THE ACTIVITIES FOCUSING ON FLUENCY IN ENGLISH LANGUAGE TEACHING IN AL-ISLAM JUNIOR HIGH SCHOOL NGANJUK

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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ABSTRACT

Atiya, Husna. (2018). *The Activities Focusing on Fluency In English Language Teaching in Al- Islam Junior High School Sukomoro Nganjuk.* A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : Dra. Irma Soraya, M.Pd, Advisor II: Rizka Safriyani, M.Pd.

Key Words: *Speaking activities, Fluency, Activities focusing on Fluency,.*

English language has an important role since English language become an International language. In order to make the students can speak English well, it would require the role of a good educational institution. Al Islam boarding school located in Sukomoro Nganjuk is one of the educational institutions that successfully consider in carrying out the role. It is evidence that the students of Al Islam boarding school are proficient and fluent in English. Of course Al- Islam certainly has its own learning design to reach the goal. This research aims to investigate the types of speaking activities focusing on fluency used by an English teacher in Al- Islam Junior High School Sukomoro Nganjuk and the difficulties faced by students in speaking fluently. This research used descriptive qualitative method. The data of this research had been obtained from the results of interviews, observations, and questionnaires. The results of this study were processed using the theory of Penny Ur and Friederike. The results of the study explained that there were 12 activities used by the teacher during the research. Those are: interview, role play, questioning activity, guessing game, daily conversation, vocabulary enrichment, speech, english week, discussion, telling story, reading poem and aslo debate activity. Meanwhile, there are some difficulties experienced by students in speaking fluency, those are: (1) Inhibition. (2) Nothing to say. (3) Low or uneven participation. (4) Mother tongue used.

ABSTRAK

Atiya, Husna. (2018). *The Activities Focusing on Fluency In English Language Teaching in Al- Islam Junior High School Sukomoro Nganjuk*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I : Irma Soraya, Dra, M.Pd, Pembimbing II: Rizka Safriyani, M.pd.
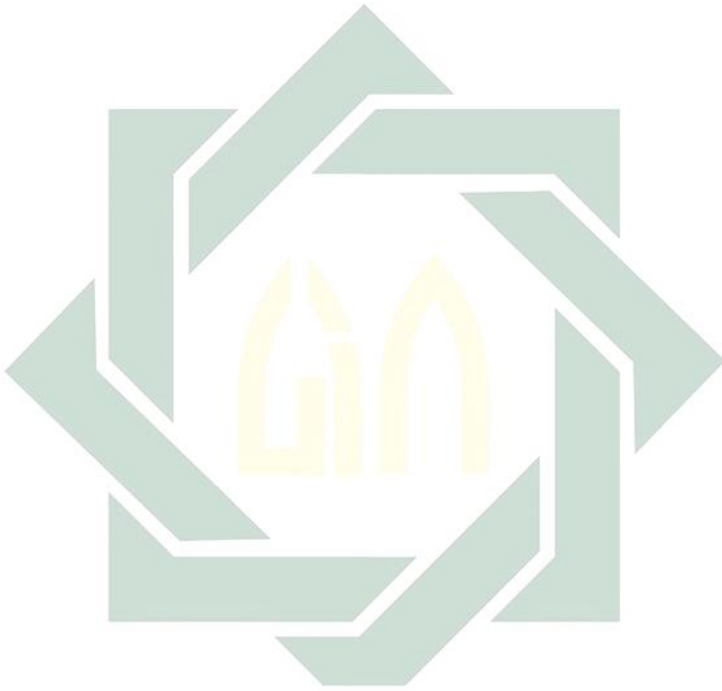
Kata Kunci: *Kegiatan berbicara, Kefasihan, Aktifitas yang menunjang kefasihan berbicara*

Bahasa Inggris memiliki peran penting karena bahasa Inggris menjadi bahasa Internasional. Untuk membuat siswa dapat berbahasa Inggris dengan baik, akan membutuhkan peran lembaga pendidikan yang baik pula. Pondok Pesantren Al Islam yang terletak di Sukomoro Nganjuk adalah salah satu lembaga pendidikan yang berhasil dalam menjalankan perannya. Ini terbukti bahwa siswa pesantren Al Islam mahir dan fasih berbahasa Inggris. Tentu saja Al-Islam memiliki desain pembelajaran sendiri untuk mencapai tujuannya agar siswa fasih berbahasa Inggris. Penelitian ini bertujuan untuk menginvestigasi aktifitas- aktifitas yang menunjang kefasihan berbicara bahasa Inggris yang digunakan oleh guru bahasa Inggris di Pondok Modern Al- Islam Sukomoro Nganjuk dan kesulitan yang dialami oleh siswa dalam berbicara bahasa Inggris secara fasih. Data yang didapatkan dari penelitian ini diperoleh dari hasil wawancara, obsevasi, dan kuesioner. Hasil dari penelitian ini kemudian diolah menggunakan teori yang diusulkan oleh Penny Ur dan Friederike. Hasil penelitian menjelaskan bahwa ada 12 kegiatan yang digunakan oleh guru selama penelitian berlangsung. yaitu: wawancara, permainan peran, aktivitas tanya jawab, game menebak, percakapan sehari-hari, penambahan kosakata, pidato, minggu bahasa inggris, diskusi, bercerita, membaca puisi dan juga aktivitas debat. sementara itu, ada beberapa kesulitan yang dialami oleh siswa dalam kefasihan berbicara yaitu: (1) Penghambatan.. (2) Tidak ada yang dikatakan. (3) Partisipasi rendah atau tidak merata. (4) Penggunaan bahasa ibu.

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CHAPTER I

INTRODUCTION

This chapter covers the background of the study and research question as the fundamental elements of the study. Besides, objectives of the study, significance of the study, scope and limit and definition of key term are the next sub-chapters that are explained as well as the paper organization of the research.

A. BACKGROUND OF THE STUDY

In this modern and global era, with the improvement of information and communication technology, the English language is absolutely necessary because the world could not be limited by territorial divisions. Especially with the opening of the free market in some countries in Asia (MEA)[1], our interaction is not only limited between the population of the country but also by cross-country.

In order to connect cross-country communication needs, English is agreed as a global language.[2] The English language almost used in all aspect of life such as education, politics, economics, social and culture. Indonesian government as a part of the world sees the English language is necessary to be learned in all aspect of life, especially in economics aspect. Thus, the English language must be understood by Indonesian people.

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[1] Umar congge, 2015, " *Masyarakat Ekonomi Asean (MEA) : Harapan dan Tantangan dalam Perekonomian Bangsa ".* Jurnal dalam Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Makassar dan Himpunan Sarjana Pendidikan Ilmu-ilmu Sosial Indonesia Hotel Singgasana, Makassar

[2] David Crystal, 2003, ".English as a global language. " (2n ded. First ed.,1997), Cambridge: Cambridge University Press. xv + 212 pp., ISBN Hb 0521 82347 1, Pb 0 521 53032 6

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One of the government's efforts to make Indonesian citizens able to communicate by using English is to include English material in the learning curriculum in schools. Regarding elementary schools until colleges universities. In accordance with the basic application of the English language contained in the regulation of the Ministry of Education and Culture (Permendikbud) Number 68 year 2013 concerning " Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/ Madrasah Tsanawiyah " (The Basic Framework And Structure Of The Curriculum Of Junior High Schools / Madrasah Tsanawiyah), at point B about subjects materials which states that English gets an allocation time of 4 hours of subjects in a week.[3] It affirms that learning English language is very important so that every school in Indonesia emphasize that learners have to be able to speak English well in order to compete competitively in the global world. Language is a tool of communicating with others and is a medium of communication between people of a nation and other nations.[4] From this function, English learning must be directed more towards how to make English language as a communication tool. So in English learning, which there are four language skills taught (speaking, reading, listening and writing), speaking skills are preferred more than the other three skills.

Speaking skills including fluency is the component that should be mastered in communication. Richard defined that Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.[5] He also states that fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to

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[3] Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 68 Tahun 2013
[4] Sirbu, Anca. 2015, " The Significance of Language As A Tool Of Communication ", Published by "Mircea cel Batran" Naval Academy Press, Constanta, Romania
[5] Richards, Jack C. 2006. *Communicative Language Teaching Today*. Cambridge University Press. P : 14

avoid communication breakdowns.[6] So, by implementing the activities focusing on fluency, the student can use the language they have learned freely to deliver their own feelings or ideas without afraid of making mistakes. Moreover, Friederike stated in his book that there are several kinds of activities that can be used for teaching speaking fluency like interviews, guessing games, questioning activities, jigsaw text, role play, simulation, and story.[7] All those activities can be used by the teacher to improve the student fluency in speaking based on the student level, classroom size and also the student atmosphere in the class.

Al-Islam junior high school in Nganjuk is one of the educational institutions who feels the need of English as a communication tool. The educational institutions which are under the auspices of the Al Islam Islamic Boarding School Foundation, feel that English is an international language that is really needed in facing the global market. Furthermore, they realize that all this time their educational weaknesses are due to the weakness of English communication and students must be equipped with English as a communication language to overcome these obstacles.[8] Therefore, the institution that was established in 1992 was taught a lot of activities of language skills that support the fluency of students in communicating both in the classroom and outside the classroom as an effort to develop the language.[9] The language programs activities compiled by Al-Islam boarding school are an increase of 2 languages, those are Arabic language and English language. And the focus of the program is on the speaking skills (*maharatul kalam*).[10]

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[6] Richards, Jack C. 2006. *Communicative Language Teaching Today*. Cambridge University Press. P : 14

[7] Klippel, F. (1984) *Keep Talking*, *Communicative Fluency activities for language teaching*. Cambridge University Press.

[8] The interview results with Mr. afif salim fuadi, S. Pd, Leader of Al-Islam Boarding School foundation, on Saturday, 4 August 2018

[9] Profile of Al- Islam Boarding School Nganjuk, page 2

[10] The interview results with Mrs. Iffah Salamah, M.Pd., The vice of Al-Islam Boarding School foundation, on Saturday, 25 August 2018

Moreover, related to the purpose of English language fluency, Al- Islam modern boarding school have their own characteristics in term of language program activities outside the classroom to sustain language skills like : *muhaddastah yaumiah* (Daily Conversation), *tazwidul mufrodat* (adding vocabulary), *al khitobah* (speech) and *usbu'ul lughoh* (English week). What make it difficult to find in other islamic boarding school is Al- Islam has a routine programs like : *Muhadharah* (English Discussion), *munadharah* (Debate *), tahqy al qhasas* (telling story), *tamtsiil* (drama), *qira'atus syi'ir* (reading poem), *qira'atul khabar* (reading news) and huting tourism[11] which really helpful to make the student of Al- Islam get used to speaking English fluently.

In this modern Islamic boarding school, English is not only taught at a teaching material in the class, but also there is an obligation to use English as a daily language conversation in the boarding school. The regulations that require students to communicate in English is not only applicable in class only but also in all places in the boarding school. For example when students are eating in the kitchen, when students are stand in line in the bathroom, when students are playing ball or sports, even when students are working to clean the dormitory environment on holiday they also communicate in English language. There is no day without using official language. Because this modern Islamic boarding school emphasizes the mastery of the foreign languages of English and Arabic, then the rules imposed require students to communicate with English in the first week and communicate using the Arabic language in the next week. The students are accustomed to conversing using English and Arabic language and follow some kind of activities focusing on their fluency in using the language because one of the main purposes of Al- Islam Boarding school is to create their student to be able to communicate fluently in Arabic and English.

Students learn English lesson more than Arabic lessons. They get Arabic language lessons only 2 credits while for English lesson

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[11] Ibid

they get 4 credits in a week. From the phenomenon above, the fact that should occur is that students are fluent in English more than Arabic, especially in daily conversations because English is taught more than Arabic. But the facts that occur in the field, students are more fluent in using Arabic language in daily conversations rather than English language. A preliminary study conducted shows that in conversing English language some students have no worried to speak up. They have no troubles to deliver their ideas in a good way. But most of them are having difficulties and need too much time to think of what word or sentence they are going to utter in English language but not in Arabic language.

For that reason, the researcher considers this interesting and needs to be researched and studied, so that it can be known what kind of fluency activities and what are the factors that cause students' difficulties in speaking English. In this regard, the researcher is interested in conducting the research at modern boarding school Al-Islam Sukomoro Nganjuk by using a qualitative descriptive method. The researcher wants to know how is the implementation of the activities focusing on fluency taught in Islamic boarding school Al-Islam so that students are able to master English fluently. Moreover, learning a foreign language may have some problem external and internal. There will be many problem and obstacles experienced by the students in carrying out these activities so that researcher needs to examine the difficulties experienced by the students in implementing activities in the scope of this the activities focusing on fluency.

Research on speaking focusing on fluency has been also investigated by some researchers in some places. A study conducted by Yingjie I. J.[12] entitled "The Implementation Of Speaking Fluency In Communicative Language Teaching In University Of Sothern Queensland, Australia." This journal has a purpose to investigate a gap between the principle of CLT and its practice in the EFL class.

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[12] Yingjie I. J. "*The Implementation Of Speaking Fluency In Communicative Language Teaching: An Observation Of Adopting The 4/3/2 Activity In High Schools In China*" In University Of Sothern Queensland, Australia

The research in the article is associated with the EFL learners' speaking fluency and the context of communicative language teaching. The researcher uses the theory of Ellis and Sinclair who advised the language learners are supposed not to make pauses, instead of speaking meaningfully and naturally, with no excessive repetition. This is a quantitative approach. So for the instrument, the researcher uses a kind of questioner with 6 question. The observation was held for three months with a 14 weeks period. The finding of this research suggested that communicative language teaching and learning should be in a motivated, stress-free, interesting and practical language learning environment. Yingjie's research is different from this study since it focused only on one activity (4/3/2 technique) inside the class, while researcher's study explores the activities focusing on fluency inside and outside the classroom.

