

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Speaking in EFL**

Speaking is one of the skills in the English Language that requires many aspects. According to Rullu and Daburan (2020), speaking is an oral activity that requires appropriate pronunciation, intonation, and correct sentence structure. He adds, that speaking requires adequate vocabulary, pronunciation, grammatical knowledge, good comprehension of the topic being discussed, and fluency. Adequate vocabulary meaning the speaker has sufficient words related to the content being discussed along with a good understanding of grammatical knowledge and know how to apply them in sentence, giving every words its appropriate pronunciation, mater the content, and fluent in delivering the speech. In short, an English learner needs to be aware of those various aspects of speaking skills.

However, this study was focused more on the fluency aspect and the following are some experts' arguments about fluency in speaking and some issues related to it.

##### **2.1.1.1 Speaking Fluency**

Speaking fluency is speaking in a natural, smooth, and clear way so that the message of the speech is delivered well. In line with Bulc et al. (2012) state that, speaking fluency is "speech at a natural rate without many hesitations, pauses, repetitions, reformulations, filler words and filled or unfilled pauses" (p. 88). According to Yan et al. (2021), fluency and linguistic proficiency are frequently linked, and these two factors correspond to how quickly and smoothly speech is produced. In the same vein, Leonard and Shea

(2017) spell out, that speaking fluency can be defined as the aspects of oral production that include aspects like pausing, managing speech pace, and fixing or performing self-corrected errors, all of which are related to automaticity in speaking. In short, speaking with fluency involves not only utilizing proper grammar but also speaking naturally and automatically.

According to Lennon (1990), speaking fluency can be defined in a broader and narrow way. Fluency is typically used to refer to "spoken command of a foreign language" in the broad sense, however, it can also apply to the abilities of reading, writing, or speaking (Lennon, 1990: 389). While, in the narrow sense, and one that is frequently used by linguists and L2 scholars, the word relates primarily to the ease and automaticity of speech and represents a crucial aspect of speaking ability.

#### **2.1.1.2 Speaking Disfluency**

Al-Ghazali (2019b) states that, the term "disfluency," which is also written "dysfluency," is a very short period of time in which the speaker pauses by making unnecessary sounds. He adds that false starts, hesitations, fillers, and repetitions are all examples of disfluency. Further, he adds that it is not always a sign of a speech fault when a speaker stumbles over their words, they might be viewed as one of the signs of disfluency when the speaker pauses in order to continue planning and practicing their speech. Moreover, disfluency is described as a disrupted moment while pausing that affects the speech (Richards & Schmidt, 2013). Furthermore, speech disfluency described by Gósy (2007), is a disturbing situation that disrupts the speech flow and has no contribution to the meaning of the content. Briefly, speaking disfluency is the unnecessary pause sound in a very short time while the speaker is preparing the next word.

#### **2.1.1.3 Factors Influencing Speaking Fluency**

According to Wang (2014), the factors affecting speaking fluency are cognitive factor, linguistic factor, and affective factor. He adds, that cognitive

factors can be categorized as follows: conceptualization which deals with choosing the right information to express the appropriate meaning, formulation, which entails determining the right words to use with the right grammar structure, and articulation, which involves producing speech using the articulatory organs. In addition, linguistic factors include pronunciation, grammar, and vocabulary. Furthermore, affective factors are anxiety and self-restriction. Worrying about being incorrect, unintelligent, or incomprehensible is anxiety. Moreover, anxiety is one of the factors that affect one's speaking performance greatly. While self-restriction refers to the choice to remain silent.

Moreover, Sökman (2013) states that, speaking test anxiety will affect EFL learners' performances and speaking fluency in their speaking examination. Despite the fact that they have prepared well for their speaking examination, they will still experience the fast heart beating, and the nervous feeling and they will struggle in recalling memories during the speaking examination.

