IMPROVING STUDENTS' SPEAKING FLUENCY IN PRIVATE CLASS: A CLASROOM ACTION RESEARCH

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Abstract

After knowing the positive effects from what have been done and the students' problem to speak English, the teacher did a problem-solving for that English private class. To identify topic, researcher can reflect on their daily professional lives and ask herself, Here, the teacher gave as much as tutees can speak more often in this English private group. It is fascinated to observe how improve students' fluency to speak English. After watching the students' condition and the students' problem, so the teacher used reporting technique to improve the students' speaking fluency. Reporting technique gives opportunity for them to report about the free topic that they were interested in. Students were less of fluency when speaking English. So, how did tutor improve students' fluency to speak English as a target language? This research will answer this question. The design of this research was descriptive qualitative. There has been an improvement of students speaking fluency in this English private group. By conducting this research, the teacher solved the students' problems, the classroom's problem. For nine meetings, the teacher motivated, guided, and gave opportunities the students to practice English speaking more often. As a result, the students speaking fluency improved. The teacher should limit the use of first language in classroom interaction and also motivate them that improve their fluency of speaking English is greatly needed.
Keywords: *Classroom Action Research, ELT Contexts, Private Class, Students' Speaking Fluency*

1. Introduction

Introduction Learning English as a second language is a must nowadays. Learning second language can be successful if the learners are able to speak in the target language. This case mostly can be a problem when learners have been engaging with English. For example, in one condition the learners know the grammatical structure but for talking in English itself, it is still hard for them. Or even the learners know the linguistic features; they keep hard to talk in English too. This problem may appear because the learners are less of practicing to speak English. This problem also appears in the English private group in FKIP of Jambi University the researcher taught since one and half year ago.

This English private group consists of the tutees from English study program of Jambi University in the fifth semester. When they were in the first semester, the students' ability to practice speaking in the target language was still less. It was because they seemed unfamiliar to speak in English. Although they were taught English in the previous time, but they seldom to get close with English. This condition can be stated that the tutees seldom to

engage with English. Mostly, they seldom to hear words in English, to watch English performance, to read English media or sources or even they seldom to interact with their surrounding by using English interaction or communication.

In this English private group, the researcher is a teacher. A private teacher is a private instructor who teaches a specific educational subject or skill to an individual tutee or small group of students, such attention allows the teacher to improve knowledge or skills for more rapidly than in classroom setting (Wikipedia, [2008, Online]). In this way, the teacher of this English private group has given such attention to improve the students' English speaking skill. In addition, people may say that tutoring also occurs when one adult help another adult students to study a specific course or subject that she or he is taking to get a better result. In this way, the student helps her junior to study English and also discuss together the problem in learning English to get a better result.

During the activities in tutoring, the teacher found that the activities that have been done could bring positive effects. The students have been familiar with English, have been motivated, and have known the conversation strategies and have practiced it by doing role play. On the other hand, the students are still hard to speak English naturally. The researcher thinks that the students tend to be good listeners in classroom discussion. When the teacher to be a speaker, the students mostly listen and give comment only when the teacher asks them a question as feedback. It may appear a question for the researcher "What actually their problem to speak English smoothly?" from asking the students, the researcher catches that the students need an opportunity to practice English freely. It emphasizes on students' fluency in speaking English. The more students practice the fluent they will be.

After knowing the positive effects from what have been done and the students' problem to speak English, the teacher did a problem-solving for that English private class. To identify topic, researcher can reflect on their daily professional lives and ask herself, "What classroom problem or issue do I need to solve or improve?" (Salkind, 1991: 266). Here, the teacher will give as much as tutees can speak more often in this English private group. It is fascinated to observe how improve students' fluency to speak English. After watching the students' condition and the students' problem, so the teacher uses reporting technique to improve the students' speaking fluency. Reporting technique gives opportunity for them to report about the free topic that they are interested in. Students are less of fluency when speaking English. So, how tutor improve students' fluency to speak English as a target language? This research will answer this question.

2. Literature Review

2.1 Concept of Speaking

In teaching English as a foreign language, it is needed to improve students' practice in speaking. In Indonesia, students as foreign language learners should be engaged actively to practice English. Otherwise, the ability to use English as a communicative language should be improved.

Plentiful exposure to language in use and plentiful of opportunities to use is vitally important for a student's development of knowledge and skill (Richards and Rodgers, 1986: 16). It is interested to try in the classroom, to give the student's opportunity to practice English speaking skill with their classmate.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney, 1998: 13). Speaking is a crucial part of second language learning and teaching.

2.1.1 Concept of Teaching Speaking

Teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and can be successful later in every phase of life. Therefore, it is essential that language teachers pay great attention for teaching speaking (Kayi, 1996).

It is for this reason that is vital to get foreign language talking to their teacher as much as possible (Harmer, 2007). Speaking as the top priority to be the most important aspect of the language for communication and students can enjoy it. Furthermore, speaking activities improve the atmosphere in the classroom, group dynamics and help build a rapport between students and teacher.

2.1.2 Concept of Communicative Language Teaching (CLT)

Celce Murcia (2001) stated that in communicative approach the purpose of language and thus the goal of language teaching is communication. It is assumed that the goal of language teaching is learner's ability to communicate in the target language. Communicative approach or communicative language teaching can be used to improve tutee's willingness to communicate.

Communicative language teaching is based on real life situations that require communication by using this method in English as second language classes, students will have the opportunity of communicating with each other in the target language (University of Nevada, [2004, Online]).

