

## Chapter 5: Conclusion

After the several data collection and discussion, the researcher comes to the result of the research as the conclusion. Based on the discovery research, again; it is confirmed that the theory of fluency challenges (obstacles) to the fluency skill which discovered by previous study (Alsamani & Hassan, 2013) are synchronized with the condition of student of English Department members' outcome, especially to the class of 2013. They had been confirmed have the challenges against the seven obstacles in speaking fluency which hinders them from fluency.

In English Department, some of the senior students who have passed all of the speaking classes still have some problems in order to speak especially to become fluent because of the limited English language vocabulary, lack of practice, communication environment, teaching methodology, pronunciation, native language influences and teaching aids. Also, there are some additional factors which founded in the field such as self-confidence and grammar problem. Also, it is confirmed that the student's lack of vocabularies become as their serious obstacle which hinders to the fluency skill.

Moreover, to answer which factors lead to the lack of vocabulary obstacles, it is concluded that all of the problems in achieving fluency formed a kind of chain reaction. All of the obstacles are connected each other and integrated to block fluency. The student environment and lack of practice selected as the factors which lead to lack of English vocabulary. Student will lose their English vocabularies from class because they do not strive to maintain the words outside the class by practicing it intensively. Also, the students are also difficult to practice English because of the unsupported environment. Indeed, some of them cannot practice because there is no mate to be a partner in maintaining the language they received

whether in English Department surrounding or even in the home situation. Although there are a ton of courses they have, it will be nothing to deal with the result if they not practice the language often.

In the other side, the student first language (Native language) also become the factors which lead to the debility of pronunciation mastery. Again, it comes from the lack of sources and lack of practice to the word they have. Also, the teaching methodology might be selected as the factor which caused the challenges. Because some of the lecturers in the university have not put a special attention to the pronunciation course in their teaching strategy to overcome the challenge.

Although the students admitted that the lack of vocabulary is the biggest obstacle to develop the speaking proficiency, there are other aspects which are simultaneously being influential. The researcher discovered the role of the lecturer in teaching had a core position against the student's language development especially to achieve the fluency mastery. Tarigan argued that students rarely speak unless picked out by the teacher and that teachers pay very little attention to students' needs in improving their spoken English (1990, p.24). Hence the function of the lecturer to lead the class with the effective teaching style, the proficiency to facilitate the supported surroundings including the teaching aids in learning process, and the way of the teacher encourage their student to be more motivated in practicing the language is very important and worthy to maintain their foreign language. Thus, the chance of students' successful outcome in speaking skill will be raised up, especially to make the student more fluently in the speaking skill performance.

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## Appendixes

### Appendix 1

The form of SQA can be seen below:

Class / year :

Dear students, read carefully

The aim of this questionnaire is to know your experience about the mentioned topic. It has designed for analytical research study. Your participation in this questionnaire will help a lot about this research study. The researcher will appreciate your participation but also **very** important that you should be as honest as possible with your responses. The researcher assures you that your replies will remain confidential and will only be used for the research purposes.

#### Directions for responding to the statements:

- a. The question is made to know about your experience in speaking skill especially fluency skill. So, write a check ( ✓ ) in front of each statement which is suitable for you.
- b. Readout the following abbreviations, it will help you in understanding and giving response to each question.

#### Part I (General)

1. Do you like to speak English well?
  - Yes of course!
  - Not really
  - No
  - Other (just write it down) ———→
2. How often do you use English with people in the English department?
  - All the time
  - Many times
  - Sometimes
  - Seldom
  - Never
3. How often do you use English in speaking class?
  - All the time
  - Many times
  - Sometimes
  - Seldom
  - Never

