

**A STUDY OF FACTORS AFFECTING SPEAKING FLUENCY ON
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT STAIN
MAJENE**



SKRIPSI

Submitted In Partial Fulfillment of The Requirement For The Degree Of
Sarjana Pendidikan (S.Pd) In English Education Study Program
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By

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
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PENGESAHAN SKRIPSI

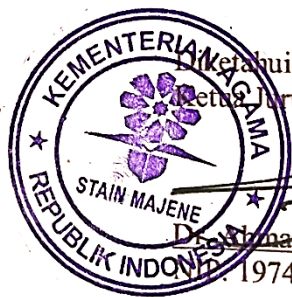
Skripsi yang berjudul, “**a study of factors affecting speaking fluency on students of english education study program at stain majene**” yang disusun oleh saudari Sarkia dengan Nim 10256120043, mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasah yang diselenggarakan pada hari Senin, 25 Agustus 2025 M. dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana pendidikan (S.Pd.), dengan beberapa perbaikan.

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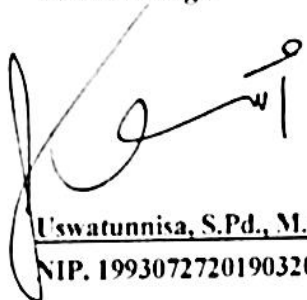
PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi mahasiswa SARKIA NIM.10256120043 Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan STAIN Majene. Setelah meneliti dan mengoreksi secara seksama skripsi berjudul "a study of factors affecting speaking fluency on students of english education study program at STAIN Majene" memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

Demikian persetujuan ini diberikan untuk diproses lebih lanjut.

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika di kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebahagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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ABSTRACT

Researcher : Sarkia

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Title : “ a study of factors affecting speaking fluency on students of english education study program at stain majene

The main problem examined in this research is to analyse the factors that influence the fluency of speaking English of English Education students of STAIN Majene. the purpose of this research is to describe the factors that influence the fluency of speaking English in English Education students at STAIN Majene. The research location is located at STAIN Majene. This type of research uses qualitative research. data collection techniques used are interviews and documentation of data sources using data reduction, data presentation and conclusion drawing. The results of this study indicate that the factors that affect the fluency of speaking English of English Education students are caused by 3 factors, factors cognitives, linguistics and affectives.

Keywords : Speaking Ability, Fluency.

Permasalahan utama yang di kaji dalam penelitian ini adalah menganalisis faktor – faktor yang mempengaruhi kelancaran berbahsa inggris mahasiswa Pendidikan Bahasa inggris STAIN Majene. tujuan dari penelitian ini adalah untuk mendeskripsikan faktor- faktor yang mempengaruhi kelancaran berbicara bahasa inggris pada mahasiswa penidikan bahsa inggris di STAIN Majene. Adapun Lokasi penelitian terletak di STAIN Majene. jenis penelitian ini menggunakan penelitian kualitatif. teknik pengumpulan data yang di gunakan adalah wawancara dan dokumentasi sumber data menggunakan reduksi data, penyajian data dan penarikan Kesimpulan. Hasil penelitian ini menunjukkan bahwa faktor -faktor yang mempengaruhi kelancaran berbicara Bahasa inggris mahasiswa Pendidikan Bahasa inggris adalah di sebabkan oleh faktor yaitu faktor kognitif, linguistic dan affective .

Kata kunci: Kemampuan Berbicara, Kefasihan.

CHAPTER 1

INTRODUCTION

This research is designed to find out the factors that affect fluency in speaking of students majoring in education study programme English at STAIN Majene, therefore this chapter presents the reasons for the importance of conducting research on this topic, research questions, objectives of research and contributions that can be made.

A. Research Background

Speaking is the way to express ideas, thoughts, and feelings orally. It is among the most important skills in English learning. However, other skills, such as listening, reading, and writing need to be taught all together (Oradee, 2012). This is understandable because in reality, in an oral interaction, we need to involve more than one language skill. Speaking is not a stand-alone activity, but rather a complex process that involves active listening skills, understanding the meaning conveyed by the interlocutor, responding appropriately and relevantly, and using linguistic elements such as vocabulary, grammar, and pronunciation properly.

Speaking is a shape of communication that occurs every day. By speaking people can ask questions, answer or express anything. “speaking allows everyone to state their argument” (ahmad 2016). The majority of people all over the world cannot prevent speaking as an essential component of human communication it happens when both parties argue with each other. One person produces a sentence and the other listens to it. As a result, how a person speaks can affect how others understand

and respond to an argument that means that speaking allows for communication to occur between everyone .

The ability to speak in English is every important now a days, especially for those who working in international and global fields. Therefore, it is considered important to develop English speaking skills in students from an early age so that they can develop international communication skills (Phoeun & Sengsri,2021). Students with good speaking skills will definitely be able to compete in the world of work. In today's global era, speaking English has become an essential communication skill for vocational high school students, enabling them to express ideas and engage in discussions effectively. Students are expected to demonstrate their speaking competence by using English togethereachers, peers, and others in a variety of contexts, including ask questions, participate in conversations, engage in discussions, and deliver presentations. Good speaking skills are essential to students' overall competence in learning English, as they enhance their ability to interact and collaborate in a variety of situations. In addition, effective speaking skills contribute significantly to students' future career prospects, as many professions require strong communication skills in English. (Lili & Indah 2024) so that many students improve their English knowledge and improve their speaking fluency by watching English podcasts and learning using media.

One of the language skills that must be mastered by second language or foreign language learners, in this case English, is speaking skills. Tarigan (2009) argues that someone who masters a language, intuitively he is able to speak in that language (Astuti & Pusparini, 2019). This means that he is able to communicate

or convey messages or something in that language so that other people can understand what he says. However, learning Speaking in the English language education department with students from various different social backgrounds will be a difference in how they learn English to become fluent in conveying messages using correct English.

Speaking is a manifestation of a communication tool used by humans to exchange various information (Rajitha & Alamelu, 2020). One of the challenging skills for students that require much interaction is speaking skills because compared to the other three English skills, students cannot speak alone.

