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AN ANALYSIS OF STUDENTS' SPEAKING FLUENCY AT THE FIRST GRADE OF MADRASAH ALIYAH MASMUR PEKANBARU

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By:

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S.Pd)

ENGLISH EDUCATION DEPARTMENT

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Finally, the researcher realize that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, 1 Desember 2025

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ABSTRACT

Norliyang Bilianti (2025): An Analysis of Students Speaking Fluency at the First Grade of Madrasah Aliyah Masmur Pekanbaru

Speaking fluency is very important for students because they will need to communicate effectively in their future roles, such as explaining lessons, reflecting on learning outcomes, and giving instructions. Speaking fluency is defined as the ability to speak naturally, smoothly, and predictably, with minor errors that do not distract the listener from the speaker's intended meaning. This study aimed to identify the level of speaking fluency of first-grade students at Madrasah Aliyah Masmur Pekanbaru. The research employed a descriptive quantitative design and was conducted on 28 July 2025 at Madrasah Aliyah Masmur Pekanbaru. The population of this study consisted of 18 students from one class, and total sampling was applied. Data were collected through a speaking test. The findings showed that the speaking fluency of the first-grade students at Madrasah Aliyah Masmur Pekanbaru was at Level 3 (good), with an average score of 52.1 across all fluency measures, namely Speech Rate (SR), Pause Rate (PR), Disfluent Syllables (DS), and Mean Length of Run (MLR). Furthermore, 50% of the students (9 students) were classified at Level 3 (good), while the remaining 50% (9 students) were at Level 2 (intermediate).

Keywords: speaking fluency, fluency level, first grade students

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ABSTRAK

Norliyang Bilianti (2025): An Analysis of Students' Speaking Fluency at the First Grade of Madrasah Aliyah Masmur Pekanbaru.

Kelancaran berbicara sangat penting bagi siswa karena mereka perlu komunikasi dengan siswa mereka di kemudian hari, seperti menjelaskan pelajaran, merefleksikan hasil, dan memberikan instruksi. Kelancaran berbicara dikenal sebagai kemampuan alami untuk berbicara secara alami, mudah dan dapat diprediksi dengan beberapa kesalahan yang dapat mengalihkan perhatian pendengar dari maksud pembicara. Tujuan dari penelitian ini adalah untuk mengetahui tingkat kelancaran berbicara siswa kelas I di Madrasah Aliyah Masmur Pekanbaru. Desain penelitian ini adalah deskriptif kuantitatif. Penelitian ini dilaksanakan pada tanggal 28 Juli 2025 di Madrasah Aliyah Masmur Pekanbaru. Populasi penelitian ini adalah 18 siswa yang terdiri dari satu kelas. Peneliti menggunakan teknik total sampling. Untuk pengumpulan data, peneliti menggunakan tes berbicara. Hasil penelitian ini menunjukkan bahwa tingkat kelancaran berbicara siswa kelas I di Madrasah Aliyah Masmur Pekanbaru berada pada level 3 (baik) dengan rata-rata 52.1 untuk setiap pengukuran, yaitu Speech Rate (SR), Pause Rate (PR), Disfluent Syllable (DS), and Mean Length of Run (MLR). Selain itu, 50% siswa atau 9 siswa berada pada level 3 atau baik, dan 50% siswa atau 9 siswa berada pada level 2 atau menengah.

الملخص

نورلييانغ بيليانتي (٢٠٢٥): تحليل مستوى الطلاقة الشفوية لدى طلاب الصف الأول في المدرسة العالية مسمور بيكانبارو.

تعد الطلاقة في التحدث من الكفايات الأساسية التي يحتاج إليها الطلاب، نظرا لاعتمادهم عليها في التواصل مستقبلا، مثل شرح الدروس، وتحليل النتائج، وتقديم التوجيهات. وتعرف الطلاقة الشفوية بأنها القدرة الطبيعية على الإنتاج الشفهي بصورة سلسة وتلقائية ومنتظمة مع وجود أخطاء محدودة لا تؤدي إلى تشتيت انتباه المستمع عن مقصد المتحدث. وتهدف هذه الدراسة إلى التعرف على مستوى الطلاقة في التحدث لدى طلاب الصف الأول في المدرسة العالية مسمور بيكانبارو. اعتمدت هذه الدراسة المنهج الوصفي الكمي. وقد أجري هذا البحث في تاريخ ٢٨ يوليو ٢٠٢٥ في المدرسة العالية مسمور بيكانبارو. وبلغ مجتمع الدراسة ١٨ طالبا يتكونون من فصل دراسي واحد. واستخدم الباحث أسلوب العينة الشاملة. ولجمع البيانات، استخدم الباحث اختبار التحدث. وتشير نتائج هذه الدراسة إلى أن مستوى الطلاقة الشفوية لدى طلاب الصف الأول في المدرسة العالية مسمور بيكانبارو يقع في المستوى الثالث (جيد) بمتوسط قدره ٥٢.١ في كل مؤشر من مؤشرات القياس، وهي معدل الكلام (SR)، ومعدل التوقف (PR)، والمقاطع غير الطليقة (DS)، ومتوسط طول الجريان الكلامي (MLR). إضافة إلى ذلك، تبين أن ٥٠٪ من الطلاب، أي ٩ طلاب، يقعون في المستوى الثالث (الجيد)، بينما ٥٠٪ الأخرون، أي ٩ طلاب، يقعون في المستوى الثاني (المتوسط).

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, speaking English is very universal so people can communicate and communicate more easily even though we come from different countries around the world. Many people have the ability to speak in front of other people. By talking to people from different countries, people get to know what is happening in the world. People in the world use English to communicate with each other and also speech to communicate with each other. So communication and speech cannot be separated because they are related. People can communicate with in English after learning it. It can be learned mainly in school where students can focus on learning and studying it. Learning English at school is not just about getting good grades.

There are five elements in assessment speaking. Those are pronunciation, grammar, vocabulary, fluency, and comprehension stated by Harmer (2007). English learners should have the ability of English speaking in order to communicate with others. Speaking will be part of the main skill for learning. When is taught in educational institutions such as school and university. Speaking fluency is very important for students because they need to communicate with others in the future, like explaining lessons, thinking about how things went, and giving instructions. Fluency means being able to speak in a natural, smooth, and

easy way, making a few mistakes that don't really stop someone from understanding what you're saying.

Good speaking fluency improves one's English abilities and makes speech sound smoother, more natural, and more engaging for others. It also helps in communicating more clearly because there are fewer interruptions or pauses. According to Kopponen and Luoma (2004), fluency involves how smoothly words flow, the speed of speaking, the length of sentences, how ideas connect, and the lack of unnecessary pauses or hesitation words. However, it is often noticed that not every English learner can speak the language fluently. In Indonesia, speaking is also a major part of the education system. It is something people do every day, but many students still feel nervous about speaking English when they need to communicate orally. When speaking fluency is not well developed, students tend to experience frequent pauses, hesitation, and difficulty in expressing their ideas clearly. As a result, communication becomes less effective, and the intended message may not be fully understood by the listener. This lack of fluency can also reduce students' confidence and motivation to participate in speaking activities, which may hinder their overall language development. Therefore, speaking fluency plays a crucial role in enabling students to communicate smoothly and confidently.

This can happen because of many reasons, especially when people don't know much English. One big issue is that in some countries, like Indonesia, English isn't the first or second language. So, people don't get

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much practice using it regularly (Muamaroh 2013). Because of that, when they try to speak, they can't use English naturally. Also, students face several problems that make it hard for them to speak well. Tuan and Mai (2015) found that things like low motivation, using their own language too much in class, not having enough words, and not being involved in teaching activities all affect how well they can speak.

