

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Global business causes the companies must have employees who can work with English (Lauder, 2008). KARIR.com, the first online employment in Indonesia conducted a survey in 2016 to know the requirement for job seeker; the result shows that 42 % companies attached English proficiency as one of the requirement. It means that English proficiency is necessary for job seeker. However, in the last three years, Indonesian English Proficiency Index (EPI) is always decreasing with low proficiency level (EF Standard English Test, 2017).

Hence, dealing with this situation, most of formal and informal education departments in Indonesia are conducting English Proficiency Test to their students as one of requirements to complete their study. One of education department that applies it is private university in Lampung province which has good reputation in giving education of English. The university sets a standard of English communication skills for students by English Proficiency Test (EPT) and English Speaking Proficiency Test before the students graduated, it is expected that the alumnae will be fluent in English so that they can compete with others in national and international level.

English Proficiency Test (EPT) is a test which functions to asses' students ability in English, all of aspect of language skills; Listening, Speaking, Writing, and Reading are measured in this test (Handbook of Cambridge English Proficiency).

However, in this study, the writer focus on speaking skill which mostly used by job seeker in interview. Besides that, the job seekers who accepted as employee should use speaking skill in their office environment for communication (Jobstreet, 2016). Hence, speaking as one of productive skill produce and process in real time so the speakers directly convey their message to listeners without having much time to think about what they will say (Lesakova, 2008). As stated by Levelt (1989) in the speaking process, there is a complex cognitive process that makes the speakers must think the whole aspect of lexical, phonological, syntactical, and semantic, beside that the speaker also must prepare their mental to speak with other speakers, so that it is essential to be aware of problems occurred in speaking (Aulia, 2016)

Moreover, English in Indonesia is only used for formal situation such as meeting, lecturing, presentation, international forum etc. In addition, as EFL (English as Foreign Language) students typically they not have significant exposure to speak in English outside the classroom environments, it because of the students difficult to find friend to practice English speaking because they use their mother tongue therefore it makes English rarely spoken (Lauder, 2008). Although English is taught as compulsory subject at school but the focus more on the English competency; reading and listening. However, the much focus on competency makes students has put students low in performance; speaking skill. Therefore, it is common for students to face difficulties in English speaking (Aulia, 2016).

Some researchers have conducted a research to explore the problem of English speaking within students. Xiauqin (2006), Gan in Aulia (2016), and Astuti (2013) found that the students feel anxious, shy, unconfident to speak due to insufficient

knowledge such as limited vocabulary, and blocked by the rule of grammar to create a good communication, therefore they worry to make mistake during producing a speech. As the information above, there are a lot of difficulties which faced by students in mastering speaking skill.

Hence, based on the writer finding during the speaking class and when students present their presentation, a lecturer always reminds to pay attention in their fluency during their speech. Related to this issue, fluency in the speaking become the main problem in this research to be analyzed, it has probability that the students have problem during the flow of speech. According to Jong (2009), the term fluency can be used to describe language learners' speech. Lennon (2000:26) define fluency as "the rapid, smooth, accurate, clear, and efficient translation of thought or communicative intention into language". It becomes one of complementary sense in the successfulness of proficiency for language students. Fluency makes English proficiency much better, more natural, and more impressive for listeners, it is also provide more effective communication because there is no disturbing in the flow of speech.

Therefore, by knowing the possible speaking fluency problem that occurs in students, it can help students to develop their level of proficiency and reach one of goal in communication, that is, fluent in English speaking. Thus are the reasons of the writer attempted to explore speaking fluency of English students.

1.2 Research Question

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

1. What is the speaking fluency level of English students in their presentation?
2. What are types of disfluencies which occur in English students in their presentation?

1.3 Research Objectives

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

1. To describe the level of English students fluency in their presentation.
2. To understand types of disfluency which occur in English students in their presentation.

1.4 The Uses of the Study

1.4.1 Theoretical Uses

Theoretically, the result of this research can provide information related to problem of fluency in learning speaking especially in the EFL context. 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, the English teacher can arrange good strategies in teaching English speaking that can reduce the occurrence of disfluency and increase the students

fluency. It also can be useful for students and readers who read this study to be aware toward their fluency 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 5 final years of students majoring in English literature who registered in 2014. The data are taken from their English speaking performance and the material that is chosen by the participants will be not considered. The findings of this study will focus to analyze their level of fluency based on fluency objective measurement which is speech rate, pause rate, disfluent syllables and mean length of runs. After the writer know their level of speaking fluency the analysis will be develop to derstand the types of dunisfluency: unfilled pause, filled pause, repetitions and revision. In addition, audio recording was used by the writer because of the limitation of the writer access the class presentation.