Communicative language teaching gives the tutees opportunities to try out the real language within the classroom (Harmer, 2007). CLT has sometimes been seen as having supporting of teaching speaking in the pursuit of fluency (Harmer, 2008: 71).
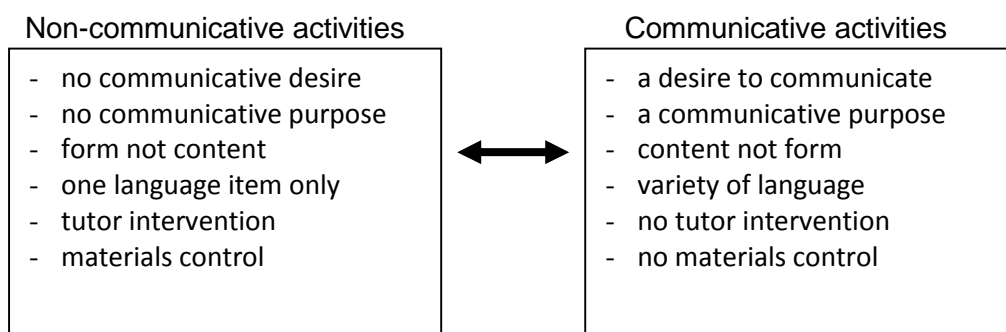
Non-communicative activities	Communicative activities
- no communicative desire - no communicative purpose - form not content - one language item only - tutor intervention - materials control	- a desire to communicate - a communicative purpose - content not form - variety of language - no tutor intervention - no materials control

Figure 1 T

The Communication Continuum

Taken from Teaching English as Foreign Language II compiled by Marsita (2007)

2.2 Concept of Teaching and Learning

Children and adults who do acquire language successfully outside the classroom seem to share certain similarities in their learning experiences. First of all, they are usually exposed to language which they more or less understand even if they cannot produce the same language spontaneously themselves. Secondly, they are motivated to learn the language in order to be able to communicate. And finally, they have opportunities to use the language they are learning, thus giving themselves chances to flex their linguistic muscles, and check their own progress and abilities (Harmer, 2007).

Whatever the reason for 'getting it wrong', it is vital for teacher to realize that all students make mistakes as a natural and useful way of learning. By working out when and why things have gone wrong, they learn more about the language they are studying (Harmer, 2007).

Cooperative learning is one of the main factors to promote students' communication. The advantages of cooperative learning as promoting members' relationship and providing equal opportunity to all members to think speak and act while working together. It also helps members listen to other ideas and to brainstorm to make decisions in doing something, adjust to living and working together and promote communication among members. As a result, it could apply to language learning in terms of cooperative learning in this research.

Tutors should try to get their students' agreement that overuse of their own language means that they will have less chance to learn English. As the main points that have been discussed above, the teacher should train their students to speak up in their classroom. Just the more students practice to speak, the more they can improve their fluency in English speaking competence.

2.3 The Tutor's Role

As any other type of classroom procedure, a teacher needs to play a number of different roles during speaking activities (Harmer, 2007). However, there is particular relevance if teacher is trying to get students to speak fluently, the tutor can be as follow in the fluency work:

1). Prompter

The teacher may be able to help the students and build the activity to progress by offering discrete suggestions.

2). Participant

The teacher and the students may together communicatively as near equal participants.

3). Feedback provider (Feedback during fluency work)

If communication breaks down completely during a fluency activity, the tutor may well have to intervene. The teacher does it gently.

Teacher's sincerity and trustworthiness is the key to open the door to the students' mind if teacher's reflective practice is successful. The teacher's role is one of the main factors to promote language teaching effectively in terms of preparing lesson plans, materials, activities, and sometimes acting as a facilitator in language learning. Teacher should research to increase their effective teaching by reflecting in the classroom. A teacher is the most agent of change in the classroom (Songsiri, 2007: 29).

2.4 Concept of Reporting

Practice time is being devoted to such speaking skills as reporting, negotiating, clarifying, and problem solving. Success in language learning depends on what goes on inside and between people in the classroom (ELT notebook, [2006, Online]).

Classroom education, to a very large degree, is a talk. It is the social use of language. Preparation for a short talk involves little, or no, preliminary reading, which means that tutees do not have any materials to narrate. Learners are expected to report, or to enunciate their own ideas in their own words creating tasks stimulate social and linguistic risk taking. It is experimenting with language. The students use reporting to express their own ideas. In this way, giving short talks serve the purpose of acquiring a skill for life long learning (TESL Journal Volume X11 No.11, [2006, Online]).

Reporting technique makes students more active in learning process and at the same time makes their language more meaningful and fun for them. Allowing students to speak in a controlled way at first like let them to write down what are going to say before they say it perhaps can be a good idea (Harmer, 1999: 132).

Reporting technique can be prepared talk, where a teacher makes a presentation on a topic of they own choice. The teacher and the class can give feedback on what the speaker has said (Harmer, 2008: 352).

2.5 Teaching Technique by Reporting

Before coming to class, students are asked to read a newspaper or magazine, watch television, and listen the radio. Then in class, they should report to their classmates what they find as the most interesting new. Students can also talk about whether they have experience anything worth telling their daily lives before class (University of Nevada, [2004, Online]).

The suggestions for English language tutor while teaching oral language are stated as below (Bailey and Savage, 1994: 92):

a. Provide maximum opportunity for students to speak English as a target language by providing a rich environment that contains collaborative work, authentic materials and task, and shared knowledge.

b. Try to involve each student in every speaking activity, for this aim, practice different ways of student participation.

c. Reduce teacher speaking time in class while improving students more practice English to improve their speaking fluency.

d. Indicate positive signs when commenting on a students' purpose.

e. Ask eliciting questions such as "What do you mean? How did you reach the conclusion?" these questions are used to prompt students to speak more.

f. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

g. Diagnose problem faced by students that have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.6 The Nature of Fluency

Fluency is the ability to express oneself at conversation speed and be accepted as an equal by native speakers. It is the ultimate goal of most language learners. A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed (Hartmann and Stork, 1976: 86).

Fillmore (1979) in (Brown, 2003: 1) proposed that fluency includes the abilities to:

1. fill time with talk (i.e. to talk without awkward pauses for a relatively long time);
2. talk in coherent, reasoned, and "semantically dense" sentences;
3. have appropriate things to say in a wide range of contexts;

4. be creative and imaginative in using the language.

Richards (1986: 108-109) defined fluency as follows: "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." They further point out that, in second and foreign language learning, fluency is used to characterize a person's level of communication proficiency, including the following abilities to:

1. produce written and/or spoken language with ease;

2. speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar;

3. communicate ideas effectively;

4. produce continuous speech without causing comprehension difficulties or a breakdown of communication.

