EIGHT FACTORS BRINGING ABOUT STUDENTS' SPEAKING DISFLUENCY IN INDONESIA

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Abstract

English, among thousands of languages, is the most widespread and spoken by people around the world. Students in Indonesia, in particular, oftentimes measure their English mastery by evaluating to what extent their speaking fluency. It, thus, becomes challenging since they are not merely called for producing words but are required to apply the appropriate way of delivering the messages as well. With that in mind, this article aimed at figuring out the common challenges, which in turn lead to students' speaking disfluency. Moreover, to unearth the answer to the objectives, this study applied qualitative library research which primarily focused on analyzing the secondary data such as online books, and articles as the sources. Finally, the challenges found encountered by the students to get fluency were affected by eight factors such as; Vocabulary, Grammar, Anxiety, Lack of Motivation, Learning Environment, Teachers' Teaching Strategies, Self-Confidence, and Age. Besides, this article also proposed alternative solutions for both teachers and students in overcoming the issues. In a nutshell, the researcher hopes that this paper would benefit the upcoming researchers to be cited as an additional reference in English studies, and for teachers to be a guide to promote students' speaking fluency.

Keywords— Vocabulary; Grammar; Anxiety; Lack of Motivation; Learning Environment; Teachers' Teaching Strategies; Self-Confidence; Age.

Introduction

Nowadays, English is seen as an essential means to face schooling and job vacancies (Riyaz Ahmad, 2016). Since its roles are highly pivotal in any sphere of countries around the world, particularly in education, this language thus becomes an inevitable part of human activities. However, despite the significant growth of English as a Foreign Language (EFL) learners, it is not uncommon that there are still a plethora of whom whose English is far below the level of mastery. Finally, the presence of English is either a challenge for those whose English is weak or an opportunity for people whose good English competence (Lee, 2018).

One of the most fruitful skills in English is speaking since it plays a central role as a medium to talk about certain information and current issues. Hence, the students require to practice regularly to enhance their speaking competence and language mastery (Nasir, 2018). Karimy & Pishkar (2017) advocated that the ability to talk orally is the main attention in learning English. Students can transfer, obtain, proceed, interpret and evaluate any issues through communication which essentially can

escalate their linguistic competencies (Nasri et al., 2019). Therefore, the aim of teaching speaking should be related to students' communication skills which in turn aids them in expressing their ideas both in social and cultural settings (Namaziandost, Hashemifardnia, Shafiee, et al., 2019). However, most often students merely learn English to fulfill the curriculum requirement without paying deliberate attention to the reasonable aim of language learning (Vu Phi Ho, 2018). It thus results in bad impacts on students' speaking proficiency.

In Indonesia, the ability to speak fluently, like native speakers, is the main goal of the predominant English learners. They oftentimes make great efforts to attain it by spending much time and investing an abundant amount of money to learn English in various institutions, schools, and other English learning environments (Mohammadi & Enayati, 2018). Fluency, according to Leonard & Shea (2017), can be elucidated as the features of oral production which encompass certain parts like making a pause, controlling the speed of speech, and repairing or doing self-corrected errors which all relate to automaticity in speaking. Similarly, Yan et al. (2021) spelled out that fluency is commonly interrelated with language competence which has correspondence with the rapidity and smoothness of speech production.

Nonetheless, since speaking is a skill that necessitates the students to produce words or sentences orally, it is considered the most challenging in that the students are required not merely to show their language competence but performance as well (Suparlan, 2021). Finally, after reviewing, analyzing, and coding the abundance of articles from numerous journals, the researcher found eight common barriers contributing to the students' speaking disfluency. All results are explained as follows concordingly.

Research Method

This article aims to acknowledge the English learners about eight issues hindering them from speaking fluently. With that in mind, the approach applied is qualitative library research which requires the researcher to gather the data from the previous references or secondary sources, particularly about students' speaking disfluency. According to (Jones, 1993), this sort of research approach would assist the practitioners in extracting and classifying the sources of information or personal ideas related to what is becoming the answers to research questions. Various sources supporting this study include English speaking proficiency, teachers' teaching strategies, and speaking disfluency as the result of some issues faced by students when speaking.

Findings and Discussion

In this part, the researcher elaborated on all common issues which hinder the students from speaking fluency. The results of the study, gathered from tens of related articles, such as vocabulary, grammar, anxiety, environmental factor, lack of motivation, teachers' teaching strategies, self-confidence, and age are respectively expounded as follows.