To maintain speaking skills, the method used by the author is to provide study guidance related to the use of English vocabulary in daily activities (Arif et al., 2022) . such as taking English courses, everyday vocabulary using English vocabulary and always having a sense of curiosity about English from what is seen or done because mastering a large amount of English vocabulary also helps a lot in fluency and eloquence in speaking English. because students' fluency is also influenced by how often students do speaking exercises in class based on assignments given by their speaking course lecturers. If they do not pay attention to the assignments given by the lecturer because they have a bad learning attitude, it will have a direct impact on their fluency.

Language proficiency is a skill that someone acquires since they first get to know a language. Language skills are related to the ability and dexterity of using language which includes listening or listening, reading, speaking, and writing (Rahmaniar, 2021) in (Wahyuni et al., 2022) . Because students' speaking

fluency is also influenced by how often students do speaking exercises in class based on assignments. given by the lecturer of the speaking course.

If students do not pay attention to the assignments given by the lecturer because they have a bad learning attitude, then this will have a direct impact on the fluency of the students' speaking. One way to be fluent in English is by learning pronunciation. Pronunciation is the way we use to pronounce words in English. Practicing pronunciation in everyday life is also very important for improving English language skills both at home and on campus.

Having speaking ability is not an easy task for Indonesian students who learn English as a foreign language. Speaking is difficult, according to Leong and Ahmadi (2017), since it necessitates the control of numerous factors, including pronunciation, grammar, vocabulary, fluency, and pronunciation. To have speaking ability students have to know the components of speaking.

Speaking fluency is one of the most important skills, especially in oral communication. By having good fluency in speaking English, one can convey messages more clearly and effectively, so that the interlocutor or listener can easily understand what is being said. This ability is not only useful in academic contexts, but also in the world of work and social life which increasingly demands communication skills in international languages.

Before expressing ideas, the speakers have to consider what they are going to talk. Another problem is that in some countries where English is not first or

second language, learners are not frequently exposed to English usage (Muamaroh, 2013).

A study has been carried out on what factors that positively affect students English speaking fluency. It was conducted by Hidayat and Herawati (2012).the results show that there are three factors influence students' speaking fluency,including enjoyable learning process, good self motivation, and good support from their friends.

However, not all individuals have the same level of speaking fluency. There are various factors that can affect one's speaking fluency in English, both from internal and external aspects. Based on observations at STAIN Majene, it was found that there are differences in the level of speaking fluency among students. Some students show fluent and confident speaking ability, while others still have difficulties in speaking English well.

This phenomenon is interesting to be researched further to understand what factors influence students speaking fluency, especially in the English Education Study Programe at STAIN Majene. This research aims to identify the main elements that contribute to speaking fluency, both from the individual himself, the learning environment, learning strategies, and psychological factors. By understanding these factors, it is hoped that more effective ways can be found in improving students' speaking skills, so that they can be more confident and competent in communicating using English.

A. *Research question*

Based on the explanation in the background, the researcher wants to know the What were the factors that influence students' fluency to speak English during learning process of english language education department STAIN Majene?

B. *Research objective*

Based on the explanation above, the researcher wants to know the factors that cause English speaking fluency of student of English education study program at STAIN majene.

C. *Research significances*

The research is expected to provide many benefits both practically and theoretically. First teoritically as input to students to know how important good speaking fluency are in English classes, as input for students to realize that English speaking fluency is very helpful in learning English and as a reference for further research and as new knowledge for writers in conducting research. Next in practical significance.as input for students to know that speaking fluency in learning English can provide a good solution for students to understand English.as input for students, English speaking fluency can motivate students to learn English.and researchers know the importance of English speaking fluency to improve English language knowledge.

D. *Research scope*

To ensure that this research remains focused and in-depth in its scope of discussion, the researcher limits the scope to factors that influence speaking fluency. The subjects of the research are focused on students of the English Language Education Study Program. Speaking fluency is seen as a crucial skill to support students in communicating effectively and confidently, both in academic environments and in everyday life. This research is expected to provide insight into the challenges and opportunities faced by students in developing their speaking skills.

CHAPTER II

LITERATURE RIEVIEW

A. *Previous Related Studies*

1. The research conducted (Yulianeta et al., 2024) entittled “what is the use of Role Play as a method to improve students' speaking skills effective?

The purpose to improve students' oral communication skills through the role play method. The result show that The average score of speaking ability test increased significantly after the implementation of role play method. In cycle I, there was an increase in the average score followed by a further increase in cycle II after the improvement of teaching strategies. In addition, students showed active participation and increased self-confidence in communicating using English. Empirical data indicates that the role play method is effective in improving students' speaking skills, as well as motivating them to be more active in the learning process.

2. The research was conducted by (Aini et al., 2023) entittled “Self-Confidence of Prospective AUD Educators in Speaking English at English Credential Camp Activities”

The purpose of this study is to analyze the factors that influence the self-confidence of prospective AUD educators in speaking English. The result shows that the factors that influence self-confidence in speaking English are self-concept factors, anxiety, level of vocabulary mastery, environment, and experience. This implies that there needs to be efforts

that are not only based on writing materials or practical teaching but also efforts that are more motivational and provide ongoing training for prospective AUD educators.

3. The research was conducted by (Fajri & Nelliraharti, 2022) entitled “Analysis of The aim of this study is to assess students' proficiency in mastering English academic vocabulary”

The findings reveal several factors that impact students' understanding of English vocabulary, including their habit of reading English texts and environmental influences. Therefore, this study can serve as a reference for English teachers in selecting teaching materials that align with students' vocabulary mastery levels.

4. The research conducted by (Wahyuni et al., 2022) “The Influence of Internal Factors towards Indonesian Language Proficiency of Students at the High School in DKI Jakarta”

The purpose of this study was to examine the influence of internal factors on the scores and predicates of Indonesian language proficiency for junior and senior high school students who are participants in Giat UKBI Adaptif Merdeka in DKI Jakarta. The result shows that the UKBI scores and predicates obtained by students vary. As many as 1.3% of participants obtained scores and predicates above the standard, 46.3% according to the standard, and the rest below the standard. The results of the study also showed that internal factors, namely interest, motivation, and talent

simultaneously influenced the scores/predicates of students' Indonesian language skills in DKI Jakarta.

