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CHAPTER I INTRODUCTION

A. The Background of the Research

Assessment is one of the parts which include the learning and teaching process. The assessment also became the fundamental of teaching where assessment can measure the capability, performance, manner and also all of the thing that teacher needs to teach the students to get the objectives of the learning process. In according to Mihai (2010, p. 24) stated that Assessment is a combination of all formal and informal judgments and findings that occur inside and outside a classroom. Accordance with Brown (2003, p. 4) explained that the assessment is happening in the ongoing process where the process is measuring the ability or performance of students. The assessment is also using the tools to find the answer or result about the students that happen when they learn and the teacher teaches them.

In speaking, assessment that people use to measure the students' ability when they speak is two criterion, they are accuracy and fluency. Fluency can be defined as the fluency that characterizes a speaker and has to do with the speaker's abilities efficiently plant and execute his speech. Simply, it is a psychological process in one mind. Fluency is the ultimate goal for EFL learners when learning foreign language. According to Kormos and Denes (2004) fluency is something all learners aspire to. In addition, According to Schmit in Nation and Newton (2009) speaking fluency is the number of words spoken in certain period of time and according to Stockdale (2009)

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there are two ways speaking fluency assessments. They are perceived fluency and Utterance fluency.

First, type of fluency analysis is the perception fluency. Lennon (1990) defined it as impression on the listener toward one's speaker as being listened. Perceived fluency is usually measured with rating scale based on the listener's concept of what is fluent or not fluent and usually holistically measured with other aspect of speaking like grammar, pronunciation, vocabulary and etc.

Then, Utterance fluency is the fluency that can be measured in a sample of speech Tavakoli and Skehan (2005) noted that utterance fluency is a construction with several aspects. They distinguish between breakdown fluency, speed fluency, and repair fluency. Breakdown fluency has to do with ongoing flow of speech and can be measured by counting the number and length of the filled and unfilled pauses. Speed fluency has to do with the speed with which speech is delivered and can be measured by calculating speech rate such as number of syllables per second. Repair fluency has to do with how often speakers use false starts, make corrections or produce repetitions.

According to De Jong and Wempe (2009) they recommended to used PRAAT or Audacity to assess the speaking fluency. Yvonne Préfontaine (2010) also finished her research talking about the differences perceived and utterance fluency across Speech Elicitation Tasks. The newest from Marjan (2016) when analyzing students' speaking fluency the fifth semester students

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English Education Program in Riau University the researcher also used utterance measurement to assess students speaking fluency.

Palmer (1990) also stated that perceived is important and useful because they have relatively high degree of content and face the validity but, the test being criticized since it involves rater's bias judgment, inaccuracy of the outcome of the test and differences of understanding between raters on what fluency is. One speaker might be considered Good by rater A, but considered Intermediate by rater B.

In the otherside, according to Caban in his research (2003) the raters may be biased by several factors such as, age, first language background, sex, and educational level. There is no guarantee the raters will in the same condition and perception about what fluency is. Finally, the rating scale used, holistic and analytic, may also prove problematic.

The difference perception about speaking fluency analysis also happened in State Islamic University of Sultan Syarif Kasim Riau. The researcher has interviewed some of raters and students about students speaking fluency analysis. One of rater said that he will watch or listen all the sample and he choose one sample as the standard of the sample.

So, if the other sample better than the previous before will get better score. The other rater also informed that he will assess the sample base on the rubric and he belief. The researcher also asked to the several students about speaking assessment but, all of them only know speaking assessment only by rater or perceived fluency. The students did not know about utterance fluency,

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when the researcher asked the students about the utterance fluency they just gave the confuseness and when the researcher said about the application or software, they are confused and never see the application. So, the researcher can assume that the students do not know the utterance fluency.

Related to the elaboration above, the researcher believe that transparency and fair assessment is very important for the students to develop their speaking fluency, especially for English Education Department Students as the ‘future teacher’ will be. Being able to speak English is not enough for English Education Department students because according to Gotz (2015) the word “able” or “can” has the lowest level of quality because being able to speak is very different from being fluent to speak.

Furthermore, their appearance, body language, behavior and English skill will be judged by the students. Especially in speaking English, it is very easy for people or students to judge because to know one’s fluency we just need to listen to him or her talking. In the talk later interlocutor could hear pause, error, repetition/correction and filler that then interlocutor could label someone fluent or not. Therefore, it is very risky for the teacher to have insufficient speaking fluency. So, as that the reason the researcher conclude that assessment is very important for the students to improve their English speaking fluency and also when students want to know the level speaking fluency and evaluate the students’ speaking fluency, it will be better to know what is the tool to analyze the speaking fluency and then can judge and evaluate the speaking fluency will be better. The tools are indicated to

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measure the speaking fluency are two, they are perceived and utterance fluency analysis.