Vocabulary

Vocabulary is the theory of words and their contextual meanings. Two common types of this knowledge are receptive and productive. Receptive vocabulary refers to the words that EFL learners extract from listening to people and seeing from books, etc., while productive vocabulary is the words produced when speaking or writing (Rahmawati et al., 2020). Moreoever, as the basic part of communication, adequate words are necessarily required to make the students communicate more

smoothly (Susanto, 2017). Thus, knowing a big number of words used in multiple contexts would assist the students to understand any information delivered (Hao et al., 2021).

Nonetheless, despite various teaching methods implemented by the teachers, plenty of students still find it challenging when faced with vocabulary (Felker & Klockmann, 2019). Mulyono et al. (2019) found in their study that two participants admitted having limited words in mind would restrict them from speaking fluently. Similarly, having inadequate vocabulary led to students' difficulties in understanding people when talking, constructing sentences, communicating, and listening to the spoken language well (Suseno, 2020).

Some common reasons behind students' limited vocabularies include the breakdown of recalling the new memorized vocabularies when speaking (Omer M. Al-Tamimi et al., 2020), the confusion of certain words' meaning and use particularly in definite contexts, and lack of time to practice which affects their speaking proficiency (Chou, 2018). Similarly, the habit of translating a talk verbatim in their mind, which is produced in form of sentences, would generate a long pause for students to think of the meaning (Abimanto et al., 2021). Therefore, Khan et al. (2018) stated that teachers should enhance students' motivation by utilizing Information Communication and Technology (ICT) in teaching vocabulary. It aims to foster students' learning process to be more effective which is responsible for their speaking fluency.

Furthermore, the advantages of ICT contributed to the teachers in producing creativity, and ideas in teaching. Besides, it could lead to a comfortable classroom sphere, higher motivation, and alive learning (Pham & Nguyen, 2018). Hermagustiana & Rusmawaty (2021) found digital vocabulary as one of the technologies used in the classroom. This sort of platform provides a swift translation from L1 to L2 or conversely without taking much time compared to a printed dictionary. Thus, the teachers believe that the adoption of technology in teaching English was highly necessarily considered due to its significant role in elevating students' vocabulary mastery. Another type of media that can be utilized by the teachers in teaching vocabulary is known as web-based vocabulary. This platform involved certain web in classroom instruction and was found to enhance significantly students' words knowledge (Hajebi et al., 2018). In short, there is a significant correlation between students' vocabulary mastery with their speaking skills in which the quality of students' speaking skills can be measured by the number of vocabulary in their mind

Grammar

Grammar plays an essential role in speaking accuracy since it could improve students' understanding of any ideas or information being delivered. Grammar competence includes phonological knowledge, orthography, lexicons, and words and sentence formation (Nasir, 2018). According to Khudhair (2019), the ability to apply good grammar would assist the students to speak properly and comprehensively with their interlocutors. In English literature, the function of grammar is not merely to communicate effectively but also efficiently (Nasir, 2018).

However, despite its virtue for English learners, plenty of students find it difficult in understanding the structures of grammar. It is uncommonly encountered by students from secondary to university levels (Aniuranti et al., 2020). Similarly, Suryani (2020) explained that grammar was one of the factors hindering students to speak fluently. It was due to the complexity of grammar rules found to be problematic when applied in communication. Besides, the teachers predominantly teach English by focusing merely on the grammar rules without further explaining their use in practice. Consequently, students find it difficult to use and arrange their sentences grammatically (A'yun, 2019).

There are two types of grammar instruction, based on their functions, commonly proposed by the teachers; explicit and implicit grammar teaching. Teaching grammar with an explicit purpose means the students would deal with the techniques in memorizing, rehearsing, and structure-based

practicing in the classroom. It refers to how the students speak grammatically and correctly despite the slow communication process. Meanwhile, implicit grammar instruction provides the students with more flexible and dynamic ways which aim at getting the goal of communication. Besides, in this sort of instruction, the students are required to involve interactively and communicatively in learning activities without omitting the function of grammar in speaking (Madarina et al., 2017). In a nutshell, it was found that the students predominantly prefer explicit grammar for it can increase their speaking fluency.

Anxiety

Anxiety is a common problem that students face when speaking. This sort of issue is essentially affected by external factors such as comments from their teachers and friends. Speaking anxiety deals with feeling worried and shy when English learners commence speaking (Prasetyaningrum et al., 2020) which therefore becomes the most burdensome negatively affecting students' speaking fluency (Namaziandost, Hashemifardnia, & Shafiee, 2019). In addition, Sutarsyah (2017) found a significant distinction, in terms of speaking fluency, between students with a low level of anxiety with their higher anxious counterparts.

