

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

Teachers' speaking skills are the basic need of academic success of students and so important for their life. Teachers with good speaking skill always make the students easier in understanding the subject (Silver, 2018). Effective speaking skills are really important for teacher in transmitting education, classroom management and interaction with students in the class. Teacher has to teach the students in having different thinking approaches. To teach in accordance with the ability and capability of the students, a teacher needs to adopt such skill of communication which motivates students toward their learning process (Sng Bee, 2012). Teacher with poor speaking skills may cause failure of students to learn and promote their academic skill. Students need to understand what is right and what is wrong while it totally depends on how good speaking skills of teacher adopted in the classroom (Morreale, Osborn, Pearson. 2000).

Therefore, teacher has to speak fluently while they teach students in the class, so students will understand what the teacher explains. However, based on survey from UNESCO in Global Education Monitoring (GEM) in 2016, education in Indonesia is in the level of low, it is rank 10th out of 14th developing countries and for teachers' quality ranks 14th out of 14th developing countries in the world. And until now, from 3, 9 million teachers in Indonesia still 25% of them do not have the academic qualification requirements and 52% do not have professional certificates.

Furthermore, in English language learners also still face many problems which are from teachers' competency. Tempo.co, one of the trusted online media in Indonesia conducted a survey in 2017 to know the requirement for English teacher, and the result show that the ability of English teacher in speaking only 47%. It means that the teacher only focuses on the grammar and writing, whereas speaking is one of important skills that must be mastered by language learner (Goh & Burn, 2012). According to Celce (1991) speaking as a kind of skill used to show that the people have superiority in mastering the language or some people give a judgment about language competence based on speaking ability rather than any other skills, because it can be mastered through continuous practices and cannot be generated genetically. It means that people who learn a language is considered successful in communicate effectively in their second or foreign language.

In English Education Study Program of Universitas Teknokrat Indonesia which prepares the students to be a professional English teacher, the students are taught four language skills such as speaking, listening, reading and writing each skill is considered as equally important to be mastered. Focusing on speaking, they have to be able to speak fluently because they have to be good models for their students in teaching English. Speaking fluently is very important for these students since later in the future they need to interact with their students like explaining the lesson, commenting the students, giving instructions and so on. When teacher cannot speak fluently then it will directly hamper the effectiveness of teaching and learning process. Besides, speaking skill shows one's English proficiency in a more tangible way. Furthermore, good speaking skill establishes good first

impression to the listeners at any speaking demanded situation of non-native speakers.

However, the use of English is still limited, based on writer observation on July 2019 in one of speaking class during the courses the students more often use first language which is Indonesia than English. Moreover, English in Indonesia is only used for formal situation such as meeting, lecturing, presentation, international forum etc. Therefore, students are difficult to speak English outside the classroom environments, because they didn't have a place to practice English speaking, because they always use their first language that makes English rarely spoken (Lauder, 2008). Therefore the problem that usually faced by students in speaking is disfluency. Nicodemus (2011) stated that disfluency is any interruption to the flow and rhythm of language that does not add propositional content. It means that disfluency as one of the speech problems which can interrupt the meaning of the language that deliver by the speakers. It will arouse misunderstanding between the speaker and the listener.

As pre service teacher they usually do the disfluency when they are speaking or presenting something in the class. It is realized or not, disfluency really disturbs the process of transferring any idea. Revision, repetition, false, filler are prevalent in spontaneous spoken language. It means that in presenting something or speaking, spontaneous is always happen. Therefore, to analyse disfluency in presentation is totally important. Kartimi (2005) suggests that presentation is the ability in using oral language to explore idea, intention, thought, and feeling to the other people as a way to make the hearer understand the message clearly. Presentation becomes one of the ways in applying students' speaking performance

in the classroom. Naturally, it is as a tool for the teacher in order to help the students to get involved actively in the learning process.

This research aims to find out the type of speech disfluency usually made by students in their oral presentation and also find out the factors of the speech disfluency happen when the students doing oral presentation. Therefore, by knowing the possible speech disfluency in students, it can help students to develop their speaking and more fluent when they do presentation.

1.2 Research Question

Referring to background of the study above, the research questions are:

1. What are types of speech disfluency made by students of English Education program?
2. What are the factors of speech disfluency made by students of English Education program?

1.3 Research Objectives

Based on the research question above, the objectives of this research are:

1. To describe the types of speech disfluency made by students of English Education program.
2. To reveal the factors of speech disfluency made by students of English Education program.

1.4 The Uses of the Study

The finding of this research is expected to be useful both in theoretically and practically.

1.4.1 Theoretical Uses

Theoretically, the result of this research can provide information related to problem of disfluency in learning speaking especially for English learners. It also can provide basic information of disfluency problem for reader or next researcher who has same interest in this field.

1.4.2 The Practical Uses

Practically, the result of this research can be useful for English teachers to analyze disfluency phenomena when students learn English especially speaking skill. Furthermore, English teacher can arrange good strategies in teaching English speaking that can reduce the occurrence of disfluency. It also can be useful for students and readers who read this study to be aware toward their disfluency in English speaking.

1.5 Scope of the Study

In this study, the writer has some limitations in order to focus on the analysis and the discussion will not develop to the other problem. The writer only investigates 8 students in 4th semester majoring in English Education program. The data are taken from English speaking presentation class. The findings of this study will focus to analyse their speech disfluency based on the theory of Shriberg (1994) and Bailoor, John, and Laxman (2015). After the writer knows the types of disfluency the analysis will be developed to understand about the factors that cause disfluency in their speaking presentation based on the theory of Bortfeld, et al (2001: 125).