Based on the preliminary study at MA Masmur Pekanbaru the researcher observed in a class of first grade students at MA Masmur Pekanbaru. Which in the learning process looks at some of the problems. The problem students face in fluency is when they speak English to other. The students have tried to get the listener to understand what they want to say. The researcher found that the students appeared to pause and fragment when speaking they have difficulty thinking about vocabulary and arrange words when spoken. This situation has caused the students to speak hestitantly and scattered implying that the amount of pause filler such as ‘’well’’, ‘’mm’’, ‘’eee’’ and also of the disfluency like repetition, restart and also prolongation would fulfil their conversation. Therefore, most students only listen to what the teacher says, they only speak when the teacher asks them. Many students who want to ask questions but use Indonesian language as their native language. This is caused because they lack of vocabulary and are embarrassed to speak. There are also some students who brave to say what they want to convey using English but there is still a pause in the delivery.

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There are several previous research that examined speaking fluency. Mairi (2016) focused on describing fluency level and to identify students disfluency factors. Hidayat (2018) focused on know the fluency level of the students and the problem faced by them regarding their fluency. Mairi (2015) focused on describing speaking fluency and to know the factors of disfluency faced by them. Zumarlin (2020) to know the speaking fluency level students.

Based on the related research above, there are similarities and differences between previous research and this research. there are similarities, namely discussing the speaking fluency level then this study also has differences with the research above. In this research, the researcher analyze students speaking fluency level. This research, the researcher adopt measurements from Stockdale (2009) which accumulates the four components of disfluency to indicate the speaking fluency of speakers.

Based on the related research above, there are differences between previous research and this research, the previous research was addressed to university students (universitas). This research, the researcher wanted to conduct this study at the first grade of madrasah Aliyah masmur pekanbaru with the title ‘’ An Analysis Of Students’ Speaking Fluency At The First Grade Of Madrasah Aliyah Masmur Pekanbaru‘’.

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B. Identification of the Research

Based on the background of problem, speaking fluency is important for the students in learning language. The researcher found that the students appeared to pause and fragment when speaking. They have difficulty thinking about vocabulary and arrange words when spoken. This situation has caused the students to speak hestitantly and scattered implying that the amount of pause filler such as ‘’well’’, ‘’mm’’, ‘’eee’’ and also of the disfluency like repetition, restart and also prolongation would fulfil their conversation. Many students who wanted to ask questions but use Indonesian language as their native language. This is caused because they lack vocabulary and are embarrassed to speak. There were also some students who dare to say what they want to convey using English but there were still a pause in the delivery.

C. Limitation of the Problem

Based on the identification of the problem, it is needed to limit and focus the problem of this study. This research focused on the analyze of students speaking fluency at the first grade of Madrasah Aliyah Masmur Pekanbaru.

D. Formulation of the Problem

Based on the limitation of the problem stated above, the researcher formulated the problem as follows: What is the level of the first grade students speaking fluency at Madrasah Aliyah Masmur Pekanbaru.

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E. The Objectives of the Research

The objective of this research is to describe the level of the first grade students' speaking fluency at Madrasah Aliyah Masmur Pekanbaru.

F. The Significance of the Research

The result of this research hopefully benefits for both theoretically and practically.

Theoretically, It is hoped that this research will be useful and contribute to thinking and develop students' knowledge. It is hoped that this research can also be a reference for further research in the same case. The researcher hopes the result of this study is valuable to students who are interested in learning and understanding this kind of case.

Practically, for teachers, they are expected to know the students level fluency in speaking. for students, it is important for them to know the speaking fluency level and to improve their speaking fluency. In addition, the students can speak English more fluently. for the reader, This researcher is expected to give the readers in generally references of speaking fluency and more information about fluency in speaking.

G. Definition of the terms

Related to the title of this research, there are terms that are seen, therefore, each term needs to be defined in order to avoid misunderstandings and misperceptions of the term. The definition are as follows:

1. Analysis

   According to Corbin& Strauss (2008), analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. In this research, analysis is the process of breaking something down to better understand it.

2. Speaking Fluency

   According to Bailey (2003), fluency which is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication. In this research, speaking fluency is the ability to speak easily and fluently without pauses or hesitation communication.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. Definition of Speaking

According to Cameron (2001), speaking is when you use language actively to show your meaning so that others can understand you. When you speak a foreign language to express your understanding, it's important to pay attention to key details like choosing the right words, using correct grammar, and making sure the listener understands what you're saying. Laoma (2004) says that the main part of speaking in English is its meaning or content. You need to pay attention to grammar, have the right vocabulary, and speak clearly with little hesitation. He also mentioned that you need to understand what you're saying and be able to respond properly in the next part of the conversation to reach your communication goals, because speaking happens in real time.

Speaking is a useful skill that has three main steps: making the information, passing it on, and understanding it. Martha et al. (2013) explain that when someone talks to a friend, they are making the information they want to share. Information transfer happens when the other person listens to what the speaker is saying. Processing information is when the speaker understands

what was said and responds to it. In a second or foreign language, this skill is very important. Students who are good at speaking can have better conversations and communicate well in that language. Nunan (2003) says that for most people, being able to speak well is the most important part of learning a second language or being successful at using it in conversations. Based on these ideas, the researcher says that speaking is the ability to talk smoothly and clearly share thoughts directly with someone else.

b. Components of Speaking

Speaking is not only means how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Harmer (2007) there are five components of speaking skill such as:

1. Vocabulary

   Vocabulary is collection of words or phrases that are usually arranged in sequence and translated. Vocabulary necessary to learn language. Someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. However, in generally we can define vocabulary as the knowledge of words and word meanings. According to Schmitt (2000) says that vocabulary is not a just about the meaning of word, but is about the connection

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between the word and its reference and the person, thing, action, and situation are the letter. To master a word is not only to learn its meaning but also to learn other aspects.

Vocabulary is one of the most obvious components of language and the learners must attention about it. Vocabulary is list of words with their meanings, especially in a book for learning a foreign language (Richard, 2002). Based on definition above it can be conclude that vocabulary is about meaning of words. Vocabulary is necessary in learning English because by having many vocabularies someone can be easier to learn English. When someone has limited vocabulary, they could not learn English better.

2. Pronunciation

In learning English which is not the mother tongue of Indonesian people, we often find it difficult to pronounce words in English properly and correctly. English pronunciation is how we pronounce an English word properly and correctly. Gilakjani, (2016) defined pronunciation as the production of English sounds. The first thing to consider in learning English pronunciation is the sensitivity of our hearing to foreign sounds that exist in English.

Pronunciation is how we pronounce or produce sounds from words. When learning English, one the most difficult subjects, besides grammar and vocabularies, is pronunciation. To master English pronunciation, an English learner needs to

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practice speaking words every day. However, before they can pronounce the sound or intonation of words correctly, the English learner must hear how words are spoken by native speakers. According to James (2010), acceptable pronunciation can be understood based on the following basic levels.

Furthermore, Richard et, al (2002) defined pronunciation as the method of producing certain sounds. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. Understandable pronunciation is one of basic requirements of learners' competence and it is also one of the most important features of language instruction.

3. Grammar

Structure or grammar is one of the basic components of language must be learnt by students. According to Brown (2009) cited in Harahap (2014) grammar is the rule by which we put together meaningful and part of words of a language communicate messages that are comprehensible. Grammar is the rules that govern how sentence of language is formed and it is one of the important component in English. Based on statement above grammar is an important component in English, which govern how language sentence are formed. To speak English is not easy because the learners must know the elements of speaking such as grammar. Grammar is the most

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difficult in learning English because grammar has complex patterns.

According to Harmer (2004) defines grammar as the description of the ways in which words can charge their forms and can be combined in that language into sentences. The expert said that is regulations or rules of how language is constructed and use in communication. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. Having known the definition of grammar is important, it is not hard to understand why grammar is useful and important. Without knowing the grammar of a language, someone cannot be said to have learnt the language. Besides, it seems impossible to learn a language without learning the grammar because it tells us how to use the language.

4. Fluency

Fluency is an individual skill, where by some students speak fluent English and others do not. According to Kopponen and Riggenbech (2000) cited in Malik (2012) define fluency as performance based phenomenon which is related to the flow, continuity, automaticity or smoothness of the speech. Fluency is how it flows and efficiency when you express ideas, especially in English. Some grammar errors will appear here and there when you explain something but it is conveyed in a

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way that is easy to understand and shows that you are comfortable speaking English.