Another study , entitled *"It's Always More Difficult Than You Plan and Imagine": Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea* conducted by Defeng Li[13] found that, from 18 participants that answer the questionnaire, 12 of them reported that they had tried CLT before attending the teacher education program in Canada and they have encountered difficulties in such attempts. The instrument used are the interviews from the teacher and also the questionnaire. The results suggest that, to adopt CLT, EFL countries like South Korea will need to change their fundamental approach to education and that implementation should be gradual and grounded in the countries' own EFL situations. Defeng li's research focuses on the scope of communicative approach while researcher's research will focus on the activities focusing on fluency contained in Islamic boarding schools Al-Islam Nganjuk and difficulties faced by teachers and students there.

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[13] Defeeng Li ,"*It's Always More Difficult Than You Plan and Imagine": Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea* " Chinese University of Hong Kong.

Therefore, the researcher is interested in conducting research entitled The activities focusing on fluency in English Language Teaching in Al-Islam Junior High School Sukomoro Nganjuk. It is expected to get a full picture of the various the activities focusing on fluency and methods applied in English learning in Al-Islam boarding school. The subject of this research will be the female student grade 8 because they already learn how to communicate using English for one year in grade 7. Furthermore, the researcher also examines the difficulty faced by the students there in order to be taken positive value for other educational institutions and also can be evaluated for modern Islamic boarding school Al-Islam itself.

B. RESEARCH QUESTION

Based on the background above, then the outline of a concern in this paper are :

1. What kind of activities focusing on fluency exist in English Language learning at SMP Al Islam Sukomoro Nganjuk?
2. What are the difficulties faced by the students in implementing Speaking Fluency in English Language learning at SMP Al Islam Sukomoro Nganjuk?

C. OBJECTIVES OF THE STUDY

After arising research questions above, this study supposed to consequently answer the research questions, so the objectives of the research are :

1. To identify the activities focusing on fluency in English Language learning at SMP Al Islam Sukomoro Nganjuk
2. To find the difficulties faced by the students in implementing speaking Fluency in English Language learning at SMP Al Islam Sukomoro Nganjuk

D. SIGNIFICANCE OF RESEARCH

The significance of research that held in 8th grade of Al-Islam Junior high School Sukomoro Nganjuk are :

1. For readers,

To increase the treasury of the reader's knowledge of the relevance that can be embedded in English language learning. Moreover, the readers will know the importance of the activities focusing on fluency for the better goals and objective of the learning process

2. For students and teachers,

This research can give the students and teachers more knowledge and deep understanding about the activities focusing on fluency in English language learning and also the difficulties faced by the teacher and the student in doing this activity

3. For the next researcher,

The next researchers are expected to take a benefit from previous information result within the study in relation to speaking skill component especially in term of fluency: language is on acceptable level. Moreover, the result of this research is also useful for the researchers who want to do their research related with the student difficulties from an external factor.

E. SCOPE AND LIMITATION

This study will focus on the activities focusing on fluency on the Al-Islam Boarding school based on Penny Ur theory: Learners talk a lot, Participation is even, motivation is high and language is of an acceptable level. But on this research, the researcher will only limit it on just three aspect: learners talk a lot, participation is even and motivation is high. So not all of the aspect that will be examined because the last aspect has been implemented by Al Islam based on the government curriculum reference. So it is appropriate based on the level of the student there. While the

researcher uses Penny Ur theory to investigate the students' speaking difficulties. Particularly in terms of inhibition, nothing to say, low participation and mother tongue-use factors. The subjects will be the eighth grade who have known and been familiar in speaking English for the last one year. Furthermore, they have taken their speaking examination on their final test.

F. DEFINITIONS OF KEY TERMS

In this research, the researcher uses several terms related to the topic of the study. To avoid the misinterpretation about the title of this study, the researcher will explain the several key terms that are used in this study. The terms are :

1. English Learning Process

Successful mastery of the second language will be due to a large extent to learners own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.[14] In this research, the language learning process refers to the process of students capability development in using English.

2. Fluency

Definition of speaking fluency based on Fillmore's: a) the ability to talk at length with few pauses; b) be able to produce sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d) language use should be creative and imaginative.[15] In this research, fluency refers to the ability to speak as naturally as possible without taking too much time to think.

3. Fluency Activity

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[14] Brown, H. D. 2001. Teaching by Principles: An Interactive Approach to Language pedagogy.N.Y: Longman
[15] Fillmore, C. J. (1979). On fluency. In D. Kempler & W. S. Y. Wang (Eds.), Individual differences in language ability and language behavior (pp.85-102). New York: Academic Press.

Some kind of activity where learner used the language they have learned, use it freely even if they make mistakes.[16] In this research, the activities focusing on fluency means activities that support someone to have the capability to speak as naturally as possible without taking too much time to think.

4. Difficulties in Speaking

Some problem that occurs in the interactive process of constructing meaning that involves producing, receiving, and processing information.[17] While in this research, difficulties in speaking is some obstacle faced by students in implementing speaking fluency.

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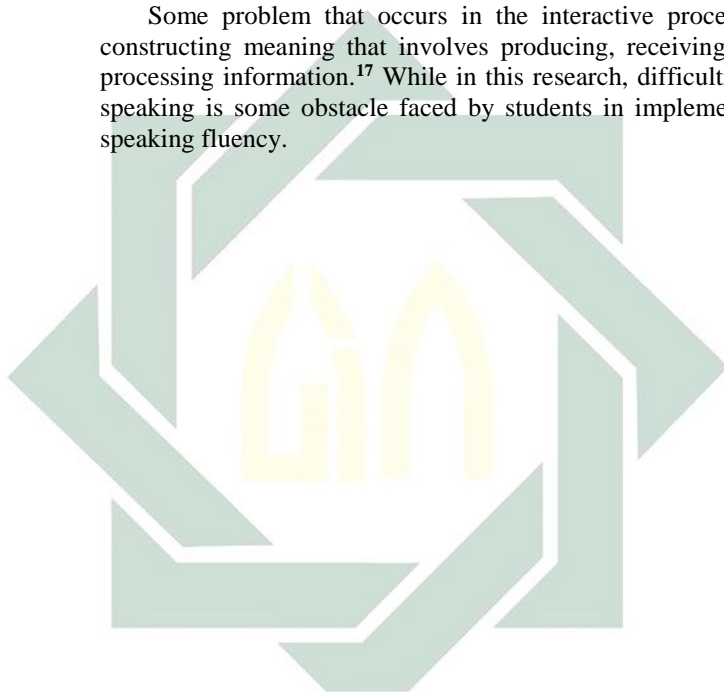
[16]Byrne, Donn. (1987). Longman keys for language teaching. Techniques for Classroom Interaction. (pp.7-8). Singapore: Academic Press.
[17]Burns, A. and Joyce, H. (1997) Focus on Speaking. Sydney: National Centre for English Language Teaching and Research.

CHAPTER II

THEORETICAL BACKGROUND

This chapter covers several theories and previous studies related to the research. It presents a review of the related literature as the foundation of the research which is considered necessary to gain the knowledge of related theories from many sources. Previous studies are also presented to expand the foundation of the research in order to obtain the comparison.

A. Speaking Skill
1. Definition of Speaking

There are four skills in language learning: Speaking, Listening, Reading and writing.[18] All of them are very important to be learned in mastery a second language. Listening and reading are represented as reseptive skills while speaking and writing are represents as productive skills.[19] The mastery of speaking skills in English is a priority for many second or foreign language learners.[20]

According to Chanay, speaking skills is the process of building and sharing meanings through the use of verbal or non-verbal symbol in a variety of context.[21] Nunan adds that speaking is the productive oral skill which consists of producing systematic verbal utterance to convey

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[18] Larsen-Feeman, Diane, 2000, "Techniques and Principals in Language Teaching. Oxford: Oxford University Press

[19] SILInternational, 1999, "The Four basic language skills." Available from:*http: //www.sil.org/lingualinks/language learning/OtherResources/GudlnsFrALnggAn dCltrLrnngPrgrm/FourBasicLanguageSkills.htm*

[20] Richards, Jack C, 2006. " Teaching Listening and Speaking : From Theory to Parctice." Cambridge University Press

[21] Ann L. Canay and Tamara L. Burk, 1998, " Teaching Oral Communication in Grades K-8." Boston Allyn & Bacon, P: 13

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meaning.[22] This is because speaking represents a skill that needs a practice and master. From the above definition of speaking, speaking can be defined as the way the speaker produce a language and how the speaker uses the language as a tool to communicate with others.

2. Component in Speaking

There are at least four component in speaking skill based on Richard and Renandya. Those are grammar, pronunciation, vocabulary and fluency.[23]

2.1. Grammar

Based on Jefrey Coghilll, The grammar of a language is the set of rules that govern its stucture.[24] Grammar determines the arrangement of the word becoming a language unit which has a meaning. Grammar is important in speaking skills in order to make learner arrange a correct meaningful sentence in a conversation. Moreover, Grammar has eight part of speech. Those are : Pronoun (ex: me, mine, my self), Noun (ex: Richard, Table, horse), Verb (ex: sleep, eat, work), Adjective (ex : smart, excited, beautiful), Adverb (ex: Quickly, mostly, very), Determiner (ex: some, a, any), Preposition (ex: on, it, beside) and conjunction (ex: and, because, therefore). Learning a grammar is needed in order the learner can arrange a correct sentence.

2.2. Pronunciation

Basically, Learner who learn a foreign language will have a difficulties to pronounce

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[22] David Nunan, 2003, " Practical English Language Teaching. " (Boston : McGraw Hill) P. 48

[23] WA Renandya, and J C Richard, 2002, "methodology in Language Teaching : An Anthology of Current Practice." (Cambridge: Cambridge University Press)

[24] Coghill, Jefrey & Stacy Magendanz, 2003, " English Gramar . " McNese State University in Lake Chares, Los Angeles

well. They will replace the sound with their mother-tounge sound they already has. Because every language has a different sounds. Based on Oxford Advanced Learner's Dictionary 2001 edition, British English has 25 sounds of consonants, 14 vowels and 8 diphthongs. A little different with American English, which only has 25 consonants, 13 vowels, and 5 diphthongs. While Indonesian language has about 21 consonants, 5 vowels and 3 diphthongs. In English, a word is pronounced with a certain stress at the beginning of a particular syllable. While Indonesian language has no rules regarding a stress. A word can be spoken with or without pressure (generally not) and does not affect meaning. Therefore Indonesian-speaking learners will be less likely to pay attention to these pressure rules when saying the sound of an English word. This can lead to lack of clarity for those who listen it. For example, some English word must be pronounced with the pressure in the first syllable while the other word must be said with the pressure on t he second syllable. Moreover, The consonant at the end of the English word are always clearly sounded. For example: job, grab, dead.

2.3. Vocabulary

In learning a foreign languages, the basic vocabulary that we have in that language is one of the most important micro skills to develop. Of course, all micro skills such as grammar, vocabulary, pronunciation are very important. But all will be difficult if you communicate without vocabulary rather than without grammar.

Vocabulary is a list of word with their meaning.[25] Learning a language without knowing the vocabulary will result some communication in a meaningless way.

Therefore, the component of speaking above like : grammar, vocabulary, fluency and pronounciation are important to be mastered in order to increase the ability in speaking.

B. Fluency
1. Definition of Fluency

Fluency has always been challenging to define.[26] It makes the experts characterized it into some kind of characteristic. Fillmore's [27] characterized fluency as four kind. The first is " The ability to fill time with talk." It means that someone who has this characteristic of fluent don't need many time to stop and think about what will they say next. They just keep talking without a pause like saying "emm" to explain what they want. The second is the coherences of sentence when it's produce by the fluent using lexical and syntactical resource appropriately. The third is chosing the appropriate content for the appropriate context. The last is to be creative and imaginative, so that it can be efficient to use the language.

Furthermore, Hedge also stated that there are three characteristics in fluency. The first is the coherent response within the turns of communication; the second is appropriate use of linking different devices; and the third

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[25] Oxford University, 2003, " Oxford learner's Pocket Dictionnary" (Uk : Oxford University Press) P. 482

[26] Glenn Flucher, University of Leicester. Cambridge English Centenary Symposium of speaking assessment 1913-2013

[27] Fillmore, C. J. (1998). On fluency. In D. Kempler & W. S. Y. Wang (Eds.), Individual differences in language ability and language behavior (pp.85-102). New York: Academic Press.

is intelligible pronunciation and proper intonation.[28] Hedge emphasized that fluency development is very important because speaking fluency can improve the self confident of the learner and also makes the learner feel comfortable to use the language.

Moreover, Brumfit characterized fluency as an existing in a relationship of polarity with 'accuracy', and describing it as "natural language use". [29] Natural language use here means that the fluent talk like the native speaker without thinking about the accuracy but still note make the audience or listener confused in understanding the word. Richard also state that the strand of fluency is a measurement of one's communicative proficiency level. As a result, it is obvious that the speaking fluency is an important component of the communication competence.[30] Based on above definition of fluency from expert, Paul Nation conclude that the measurement of fluency can be seen as : (a) The speed and flow of language production ; (b) The degree of control of language item : (c) The way language and content interact.[31] From these three aspects, we can measure the fluency of a person in the language. Like how fast the person talks and how many seconds the person takes time to think.

Fluency is also one of the criterions carefully examined in the standard proficiency tests such as IELTS. Each test has a certain standard that measures 4 skills such as speaking, listening, reading and writing. Each skill has certain criteria to be assessed. Including speaking skills.

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[28]Hedge, T. (2000). Teaching and learning in the language classroom. Oxford: Oxford University Press.

[29] Brumfit, C. (1996). Communicative methodology in language teaching: The roles of fluency and accuracy. Cambridge: Cambridge University Press

[30]Richards, J. C., Platt, J., & Weber, H. (1999). Longman dictionary of applied linguistics. London: Longman.

[31] Paul Nation, Improving speaking fluency. English language institute, Victoria university of Wellington, New Zealand. Vol : 17, No. 3. P : 377-384 (1989)

Speaking has four criteria that can be measure such as fluency, coherence, pronunciation, lexical resources, grammatical range and accuracy. Cloe stated that the first criterion in the IELTS is a properly paused undergraduate exam.[32] He puts it on the first criterion because it wants to explain to us that achieving a minimum score on an IELTS test is very influential on graduation.

