. The participant explanation as an example: S1 said that she mastered a lot of vocabularies. It gave the big impact to her ability. She was easy to speak in front of her classmate.

Table 4.5 Factors Influence Students' English Speaking Fluency

Students	Student' responses	Factors
S1	<i>“One of the factors that makes me enjoy to speak English is I know a lot of vocabularies. I read a lot of books, so I can find a lot of vocabularies, the new vocab that I know and I always practice it alone in front of the mirror and I think that one of the factors that make me enjoy to speak English..”</i>	Linguistic factors (vocabulary)

Table 4.5 showed that to enhance fluency the students have to master English knowledge and vocabulary. Besides mastering vocabulary a student also mentioned that she able spoke English because got support and motivation from the lecturer who taught her in speaking class. Similarly, S2 argued that showed in this table.

Table 4.6 Factors Influence Students' English Speaking Fluency

Student	Student' responses	Factors
S2	<i>“I think the factors that make me able to speak English comes from my lecturers' encourage. She always gives support to be able to speak in front of the other people. I usually practice my vocabularies with the other people and I love English speaking class..”</i>	Affective factors (extrinsic motivation)

Table 4.6 revealed that there was another factor which affected students' speaking fluency. As stated by S3, self-confidence was the important thing that impacted her fluency. It can be concluded that knowing English and mastering many vocabularies develop students' self-confidence. Have high self-confidence made students easy to speak fluently in English.

Table 4.7 Factors Influence Students' English Speaking Fluency

Students	Students' responses	Factors
S3	<i>“So, the first factor that affects my English speaking fluency is self-confidence. Self-confidence should be owned by every student because if we are confident we will be easy to speak everything..”</i>	Affective factors (emotion)
S4	<i>“Actually, the main point of speaking fluency is not about true or false but our self-confidence..”</i>	Affective factors (emotion)
S5	<i>“The first factor is I have high self-confidence and brave although my vocabulary is low but talking in front of the other people is one of challenges for me and it encouraged me to learn English. Another factor I love listen to English song..”</i>	Affective factors (emotion)
S6	<i>“Because I want to speak English fluently so I could be brave to speak and because I have motivation to be able to speak fluently I have to practice every day..”</i>	Affective factors (emotion)

Table 4.7 described that the most frequent factors that impact their fluency in speaking English were self-confidence. There are three students who said that self-confidence was an important thing become a fluent speaker. It can be inferred that self-confidence reduces students' anxiety to speak in front of their friends. One of them also said that she does not worry about grammar mistakes. She

enjoys the speaking lesson and always brave to interact with people around her in English. Besides that students also expressed that mastering many vocabularies influence their ability to speak English. It helps them to produce the words when exchanging the information in class.

Question 4 *What are the activities that you do to shape your English speaking?*

The main point of last question was to investigate students' activities and efforts to enhance their speaking fluency. Most of the participants expressed the similar opinion about the way they increase their fluency.

Table 4.8 Students efforts to develop their English speaking fluency

Students	Students' responses	Factors
S1	<i>“And but the most have effect for me from how I can speak English like this is started from when I make a fan page on twitter that I make a fan page a one direction there is have a lot of people from around the world who speak English and I start to talk with them by repairing out tweet with a vocabulary that I have never seen before and i am trying to translate it what is that means..”</i>	Affective factors (attitude)
S2	<i>“I watched English movie and listened to English music and after that, I get so many vocabularies, new vocabularies. After that, I can practice it and I know how many vocabularies I got..”</i>	Affective factors (emotion)
S3	<i>“So far a more speaking fluent I usually sing and keep my own story telling in English..”</i>	Affective factors (emotion)
S4	<i>“In a classroom, each subject of lessons should be used English because it affected our speaking. If we were clever and never practice our speaking is not improving. And our vocabulary will not increase but if we assess our speaking we</i>	Affective factors (practically)

	<i>will know our mistakes. So, we have to practice in English..”</i>	
S5	<i>“I usually sing English movie, and practice with my friends..”</i>	Affective factors (practically)
S6	<i>“Usually, I watched English movie. Sometimes it used English subtitle and no. I will guess the meaning. If I face the difficulties I will use subtitle and repeat the word..”</i>	Affective factors (emotion)

Table 4.8 showed that many kinds of activities that students did to develop their English speaking. For instance; watching English movie without translation, listened to the English music every day, practiced to speak English every day outside speaking lesson, make some tutorial foods in English and uploading on Instagram and sometimes they talk among friends before the lesson, and also they guiding tourist. Most all of them did the same activities treat their ability to speak English fluently. Besides that activities, they also practiced English with their friends. Afterwards, students often used English to communicate in the class. Students have different styles to shape their speaking fluency.