Based on some previous studies mentioned above, the researcher found similarities and differences with this study. In general, the similarity between this study and previous studies is that both aim to find out the factors that affect English fluency, with the research sample in the form of university students.

The differences lie in several aspects. Firstly, the location of this research was conducted in a high school in DKI Jakarta. Secondly, the focus of this research is more specific on the factors affecting speaking fluency in English and how to maintain speaking fluency. Third, the data analysis method used in this study is different from previous studies. Fourth, the findings of this study show that the use of media is very helpful for students in improving speaking fluency. In addition, this study has unique characteristics because it uses both qualitative and quantitative research approaches. The most basic thing is that previous research focuses more on students' ability to understand vocabulary or language proficiency and internal factors that become scores or predicates in language. As a comparison, this study examines the factors of good pronunciation speaking fluency. This study will be conducted on English Education students of STAIN Majene. This study aims to determine the factors that influence English speaking fluency.

B. *Some pertinent ideas*

1. Speaking

a. Definition

In the Oxford Advanced Dictionary the definition of speaking is To Express or According to Chaney, speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts. Meanwhile, according to Theodore Huebner speaking is a skill used by a person in daily life communication whether in school or outside (Zulfitri, 2019). From the above definition, Speaking is expressing ideas, opinions, or feelings to others through words and well-structured sentences. This process involves not only the pronunciation of words, but also the way of conveying the message with intonation, expression, and choice of words by the intent and purpose to be expressed. By speaking, one can communicate effectively to ensure that what is conveyed can be clearly understood by the listener. This ability includes various aspects, such as clarity of articulation, courage in speaking, mastery of vocabulary, to the ability to adjust the context of the conversation so that communication becomes more meaningful and on target.

b. The Elements of Speaking

When teaching speaking, there are some specific elements that teachers should be aware of to ensure effective learning and skill development. The four characteristics of speaking skills proposed by Brown (2004) are

fluency, accuracy, pronunciation, and vocabulary. These elements are essential for teachers to design effective speaking activities for their students. Therefore, a well-structured speaking activity should incorporate the following four components.

1). Pronunciation

According to the Oxford Advanced Learner's Dictionary, pronunciation refers to the way a word is pronounced or the way one articulates a word in a particular language. Harmer (2007) described pronunciation as the way a language's sounds are created, how and where word stress and sentence emphasis are placed, and how pitch and intonation are employed to communicate our feeling and meaning. Kelly (2000) defines pronunciation as "the use of all the same speech organs by the speaker to make the sounds we get accustomed to creating." Learners often face challenges in distinguishing sounds in a new language that do not exist in the language they already know. While pronunciation difficulties can be frustrating for listeners, they rarely lead to significant misinterpretation or misunderstanding.

2). Grammar

Richard C.J. et al. (2002) define grammar as a description of the structure of language and the way language units, such as words and phrases, are combined to form sentences. In addition, David Crystal describes grammar as 'the study of all the different meanings that can be made in sentences.' Grammar rules provide learners with guidance on the

concepts and structures involved in language use. In short, grammar explains the structure of language and how its components are combined to make coherent sentences.

3). Vocabulary

Hornby (2006) defines vocabulary as the collection of words that a person knows or uses when discussing a particular topic. Vocabulary is a fundamental aspect of language learning and serves as a measure of students' English fluency. Since sentences are formed using words, speaking fluently becomes difficult without a rich vocabulary. Students with limited vocabulary often have difficulty in expressing themselves. Therefore, it is imperative for English teachers to actively work on expanding their students' vocabulary to improve their communication skills.

4). Fluency

According to Webster's Dictionary (1991), fluency is the ability to use words quickly and expressively. The ability to use words quickly and expressively is a key aspect of fluency. According to Albino, G. (2017), fluency in speech is characterised by automaticity and speed in producing speech. It refers to the ease and speed of self-expression, especially in oral communication. In pronunciation studies, fluency is often evaluated along with other aspects of spoken language, such as comprehension and accent.

2. Basic types speaking

According to Brown (2004), there are five basic styles in speaking activities that teachers use to assess students' speaking ability

1). Imitative

Imitative speaking occurs when English language learners (ELLs) simply repeat what is spoken. This activity provides an opportunity to practise intonation and focus on certain aspects of language form. The main goal is to develop accurate pronunciation of words, sentences or speech. It is a valuable tool for English instructors to assess students' pronunciation skills.

2). Intensive

Intensive speaking involves students performing speaking tasks that focus on practising specific phonological and grammatical aspects of the language. In this type of speaking, students are usually asked to respond to a topic or statement with concise and focused sentences.

3). Responsive

Responsive speaking involves students actively engaging in short conversational exchanges, usually between two participants. Examples of responsive speaking tasks include answering questions, giving instructions, giving directions, comparing objects, and paraphrasing information. These activities encourage interaction and quick thinking in communication.

4) Interactive (dialogue)

Interactive speaking involves a communication process in which multiple participants exchange information with each other. Examples of interactive speaking activities include interviews, drama-like dialogues, discussions, conversations, and interactive games. These activities emphasise collaboration, turn-taking, and the flow of ideas among the participants.

5) Extensive (monologue)

Extensive speaking entails long stretches of conversation. The conversation is called monologue speaking When it is limited to a lengthy speech. That is because the listener cannot directly respond to the speaker's statement Presentation.

3. Function of speaking

There are many functions of speaking in human attitude. “The functions of speaking are classified into three; they are talk as interaction, talk as the transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches (Richard, 2008).”

a).Talk as interaction

Talk as interaction means conversation between two or more people in a while. They exchange their ideas, feelings, and many others. “Such exchanges may be either casual or more formal, depending on the

circumstances (Richard, 2008: 22).” Based on Richard statement, talk as interaction goals are to create social function, show attitude of relationships, show value of conversation,

b). Talk as transaction

The speaker produces some words that result sentences is talk as transaction. Main goal of it is to make value of the information received and sent well between speaker and listener.

c).Talk as performance

Talk as performance usually refers to someone who works as the public speakers, such as: teacher, lecturer, and motivator. They planned as well they can before reporting information to the audiences.

