

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research questions, objective of research, significance of the research, scope and limitation of the research, and definitions of key terms.

A. Background of the Research

In the era of globalization, English has become the dominant international language used in various fields such as education, economics, technology, tourism, and diplomacy.¹ As a global lingua franca, English enables people from diverse linguistic and cultural backgrounds to communicate and interact effectively. Consequently, English proficiency is no longer merely an academic requirement but also a crucial skill for professional development and social interaction. In developing countries like Indonesia, the ability to use English communicatively plays a significant role in determining students' future opportunities, especially in sectors that involve international interaction such as tourism.²

Among the four fundamental language skills-listening, speaking, reading, and writing. Speaking is often regarded as the most essential for real-life communication. Speaking skill involves the ability to express ideas, convey information, and respond appropriately in real-time interactions.³ It

¹ Mukhtarul Anam, "The Effectiveness of Peer Tutoring in Teaching Speaking," *TELL-US Journal* 6, no. 2 (November 2020): 186–194, <https://doi.org/10.22202/tus.2020.v6i2.4388>.

² Faris Abdul Raffy, R. Romdanih, and Vera Yulia Harmayanthi, "Improving Students' Speaking Skill through Drama Technique," paper presented at Prosiding Seminar Nasional Pendidikan Stkip Kusuma Negara, 2019.

³ Riswandi Riswandi and T. Syamsu, "An Analysis of Speaking Fluency Factor in Learning English in English Department of Universitas Muhammadiyah Sidenreng Rappang," *Macca: Journal of Linguistic Applied Research* 2, no. 1 (2025).

requires not only grammatical knowledge and vocabulary mastery but also the ability to organize thoughts, pronounce words clearly, and maintain coherence in communication. For students majoring in English education, speaking skill is a key indicator of their communicative competence because it reflects how well they can use the language in authentic situations.

One of the most important components of speaking skill is speaking fluency. Brown explains that fluency is the ability to speak smoothly, spontaneously, and continuously without excessive hesitation or production disruptions.⁴ However, developing speaking fluency remains a challenge for many students. Students often encounter difficulties such as anxiety, nervousness, fear of grammatical mistakes, and limited exposure to authentic speaking contexts.⁵ These psychological factors lead students to speak hesitantly, produce long pauses, and display unnatural speech patterns.⁶ In addition, external factors such as noisy environments, the characteristics of interlocutors (whether native or non-native speakers), and communication situations that demand rapid processing also influence students' fluency performance.⁷

In this research, the analysis of speaking fluency refers to Skehan, who states that fluency can be observed through three main aspects: speech

⁴ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, vol. 1 (Prentice Hall Regents Englewood Cliffs, NJ, 1994).

⁵ Brown and Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, vol. 1.

⁶ Ria Indah Pratiwi and Reni Andriani, "Psychological Factors Affecting English Speaking Performance At Eleventh Grade Students' In Smk Al-Inayah Tebo," *JR-ELT (Journal of Research in English Language Teaching)* 5, no. 2 (December 2021): 59–70, <https://doi.org/10.30631/jr-elt.v5i2.19>.

⁷ Ruiling Feng, "Cognitive Factors Influencing Utterance Fluency in L2 Dialogues: Monadic and Non-Monadic Perspectives," *Frontiers in Psychology* 13 (June 2022): 926367, <https://doi.org/10.3389/fpsyg.2022.926367>.

rate, breakdown fluency, and repair fluency.⁸ Skehan explains that speech rate reflects the automaticity and smoothness of language production pausing indicates processing difficulties that arise during speech while repair features such as repetition, self-correction, and reformulation demonstrate how learners manage disfluencies in their utterances.⁹ These three aspects serve as clear and systematic indicators for describing and analyzing students' fluency in authentic communicative situations.

This research is based on the implementation of a tourist interview assignment in English for Specific Purposes (ESP) learning within the Tourism Management course at UIN Sayyid Ali Rahmatullah Tulungagung. In this course, students are expected to develop both theoretical knowledge and professional communication skills in the tourism field. As a final semester examination, students are required to conduct direct interviews with tourists during a study tour to Bali, which is selected as an international tourist destination that provides authentic opportunities to interact with both foreign and domestic travelers. Through this activity, students explore tourists' impressions, experiences, and messages. However, despite offering real communication practice, students often encounter challenges such as hesitation, pauses, and lack of confidence, which lead to difficulties in maintaining speaking fluency during spontaneous interactions.

