

AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING FLUENCY AT JUNIOR HIGH SCHOOL

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Abstract

There have been a lot of studies that already investigated the effects of the factors of speaking fluency, however not many were investigating the common factors influencing Learners' English speaking fluency in Junior High School. This study was concerned about it. The participants were composed of 32 students of grade IX. The data were collected through questionnaires. Answers are measured through straightforward options with "yes" or "no" options, and descriptive quantitative were used to explain the phenomenon in depth and within its real-world context by collecting data from students. As a result, the study discovered that there are some factors that affect English speaking fluency, they are cognitive and affective factors. The study could be used to help teachers better understand their students' speaking difficulties, and find appropriate ways to teach them efficiently.

Keywords: *Speaking Fluency, cognitive factor, affective factor*

INTRODUCTION

Studying English as a Foreign Language requires students to learn all language skills. They are listening, speaking, reading, and writing. Speaking as one of the skills in EFL is considered tough for some students. Because of some reasons: English is different from Bahasa Indonesia in pronunciation, in which the spelling of the word and the pronunciation is the same, whereas, in English, there are often differences between spelling and pronunciation. Thereby it's the same with English grammar has a lot of rules, especially the use of the verb for a particular time or tenses.

English language teaching has the purpose to give learners the ability to use the English language effectively and correctly in communication. According to Ur, 1996 cited in (Leong & Ahmadi, 2017) Speaking is one of the most important skills of all four language skills because individuals who learn a language are referred to as the speakers of that language. According to (Bailey, 2005), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information.

Speaking is important in learning a second language, the student must increase their skill and communicative competence because the students can express themselves and learn how to use language very well. With speaking we can express ideas spontaneously and with free thinking. The students must learn a second language with interact each other. Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools due to different reasons like an emphasis on grammar, vocabulary, and fluency. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. According to Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Nunan 2003 in (Kayi, 2006) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluency.

Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive to the listeners. It also provides more effective communication due to the absence of speaking disturbances. Luoma (2004:88) cited in (Permana et al., 2021) says that

fluency is about the flow, smoothness, rate of speech, length of utterances, the connectedness of ideas, the absence of excessive pausing, and the absence of disturbing hesitation markers. In addition, Stockdale (2009:1) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (ooo and emm), self-corrections, false starts, and hesitations. Similarly, Lennon defines producing speech at the same tempo as the native speakers without the problems of filled pauses silent pauses, hesitations, , self-corrections repetitions, and false starts is called fluency

Many studies have investigated the speaking difficulties encountered by learners. For example (Leong & Ahmadi, 2017) found that students are generally facing problems using a foreign language to express their thoughts effectively, they stop talking because they face psychological obstacles or cannot find the suitable words and expressions. Meanwhile, Hidayatullah (2015) also investigated the difficulties encountered by English students, the result showed that the feeling of afraid of making mistakes and speaking in front of many people; apprehension, and nervousness are commonly expressed by foreign language learners.

Moreover, (As-salam et al., 2022) was exploring common affecting grade-12 students' speaking fluency: A survey of Cambodian High School students, they found that instructional methods and the fear of speaking caused by inhibition and anxiety strongly affected the students' English-speaking fluency the most, as well as many other subsequent factors. Speaking is a production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar, and pronunciation through some activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995). In production skill, speaking ability take place without a time limit environment, and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk and effective speakers should be proficient by practicing. It shows that speaking is high risk activity that creates anxiety and causes learners worry about losing face.

Furthermore, speaking is the process of building and sharing meaning the use of verbal and nonverbal symbols, in a variety of contexts. However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. Other factors are the intelligence and emotional condition as stated in (Wulan Sari & Roza, 2021) Some factors influence the speaking skill that writers found in the school are as follows. The first, students may feel shyness or they are unmotivated toward speaking English in the classroom. Secondly, students have a limited vocabularies, therefore, they are in doubt to produce some words, Thirdly, The worthiness of making mistakes in speaking for they considered grammatical error is a big mistake.