According to Broves (2002) cited in Mairi (2016) defines that fluency is the native speakers without the problems of silent pauses, filled paused, self-corrections, repetitions, and false starts the speakers' ability to produce speech at the same tempo. A speaker is able to express his or her idea in coherent way. Fluency is our ability in speaking and understanding English easily and quickly. So, fluency is very important in a skill of speaking.

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension is to fully understand the nature of a research project, even when the procedure is risks and complicated. Longman (2009) cited in Harahap (2015) define comprehension as understand everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred. Comprehension is an ability to understand the meaning or importance or something or the knowledge acquired as a result. Comprehension denotes the ability of understanding the speakers' intention and general meaning, good comprehension refers to good understanding. If

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someone language understanding is good, it will affect the speaking ability.

c. Purposes of Speaking

In this context, people speak in different ways. They use both spoken words and body language to communicate. When someone talks to another person, it usually has a clear purpose.

Basically, there are two main goals behind communication: transactional and interactional. These two goals are quite different. As Torky (2006) explains, transactional and interactional purposes have their own unique features. The transactional goal involves using language mainly to share information. In this case, the speaker focuses on getting their message across clearly and accurately. They also make sure the listener understands what they are saying. Examples of transactional communication include news broadcasts on TV or a teacher giving instructions to students.

On the other hand, interactional goals are more about keeping a conversation going or building a relationship. Since humans are social beings, they naturally communicate with others for this purpose. Examples include chatting with friends or family. Even though transactional and interactional purposes are different in

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focus, as Torky (2006) points out, both can happen in the same situation.

d. Basic Types of Speaking

People know that speaking is mostly connected to listening. It's hard to tell how someone is speaking without also helping the other person hear. This isn't usually the case, except in situations like speeches or monologues where there's no one else involved. However, there are common ways people speak, which are called basic types of speaking.

In Brown (2004) the basic types of speaking are made up of five categories: imitative, intensive, responsive, interactive, and extensive.

The first kind of basic speaking is imitative. This type is when someone copies a word or phrase like a parrot. In this way, the speaker just repeats the word or phrase with the right pronunciation, but doesn’t think about what the word means. An example is when someone says, “Repeat after me,” and the speaker just copies the word or phrase exactly as it is said.

The second type is called intensive speaking. In this kind of speaking, it's used to test someone's skills. The difficulty is a bit higher than the previous type. In intensive speaking, the person has to explain things like the sounds or grammar in a sentence. For example, this can happen when someone reads aloud or has a conversation.

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The third type is responsive. This kind of speaking is actually more advanced than the imitating and intensive types, but it still has some limits. Responsive speaking only covers short conversations, greetings, and talks that happen around a specific topic, like when someone says something and you reply.

The fourth type of speaking is a bit different from the third type of speaking when it comes to time and the number of people involved in the conversation. This kind of interative speaking involves more people and takes longer to interact. There are also transactional and interactional types of conversations, which require many people to keep the conversation going smoothly.

The fifth type of speaking, and it's the last one, is extensive. This type of speaking is very broad, but the listener's attention is limited. It's like a monologue where the speaker is talking alone, but the conversation is wide. Examples include speeches, presentations, and storytelling.

e. Important of Speaking

Language is a tool for communication, to express our ideas and to know others' ideas well. In language learning, speaking is the most important skill. In language learning, among following four language skills. According to Bueno (2006) cited in Rao (2019), speaking is one of the most important difficult skills language learners have to face. Speaking is deemed the most

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important of the four language skills of English. Even the learners learn the language for so many years.

Speaking is the most important skill because it is one of the abilities needed to have a conversation. Speaking in English is not easy because speakers need to know many important things like how to pronounce words, use correct grammar, know a lot of vocabulary, speak smoothly, and understand what others are saying. Learners need to have good English speaking skills so they can talk clearly and well with other people. Efrizal (2012) cited in Leong (2017) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Speaking is considered as a very important aspect of learning a foreign language. According to Bailey and Savage (2001) cited in Inayah (2015) that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. Speaking is closely related to self-realization; much of impression about people comes from what they say and how they say it. For the reason, the teaching of speaking should be able to give contribution to the improvement of students' abilities. Learning to speak also demands a lot of practice and attention. This

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indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learnt. So, speaking is very important aspect in learning language.

f. Factor Affecting Speaking

There are many factors which have impact on language learning. These factors are divided into internal and external factors.

1. Internal Factor

   Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

   a. Psychology

      Burns and Joyce as cited in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self- esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that

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activity (Brown, 2002). Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem.

A study conducted by Koichi Sato (2003 in Minghe & Yuan, 2013) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in Yan, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their unability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English.

Moreover, Motivation is also an important factor in language learning success. Brown (1980) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. It's known to all

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that proper motivation will draw learners' attentions andarouse their interests to learn, thus they are more likely to succeed in language learning.

b. Language Competence

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand an infinite number" of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones.

In this study, the language factor in speaking performance refers to a speaker's ability to control different parts of the language when they are communicating. These parts include fluency, intonation, vocabulary, pronunciation, and grammar.

c. Topical Knowledge

Topical knowledge refers to the kind of information that people remember over a long time, as explained by Bachman and Palmer in 1996, which was cited by Tuan and Mai in 2015. Basically, it's about what people know about topics that are relevant to them. This kind of knowledge helps language learners use language in real-life situations. Bachman and Palmer said that some types of language tests might be easier for people who have good topical knowledge and harder for those who don't.

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They also believe that having more topical knowledge can help someone perform better when speaking. Huang did a study in 2015 to look at how topical knowledge, anxiety, and performance in speaking tests are connected. One of his findings showed that topical knowledge has a strong influence on speaking test results, but in a different way than expected.

2. External Factors

a. Performance Condition

According to Nation and Newton, as mentioned in Tuan and Mai (2015), students do speaking tasks in different situations, and they think these situations can influence how well they speak. They list four types of conditions that affect speaking performance: time pressure, planning, the level of performance expected, and the amount of help provided (Nation and Newton, 2009, as cited in Tuan and Mai, 2015).

b. Learning environment

In their research, Minghe et al (2013) said that "another external that affects students' learning of spoken English is the lack of a good language learning environment. Since English is a language used for communication, having a good language environment helps in learning. However, for most Indonesian

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students, English is a foreign language they learn at school. Usually, they speak their native language in everyday life and don't make an effort to practice English outside of class or during teaching activities."

g. Problem in Speaking

English is not the main language in Indonesia but is the second language there. However, in today's modern world, English has become a language that students must learn to pass their exams and to help them in their future lives. There are several challenges that students face when trying to speak English fluently. According to Al Nakhalah (2016), one common problem is that students are afraid of making mistakes when they speak. Another issue is the use of grammar. When speaking, students need to remember different tenses and the correct word order so that their message can be clearly understood.

According to Pakki (2013), students find it hard to speak English fluently because they have to follow grammar rules. This happens because students are used to speaking Indonesian, which doesn't require grammar. Another issue is that students don't have enough vocabulary, so they remain quiet and don't speak at all. This is also supported by Heriansyah (2012), who said that when students are asked to speak but aren't ready, they just stay silent because they don't have the right words to say. This problem also

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shows how long students take to think of the correct words they know during a conversation.

Sadtono (1997) stated that are two problems in language learning and this problem divided into linguistics and non-linguistics problem.

1. Linguistics Problems

The linguistics problems include difficulties faced by learner in learning a language related to the aspects of language. Linguistics problem has some categories, include;

a. Pronunciation

Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzi (1998) pronunciation is result in whether or not someone's message can be passed or not by other people. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the level of individual word, and understanding of intonation (Fulcher, 2003).

b. Vocabulary

Vocabulary is an important aspects in teaching and learning a language Edward et, al (1977). Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn

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structure and as they practice sound system. Furthermore, Laufer (1997) rehearse that vocabulary learning is at the heart of language learning and language use. In fact; it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate in the target language.

c. Grammar

According to Jeffrey et, al(2003) language grammar is a set of rules that govern its structure, which determines how words are arranged in units forming meaningful language. Similarly, Michael (2005) defines grammar as the rules that explain how words are combined, arranged, or changed to show certain kinds of meaning. Furthermore, according to Ur (1996), sometimes grammar is defined as the way words are put together to make correct sentences.