Fluency in language use is one of the goal of communicative language teaching (CLT). While communicative language teaching can be define as a set of principles about the goal of language teaching. There are so many changes of syllabus design and methodology in language teaching for the last 50 years and communicative language teaching encourage rethinking about the changes of syllabus design and methodology. Richard classify the trend of language teaching for the last 50 years into three phases such as traditional approaches, classic communicative language teaching and also current communicative language teaching.[33]

The first phases is traditional approaches. It was used on the up to 1960 s. This approach was emphasized on grammatical competence as the basic of the language proficiency. This approach also believed that the learner can learn grammar trough the drilling method. The grammar taught deductively and also inductively. For the example : The teacher explain the grammar rule and then the student can practice it based on the teacher explanation before (deductive). Besides, The teacher give the example of sentence that contained grammar rule and then the student can work out to make their own sentence that also contained the same grammar rule (inductive).

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[32]Cloe, D. (2011). Ielts speaking- band scores [Blog post]. Retrieved from http://www.dcielts.com/ielts-speaking/band-scores-explained-2/

[33]Richards, Jack C. 2006. *Communicative Language Teaching Today*. Cambridge University Press

This approach also has a kind of typical learning that familiarity known as P-P-P (Presentation- Practice- Production). This P-P-P is more likely include on accuracy activity rather than fluency activity. Then the second phases is classic communicative language teaching. It was trend on the 1970s up to 1990s. This approach arises from the many comments that the traditional approach is far from learning mode. In addition, the traditional approach emphasizes more on the grammatical process while the required skills that we need is communicative competence. So the main point on this approach is to know what to say and how to say it appropriately. Moreover, the grammatical rule, syllabus design and also methodological theory do not contain this kind of activity so that they assumed this knowledge will be covered informally. After this communicative competence taught in informal teaching, many people in the language teaching profession argued that communicative competence, not just grammatical competence, should be the goal of language teaching. After many questions that arise over these constraints, the expert found an answer that communicative language teaching (CLT) will be the new approach. All teachers and also educational institution from the whole world enthusiastic to rethink of the new syllabus, classroom design and also their lesson plan based on communicative language teaching approach which emphasized that grammar is not the starting point to be learned by the student.

Instead deciding the vocabulary and also grammar that should be master, the process of rethink this communicative language teaching have to concern on designing the syllabus. There are some argument that the syllabus should contain the following aspect in order to maximize the communicative competence of the learner :

1) The purpose of which the learner wish to acquire the target language. For instance : For the educational purpose, the business purpose or for the travel purpose
2) The setting of the learner when they use the target language. For instance : In the hospital, in the kitchen or in the restaurant
3) The assumption of the role of the learner when using the target language. For instance : as a police, as a doctor and as a pilot
4) The communicative event when the learner wish to be participate. For instance : In the formal party, In the informal conversation or on the vacation.
5) The language function or what the learner can do with that language. For instance : For introducing their self, for explaining or for describing something.
6) The notion or concept that the learner need to be able to discuss. For instance : about history of Islam, about environmental problem or about religion
7) The skills involved in some discourse. For instance : telling a story, reading some news or writing a poem
8) The variety of the target language that the learners need. For instance : American, British English or Australian
9) The grammatical content that the learner will need
10) The vocabulary or lexical content that will be needed. [34]

Those ten aspect led the new important movement in 1970 s and 1980 s for English for specific purpose (ESP) movement and also communicative language teaching syllabus such as (a) A skill-based Syllabus ; (b) A functional Syllabus ; (c) A national Syllabus ; (d) A task Syllabus ; (e) A

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[34]Van Ek, J., and L. G. Alexander (1980). Threshold Level English. Oxford: Pergamon.

threshold Syllabus. Since the communicative language teaching use in all over the world, it has some characteristic that can be mention as follows:

1) a focus on communicative functions; [35]

2) a focus on meaningful tasks rather than on language per se (e.g., grammar or vocabulary study).[36]

3) efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situations. [37]

4) the use of authentic, from-life materials. [38]

5) the use of group activities. [39] and

6) the attempt to create a secure, nonthreatening atmosphere. [40]

So, based on the characteristics above it can be conclude that fluency can be describe by the aility of someone who master a language without

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[35]Larsen-Freeman, D. (1986). Techniques and principles in language teaching. New York: Oxford University Press.p. 132

[36]Richards, J. C., & Rodgers, T. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge: Cambridge University Press., p. 69

[37]Canale, M., & Swain, M. (1980). Theoretical basis of communicative approaches to second language learning and testing. Applied Linguistics, 1, 1–47.

[38]Dubin, F. (1995). The craft of materials writing. In P. Byrd (Ed.), Material writer's guide (pp. 64–78). Boston: Heinle & Heinle

[39]Finocchiaro, M., & Brumfit, C. (1983). The functional-notional approach: From theory to practice. New York: Oxford University Press.

[40]Taylor, B. P. (1983). Teaching ESL: Incorporating a communicative, student-centred component. TESOL Quarterly, 17, 69–88

taking too much pause and too much time to think of what word or sentence they are going to utter

2. Activities Focusing on Fluency

Penny states that there is a significant difference in activities that focus on the fluency with activities that focus on the accuracy of the language. The kind of activities that focus on the fluency of language can be seen as follows :

1) Learners Talk a lot

National Education System Law No. 20/2003 Chapter I article 1 (1) stated "what is meant by education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their own potential". This is theoretically called student-centered learning that is adopted into the national education system. This activities make learners respond quickly, they rarely pause for reason of grammar or word choice

2) participation is even

How to distinguish students who are actively participate in learning and students who are not active? Students who are participate in learning active in both physically and mentally. Of course a teacher can make observations to distinguish between students who are actively learning by looking at the characteristics. All students who are actively learning have characteristics that can be easily observed. These characteristics are: (1) Knowledge

experienced, learned, and discovered by students; (2) Students do something to understand the subject matter (building understanding); (3) Students communicate their own thoughts; (4) Students think reflective. The activities that contain those characteristics make all student get chance to speak, not dominate by a minority of talkative participant.

3) Motivation is high

Student learning motivation is a very important thing for student learning achievement. In this case, of course the teacher has an obligation to always be able to maintain and improve the learning motivation of students. USAID DBE3 Life Skills for Youth stated that there are some ideas that can be used by teachers to improve student learning motivation. Those are : diverse learning methods, student-centered learning, involving teachers during the process of achieving student outcomes, and rewarding students. By increasing the learners motivation it can make learners are eager to speak because the topic are various and interesting.

4) Language is on acceptable level

This activities have a relevant utterances and easily comprehensible to each other.[41] So that the student feels comfortable to use the language

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[41] Ur, Penny. 2009. *A Course In Language Teaching, Practice and Theory.* Cambridge University Press. P.120

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Furthermore, the activities focusing on fluency need more attention from the teacher. The teacher need to give feed-back of their student in order the learners know which part their lack and their strength. The activities used should be interesting and stimulating. Friederike[42] stated in his book that there are several kind of activities that can be used for teaching speaking fluency like :

1) Interviews

The interview activities can take several forms. For example : a. interview with guests b. interview with classmates. Interviews can be carried out by determining a certain topics.

2) Questioning activities

This questioning model can be done for example the teacher asks one question and one student answers, then the student has also turn to asks to the second student. The second student should answers, then the second student asks, the third student answers, so on, so that all students in the class become active questioning and answering.

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[42] Klippel, F. (1984) *Keep Talking*, *Communicative Fluency activities for language teaching*. Cambridge University Press.

3) Conversation

In free conversation activities, the teacher need to sets the topic of the conversation. Learners are given the opportunity to have a conversations about the topic freely. Students should be divided into several groups consist 4-5 people, so that students have sufficient opportunities to practice. Teachers in this case are supervisors of each group, and give special attention to groups that are considered weak or look less fluent and less passionate in conducting conversations.

4) role play

Role play is an activity that contains recreational elements, so playing role play has a pleasant effect on learners. But not every learners are gifted or has an interest in role playing. Therefore the teacher need to chooses a certain students to play the drama, while the other students act as spectators. This does not mean that those who benefit from the activities of this role play are only those who play. The audience will also reap the benefits in the receptive aspect (listening and understanding).

5) Speech

Speech for students is actually a high-level conversation activity. So that it requires several other skills, such as dialogue, storytelling and so on. This is necessary because this speech activity is always official and requires a better language style. Therefore, sufficient preparation time is needed.

6) Telling Story.

Students tell a story which they have ever heard or their own story that they have already exerienced. By story telling, students can improve their speaking ability and attention from the class.

All those activities can be used by teacher to improve the student fluency in speaking based on the students level, classroom size and also the student atmosphere in the class. In the other hand, Thus activities are different with some kind of activities that focus on accuracy that can be mention as follows :

a) Focus on the formation of correct examples of language

b) Reflect classroom use of language

c) Practice language out of context

d) Practice small samples of language

e) Do not require meaningful communication

f) Control choice of language[43]

Despite both of fluency activity and accuracy activity are different but actually both of them support each other. So that is the reason why The teacher are recommended to use it balance in the classroom in order to reach the goal of communicative language teaching.

C. Problems in Speaking Fluency

Learning to speak a foreign language is difficult for some student because effective oral communication requires the ability to use the language appropriately. Regarding some experts in teaching and learning language, there are various problem that faced by student in speaking. Richard emphasizes that the role of institusions, teachers and learner are important for effective learning.[44] In the other hand, Brown stated that motivation is an affective factors that become a central role in

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[43]Richards, Jack C. 2006. *Communicative Language Teaching Today*. Cambridge University Press

[44] Richard, J.C, 2001, "*Curriculum Development in Language Teaching* " New york: Cambridge University Press.

learning language.[45] In short, the problem in speaking can be classify into at least two factors that usually becoming the student's difficulties. Those are internal factor and external factors.

1. **Internal Factors**

From the preliminary research, the researcher found that some student at Al-Islam Boarding school feels that no matter how much they know about the English language, they still face many obstacle in speaking language. Ur states on his book " A course in Language Teaching " that there are 4 common problems that usually becoming the student's difficulties factor. Those are : Inhibition, nothing to say, low or uneven motivation, mother tongue-use.[46]

1.1. Inhibition.

C.W. Russel stated that Inhibition is a development of a self control. Laha also stated that Inhibition is the common problem faced by student in learning a second language.[47] It makes learner afraid of making mistakes because they are fearful of criticism by the other people. Inhibition also make learners afraid of loosing face, nervous, and shy to be people's attention. So that it is important to make the learner understand that making

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[45] Brown, H.D, 1995, " *Principle of Language Learning and teaching 5th edition*" New York: Pearson Education Press.

[46] Ur, Penny. 2009. *A Course In Language Teaching, Practice and Theory.* Cambridge University Press. P.121

[47] Latha. B, 2012, " *Teaching English as a Second language: factors affecting learning speaking skills* ". India. International journal of engineering research and technology (IJERT), 1 (7), September 2012

mistakes means making experience to reach the goals of learning.

1.2. Nothing To Say

Some student who didn't feel inhibited sometime argue that they don't have any word to say. They have no motive to express them selves, They also have no idea about what should they say.

1.3. Low or Uneven Participation

This factor make some other learners are dominate, while others speak only a little or even not speak at all. Tatar stated that particiation in the class has the big role in reaching the goals of language learning.[48] Every learners need to participate actively in the class in order to increase the quality of discussion during the lesson.

1.4. Mother-Tongue Use

The students tend to use a mother tongue with their classmate because it's easier and feel weird to speak a foreign language. The usage of mother tongue can influence the student in the use of the English language. For the example the structure of their mother tongue will be different with the English structure and it will confuse them.

In short, different with children, adults are focus on how they judge by the other. This sensitivity make a highlight to anticipate from

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[48] Tatar. S, 2005. *" Why Keep Silent? The Classroom Participation Experiences of Non-native-English-speaking-student. Language and Intercultural "*, 5, P. 284-293

making mistakes about what adults say. The difficulties above is the difficulties that are born from the internal factors (affective factors) of students. And those difficulties are a theory that will used by the researcher to make a benchmark when researching the difficulties faced by the student in speaking English at Al- Islam Boarding school.

D. Previous Study

Previous study is a brief description of the study or research that has been done around the problem to be examined so it is clear that this review will not be a repetition or duplication of existing research. There are several previous studies that have similarity with this research.

First research is written by Paul nation[49] entitle " Improving Speaking Fluency In English Language Institute, Victoria University Of Wellington, New Zealand " . His paper was printed in great Britain. This paper examines the improvement of learners of English during the performance of a speaking activity. Paul find that some teachers has the same idea about activities in developing fluency. Those are focus on the learners attention on the message that will be delivered in their communication and it is not about the language formula. So here he use the 4/3/2 technique. There are three important feature in this technique. The first is the speaker should has a different listener each time they speaks. The second feature is the speaker repeats the same talk to improve their confidence in delivering the speech. And the last is about reducing the time available in deliver each speech. Paul wonder does the

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[49] Paul Nation, " *Improving Speaking fluency in English Language Institute, Victoria University Of Wellington, New Zealand* " System, vol.17, no 3, pp. 377-384, 1989.

4/3/2 technique increase fluency? So he carefully observe about what the speaker do during the speech. he found that this technique can directly affect fluency because this technique gives learners the opportunity at a level which is superior to their normal performance.