4. fluency

a. Definition of fluency

speaking fluency is a person's ability to express thoughts and ideas fluently in Indonesian. When someone is able to communicate in a clear, organized, and effective language, it provides many benefits in everyday life, both in academic, professional, and social fields. Fluency in Indonesian refers to a person's ability to express thoughts and ideas clearly, precisely, and easily understood using Indonesian.

According to Johnson (1998: 3), fluency refers to the absence of pauses and other indices of word-finding (or grammatical) difficulties.(Mahsar, 2022). In addition, speaking fluency also shows one's confidence in using English in various situations, both formal and informal. For example, someone who speaks fluent English is able to engage in discussions, presentations or everyday conversations without any significant difficulties. Therefore, the development of speaking fluency is often one of the main focuses in English language learning, especially through methods such as conversation practice, simulation of real situations, and other communication-based activities.

The ability to speak is one of the main skills in expressing information, feelings, intent or purpose, ideas, beliefs, and feelings of individuals. (Terzioğlu & Kurt, 2022). Language learning should pay attention to speaking skills, realistic use of language, and need practice to improve pragmatic-contextual skills.

In addition to speaking skills, reading and writing skills are also indispensable in the use of language because these skills can improve comprehension and speaking fluency. Speaking fluency is inseparable from other language skills because speaking skills are productive language skills, so good reading and listening skills are needed. Speaking ability is a very important language ability in both first language teaching and second language teaching. However, in reality, the teaching of speaking still does not receive special attention from language teachers in both first and

second language teaching. Currently, speaking learning is more intensive in strengthening grammar, memorising dialogues, or memorising vocabulary (Mulyani et al., 2023).

Fluency in speaking is a person's ability to produce meaningful utterances without any significant obstacles and confident in their ideas. In addition, fluency is also defined as the ability to speak spontaneously, fluently, and comprehensively without significant errors that interfere with the interlocutor's understanding. Fluency is also defined as the ability to unify parts of speech with little hesitation or inhibition, so there are students who prefer to learn by memorising vocabulary to improve fluency in speaking. Fluency is a frequently discussed concept in foreign language education, which is often compared to accuracy, especially within the framework of communicative language teaching. However, in everyday contexts, the term is understood more broadly and is usually used to refer to oral proficiency in general (Chambers, 1997).

Fluency in speaking English is one of the important indicators to assess the extent to which a person understands and masters English language skills. This fluency not only includes the ability to speak fluently without much pause or hesitation, but also involves the ability to convey ideas clearly and effectively. In this context, speaking fluency is often regarded as a reflection of a deep understanding of the language, including grammar.

5. Factors influencing speaking fluency

speaking happened spontaneously and orally among people and more in real time some various kinds of influencing speaking fluency are cognitive factors, linguistics factors, and affective factors. (wang, 2014).

a). Cognitive factors

Speaking processes include conceptualization, formulation, and articulation (Levelt, 2007). Conceptualization concerns with kinds of information selected to express meaning. Formulation refers to the ability of speaker chosen the using of proper words in appropriate grammatical. Formulation deals with speaker's ability to select proper words of grammatical structures. Articulation was speech articulatory organs that articulated by the speaker. These three processes occur simultaneously, because of that sometimes students make mistakes in face to face communication. Therefore, students speaking skills can be replaced by "hesitations, false-starts, grammatical inaccuracies, and limited vocabulary (Hughes, 2002, p. 77)." Briefly, fluency and accuracy of students English speaking can be influenced. But human's mind can not focus on this three process at once because they have not enough capacity processor (Skehan & Foster, 1999). It is so forth for students who learn English speaking to keep their parity during the lesson.

b).Linguistic factors

Learner's oral proficiency has to use appropriate language forms(Saunders & O'Brien, 2006). Some components of linguistic factors include pronunciation, grammar, and vocabulary are very important considered by students. They also have to focus on the situation of conversation time. As support by Harmer, (2002) speaking not only need the knowledge how to produce the form language but also on when, why and what way to result in the words.

c).Affective factors

Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. "Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others.

6. Elements of English Speaking Fluency

There are some components 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 & Skehan, 2005). Koponen and Riggensbach (2000, p. 8) also said that fluency in language assessment is the comparable of unity and fluency in delivering a speech. So, English speaking fluency decided as the most important thing in speaking class. They classified four kinds of view of fluency. The first was including thinking of fluency mainly in terms of “smoothness of speech” that based on “temporal, phonetic, and acoustical features” of speech. Second, fluency is defined as the competence and element of proficiency. It was considered smoothness as the important element of overall fluency. And then, fluency explained as “automaticity of psychological processes”. This view mostly anxious with exploring the mechanism of psychological learning that helps to detect how fluency is rising. The last definition of fluency, “fluency as opposed to accuracy”. The main point was there was distinction between the accurate speech that learners only focused on language process itself and learners’ focused when delivering speech fluently.

The characteristics of speaking fluency were divided into three kinds;

- 1) Language process in a real-time, that means the speaker speaks easily without much quiet.
- 2) language use does not need speaker attention.