2.6.1 Fluency and Accuracy in Spoken Language

Fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantics or discourse features of a language Therefore, even as teachers help learners to produce correct forms in English, it is also important that they help them to get across their communicative intent as effectively as possible in listener-speaker situations. In differing accuracy and fluency, it can be interpreted that accuracy is more non-communicative activities. It tends to ensure correctness of grammar, pronunciation, and vocabulary. On the other hand, fluency is more communicative activities. It tends to improve language fluency (Sasson, [2007, Online]).

2.6.2 Identifying Causes for Low English Speaking Fluency

1. Widespread use of Malaysia language in Teacher Talk in EFL Classes. 92% of the respondents use both English and Malaysia language to give instructions. In this English private group, the tutorial often uses Indonesia language in the teaching learning activity.

2. Use of Mother-tongue and Shared Language in Peer-interaction is almost entirely in the mother-tongue or the shared language. In this English private group, the peer-interaction uses mother tongue when shared language.

(The English Teacher Journal Vol XXIII, [1994, Online]).

2.6.3 Promoting the Tutees' English Speaking Fluency

It is clear from the discussion so far, that maximizing opportunities for interaction is the key towards fluency. Strategies for maximizing opportunities for use can be stated based on Brown (2003: 9) as the following:

1. Monolingualism in Teacher Talk. Teacher talk should be only in English in EFL classes. This practice should start at the beginning of the English Language program and should subsequently be maintained for the tutees through the school program. However, once established this will provide valuable and much needed quality input of English in real life use.

2. Encouraging Learner Output in Learner-Teacher Interaction. 'Teaching' can be profitably viewed as interaction that supplies learners with opportunities for learning. This applies especially to interactions with the EFL tutor.

3. Encouraging Peer-interaction. If there are learners in our EFL class who have acquired English either simultaneously with the first language or as a first language, they can be placed strategically in class. Such learners can then be models for maximizing comprehensible input through peer-interaction.

4) Encouraging Autonomy through Speaking Activities. A good pedagogical principle to follow would be to remove the linguistic 'props' of already formulated structures as soon as possible. In the case of answering reading comprehension questions orally for example, information transfer activities can be done first. Reporting details of a passage on a camping holiday, telling interesting experience and impression can be done to promote tutees' English speaking fluency.

Information seeking questions should therefore, be encouraged because they allow genuine expression of thoughts, ideas, opinions as well as interpretations. In this English private group, the teacher builds open questions. It is necessary to give the students opportunity to construct sentences from pure thought and emotion instead of simply answering a one-word sentence (Sasson, [2007, Online]).

In teaching fluency, the teacher must be willing to let go of some of the control in the classrooms; the teacher must be willing to let the students have some of the control and let them do some of the work; the teacher must be willing to set up situations in which fluency can develop, and then encourage the students to actually communicate. Fluent speech is automatic, not requiring much attention. Students themselves are trying to use their language knowledge to actually communicate automatically, and the teacher can only help the students become fluent by creating opportunities for them to practice communicating.

Finally, teacher can promote fluency by doing five things in their classrooms:

- encouraging students to go ahead and make constructive errors
- creating many opportunities for students to practice
- creating activities that force students to focus on getting a message across

- assessing students' fluency not their accuracy
- talking openly to the students about fluency.

Fluency is not an absolute issue that students either have or do not have. Instead, fluency is a relative issue, even for native speakers who also vary in their fluency. Given that fluency is a matter of degrees, some degree of fluency can probably be achieved at all levels of language proficiency. Helping the students to improve fluency in speaking English is necessary to do in ESL classroom (Brown, 2003: 10).

3. Research Method

3.1 Design of the Research

The design of this research was descriptive qualitative. Descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study (Gay, 1992: 217). This research tries to overcome the problem based on the accurate data by providing, analyzing and interpreting the data.

3.2 Technique of Data Collection

The data of this research was qualitative data. The researcher got the data from field notes and tape recorder. These data collected for every meeting of study. The students got nine meetings. This action research took one month to collect the data. The researcher focused on the students' fluency of practicing to speak English as a target language at English private group.

The tools of data collection that were used in this research as follow:

1. Field notes

It was informal notes written by a teacher. It was as documenting evidence of the subject. The researcher jot down after the class ended. The researcher used a notebook and a pen to write what happen in students' fluency of practicing to speak English at English private group in the teaching and learning activity. Especially the teacher wrote the evidence that related to the research question. It was as a teacher's diary.

2. Tape recorder

It recorded the students' performance while reporting their ideas and while in the teaching learning interaction. It appeared the students' fluency of practicing to speak English. The researcher analyzed the students' fluency by the students' performance recording. When one student started to speak, the teacher started to record student practiced her English into tape recorder. And then the other student took turn to report their idea whereas the teacher besides giving feedback, she did the same way to record their

speaking, jot down the students' fluency based on the proficiency description of fluency and categorized them into weighting table, and get the data.

Proficiency description of fluency (Hughes, 1995: 112) as follow:

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky: sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speech evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

	1	2	3	4	5	6
Fluency						

Table 1 Weighting Table (Adam and Frith, 1979: 35-8)

If mechanical recording devices are used, however, it is very important that subjects know they are being recorded and agree to the procedure (Gay, 1992: 233). In this action research, a recorder may initially make subject nervous, but usually they tend to forget its presence as students speaking fluency was being recorded progresses and keep speak up naturally.