The second journal is conducted by Yingjie I. J.[50] entitled "The Implementation Of Speaking Fluency In Communicative Language Teaching: An Observation Of Adopting The 4/3/2 Activity In High Schools In China" In University Of Sothern Queensland, Australia. this journal has a purpose to indentify a gap between the principle of CLT and its practice in the EFL class. The research in the article is associated with the EFL learners' speaking fluency and the context of communicative language teaching. So there are three question mention in this journal : Question 1: Is the speaking fluency well developed in the EFL class in China? Question 2: Is speaking fluently a trainable skill through CLT in the EFL class? Question 3: What are the major achievements to implement the 4/3/2 activity? So to answer those question the researcher use the theory of Ellis and Sinclair who advised the language learners are supposed not to make pauses, instead speaking meaningfully and naturally, with no excessive repetition. Moreover, de Jong and Perfetti argued that the 4/3/2 activity not only develops speaking fluency which transfers to new topics after training, but also changes the processing of language knowledge due to proceduralization which enables fluent production pausing less and filling more in the speech. This is a quantitative approach. So for the instrument, the researcher use a kind of questioner with 6 question. The observation was held on three month with a 14 weeks period. The finding of this research

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[50] Yingjie I. J. "*The Implementation Of Speaking Fluency In Communicative Language Teaching: An Observation Of Adopting The 4/3/2 Activity In High Schools In China*" In University Of Sothern Queensland, Australia

suggested that communicative language teaching and learning should be in a motivated, stress-free, interesting and practical language learning environment.

The third journal is conducted by Ali Derakhshan1, Atefeh Nadi Khalili2 & Fatima Beheshti2 in Department of English Language and Literature, Golestan University, Gorgan, Iran 2 Department of English Language Teaching, Gorgan Branch, Islamic Azad University, Gorgan, Iran. Their title is " Developing Efl Learner's Speaking Ability, Accuracy And Fluency "[51] This journal is talking about how the way teacher develop Efl learner's speaking ability, accuracy and fluency. The researcher use the theory of Celce-Murica. It stated that Teachers can use a funny discussion and ask students to talk about their best moments that they ever had. The finding of this research are some activities that can be used to develop the learners speaking ability, accuracy and fluency. And it's end up with the conclusion that role-play, pictures, flash cards, graphs, chants and interview can improve learners' pronunciation, grammar, every day speech and real word activities

The next journal is conducted by Maryam Dobahri Bandari entitled " The Impact Of Teaching Chunks On Speaking Fluency Of Iranian Efl Learners "[52] Chabahar Maritime University Iranian Journal of English for Academic Purposes JEAP (Previously Published under the title: Maritime English Journal). this journal examined weather

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[51] Ali Derakhshan1 *" Developing Efl Learner's Speaking Ability, Accuracy And Fluency "* ; Vol. 6, No. 2; 2016 ISSN 1925-4768 E-ISSN 1925-4776 Published by Canadian Center of Science and Education

[52] Maryam Dobahri Bandari " *The Impact Of Teaching Chunks On Speaking Fluency Of Iranian Efl Learners* " Chabahar Maritime University Iranian Journal of English for Academic Purposes JEAP, (2015) vol. 1 No.4, 36-47(Previously Published under the title: Maritime English Journal)

chunks activity is appropriate to develop speaking fluency of Iranian Efl learner. The theory that used by Maryam stated that " the complexity of speaking task and also familiarity of the topic have significant role on second language speakers' ability to form lexis, syntax, and access chunks without false starts and undue hesitations". There are two category of participant and each participant will be explain trough student background and teacher background. after that the researcher will interview the participant twice. the first interview held at the beginning of the semester and the second interview held in the final semester. Moreover, the interview process will be recorded in order to see the number of chunk on it. The finding of this research stated that chunks did significantly improve the speaking fluency of the experimental group. It different with my research that not focus on only one activity but find out what kind of activity that can be use to improve the fluency of the learner.

The last journal is comes from Defeng Li [53] under the title "It's Always More Difficult Than You Plan and Imagine": Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea Chinese University of Hong Kong. This journal is talk about the difficulties in adopting Communicative Language Teaching (CLT) in Asia country. Because English language in Asia has been the second language so that it can be difficult to learn with CLT in the beginning. This research investigates the teacher prespective about the difficulties in using CLT approach. The result shows 4 categories of difficulties. Those caused (a) by the teacher, (b) by the students, (c) by the educational system, and (d) by CLT itself. And it also state that there are several point to resolve the conflict such as from the educational

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[53] Defeeng Li ,"*It's Always More Difficult Than You Plan and Imagine": Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea* " Chinese University of Hong Kong.

values and attention factor, students attitudes factor and also from the teachers attitude factors. In the end of the journal, Defeng li conclude that how teacher as the end of users of an innovation perceive its feasibility is a crucial factor in the ultimate success or failure of that innovation.

While previous research done by Paul[54] and Yingjie[55] focuses on the use of the 4/3/2 technique to implementing the fluency activity. Other research by Ali [56] also focuses on how the way teacher develop English learner's ability, fluency and accuracy based on the theory of Cece-Muria. While, Maryam[57] focuses on exploring weather chunks activity are appropriate to develop speaking fluency of Iranian's student based on Pawley & Syder. However, they miss to look at the students' difficulties toward implementation of speaking fluency. Therefore, researcher's study tries to fill the gap by focusing on students' difficulties in implementing speaking fluency in English language learning at SMP Al- Islam Sukomoro Nganjuk.

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[54] Paul Nation, " Improving Speaking fluency in English Language Institute, Victoria University Of Wellington, New Zealand " System, vol.17, no 3, pp. 377-384, 1989.

[55] Yingjie I. J. "The Implementation Of Speaking Fluency In Communicative Language Teaching: An Observation Of Adopting The 4/3/2 Activity In High Schools In China" In University Of Sothern Queensland, Australia

[56] Ali Derakhshan1 " Developing Efl Learner's Speaking Ability, Accuracy And Fluency " ; Vol. 6, No. 2; 2016 ISSN 1925-4768 E-ISSN 1925-4776 Published by Canadian Center of Science and Education

[57] Maryam Dobahri Bandari " The Impact Of Teaching Chunks On Speaking Fluency Of Iranian Efl Learners " Chabahar Maritime University Iranian Journal of English for Academic Purposes JEAP, (2015) vol. 1 No.4, 36-47(Previously Published under the title: Maritime English Journal)

CHAPTER III

RESEARCH METHOD

This chapter describes the methodology of research used involved research design, subject and setting of the study, research instrument, data collection technique, data analysis technique and data validity

1. RESEARCH DESIGN

    This research tried to investigates kind of activities focusing on fluency in Al-Islam Boarding school and also students' difficulties in implementing speaking fluency in English language. For this purpose, the appropriate approach for this research is the descriptive qualitative method. The researcher used interview design to get the data from the teacher. Besides, the researcher will use questionnaire to gather the data from the student as the object of the study. The participants of this research are 8th class in Al-Islam Sukomoro Boarding School Nganjuk.

2. SUBJECT OF THE STUDY

    This research was conducted at SMP Al Islam Boarding school Sukomoro Nganjuk because the regulation of this school is different rather than the other school. This school has the instruction to speak English language and also Arabic language as their daily conversation. So one week they should speak in English and the other week they should speak Arabic. In order to succeed this regulation, SMP Al-Islam boarding school have many kinds of activities focusing on fluency that support the regulation in all educational process.

    From the location of the above research, the subject of the study selected directly by the researcher. Determination of research subjects based on the needs of researchers who can provide information in accordance with the purpose of this study (purpose sampling).Based on Sugiyono, purposive sampling is determining

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the amount of the participants by considering certain consideration.[58] The subject of this study, in this case, is the student grade 8 female of SMP Al-Islam Nganjuk in English class that examined.

3. RESEARCH INSTRUMENT

The research instrument used in this study will be an interview guide and observation (for the first research question) and questionnaire (for the second research question) adopted from Penny Ur and Richard in defining the activities focusing on fluency. From the aspects proposed by these experts, this research only takes what kind of activities focusing on fluency and what is the difficulties faced by the student because it is mostly considered by the experts. The option for each question in the instrument is positive and negative responses.

In this study, each aspect of teacher's interview and students difficulties given in a brief explanation. Then, the researcher determined the indicators to be measured. Afterward, the indicators are broken down into the statements in interview and questionnaire. The interview used in this study is open-ended interview. Moreover, The questionnaire used in this study is closed-ended questionnaire *(See the appendix 1 for statements)*

The data source is the subject from which the data of a study is obtained. [59] The source of research data is also called a written source and action. [60]

4. DATA COLLECTION TECHNIQUE

The data collection in this research is done by way of in-depth interview and documentation. Interview is one of

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[58]Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 124
[59]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1996), P. 114.
[60]Lexy J. Moloeng, *Metodologi Penelitian Kualitaif*, (Bandung: Remaja Rosda Karya, 2002), P 113.

the primary elements to obtain data directly from the object under investigation. In this technique, the researchers come face to face with the respondents or subjects studied. Researchers asked the required data to the respondents. The results are recorded as important information in the study.[61]

The data collected by interview technique in this research is about the application and implementation of fluency activity at SMP Al-Islam Boarding School Nganjuk. While the data collected through documentation and observation technique are complementary data of primary data. The documentation used was an audio recording, scientific books, newspapers, or stories of students' experiences related to the activities focusing on fluency.

In short, for the first research question: The data collected by observation and in-depth interview with the teacher that recorded for the documentation.

While for the second research question: The data collected by giving a questionnaire to the female student class 8 to get information about their real difficulties in speaking fluency.

5. DATA ANALYSIS TECHNIQUE

The analysis done in qualitative research for the first research question is in-depth interview which is presented in the form of words (not numbers) consisting

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[61]Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfa Beta, 2008), P 63.

of three paths: data reduction, data presentation, and conclusion or verification.**[62]**

a. Data reduction

Data reduction is related to the process of selecting, focusing, simplifying, abstraction and changing the rough data contained in the written form of results from field notes. Data reduction occurs and is done continuously in the implementation of the research. Data reduction is done from the beginning of the research, especially when conducting interviews with informants that is an English teacher grade 8 SMP Al-Islam Nganjuk.

b. Data Presentation

The display of data is the collection of organized data from the information that deserves to be deduced and the determination of the next step.

c. Verification

The next step after the reduction and the data presented is the conclusion, temporary summary, or verification (verification of data).**[63]**

Furthermore, the questionnaire is used for the second research question. The researcher analyzed the data after being identified to the percentage. Percentage is the rate of something expressed as if it is

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[62]Suharsismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek...*, 23. also look at Moh. Nasir, *Metode Penelitian,* (Jakarta: PT. Buana Ilmu Populer , 2008), P 23.

[63]Noeng Muhajir, *Metodologi Penelitian Kualitatif,* (Yogyakarta: Reka Sanisin, 1996), P 31

part of a total which is 100.[64] In this research the percentage used to calculate how many students get problems in speaking English. To get the percentage of each item questionnaire, the researcher used the formula as stated below:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P = the percentage of students problems

F = the number of frequency of the respondent answer

N = the number of respondents

This formula is only used to know the percentage, but overall this study uses a qualitative approach.

6. DATA VALIDITY

In qualitative research, it is important to check the validity of data can be done by testing the validity and reliability (trustworthy). This step is important and indispensable, as it is one of the strengths in qualitative research that aims to rectify the data that were collected based on certainty whether the research results have been accurate or not measured from the perspective of the researcher, the participants, or the general reader.

One way to check data is by source triangulation. With correction and compare it against

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[64] Suharsismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*..., 23. also look at Moh. Nasir, *Metode Penelitian,* (Jakarta: PT. Buana Ilmu Populer , 2008), P: 54

different data sources. Then it is described, categorized where the result has the same views or not. After that this research can produce a conclusion.

7. SCHEDULE

The researcher was doing this research in July until September 2018. The researcher interviewed the English teacher and some student around the date and observed the activities focusing on fluency for the four meetings in the classroom and three weeks of the English week.
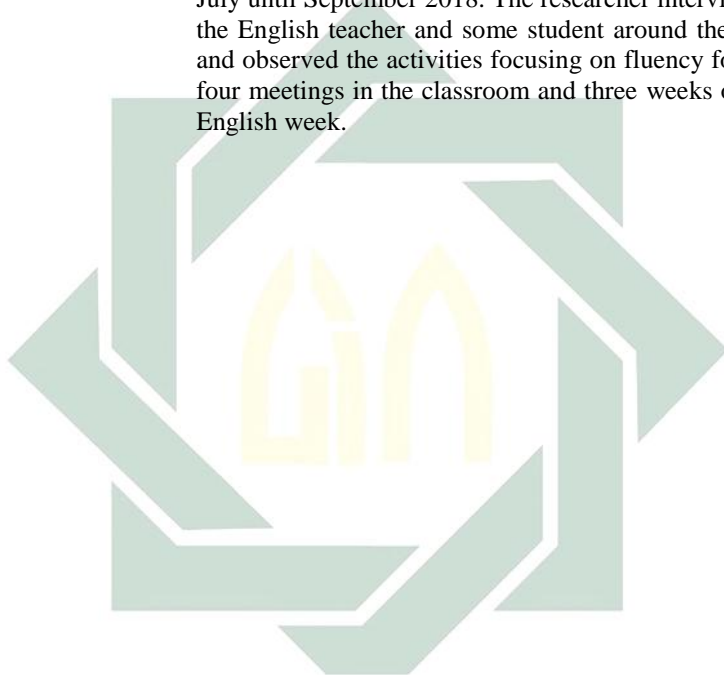
CHAPTER IV

RESEARCH FINDING

This chapter describes the result of the conducted research and the analysis of the data obtained from observation, interview, transcript and questionnaire. It also deals with the discussion of the data to answer the research problem of the study stated in chapter one.

A. Research Finding

In this part, the results of the instrument used for the research are collected and divided into two parts related to the research problem of the study in chapter one. Those are: 1. The implementation of activities focusing on fluency in Al- Islam junior high school and, 2. The difficulties faced by the student in implementing speaking fluency. Each finding was described and provided with the supporting data from observation, video recording, interview, transcript and questionnaire that will be described in the second subheading as follows :

1. The Kind Of Activities Focusing On Fluency

    In response to the first research question related with activities focusing on fluency conducted by the teacher inside and outside the classroom, the observation results show that the teacher applied 5 among 7 categories of classroom speaking fluency activities proposed by Friederike. There were 12 activities applied in Al Islam inside and outside the classroom. Here is the detail : (Inside the classroom): 1. Interview, 2. Roleplay, 3. Guessing game, 4. Questioning activity, (Outside the Classroom): 5. Daily conversation, 6.Vocabulary enrichment, 7. Speech, 8. English week, 9. Debate, 10. Telling story, 11. Discussion, and 12. Reading a poem.