Moreover, according to Nurhayati & Nuraida (2020), three factors contribute to anxiety; first, students' perception of English language learning. It refers to the assumption that English is difficult to learn and master which would hinder students' speaking proficiency. Secondly, lack of preparation. It brings about students' difficulties in recalling the words or sentences they want to state. Thirdly, speaking in front of the class. This is the most challenging since they are afraid of being evaluated by their teachers and friends. In addition, Marhana Rullu & Daburan (2020) found a lack of speaking practice as the factor enhancing students' speaking anxiety which results in a low level of fluency. Finally, this type of speaking obstacle is commonly followed by excessive panic, frightening, or fear (Al Hakim & Syam, 2019).

Meanwhile, Raja (2017) expounded on the alternative solution that students can make to get a better speaking result. It could be in terms of preparing, understanding, and practicing regularly the topic they will deliver. Besides, the teachers also could provide pronunciation and presentation classes at the beginning of the learning process which would reduce the anxiety and hesitation of the students (Suchona & Suchorna, 2019). It could therefore smoothen their tongues in producing the words and elevating their spirit and motivation.

Furthermore, arranging a more friendly classroom, giving awards to the students, and encouraging them to study during the learning process could significantly be effective in decreasing students' anxiety (Mohamed Mokhtar, 2020). The teachers should also escalate students' self-confidence to foster students' speaking attainment notably (Tridinanti, 2018). Similarly, teachers could reduce the level of students' anxiety by conducting cultural drama in English. It was deemed effective as the students would get balanced time to practice their English speaking. Besides, the cultural knowledge of the students would assist them in conveying any messages or ideas in the drama (Inphoo & Nomnian, 2019)

Environmental Factor

Both teachers and learners must consider a suitable and comfortable environment for the success of the instructional process. Hanrahan (1998) in her research found that the students had higher motivation when learning in the classroom. Moreover, Shaukat et al. (2020) discovered that learning English in the classroom had a greater impact since students could engage in a variety of activities to develop their speaking skills, such as asking questions, discussing, group talking, debate, and

dialogue. Besides, a supportive learning environment such as speaking partners, English area, etc. is required better to boost students' motivation to practice, foster their communicative skills, and have more time to practice (Albino, 2017).

However, despite the significance of the classroom as an incentive element for students' speaking fluency, the unconducive, uncomfortable, and hectic classroom setting would result in a bad impact as well. Hanifa (2018), found one factor influencing students not to engage in communication is due to the teachers' domination during the learning process. This type of classroom climate hindered the students to get better language learning achievement. Besides, the use of English as a medium of instruction was believed to demotivate the students to speak in that it brought about a high level of anxiety, lack of confidence, and negative perspective towards English learning (Chou, 2018).

Lack of Motivation

Motivation plays a crucial role in deciding the effectiveness of the learning process. With great motivation, students can possess the willingness to learn and succeed (Mahdalena & Muslem, 2021). Thus, involving motivation when learning is required to support students' better language achievement compared to those whose low motivation (Nijat et al., 2019). It is significantly crucial since numerous studies have evidenced motivation as one influential factor to foster students' speaking proficiency. Moreover, knowing the benefit of mastering language, as a medium of international communication and future modal, is imperative to enhance students' motivation to learn and practice to speak regularly (Ariyanti, 2016). Besides, being motivated to speak, without thinking excessively about grammar and pronunciation, could upgrade students' fluency and activeness (Rafii, 2021).

However, since some students have low motivation in learning English, it could bring about a bad impact on their English speaking fluency (Abda, 2017). Erkin Yusubovich (2021) considered motivation as a medium to evaluate students' preparation before speaking which in turn could influence their fluency. Meanwhile, Aliyu et al. (2019), proposed class interaction during the learning process to be a solution to enhance students' self-confidence and motivation since it involved the students in social interaction, active participation, new knowledge building, and experiences.

Teachers' Teaching Strategies

Having limited opportunities to speak English in the classroom during the learning process inhibits students' speaking fluency (Thomson, 2017). It can be caused by the teaching strategy implemented, commonly teacher-centered discussion, which limits or even gives no opportunity for the students to practice and develop their speaking proficiency (Souisa, 2020). Besides, a lack of students' engagement during the learning process, particularly in conversation activities, could be due to teachers' absence in participating and guiding the students (Potemkina et al., 2021). In addition, Mairi (2016) found one of the factors hindering students' fluency was related to the difficult speaking task given. The students were required to think about a strange issue that commonly triggered them to make pause lengthily with plenty of fillers.

Due to the various barriers faced by the students when speaking, the teachers are therefore required to find innovative methods and strategies to cope with students' problems (Aniuranti et al., 2020). Besides, the teachers should be able to select the most suitable one for students by adjusting their needs and ability in the teaching and learning process (Nasir, 2018). Min et al. (2019) found English as a medium of communication (EMI) as one of the strategies. The implementation of EMI for (EFL) students was significantly effective particularly to bolster students' activeness during the learning process (Min et al., 2019) in that they would get used to speaking with their teacher and classmates. Besides implementing EMI as the teaching strategy, Toyib & Syafi'i (2018) found that role-play is a pointful method to be implemented when teaching for it provides a multitude number of

advantages such as the improvement of students' speaking skills, motivation to practice regularly, and fun when learning.