3. Non Linguistics Problems

According to Ur (1996), there are four main problems faced by students in speaking, they are:

a. Inhibition

In his book, Ur (2000) stated that learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making

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mistakes, fearful or critics or loosing face, or simply shy of the attention that they speech attract.

Moreover, Latha et, al(2012) reported that inhibition is the most common problem faced by students in learning foreign language. They worried to make mistake in speaking the language because they are afraid the speaker will criticize of them. Thus, in this condition they have high of inhibition and it causes they keep silent. Therefore, inhibition must be reduced by thinking that everyone has to make mistake and the mistake is an experience for going to be better.

b. Nothing to say

Even if they are not inhibited, many learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at the time if he or she is to be heard and in a large group this means that each one will have little talking only, this problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.

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d. Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak too another in foreign language. If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the second language.

h. Teaching Speaking

Sequiera (2012) explains that teaching consists of a series of activities that happen outside the learners. These activities are meant to help support the learning process that happens inside the learner. Teaching is also the method used to share information about a subject so that students can learn it. The main goal is to give students knowledge and the skill to understand what they are learning.

Teaching speaking is hard for English teachers. Many activities are used to help students improve their spoken English language. Titis (2018) said that teaching speaking is more than just asking students to talk. Students don't want to speak because they are shy, scared of making mistakes, or worry their friends will laugh at them. It's tough to make a speaking class lively. Also, teaching speaking isn't just about getting students to say words to share feelings, ideas, and thoughts. It also helps students understand and use social

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knowledge in different situations and topics, according to Baidawi (2016).

Hackathorn et, al (2011) said that teaching should be student-centered. There are several reasons why English teachers focus on speaking in the classroom. First, speaking activities let students practice by discussing topics. Second, these activities help both teachers and students get feedback. It is known that giving feedback to students can help them do their best in class, let teachers know how well students are learning, and also help identify any problems students may have during learning. Third, speaking activities help students use the different things they have learned and stored in their brains. So, during teaching and learning, it is important for students to understand what they are learning. Teachers should create interesting ways to help students with the issues mentioned earlier.

Gower, as mentioned in Sagimin (2010), lists several methods to help students engage in talking:

1. Encourage students interaction. The teacher must create a comfortable atmosphere where students are not afraid to speak English in class and students can enjoy communicating.
2. Give lots of controlled and guided exercises.

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3. Make communication activities to encourage students interaction.
4. Plan your speaking activities carefully with clear objectives.

2. Speaking Fluency

a. Definition of Speaking Fluency

Speaking Fluency is an important part of communication skills because with the ability to speak fluently, the speaker can continue speaking without difficulty for the listener to understand and can retain the communication more efficiently. Speaking fluency is an important aspect of communicative language teaching and also a key communicative skill. It is like the main criteria for considering that competency of English language students is good or bad. According to Jingjie (2014), speaking fluently is one of the assessment requirements for certain foreign language assessments, such as the evaluation of EILTS and TOEFL in speaking sessions. A difficulty from memorizing language knowledge to using language is to communicate naturally and fluently.

Koizumi (2005) cited in Barriga (2017) defines fluency as how fast and how many students without disfluency markers like repetitions, false starts, and self-corrections. As cited in Harianto (2016), Byrne defines fluency as the ability to express oneself intelligently, fairly, accurately, and without to much hesitation. According to Lennon (2000) cited in Yingjie (2014) defines

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speaking fluency is the speed and smoothness of language transmission. Speaking fluency is linked to the meaning of communication for example in conversation. Speaking fluency has been defined as the speed of speech production and automaticity (Brand & Gotz, 2011).

Dore (2016) suggests that fluency in speaking is a trait that sets individuals apart. Because the speaker is able to communicate clearly and smoothly, it indicates that they are able to speak. continually and without allowing for extended silences. When The level of speech will be impacted if someone stutters. If the speaker takes a lengthy break, the talk will be unproductive. Consequently, a speaker will create a positive impression if they are able to communicate effectively. communication. De Jong (2011) supports this definition as well, who claims that "in the end communication must be smooth with a few comparatively quick and unplanned dialogue processes. He also stated that fluency's objective is for the speaker to be able to convey his ideas freely.

Mairi (2016) concurs with de Jong that if using the new language, students are able to communicate in addition to the if it's an original learner, then it might be considered a fantastic new language. the speaker. Another definition that Richards (2009) also brought out is that. The use of natural is the only way to clearly state the fluency definition. Language happens when a speaker uses meaningful language. interactions and maintains effective and

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sustainable communication in spite of his communication skills' shortcomings. fluency in Latin "Flow" is how it is defined.

Jamatlou (2011) says that fluency means speaking quickly, smoothly, accurately, clearly, and with a clear thought process, all while keeping within the limits of how the brain processes information. It's important to understand that fluency is different from other parts of speaking skills, like vocabulary size or pronunciation difficulty, which are related to knowing the language correctly. The researchers say that fluency in speaking is the natural ability to talk freely, quickly, clearly, and fully, even if there are some mistakes that might make it a bit harder for the listener to follow. Fluency in speaking should be considered in a broader defines as the ability of students to produce speaking fast and easy to understand. Having good speaking fluency helps make someone's English skills stronger, and their speech sounds more natural, smoother, and more impressive to listener.

Utterance fluency determines how fluent a speaker is by looking at the disfluency markers in the conversation. According to Stockdale (2009), there are three types of disfluency markers.

1. Restart

   Restart happens when a speaker goes back to repeat part of their speech that wasn't finished, for different reasons. It often occurs because of words that are said incorrectly or not clearly, or because the speaker isn't

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fully sure about the content they are talking about, such as the right words or the information.

For example, Zella buys many doll uhh…. Barbie dolls.

2. Self-Correction

Stockdale points out this moment as a significant event in the speaker's discource. It occurs because of the choice of words or mistakes in speaking.

For example, There is three … ehh There are three bananas.

3. Repetition

Repetition happens when someone says the same words again without changing much, just to emphasize or make the speech sound more natural.

For example, I love reading hmm reading novel.

From that definitions, the researcher concludes that speaking fluency is the ability to speak easily and fluently without pauses or hesitation communication.

b. Factors Influencing Speaking Fluency

Speaking happened spontaneously and orally among two people and more in real time. Some various kinds of influencing speaking fluency are cognitive factors, linguistics factors, and effective factors (Wang, 2014).

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1. Cognitive factors

The process of speaking involves three main steps: conceptualization, formulation, and articulation (Levelt, 2007). Conceptualization is about choosing what information to use in order to express an idea. Formulation is about selecting the right words and using correct grammar. Articulation is about using the mouth and other parts of the body to produce speech sounds. These three steps happen at the same time, which is why students sometimes make mistakes when speaking face to face. As a result, students' speaking skills might show as hesitations, false starts, grammatical errors, and limited vocabulary (Hughes, 2002). This can affect both how fluent and accurate their English speaking is. However, the human brain can't focus on all three steps at once because it doesn't have enough mental capacity (Skehan et al., 1999). This is especially important for students learning English speaking to stay on track during lessons.

2. Linguistics factors

A learner's ability to speak clearly needs to use the right language forms, as mentioned by Saunders et al. (2006). Some key parts of language skills like pronunciation, grammar, and vocabulary are very important to students. They also need to pay attention to the context and timing of conversations. According to Harmer (2002), speaking involves not just knowing how to

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form words correctly, but also understanding when, why, and how to use those words in conversation.