    The observation results show that there were a variety of activities focusing on fluency applied in student class 8

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female of Al Islam junior high school. The following table reveals the detail of activities focusing on fluency both inside and outside the classroom (*see figure 4.1*).

Figure 4.1

Activities Focusing on Fluency

No	Activities inside the classroom	Activities outside the classroom
1.	Meeting 1 : Interview	Daily conversation
2.	Meeting 2 : Roleplay	Vocabulary enrichment
3.	Meeting 3: Guessing game	Speech
4.	Meeting 4: Questioning	English week
5.		Debate
6.		Telling story
7.		Discussion
8.		Reading poem

From the interview results (*see appendix 4*), the teacher stated that all of those activities were conducted in order to focus on student proficiency in English speaking skill. Those various activities are also served as a media which make the students feel comfortable to learn a foreign language so that the expected skill is achieved by the students.

The following part will discuss the details of how is the implementation of each activity conducted, both inside and outside the classroom.

a) Interview

The teacher conducted interview activity for the first meeting of observation. It was done on 28th of July 2018 inside 8A class. The teacher conducted interview activity in teaching the expression of stating and asking about (a) ability and (b) willingness to take action. This material is appropriate with basic competencies (Kompetensi Dasar) 3.2 and 4.2 established by the government. Interview activities begin with students being asked to make a list of questions related to the students' abilities and interests. After five minutes, each student was asked to look for 5 other students to be interviewed about their identity, their ability and their effort to increase their ability (willingness). Each student are given 5 minutes to find the answers. After that, the teacher called several students to come forward and present the results of their interview. The sample of interview result can be seen in the table as follow :

Figure 4.2

The Sample of Student's Interview Result

NO	NAME CODE	IDENTITY	ABILITY	WILLINGNESS
1	Student AD	23 March'05	Singing	Take a Vocal Course
2	Student FG	20 August'05	Swimming	Often go to the beach
3	Student NG	9 July '05	Dancing	Look for the Instructure
4	Student EP	27 sept' 05	Playing Catur	Practice more often

5	Student TP	4 December'05	Badminton	Becoming an Atlet

From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.3

The Interview Observation result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Interview	Learners talk a lot	✓	
	Participation is even	✓	
	Motivation is high	✓	

b) Roleplay

The teacher conducted Roleplay activity for the second meeting of observation. It was done on 4th of August 2018 inside 8A class. The teacher conducted role play activity in teaching the expression of stating, and asking for oral and written texts to give instructions, (b) inviting, (c) forbidding, (d) asking permission, and responding to maintaining interpersonal relationships with teachers and friends. This material is appropriate

with basic competencies (Kompetensi Dasar) 3.3 and 4.3 established by the government.

Role play activities begin with the teacher dividing a group consisting of 3 students. The teacher gives different topics to each group. In groups, students are given 10 minutes to make a role play story according to the topic given by the teacher. After 10 minutes, the teacher calls the group that performed in front of the class randomly. There are 8 groups that perform on that day with different topics but with the same theme. Those are: give instructions, (b) inviting, (c) forbidding, (d) asking permission, and it's response from the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.4

Role Play Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Role play	Learners talk a lot	✓	
	Participation is even	✓	
	Motivation is high	✓	

c) Guessing game

The teacher conducted Guessing game activity for the third meeting of observation. It was done on 25th of August 2018 inside 8B class. The teacher conducted Guessing game in teaching how to make writing text (a) personal invitation and (b) greeting card very short and simple. This material is appropriate with basic competencies (Kompetensi Dasar) 3.4, 4.4 and 4.5 established by the government.

The guessing games activity of the day is " guess my event ". The teacher divided the class into 5 groups consist of 5 students. The teacher asks one delegation of each group to come forward and give them a piece of paper which contains the events clue. Each delegation is not allowed to speak and all member of the groups should guess what the event that are written in the paper. Only the gesture of delegations are allowed. From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.5
Guessing Game Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Guessing game	Learners talk a lot	✓	
	Participation is even	✓	

	Motivation is high	✓	

d) Questioning

The teacher conducted Questioning game activity for the fourth meeting of observation. It was done on 1st of September 2018 inside 8B class. The teacher conducted questioning game in teaching the expression of how to state, ask for oral and written texts to state and ask about the existence of persons, objects, animals in an uncertain amount to fulfill social functions in terms of explaining, boasting, praising, admiring, and criticizing. This material is appropriate with basic competencies (Kompetensi Dasar) 3.5 and 4.6 established by the government.

The teacher starts the activity by placing the flashcard on the floor in a twist. Then the teacher explained that each card on the floor was a representative of stone in the river. Each student must cross the river by jumping over each floor and taking the flash card. Students must answer or give questions related to the flashcard they get. For example: Nadia got a picture of a cat, then she asked the teacher " Did you have a cat, miss? What is the color of the cat? ". From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.6
Questioning Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Questioning activity	Learners talk a lot	✓	
	Participation is even	✓	
	Motivation is high		✓

e) Daily Conversation

Daily conversation is held every day in one week after Arabic week. The allocation time for daily conversation activity is a half of hour in the afternoon. The researcher observed the students daily conversation on 28th July 2018 under the topic " Getting to the Hotel ".

The teacher started the activity by classifying the students according to their classes. The activity takes place in the dormitory hallway. Each student has a guidebook that contains various topics along with examples of conversations in a variety of specific places and events that can be seen in the table below. The teacher determined the topic that will be delivered on that day and read it out loud in front of students so that students can capture the good and correct pronunciation. Both from the intonation and the stressing of the sentence. After that, the teacher divided the class into 2 large

groups. Group A students became speakers 1 and group B students become speakers 2. Then these two large groups will converse each other under the supervision of the teacher in accordance with what is written in the textbook. After the end of the conversation, the teacher will ask students to look for partner in pairs and practice the conversation in front of their friend without text book. The students are asked to practice conversation according to the topic of the day in their own word by improvising their gestures. The teacher hopes that after students master the topic, the student's fluency increases.

The example of the dialog in the text book can be seen as follow :

Figure 4.7

The Dialog of The Conversation Activity

No	Topic of Conversation	Dialog
1.	At the Cinema	A : Is the same movie play on tomorrow night? B : No, this is the las night A : then I have to see it now, one ticket please ! B : Here you are, sir ! A : How much is it ? B : Just two hundreds rupiahs
2.	At School	A : What subject shall we have now ? B : Mathematics and physics A : have you done your homework ? B : Yes, I have. And you ? A : So have I
3.	Getting to the	A : where are you staying ?

	Hotel	B : I'm staying in new hotel A : What's the hotel name ? B : The Majapahit Hotel A : Where is it ? B : From Borobudur just turn left. And you will find the hotel on the Majapahit street. A : Oh I see, Thank you. B : Your welcome
4.	Talking about Music	A : Are you a musician, Ahmad ? B : No I'm not, But I like music very much. A : Well, what kind of music do you like most ? B : I like modern jazz most, and you ? A : I like keroncong music most.
5.	Finding a Hotel	A : Excusme, I'm lost ! B : Where do you stay ? A : I stay at Ramayana Hotel. Do you know the place ? B : The Ramayana hotel is just on the corner of the street. A : Thank you very much ! B : Your welcome.

From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.8
Daily Conversation Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Daily conversation	Learners talk a lot	✓	
	Participation is even	✓	
	Motivation is high	✓	

f) Vocabulary enrichment

Vocabulary enrichment is also held every day in one week after Arabic week. The allocation time for vocabulary enrichment activity is a half of hour in the morning after reciting the holy qur'an. The researcher observed the activity on 31st of July 2018.

Vocabulary enrichment activity takes place in front of the mosque because the teacher wants to save the time. So after reciting the Holy Qur'an, students can directly start vocabulary enrichment activity. After students are neatly seated according to their respective classes with their stationery, the teacher will begin to add the vocabulary. Morning time is chosen because it is believed that the fastest time to absorb knowledge in the morning.

The teacher starts the activity by asking what day and what date is the day to become a warm up

activity so that the students can respond with a loud voice. After that, the teacher will ask about the vocabulary that was given yesterday so that students will not easily forget the vocabulary given before. Then, the teacher will add a new vocabulary for the day. Usually, the vocabulary that given to students is about 3 up to 4 new vocabulary. The theme of the day was about the kind of doctor's specialty. There are 4 vocabulary given, those are: ophthalmologist, dentist, dermatologist and veterinarian.

The teacher pronounces vocabulary clearly with a loud voice and students repeat several times. Then the teacher asks the students to guess the correct spelling for each vocabulary. After all vocabulary is correctly guessed, the teacher asks the students to make 1 sentence from each vocabulary and read it in front of their friends. From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.9
Vocabulary Enrichment Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Vocabulary enrichment	Learners talk a lot	✓	
	Participation is even	✓	

	Motivation is high	✓	

g) Speech

Speech activity is held once a week in every Tuesday. The allocation time for speech activity is in the night at *muhadhoroh* time. There will always be 3 students who perform the speech with the different topic in front of the class. In order all of the students get chance to speak, the supervisor makes the schedule of the student name in turn. The researcher observed the speech activity on 31st of July 2018.

Muhadharah event is an event that demands student language creativity. All the officers are students. While the teacher only serves as the event supervisor. Each group of *muhadharah* consists of students from various classes, starting from grade 1 of junior high school up to grade 3 of senior high school.

The activity was opened by the master of ceremony and continued with the reading of the Holy verses of the Qur'an. After that, the event continued with 3 speakers who will take turns in the same topic with different material. The theme of the day was about the youth spirit of nationalism. When 3 speakers delivered their speeches, the audience was obliged to listen carefully and take a note about the conclusion of the speech. At the end of the speech, there will be 3 randomly selected students who will conclude the conclusion of the speech. From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

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Figure 4.10
Speech Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Speech	Learners talk a lot	✓	
	Participation is even		✓
	Motivation is high	✓	

h) English week

English week is also held every day in one week after Arabic week. The allocation time for vocabulary enrichment activity is the whole time since English week begun until a week. The students who caught using other languages except for English language, intentional or unintentional, will get a punishment from the teacher depending on the level of error made. The researcher observed the activity on 4th of August 2018.

This language week activity requires students to use English as a mandatory language for the whole week, starting from getting up in the morning until student's bedtime. Students who are caught using a language other than English will be punished according to the level of the mistakes. Among the several punishments given by the teacher, one of them is to be a spy for a specified time. The convicted student must find at least 3

other students who broke the language. So that the other students will be more careful not to broke the language. From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.11
English Week Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
English Week	Learners talk a lot	✓	
	Participation is even	✓	
	Motivation is high	✓	

i) Debate

Debate activity held once in 3 weeks on Tuesday. The allocation time for debate activity is in the night at *muhadhoroh* time. There will be 2 groups consist of 3 students each group who perform the debate in every class with the same topic. While the other student becoming an audience. In order all of the student get chance to be a member of the debate group, the supervisor makes the schedule of the student name in turn. The researcher observed the debate activity on 14th of August 2018.

Before the debate begins, the teacher announces the motion that will be delivered by each team. Motion is a topic or theme that will be debated. In the election of the stronghold (pro / affirmative / positive and negative / opposition / contra) is usually done by using a lottery or appointed directly by the teacher. Each team was given 30 minutes to develop the motion.

Each team consists of three people who will become the 1st speaker, 2nd speaker, and 3rd speaker. Therefore, it must be decided first who will be the 1st speaker, 2nd speaker, and 3rd speaker. The Roles and Rules for each speaker are like the debate in general : 1st speaker role is to introduces groups, reads the motion, provides clear definitions of the motion to deliver, then talks about the arguments to deliver, then immediately reads the argument of the 1st part of the speaker.

The time given to read the argument is about 7 minutes
while the time given for reply the speakers talking is about 4 minutes. There is a timekeeper who will set the time and moderator who will arrange the debate.

The motion of the day is about " This house believes that internet brings more harm than good ". Both of the group delivered the motion well. The group who contra's with the motion convey 3 big points of argument, those are :

1. Getting more information, accurate and fast response

2. Connect the world easily and

3. Big opportunity to sell online rather than offline

On the other side, the group who pro's with t he motion also convey 3 major arguments :

1. Many people abuse it. Ex: gambling   and open a harm site

2. Copyright infringement and

3. Make people lazy and promiscuous

Moreover, From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.12
Debate Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Debate	Learners talk a lot	✓	
	Participation is even		✓
	Motivation is high	✓	

j)   Telling story

Telling story activity is the extracurricular program that held once in a week on Tuesday. The allocation time for telling story activity is in the

afternoon after school time. The researcher observed the telling story activity on 14th of August 2018.

This storytelling is delivered by eight grade students named Fadhila Sari. First, Sari asked the audience if they had ever known the story, it turned out they had never heard of it. Sari continued by showing a picture of Malin Kundang to attract the attention of the audience. The audience also became interested and they listened to the story well. Some parts of the story are followed by pictures, body movements and expression by Sari. This gesture/ body language makes them more enthusiastic to listen to the story conveyed. Sari also chooses a language that is easily understood by the audience. If there are words that are considered difficult to the audience, she asks them whether they understand or not. When showing the picture, Sari also explained what happened in the picture. She also showed the picture of Malin Kundang, his mother, his wife, and other things contained in the picture shown. At the end of the story, Sari asks the audience whether they understand the story that has been conveyed. After the audience understands, Sari also explained the moral message contained in the story. The moral message delivered by sari that as a child we must respect, love, obey and respect parents. We must not forget parents even though we have become successful people. From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.13
Telling Story Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Telling story	Learners talk a lot	✓	
	Participation is even		✓
	Motivation is high	✓	

k) Discussion

Discussion activity used mostly by the teacher in the learning process. The teacher purposed this activity to make the strong students help the weak students in absorbing the material of the day. We can see in the interview transcript :

" *My principle, when I teach English,* ***it must be in a form of activity or in active*** ***discussion.*** *So they are not only listening the material but also discuss it together with their group and presents the result of the discussion in front of the classroom using English although their speaking is not as fluent as native and the structure are still in mess. But the good thing is they are brave enaugh in spoken English.* "

(cited in the interview transcript with miss Eva as an English teacher of 8A)

The bold sentence explained that discussion is the commonly used activities in the learning process in order to enhace the students speaking skill by presenting the result of the discussion in front of the class. From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.14
Discussion Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Discussion	Learners talk a lot	✓	
	Participation is even	✓	
	Motivation is high	✓	

l) Reading poem

Reading poem activity is the extracurricular program that held once in a week on Tuesday. The allocation time for reading poem activity is in the afternoon after school time. The researcher observed the reading poem activity on 28th of August 2018.