Recorded speech samples were transcribed and the following symbols were inserted in them;

Symbol	Name	Meaning
( )	Hesitant	Silent pause of one second or longer (i.e. I … (pause)… want the red want)
<pr>	Phrase Repetition	Repetition of at least two complete words of the message (i.e. I want … I want the red one)
<wr>	Word Repetition	Repetition of a whole word in a slow casual way (i.e. I ..I want the red one)
<R>	Revision	Change in content, grammar, or pronunciation of the message (i.e. I want the blue… the red one)
<i>	Interjection	Meaningless words irrelevant to the message [um/like/well/uh] (i.e. I um want the red one)
<B>	Block	Inappropriate timing for initiation of a phoneme or release of a stop element (i.e. I want….... the red one)
<uw>	Unfinished Word	A word that is abandoned and not completed later in the message (i.e. I want the oran …red one)
<J>	Jerky	Hesitate for a second than jump to other words (i.e. I want (pause) need some books)
..	Cough	Act or sound of coughing
…	Laugh	Act or sound of laughing
….	Indonesia Words	Written or spoken unit of Indonesia language

Table 2 Transcription Symbols
(Taken from Bloom and Cooperman (1999) and Yaruss (1998) in Journal of Speech-Language Pathology, [2009, Online])

3.3 Technique of Data Analysis

In analyzing the data, the researcher did the steps into the following order:

1. First, collecting the data in which the researcher collected by using instruments stated above;
2. Second, explaining what happen in every meeting;
3. Third, transcribing the data from tape recorder;
4. Fourth, analyzing the students speaking fluency into the appropriate character drawn above;
5. Fifth, putting the result into the weighting table of fluency proficiency;
6. Sixth, summering the essence of findings. These summaries answered the research question.

3.4. Stages of Reporting Technique

1. The students prepared at home what they were going to report in the classroom;

2. The students practiced speaking English by reporting the information in the classroom;

3. The topic was free; one student reported one topic for each meeting. Therefore, there were various topics from the students in this study;

4. While reporting, they did share idea, thoughts, and feeling freely and naturally;

5. The students reported it by taking turns, while one reported the others listened and were free to response;

6. While one student practiced, the teacher recorded;

7. Closing by concluding what the topics had been reported and asked the students to prepare reporting for next meeting.

4. Result and Discussion

4.1 Result

4.1.1 Baseline Data

The researcher took an initial observation about the participants before doing the action to find the problems that students actually have in the English private group while teaching and learning process. Researcher focused this observation on students' fluency when they were practicing to speak English.

Researcher observed the teaching learning process that usually done in this English private group as follow:

Initial Observation:

1). The students came to the class to discuss their topic;

2). The students discussed it together with their friends and the teacher. Sometimes they discussed it individually, one by one with their teacher in turn;

3). The teacher concentrated to treat them well in discussion to help them more clear about the topic. This condition affected the teacher to use Indonesia as their first language;

4). The students were also less of practicing English.

Those conditions can cause the English speaking fluency of the students became less. So that it was needed to be improved. The following is the speaking transcription by recording before this research:

T1: *Until now I do not have planning yet. I am still busy on doing my assignments. ( ) I get many assignments, sister*

The sentence was uncompleted

T2: *And ( ) yang parahnya lagi kak …. There will be submitted in the same day or ( ) dekat – dekatan gitu kak*

Unevenness often happened, there were some hesitance, and the fluency was slow.

T3: *I am doing assignments too. I <uw> it is*

Hard to convey her speech, it is so slow to convey what she meant in her speech.

T4: *I ( ) …*

This student is hard to convey her speech, mostly she only keep smile or even laughing. She often did unfinished word, not smoothly to convey the speech

T5: *I start to do my assignment from the most difficult for me ( ) huh <j> the <uw> sister I already collected the sources so <j> then …. nanti tinggal kita buat gitu na kak*

 Speech was often hesitant, there was jerky, and left uncompleted.

T6: *I have planning to be a teacher, a ( ) private teacher. My uncle <B> to teach my ( ) cousin in her house. But I don't really sure to teach her. Hard to me <B> to ( ) speaking English.*

The speech was very slow except for routine sentences

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table:

Students' Name	Students' Fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4		-				
S5						
S6						

Table 2 The students speaking fluency before the research

After initial observation, the important things that should be done as follow:

1). The teacher thought about this problem and tried to solve it.

2). The teacher had to give the tutees as much opportunities as possible to trigger them in practicing to speak English.

3). The teacher would use English more often because from the initial observation, could be found that the teacher was seldom to interact with English.

4.1.2 First Meeting

Based on the data in the initial observation, the researcher did the first action. To improve the students' speaking fluency, the tutor spoke English more often in the classroom interaction, let the students to practice speaking English a lot and gave reporting technique to do as exercise for students to practice speaking English freely and naturally.

1). Before coming to the class, the students prepared the topic that they found from media.

2). The students reported their topic in front of their friends in the classroom.

a). First meeting

Pre activity:

1). The students talked about what they did before coming. Mostly they talked about household score at home.

2). The students told what they would discuss for this meeting. They discussed sociolinguistics study.

3). The teacher let the students to report what they were going to share.

Whilst activity:

1). The students reported their topics. Mostly they told about the preparation of welcoming Christmas day that they watched from TV.

2). The students responded and gave comment each other.

3). The teacher opened the classroom discussion.

4). The students started to discuss the topic they have in sociolinguistics study.

Post activity:

1). The teacher closed the discussion time.

2). The teacher concluded what had been discussed.

3). The teacher gave positive feedback about Christmas day.

The data transcription can be seen as the following:

T1: *Yes ( ) there are many <B> interesting attractions that is done by the Santa Clause. I watched the Santa Clause is <B> preparing the fantastic attraction for Christmas day.*

Her speaking has much hesitance. She tended to make uncompleted sentences.

T2: *I watched the infotainment the actress who are Christian <B> in their family ( ) they make Christmas tree.*

This student spoke slowly. It was bored to wait until she finished her talking. When it was happened, the teacher helped her to make clear what she meant.

T3: *I don't know ( ) sister em <i> I don't care about Christmas day yach <i> it is fun because of holiday. I ( ) enjoy holiday <B> because ( )…. da ado tugas kak..*

The speech was very slow and uneven.

T4: *(just keep silent)*

The teacher cannot identify the characteristic of her speech. As a result, the teacher cannot classify her proficiency of fluency.

T5: *The preparation of welcoming Christmas day is very fantastic in Jakarta. The people <B> have fire works, the fire works is very expensive because <B> when it can make <B> me <B> fascinate the Christmas night.*

This student often hesitate her speech except for routine sentence.