3. Affective factors

Some feelings connected to learning a native language include emotions, self-esteem, empathy, anxiety, attitude, and motivation. Speaking a foreign language in front of people, especially native speakers, can cause anxiety. Sometimes, when English learners get stuck for words or feel confused in an unexpected situation, they experience extreme anxiety. This often makes them feel discouraged and as if they've failed. Unlike children, adults are more worried about how others see them.

c. Characteristics of English Speaking Fluency

There are some characteristics of speaking fluency that speaker has to know first, breakdown fluency that includes time filled with speech, no pauses, filled pause. And then, speed fluency which content speech rate measured as words and syllables per minute. The last one repaired fluency that focuses on false starts and repetition words of the speaker Tavakoli et, al (2005).

Koponen et, al (2000) also mentioned that being fluent in language assessment is similar to being fluent in giving a speech. So, being fluent in speaking is seen as the most important part of a speaking class. They divided fluency into four different views. The first view looked at fluency mainly based on how smooth a

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person's speech sounds, and this is judged by factors like timing, pronunciation, and sound quality. The second view considered fluency as a skill and part of being proficient. In this case, smoothness was seen as a key part of overall fluency. The third view explained fluency as the automatic process of thinking. This idea is more about understanding how the mind works during learning and how fluency develops. The last view saw fluency as something different from accuracy. The main idea here is that some people focus only on making their language correct, while others focus on speaking in a smooth and natural way.

The characteristics of speaking fluency can be grouped into three types. First, it refers to speaking smoothly without long pauses. Second, it means the speaker doesn't have to think too much while talking. Third, fluency depends on how well the person knows the language. The goal is to use what they already know as well as they can. Hidayat et al. (2012) mentioned that speaking fluency is measured by how fast someone speaks, how often they pause, and how long they talk.

d. The Classroom Activities and Speaking Fluency

Oral communication plays a key role in teaching English as a foreign language. Several studies have looked into how classroom activities affect students' ability to speak fluently in English. For example, researchers like Tornqvist (2008), Gudu (2015), Shen (2013), and Tumova (2002) have explored this connection. Classroom activities and

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how much students are involved in learning can greatly influence how fluent they become in speaking. Tornqvist (2008) emphasizes that when teaching speaking in English as a foreign language, it's important for teachers to consider students' emotions, as these can have a big impact on learning. This means that teachers can directly identify the factors that influence how fluent students become in speaking. Tornqvist (2008) found that several factors affect how smoothly students can speak during class. For example, a friendly classroom environment, students' confidence in themselves, working in groups, lessons that are meaningful, students' interest in the topic, support from the teacher, and students' desire to learn all play a role.

1. A classroom environment

   The classroom environment in teaching and learning helps create interest among students to participate in class. Lighbown et al. (1999) mentioned there are two types of teaching styles used in the classroom. The first is a traditional teaching method that focuses on the target language. The second is a communicative teaching style that encourages the use of the target language in everyday conversations. This approach helps students get used to speaking English. Also, the communicative style pays attention to grammar so that conversations can be understood and used properly. Lighbown et al. (1999).

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2. Students' self-esteem

Students' emotions greatly affect how well they learn a foreign language. The students' desire to speak English like a native speaker is important. Brown (2000) said that a student's self-esteem grows when the classroom environment makes them feel accepted by their peers.

3. Group work

Using different teaching methods helps students learn better. To talk well with each other in class, teachers need to use fun methods and interesting topics. But the most important thing is that the activities have real meaning.

4. Motivation

Motivation is a key factor that helps students learn better. It can come from inside the student or from others around them. When students are motivated both by themselves and by those around them, their ability to speak fluently improves. Anna, in 2002, said that focusing more on communication in the foreign language classroom is a big challenge for teachers. They need to help students take part in conversations and feel comfortable sharing their ideas freely.

e. Components of Speaking Fluency

To assess a speaker's fluency, four key parts of fluency data are looked at. These parts help understand how fluent a person is based on

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typical speech interruptions. Together, these four parts show which level of fluency a speaker is at. This approach is based on from Stockdale's (2009).

1. **Pauses Rate (PR)**

In the pause indicator, there are two kinds of pauses that are clearly mentioned. The first type is an unfulfilled pause, which happens when there's a quiet moment during a natural conversation. The second type is a filled pause, which is harder to define because people don't agree on what exactly fills the silence. The total number of pauses that aren't filled and those that are filled, like 'eee', 'uhm', or 'mmm', as well as pauses used for correction or repetition, is divided by the total time in seconds and then multiplied by 100. The formula for this calculation is as follows:

$$\text{sr} = \frac{np}{ts} \times 100$$

$$\text{PRS} = 100 - (\frac{np}{120}) \times 100$$

np : Number of Pruned Syllable

ts : Time in Second

sr : Speech Rate

PRS : Pause Rate Score

2. Disfluent Syllable (DS)

According to Shirberg as mentioned in Stockdale (2009), disfluency refers to parts of speech that need to be removed to get the actual message the speaker wanted to say. To find out how

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many disfluent syllables there are, you take the total number of syllables in the speech and subtract the ones that were not spoken. This includes syllables that were cut off, repeated, or said incorrectly. The number of unclear syllables is then divided by 230, which is the maximum number of clear syllables a person can say in one minute. Multiply that result by the total time of the speech in seconds. The formula for this calculation is as follows:

$$\text{dsr} = \frac{nd}{230} \times 120$$

$$\text{DSS} = 100 - (\frac{nd}{230}) \times 120$$

nd : Number of Disfluent Syllable

230 : Normal Amount of Syllable/Minute

ds : Disfluent Syllable Rate

DSS : Disfluent Syllable Score

100: Maximum Score

3. Speech and Articulation Rate (SR)

Both of these assessments use a similar formula. In the cut off speech rate, the number of syllables and any roughness or unevenness is not considered. To find the speech rate, you divide the total number of syllables by the time it takes to speak a sample, measured in seconds. Then, multiply the result by 60 to get syllables per minute. This gives a standard measurement for normal speech in terms of syllables. The Tennessee Department of Education fluency Resource packet from Stockdale (2009) says

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that the average number of syllables for adolescents or adults is between 162 and 230 per minute. The formula for this calculation is as follows:

$$\text{sr} = \frac{ns}{ts} \times 60$$

$$\text{SRS} = \frac{sr}{230} \times 100$$

ns : Number of Syllable

ts : Time in Second

sr : Speech Rate

SRS : Speech Rate Score

4. Mean Length of Run (MLR)

Mean length of run refers to the number of syllables found between pauses filled in and not filled in alternation of speech. According to leedhma (2006) the average duration is a measure of fluency that is usually common the mean length of run is calculated by reducing the total number of syllables with a pauses time above 0.3 seconds and other non-fluency then divided by the number of normal syllables per minute for the specified speech sample time of 2 minutes. The calculations is formulated as following:

$$\text{MLR} = \frac{ns-np}{460}$$

ns : Number of total Syllable

np : Number of Pruned Syllable

460 : Normal Amount of Syllable/2 minutes

MLR : mean length of Run

To find the average score, all the fluency measurements are added up, and then divided by the number of scores. The maximum possible score is 100. The formula used to calculate the average score for each sample:

$$M = \frac{\sum x}{N} \rightarrow M = \frac{SRS+PRS+DSS+MLR}{4}$$

M: Mean Score

SRS: Speech Rate Score

MLR: Mean Length of Run

4: Four Measurements of Fluency

B. Relevant Research

The researcher has found other previous studies that relate with this research. There are some relevant studies which have been conducted in several context as follow:

Salam Mairi (2016) wrote research An Analysis of Speaking Fluency Level of the English Department Students of Universitas Negeri Padang (UNP). The aims of this research was to describe fluency level and to identify students disfluency factors. in this research, the researcher used quantitative research. The data were collected by using instrument namely

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test and questionnaire. Then, the result of the research showed that most students on third semester achieved level 3 or in good fluency level. Some of third semester students also there in level 4 that is advanced level and level 2 that is intermediate level.