4. How often do you use English outside of college?
  - All the time
  - Many times
  - Sometimes
  - Seldom
  - Never
5. Are your speaking scores being good as far?
  - Yes of course!
  - I am satisfying
  - Normal
  - bad
6. What is your score in speaking class last semester?
  - Above 3.50
  - Above 3.00
  - Above 2.50
  - Above 2.00
7. Can you measure your speaking skill now?
  - I am satisfied with my speaking skill
  - Good enough!
  - Normal
  - I am not satisfied with my speaking skill!
8. Is it hard to speak English fluently?
  - Not at all
  - Not really
  - Yes
  - It's really hard!
9. What makes hard you to speak English? (you may choose more than one)
  - The lecturer and teaching method
  - Pronunciation
  - The communication environment
  - Vocabulary
  - Native language influence (mother tongue)
  - Teaching aids (learning facility)
  - Lack of practice
  - Another? (just write down)——→
10. Do you feel confident while speaking English?
  - Yes, in the entire of my speaking
  - Yeah, but just in the beginning
  - A bit
  - Not at all

**Appendix 2**

**Part II (Focused Issue)**

Instructions:

The questionnaire aims to find out your experience in English oral communication. Please fill an answer from A. B. C. Or D by typing ✓ to each question according to your first reaction.

There is no right or wrong answer. Thank you

Note: A. Often; B.Sometimes; C.Seldom; D. Never

**(Communication environment)**

No	Statement	Often	Sometimes	Seldom	Never
11	I speak English inside the class.	0	5	10	15
12	I speak English outside the class (in English Department environment)	0	5	10	15
13	I start to talk with English to the people of English Department.	0	5	10	15
14	I respond people who talk in English to me.	0	5	10	15
15	I feel that the other student speaks English better than me. So, I am shy to speak.	15	10	5	0

**(Pronunciation)**

No	Statement	Often	Sometimes	Seldom	Never
16	I try to speak a word such as the native speakers of English.	0	5	10	15
17	I make mistakes with my pronunciation.	15	10	5	0
18	I feel that it is hard to pronounce all of the words in English.	15	10	5	0
19	I stuck to speak English because of my less knowledge about pronunciation.	15	10	5	0
20	I feel that every lecturer has a different way in pronouncing a certain word. So I get confused which one is correct to use.	15	10	5	0

**(Vocabulary)**

No	Statement	Often	Sometimes	Seldom	Never
21	I learn new vocabulary to enrich my knowledge of words to speak more fluently.	0	5	10	15
22	I am stuck to speak fluently because of my less of vocabularies.	15	10	5	0
23	I learn vocabulary by remembering the new words.	15	10	5	0
24	I lost some of the vocabulary that I know when speaking.	15	10	5	0
25	I use substitution words to explain something those vocabularies that I don't know.	0	5	10	15

**(Teaching Aids)**

No	Statement	Often	Sometimes	Seldom	Never
26	I used the learning facilities to practice speaking.	0	5	10	15
27	I stuck to speak English because of the limited of teaching aids.	15	10	5	0
28	My lecturer used facilities to support our learning activity in speaking class.	0	5	10	15
29	Teaching aids help me to improve my speaking to become more fluent.	0	5	10	15
30	The language laboratory helps me a lot to improve my speaking skill.	0	5	10	15

**(Native Language)**

No	Statement	Often	Sometimes	Seldom	Never
31	I am stuck to speak English because of my mother tongue.	15	10	5	0
32	I think Indonesian first before speaking in English.	15	10	5	0
33	I used my native language as the alternative when I got stuck in speaking.	15	10	5	0
34	My native language helps me to speak fluently.	0	5	10	15
35	I am mixing my native language and English when speaking.	15	10	5	0

**(Teaching Methodology)**

No	Statement	Often	Sometimes	Seldom	Never
36	I hard to speak with the lecturer's way of teaching in speaking class.	15	10	5	0
37	I felt that the learning activity in speaking class helps me a lot to speak English more fluently.	0	5	10	15
38	I feel that the more test of speaking I have, the more confused I get.	15	10	5	0
39	I get so nervous and I forget things I know when the lecturer asks me to speak in front of the class.	15	10	5	0
40	I suddenly get lose my mind to speak in front of the class. But, it is gone when I speak outside of the class.	15	10	5	0

**(Practice)**

No	Statement	Often	Sometimes	Seldom	Never
41	I practice English with my friend in English Department.	0	5	10	15
42	I practice English with people at home.	0	5	10	15
43	I practice English with people outside English Department.	0	5	10	15
44	I stuck in speaking because lack of practice.	15	10	5	0
45	I practice grammar to speak.	15	10	5	0

**Appendix 3**

**List of Questions (Interview session)**

1. What is the definition of fluency according to you?
2. What do you know about a fluent speaker?
  - Do you think that you are a fluent speaker already?
3. What is your problem in speaking, especially to become a fluent speaker?
4. Can you mention all of your problems or challenges in speaking which block you to speak fluently?

