

AN ANALYSIS OF THE SPEAKING FLUENCY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

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Abstract: *This study aims to analyze the speaking fluency levels of fourth-semester students in the English Language Education Study Program at FKIP Universitas Riau. Speaking fluency is essential for future English educators, as it reflects language proficiency and supports effective teaching processes. This research uses a descriptive quantitative method to assess fluency based on disfluency indicators, such as repetitions, pauses, fillers, and false starts. Data were collected through two-minute speech recordings of each participant, with a random sample of 27 students chosen from three classes. Spectral analysis using Audacity software identified and counted disfluencies, which were then statistically analyzed. Results show that most students achieved fluency at level 3, with high rates of pauses and fillers. Disfluency factors include limited vocabulary, speaking anxiety, and lack of English practice. Recommendations for enhancing fluency include gradually increasing task difficulty, providing more practice time, and offering in-depth learning materials. The study suggests that the program pay special attention to developing teaching materials and methods to support students' fluency improvement.*

Keywords: *Speaking fluency, disfluency, students, English language learning*

ANALISIS KELANCARAN BERBICARA MAHASISWA SEMESTER EMPAT PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk menganalisis tingkat kelancaran berbicara mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau. Kelancaran berbicara dianggap penting bagi calon pendidik bahasa Inggris, karena kemampuan ini tidak hanya mencerminkan penguasaan bahasa tetapi juga mendukung proses pembelajaran yang efektif. Dalam penelitian ini, metode kuantitatif deskriptif digunakan untuk mengevaluasi kelancaran berbicara berdasarkan indikator disfluensi seperti pengulangan, jeda, filler, dan kesalahan awal. Data dikumpulkan melalui rekaman pidato dua menit dari setiap peserta, dengan 27 mahasiswa sebagai sampel yang dipilih secara acak dari tiga kelas. Analisis spektrum suara menggunakan perangkat lunak Audacity dilakukan untuk mengidentifikasi dan menghitung disfluensi, yang kemudian diolah secara statistik. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa mencapai tingkat kelancaran level 3, dengan jeda dan penggunaan filler yang masih tinggi. Faktor-faktor disfluensi meliputi keterbatasan kosakata, rasa cemas saat berbicara, serta keterbatasan latihan dalam bahasa Inggris. Rekomendasi untuk meningkatkan kelancaran berbicara meliputi peningkatan tingkat kesulitan tugas secara bertahap, alokasi waktu lebih banyak untuk berlatih, dan penyediaan materi yang lebih mendalam. Penelitian ini menyarankan agar program studi memberikan perhatian khusus pada pengembangan materi dan metode pengajaran yang dapat mendukung peningkatan kelancaran berbicara mahasiswa.

Kata kunci: Kelancaran berbicara, disfluensi, mahasiswa, pembelajaran bahasa Inggris.

INTRODUCTION

Speaking is a skill where learners aim to become fluent, as fluency is the main goal for English students (Sharma, 2018; Rosyida, 2016). Speaking isn't just about saying words, it involves expressing ideas and building meaning through verbal communication, which helps students gain and share information effectively (Aditya & Putri, 2021). In Indonesia, English majors in universities are required to take speaking courses. These courses differ across institutions, but all emphasize speaking because it plays a crucial role in daily communication and demonstrates language proficiency, which leaves a strong impression in real-life situations (Permana et al., 2021).

However, speaking is challenging. Some students succeed by being well-prepared and confident, while others struggle with expressing thoughts, especially when they're shy or unprepared, affecting their learning. To improve, students need consistent practice and to feel comfortable speaking (Fitri & Aeni, 2022).

This study focuses on fluency, or the ability to speak smoothly with minimal pauses, repetitions, or self-corrections (Nunan et al., 2003). The author is interested in assessing fluency with the Utterance-Based Test, a newer method at FKIP Universitas Riau, which traditionally uses perception-based assessments. Exploring fluency is essential, as it also reflects one's overall language proficiency (Putri & Rahmani, 2019). This competency is especially important for students training to become English teachers, who must demonstrate fluency for effective classroom communication.

In the author's observations, many students still lack fluency, often using fillers and pauses when speaking. Despite completing speaking courses, most rate their own fluency as poor. Challenges like hesitation, lack of vocabulary, and fear of mistakes contribute to this issue.

RESEARCH METHOD

The Place and Time of The Research

This research will take place at the English Study Program at FKIP Universitas Riau in Pekanbaru, from March to July 2024.