Thus, the researcher is intended in investigating the problems above that is the tools to analyze the speaking fluency into a research project which is entitled: **The Comparison of Students' Speaking Fluency between Perceived and Utterance at English Education Department of Education and Teacher Training Faculty in State Islamic University of Sultan Syarif Kasim Riau.**

B. The Problem

1. The Identification of the Problem

Palmer (1990) also stated that perceived fluency analysis is important and useful because they have relatively high degree of content and face the validity but, the test being criticized since it involves rater's bias judgment, inaccuracy of the outcome of the test and differences of understanding between raters on what fluency is. One speaker might be considered Good by rater A, but considered Intermediate by rater B. According to Caban in his research (2003), the raters may be biased by several factors such as, age, first language background, sex, and educational level. There is no guarantee the raters will in the same condition and perception about what fluency is. Finally, the rating scale used, holistic and analytic, may also prove problematic.

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The differences perception about speaking fluency analysis also happened in State Islamic University of Sultan Syarif Kasim Riau. The researcher has interviewed some of raters and students about students speaking fluency assessment. One of rater said that he will watch or listen all the sample and he choose one sample as the standard of the sample. So, if the other sample better than the previous before will get better score. The other rater also informed that he will assess the sample base on the rubric and he belief. The researcher also asked to the several students about speaking assessment but, all of them only know speaking assessment only by rater or perceived fluency. The students did not know about utterance fluency, when the researcher asked the students about the utterance fluency they just gave the confuseness and when the researcher said about the application or software, they are confused and never see the application. So, the researcher can assume that the students do not know the utterance fluency.

2. Formulation of the Problem

Based on the background elaboration above, to make it more clearly the problem in this research can be identify as follows:

- a. What is the level of speaking fluency of the fifth semester students of English Education Department State Islamic University of Sultan Syarif Kasim Riau 2015 based on perceived fluency measurement?

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- b. What is the level of speaking fluency of the fifth semester students of English Education Department State Islamic University of Sultan Syarif Kasim Riau 2015 based on utterance fluency measurement?
- c. Is there any significant differences between perceived and utterance fluency measurement?

3. Limitation of The Problem

To avoid research being too broad, the researcher will limit the problem and focusing on comparative analysis between perceived and utterance fluency analysis on the fifth semester students' speaking fluency of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

C. Objective and Significance of the Research

1. Objective of the Research

- a. To know the level of students' speaking fluency based on Perceived at the fifth semester students of English Education Department of State Islamic University of Sultan Syarif kasim Riau.
- b. To know the level of students' speaking fluency based on Utterance at the fifth semester students of English Education Department of State Islamic University of Sultan Syarif kasim Riau.
- c. To find out whether there is or not a significant difference score between perceived and utterance at the fifth semester students of

English Education Department of State Islamic University of Sultan Syarif kasim Riau.

2. Significance of the Research

- a. Ideally these reseach discoveries can profit the writer as a fledgling reseach in figuring out how to conduct a reseach
- b. For the participation of this research might find it useful if they are interested to know how to measure their fluency level then they can make decision to improve it.
- c. For helping the other students and give them information which is speaking assessment not using rater or perceived fluency only.
- d. The research findings are also expected useful and valuable especially for students and lecturer of English at State Islamic University of Sultan Syarif Kasim Riau to be thought in their educating and learning English later on.
- e. For the reader of this research could use this research as starting point for deeper research on speaking fluency.

D. Reason for Choosing the Title

There are some reasons, why the researcher is interested in carrying out this research, they are:

- a. The title of this research is relevant with the writer's status as a student of English Education Department.
- b. The problem of the research is not yet investigated by the other previous writers in this department.

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- c. The location of the research facilitates the writer in conduction this research.

E. The Definition of the Term

There are many terms involve this study. To avoid miss understanding and miss perception to the term used in this study, the following terms are necessary definite as follows:

1. Perceived fluency

Segalowitz's point of view about perceived fluency is the most complete of the three as it combines cognitive fluency and utterance fluency and adds the listener to the equation. This seems logical, given the difficulties in measuring fluency objectively. As previously illustrated, cognitive fluency is difficult to quantify and temporal and repair phenomena are not always reliable indicators and therefore it is inevitably the listener's impressions that count. Lennon (1990) claimed that "fluency reflects the speaker's ability to focus the listener's attention on his/her message by presenting a finished product, rather than inviting the listener to focus on the working of the production mechanisms". In other words, if the speaker communicates his/her message effectively without pausing or hesitating unduly, the listener will infer that the speaker possesses cognitive fluency.

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2. Utterance fluency

Segalowitz's defined utterance fluency refers to the temporal properties of speech and repair. These, according to Segalowitz's vision, depend on the speaker's cognitive fluency. Tavakoli and Skehan (2005) differentiate between three categories of utterance indicators: speed fluency, that is, the density and speed at which speech is delivered; breakdown fluency, that is, the extent to which speech is interrupted by pauses; and repair fluency, for example the number of repetitions and corrections present in speech. The advantage of utterance fluency is that the variables can be measured, for example by using the software Praat, Audacity and therefore ratings are more objective.