This problem is often found in a lot of students in Indonesia, especially in Junior High School most of the students speak English doubtly, unfluently, and inaccurately. When they are given a task to speak in front of the class, it's found that the students are still less able to speak English with the criteria of speaking fluency. Moreover, the example given by the teacher was imitated fully by the students. The writer found the case that in a presentation exemplified do in the morning, the teacher will say Good morning. In a short, the practice do in the afternoon, some of the students, will say Good morning also. This problem encourage the writer to do research to find out the factors that affect the students speaking fluency.

In line with the literature review, the Particular Factors effects English-Speaking Fluency which the researcher focused are on Cognitive : grammar, vocabulary and pronunciation and in affective aspects: self confident, anxiety and motivation.

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in a variety of situations. Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, are : 1) Monologue; Brown

states that monologue is the speaking where one speaker uses spoken languages for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener has to process the information without interruption and the speech will go on whether or not the listeners comprehend what the speaker means. 2) Dialogue; It is different from monologue; Nunan says that dialogue is the speaking that involves two or more speakers. An interruption may happen in the speech when the interlocutor does not comprehend what the speaker said

As well speaking is a production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar, and pronunciation through some activities, fluency takes into account “the ability to keep going when speaking spontaneously” (Gower, Philips, & Walter, 1995). In production skill, speaking ability take place without a time limit environment, and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

METHOD

The writer will use descriptive quantitative to explain the phenomenon in depth and within its real-world context by collecting data from students. The data were collected through questionnaires. Answers are measured through straightforward options with “yes” or “no” option, which asking about students’ knowledge for linguistic competence grammar, vocabularies and pronunciation and for affective competence asking about students’ psychological conditions such as self confident and anxiety, that would be explained in this article. According to Mahripah (2014), EFL learners’ speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Another factor is students’ readiness in following the subject matter on that day.

The data of this research was the student of one class of Junior High School in Indonesia. The participant was taken through random sampling technique. The data was taken from questionnaire. After reviewing related literatures, the researcher developed an instrument, then distribute it to the class. Then, it was scored and analyzed based on the problem of the research.

FINDINGS AND DISCUSSION

The factors that affect learners’ speaking fluency level are cognitive factors, they are linguistic competence: grammar, pronunciation and vocabularies and the affective factors are or the psychological aspects such as insecure and anxiety.

Cognitive factors

The first factors in cognitive aspect that affect the EFL learners speaking skill is linguistic. Grammar, vocabulary and pronunciation are the scariest things for students, they should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways.

Tabel 1.1 stated the result of students condition for Cognitive factors effect speaking fluency

NO	COGNITIVE FACTORS	YES		NO	
		FREQ	PRCNTGE	FREQ	PRCNTGE
GRAMMAR					
1	I understand English grammar very well	0	0	0	0
2	I understand English grammar a little	27	84,38	3	9,38
VOCABULARY					
3	I know much of the English vocabulary	0	0		0
4	I know some of the English vocabulary	19	59,38	13	40,63
5	I know a little of the English vocabulary	8	25		0
PRONUNCIATION					
6	I can pronounce English words goodly	2	6,25	3	93,75
7	I can pronounce English for some words only	28	87,5	4	12,5
8	I get difficulties in English pronunciation	3	9,38	2	6,25

Grammar

The first is the grammar competence, there is not a student understand English grammar very well, no body choose "yes" for the option I understand English grammar very well. Among 32 students, all of them choose "no" Meanwhile for the second question I understand English grammar a little , 84,38 percent stated "yes" and 9,38 percent choose "no". The students stated that understanding English grammar is such a difficult thing. Meanwhile, to be able to speak English fluently, grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Leong & Ahmadi, 2017). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them.

(Humaera, 2015) claimed that grammatical judgment inhibits learners from speaking as they are afraid of producing some utterances ungrammatically

Vocabulary

The second factor is in vocabulary. There is no students choose “yes” for the question I know much of the English vocabulary. In fact, 40,63 percent of them choose ”no” for the second question, I know some of the English word. It means most of them do not knowing some of the English vocabulary. It is only 59,38 percent students choose “yes” for the question. Vocabulary: Putri et al., (2020) said that students’ lack of vocabulary is the leading causes of students’ academic failure.