Through this assignment, students are expected to demonstrate speaking skills, particularly in terms of fluency, clarity, and the ability to

⁸ Peter Skehan, "Task-Based Instruction," *Language Teaching* 36, no. 1 (January 2003): 1–14, <https://doi.org/10.1017/S026144480200188X>.

⁹ Peter Skehan, *A Cognitive Approach to Language Learning* (Oxford University Press, 1998).

maintain conversations. However, in practice, not all students are able to perform these aspects effectively, especially in terms of breakdown and repair fluency during real communication. Therefore, it is necessary to analyze students' speaking fluency to identify the difficulties they encounter and to provide insights for improving ESP-based speaking instruction in the tourism context.

However, even though students have done real interview activities with tourists, many of them still have difficulties in maintaining their speaking fluency during the interaction. This can be seen from frequent pauses, hesitation, and self-correction when they speak. In addition, previous studies mostly focus on general speaking ability and do not specifically analyze speaking fluency using measures such as speech rate, breakdown fluency, and repair fluency. Therefore, there is still limited research that discusses students' speaking fluency in real interview situations with foreign tourists. This condition shows that further research is needed to understand students' fluency in real communication contexts.

Several previous studies have explored speaking ability in tourism contexts, but none have specifically examined the speaking fluency of English education students in direct interviews with foreign tourists in Bali. Aziez et al investigated the development of students' speaking fluency through temporal indicators such as silent pauses and pause fillers. However, the research focused on fluency development in classroom-based speaking tasks and did not examine authentic interactions with foreign

tourists.¹⁰ Purnama et al. examined the speaking ability of local vendors in tourist areas yet did not provide an in-depth analysis of fluency features.¹¹ Meanwhile, Dewi et al. studied pragmatic competence among elementary and junior high school students, which differs from the context of university students and did not focus on fluency.¹² A clear research gap remains because previous studies have generally focused on speaking ability, pragmatic competence, or only limited aspects of speaking fluency, and have rarely provided a comprehensive analysis of speech rate, breakdown fluency, and repair fluency during authentic interviews with foreign tourists while also examining the factors influencing students' fluency. Therefore, the novelty of this research lies in integrating Skehan's three temporal measures of fluency with an analysis of internal and external factors through authentic interviews conducted by sixth-semester English Education students with foreign tourists in Bali, providing a more comprehensive understanding of students' speaking fluency in real communication contexts.

The urgency of this research is closely related to the development of English for Specific Purposes (ESP), particularly English for Tourism. Higher education institutions must prepare students for real-world communication demands in the tourism industry, which requires fluent,

¹⁰ Feisal Aziez et al., "Analyzing the Development of University English Students' Speaking Fluency," *Journal of English and Education (JEE)* 10, no. 2 (November 2024): 111–136, <https://doi.org/10.20885/jee.v10i2.36345>.

¹¹ Dewi Purnama and I. Made Sujana, "An Analysis of Traders' Speaking Skill at Senek Beach in Kuta Mandalika," *JEEF (Journal Of English Education Forum)* Vol. 19 No. 2 (Desember 2023): 1–9.

¹² Ni Luh Desy Suari Dewi, "Analysis Pragmatic Competence in Student Interviews With Foreign Tourists in Seminyak, Bali," *Jurnal Riset Rumpun Ilmu Bahasa* 4 Nomor. 1 (April 2025): 747–754.

spontaneous, and responsive speaking skills. Analyzing fluency based on real interview recordings provides an authentic portrayal of students' linguistic performance and offers valuable insights for improving speaking instruction to make it more effective and professionally relevant.

Based on these considerations, this research focuses on analyzing the speaking fluency of English Education students at UIN Sayyid Ali Rahmatullah Tulungagung during their interviews with foreign tourists in Bali. This research is expected to address the existing gap and contribute significantly to the development of ESP-based learning, particularly in enhancing speaking skills in the tourism field. Therefore, the researcher proposes the study entitled **“An Analysis of 6th Semester English Education Students' Speaking Fluency in Interviewing the Tourists in Bali.”**

B. Research Question

Based on the research above, the focus of this research as follows:

1. How do the sixth-semester students demonstrate fluency in terms of speech rate, breakdown fluency, and repair fluency?
2. What internal factors and external factors contribute to students' speaking fluency performance during interviews with the tourists in Bali?

