

**AN ANALYSIS OF STUDENTS' DISFLUENCY FACTORS IN SPEAKING ABILITY AT  
THIRD SEMESTER ENGLISH STUDY PROGRAM STUDENTS**

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**Abstract.** The research objectives were to know the students' disfluency factors in speaking ability and to know the dominant students' disfluency factor in speaking ability at third semester English Study Program. This research was a descriptive quantitative research which aimed to find out the students' disfluency factors in speaking ability at third semester English Study Program. Subject of the research was the whole students at third semester English Language Education Study Program of UMB Academic Year 2020/2021. The total subjects were 11 students who got score < 60 in fluency test. The instruments of this research were fluency test and questionnaire. The fluency test was used to measure the students' fluency level in speaking English. The questionnaire consisted of some questions related to the students' disfluency factors. The questionnaire was adopted from Wang (2014) theory. There were two findings of this research; first, the students' disfluency factors in speaking ability at third semester English Study Program of UMB were cognitive factor, linguistic factor, and affective factor; second, the most dominant disfluency factors in speaking ability at third semester English Study Program of UMB was linguistic factor. Based on the result of this research, the research result found that linguistic factor becomes the most dominant disfluency factor affected the students' speaking ability. It was suggested for the students to master vocabulary and grammar in English since the linguistic factor related to the vocabulary and grammar skill.

**Key words:**      **Disfluency Factors, Speaking Ability**

## **A. INTRODUCTION**

Along the history of English language teaching and learning, speaking has always been considered as the most essential skill to be mastered. The ability to speak English as the target language is the parameter of successful language learning. In other words, the poor speaking skill is one of the indicators of failure in foreign language learning. The real condition is that most students consider speaking skill still as the most complex and difficult skill to master (Hinkel, 2005: 485). It could be seen from the reality that though student gets good score in English, it does not guarantee that he/ she is able to speak English fluently in daily communication (Umasitah: 2014). An Analysis Of Students' Disfluency Factors In Speaking Ability At Third Semester English Study Program Students . Fluency is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency (Harris and Hodges, 1995). In this definition, a person is said to be a fluent speaker of a language if he/she can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. Fluency is considered to be the ability to keep going when speaking spontaneously. It also has signs that indicate that the speaker does not spend a lot of time to search the language items needed to express the message. 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. Koponen 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 also 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.

On the other hand, the lack of students' fluency is called disfluency of speaking. In term of disfluency, Shipley and McAfee (2004) categorize two kinds of disfluency that can be the indicator to decide the fluency levels; they are disfluency disorder and normal disfluency. Disfluency disorder is a kind of disfluency category that is mainly related to the weakness or problem of speaker's physical condition related to speech production. The second category of disfluency is normal or typical disfluency. It is a kind of disfluency which is not related to somebody's physical condition. As the matter of fact, it is related to somebody's weakness in mastery on foreign language. The example of this is the disfluency found in English as foreign language learner who does not have any physical problem related to speech production.

Nation and Newton (2009 ) theory said that the five main disfluency factors propose are task difficulty, meaning focus aspect of the task, existence of time pressure, planning and preparation, and the task repetition. Task difficulty includes several attached components such as the background knowledge, lessons learned, topics, and the familiarity of the tasks to the students' knowledge. The task of speaking test should be meaning-focused if it aims to assess the speaking fluency ability of the students. When the task is not meaningfocused, the activity will not help the students' improvement in achieving good speaking fluency.

As the speaking test conducted in this research applied the time pressure to the students by limiting 10 minutes preparation and 2 minutes of short talk, it was believed that the time pressure would encourage the students to perform

better. In order to know this factor influence the students, four statements were put in the questionnaire related to the time pressure as a factor. Then The last factor considered to be one of the most influencing factors of disfluency was the unrepeated tasks.