T6: *What I like when Christmas day is watching the cartoon. The cartoon <B> Is very fancy. I like the Barbie's collection movies ( ) I wait it every morning to <B> relax <R> to make me relax myself.*

This student has no problem when spoke for short sentences. But, to express what she will report that need long description, she expressed it so slow and sound uneven.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table:

Students' name	Students' fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4		-				
S5						
S6						

Table 3 The students speaking fluency in the first meeting

b). Second meeting

Pre activity:

1). The students talked about their activities at campus that make them get busy.

2). The teacher asked what they would discuss for this meeting.

3). The students were let to report the interesting news they got.

Whilst activity:

1). The students reported about the interesting news they got such as Christmas celebration in other city, friend's experience, and government staff candidate test. One student did not

prepare the topic that would be reported; the teacher guided this student to keep report as her friends did. Consequently, this student reported about her planning in 2009, the teacher guided by asking such questions like what is expected happen for her in this year, what is she going to do, etc.

2). The students responded and gave comment for each other whereas the teacher guided the students to keep their practice to speak English.

3). The students continued their discussion about the sociolinguistics study from previous meeting. Every student had they own topic. There were topics such as vernacular, Standard and Non-Standard English, code-switching, accommodation process, sex and age in language use.

Post activity:

1). The teacher suggested what should the student prepared for the next meeting, it were the topic that would be reported and the sociolinguistic paper that would be finished.

2). The students made sure what should be prepared for the next meeting.

3). The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *I will tell about the Christmas celebration from other city. There is Santa Claus circus in big aquarium. There are seven Santa Claus that attract in <wr> In the big aquarium. Many people come sister <B> to Ancol Jakarta. The attraction is <wr> is very interesting.*

The hesitant was seldom happening in her speech.

T2: The student did not come because of sick.

The teacher cannot analyze and classify her speech because this student didn't come.

T3: *My cousin followed <B> tes …. CNPS apa? Oh yes, the government staff candidate test. Many people followed it. My cousin told me that she got ujian .…<R> exam in MAN model.*

The speech was too slow and uneven.

T4: *My friend got …. naik gaji <R> increasing salary. She got four hundred thousand for one month. I <wr> I think she lie <uw> She teach children for private. She tell to <uw>…. semuanyo kak.*

The speech was too slow, get pausing except for short sentence.

T5: *The student didn't come because of coming back to hometown.*

The teacher cannot analyze and classify her speech because this student didn't come.

T6: *I have a planning to be better in 2009, starting teach the children. I really want sister but <B> I am not confident. The children's parents want me to <B> teach them to be able to speak sister, but ( ).*

She tended to speak in the routine sentence.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table.

Students' name	Students' fluency					
	1	2	3	4	5	6
S1						
S2		-				
S3						
S4						
S5			-			
S6						

Table 4 The students speaking fluency in the second meeting

c) Third meeting

Pre activity:

1). The students were asked whether they have problem or not when finishing their paper of sociolinguistics study.

2). The teacher opened the reporting activity.

Whilst activity:

1). Most of the students did not prepare the topic to report for this meeting. To improve students speaking fluency, the teacher thought that it was necessary to ask students what the problem they have when practicing to speak English and also motivate them to keep practice it.

2). The students told about their problem, it was like students-teacher sharing.

3). The students discussed the sociolinguistics study for the last time in making the final paper of their own.

Post activity:

1). The teacher suggested the tutees to keep practice speaking English.

2). The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *I <wr> I like speaking English but perhaps <B> I seldom practice. I am busy on my assignment <B> But after I finish it ( ) I <wr> I'd like to practice.*

There was some hesitancy.

T2: *I like to speak English but I don't have a friend to practice <i> Oh but Sister I usually talking English with my sister. She likes English also. I talk to her about our <i> yeah …. apa yang kita sering lakukan disini kak she looked interest.*

The speech was sometimes jerky and the sentence may be not completed.

T3: *I ( ) yes sister I am lazy to practice ( ). But I will practice ( ) you right, I will try.*

The speech was uneven.

T4: *I don't like to speak …. .jangankan bahasa inggris bahasa Indonesia juga aku males ngomong ... Then ( ) I try to practice, Sister because for <B> being a teacher candidate wily nily …. mau ndak mau I <B> have be able to speak.*

The speech was still slow and uneven for some sentences.

T5: *When I speak English I like it but <wr> but I think my structure is ( ) not <pr> is not correct. I worried …. takut salah Yes make mistake and the people <pr> And the people don't understand what I am saying.*

There were hesitance and jerky on her speech

T6: *My problem in speaking English ( ) I am <B> not confident and I have limited vocabulary. When I was in senior high school I am <R> I can speak English but maybe I am afraid to practice because <B>. in campus my friends many …. pinter-pinter yes many people can speak English so <B> I am afraid to make <wr> make mistake.*

The speech was so slow and much hesitance.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table.

Students' name	Students' fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4						
S5						
S6						

Table 5: The students speaking fluency in the third meeting

The teacher let the students to practice reporting technique but without preparing at home. It was freer talking. The topic raised spontaneously in the classroom. Mostly, they used first language in the English discussion.

In the first meeting can be found:

1). The students did not aware yet that practicing to speak English is important for them, the teacher never remaining the students to talk in English, in this way it is necessary to have teacher-students interaction while asked the students that practicing to speak English is important;

2). The students' speaking fluency is still low. Mostly they speak first language more often when reported or even responded the teacher's speak even tough the teacher has already spoken in English. The teacher should speak in English more often to let the students step by step to respond in English;

3). Some students did not have topics or did not prepare a topic to report. In this case, the teacher should guide the students to have an idea to share in English. It is simply to let the students in practicing.

In the second meeting can be found:

1). The students speaking fluency is still the same as in the first meeting so the teacher should improve the strategies so that the students' problem can be solved;

2). Some students responded and gave comment to the teacher's speaking in English. It is good improvement so that the teacher should keep it up;

3). Most students prepared topics to report in the classroom. In this way the teacher should guide the students when reporting their topic.