B. Discussion

This section presents discussion based on the findings of this research. The discussions provided the answer of two research questions that related with the students' fluency to speak English and how they enhanced their abilities to speak fluently. First research question was 'To what extent did the classroom activities support students to speak English fluently?' The second research question was'

what were the factors that influence students' fluency to speak English during learning process of Department Language Education at UIN Ar-Raniry?' Based on the research finding from classroom observation and interview, it found that there are some factors that impact students' fluency in speaking. The main factors were related with students' affective and linguistic factors. Some affective factors are emotion, self-esteem, empathy, anxiety, attitude and motivation. Students have high motivation to learn English. Harmer, (2001 as cited in Mattarima & Hamdan, 2011, p. 102) argued that motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". To achieve the excellent goals in English speaking students have to increase their motivation which they will learn everything that related with English. Students' motivation related with intrinsic and extrinsic motivation. As we know that intrinsic motivation refers to someone enjoyment, pleasure, and interest to love something (Gredler et al., 2004). Students' motivation here is the action that has impact to their study to increase their personal speaking. Support from people around students (family, lecturer, and classmates) are the examples of extrinsic motivation. The students' spirit in learning English speaking also affected their competence. They able to speak in front of the class without anxiety. Students looked relaxed when lecturer asked them to speak in English. They more interesting discussed the material provided in English and more focused on it.

The results also indicated that most of the students have high self-confidence. Wang (2004) said that to enhance fluency and accuracy the students have to master English knowledge and vocabulary. Besides mastering vocabulary

a student also mentioned that she able spoke English because got support and motivation from the lecturer who taught her in speaking. It means lecturer play important roles in stimulating support and motivation to the students. moreover, self-confidence was an important thing to encourage students' speaking ability. Muamaroh (2013) on her research argued that "The majority agreed that having a strong English vocabulary, being good at grammar and English pronunciation, speaking English to either teachers or classmates, participating actively in the class and making written preparation affected their confidence in speaking English." It can be concluded that knowing English and mastering many vocabularies develop students' self-confidence. Students also said that they were not worried about making mistakes when speaking.

On the other hand, to get a good achievement in speaking competence the students treated their ability in different ways. Such as listened English song every day, watching English movie without subtitle to increase students' vocabulary. Practicing English speaking also one of the strategies used by students to shape speaking ability. Besides, they used their spare time to read a book that purpose to enrich their vocabulary.

In conclusion, based on the classroom observation and semi-structure interview result, every student had his or her own factors that influenced their speaking fluency. They also had different ways to develop their fluency in speaking. This is similar to Hidayat and Herawati finding (2012) which exposed some factors that affected students speaking' fluency. The students who can find their own ways for their learning are categorized as "good language students".

Moreover, it can be stated that students who have a variety of learning strategies are qualified to become good language learners. It is because they can develop their ability to speak English fluently. Similarly, Derakhsan, Khalili, and Behesti (2016) found that students' fluency affected by some materials provided. It means to make students enjoy and interest to learn English speaking the educators have to master the variety of learning approach.

Differently, Wang (2004) suggested the used of three effective models (Wilis' three-stage model, Florez's five-stage-model, Goh's four stage model) increased students' speaking fluency and accuracy. The finding showed that this model raised students' English knowledge, vocabulary, and some strategies to reduce their fear and stress. He also said before speaking students have to master English knowledge, the effective time to learn English, and the opportunity to encourage their fluency.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Relying on the data analyzed and discussed in previous chapter, this chapter sum up with conclusions and recommendations.