3) Fluency is a skill that depends on the knowledge quality of the language. The purpose of it is to make the best possible of what already know. Hidayat and Herawati (2012)

described the measurement of speaking fluency were speed, pausing, and the time to speak

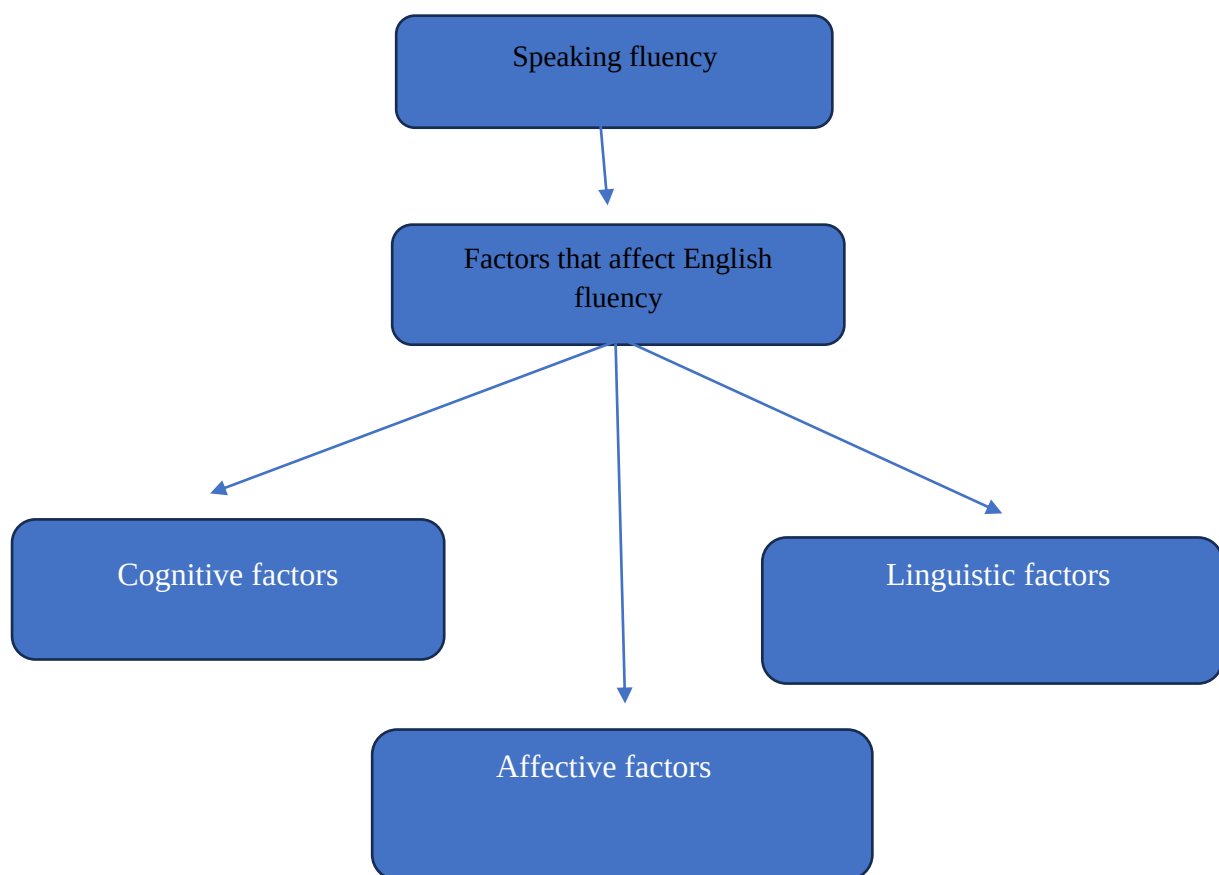


Figure 1.1

1.1 konseptual framework

In this study, researchers will examine a study of factors affecting speaking fluency on students of English education study program a STAIN

Majene. The main focus of this research is to evaluate what is speaking fluency, as well as factors that affect English fluency.

CHAPTER III

RESEARCH METODOLOGY

A. Research design

According to Sugiyono, qualitative research is a research method used to examine objects in a natural context by interpreting phenomena based on the meaning given by the research subject. This method places more emphasis on deep understanding than generalisation. Using various data collection techniques such as in-depth interviews, and documentation (Sugiyono Prof, 2010). This is in line with this research because it focuses on the factors that affect students' English speaking fluency in students majoring in English education at STAIN Majene.

B. Research population

1. Sample.

The sampling technique that will be used in this study was purposive sampling. Purposive sampling is a non-random sampling technique, where researchers select samples based on certain considerations or criteria relevant to the research objectives, as explained by Sugiyono (2020). In this study, the samples selected were The sample chosen to interview was according to the lecturer's suggestion, namely 4 out of 11 5th semester students of class 2023 majoring in English language education at STAIN Majene.

C. Research Instrument

1. Interview

The researcher conducted interviews by asking several questions to respondents who had passed the speaking course and received an A . The purpose of purpose of this interview is to find problems more openly from the opinions and ideas of the respondents, namely the factors that affect English fluency in speaking. The purpose of this interview was to find the problems more openly from the opinions and ideas of the respondents, namely the factors that affect English fluency in speaking. The researcher The researcher listened carefully in this interview and recorded what was said by the respondent. by conducting interviews, researchers get more information to support the research data needed.

2. Documentation

Documentation method is a data collection technique by examining data that has been recorded. At this stage, after collecting data through interviews At this stage, after collecting data through interviews, the researcher checks and takes data from the results of student interviews that will be recorded by the researcher. which will be recorded by the researcher.

D. *The technique of data analysis*

a. Data analysis

To analysis the qualitative data gained from the interview were researcher would be listened to the interview recording and transcribes all the words that said by the interviewee. After all of the data transcribed, interview data were organized based on the research objectives. Relevant themes were selected and coded. Some data analysis techniques according to Burn's (2010) they are assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting thoutcomes. The researcher used coding, it started from coding the data into more specific patterns or categories. Next, researcher identified which of data sources that researcher have to code qualitatively. Findings of the interview would be presented in narrative explanation.

b. The Data from Interview

1.Data collection

The first step in research is collecting data. In qualitative research data collection is carried out by interviews. All information from respondents was recorded . In this way, the research obtained varied data.

2.Data reduction

The second In general, data reduction is the process of transforming recorded data into patterns, focus, categories, or various specific subject matters after the data has been collected. The data

collected and recorded in various notes while in the field were then summarised.

3. Data display

In general, data presentation refers to the process of organizing, processing, and presenting information in a structured and easy-to-understand format. This data presentation aims to simplify complex information so that it is easier to analyze and use for decision making. In other words, data presentation is a collection of information that has been organized and compressed, making it easier for individuals or interested parties to draw conclusions and take action based on the information available.