In the third meeting can be found:

1). All students responded the teacher's speaking in English although in mixing, not fully in English. The teacher should decrease the use of first language in ESL classroom;

2). All students reported the same topic. Their fluency was a bit improved. The teacher should trigger the students to speak by asking some question or even let the students to give the opinion about what their friend talking about;

3). The students were unmotivated to practice in speaking English. The teacher should motivate the students in practicing English.

4.1.2.2 Fourth Meeting

From what had been found in each meeting of the first cycle, so that the researcher drew the planning for second cycle as follow:

1). In pre activities, the students were asked about their activities and what they would discuss for the meeting. They were asking by using English;

2). If the students did not prepare the topic to report yet, the teacher guided the students to have a topic to report about current issue;

3). The students were motivated to practice speaking English;

4). The students discussed their paper or material by using English.

    a) First meeting

Pre activity:

1). The teacher asked what the students did in welcoming new year 2009.

2). The teacher gave pre chit chat for warming up.

3). The teacher asked what the students would discuss in this meeting.

Whilst activity:

1). The students reported their activity in celebrating new year 2009.

2). The students discussed the discourse analysis study. It was about presupposition, implicative, reference, deictic, and inference.

Post activity:

1). The students wrote a paper about what have been discussed based on their own topic that they would finished at home.

2). The students asked some questions to make it clear.

3). The students relaxed in the end of the study by sharing anything in English.

4) The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *I celebrated New Year in my home with brother and my parents, em <i> <uw> Yes, sister it is fun when my mother cook special food for us, but nothing too special than this.*

This student made jerky on her speech. This student thought hardly to complete her speech.

T2: *I celebrated New Year with my friends. We do play cards <uw> Someone that loose has to take one card, looked into the card what's inside for example I get the card that allow me to do something <B> It is funny thing.*

This student spoke with jerky, the speech was not smooth.

T3: *Me sister <B> I <wr> I don't have special activity ( ) I just stayed at home but I can see <B> what …. malam pergantian tahun Yes, the fire works from my home because I live near governor office. The street was <pr> the street was crowded so <wr> so fantastic.*

The speech was too slow. She hardly arranged sentences.

T4: *Me too …. I just <B> watching TV. It's interesting enough because there are many good movies until midnight.*

She spoke slowly.

T5: *I'd like to tell about the celebrating New Year with my friends, with Dedi, Ezil, Anggi. Seru k' …. I make <j> apa tu …. Candies, hat that dihiasi …. <R> hat with candles around. We celebrated in my house in the backyard. Many foods like corn, we also cook spaghetti*

She often hesitated when delivered a speech and sometimes she did jerky.

T6: *Me too .. I just ( ) watched CD, I rent from Diva disk. It is horror movie. I watched it …. rame-rame gitu kak Yes ( ) with my sister and cousins. It is fun.*

This student spoke for short sentences.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table.

Students' name	Students' Fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4						
S5						
S6						

Table 6 The students speaking fluency in the fourth meeting

b). Second meeting

Pre activity:

1). The students were asked about their activity.

2). The students showed what they would discuss. It was discourse analysis.

Whilst activity:

1). The students were motivated by the tutor to practice English.

2). The students reported their topic enthusiastically.

3). The students reported about the movie they watched. It was "Cinderella story" and "They kiss again".

4). The students discussed discourse analysis study.

Post activity:

1). The teacher concluded what have been discussed.

2). The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *I am very tired to finish all the assignments. My brother is sick and hospitalize now. He gets DBD. Now, He hospitalize <B> In general hospital em <i> in Jamsostek room. Yeah, that's way I am very tired in addition to finish my assignment. I have to ….gentian jago he … because there are only my father, mother, and me kak….*

The hesitance is decreased.

T2: *I browse the material from the internet, I don't know it is false or not … but I try to make it. It's hard to paraphrase the source from the internet while I am busy with my ( ) organization in campus.*

She jerked for the while than continued her speech

T3: *Yes me too I already been stuck to finish my assignment. I don't' have idea ( ) sometimes I only seat in of the computer ( ) But <B> nothing to write..*

She spoke incompletely.

T4: *Kami kak …. e <i> e … I tried to finish kak …. Yes <B> I am not yet to finish it sister I <B> had just read the book and understand the topic first. I <R> after I get idea I will finish <uw> I will start to write*

She spoke so slowly than didn't continue her speech.

T5: *Just relax believe that <B> It will finish in the dateline. Actually I feel the same …*

Sometimes she failed in grouping for words.

T6: *I nearly give up finishing AW but .. ndak mendadak …. So <B> I try to finish little by little <B> so many assignments I am confused to finish which one for the first*

The sentences were not complete

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table.

Students' name	Students' Fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4						
S5						
S6						

Table 7 The students speaking fluency in the fifth meeting

c). Third meeting

Pre activity:

1). The teacher asked their friends who did not come yet.

2). The teacher asked the students about their day, their activity last night, and asking their paper.

3). The students responded it enthusiastically.

Whilst activity:

1). The students reported about their activities.

2). The students talked about their impression of the paper that they must finish in a dateline. It was about Discourse Analysis paper.

3). The students started to report their paper to the teacher to check and give suggestion.

Post activity:

1). The students revised their paper.

2). The students had a discussion with their friends about the paper in relaxed time.

3). The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *The main character <uw> She is <uw> her parents <R> She lives with adopted parents. Every day she got sorrow. The end of this story she finds the man that able to dance. She gets love and happy ending.*

There was some unevenness. The hesitance is decreased.

T2: *She will follow the dance competition but aren't allowed by her adopted parents. So, …. Jangan sampe ketauan gitu na kak her friends come to help her, persuades her to come to the school party by wearing a mask.*

The speech included uncompleted sentence.

T3: *Yesterday <R> two days ago <B> I and Ciput went to Ultra disk to borrow cassette. The title of this cassette is 'They kiss again". The film is mandarin movie. The first character is young, handsome, and very smart.*

This student can finish her speech otherwise in slow way.

T4: *There are thirteen disks <B> so many disks. Every disk has <B> different story but the characters are still the same although the setting is change. There is variety of <B> the story collection for this movie. It is not <wr> not make boring.*

Her speech begins smoothly although there is often hesitation.