Marjan (2016) wrote research An Analysis of the Fifth Semester Students Speaking Fluency of English Study Program of Riau University. In this research, the researcher used descriptive quantitative research. the data were collected by using instrument namely recording 2 minute as data primary. The recording then analysed in 2 stages: Spectrogram analysis and statistical analysis. Then, the result of the research showed that in general students reach level 3 or good fluency. But there are also some who are at a higher level, level 4 or advanced fluency level, and at a lower level, intermediate level fluency, only a few people. The first holder indicator of students problems in speaking fluently in the mean length of runs and the pause rate, so no one has been able to reach the higher level.

Hidayat Mairi (2015) wrote a research about An Analysis of Speaking Fluency Level of the Sixth Semester Students of English Language Education Department in Ganesha University of Education (Undiksha). The aims of this research was to describe speaking fluency and to know the factors of disfluency faced by them. In this research, the researcher used descriptive qualitative research. The result of the research showed that most of the students had good score on the disfluent syllable which was 94. Besides, it was also seen that most of the students had less score on the pause rate compared to the disfluent syllables score which the

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pause rate score was 67. Furthermore, most of the students have less score on speech rate that was 51. The least score that the students got was 43 for the mean length or runs.

Bayu Hidayat (2018) wrote a research about An Analysis of Students Speaking Fluency of English Language Education Department at Fourth Semester of University of Muhammadiyah Malang. The aims of this research was to know the fluency level of the students and the problem faced by them regarding their fluency. In addition, in this research, the researcher used qualitative research. The data were collected by using instrument namely observation and audio recorder was used in order to collect the data from interview. Then, the result of the research showed that students has good fluency with two respondent achieved scale 5, four respondent achieved scale 4 and the last four respondent achieved scale 3. The researcher also found that the students problems regarding their fluency were anxiety, feeling nervous, limited vocabulary and lack of confidence.

Vadella Zumarlin (2020) wrote a research about An Analysis of the Third Semester Students Speaking Fluency at English Study Program of FKIP UIR. The aims of this research was to know the speaking fluency level students. In this research, the researcher used descriptive quantitative research. The data were collected by using instrument namely video recorder. Then, the result of the research showed that 13 students in level 3 (good), 5 students in level 2 (intermediate), and 2 students in level 4 or (advance).

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Based on the related research above, there are similarities and differences between previous research and this research. there are similarities, namely discussing the speaking fluency level then this study also has several differences with the research above, namely from the research subjects, location, sample, and time of the research.

C. Operational Concept

The research explains the tools used to measure fluency by a rater. It uses the speaking fluency criteria from Stockdale (2009), which combines all four parts of disfluency to show how fluent a speakers.

1. Speech Rate (SR): This measures how fast someone speaks by looking at how many words they say in a second or minute.
2. Pause Rate (PR): This counts all pauses and filled pauses like "uhm," "err," "emm," and "eee," including corrections and repetitions. It divides this number by the total time in seconds and then multiplies by 100 to get a percentage.
3. Disfluent Syllable Rate (DSR): This is found by taking the total number of syllables in a speech sample and subtracting the number of syllables that were cut out or removed.
4. Mean Length of Run (MLR): This measures the average number of syllables spoken between pauses and other disruptions. It shows how long a speaker can go without stopping, giving an idea of how uninterrupted their speech is.

The researcher asked two raters who are skilled and experienced in assessing speaking fluency to evaluate the

samples. These raters followed the fluency scale from De Jong and Hulstjin (2009) and were also experts in the different aspects of speaking fluency. The final score for each student's speaking fluency is the average of the scores given by the two raters.

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CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research used descriptive quantitative research to identify and explain the information. Descriptive quantitative research is a type of research that aims to describe characteristics, behaviors, or phenomena using numerical data. According to Seno H Putra (2001), Quantitative research is a study that produces data obtained from sample, informants, and object that must be calculated through statistics because the analysis uses numbers of formulas. Quantitative research concerned with systematical investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. This research was to know the speaking fluency level by the first grade students at Madrasah Aliyah Masmur Pekanbaru. The researcher describes and explaines the data so that the reader can easily understand what they read.

B. Time and Location of the Research

This research was conducted at Madrasah Aliyah Masmur Pekanbaru. The location of the research was Jl. Soekarno Hatta No. 15 Kel. Maharatu Kec. Marpoyan Damai Pekanbaru. The time for conducting the research was on July 28, until on Agustus 4, 2025 .

C. Subject and Object of the Research

The subject of this research was all the students of the first grade at Madrasah Aliyah Masmur Pekanbaru. which consist of one class. Thus,

the total numbers of the participants were 18 students. The object of this research was to describe students speaking fluency at the first grade of Madrasah Aliyah Masmur Pekanbaru.

D. Population and Sample of the Research

1. Population of the Research

According to Fraenkel (1993) population is a category of interest to the researcher, the group to which the researcher, the group to which the researcher wanted to generalize the study findings. The population of this research was the students first grade at Madrasah Aliyah Masmur Pekanbaru which consisted of one class and the number of population was 18 students.

Table III. 1

The population of the Research

Class	Total of students
X	18

2. Sample of the Research

The sample in this research consist of 18 students. The researcher used total sampling in this research. According to Sugiyono (2009) total sampling is a technique if the number of population and sample that were used in the research is equal.

E. Technique of Data Collection

According to Creswell (2012), data collection techniques are procedures used by researchers to collect relevant and accurate

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information in accordance with the research approach to answer research questions.

To get the data, the researcher used the instrument as follows:

1.Test

In this research, the researcher used an oral test. According to Sugiyono (2018), data collection techniques are the main step in research because the main purpose of research is to obtain data, if researcher do not know data collection techniques, researchers will not get data that meets standarts.

A test is an important thing to be given to the students in order to know their ability especially in speaking, according to Arikunto (2010), ‘’A test is a list of question used to measure the ability or talent in individual or group’’.

To obtain data into consideration, The Researcher used data collection techniques by giving tests to students. The Researcher conducted the test in the following way.

1. The researcher asked for permission to the teacher to get the data from one class which the researcher distributed to the sample.
2. The researcher gave the text to students .
3. The researcher gave the students 10 minutes to memorize the text based on the topic. After that, students retell the based on the topic.

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4. Students delivered a 2 minute for presentation speaking based on the text that had been given.
5. The researcher recorded the students with use video recorder.
6. After all students finished, the researcher analysed the data. The researcher asked rater who capable and master in speaking fluency to analysed the samples by following the fluency scale ordinate from De Jong and Hulsjin (2009). then the researcher sent the video recorder to the raters to be scored by using the samples by following the fluency scale ordinate from De Jong and Hulsjin (2009).

The Classification of students Score

To get the fluency level is adapted with the fluency level table from the Ordinate by Jong and Hulstjin (2009) below:

Table III. 2

Fluency Scale Ordinate Corporation

Score	Level	Description
91-100	5	Native Like
71-90	4	Advance
51-70	3	Good
31-50	2	Intermediate
11-30	1	Limited
1-10	0	Disfluent

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Table III. 3

Fluency Scale Ordinate Corporation Description

Level	Description
5	NATIVE-LIKE Fluency. Candidate utterance exhibits smooth native-like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural.
4	ADVANCE Fluency. Candidate of utterance has acceptable rhythm, with appropriate phrasing and word emphasis. Utterances have no more than five hesitation, repetitions or false starts. There is only one to five-significantly non-native phonological hesitations.
3	GOOD Fluency. Candidate speech has acceptable speed, but may be somewhat uneven. Long utterances may exhibit some hesitations; but most words are spoken in continuous phrases. There are several repetitions or false starts per utterance. Speech has no too many long pauses and does not sound staccato.
2	INTERMEDIATE Fluency. Candidate speech may be uneven or somewhat staccato. Utterance (if>=6 words) has at least one smooth 3-word run, and there are several hesitations, repetitions or false starts. Speech may have several long pauses, but not unlimited.
1	LIMITED Fluency. Candidate speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions or false starts render the spoken performance notably uneven or discontinuous. Long utterances have several long pauses.
0	DISFLUENT Fluency. Candidate speech is very slow and seems labour and very poor, with many discernable phase grouping and with multiple hesitations, pauses, false starts and/ or major phonological simplifications. In an utterance, most words are isolated and there are many long pauses.