4. Conclusion drawing

The step in qualitative analysis is conclusion drawing. In research, conclusions drawing is carried out continuously during the research period which is initially unclear until it becomes clear. Conclusion drawing must include strong evidence. Therefore researcher must compile a good data presentation so that conclusions can be drawn.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains several sub-chapters such as research findings and discussion.

A. FINDINGS

This research was conducted using an interview instrument. This research explores students' a study of factors affecting speaking fluency on students of English education study programe at STAIN Majene. this research was conducted 5th semester TBI students at STAIN Majene. consisting of 11 students and 4 students as interview respondent

1.Result interview

This research was obtained through interviews with 4 TBI students at STAIN Majene, They were chosen purposively and based on the lecturer suggestion. interviews with semi-structured methods were used to collect data in this study. The interview consisted of 3 questions and several supporting questions, the interview was conducted via voice note Whatsapp, and the interview of each respondent took 10 minutes. These results aim to answer the researcher's questions posed in Chapter 1, namely, factors affecting speaking fluency on students of English education study program at STAIN Majene. This was revealed from the results of the interview.

The following result of interview are:

Question 1. *Are you interested in English speaking?*

The researcher found that all students have different reasons interested in English speaking.

Table 1.1

Students	Students responds	Factors
KM	<i>"I am very motivated and have a high interest in learning English because of the lack of people who speak English in my neighbourhood and I assume that if we speak English even though it is basic we will be considered cool and smart so I am interested in English courses".</i>	Affective factors
HA	<i>I am motivated to learn to speak English because I can communicate with people from various countries, so if you want to go out, you don't have to worry because you can speak English.'</i>	Cognitive factors
UA	<i>"The reason why I am interested in learning to speak English is because I think people who can speak English fluently look very cool. And when I can speak English there is a sense of pride, a sense of satisfaction, coolness and whatnot, and I want when I</i>	Affective factors

	<i>watch a film in English I can translate it".</i>	
NA	<i>"I am motivated to learn to speak English because I can communicate with people from various countries, so if you want to go out, you don't have to worry because you can speak English."</i>	Cognitive factors

Table 1.1 shows that affective factors (motivation, interest and positive attitude) affect students' English speaking KM said 'I am very motivated and have a high interest in learning English'. With his interest and motivation to learn to speak English he can speak English fluently. HA and NA argued that they are interested in learning English because so if you want to go out, you don't have to worry because you can speak English". UA argues why she wants to learn English I think people who can speak English fluently look very cool. And when I can speak English there is a sense of pride, a sense of satisfaction, coolness and whatnot, and I want when I watch a film in English I can translate it".

Question 2 *What are the activities that you do to shape your English speaking?* The main point of this question was to find out the students' activities and efforts in improving their speaking fluency. Most of them expressed the same opinion about how they learnt to be fluent in speaking English.

Table 1.2

Students	Students responds	Factors
KM	<i>“I learnt 70% of my English from English courses and 30% from school. Because at school there is rarely a practice that trains the pronunciation of speaking English and it is rarely done but it is different in the course there we have a lot of classes that are done 4 x in 1 week sometimes speaking, listening, reading, grammar and most often writing, then there are activities we are told to memorise vocabulary and if we want to deposit our memorisation we must know how to pronounce and that's where we learn pronunciation which is taught directly by the mentor in the course and it must be practised correctly. So I always practice English pronunciation correctly”.</i>	Linguistic factors

HA	<i>“I go to junior high school at the Lampoko boarding school and the boarding school is very supportive of language learning because our daily lives as santri and santri wati in the boarding school we use English literally every day and alternate with Arabic and in the boarding school we are really taught about vocabulary, starting from mentioning, writing and every day of learning we are given 5-10 vocabulary words that are combined with Arabic”. And have never attended an English course</i>	Linguistic factors
UA	<i>“when studying at STAIN Majene with the English language study programme yesterday, I had 2 courses in semester 2 and 3 and my last course at the course we had to speak English for 1 full month at the course, and if we say a word or sentence it is immediately corrected by the teacher in the course and it makes me very helpful, words or sentences that are usually only those that are used in the course we get a lot of new words”.</i>	

NA	<i>“Actually, I joined a 1-month course and at the course we had to speak English every time we spoke, so I applied the habit in the dormitory in class even though it was still sometimes mixed with Indonesian and English, but my friends and I who joined the course tried to always practice speaking English”.</i>	Linguistic factors
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Table 1.2 Respondents KM, UA and NA to facilitate speaking English they attended English courses where they were taught directly by mentors how to pronounce English sentences correctly and write in accordance with grammar and memorise vocabulary that has been determined in the course. So by attending the course they are very helpful in the process of their speaking fluency in English. And HA he argues that to facilitate his English speaking he has never attended a course at all but if we say a word or sentence it is immediately corrected by the teacher" and studying at the smp al Ikhlas lampoko boarding school he feels that his English speaking ability is smooth because of the situation in the pesantren where the use of English is very much required to be done.

Question 3 *What methods do you use in learning English for fluency in speaking English?*

Table 1.3

Students	Respondents	Factors
KM	<i>“On my own I rarely practice because I get bored easily, then I'm the type of person who doesn't like group work but that was a long time ago, then to learn English I use a method that repeats learning. besides that I also participated in several activities that could develop my fluency in speaking English such as entering the organisation at Madrasah Aliyah MEC (Madrasah English community) school and attending English camps”.</i>	Affective factors
HA	<i>“Learning English self-taught I am not too ambitious in learning or consistent but I learn according to my willingness to learn or not, and when I learn self-taught I am greatly helped by mobile phone devices, namely social media such as reels, tik tok and fyp that appear on mobile phones by learning how to learn like I repeat the English sentences that appear in reels and write the pronunciation and look for the meaning of the</i>	Cognitive factors