In this poetry class, not many conversations occur because special concentration is needed to get inspiration in making poetry. As usual, the

class is opened with greetings and prayers before learning. After that, the teacher asks students to prepare their books and pencils to make a poetry. The time given to make a poetry is about half an hour. The teacher will give one theme and the students are free to develop the theme. After half an hour passed, one by one student collected the results of their poetry on the teacher's desk. Then the teacher will call several students to read the results of the poem they just made with the good intonation.

The theme of the day is about feeling. The teacher picks 2 poems to be delivered by the owner. The name of the student is Aisyah, student class nine from Kediri. She chooses the happy feeling and develops it into a good poem. She delivered the poem well with the good stressing of word and animate the poem she made. In several word the teacher correct the way she pronounces the word. In case Aisyah made the poem with a high level of language. Another poem made by Firsya, student class eight from Nganjuk. In contrast with Aisyah, Firsya choose the sadness feeling as the title. She delivered the poem also in a smooth way in the beginning but speeding up in the middle of the poem. The poem made by Aisyah and Firsya can be seen in the table as follow :

Figure 4.15

The Student's Result Of Making a Poetry

Author	The Poetry
Student AD	**" Birds Happiness"** The Birds fly, Split

		air The wings spread on the Greenland in the west The sun hangs up y radiance that dim Call on night, the Bird chirp re-fly to bird's nest to acacia trees The night came Radiance of star gives color in darkness the moon is too perhaps, it is smiling and looking my behaviour.
Student LFA		**" Sadness "** The boy steps on His eyes looked cynical Who knows, sadmess, happiness and hatred All mixed in one heart The heart is narrow by kind of feeling The boy still steps on the street Now, he is standing on the bridge Looking to the river which flow quietly Oh, No ! The boy jump down, Struck bottom of the river Stone, coral and pearl Perhaps, he looks for them

From the observation results, it can be concluded on the table below based on the theory proposed by Penny :

Figure 4.16
Reading Poem Observation Result

Activity	Theory	The Finding Of Observation	
		Exist	Not exist
Reading poem	Learners talk a lot	✓	
	Participation is even	✓	
	Motivation is high	✓	

2. The Students Difficulties In Implementing Speaking Fluency

From the results of the analysis, the researcher found some difficulties faced by students in speaking English fluently. There is 4 common factor related to the student's problems. Those are inhibition, nothing to say, low or uneven participation and mother-tongue use. The problem related to inhibition can be seen in the chart as follow :

Figure 4.17

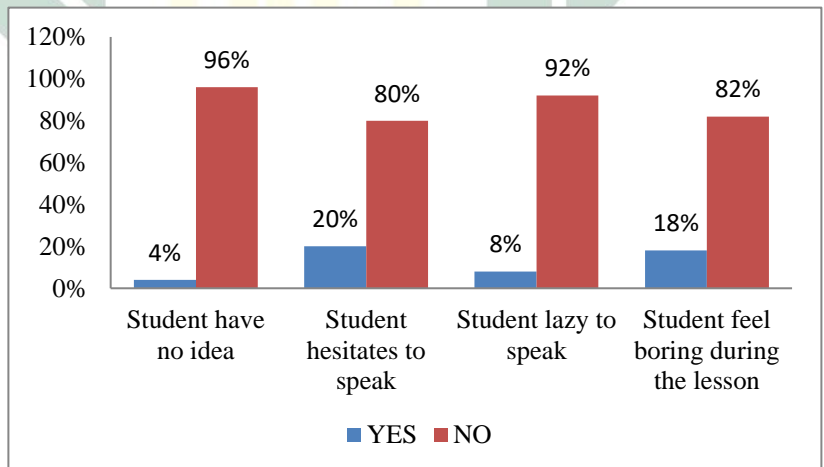**Student's Problem Related With Inhibition**
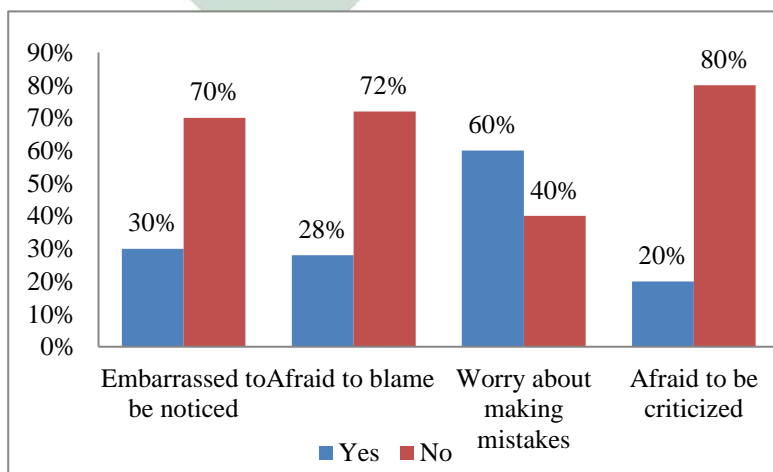
Based on questionnaire analysis results, the student difficulties in speaking fluency related with inhibition factor show that 30% students feel embarrassed to be noticed when they are speaking English, 28% Students are afraid to be blamed when speaking English, while 60% of students worry about making mistakes and 20% of them afraid to be criticized when they are wrong in speaking English.

The second chart is about the students difficulties in speaking fluency related with nothing to say factor.

Figure 4.18

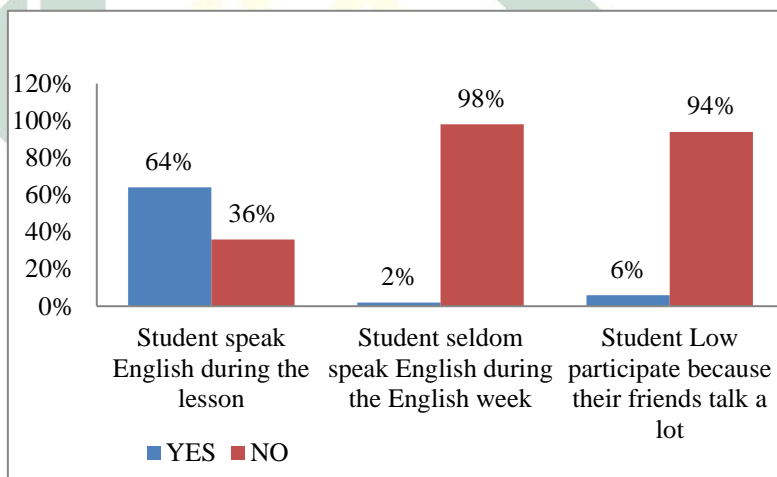**Student's Problem Related With Nothing to Say**

Based on questionnaire analysis results, the student difficulties in speaking fluency related with nothing to say factor show that only 4% of the students who have no idea about what they are going to say, 20 % students who hesitate to speak, while 8% of them are lazy to speak English and 18% students who feel boring during English lesson.

Then the next chart is about the students difficulties in speaking fluency related with low or uneven participation factor.

Figure 4.19

**Student's Problem Related With Low or Uneven Participation**

Based on the chart above, the student difficulties in speaking fluency related with low or uneven participation factor shows that 64% students

speak English during the lesson, while 2% of them rarely speak English in English week and 6% of them are low participate because their friends talked a lot.

The fourth chart described the questionnaire result of student's difficulties in speaking fluency related with mother tongue use.

Figure 4.20

**Student's Problem Related With Mother tongue use**
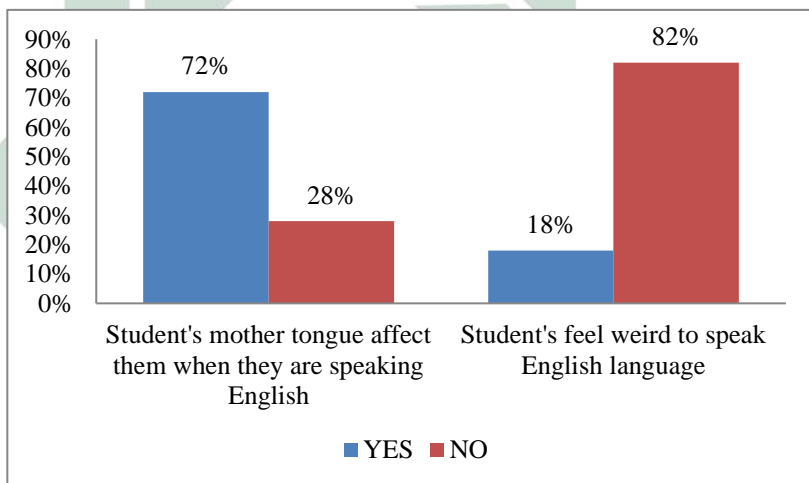
The results of the questionnaire analysis show that students difficulties in speaking fluency related with mother-tongue use are 72% of the student's mother tongue affect them when they are speaking English. Especially for Javanese language because most of the students are Javanese people.

While 18% of them are feeling weird when they have to speak English.

There are so many reasons why the students experienced those speaking fluency difficulties above based on Penny Ur theory. From the questionnaire results, the researcher tries to find the reason why the students face the problem. The results of analysis found by the researcher can be seen in the chart bellow:

Figure 4.21

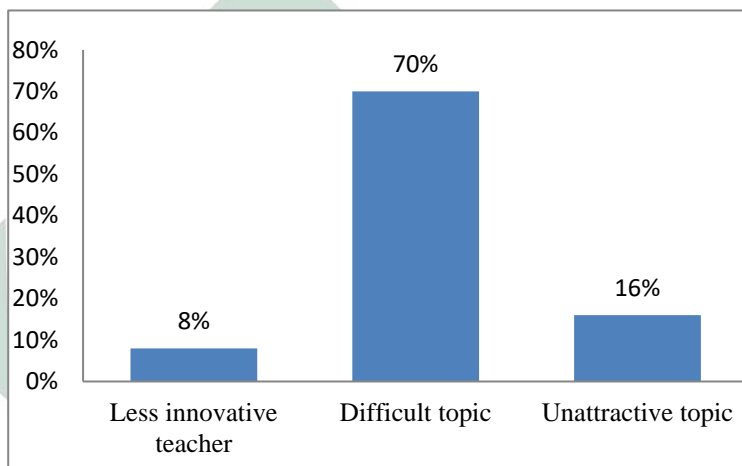**The Reason Why Student's Are Inhibited**
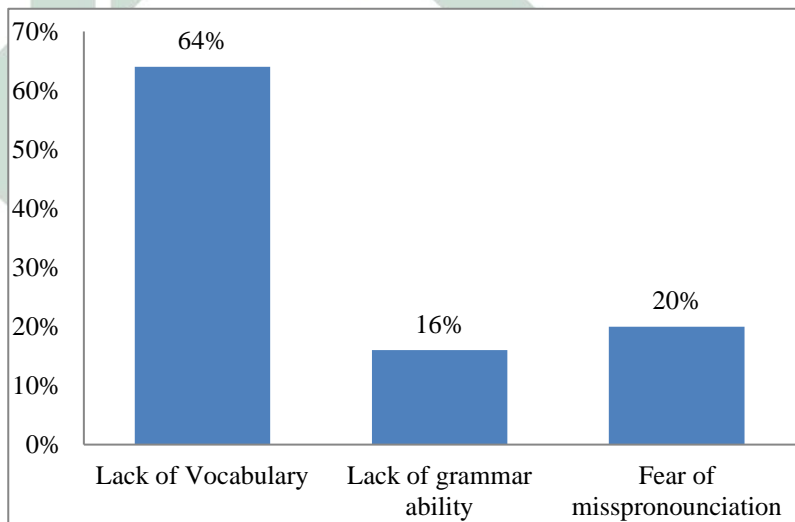
The researcher found that the reason why students are afraid of making mistakes is that 64% of them has a lack of vocabulary, 20% of students has a

lack of grammar ability and 20% of them fear of mispronunciation.

Figure 4.22

The Reason Why Student Have Nothing To Say

The chart shows that the reason why the students have nothing to say in English is that 8% less innovative teacher, 70% of difficult topic and 16% unattractive topic. Besides, the student's feels that there 2 aspects in English that they feel also difficult. 74% of students agreed that grammar is the most difficult part of English. While 26% of them feel that pronunciation is more difficult to learn.

The next chart will describe the reason why student has low or not participate in English.

Figure 4.23

**The Reason Why Student Has A Low Or
Not Participate In English**
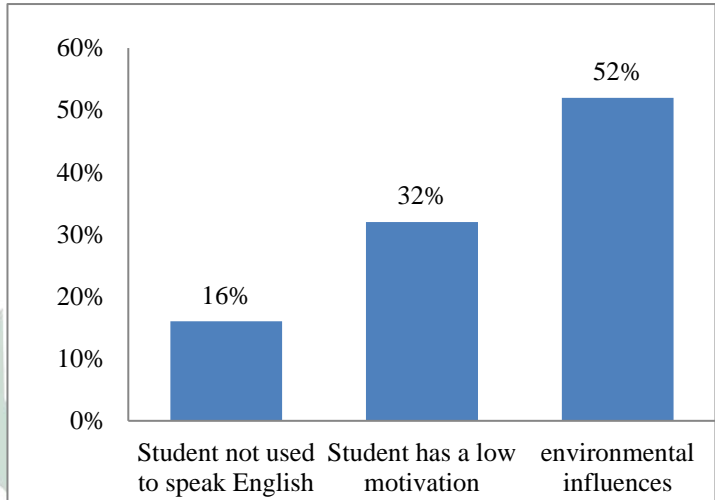
The questionnaire results show that the reason why student has a low or not participate in English is that 16% of the students are not used to speak English. While 32% of them have a low motivation and 52% agreed that environmental factor influences them to not participate in speaking English.

