The Correlation Between English Fluency and Students' Public Speaking Performance

THESIS

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

THE CORRELATION BETWEEN ENGLISH FLUENCY AND STUDENTS' PUBLIC SPEAKING PERFORMANCE

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan keliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 April 2025

Saya yang membuat pernyataan ini,

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I hope this thesis can be useful and give related information for the readers. I realize this thesis far from perfections, every constructive criticism and suggestions are needed for the improvement of this thesis.

ABSTRACT

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This study aims to examine the correlation between English fluency and students' public speaking performance. This study used a quantitative method with a correlational research design. Data were collected through fluency assessments and public speaking proficiency tests, involving 15 students from English Education Department of UIN Ar-raniry selected through purposive sampling based on their public speaking experience and willingness to participate. The results show a moderately strong positive correlation (r = 0.774) between English fluency and public speaking performance. The correlation test using Pearson's correlation coefficient revealed an r value of 0.774, which is higher than the r table value of 0.514, with a significance value of 0.01. This indicates that r count > r table (0.774 > 0.514), showing a statistically significant positive relationship between the two variables. Students with higher fluency levels demonstrated better public speaking skills, including smooth articulation, confident delivery, and effective audience engagement. In contrast, students with lower fluency struggled with hesitations, limited vocabulary, and decreased confidence. These findings emphasize the importance of incorporating fluency-building exercises into the English curriculum to improve public speaking proficiency and support students' confidence in academic and professional environments.
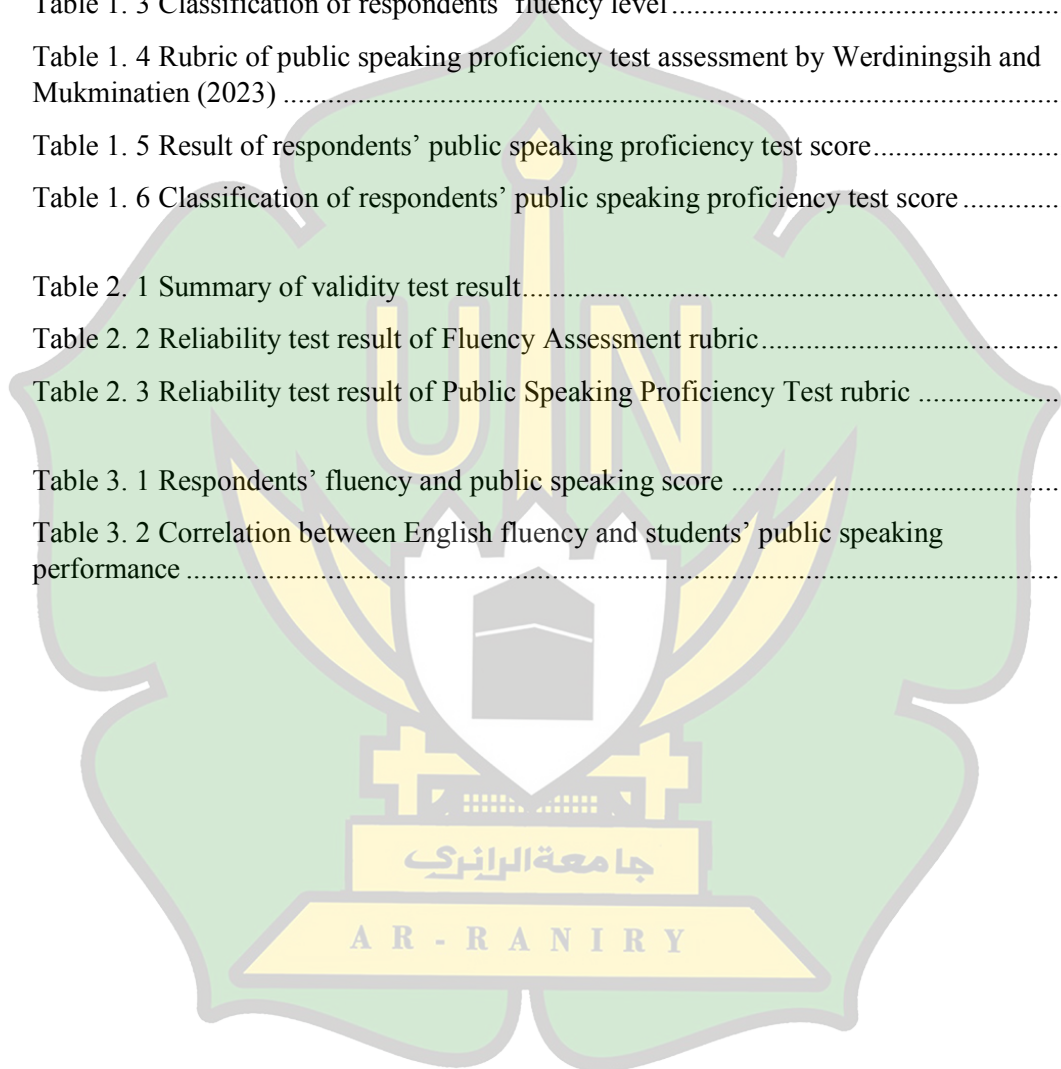
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CHAPTER I