C. Objective of Research

This research has two purposes as follows:

1. To analyze the speaking fluency performance of sixth-semester students during interviews with tourists in Bali based on the dimensions of speech rate, breakdown fluency, and repair fluency.
2. To identify the internal factors and external factors that contribute to students' speaking fluency performance during interviews with tourists in Bali.

D. Significance of the Research

1. Theoretical Significance

This research is expected to contribute to the development of knowledge in the field of English language teaching, particularly in the area of speaking fluency. By applying Skehan's temporal measures of fluency framework, including speech rate, breakdown fluency, and repair fluency, this research provides a more comprehensive understanding of how students demonstrate speaking fluency during authentic interactions with foreign tourists. Furthermore, the findings are expected to enrich the existing literature on speaking fluency by providing empirical evidence regarding the internal factors (linguistic and psychological factors) and external

factors (communicative and environmental factors) that influence students' fluency performance in real communication contexts.

2. Practical Significance

a. For Teacher

This research provides valuable insights for English teachers and lecturers, particularly those teaching Speaking, ESP, and tourism-related courses, regarding students' speaking fluency when communicating with foreign tourists. By highlighting speech rate, breakdown fluency, and repair fluency, the findings can help educators design more effective and authentic speaking activities to improve students' communication skills. In addition, the research offers useful information for tourism lecturers in preparing students to communicate effectively with international tourists in professional and multicultural environments.

b. For Students

This research helps students become more aware of their speaking fluency performance, particularly in terms of speech rate, breakdown fluency, and repair fluency. The findings are expected to encourage students to improve their linguistic competence, confidence, and communication strategies so that they can communicate more fluently, naturally, and confidently when interacting with foreign tourists.

c. For Future Researcher

This research is expected to serve as a reference for future studies related to speaking fluency. The findings may provide useful insights for researchers who wish to investigate fluency development, factors

influencing speaking fluency, or the application of temporal measures of fluency in different educational and communication contexts.

E. Scope and Limitation of the Research

This research focuses on analyzing the speaking fluency of sixth-semester English Education students at UIN Sayyid Ali Rahmatullah Tulungagung during interviews with foreign tourists in Bali. The analysis is based on Skehan's temporal measures of fluency, namely speech rate, breakdown fluency, and repair fluency. In addition, this research identifies the internal and external factors influencing students' speaking fluency through open-ended questionnaires. The research was conducted from May 22, 2026, to June 22, 2026.

This research is limited to sixth-semester English Education students in the 2024/2025 academic year. The speaking fluency analysis is based on eight interview videos selected through purposive sampling from approximately 32 available recordings, while the analysis of influencing factors is based on responses from 32 students. The analysis focuses only on the students' spontaneous utterances, excluding the tourists' speech. Since the data were collected from authentic interviews with foreign tourists

in Bali, the findings are limited to this context and may not be generalized to other speaking situations, educational institutions, or learner populations.

F. Definition of Key Terms

1. Analysis

Analysis in this research refers to a systematic process of examining and interpreting the speaking performance of sixth semester English students during interviews with tourists in Bali. This analysis focuses on identifying and categorizing aspects of speaking fluency, particularly breakdown fluency (e.g., pauses and hesitation) and repair fluency (e.g., repetition, and self-repair), in order to determine the level of students' speaking fluency and the patterns of difficulties they experience during real communication.

2. Speaking Fluency

Speaking fluency refers to students' production of spoken language smoothly, continuously, and at an appropriate rate while maintaining the flow of communication with minimal pauses, hesitation, repetition, and self-correction.

3. English for Specific Purposes of Tourism Management

English for Specific Purposes in Tourism Management refers to a specialized branch of English language instruction designed to develop learners' communicative competence for professional contexts in the tourism industry. It focuses on the specific vocabulary, language functions, discourse patterns, and interaction skills required for tasks

such as guiding tourists, handling reservations, providing hospitality services, explaining destinations, and managing cross-cultural communication. This field emphasizes practical, job-related language use rather than general English proficiency, ensuring that learners can perform effectively in authentic tourism and service environments.