F. Technique of Data Analysis

In this research, the researcher analysed the data obtained through documentation by video recorder. Researcher analysed the video record by using four speaking fluency measurements. To find the fluency level in students speaking. And then, data analysed by using computer software which is Microsoft Excel. The sample of the data fluency level used mean score. In order to get mean score of the data, the researcher used formula as follow:

$$M = \frac{\sum x}{N} \rightarrow M = \frac{SRS+PRS+DSS+MLR}{4}$$

M: Mean Score

SRS: Speech Rate Score

MLR: Mean Length of Run

4: Four Measurements of Fluency

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysed and discussion. The researcher focused on students speaking fluency level. The researcher took 18 students as the sample. Analyzing the data is there are 9 students in level 3 (Good), 9 students in level 2 (Intermediate), this research found that the average of each measurement of speaking fluency level, they were average of Pause Rate (SR) 77.2, average of Disfluent Syllable (DS) was 81, average of Speech Rate (SR) 50.4, and average of Mean Length of Run (MLR) was 0.17. After all four measures of fluency in which the researcher has calculated the students mean score based on the total score. So, the result of analyzing of the first grade students' speaking fluency level at Madrasah Aliyah Masmur Pekanbaru found the average of their speaking fluency is 52.1 which categorized as level 3 (Good).

B. Suggestion

Based on the conclusions above, there are several suggestions from the researcher which includes;

For the reader, the researcher like to suggest to carry out further research from the different perspective within the same or different object of the analysis. For the students, hopefully can improve their speaking fluency level. For the future researchers, the result of this study can be used by future researcher as a references or additional information in conducting research on speaking fluency level.

Finally, the researcher realized that in their research there are still many short coming. Therefore, the researcher expected all suggestions and criticisms for future improvement. Then, the researcher expected this thesis can contribute to reader, students, and also future researchers who will conduct research on the same topic.

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Appendix 1
Lesson plan

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : Madrasah Aliyah Masmur Pekanbaru

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: X /Ganjil

Materi : Describing pet

Alokasi Waktu: 3x30 menit

Kompetensi Dasar:

3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Tujuan Pembelajaran

Setelah pembelajaran ini diharapkan siswa mampu mengidentifikasi dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana ungkapan untuk menyatakan describing pet kegiatan terintegrasi menyimak, membaca, berbicara dengan percaya diri.

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Langkah-langkah Pembelajaran

Pendahuluan	1. Guru mengucapkan salam pembuka, berdoa dan memeriksa kehadiran peserta didik. 2. Peserta didik menerima apersepsi dengan bertanya jawab tentang materi describing pet. 3. Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi describing pets. 4. Guru menyampaikan KD dan materi yang akan dipelajari hari ini.
Kegiatan Inti	1. Guru bertanya jawab dengan peserta didik tentang cara describing pet dan kosakata tentang describing pet dalam Bahasa inggris. 2. Peserta didik mengidentifikasi gambar tentang materi describing pet yang disajikan oleh guru dan dapat menyebutkan kosakata tentang describing pet dengan benar dibimbing oleh guru. 3. Guru memberikan pertanyaan kepada peserta didik untuk mengali pemahaman mereka terkait materi describing pet dan menunjukkan gambar berkaitan dengan describing pet. 4. Guru membantu peserta didik untuk mengidentifikasi kosakata yang berkaitan dengan materi describing pet. 5. Peserta didik melakukan presentasi tentang describing pet. 6. Peserta didik diberi kesempatan untuk bertanya mengenai hal-hal yang belum dipahami tentang describing pet.

Kegiatan Penutup	1. Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran. 2. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Penilaian

1. Penilaian Sikap : Observasi dalam proses pembelajaran (keaktifan)

2. Penilaian Keterampilan : Speaking

Pekanbaru, Juli 2025

Mengetahui, The Researcher

English Teacher

Khairiah, SP.d Norliyang Bilianti

NIP. - **NIM 12010427676**

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APPENDIX 2

Instruments of the Research

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UIN SUSKA RIAU

MY LOVELY CAT

I have a stray cat as my pet. He is really playful, he loved to play with me and the new things he found. He has orange and white fur, his fur is soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fail asleep.

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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APPENDIX 3

Recommendation Letters

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/19043/2024 Pekanbaru, 23 Agustus 2024
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
MA Masmur Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Norliyang Bilianti
NIM	: 12010427676
Semester/Tahun	: IX (Sembilan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Kasim Riau

UIN SUSKA RIAU

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MADRASAH ALIYAH MASMUR PEKANBARU

NPSN. 10498814 NSM. 131 214 710 002

STATUS TERAKREDITASI "A"

Alamat : Jl. Soekarno-Hatta No. 15 Telp. (0761) 6701490 Kode Pos 28125 Kec. Marpoyan Damai -Pekanbaru Email : mmasmur@gmail.com

Pekanbaru, 04 September 2024

Nomor : 011/MA/YM/IX/2024
Lampiran : -
Hal : Surat Balasan Melakukan PraRiset

Kepada Yth :
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau
Di
Tempat

Dengan Hormat,

Berdasarkan surat pengantar yang telah kami terima Nomor : Un.04/F.II.3/PP.00.9/19043/2024 tanggal 23 Agustus 2024 tentang Permohonan Izin Melakukan PraRiset, maka MA Masmur Pekanbaru menerangkan bahwa :

Nama	: Norliyang Bilianti
NIM	: 12010427676
Semester/Tahun	: IX (Sembilan)/2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Judul Penelitian	: An Analysis Of Speaking Fluency Students At First Grade Of Madrasah Aliyah Masmur Pekanbaru

Adalah benar telah melakukan PraRiset di MA Masmur Pekanbaru.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

Kepala Madrasah,

Hj. Wan Syafriyah, SP, M.Pd
NIP. 19690505 199903 2 001

Kasim Riau

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Nomor : B-7213/Un.04/F.II.1/PP.00.9/03/2025 Pekanbaru, 26 Maret 2025
Sifat : Biasa
Lampiran : -
Hal : ***Pembimbing Skripsi***

Kepada Yth.
Nuardi, S.Pd, M.Ed
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	: NORLIYANG BILIANTI
NIM	: 12010427676
Jurusan	: Pendidikan Bahasa Inggris
Judul	: An Analysis Of Students' Speaking Fluency At The First Grade Of Madrasah Aliyah Masmur Pekanbaru
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan Teknik Penulisan Skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

arif Kasim Riau

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Nomor : B-22415/Un.04/F.II.1/PP.00.9/2025 Pekanbaru, 08 Oktober 2025
Sifat : Biasa
Lampiran : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada Yth.
1. Nuardi, S.Pd, M.Ed
2.
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NORLIYANG BILIANTI
NIM : 12010427676
Jurusan : Pendidikan Bahasa Inggris
Judul : An Analysis Of Students Speaking Fluency At The First Grade Of Madrasah Aliyah Masmur Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
a.n Dekan
Wakil Dekan I,

Dr. Sukma Erni, M.Pd.
NIP. 19680515 199403 2 004

Syarif Kasim Riau

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Nomor : B-9815/Un.04/F.II/PP.00.9/05/2025 Pekanbaru, 15 Mei 2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Yth : Kepala
MA Masmur Pekanbaru
Di Pekanbaru

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Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Norliyang Bilianti
NIM	: 12010427676
Semester/Tahun	: X (Sepuluh)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF STUDENTS' SPEAKING FLUENCY AT THE FIRST GRADE OF MADRASAH ALIYAH MASMUR PEKANBARU
Lokasi Penelitian : MA Masmur Pekanbaru
Waktu Penelitian : 3 Bulan (15 Mei 2025 s.d 15 Agustus 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
an. Rektor
Dekan

Dr. Hasbullah, M.Ag.
NIP. 19650521 199402 1 001

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Rektor UIN Sultan Syarif Kasim Riau

n Syarif Kasim Riau

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NPSN. 10498814 NSM. 131 214 710 002

STATUS TERAKREDITASI "A"

Alamat : Jl. Soekarno-Hatta No. 15 Telp. (0761) 6701490 Kode Pos 28125 Kec. Marpoyan Damai -Pekanbaru Email : mmasmur@gmail.com

Pekanbaru, 03 November 2025

Nomor : 135/MA/YM/XI/2025
Lampiran : -
Hal : Surat Balasan Melakukan Riset

Kepada Yth :
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Nama	: Norliyang Bilianti
NIM	: 12010427676
Semester/Tahun	: IX (Sembilan)/2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Judul Penelitian	: An Analysis Of Speaking Fluency Students At First Grade Of Madrasah Aliyah Masmur Pekanbaru

Adalah benar telah melakukan Riset di MA Masmur Pekanbaru.