	<i>sentence”</i>	
UA	<i>“maybe I personally when I get a new word or vocabulary I usually find out how to pronounce it correctly and the meaning of the word, and I find out the meaning and how to read it from the phonetic English application, in this application it helps the use of learning the pronunciation of words and sentences in English”.</i>	Linguistic factors
NA	<i>"The method used in the course is very influential on my fluency in English and during the course not only learning grammar vocabulary but we like to live in an English speaking atmosphere in every situation whether it's between meals, joking, the point is from waking up to waking up again. And I think this method is very effective and consistent in English because we are not afraid of being wrong in speaking English. besides that I also like to watch English videos on social media such as Instagram or tik-tok ".</i>	Linguistic , affective factors

Table 1.3 According to KM, she believes that the method used in her English speaking fluency is due to participation in activities such as MEC (Madrasah English Community) and English camps and is also influenced by motivation and interest in improving speaking skills. HA argues that the method used in fluent English speaking is 'she repeat the English sentences that appear in reels and write the pronunciation and look for the meaning of the sentence' showing the existence of learning strategies (repetition, looking for word meanings) which are included in cognitive factors. The mobile phone media really helped him to speak English fluently. UA argues that the methods used, namely 'usually find out how to pronounce it correctly' and 'helps the use of learning the pronunciation of words and sentences' emphasise mastery of the technical aspects of language, namely pronunciation.

Using phonetic apps to learn pronunciation shows the focus on language skills. and NA argues that the method used is not only learning grammar vocabulary but we like to live in an English speaking atmosphere shows the focus on language acquisition through real practice (grammar, vocabulary, speaking environment). from waking up to waking up again confirms the intensity of language use in daily life, which supports the acquisition of language skills. However, the affective factor is also because in the sentence we are not afraid of beingi.

B.DISCUSSION

The discussion of the findings is based on the results of research conducted during the research process at STAIN Majene related to the factors that influence the fluency of speaking English in English language education students at STAIN Majene. The data that has been described and analysed needs to be reviewed based on existing and relevant theories related to the discussion in this study. The discussion of findings based on the focus of the research presented is related to the factors that influence the fluency of speaking English on English language education students at STAIN Majene. The factors are divided into 3 kinds, namely factors cognitive, linguistic and affective they have Cognitive Factor (Kognitif):

The first thing that is explained is that internal factors have a big influence on students' interest in learning which includes several aspects including being motivated by people who have good English skills and speak English fluently and are also motivated so that they can communicate with people abroad who speak English and according to students also people who can or are fluent in English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section contains two sub-chapters such as research conclusion and research suggestion.

A. Conclusion

This study identifies the Factors Affecting Speaking Fluency in English Language Education Study Program Students at STAIN Majene which can be categorised into 2 main factors, namely internal and external factors. In terms of internal factors, there are several things that become factors that affect the fluency of speaking English, namely motivation and practice frequency. To learn to speak English to look cool, and smart in the eyes of others, interested in being able to communicate with people from various countries. In terms of practice frequency to facilitate speaking English, students take English courses, do practical and reading exercises and memorise vocabulary.

In terms of external factors to facilitate speaking English, there are several methods and social support in the learning environment that are used, namely self-study, taking courses and joining organisations and learning English lessons. and family support, friend s are also very helpful in this case, namely facilitating speaking English.

B. Suggestion

1. factors that affect fluency in speaking English.
2. for prospective researchers who want to do this research, it is recommended to develop this learning method by studying it more deeply. So that the research results are much better and qualified.
3. for educators and education personnel, the author hopes that this research can be used as a reference to improve the quality of education.