Analysis of the factors that influence the lack of speaking skill in students of tenth grade at Salvador Mendieta Cascante School during the second semester of 2017. The results showed that students are using their mother tongue instead of English being a disadvantage in the learning of it as a second language; the students also present lack of vocabulary and mispronunciation of words. However, the classroom conditions were quite good to develop the class. The information gathered shows that the teacher should use more resources to gain students engagement in the speaking activities applied in English classes.

The Factors Affecting Students' English Speaking Fluency. The results of interview and classroom observation revealed that there are two main categories that affect the students' English speaking fluency: linguistic and affective factors. The linguistic factors are (1) students' vocabulary (2) their grammar knowledge, whereas the affective factors include (1) the students enjoyment of speaking (2) students' motivation to master English speaking (3) supports from the people around them (4) willing to study to abroad (5) being able to communicate with foreigners. And the last, "An Analysis of Factors Influencing Learners' English Speaking Skill" (Leong & Ahmadi, 2017), this review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context.

## **B. RESEARCH METHOD**

### ***Research Design***

This study used descriptive quantitative research which aimed to find out the students' disfluency factors in speaking ability at third semester English Study Program .Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the "what" of the research subject than the "why" of the research subject.

### ***The Subject of The Research***

The Subject of the research are the whole students at third semester English Language Education Study Program of UMB Academic Year 2020/2021. The total subjects were 11 students who got score < 60 in fluency test.

### ***Instrument***

The instruments of this research were fluency test and questionnaire. The fluency test was used to measure the students' fluency level in speaking English. The instrument of fluency level is adapted from Noor et al (2012) which is as follows and the questionnaire consisted 17 questions related to the

students' disfluency factors. The questionnaire was adopted from Wang (2014) theory.

**C. Result and Discussion**

**Result**

This result consists of research findings and discussions based on theory to Dingemanse (2013) stated that speech disfluency, also spelled speech dysfluency, is any of various breaks, irregularities (within the English language, similar speech dysfluency occurs in different forms in other languages), or non-lexical vocables that occurs within the flow of otherwise fluent speech. These include false starts, i.e. words and sentences that are cut off mid-utterance, phrases that are restarted or repeated and repeated syllables, fillers i.e. grunts or non-lexical utterances such as "huh", "uh", "erm", "um", "well", "so", and "like", and repaired utterances, i.e. instances of speakers correcting their own slips of the tongue or mispronunciations (before anyone else gets a chance to). "Huh" is claimed to be a universal syllable.

**Disfluency Factors Experienced by the Students in Speaking (Cognitive Factor, Linguistic Factor, Affective Factor)**

No	Sources of Errors	Positive	Negative
		Strongly Agree+ Agree	Disagree+Strongly Disagree
1	<b>Cognitive Factor</b>	<b>75%</b>	<b>25%</b>
2	<b>Linguistic Factor</b>	<b>78%</b>	<b>22%</b>
3	<b>Affective Factor</b>	<b>71%</b>	<b>22%</b>

The percentages in positive and negative column are found from the amount of percentages strongly agree and agree for positive column disagree and strongly disagree for negative column. The percentages are got based on previous tables of each sources. The summary of the questionnaire result revealed that there were 75% of students agreed that cognitive factor as disfluency factor and 25% of students disagreed. There were 78% of students who also answered agree for linguistic as disfluency factor. Then there were 71% of students who also agreed affective factor as disfluency factor in speaking. Based on table above, it can be concluded that the dominant disfluency factor affected the students while speaking was linguistic factor with percentage 78%.

**Dicussion**

Based on the results of the study, this research were to know the students' disfluency factors in speaking ability and the most dominant disfluency factors in speaking ability at third semester English Study Program. There were two findings of this research; First, there were three disfluency factors affected the students' speaking ability, namely; cognitive factor, linguistic factor, and affective factor. Second, the dominant disfluency factor affected the students' speaking ability was linguistic factor.

