

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

Learning speaking skills in the English language is not a light thing that anyone could easily accomplish. According to Jon et al. (2022), speaking is the most difficult skill since learners must demonstrate not only their language competence but also their performance. Furthermore, Chomsky (1965) argues that, language competence refers to the grammatical structure of a language, while language performance refers to the acceptability of a language. He adds, that the more likely sentences to be produced, more understandable, less cumbersome, and in some ways more natural are the more acceptable sentences (Chomsky, 1965). In short, speaking skill in the English language is the most difficult skill to master.

furthermore, learning speaking skills has a purpose which is to communicate well to deliver a message. According to Syaripudin (2018) states that, the aim of learning speaking skill in the English language is to be able to communicate well with other speakers. Further, Cai (2009) claims that the main aim of learning the speaking skills in the English language is to be able to communicate appropriately. To conclude, speaking skills are being learned to have a good communication.

Moreover, in the language learning field, there is a term that describes the ability to communicate well in a natural way so that the message can be successfully transferred, that is speaking fluency. According to Leonard & Shea (2017), speaking fluency can be defined as the aspects of oral production that include parts such as pausing, managing speech pace, and self-corrected errors, all of which are related to automaticity and natural way of speaking. To sum up, fluency in speaking will make the message transferred well.

Furthermore, speaking fluency is important for EFL learners, especially student-teachers as they will become the role model for their students and also they will use English in explaining the lesson. For that reason, EFL student-teachers need to have the ability to communicate well to convey the message. In addition, fluent EFL learners are more likely to effectively convey their message than those who are not fluent. According to Sanjaya and Nugrahani (2018), speaking fluency is an essential thing for student-teachers as it is one of the skills to be a good communicator teacher. In short, mastering speaking fluency will help student-teachers to become good English teachers.

The previous study that has been done in Saudi Arabia by Zrekat and Al-Sohbani (2021), explored students' perception of the factors that hinder their fluency in speaking. They found that speaking disfluency might occur as a result of a variety of factors that may be linked to psychological factors such as anxiety, as well as linguistics difficulties such as a lack of vocabulary and grammar.

In line with what happened in one of the universities in Tasikmalaya-Indonesia in the Academic Listening and Speaking class students were disfluent. They have been taught to speak English in front of the audience in the most appropriate way in order that they will be fluent during their public speaking performance that will be held as examination. In addition, they have been given sufficient time to prepare everything and to do rehearsal. Even so, they still did not reach the fluency stage.

Based on pre-observation, it is found that students became disfluent during their public speaking performance. They felt anxious as the audience entered the room. They showed fear of making mistakes during the performance. Some of them said that they lack vocabulary. Even though they confessed that they had enough time to prepare and practice before their public speaking performance, they still felt less self-confident and shy which caused them to hesitate during public speaking performance. As a result, they

made a lot of pauses and fillers. Since they have been taught to speak English in the most appropriate way and they have prepared well for their public speaking performance on Academic Listening and Speaking's webinar, it means some of the factors that hinder speaking fluency such as anxiety should have disappeared or at least decreased. Therefore, to fill the gap this study aims at exploring factors hindering speaking fluency during public speaking among English major university students in a university in Tasikmalaya-Indonesia.

## **1.2 Formulation of the Problem**

The research study will be conducted to answer the question "What are factors hindering Indonesian university students' speaking fluency?"

## **1.3 Operational Definitions**

### **1.3.1 EFL university student**

The students of the English Education Department that became presenters in Academic Speaking and Listening webinar in the academic year of 2020/2021.

### **1.3.2 Speaking fluency**

Speaking in a very natural way during public speaking in webinar, meaning the speaking disfluency features such as self-correcting, filler, pause, repetition, prolongation of sound, blocking on sound, substitution, deletion, insertion, and articulation error did not dominate their public speaking performance.

### **1.3.3 Public speaking**

Public speaking in this study means to speak publicly as a presenter in front of the audience in the Academic Listening and Speaking webinar. This public speaking has been prepared in six-month long. The theme of the speech

is chosen based on students' interests and was about English language and English language education.

#### **1.4 Aim of the Research**

This study aims at exploring the factors behind the hindering fluency in speaking among Indonesian university students.

The main outcome of the research aim is an in-depth understanding of the factors that Indonesian university students struggle with during their public speaking performance to become fluent.

#### **1.5 Significance of the Study**

##### **1.5.1 Theoretical Uses**

This study will expand the contribution theory of teaching speaking to EFL university students in Indonesia.

##### **1.5.2 Practical Uses**

This study will provide readers with a suggested speaking learning method to facilitate EFL university learners' speaking practice in order that they can reach fluency during public speaking.

##### **1.5.3 Empirical Uses**

This study will provide empirical insight into how the finding factors can hinder EFL university students from reaching the fluency stage during public speaking.