A. Conclusions

The following are some conclusions drawn based on the findings and discussion:

1. Most of the students English speaking fluency were affected by affective and linguistic factors. For instance; students' enjoyment in speaking English class. The process of becoming fluent speaker takes long time. It started as they learned to love English for the first time in Elementary and Secondary school. All students in speaking class expressed their enjoyable feeling. They enjoy teaching and learning process in the class.
2. Students have different ways to develop their English speaking fluency. Watching English movies without subtitles in order to increase their speaking fluency is the most common one. Besides, they also can enrich their vocabulary from the movie. Students also listen to the English music to enable them to pronounce the words. They wish that they could speak fluently like the native.

B. Suggestions

After conducting this research, several suggestions can be made as in the following:

1. For lecturers

It is necessary for teachers to motivate and support students to increase their ability in speaking. They also have to create good atmosphere and comfortable class to encourage students develop speaking fluency. Besides, it is also important for teacher to provide interesting activities when teaching process to build students self-confident to speak as they have to decide which activities that gives students more chance to speak. During speaking activities, lecturer takes an important role to give feedback and some correction to the students' mistakes directly.

2. For students

It is suggested that students learn English speaking in joyfully or without fear. It aims to develop their self-confidence and fluency in speaking. As the result students can speak English well as the fluent like speaker do. Students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be fluent speaker, students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need

to pay attention to their performance, so they can speak more fluent and accurately.

3. For the future research

Further research regarding students' English speaking fluency is suggested, focusing on the use of an intervention to improve students' English speaking fluency.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/831/2017

TENTANG

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

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- Sehubungan dengan hal tersebut di atas, maka dengan ini diputuskan sebagai berikut:
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- Keputusan Sidang/Seminar Proposal Skripsi Prodi: Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 Januari 2017

MEMUTUSKAN

- Menunjuk Saudara:
- Dr. Jarjani, S.Ag., S.Si., M.Sc., MA Sebagai Pembimbing Pertama
 - Mulia, M.Ed Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi:
- Nama : Selvia Lestari
NIM : 231324396
- Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Factors Affecting Students' English Speaking Fluency.
- Biaya honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017.
- Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di Banda Aceh
Pada Tanggal 18 Januari 2017

An. Rektor Ia



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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22 September 2017

Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

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

N a m a : Selvia Lestari
N I M : 231 324 396
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Lr. Bidan Zuliyati No. 18 Blang Krueng, Aceh Besar

Untuk mengumpulkan data pada:

Prodi Bahasa Inggris, UIN Ar-Raniry Banda Aceh

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

Exploring Factors Affecting Students' Speaking Skill

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

An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farziah Aft



Surat Keterangan

No: B-4660/UN.08/KJ.PBI/TL.00/11/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-8213/Un.08/TU-FIK/ TL.00/09/2017 tanggal 22 September 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Selvia Lestari
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Prodi/Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Exploring Factors Affecting Students' Speaking Skill

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 November 2017

Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

OBSERVATION CHECKLIST DURING CLASS ACTIVITIES

NO	ASPECTS TO BE OBSERVED	CHECKS	DESCRIPTION OF THE RES
A	The students' activity before lesson		
	Students' behaviour		
	Students' attendance		
	Enthusiasm to study		
	Understanding the instruction		
	Focus on the materials taught		
B	Students' participation		
	Active in learning process		
	Students' interaction		
	Students' turn taking in English interaction		
	Interact actively among friends in English		
	Discuss the topic in group		
	Communication among friends		
C	Students' speaking ability		
	Fluency		
	Vocabulary		
	Grammar		
	Pronunciation		
D	Lecturer's classroom management		
	Teacher's performance		
	Preparation		
	Instruction		
	Class management		
	Time management		
	Material provided		
	Material resources		
	Communication with students		
	Relationship with students		

NO	Aspects to be observed	Checks	Description of The Result
A	The students		

Appendix B

Interview Guideline for Students

(An analysis factors that influence students' speaking fluency)

Tanggal :

Lokasi :

Durasi :

Yang diwawancarai :

Pewawancara : Selvia Lestari

1. Are you interested in English speaking?
2. Could you tell me your motivation studying English speaking class?
3. What are the factors that make you enjoy to speak English? What are the most frequent fluency factors you encounter in speaking?
4. What are the activities that you do to shape your English speaking?

AUTOBIOGRAPHY

Personal Identity

Name : Selvia Lestari
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Banda Aceh, 17th 2017

Selvia Lestari