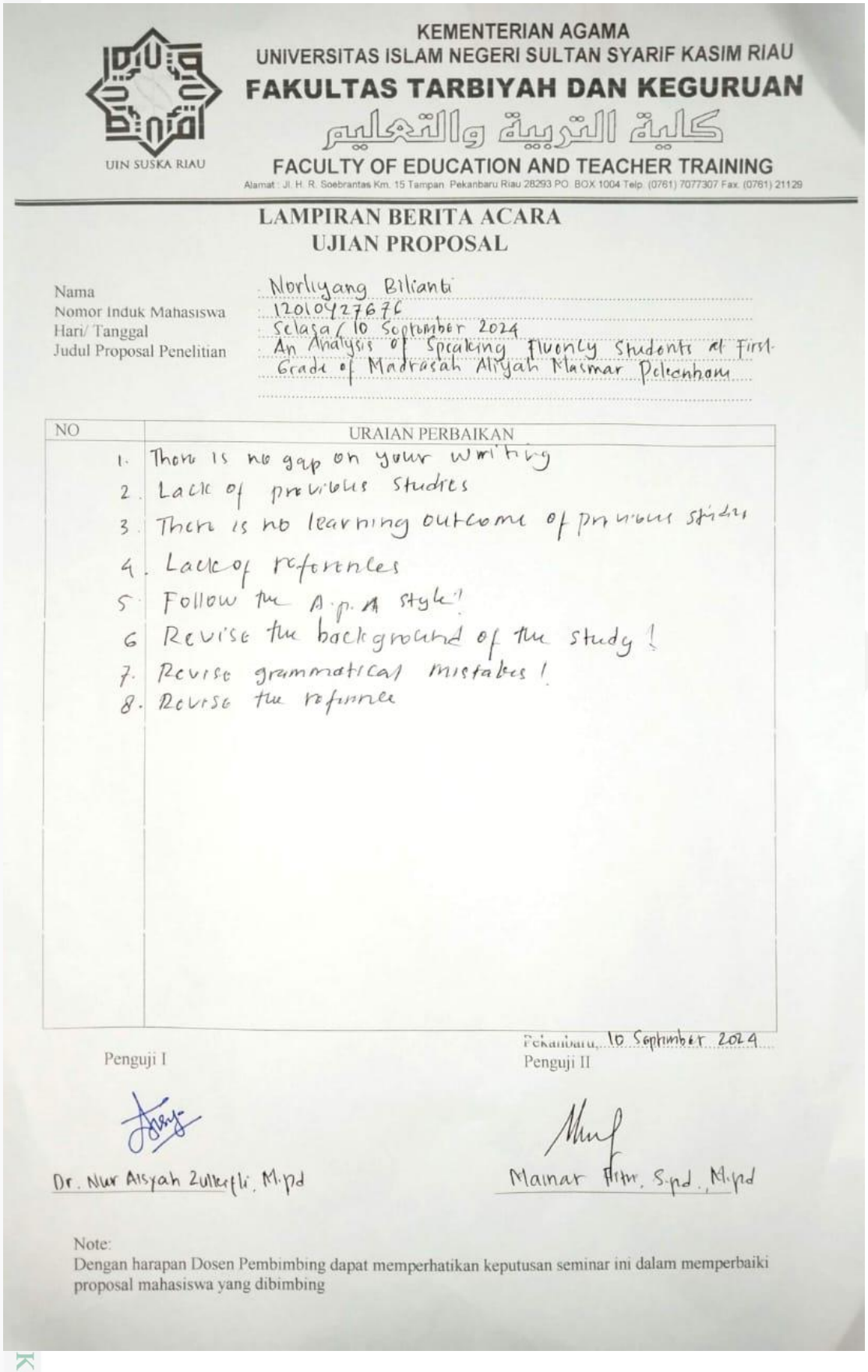
Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

Kepala Madrasah,

MA. MASMUR PEKANBARU AKREDITASI A

Hj. Wan Syafriyah, SP, M.Pd
NIP. 19690505 199903 2 001

Kasim Riau



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UIN SUSKA RIAU

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Norliyang Bilianti
Nomor Induk Mahasiswa : 12010427676
Hari/ Tanggal : Selasa / 10 September 2024
Judul Proposal Penelitian : An Analysis of Speaking Fluency Students at First Grade of Madrasah Aliyah Masmar Pekanbaru

NO	URAIAN PERBAIKAN
1.	There is no gap on your writing
2.	Lack of previous studies
3.	There is no learning outcome of previous studies
4.	Lack of references
5.	Follow the A.p.A style!
6	Revise the background of the study!
7.	Revise grammatical mistakes!
8.	Revise the reference

Pekanbaru, 10 September 2024

Penguji I

Dr. Nur Aisyah Zulkifli, M.pd

Penguji II

Mainar Fitri, S.pd., M.pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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UIN SUSKA RIAU
Kasim Riau

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Norliyang Bilianti
Nomor Induk Mahasiswa : 12010427676
Hari/Tanggal Ujian : Selasa / 10 September 2024
Judul Proposal Ujian : An Analysis of Students' Speaking Fluency At The First Grade of Madrasah Aliyah Masmur Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Atiyah Zulkifli, M.Pd	PENGUJI I		
2.	MAIYAR FITRI, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 6 / 12 / 2024
Peserta Ujian Proposal

Norliyang Bilianti
NIM. 12010427676

Kasim Riau

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nuardi, M.Ed
   a. Nomor Induk Pegawai (NIP) : 19830307 200901 1012
3. Nama Mahasiswa : Norliyang Bilianti
4. Nomor Induk Mahasiswa : 12010427676
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16-4-2025	Draft Proposal		
2.	8/5/2025	ACC Instruments		
3.	8/10/2025	Data Analysis		
4.	28/10/2025	Data Analysis 2		
5.	11/11/2025	Chapter IV		
6.	18/11/2025	Reference		
7.	26/11/2025	Acc		

Pekanbaru, 26/11/2025
Pembimbing,

Nuardi, M.Ed
NIP. 19830307200901012

Kasim Riau

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APPENDIX 4

Documentation

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CURRICULUM VITAE

The researcher's name is Norliyang Bilianti, she was born in Parit Khabir on November 21, 2000. She is the second daughter from Jamhurdin and Muliati. She lives at JL. M.Yakub, Kubu Babussalam. The researcher had finished her study at SD Negeri 009 Teluk Nilap and she continued her study at SMP Negeri 2 Kubu Babussalam, then she studied at SMA Negeri 1 Kubu Babussalam, then she continued her study at Islamic University of Sultan Syarif Kasim of Riau at English Education Department, Faculty of Education and Teacher Training.

On July 2023, she was doing KKN (Kuliah Kerja Nyata) in Desa Bagan Hulu, Kecamatan Bangko, Kabupaten Rokan Hilir. Then she was doing Pre-Service Teacher Training Practice at Madrasah Aliyah Masmur Pekanbaru. Finally, she followed the final examination of her thesis which entitled: An Analysis of Students' Speaking Fluency At The First Grade Of Madrasah Aliyah Masmur Pekanbaru. She passed her final examination and got her Bachelor Degree of English Education Department at Islamic University Sultan Syarif Kasim of Riau.

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