T5: *I think her husband <uw> his wife is a nurse and the husband is a doctor.*

Her speech more smooth than the meetings before although unfinished words still happen.

T6: *Yes the movie is so <wr> so interesting …. bikin penasaran yes, make me being curious because every cassette has different story that <B> acted by the same actors.*

Her speech is slow except for short and routine sentence.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table

Students' name	Students' Fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4						
S5						
S6						

Table 8 The students speaking fluency in the sixth meeting

In the first meeting can be found:

1). The students were motivated. In this way the teacher should keep the students to be motivated to practice English speaking;

2). The students speaking fluency in speaking English still the same as in the third meeting of the first cycle. The teacher should use the strategies better.

In the second meeting can be found:

1). The students speaking fluency still the same as in the first meeting of the third cycle. But in the second meeting, the students more engage to their topic. They also practiced their fluency while giving respond and comment. In this case, the teacher should trigger the students to be active responding and commenting to what had been discussed.

In the third meeting can be found:

1). The students spoke enthusiastically because of the motivation that had been given. It is good for the students in improving their English speaking fluency;

2). The students speaking fluency while speaking English was improved. The improvement should be kept by continuously practicing,

4.1.2.3. Seventh Meeting

Planning:

1). The students reported the topic and be active to respond spontaneously and enthusiastically.

2). The students more practice to be full English time in the classroom.

a). First meeting

<u>Pre activity</u>:

1). The students were asked about what they did for the assignment.

2). The teacher asked the students one by one about their preparation to come to this class.

3). The teacher told about the related topic that would be discussed.

4). The students were let to report their news or experiences.

<u>Whilst activity</u>:

1). The student told about the albino baby whereas the others responded spontaneously and enthusiastically. They responded that there is albino animal like snake and fish. The other responded the cause of getting albino. And others told about albino's experience they met.

2). The students discussed about the semantic study. They chose the topic and discussed together. The topics were entailment, predicative

<u>Post activity</u>:

1). The teacher concluded what had been discussed.

2). The students and the teacher decided what should to do in the next meeting.

3). The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *There is albino animal, I met the snake ( ) the colors are yellow and white but there are expensive to sell. The albino can be happened because of the blood.*

Her speech was smooth; otherwise she still has a problem when rephrasing the sentence.

T2: *When I met albino <uw> a person who get albino <B> He cannot open the eyes normally outside the room when ( ) In the afternoon because the sun Em <i> She cannot bear the sunlight.*

The speech was hesitant sometimes included uncompleted sentence.

T3: *Yes .. the albino …. Kekurangan <R> has less of melanin pigment. Not only the skin the <B> Eyebrow, hair is white and <B> the color of eyes is <B> looks different.*

The speech was hesitant and jerky.

T4: *My junior <uw> The same ( ) When we were playing together in the yard, he looked different.*

She still tended to make jerky and speak slowly.

T5: *I found the person about one month ago in my father's village Batanghari <B> Selat. I want to come back to Jambi. When I permit to my grandmother, when I looked at the baby <pr> the baby is very strange.*

Her speech has been smooth but still has a problem when grouping for words.

T6: *I found seventy people for one albino …. perbandingannya when I browsed the internet. So, the probability to get albino is …. kecil we seldom to meet albino.*

The speech is faster but left uncompleted.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table.

Students' name	Students' Fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4						
S5						
S6						

Table 9 The students speaking fluency in the seventh meeting

b). Second meeting

Pre activity:

1). The students talked about what would been discussed.

2). The teacher talked about the related topic to what would been discussed.

3). The teacher opened the reporting activity.

Whilst activity:

1) The students reported their topic enthusiastically.

2). The students looked for the topic that would be discussed in the paper of extensive reading.

3). The teacher responded the tutees by doing chit chat or small talk.

4). The teacher opened the discussion activity.

5). The students discussed about speech act study.

Post activity:

1). The teacher concluded what have been discussed.

2). The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *Mr. Know All short story tells about someone that is boastful. I as the author ( ) doesn't like him, there are four characters in this short story. They are the author, Mr. Max Kelada as Mr. Know All, Mr. Ramsay, and Mrs. Ramsay. The climax of this story when Mr. Know All ( ) convince that Mrs. Ramsay's pearl is the real pearl.*

The speech has occasionally hesitance.

T2: *The scarlet letter talks about adultery ( ) the main character is Hester Pryne. She doesn't get justice ( ) she do adultery with a priest when she get punishment from the society by wearing a dress with A letter as symbolize that she do adultery. She …. dikucilkan gitu but*

the man who is the priest, he still …. diagungkan and at the end <B> the priest mengaku ….
What <R> membela …. Hester Pryne in front of many people.

Sometimes she did jerky on her speech.

T3: *Yes I do talk about scarlet letter too. It was …*

This student conveyed her speech slowly.

T4: *Pride and Prejudice tells about Bennett family. Mrs. Bennett have obsession to marry their daughter with wealthy man. The story begins when ( ) Bingley and Darcy arrive in Long Bourn. As Mrs. Bennett Plan, in first Bingley falling in love with Jane and Darcy with Elizabeth but Elizabeth refuse because ( ) she thinks Darcy is proud and snobbishness, Darcy ever snub Elizabeth and the end Jane mary with Bingly and Elizabeth with Darcy. This story Tells about marrying in era 19*

This student conveyed her speech slowly and clearly.

T5: *First I said the synopsis of Akeelah and the Bee. It was struggle of America-Africa child which joined spelling bee competition and some message of that novel and the reason why I interesting to the novel.*

The speech was hesitated occasionally.

T6: *Akeelah and the bee the story tell about a young girl. She eleven years old <B> after her father pass away <B> she lives with mother and one sister and two brothers ( ) her school in a bad school. She followed competition spelling bee. She to be winner*

There is jerky and hesitance.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table.

Students' name	Students' Fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4						
S5						
S6						

Table 10 The students speaking fluency in the eighth meeting

c). Third meeting

Pre activity:

1). The students were asked about the data that they have to collect to finish their assignment.

2). The teacher told about the case that relate to the topic that would be discussed.