Pronunciation

The third problems effects the students’ English speaking fluency is Pronunciation. There is only 6, 25% students in the classroom stated that she/he can pronounce English words goodly, most of them choose “I can pronounce English for some” , it is about 87,50% of them choose “yes”. It shows that students speak English unfluently for they do not know how to pronounce English goodly. The last question, “I get difficulties in pronounce English words”, 9,38% students choose this. These are the cause why the students of Junior high school speak English unfluently. As Kelly (2006) points out that pronunciation plays a vital role in spoken communication to produce precise information and meaningful communication. Students mispronouncing a range of phonemes can be challenging for listeners to understand the meaning.

Affective factors

One of the constrain dealing with the speaking fluency is that affective factors. It is the issue that can obstruct students speaking performance is originated from inside of the students related to their feelings, emotions and belief. Affective factors are emotional factors which effect learning positively and negatively. Affective factor as the emotional side of human behavior can influence communication way. To see the student’s affective in speaking fluency factors can be seen as follow:

Tabel 1.2 The result of students condition for Affective factors effect speaking fluency

NO	AFFECTIVE FACTORS	YES		NO	
		FREQ	PRCNTGE	FREQ	PRCNTGE
I SELF CONFIDENCE					
1	I fell confident speaking English in the classroom	15	46,88	17	53,13
2	I feel comfortable in English class	20	62,5	12	37,5
3	I feel happy in English class	27	84,38	5	15,63
II ANXIETY					
1	I get nervous in speaking English	25	78,13	7	21,88
2	I am worry of making mistakes in	22	68,75	10	31,25
3	speaking English				

4	I am shy to speak English	20	62,5	7	21,88
5	I am worry if my friends laugh at me for speaking English	13	40,63	19	59,38
III MOTIVATION					
1	I am very interested in speaking English	25	78,13	7	21,88
2	I realize that being able in Speaking English is important for my future	20	62,5	12	37,5
3	I realize the aim of studying English	32	100	0	0,00

Self Confidence

The first question in affective factors is about self confidence for the question I feel confident speaking English in the class, 15 percent student stated “yes” and 53 percent choose “no”. It shows that some of students are confident to speak English in the classroom although many of them stated “no”. The second question asking about confident is to state the feeling of comfort, I feel comfortable in English Speaking class, 62,50 percent of them stated “yes” and only 37,50 percent stated “no”. This show that English speaking class is an interesting experience for many students. They feel comfort in English speaking class although some of them didn’t. The last question dealing with the confidence is about feeling happiness. The question I feel happy in English speaking class , mostly students choose “yes” it is about 84,38 percent and only 15,63 percent choose “no”. It means the students enjoy their time in the English speaking class.

According to Nunan (1999), any student who lacks of confidence about themselves and English will suffer from communication. Ronald P. Grapsy, Ph.D. Kutztown University, Kutztown, Pain his book chapter 11, speaking with confidence stated that learning confidence consider what comes into your mind if you are to deliver a public presentation. Are your thoughts consumed with many uncertainties. What if I make a mistake? What if they don’t like what I’m talking about? What if? Try your own version of Cognitive Restructuring.

Anxiety

Furthermore, in answering the questions about anxiety, for the first question I get nervous in speaking English, mostly student say “yes” , it is 78,13 percent of them and only 21,88 percent stated “no”. Compare it to the second question asking about misery is I am worry of making mistakes in speaking English, mostly students stated “yes”, it is about 68,75 percent, meanwhile 31,25 percent stated “no”. It will be a big problem when the students are very worried about making mistakes it will make them do not want to speak English. The next question is I am shy to speak English . For this factor 62,50 percent students stated “yes”, they shy in speaking class, only, 21,88 percent of them stated not shy in speaking English class. The last question in this part is the statement I am worry if my friends laugh at me, the result shows that 40,63 percent of students choose “yes”, they are worry about it and about 59,38 percent student stated “no”.