## CURRICULUM VITAE



Mohamad Rifandy Ente was born on Gorontalo, August 29, 1994. He is a son of Arnol Ente and Suriaty Puti. He started to study in Boludawa Village Elementary School and graduated in 2006. Then, in 2009 he finished his education in Kabila Junior High School and continued at Senior High School in Kabila. After he graduated from the senior high school in 2012, he continued his study in English Department, State University of Gorontalo.

During the time of his study, he followed some academic and non-academic activities. They are following:

1. MOMB (Masa Orientasi Mahasiswa Baru) in 2012
2. Participants of Cross-Cultural Understanding (CCU) by English Department Students, Class of 2012 in 2014
3. Participants of Drama by English Department Students, Class of 2012 in 2015
4. Participants of English Olympic by English Department Students in 2013
5. Participants of English Championship by English Department Students in 2014
6. Participants of English Championship by English Department Students in 2015
7. Participants of International Students Conference by English Department Students Class of 2012 in 2015
8. Participants of Fahmil Qur'an MTQ Fakultas Sastra dan Budaya UNG in 2015
9. Participants of Hifzil Qur'an MTQ Universitas Negeri Gorontalo in 2016
10. PKL Program (Job Training Practice) in 2015



11. PPL-2 (Teaching Practice Program) in 2015

12. KKS Program (Kuliah Kerja Sibermas) in 2015

### **Committee Experiences**

1. Committee of Student Orientation of SMPN Kabila (2009)
2. Committee of Job Training – English Department Student, Class of 2010 (2013)
3. Committee of Student Orientation of Letters and Cultures Faculty, Gorontalo State University (2014)
4. Committee on Cross-Cultural Understanding (CCU) by English Department Students, Class of 2012 (2014)
5. Committee of Masa Orientasi Mahasiswa Baru (MOMB) English Department Union Fakultas Sastra dan Budaya (2014)
6. Committee of Masa Orientasi Mahasiswa Baru (MOMB) English Department Union Fakultas Sastra dan Budaya (2015)
7. Committee of Masa Orientasi Mahasiswa Baru (MOMB) Student Union of English Department (2015)
8. Committee on Cross-Cultural Understanding (CCU) by English Department Students, Class of 2013 (2015)
9. Committee of Drama by English Department Students, Class of 2012 (2015)
10. Chief of Committee of English Championship by English Department Students. (2015)
11. Committee of International Students Conference by English Department Students Class of 2012 (2015)
12. Committee of MTQ Fakultas Sastra dan Budaya UNG (2015)

### **Working Experience**

1. Teacher in After Campus Institute for English language courses (2015)
2. Teacher in SMP Muhammadiyah Boarding Scholl (2016)

### **Organization Experience**

1. Member of Student Union of English Department, Gorontalo State University (2014-2015)
2. A Member of LDF Al-Faruq (Lembaga Dakwah Fakultas AL-Faruq) by Letters and Culture Faculty, Gorontalo State University (2015-2016)
3. Member of Faculty Senate of Letters and Culture Faculty, GSU (2013-2014)

### **Achievements**

1. The scholarship of Improved academic achievement (PPA) (2013)
2. The 3 Best Rank of English Department students, class of 2012 (2013)
3. The 2 Winner of Fahmil Qur'an MTQ Fakultas Sastra dan Budaya UNG (2013)
4. The 1<sup>st</sup> Winner of Hifzil Qur'an MTQ English department UNG (2015)