INTRODUCTION

This chapter explains in detail the five elements that will help us to understand the context of the topic to be discussed in this study. The related elements include the background of the study, research questions, significance of the study, and terminologies.

A. Background of the Study

In the current era of the internet and information, mastering English is crucial for attaining global recognition since it serves as the internet's common language, furthermore, it is now recognized as the global lingua franca and the most influential language worldwide (Kashinathan & Aziz, 2021). English acts as a worldwide bridge for business, education, technology, and communication. It is extensive use across industries and countries makes it crucial for anybody looking to go internationally, which promotes cooperation, development, and success in an interconnected world. As a result, studying English is important and beneficial for many aspects of life. In order to be proficient in English, there are skills that need to be learned by learners, they are writing, reading, listening, and speaking. According to Wahyuningsih and Afandi (2020), speaking plays an important role in delivering messages, which is not comparable to written messages. Speaking is defined as one of the productive skills that plays a crucial role in determining an individual's

success in learning English (Utari, Ulfah, & Surayatika, 2022). It clearly demonstrates the importance of improving English speaking skills for career advancement.

In education aspect, English speaking is a mandatory course for EFL learners, as Kripa (2022) mentions that fluency in speaking English is essential for academic success, allowing students to access global education opportunities, engage with diverse knowledge sources, and communicate their ideas effectively in the learning environment. It also applied in Indonesian colleges, which aims to educate students for global job markets, participating in cross-cultural communication, and to improve students' ability to communicate effectively in academic and professional settings. This course involved them to effectively communicate in English, during classroom discussions, international collaborations, and especially during presentasion which required them to speak in front of the class. In other words, EFL learners are in need to have the willingness and self-assurance to engage in English public speaking.

Public speaking has to be delivered articulately, because it is not only conveying information but also engaging and persuading the audience. One of many key factors that can significantly impact the success of public speaking is fluency. Phi Ho (2018) stated that fluency is a fundamental expectation for anyone who wishes to be proficient in a target language, as it represents the culmination of their time and efforts to acquire it. Having a good and fluent English enhances someone's English proficiency, making it sound smoother,

more natural, and more impressive to listeners (Permana, Arjulayana, & Almanar, 2021). It makes a good first impression and exhibits competence. Furthermore, fluency can also have a profound impact on speakers' confidence, as it enables them to convey their message with clarity and precision, thereby ensuring that their audience understands and engages with their speech. Conversely, some learners may exhibit confidence in speaking despite not being fully fluent, which raises the question of how fluency specifically influences students in doing public speaking. As a result, this study has significance for answering issues about the value of English fluency in speaking and promoting understanding among English Learners about how essential improving fluency is in the comprehension of English speaking.

Speaking in English can be challenging for English language learners, especially those with limited proficiency. Learners often struggle with a lack of confidence in the English language. Additionally, students are terrified of making errors while speaking English. When they struggle to communicate in English, they choose to express themselves in their own tongue (Kashinathan & Aziz, 2021). One possible factor that causes students to have difficulty conveying something in English is a lack of fluency. A student's achievement in learning a foreign language is generally measured by their ability to speak fluently. The basic goal of communication is to help the listeners understand what the speaker is attempting to say (Phi Ho, 2018).

A study done by Sandiarsa and Suhaili (2021) at SMAN 01 Jereweh, discovered a significant correlation between fluency and students' self-

confidence in speaking at the eleventh grade level. Confirmed that the statement "there is no correlation and there is no significant correlation between students' self-confidence and their fluency at eleventh graders of SMAN 01 Jereweh" is completely wrong. This study reveals that in order to obtain a great public speaking talent, students need to be fluent to achieve confident in expressing messages to the audience.