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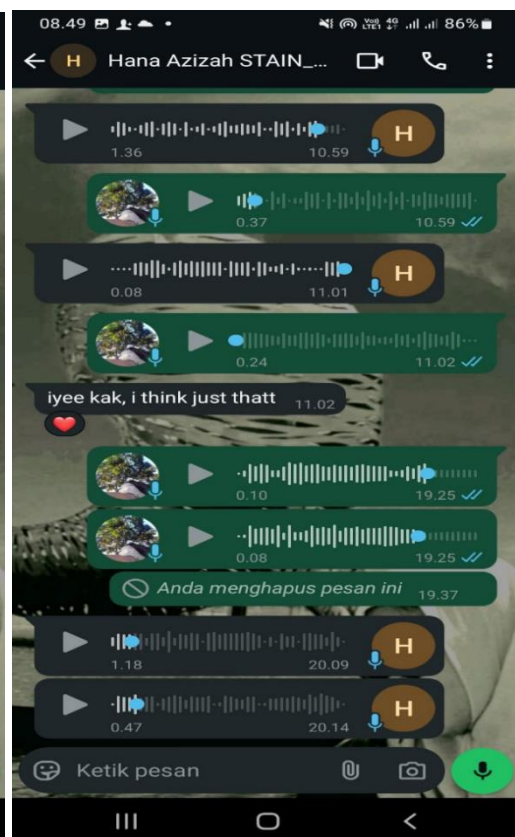
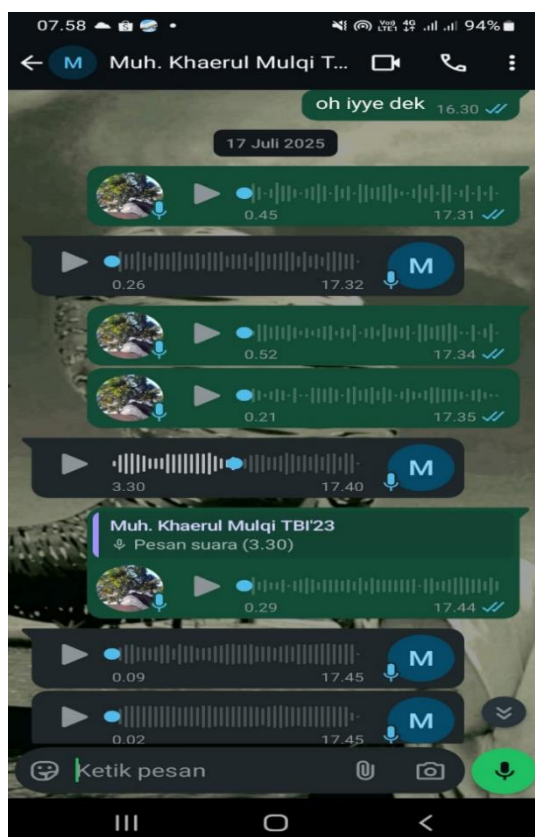
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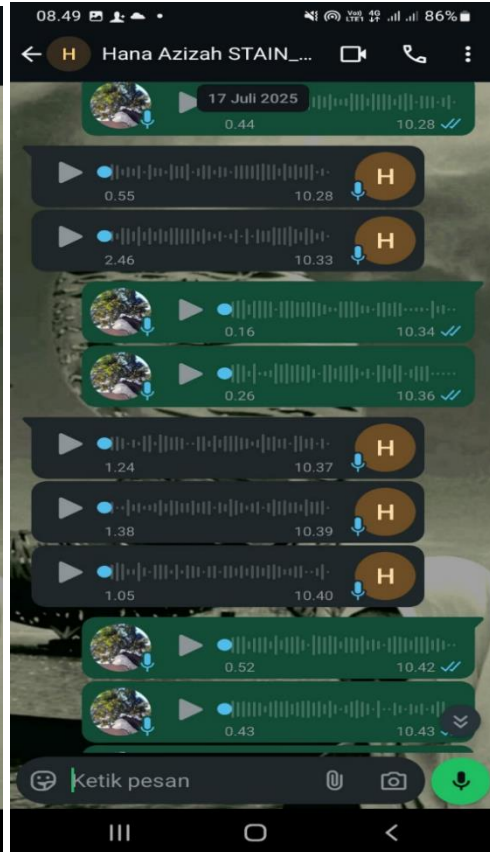
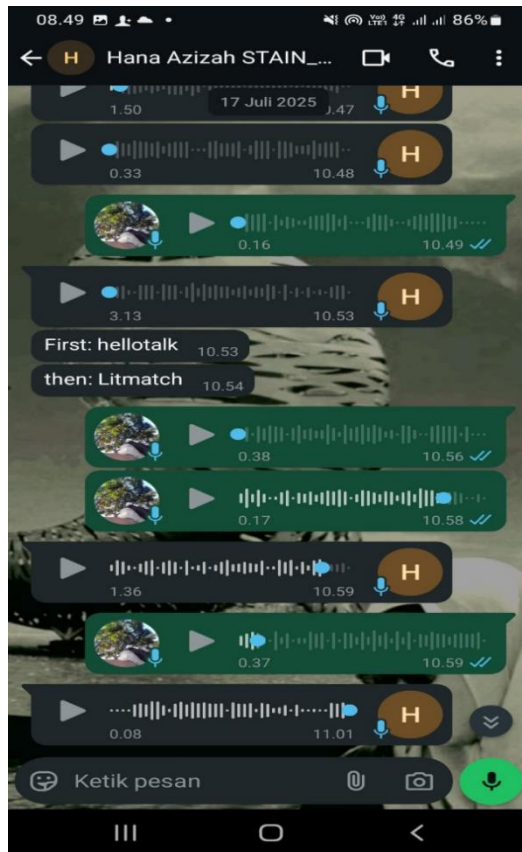
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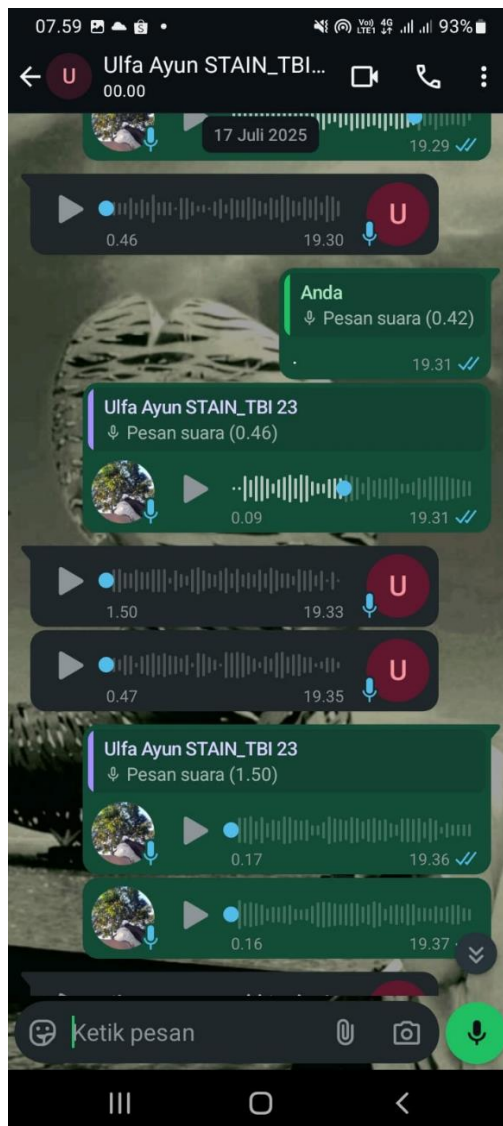
A P P E N D I C E











CURRICULUM VITAE



The author named Sarkia, one of the students of STAIN Majene who was born on July 28, 2001 in Pambusuang, Balanipa District, Polewali Mandar Regency. The researcher is the fourth of eight children, the child of Mr. M. Quraisy and Mrs. Huduria. The researcher started his education at MI Nuhayah Pambusuang in 2008 and finished in 2014. Then he started his education at MTS Nuhayah Pambusuang in 2014 and finished in 2017. Then the researcher continued his education at the MA level at Nuhayah Pambusuang by majoring in religion in 2017 and finished in 2020. After that, the researcher continued his undergraduate education at the State Islamic College of Majene (STAIN Majene) by majoring in tarbiyah and teaching with an English language study program.

Thanks to the help of Allah SWT, the efforts and prayers as well as the blessings of both parents, the researcher was able to complete his studies at the State Islamic College of Majene with a final thesis entitled "A Study of Factors Affecting Speaking Fluency on Students of the English Education Study Program at Stain Majene."