

Chapter One

Introduction

This chapter presents introduction of the study. Firstly, the background of study and statement of the problem describe why the researcher is interested in discussing factors and media which can influence English Foreign Language (EFL) learners in speaking English fluency. Secondly, the delimitation of the study discusses the focus topic in conducting the research. Thirdly, the researcher proposes the research questions and objectives of the study. These parts clarify the points mentioned in the delimitation of the study in the form of questions and aims of the research. The next part amplifies the benefits of this research for some parties related to this research. In the last part of this chapter, the researcher mentions the organization of the chapter.

Background of the Study

English is an essential worldwide language because it connects people from different cultures, nations, and languages. Brown and Lee (2015) as cited in Shahini (2017) said that English is increasingly popular used by non-native speakers as a medium to communicate. Besides, English also integrates foreigners to communicate in order to exchange the information and avoid the misunderstanding conversation context.

In addition, there are four skills of English such as listening, speaking, reading, and writing. Speaking is one of the essential English skills and is supposed to be mastered by the learners when they learn English. Boonkit (2010) stated that speaking is crucial for effective communication to deliver specific main ideas by verbally. Besides, speaking English can also develop the knowledge to gain the information from foreign countries, so English learners can advance learning English skills paramount for English learners in the learning context better.

Harmer (2007) as cited in Leong and Ahmadi (2017) argued that one essential feature in mastering English speaking skill is fluency in expressing ideas verbally, and fluency comes as the core of the problems to master more effective communication. Through fluency of speaking skills, communication becomes more effective. It can ease most people from understanding the communication context quickly because they can communicate without interruption (Cadena & Aguilar, 2019). Besides, they also added that having good fluency in speaking English is also signified by expressing the message coherently, knowing what to talk about in many contexts, and being creative in varying the words used.

English is more likely to be taught and learnt as a foreign language in Indonesia, and mostly, English learning and teaching takes place in classrooms rather than in daily communication, however, Indonesian English students are still not ready to use English as a communication tool outside of the classroom (Sulistiyo, 2016). According to Matear (2008) as cited in Burgos and Milona (2020), the increase of learning English as a foreign language has now shown a significant amount.

After years, learning English comes as an essential aspect that people need to understand. English is included in the curriculum which is categorized as an important subject started from elementary school, junior high school, and senior high school. The statement mentioned is in line with Lauder (2008) as cited in Mattarima and Hamdan (2011) who stated that an English course is the necessary subject to be taught throughout three years in junior high school and three years in senior high school. As EFL learners, they face several challenges in the learning process, one of the challenges is English speaking fluency. By knowing one of the challenges, we can easily find out how to solve the problem, one of which is knowing the factors that can influence English speaking fluency.

Based on the problems mentioned above, those can relate to the phenomenon in real life. Compatibly, the researcher also hopes that the problem can help gain an exhaustive

explanation of the problem in this research supported by the study conducted by Wahyuningsih and Afandi (2020). Hence, this topic is significant because it is crucial to teaching and learning English, especially in speaking skill. Knowing the factors and media which can improve the learners' speaking fluency can ease the learners to feel motivated and find the solutions to develop their speaking skill well. Therefore, the researcher is interested in conducting a research to investigate the factors influencing English language learners and the media used to increase their fluency in speaking regarding the phenomena mentioned above.

Statement of the Problem

Speaking is a fundamental skill in English learning. All English learners should learn this skill to be able to use English to communicate well orally. Besides, the learners require a certain level of fluency to undertake the communication process successfully so that speaking fluency is necessarily achieved by language learners (Yang, 2014). Based on the researcher's experience in the context where the researcher still takes in charge as a student, the English learners still faced the problem of their speaking fluency. They did not speak fluently as seen that there were also many interruptions and stops when they spoke. Likewise, they also used many fillers like “aaa, mmm, and others”. To some extent, they used many repeated words such as the words “so, as you know, like, and the like”.