The last chart will describe the way mother-tongue affects the use of the student's language :

Figure 4.24

**The Way Mother-Tongue Affect The Use
Of Student's Language.**
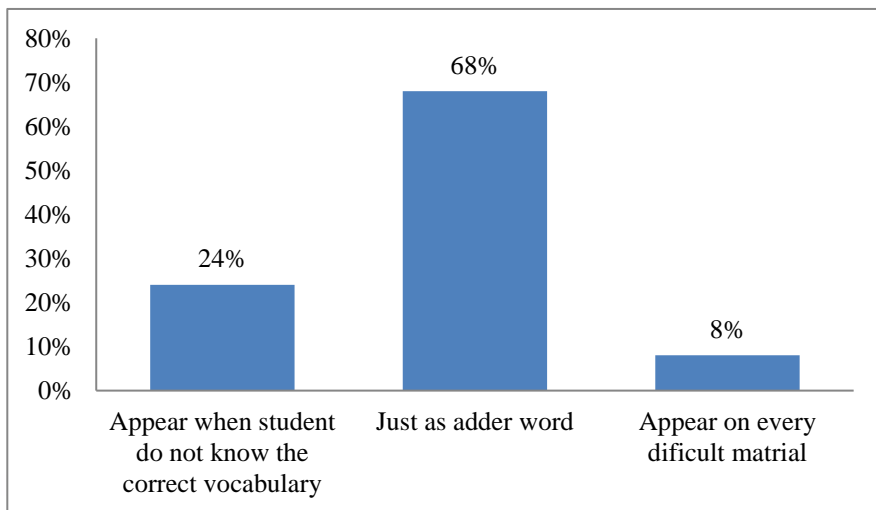
The questionnaire results show that the way mother tongue affects the use of student's language in 3 ways. 24% of students says that their mother-tongue appear when they do not know the correct vocabulary. Moreover, 68% of the students agreed that their mother-tongue use is only affecting them just becoming an adder word like for the example: " It's hurt–*loh* " , " please –*toh* ". And the last 8% says that mother-tongue appear in every difficult material of English because they have a lack of confidence and feel weird to speak English.

B. Discussion

This section presents the discussion based on findings of the study in Al-Islam junior high school Nganjuk. The section is arranged based on the two research questions. At first, it discusses the activities focusing on fluency and the second it discusses the student's difficulties in speaking fluency. The discussion is supported by an existing theory to identify the similarity and differences of this finding of this current study with previous research and theories. The discussion of this research will be described in the second subheading as follows :

1. The kind of activities focusing on fluency

From the data gained by the observation and interview transcript, it showed the kind of activities focusing on fluency like interview, roleplay, guessing game, questioning activity, daily conversation, vocabulary enrichment, speech, English week, debate, telling story, discussion and reading a poem. This finding relevant to the theory proposed by Friederike that there are several kinds of activities that can be used for teaching speaking fluency like : interviews, guessing games, questioning activities, jigsaw text, role play, simulation, and story.[65]

a. Interview

This activity is useful to the student to increase their vocabulary and pronunciation. Interview requires the students to interact with others and get the data from the interviewees. The interview process confirms that the students use the language creatively in delivering and answering the question. This activity accustoms the students to use English as their habitual language. It is

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[65] Klippel, F. (1984) *Keep Talking*, *Communicative Fluency activities for language teaching*. Cambridge University Press.

relevant to Freemant's theory. He stated that language learning is a process of habit formation.This finding is also in line with the finding of Yingjie in his research, the result was suggested that the language learners are supposed not to make pauses, instead of speaking meaningfully and naturally, with no excessive repetition.[66]

This activity requires the students to work in pairs. So one of them became interviewer and the other became interviewees. The interviewer should prepare the interview guide before doing the interview. All the students participate in the activity because they communicate their own thoughts. It is relevant with Ur theory about the characteristic of fluency activity because their participation is even. Their motivation during this activity is high. It is proved when they are eager to speak because the topic is various and interesting.

b. Roleplay

Role play is an activity that contains recreational elements, so playing role play has a pleasant effect on learners. In role play activity, not every learner are gifted or have an interest in role-playing. Therefore the teacher needs to choose a certain students to play the drama, while the other students act as spectators. So not all of the students participate to speak. While students motivation is high because they enjoy the activity that creates a positive vibes that makes them feel comfortable to speak up freely with their gesture and expression

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[66] Yingjie I. J. "*The Implementation Of Speaking Fluency In Communicative Language Teaching: An Observation Of Adopting The 4/3/2 Activity In High Schools In China*" In University Of Sothern Queensland, Australia

based on the story that they played. Therefore, the drama they played is easy to understand by the audience.

c. Guessing game

In guessing game, there will be one student who becomes the role model in front of their friend. The role mode student should demonstrate the sentence given by the teacher by her gestures and her group's job is to guess the sentence given by the teacher in accordance with the gesture exhibited by the role model student. It is relevant to Curtains & Dahlberg's theory.[67] They stated that game and some activity that require movements have the positive impact on the students feeling. Game activity creates a warm and fun atmosphere in the class.

In guessing game activity, all of the group members need to guess the gesture of the role model student. So all of the students must participate to speak. While students motivation is high because they enjoy the activity creating a warm and good atmosphere that makes them feel comfortable to speak up freely without being afraid of making mistakes in using the language.

d. Questioning activity

Questioning activity is useful in order to make the student used to interact with the teacher and their friends. This activity is also needed for the teacher to measure the students understanding. Because this activity can show wether the students understand or not about the material. It is relevant to the theory of Freeman.[68] He stated that questioning activity requires

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[67] Curtain & dahlberg, 2010. *Language and children : making the match, new language for young learner.* Allyn & Bacon town. P :9
[68] Freeman, 1986; 23

students to directly think about the answer they are going to utter in English language.

In questioning activity, all of the students need to answer what the teacher are asking. So all of the students have a chance to speak. While students motivation is not exist because they seem get bored in following the activity that required thinking although they will get more score if they can answer the question from the teacher. Only some students who are still motivated to answer in order to get the score.

e. Daily conversation

The daily conversation is useful to the student to increase their vocabulary and pronunciation. In this activity, the teacher gives them a guidebook that can guide them to talk on some occasion and place. This guide book makes the students feel confident to speak because it gives the students a dialog to talk with their pairs in the communication process.

In daily conversation activity, all of the students need to communicate with their pairs. So all of the students have the same chance to speak. While students motivation exists because they already have their guidebook. Therefore, they do not need to feel worried about making mistakes or having some grammatical errors while delivering the conversation with their pair in front of the class.

f. Vocabulary enrichment

Vocabulary enrichment activity is the important activity to develop the mastery of students vocabulary. The teacher uses the drilling method to make the student easy in memorizing the vocabulary. Drilling method is

appropriate for vocabulary enrichment activity. The observation results showed that student seems enjoying the activity and passionate in repeating the teacher. This is relevant to Higa theory.**[69]** He stated that if the students enjoy the activity, it means that drilling was succesfully done the classroom.

In vocabulary enrichment activity, all of the students need to repeat what the teacher are saying. So all of the students participate to speak. While students motivation is high because they enjoy the activity that carried out together with the whole class in outdoor activity.

g. Speech

Through speech, students have the opportunity to express their idea in front of the audience using their own language. Speech is also useful to develop students confidence to speak up in front of people. The speaker is allowed to communicate and interact with the audience during the speech. It will help the student reduce their anxiety feeling. This is relevant with Brumfit's theory. He stated that "... however fluently, it may be performed, whereas language work which entails using the target language as it if is a mother tongue is always fluency work".[70] This finding is also in line with the finding of Paul in his thesis. he found that this activity can directly affect fluency because this activity gives learners the

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[69] Higa, H. 2002. Lesson Ideas For Children : Drilling Masked as Fun and Games " Paper in conference Proceedings JALT. Shizuoka. P: 169

[70] Canale M, 1983, " *From Communicative Competence to Communicative Language Pedagogy"* New york. Longman.

opportunity at a level which is superior to their normal performance.[71]

In speech activity, there are three students who were being the speaker and the other listened to the speaker. So not all of the students participate to speak. While students motivation increases because they enjoy the material delivered by the speaker. Moreover, students are also obligated to take a note and conclude what the speaker are saying after the speech. So this obligation requires them to listen carefully to the speaker.

h. English week

English week program is very useful to accustom the student to use the language as their daily language. This activity focused on the fluency aspect based on Harmer. Because by this activity, students accustomed to communicating with other using English.

In English week program, all of the students are obligated to speak English. If they do not know the vocabulary, they consult their dictionary. Therefore, there is also the obligation to bring the dictionary everywhere in order to avoid the students from the lack of vocabulary. While students motivation increase because they are obligated to speak English. If they don't speak English, they will get a punishment from the teacher. Giving the punishment to the students is useful as giving the reward. So this activity is appropriate to enhance the students motivation to speak English.

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[71] Paul Nation, 1989, " *Improving Speaking fluency in English Language Institute, Victoria University Of Wellington, New Zealand* " System, vol.17, no 3, pp. 377-384

i. Debate

Debate activity requires the students critical thinking with the motion. Debate also makes the student feel free to deliver their argument. The group's member should directly response the argument from the opposite group. From the argument delivered by the speaker, the teacher and the audience can measure the ability of the speaker's knowledge. It is relevant to the theory of Vygotsky. He stated that in the same age, each student have the different zone of proximal development.

In debate activity, only six students who can elaborate the motion while the other are becoming the audience and listening to the speaker. So not all of the students has the chance to participate to speak. While students motivation increase because debate involves students argumentation. Moreover, students concentration are also engaged by this activity.

j. Telling story

Telling story activity is useful to develop students creativity in using language. Their imagination are also involved in this activity. Moreover, the students vocabulary and pronounciation also increase. This is relevant with Cameron's theory. He stated that story is the appropriate media to increase the students vocabulary and pronounciation.[72]

In telling story activity, only one student who tells the story and the other are listening to the speaker. So not all of the students participate to speak. While students motivation increase because story telling

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[72] Cameron. 2001. *Teaching Language To Young Learner*. Cambridge University Press. P;73

involves students emotion. Moreover, students interest are also attract by this activity.

k. Discussion

The discussion activity is needed to enhance the students interction with their group. They can talk freely to express their idea in fornt of their friend without worry feeling about being interruption from the teacher. Moreover, discussion activity is also useful for students teamwork. It is relevant with the interview results wih the teacher. She stated that :

" when I teach English, it must be in a form of activity or in active discussion. I give the students some topis and they have to discuss it together with their group. So they are not only listening the material but also discuss it together and presents the result of the discussion in front of the classroom" (cited in the interview transcipt with miss Eva as an English teacher of 8A)

From the observation, the reasercher found that the students engaged in the group discussion because the teacher gives them the easy topic to be discussed. Moreover, Harmer stated that if the teacher gives the topics to be discuss, the students will participate and talk a lot about that material.[73] It also relevant with the theory of Celce-Murica. It stated that Teachers can use a funny discussion and ask students to talk about their best moments that they ever had. The finding also in line with the finding of Ali derakhsan journal, the finding of his research are some activities that can be used to develop the learners speaking ability, accuracy and fluency. And it's end up with the conclusion that role-

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[73] Harmer.2002. *The Practice Of English Language Teaching. Third Edition*. Longman. P: 252

play, pictures, flash cards, graphs, chants and interview can improve learners' pronunciation, grammar, every day speech and real word activities.[74] In a group discussion activity, all of the students need to discuss the topics given by the teacher. All of the students participate in discussion because all of the member sould give their idea about the topics. The students motivation are also increase because the topics given by the teacher are easy to be discussed.

l. Reading poem

By reading poem activity, the pronounciation of the students increases. Students who follow this activity should feel free and relax to express their feeling in reading the poem. Because actually poem is an art including rhythm and stressing. Reading poem is a positive activity that can make the students feel calm and comfortable. It is relevant with Curtain & Dahlberg theory.[75] They stated that art can not seperate from the learning procces because it is the positive emotion that can enhance the students learning process. In reading poem activity, all of the students need to express the poem that they have made before. So all of the students participate in activity because all of the member sould presents their poem which has relevance with the topics. The students motivation are also increase because the activity gives them a positive energy that makes them feel free to express their feeling.

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[74] Ali Derakhshan1 *" Developing Efl Learner's Speaking Ability, Accuracy And Fluency "* ; Vol. 6, No. 2; 2016 ISSN 1925-4768 E-ISSN 1925-4776 Published by Canadian Center of Science and Education

[75] Curtain & dahlberg, 2010. *Language and children : making the match, new language for young learner.* Allyn & Bacon town. P :9

2. The Students Difficulties In Implementing Speaking Fluency

From the data gained by the questionnaire results showed that the students of Al- Islam junior high school faced some difficulties in implementing speaking fluency. The first problem is inhibition.

a. Inhibition Problem

Some students feel inhibited when they speaks English. Students feel embarrassed or shy to be noticed when they are speaking English. This problem is relevant to the theory purposed by Jordan.[76] He stated that the shyness or personality student can cause the difficulties in speaking fluency. Students are also afraid to be blamed when speaking English, while most of them worry about making mistakes and the rest of the students are afraid to be criticized when they are wrong in speaking English. It is supported by the theory of Ur who stated that speaking is different with reading, listening, and writing. In speaking, learners are often inhibited about trying to say a thing in foreign language in the classroom : they worry about making mistakes, fearful of critics or loosing face, or simply shy of the attention hat their speech attarcts.[77] The students who has this problem, will have the difficulties in practicing speaking fluency.