In addition, Putri et al. (2020) state that, the factors that influence speaking fluency are linguistic factors, sociolinguistic factors, bilingualism factors, frequency of input factor, exposure factor, psycholinguistic factor (e.g. the feeling of being reluctant and personally shy making a mistake when it came to speak in English). Furthermore, the linguistics factor results from learners' limited exposure to the English language, which causes them to mispronounce words and commit grammatical mistakes. The second aspect is sociolinguistic, which results from an effort to actively talk and use the English language with people nearby in a real-world context. The third factor, bilingualism, results from the fact that English is treated as a foreign language, which makes it difficult for EFL students to actively practice it. The fourth factor is input frequency, which has an impact on language development. The fifth factor is exposure to the English language, with limited exposure having a negative impact on grammatical and pronunciation

problems. The sixth aspect is psycholinguistics, which has an effect on student's word formation and grammatical structure as well as pronunciation.

According to Bortfeld et al. (2001), there are three factors that influence speaking disfluency. The first factor is processing load, which causes normal speakers to develop speech disfluencies as a result of a cognitive process called speech planning. The processing load can be seen when a speaker stops his speech for a short time to search for words that he wants to describe. The second is coordination ability. This second element makes the assumption that disfluencies may reveal information that helps two conversants better coordinate their interaction, regulate their turn-taking, or align their mental states. The third factor is partners' age and gender. Similarly, Jon et al. (2022) stated that, the term "age" here refers to the learners starting point in their English language learning. Students who learn English from an early age perform better while speaking the language, according to numerous studies. Still, since the majority of today's learners learn English later in life, speaking is sometimes a challenge for them.

In conclusion, factors that influence speaking fluency are three factors namely cognitive factors including all the process that happens in the brain during speech occurrence. Secondly, linguistics factors include all the aspects related to linguistics knowledge. The last is affective factors including anxiety, fear of making mistakes, and nervousness.

### **2.1.2 Public Speaking**

Public speaking is to speak in front of an audience, either alone or in a group, as a means to share ideas and influence them in order to achieve a goal (Tiyas et al., 2019). Similarly, talking in front of an audience to convey information, such speeches or public announcements, is known as public speaking (Rhicard, 2015). In addition, Fauzi et al. (2021) state that, public speaking is a means for human to communicate to each other and convey the message of speech in a professional way. Moreover, Imaniah (2018) stated

that, public speaking is a means to engage with the audience in a presentation. According to Hornby (1987), public speaking means using language in a normal voice, uttering words, knowing how to use a language, expressing oneself in words, and producing speech. In short, public speaking is a useful skill for communicating in an effective way.

## **2.2 Study of the Relevant Research**

There are several previous researches about speaking disfluency among EFL students. The research study by Sanjaya and Nugrahani (2018), disclosed the disfluency features committed by English Education Master students while doing group presentations at Sanata Dharma University. The findings showed that there were five disfluency types found in this study namely unfilled pause, filled pause, repetition, substitution, and deletion. While, a quantitative research discovered the speaking disfluency features commit by the English Language major, Faculty of Education in Taiz University, Yemen conducted by Al-Ghazali (2019a), she found that the students often committed disfluent features while performing speaking because of the overused the disfluency feature namely fillers, prolongations, repetitions, restarts and self-corrections.

Moreover, another study conducted by Jon et al. (2022) revealed the factors that bring about speaking disfluency in Indonesia, namely vocabulary, grammar, anxiety, lack of motivation, learning environment, teachers' teaching strategies, self-confidence, and age. Students have insufficient vocabulary while speaking, the reason behind that was because of breakdown of recalling words. furthermore, students were lack of implicit grammar as the result they only knew the structure with lack using it in practice. Further, anxiety happened because of students' negative perception of the English language, lack of preparation, and afraid of negative evaluation. Lack of motivation happened because the students did not know the benefits of the English language for them. good learning environment from the facility and availability of speaking partner influence their fluency in speaking. a good

suitable teaching strategy also influences their speaking fluency. confidence to show up plays a role in speaking fluency. the last is age, the earlier students are exposed to the English language, the possible for them to become fluent in the English language.

In conclusion, the first and second studies showed the reason for their fluency was because of overused disfluency features during speaking while the third study revealed hidden factors that influence students' speaking fluency. However, in this research, the hidden factors that caused the overused disfluency features are being explored.