Based on the result it can be seen that anxiety effects students English speaking fluency very much. Many research stated that there is a relation between anxiety and the second language learners’. One vital factor affecting language learning is anxiety, it is important to identify students who are

anxious in a foreign language class (Elaine K. Horwitz, 2001) Lukitasari (2008) conducted a study converging at the students' strategies in overcoming speaking problems in speaking class. The results of these studies are very comparable. They indicated that anxiety and inhibition were the main factors affecting students' oral performance. Park & Lee (2005) and Tanveer (2007) revealed that students' anxiety levels had a detrimental impact on their speaking performance. According to the research, students' feelings of tension, worry, or uneasiness may impede their language acquisition and performance abilities. They say that the more anxious you are, the worse your performance

Motivation

For the motivation factors which affects students English speaking fluency is partly into three questions. The first is I am very interested in speaking English , 78, 13 percent choose “yes”, and only 21,88 percent choose “no”. It means that generally students are interested in studying English. The students explained that they are interested in English although it's difficult. When the students have an interest, it will be easy for the teacher to help them acquiring English. Then, the second question about motivation is I realize that Being able in Speaking English is important for my future, 62, 50 percent of students stated “yes” means they realized that being able in speaking English is very important for their future. English will help them to compete in finding a job. Although 37,50 percent of students stated “no” which indicate that they do not know the purpose of being able in speaking English. For the last questions concerning about motivation is I realize the aim of studying English is important for my future, 100 percent of students stated “yes”, It shows that all students understand the purpose of studying English. It is one capital for the students to force themselves able in speaking English Fluency. The students should realize the purpose of studying English, it is an international language will be used in every aspects of life to communicate ,as stated by Angela (Guide, n.d.) English is an international language used for commercial, educational and general communication purpose.

Motivation is an important aspect in learning process. Motivation has a close relationship with the goal. Whether the students want to study hard or not based on their motivation. When they do not have a high motivation, they do not have a willingness to study. So motivation is an important aspect in each students to reach the goal of the study. Motivation is the beliefs, drive, needs, passion, or psychological mechanism that drives a person or group of people to achieve certain achievements in accordance with what they want (Anita & Kardenia, 2021). It means that it is important in determining how many students will learn from the activities they perform or the information to which they will be exposed to. Motivation is a complex psychological construct regarded as one of the determinant factors in successful foreign language learning (Lasagabaster, 2011)

In line with the statements above, in the language learning domain, motivation, which is generally accepted as leading to (Tiwery & Souisa, 2019), the success or failure of the learner when learning a foreign language, plays a pivotal role in mastering the language (Dörnyei, 2001). From those opinions, it can be implied that in speaking skill, learners might speak well if they are motivated with vary meaningful ways. So, motivation has the crucial role for foreign learners to develop their speaking ability. The more they have strong motivation, the better practice and train their selves to speak fluently an accurately in order to be good speakers. On the contrary, when they have low motivation in speaking, they will rarely practice and train themselves to speak fluently

CONCLUSION

This report reviewed the factors that influence learner's English speaking skills which focused on fluency. The data of this research was the students of Class IX at Junior High School that was taken from questionnaire. In term of factors influencing English speaking fluency, found two aspects. They are cognitive and affective factors.

In terms of cognitive factors, the biggest aspect is in grammar. The students stated that they do not understand English grammar, they only know a little. Surely, it effects the speaking fluency. Next is about vocabulary, most of the students do not know much of the English vocabulary, they only know some of them. Meanwhile in speaking, lack of vocabulary can cause un fluently. Dealing with the pronunciation, only some of them stated that they can pronounce English goodly, mostly choose, they cannot.

In terms of affective factors, some of students explained that the confident, the anxiety and the motivation influenced much in their speaking fluency. Despite that some of them are happy in learning English, but their anxiety for being laughed by friends for sure effect the speaking fluency. Fortunately, the students realized their purpose of studying English. With a big hoe, this motivation can support them acquire the skill that is speak English well for the future. Second, based on the number of occurrences of the most dominant type of implicature is conversational implicature (conventional implicature) with 7 data. This shows that the speech in Abdur's stand up comedy contains many implications with the meaning of the word itself and does not require special conditions to draw conclusions.

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