Another study done by Fälth and Nilsson (2017) shows the fluency-based intervention improves students' English language abilities by increasing accuracy, fluency, self-confidence, and motivation. These improvements shift directly into improved public speaking skills, as students gain confidence, articulation, and motivation to communicate in front of others. By concentrating on communicative competence and engaging exercises, the intervention assists students in overcoming language obstacles and developing the necessary skills for successful public speaking. This technique promotes not just language development, but also the confidence and motivation needed to perform well in public speaking situations.

Finally, a study conducted by Islam et al. (2022) found that the fear of making grammatical mistakes has a major impact on English fluency, which in turn influences performance in public speaking. When speakers focus too much on avoiding mistakes, it lowers their confidence, produces hesitancy, and disturbs the natural flow of speaking. This self-consciousness can make it difficult to properly engage the audience and may result in an overemphasis on grammatical purity over straightforward communication. As a result,

presenters may struggle to freely communicate their views, reducing the overall effectiveness of their public speaking.

In this study, researchers examine the correlation of the impact of fluency on student's public speaking. It will thoroughly explain the comprehensive exploration of the relationship between English fluency and students' public speaking by conducting a test that will involve the students, who are the primary stakeholders and have firsthand experience with public speaking in various contexts.

B. Research Questions

This study examines on the impact of fluency on students' public speaking. It will provide readers with insight into the significance of fluency when students convey their massage to the amount of audiences. The inquiry was guided by the following research questions:

1. Is there any correlation between the level of students speaking fluency and their public speaking performance?
2. To what extent does speaking fluency influence students' public speaking?

C. Aims of the Study

Based on the formulation of the problem stated, this study aims:

1. To examine the correlation between the level of speaking fluency with students' public speaking performance.

2. To provide a comprehensive exploration of how English fluency affects public speaking, by exploring the impact of fluency on students' public speaking through test.

D. Significance of the Study

This study expected to be beneficial for the contribution in academic aspects, especially the students and educators in English Department, and practically to provide students with an extensive understanding of fluency in public speaking, as well as the factors that contribute to improved fluency. In addition, it is expected that this knowledge could help students in developing the most effective strategies for enhancing their public speaking abilities. Moreover, the findings of this study indicate that educators expected to be able to give relevant learning and guidance on students' English speaking skills, particularly when speaking with large groups of people. They also intended to assist students in developing effective public speaking strategies once they comprehend the impact of fluency in public peaking.

E. Terminologies

To prevent erroneous interpretations, researcher would like to break down the terms that require more extensive explanation in this research.

1. English Fluency

The *Cambridge Dictionary* defines "fluency" as being capable to write or speak a language properly, correctly, and swiftly. Similar to the idea given by Lennon in Cucchiarini, Strik, and Boves (2002), fluency is defined as a speaker's ability to provide speech at a rate comparable to native speakers while avoiding obstacles such as silent pauses, self-corrections, hesitations, filled gaps, false beginnings, and repeats. In this sense, English fluency is the capacity of English speakers to make fewer mistakes while sounding native-like. This study is going to examine the level of the capacity to speak English as target language of EFL Student has an influence on students' public speaking skills.

2. Public Speaking

Public speaking is an art of speaking in public. This is owing to the enormous number of listeners in attendance. Examples include a meeting, conference, academic presentation, and so on. The art of public speaking involves both expertise and guts. Speakers are not just attempting to overcome anxiousness; a public speaker must also possess speaking talents and abilities that are simple to learn in a short period of time (Amelia et al., 2022). Public speaking may also be known as delivering speech for the large number of people. Someone who perform public speaking refer as public speaker. Public speakers are required to use acceptable and understandable language. In other words, public speakers are not required to use formal language. Being adaptable to different settings and contexts is crucial (Amelia et al., 2022).

3. Students

Students refers to someone who is formally engaged in learning, particularly if they are enrolled in a school or institution. In this study, students concentrate on those majoring in the English language education department at UIN Ar-raniry who learn English as their target language, especially those who have done public speaking in any type of event. Therefore, this study will investigate how fluency impacted those who engaged in learning at UIN Ar-raniry during public speaking.