The questionnaire results also showed that there are some reasons why the

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[76] Jordan, difficulty in speaking....., "*English for Academic Purpose*", p.205
[77] Ur, learners are often inhibited....., "*A Course in Language Teaching*", p.121

students are inhibited in speaking fluency. Those are : lack of gramar ability, lack of vocabulary and fear of misspronounciation. There are 60% of the students who think that the biggest reason why they feel inhibited to speak English are because they cannot speak English with the correct grammatical. It is relevant with the interview results with one of the students in Al- Islam. She stated that actually her big family used to speak English to her. But because she did not think that her grammar is good. Then this reason make her afraid of making some grammatical erros in her speaking. So, she decided to speak nothing in English because embarassed to be criticized when she is wrong in speaking English.[78] Although grammar is the focus element of accuracy, but student have to realize that grammar is important in speaking skills in order to make learner arrange a correct meaningful sentence in a conversation. This finding is also relevant with the interview results with the teacher of Al- Islam. She stated :

> *" The most difficult for students here is the grammar aspect. The vocabulary here is given in a form of word. So, when they want to deliver some idea in English, they literally translate it word by word from Indonesian language structure. We need to improve their grammar because their grammar is really bad. For example the*

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[78] Interview result with the student...

*student ask " miss dian dimna ya? " it will become " miss Dian Where is yes?". It should be " where is miss Dina? " So **they litterally adopt Indonesian language to English language**. That's was my big problem here."*

(cited in the interview transcipt with miss Eva as an English teacher of 8A)

From the words type n bold, it can be seen that grammar really affects the student speaking fluency skill in Al-Islam. The researcher indicates that the reason why the students literally adopt Indonesian language to English language is because the vocabulary given is in a form word not directly into sentence. It will be better if when vocabulary enrichment activity, the teacher directly gives the students a new vocabulary in a form of sentence to avoid the problem.

The next reason that caused student inhibited in speaking fluency is the lack of vocabulary. In learning a foreign languages, the basic vocabulary that we have in that language is one of the most important micro skills to develop. Learning a language without knowing the vocabulary will result some communication in a meaningless way. Actually, the vocabulary that given by the teacher is a quite enough for them, but some of them still need a long time to recall their memory.

Based on the observation results, there are two main reasons why the student's have lack of vocabulary. The first is the student do not get used to speak English. The more the student less practicing to speak the language, the more they lost their vocabulary memory. This result is relevant with Brown and Pinter theory which stated that speaking activities that start with practicing some words or phrases and repeating models to accustom the students tongue with the second language.[79] It is also similar with Freeman's statement which is stated that learning is habit formation.[80] So, the more practicing and repeating, the stronger the habit becomes and the goals of learning will be more succesfull.

The second reason is the students are lazy to open the dictionary. Dictionary is important to bring everywhere if we want to master the vocabulary. Observation results showed that students obligated to bring the dictionary everywhere in order to avoid the use of Indonesian language when they are going to utter some difficult word in English. But in the reality, students are lazy to bring the dictionary everywhere. The reason is because the dictionary is heavy enough to be brought everywhere.

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[79] Brown, 2001. Teaching by principle : An Interactive Approach to language Pedagogy. Longman
[80] Freeman. 1986.

The last reason that caused student inhibited in speaking fluency is the students fear of miss pronounciation. Basically, learner who learn a foreign language will have a difficulties to pronounce well. They will replace the sound with their mother-toungue sound they already has. It is supported by the teacher statements that stated :

"*Before entering the boarding school, they are used to talk with Javanese as a daily language. Automatically to stop Javanese language habits, especially throwing away their Javanese accent, is a big obstacle for me as a teacher. Sometimes, **although the student already uses English for their language, their accent still javanesee** "*

(cited in the interview transcript with miss Sari as an English teacher of 8B)

This findings reveal that although the student already uses English language as their daily communication, but their pronounciation still far away from native speaker. Because the rule of English pronounciation is different with Indonesian language. For example : In English, a word is pronounced with a certain stress at the beginning of a particular syllable. While Indonesian language has no rules regarding a stress. It will be a little bit confusing for those who learn English for the first time.

b.   Nothing To Say Problem

Some students do not speak or say anything in the class. This condition happened because of several factors. Those are : the students have no idea about what they are going to say, the students hesitate to speak, the students are lazy to speak English and the students who feel boring during English lesson. From the questionnaire results, most of the students agree that there are several reasons why they have nothing to say. Most of them feel that the difficult topics is the main reason and the second reason is less innovative teacher.

The first reason is because the difficult topics. Language learning should be an activity to use language as a communication tool that must be done through the practice of using language. Not the other way, language learning is an activity of learning theory or knowledge about language. The selecting material is really important in order student's motivation are increase to absorb the knowledge. There are several ways to enhance students knowledge. One of them is by groupping activity. So this groupping activity can be formed in the classroom. For example, students who have understood the material that given by the teacher are grouped with several students who do not understand the material. Therefore, students who do not understand the material will not be ashamed to ask their friends about their misunderstanding. This is relevant with the interview transcript with the teacher. She stated that :

"... And again we need to be creative in choosing teaching method or technique. In my class, usually I use a discussion activity. I give the student some topics and I group them into some group discussion. So it's not only individual assignment but also grouping or sometime in pairs work and then of course game "

(cited in the interview transcipt with miss Eva as an English teacher of 8A)

The second reason is less innovative teacher. As mrs. Eva stated before that :

" *as a teacher, we need to be creative. So that the students are excited and motivated in learning.* "

(cited in the interview transcipt with miss Eva as an English teacher of 8A)

The researcher found that motivation is the most important part in learning. If students has a low motivation, they will have the difficulties in understanding the lesson. This is also supported by Ur theory. He stated that students have no motive to express themselves beyond the guilty feeling that they should be speaking.[81] Students motivation need to be increased. 52% of the students stated that who can motivate them

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[81] Ur, Penny. 2009. A Course In Language Teaching, Practice and Theory. Cambridge University Press. P.121

are them selves. It is relevant with Harmer theory. He stated that the students will be motivated if they enjoy the learning process their self.[82] Besides, The role of the teacher is really important to make the class atmosphere become interesting and fun. Especially in speaking skill. There are a lot of activities that can be used to engage student's attention such us simulation, role play and also games. The media selection is also important to attract students interest. The more creative media used by the teacher, the more students motivation in learning increases. Another way to increase students motivation in speaking is by giving the reward or point to the students. This is also relevant with the interview results with the English teacher. She stated that :

" *So far, for the point or reward, I give them the daily score. From the scoring point, we have some criteria. Like the score for answering the question and then the scrore for discussion. Something like that. So I give them score based on that criteria.*"

(cited in the interview transcipt with miss Eva as an English teacher of 8A)

By giving them a score, their motivation to speak increases. Giving reward or point is also function as the appreciation from the teacher to the student's effort. This is also relevant with

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[82] Harmer, intrinsic motivation comes...., "the Practice of Language Teaching", p.98

Brown theoy.[83] He stated that student's self esteem should be built because the students are very sensitive with their friends. So, as a teacher we sould be careful about what we say to the student in front of their friends.

c. Low Or Uneven Participation Problem

The next problem is some students do not or has a low participation in speaking fluency. The questionnaire results showed that there are two reasons why students less participation in speaking inside the class or outside the class. The first reason is because the differences between vowel and consonant in English pronounciation and Indonesian pronounciation. It makes them confused and decided not to speak during the lesson.

The second reason is because there are some students who dominate the class. If there is the condition when one or two students talks a lot, it will make another students keep silent in the class. It is supported by the theory of Ur who stated that "*Only one participant who can talk all the time, ... and in a large group this means that each one will have only little talking time. This problem compound by tendency of some learners to dominate, **while others speak very little or not at all**.*"[84]

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[83] Brown 2001. Teaching by principle : An Interactive Approach to language Pedagogy. Longman;89

[84] Ur, Penny. 2009. *A Course In Language Teaching, Practice and Theory.* Cambridge University Press. P.121

The interview results showed the solution that each teacher has different way to overcome this problem. Mrs. Eva decided to point out the students in answering the question, so that all of the students get chance to speak up.

> *"At least there are one or two student who are really active and really confident. They talk all they time, they also answer all the question that given by the teacher. My attitude towards the active student is by point another student so **the chance to speak up is equal** for the whole class."*

> (cited in the interview transcript with miss Eva as an English teacher of 8A)

Moreover, miss. Sari utilize the students who dominate the class to be the role mode in front of their friends in some activities of speaking like guessing game.

> *" My attitude towards the active student is, for example during the guessing game yesterday. So I point out the student who dominated the class to be a role mode in front of his friends. So another student in the class have to guess the character that he practice like an example: the animal which has feathers? The color is white? wild animals? And so on so that every students has a turn to speak."*

> (cited in the interview transcipt with miss Sari as an English teacher of 8B)

From the observation results, this attitude really works. It shows that although the students have the limited vocabulary, they were eager to speak up and participate the activity. If the students are interested with the material, they will also have the strong desire to express their idea in guessing the game. Therefore, they will participate more in the learning process because they enjoy the activity.

d. Mother Tongue Used Problem

The last problem found in the questionnaire results is their mother-tongue used. Most of the student grade eight in al-Islam boarding schools come from Java. They prefer to use their mother tongue when they have the difficulties in expressing their idea using English. This is relevant with Ur theory which is stated : " *In classes, where all of the learners share the same mother tongue, they may tend to use it. Because it is easier, because it feels unnatural to speak to another in a foreign language.* "[85] There are two main reasons why the mother tongue affects the students speaking fluency based on the questionnaire analysis results. The first is because they do not know the vocabulary while the material is difficult. Their mother tongue automatically appears when they do not know the correct vocabulary.

The second reason is about their habitual. Their mother tongue appears almost in every sentence they uttered as an adder word.

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[85] Ur, Penny. 2009. *A Course In Language Teaching, Practice and Theory.* Cambridge University Press. P.121

This is relevant with the interview results with the teacher. She stated that :

> *" They were very much affected by the mother tongue. Especially when we teach vocabulary to them word by words. So when they made the sentence, the grammar was also very messy because they immediately adopted the mother tongue into English. That is also an obstacle for me. For example, a sentence that should be "do not run!" Becomes "hei don't run run" and many more"*

(cited in the interview transcript with miss Sari as an English teacher of 8B)

The fact above showed that some students are not fluent enough because they still use their mother tongue in their sentence even though just an adder word. The solution that can be done to avoid this problem is by the discipline regulation that require students not to use their mother tongue even as an adder word.

CHAPTER V
CONCLUSION AND SUGGESTION

This last chapter discusses the conclusion of the conducted research and the suggestio for further research to make the better study generally in investigating speaking skill especially in the same topic concerning on fluency.

A. Conclusion

Based on the research finding and discussion to answer the research questions on "What kind of activities focusing on fluency exist in English Language learning at SMP Al Islam Sukomoro Nganjuk " and " What are the difficulties faced by the students in implementing Speaking Fluency in English Language learning at SMP Al Islam Sukomoro Nganjuk ", there are some conclussions that could be drawn as follows.

First, related with the first question about the kind of actvities focusing on fluency. The research has found that there are twelve activities conducted by the teacher related with the activities focusing on fluency based on Penny's theory and also supported by five suggestion activities that can be used in speaking fluency by Friederike. Those are : *interview, role play, questionning activity, guessing geme, daily conversation, vocabulary enrichment, speech, english week, discussion, telling story, reading poem and aslo debate activity.* The result showed that the activities that commonly used by the teacher in conducting activities focusing on fluency are discussion, daily conversation, vocabulary enrichment, guessing game and questionning activies.

The second conclusion related with the difficulties faced by the students in implementing Speaking Fluency in English Language learning at SMP Al Islam Sukomoro Nganjuk. There are four common problem faced by the students in implementing speaking

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fluency in Al- Islam Sukomoro Nganjuk. The first problem is inhibition. Most of the students afraid of making mistakes while speaking English. The student inhibited to speak English because they lack of vocabulary and grammar ability. The second problem is they have nothing to say. They face this problem when the students feel boring during the lesson. The next problem is the students has a low participation or even not participate during the class. From the result of questionnair showed that this problem occured because there are some other learners who are dominated the class, while it makes others speak only a little or even not speak at all. The last problem is the mother tongue used affected the students in speaking English. The students frequently used their mother tongue when they don't know the correct vocabulary.

B. Suggestion

Based on the research finding in the chapter four, the researcher would like to give some suggestion as follow :

1. Teacher

Since there are a lot of activities focusing on fluency conducted by the teacher in Al-Islam boarding school, the teacher should aware the problem faced by students in speaking. Based on the interview result, the big obstacle in al- Islam boarding school is the grammatical error of the student. Students directly adopt Indonesian language and literally translate it word by word into English language. From this obstacle, the teacher can change the strategy of teaching in vocabulary enrichment activity. The vocabulary given to student should be directly in a form of sentence not in a word to avoid them from making errors in speaking. Moreover, As the results of the research provides a kind of rich activities focusin on fluency in Al-Islam boarding school, another teacher especially English teacher may implement the appropriatte activity and develop

strategy of teaching to reach the goals of learning in speaking fluency class.

2. Students

Based on the research finding, there are several students who have difficulties in implementing speaking fluency. For students, especially students of Al- Islam boarding school, increasing motivation is a very important thing for student learning achievement. The first thing students have to do is knowing the reason why they need to learn English. After finding the reason, student should practice their speaking ability. Becauuse the big key of learning any language is by practice more. The more students practice the speaking skills the more fluent their ability in speaking.

3. Reader or Further Researcher

This research may imperfection because of many lacks from the researcher based on the limitation time and knowledge. Further researchers are expected conduct similiar research focusing on accuracy with additional time of research in order to found more activities and enhance future study results to make a better development of learning.

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