Creating meaningful activities like making discussions, speaking games, etc., are beneficial to generate students to be actively engaged in the classroom as well (Trinh, 2021). It could be effective since the students prefer more fun and engaging activities during the learning process. Moreover, the use of visual media in learning and during speaking activities is also deemed as a strategy to boost the teaching and learning process, and students' speaking skills (Habibah, 2018).

Self Confidence

Essentially, self-confidence or self-belief refers to a personal factor that plays a crucial role for people to achieve their purposes by being assertive, optimistic, independent, etc. In a foreign language context, students whose high level of confidence tend to have more ability to speak fluently, as the goal of language learning, since they have less anxiety and hesitation when delivering their ideas (Suliyati & Syahri, 2021). Thus, the English teachers are called for emboldening the students' speaking attainment by bolstering their confidence to enhance the effectiveness of the learning process and bring positive impacts on students' learning outcomes (Akbari & Sahibzada, 2020). Besides, the students should realize that the significance of self-confidence would assist them in improving their speaking fluency (Tridinanti, 2018).

Some variables contribute to the students' self-confidence development. First, personal experience, (Rumapea, 2020). A positive experience is related to any events or agendas which foster students' motivation in lifting their ability such as when joining English-speaking competition, etc. Second, social support from family, friends, neighborhood, school, and peers is critical in the development of self-confidence (Conners, 2014). It is arguably imperative since the students require incentives from every aspect surrounding them which in turn leads to their learning achievement.

However, getting a high level of confidence is not effortless for some problems could hinder the students from having it. Therefore, students who are not confident tend to face various troubles, like being shy and afraid, since they do not possess the courage to speak (Hasan et al., 2020). One of the factors affecting self-confidence is a bad experience, particularly when speaking in a public area (Rumapea (2020). They are worried about certain comments from others in terms of their speaking performance. Consequently, the lack of confidence would inhibit the students from achieving their goals, especially in speaking fluency (Sudirman et al., n.d.).

Age

Age, in this case, refers to the time when the students commenced learning English. It is pivotal to consider due to its effect on students' English proficiency particularly in speaking. Many studies revealed that students who learned English from an early age had better speaking achievement. Despite the difficulties encountered by the teachers while teaching, Oktaviani & Fauzan (2017) found that young EFL learners would understand the materials given better in the aspects of pronunciation and memorization of new words which essentially become the main factors to foster young students' speaking fluency. In addition, the teachers could be role models to exemplify the correct way of speaking English which could be repeated, imitated, or reproduced by the students (Pertiwi et al., 2020).

However, since most of the students nowadays learn English from older age, they tend to have difficulties in speaking in particular. Shahini & Shahamirian (2017) found in their research that students' fluency would be hindered if they started learning English from an older age. It becomes worse when the students enter university in which they had no opportunity to speak since their friends, who commenced learning English from an early age, had a better speaking competence. Thus,

despite learning at a university, which has incentives in terms of facilities and lecturers, the students could not maximally improve their speaking proficiency easily and quickly (Shahamirian, 2017).

Conclusion

In Indonesia, English is considerably deemed as a crucial language to learn due to its advantage as a means of communication worldwide. Students largely believe that the success of learning English is dependent upon how fluent they are when speaking. However, it is not an easy task since speaking does not solely require its users to produce words but also ideas in mind to support their fluency. Meanwhile, there had been a plethora of research investigating the factors behind students' speaking disfluency particularly.

There were eight generally known responsible problems revealed to bring about the issue spelled out carefully aforementioned above in this article. Those matters include; Vocabulary, Grammar, Anxiety, Environment, Lack of Motivation, Teachers' Teaching Strategies, Self-Confidence, and Age. Lastly, this paper not merely explained the matters of students' speaking disfluency but the strategies to cope with the obstacles as well.

The Contribution of This Research

This paper could help students both in terms of theoretical and contextual aspects of their speaking talents. On the other hand, the instructors will unavoidably need this scholarly work to support the teaching and learning of English, notably as a roadmap to better learning results, because they played critical roles in overcoming the students' barriers outlined above. Besides, any researcher would benefit from citing this paper as the theoretical foundation for their work. Finally, the author intends to tell the readers about the reasons that prevent pupils from communicating properly when in the contextual domain. It is vital to comprehend such elements to assist students in improving their speaking abilities and dealing with common issues.

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