3). The teacher opened the reporting activity.

Whilst activity:

1). The students reported about a variety of topic that they prepared. Every student has one topic. While their friend reported, the others spontaneously responded and gave comment. The topics were welcoming the Election Day 2009, the price is still high although the premium price has been decreased, teaching elementary students is challenging, and the toxso plasma virus is danger especially for woman.

2). The teacher responded, let them to keep talk, and guided the reporting activity.

3). The teacher let the students to continue the discussion in the previous meeting.

4). The students discussed about speech act study.

5). The teacher guided the discussion activity.

<u>Post activity</u>:

1). The teacher concluded what had been discussed.

2). The teacher closed the lesson.

The data transcription can be seen as the following:

T1: *I am very <rp> I am very happy to show our ( ) democracy to choose the president to lead our country. Actually every people have …. kelebihan dan kekurangan,<R> strength ness and weakness. The poverty from last and nowadays still the same. There is no …. Perubahan <R> no change to be better. But the education is increased.*

The speech was already smooth although with effortful and occasionally hesitant.

T2: *Two days ago I <wr> I go to Hypermart . I bought something ( ) Hand body, soap, scrub, something like <uw> And than I bought vegetables, fruits. And then when I finish choosing what I bought I went to pay my things to the cashier. I got surprised, disappointed. I only buy ( ) Some of <B> things. But I pay expensive for me.*

The speech was still uneven, effortful to complete sentences.

T3: *I think <j> problem ( ) SBY has <B> the corruption mulai …. low <R> berkurang …. It is good <wr> good program. But about the economy ( ) still the same. The poor people increase every day meningkat setiap hari …. But SBY program has make low BBM but when I buy some food is not decreased.*

Unevenness still happened. There was often jerky.

T4: *No, the KPN <j> campus bus price has already decreased. There is new role that one seat for two people no three people. Maybe because ( ) there are many students who go to campus by motorcycle. So the new role ( ) to interact the students to go by campus bus has been made that menguntungkan …. the students.*

The speech was hesitated.

T5: *My friend got toxso plasma virus. I Have planning to check first because of the experience of my friend.*

The speech was smooth enough even though spoke with effortful.

T6: *Two days ago my mother came from my neighbor's home. So when my mother come back, my mother asks to me ( ) why you do not teach the neighbor's child? My mother asked me to teach the neighbor's child. But I am less of speaking moreover to teach the children. I am not confident, sister.*

She has effortful to complete the speech. Some unevenness was happen.

From the transcription and analyzed it, so the teacher classified the students' speaking fluency into the following table:

Students' name	Students' Fluency					
	1	2	3	4	5	6
S1						
S2						
S3						
S4						
S5						
S6						

Table 11 The students speaking fluency in the ninth meeting

In the first meeting can be found

1.   The students started to spoke smoothly although there are still uneven sentences. It is good achievement and uneven sentences can be decreased by letting the students to practice setting English style when speaking in English;

2.   The students practiced speaking English more fun than previous meetings. It is good way to make tutees getting fun in practicing to speak English not let them to be burdened;

In the second meeting can be found

1.   The students spoke more clearly and smoothly although there is much hesitance. It is good improvement and the hesitance in speech can be decreased by knowing exactly what will be said;

2.   The students constantly reported their speech enthusiastically. The teacher should keep the English atmosphere classroom.

In the third meeting can be found

1.   Jerky and hesitance in the students' speech were decreased;

2.   The use of first language was less in peer interaction and tutor-tutees interaction;

4.2 Discussion

The students were less of speaking fluency. It was caused because the students were not active to practice their speaking. They tend to use their first language in English private group where they learning English as their target language. It was caused also because they less of motivation to practice speaking English. They were lazy to practice it. In the same

time while their fluency was tried to be improved, they were busy to finish the paper in the dateline. This condition triggered the teacher to think what should be done to solve this case. So that, the teacher took the action to ask their problem when practicing to speak English, motivate them, activate the students to respond and give comment while others talking, and also let the students to report their own topic or the same experience to what had been reported by their friend. The teacher let the students to do reporting activity before or after the lesson. This activity let the students to practice speaking. The students were free to report their idea, information, learning problem, and sharing. Sometimes the topic was spontaneous and other time they prepared at home. This activity was fun and naturally.

There has been an improvement of students speaking fluency in this English private group. By conducting this research, the teacher solved the students' problems, the classroom's problem. For nine meetings, the teacher motivated, guided, and gave opportunities the students to practice speaking English more often. As a result, the students speaking fluency improved. Some students previously spoke so slow except for short sentences, after that they speak a bit fast although with hesitant and jerky. Other students spoke too much hesitant and the sentences were not smooth after that they speak more smoothly and the hesitance is decreased.

The teacher thinks the students speaking fluency can be improved by practicing to speak English more often in the classroom. While teaching learning activity, the students were let to practice to speak English freely by reporting their information they got. The students should always practice speaking English.

There was no much improvement from this research that has been conducted, but the purpose of this research has been achieved. To improve students speaking fluency is not merely happen only one night or even nine meetings. On the other hand, thus treatment towards the students during research should be continued in the meetings after the research. So that, the students speaking fluency can be expected continuously improving in a good way.

5. Conclusions and Suggestions

5.1 Conclusion

After conducting the research on stages that had been planned, acted, and reflected, the researcher concluded the points, they are:

1. The students speaking fluency can be improved by practicing to speak English more often.
2. By doing reporting technique, the students can practice to speak English freely, naturally, and derive them to speak a lot.

5.2 Suggestion

After conducting the research, the researcher suggests the points as follow:

1. It is necessary for the teacher to solve the problem that happens in the classroom or to improve the teaching learning process that undergo commonly in that classroom. The teacher should be responsive to the students' problems.

2. English student should be able to speak English fluently. The English teacher should take a part to improve it. The students should be triggered to practice speaking English more often in English classroom. The teacher should limit the using of first language in classroom interaction and also motivate them that improve their fluency of speaking English is necessary. It is how teacher create a good atmosphere to get a better result should think continuously for teaching learning activity in the classroom.

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