The Research Design

This study uses a quantitative approach to analyze speaking fluency among fourth-semester students. While qualitative methods focus on detailed, descriptive insights, quantitative research is chosen here for its structured and objective analysis of fluency issues (Creswell, 2009). The research uses descriptive qualitative methods to provide an overview of students' fluency levels and challenges they face.

Population and Sample

The population consists of 109 fourth-semester English students at Universitas Riau, divided into three classes. Using simple random sampling, the researcher selected 25% of the population, totaling 27 students—9 from each class—to ensure a representative sample.

The Instrument of Research

The primary instrument is a two-minute recorded speech test, where students will deliver short, situational speeches on approved topics. These recordings will be analyzed for indicators of fluency, such as pauses, repetitions, and fillers.

Data Collection Technique

Data will be collected through a structured speaking test in five steps: scheduling appointments, introducing the test, assigning topics, allowing 10 minutes for preparation, and recording two-minute speeches without any aids.

Data Analysis Technique

The analysis involves two steps:

- Spectrogram Analysis: Using Audacity software to enhance and analyze recordings.
- Statistical Analysis: Speech metrics, like speech rate and pause rate, will be calculated using Excel to determine fluency levels. The scores will be compared to a fluency scale for evaluation.

FINDING AND DISCUSSION

Data description

The data in this study are qualitative, collected from speaking fluency test scores of 27 fourth-semester English Education students at Universitas Riau. In the test, students selected from five topics and gave a two-minute recorded speech. The recordings were transcribed, and four fluency measures were applied: Speech Rate, Filled Pause, Disfluent Syllable, and Mean Length of Runs. Each sample's fluency level was calculated based on the Fluency Scale by Jong & Hulstijn (2009), using a 0–100 scoring system. These measures helped determine students' speaking fluency in terms of rate, pauses, disfluent syllables, and average speech duration.

Table 1. Speech Rate Indicator

Sample	Speech Rate	Level	Description
1	68,4	3	Good
2	63,1	3	Good
3	78,5	4	Advance
4	51,8	3	Good
5	50,5	2	Intermediate
6	53,3	3	Good
7	79,9	4	Advance
8	51,9	3	Good
9	67,3	3	Good
10	38,2	2	Intermediate
11	54,1	3	Good
12	55,1	3	Good
13	64,9	3	Good
14	54,1	3	Good
15	69,2	3	Good
16	66,8	3	Good

17	59,4	3	Good
18	51,6	3	Good
19	62,1	3	Good
20	68,9	3	Good
21	52,1	3	Good
22	45,1	2	Intermediate
23	58,9	3	Good
24	63,3	3	Good
25	60,0	3	Good
26	52,3	3	Good
27	68,6	3	Good
Total	1609,4		
Mean	59,6	3	Good

The students' average syllable count per minute was 137.1, which is 59.6% of the normal range (162-230 syllables per minute). To reach ideal fluency, they need to improve by 40.4%. Overall, a 59.6 score on speech rate shows that their speaking fluency is generally good.

Table 2. Pause Rate Indicator

Sample	Pause Rate	Level	Description
1	98,9	5	Native Like
2	98,1	5	Native Like
3	84,7	4	Advance
4	91,4	5	Native Like
5	96,9	5	Native Like
6	92,5	5	Native Like
7	97,5	5	Native Like
8	88,3	4	Advance
9	84,4	4	Advance
10	86,9	4	Advance
11	93,1	5	Native Like
12	88,6	4	Advance
13	90,8	4	Advance
14	89,7	4	Advance
15	98,3	5	Native Like
16	94,7	5	Native Like
17	97,2	5	Native Like
18	93,1	5	Native Like
19	87,5	4	Advance
20	76,7	4	Advance
21	92,8	5	Native Like
22	94,4	5	Native Like
23	96,9	5	Native Like
24	94,4	5	Native Like
25	96,7	5	Native Like
26	90,0	4	Advance
27	96,7	5	Native Like

Total	2491,4		
Mean	92,3	5	Native Like

The students' average pause rate is 40.4%, which is considered low and indicates good fluency overall. Although some students have fewer pauses and show even better fluency, the average pause rate suggests that most students are quite fluent. This low pause rate reflects that students generally meet the expected standard of strong speaking abilities.