In addition, the researcher has met some learners who could speak English fluently. Besides, they could express their ideas clearly and understandably. They spoke without significant interruptions so that the counterpart could respond well with the slightest misunderstanding. From the researcher's environment, some learners could speak fluently and less fluently. Based on the researcher's observation of ten learners, two of them had fluent speaking skills, and five of them still had some interruption. Besides, three of the learners were not confident in speaking English, so they could not speak English well.

Meanwhile, the researcher has also met many alumni of English Language Education Department (ELED) who can speak fluently. They can communicate with others well. When the speaker makes conversation with them, they can describe things vividly with clear pronunciation. On the other hand, when they were students they can not communicate perfectly and do not master English well. But over time, they begin to practice their English skill such as by listening to the music, practice oftenly, and starting conversation using English with their friends. In the end they can develop their English skill and become better speakers. Henceforth, having met these conditions could raise as the researcher's awareness to investigate what factors influence English learners' speaking fluency.

Delimitation of the Problem

In this study, the researcher focuses on investigating factors which can influence English learners' speaking fluency and get to know the media used by EFL learners to improve their speaking English fluency. The researcher limits the subjects who can speak fluently. Besides, the researcher can also easily contact those alumni to facilitate the researcher to obtain the data quickly. Thereupon, the researcher focuses on the media used to improve their speaking English fluently.

Research Questions

This research is intended to answer the following questions:

1. What are the factors which can influence English speaking fluency by EFL Learners?
2. What are the media used by EFL learners to improve their speaking English fluency with those factors?

Objectives of the Study

Based on the research questions, the objectives of the research are:

1. To find out the influencing factors of English-speaking fluency faced by EFL Learners.

2. To know the media used by EFL learners to improve their speaking English fluency with those factors.

Significances of the Study

This research is aimed to give positive and advantages for some parties such as researcher, learners, reader and other researcher.

For The Researcher

From this research, the researcher gains knowledge of speaking which can be used to be a good teacher in the future. This study will give an understanding of how future teachers prepare and know their skills. Besides, the researcher becomes a learner who will take some experiences and knowledge applied in the teaching and learning process. Hence, the researcher expects that this research can help the researcher increase speaking well.

For the Learners

This research is expected to help the learners gain knowledge about factors and media which can affect their speaking fluency. By reading this research, the learners can know the practical factors and media to improve their speaking fluently. Additionally, the learners can know various of influential factors and media on the fluency in speaking which can be applied in the real-life context, especially in the learning process. Also, the learners can practice their speaking by using those influential factors and media provided in this research independently

For the Readers

From this research, it is expected that the readers can take a lesson while they read this research for knowledge and can be applied to their learning system. This research is also expected to help the readers who have same difficulties to solve their problem in increasing their speaking fluency. Therefore, the findings of this research can be helpful for the readers when they become teachers or authors in the future.

For Other Researchers

This research can help other researchers to attain information of the influencing factor and media use to develop English language skills. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the research towards the strategies and challenges concerning on the factors influencing English language learners to increase their fluency in speaking related to the same area of this research.

Organization of the Chapter

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In the introduction session, there are six-parts, namely background of the study, statements of the problem, delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the chapter.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory covering speaking and fluency in speaking. The literature review highlights some theories related to this research. Besides, this chapter two covers language skills, English speaking fluency, factors influencing English speaking fluency, media used to improve English speaking fluency, review of related study. In the last part of chapter two, it includes the conceptual framework.

Chapter three discusses research methodology. This chapter gives a clear illustration of how this research is conducted and how the data are collected. The components of chapter three include research design, research setting, research participant, data collection method, data collection procedure, data analysis, and trustworthiness.

In chapter four, it discusses the research finding and discussion. This chapter provides detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings to the relevant literature reviews or theories provided in this research to discuss the research further.

Chapter five includes the conclusion and recommendation. In this chapter, the researcher presents the conclusion of the research findings related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.