

CHAPTER I

INTRODUCTION

1.1 Background

Speaking is one of the most important things in language learning. According to Harmer (2007) speaking is one of language skills that must be mastered by students. Speaking is one important thing that have to be mastered by students, because by speaking someone is able to convey meaning, express feeling, give opinion, etc. Therefore, it is important for the students to master the speaking to improve their speaking especially in speaking performance. In speaking they are two kind of speaking to be mastered one of them is speaking performance.

Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive for the listeners. It also provides more effective communication due to the absence of speaking disturbances. Koppen in Luoma (2004) says that fluency is about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and the absence of disturbing hesitation markers. In addition, Stockdale (2009) 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 in Cucchiarini, Strik, and Boves (2002) defines that fluency is the speaker's ability to produce speech at the same tempo with the native speakers without the problems of silent pauses, hesitations, filled pauses, self-corrections,

repetitions, and false starts. The researcher believes this definition of fluency is addressed to non-native language learners. So, a very good first language or second language learner can speak like the native speakers of the language they are learning.

Shumin (2002) reveals that knowing language grammatical and semantic rules are not enough to learn to speak a foreign language. Therefore, some of the key factors influencing students' oral fluency in English speaking performance should be taken into consideration and if these factors can solve the fluency problems in speaking, learners will improve their ability of speaking fluently. To speak fluently is not simply a matter of developing speaking skills and strategies, but it involves a number of factors including affective factors, cognitive factors, linguistic factors Thornbury (2005).

This research was conducted at Universitas Kristen Artha Wacana (UKAW) Kupang, where the researcher is currently enrolled. The choice of this institution is based not only on accessibility but also on the researcher's in depth understanding of the academic environment, teaching approaches, and student characteristics. These contextual insights allowed for more accurate data interpretation. Preliminary observations and informal interactions with students revealed recurring challenges in English speaking fluency, including hesitation, limited vocabulary usage, and pronunciation difficulties. These empirical realities highlight the need for a focused investigation into the underlying factors influencing students' speaking fluency. Therefore, this study aims to provide data-driven insights that can inform the development of more effective pedagogical

strategies to enhance students' oral communication skills in English.

Based on the above statement, the author is interested in conducting research on AN ANALYSIS FACTORS OF STUDENT'S SPEAKING FLUENCY AT UKAW KUPANG IN ACADEMIC YEAR 2024/2025

1.2 Research Problem

What are the factors of student's speaking fluency at Ukaw Kupang In Academic Year 2024/2025?

1.3 Aim of study

To know what are the factors of student's speaking fluency at Ukaw Kupang In Academic Year 2024/2025

1.4 Significance of the Study

This research is expected to provide significant contribution both implication and application.

1.4.1 Implication

The affective factors relate to moods, feeling, and attitudes towards language learning (Meng & Wang, 2006) especially towards learning speaking which is researched in this study. In this study, the affective factors are considered as anxiety, shyness, self-consciousness or confidence, fear of making mistakes, which are the key influences on fluency in speaking.

1.4.2 Applications

1. For students

The result of this research is expected to improve students interest in learning process, especially in learning speaking.

2. For next researchers

The result of this research can be used as reference in his/her research.