Table 3. Disfluent Syllable Indicator

Sample	Disfluent Syllable	Level	Description
1	99,3	5	Native Like
2	98,6	5	Native Like
3	93,4	5	Native Like
4	95,8	5	Native Like
5	98,4	5	Native Like
6	96,3	5	Native Like
7	98,8	5	Native Like
8	94,4	5	Native Like
9	91,1	5	Native Like
10	93,6	5	Native Like
11	95,5	5	Native Like
12	94,4	5	Native Like
13	95,8	5	Native Like
14	93,4	5	Native Like
15	99,1	5	Native Like
16	97,6	5	Native Like
17	98,4	5	Native Like
18	95,5	5	Native Like
19	90,8	4	Advance
20	83,7	4	Advance
21	95,7	5	Native Like
22	95,1	5	Native Like
23	98,1	5	Native Like
24	96,3	5	Native Like
25	96,9	5	Native Like
26	95,1	5	Native Like
27	97,9	5	Native Like
Total	2579,1		
Mean	95,5	5	Native Like

The study found that students had a low rate of disfluent syllables, just 3.7%, meaning most had minimal trouble with extra syllables in their speech. On average, they used 8.6 disfluent syllables per minute, which is acceptable for EFL students.

Table 4. Mean Length of Run Indicator

Sample	Mean Length of Run	Level	Description
1	0,2	0	Disfluent
2	0,2	0	Disfluent
3	0,8	0	Disfluent
4	0,3	0	Disfluent
5	0,3	0	Disfluent
6	0,4	0	Disfluent
7	0,1	0	Disfluent
8	0,4	0	Disfluent
9	0,8	0	Disfluent
10	0,4	0	Disfluent
11	0,5	0	Disfluent
12	0,3	0	Disfluent
13	0,6	0	Disfluent
14	0,5	0	Disfluent
15	0,4	0	Disfluent
16	0,3	0	Disfluent
17	0,4	0	Disfluent
18	0,2	0	Disfluent
19	0,8	0	Disfluent
20	1,0	0	Disfluent
21	0,3	0	Disfluent
22	0,3	0	Disfluent
23	0,2	0	Disfluent
24	0,4	0	Disfluent
25	0,7	0	Disfluent
26	0,3	0	Disfluent
27	0,5	0	Disfluent
Total	11,7		
Mean	0,4	0	Disfluent

The results of the speaking test reveal that students' average speaking duration is still low, covering only about 40% of their short talks. Additionally, all students scored poorly, with overall average scores falling below expectations.

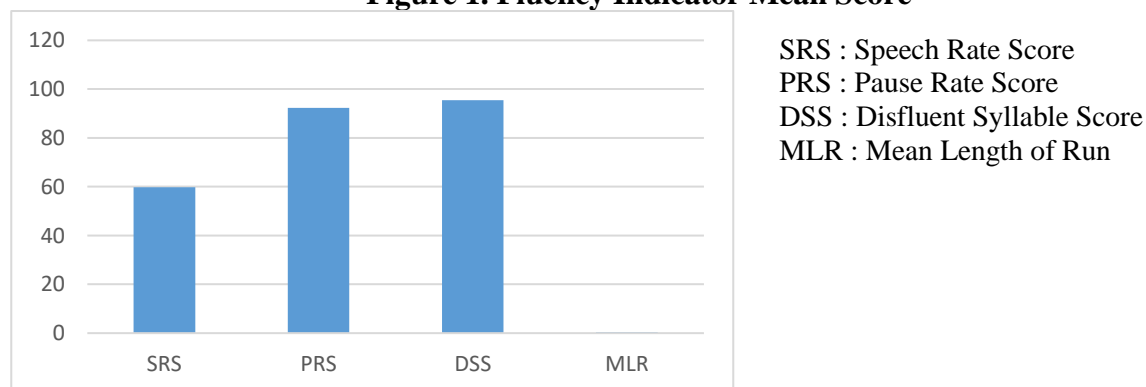
Data Analysis Summary

The analysis identified the speaking fluency level of fourth-semester English Language Education students at Universitas Riau. On average, students were rated at level 3, or "Good," with an overall score of 62.0 across four fluency indicators. This result aligns with previous studies, though variations were noted in specific fluency indicators.