This research confirmed some theory from experts. According to Adams in Abimanto et al (2021), fluency of speech in second language is also

affected by some factors. The factor may be the speaker's ability of speech production. Besides, syntactic complexity and discourse complexity also influence the fluent production of speech. Clark and Wasow in Abimanto et al (2021) propose that there are several types of disfluency such as filler, silent pause, repetition, prolongation, hesitation, grammatical error, and false start. Johnson in Mairi et al (2019) proposes hesitation consists of incomplete phrase, revision, and broken word. Speech disfluency happens to learners who take English as a major study in their college. In fact, they are difficult to speak English fluently. They do not speak English very well although they have been studying English for years and practicing all days to speak in English. The speech disfluency that they make could be a hesitation, repetition, or just filler in their English communication.

This finding was supported by Wang in Mairi (2018) who stated that there were some various kinds of influencing speaking fluency, namely; cognitive factors, linguistic factors, and affective factors. In cognitive factors, speaking process include conceptualization, formulation, and articulation. Conceptualization concern with kinds of information selected to express meaning. Formulation refers to the ability of speaker chosen the using of proper words in appropriate grammatical. Formulation deals with speaker's ability to select proper words of grammatical structures. Articulation was speech articulatory organs that articulated by the speaker. These three process occur simultaneously, because of that sometimes students make mistakes in face to face communication.

Briefly, fluency and accuracy of students English speaking can be influenced. But human's mind can not focus on this three process at once because they have not enough capacity processor. It is so forth for students who learn English speaking to keep their parity during the lesson. Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation (Wang in Mairi, 2018). "Speaking a foreign language in public, especially in front of native speakers, is often anxiety- provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others.

The finding also showed that linguistic factor become the most dominant factor of disfluency in speaking. Some components of linguistic factors include pronunciation, grammar, and vocabulary are very important considered by students. They also have to focus on the situation of conversation time. As supported by Harmer in Mairi (2018) speaking not only need the knowledge how to produce the form language but also on when, why and what way to result in the words.

Moreover, the findings also confirmed some findings from previous studies. First, Analysis of the factors that influence the lack of speaking skill in students of tenth grade at Salvador Mendieta Cascante School during the second semester of 2017 (Rodriguez et al, 2017). The results showed that students are using their mother tongue instead of English being a disadvantage in the learning of it as a second language; the students also present lack of vocabulary and mispronunciation of words. However, the classroom conditions were quite good to develop the class. The information gathered shows that the teacher should use more resources to gain students engagement in the speaking activities applied in English classes. It was similar to this present research which found that there were more than half of

students in whole class who got lack of vocabulary and mispronunciation while speaking.

Second, Exploring The Factors Affecting Students' English Speaking Fluency (Lestari, 2018). The results of interview and classroom observation revealed that there are two main categories that affect the students' English speaking fluency: linguistic and affective factors. The linguistic factors are (1) students' vocabulary (2) their grammar knowledge, whereas the affective factors include (1) the students enjoyment of speaking (2) students' motivation to master English speaking (3) supports from the people around them (4) willing to study to abroad (5) being able to communicate with foreigners. It was similar to this present research which found that linguistic and affective are the factors which affected the students' disfluency while speaking.

And the last, "An Analysis of Factors Influencing Learners' English Speaking Skill" (Leong & Ahmadi, 2017), this review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. Similar to this research, the disfluency factors which affected the students' fluency in speaking must be solved by using some strategies that can be applied by the English lecturers and the students.

## **Conclusion**

The result of this research that, the researcher findings, there were two conclusions of this research; first, the students' disfluency factors in speaking ability at third semester English Study Program of UMB were cognitive factor, linguistic factor, and affective factor; second, the most dominant disfluency factors in speaking ability at third semester English Study Program of UMB was linguistic factor.

## **Suggestions**

Based on this research, the researcher result found that linguistic factor becomes the most dominant disfluency factor affected the students' speaking ability. It was suggested for the students to master vocabulary and grammar in English since the linguistic factor related to the vocabulary and grammar skill. Moreover, it was also suggested for further research to conduct a research related to the ways or strategies to deal with those disfluency factors which discussed in this present research.

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