Sample	Speech Rate	Pause Rate	Disfluent Syllable Rate	Mean Length of Run	Total Score	Level	Description
1	69,9	98,9	99,3	0,2	67,1	3	Good
2	64,0	98,1	98,6	0,2	65,2	3	Good
3	78,5	84,7	93,4	0,8	64,3	3	Good
4	51,8	91,4	95,8	0,3	59,8	3	Good
5	50,6	96,9	98,4	0,3	61,6	3	Good
6	53,3	92,5	96,3	0,4	60,7	3	Good
7	80,0	97,5	98,8	0,1	69,1	3	Good
8	51,9	88,3	94,4	0,4	58,8	3	Good
9	67,3	84,4	91,1	0,8	60,9	3	Good
10	38,3	86,9	93,6	0,4	54,8	3	Good
11	54,1	93,1	95,5	0,5	60,8	3	Good
12	55,0	88,6	94,4	0,3	59,6	3	Good
13	65,0	90,8	95,8	0,6	63,1	3	Good
14	54,1	89,7	93,4	0,5	59,4	3	Good
15	69,3	98,3	99,1	0,4	66,8	3	Good
16	66,8	94,7	97,6	0,3	64,8	3	Good
17	59,5	97,2	98,4	0,4	63,9	3	Good
18	51,8	93,1	95,5	0,2	60,1	3	Good
19	62,2	87,5	90,8	0,8	60,3	3	Good
20	68,9	76,7	83,7	1,0	57,6	3	Good
21	52,0	92,8	95,7	0,3	60,2	3	Good
22	45,2	94,4	95,1	0,3	58,8	3	Good
23	58,9	96,9	98,1	0,2	63,5	3	Good
24	63,6	94,4	96,3	0,4	63,7	3	Good
25	60,2	96,7	96,9	0,7	63,6	3	Good
26	52,4	90,0	95,1	0,3	59,4	3	Good
27	68,8	96,7	97,9	0,5	66,0	3	Good
Total	1613,4	2491,4	2579,1	11,7	1673,9		
Mean	59,8	92,3	95,5	0,4	62,0	3	Good

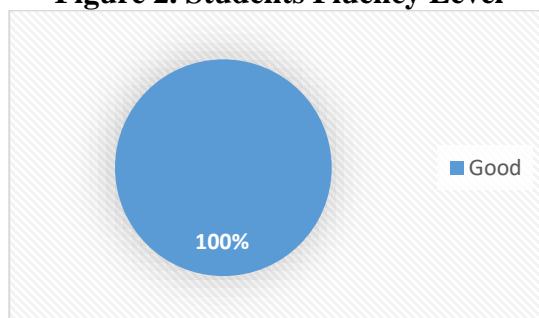
Additionally, all 27 students were consistently rated at level 3. Each fluency indicator was analyzed individually, and the average scores for these indicators are shown in the following figure.

Figure 1. Fluency Indicator Mean Score



The graph shows that most students scored high on disfluent syllables, with an average score of 95.5. Compared to this, their pause rate score was lower at 92.3. The speech rate score for most students was 59.8, while the mean length of runs scored the lowest at 0.4. When these scores were averaged out of 100 and interpreted using the Stockdale Speaking Fluency Scale, the results indicated that the majority of the 27 students were at level 3, or "Good." The information is shown in the diagram below:

Figure 2. Students Fluency Level



CONCLUSION

This study used speaking test instruments. The analysis result comes after gathering some data with these instruments.

1. The majority of students achieved level 3 or a good level of fluency, according to the findings. Because the average duration of students and the break rate were thought to be excessive, it was also important to improve level 3 to level 4 or can increase their abilities to level 5 or the highest, namely native speakers. This was the primary cause of students inability to meet their fluency goals.
2. Meanwhile, based on observations, disfluency factors included having difficult tasks, the pressure of having limited absence allocation, and always focusing on the meaning of what was discussed during the conversation. As a result, three methods must be implemented in order to assist disfluent students and increase students' fluency levels. Those who make tasks easier by gradually increasing the difficulty, imposing appropriate time constraints, and providing more opportunities to perform meaningful tasks.

RECOMENDATION

1. For English Language Education at Univeritas Riau, it is suggested that more materials with recommended methods provided by some experts be developed in order to improve students' fluency because it allows for more significance activity, progressive task difficulty, and more time for students to plan and prepare themselves. This action should ideally assist students in increasing their speaking fluency and improving their speaking ability.
2. In order to enrich the study and discussion related to the topic of students' speaking fluency levels, it is advised that the research discussion be broadened by using a larger scale, as well as improving and varying the instruments and test settings.
3. Furthermore, it is advised that future study include more indicators and fluency assessments in order to change the research variables and expand the range of analysis.

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