

Analysis of the Relationship between Frequency of English Speaking and English-Speaking Fluency of INSTIKI Students

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ABSTRACT

The importance of English-speaking proficiency for students of the Informatics Engineering Study Program at INSTIKI campus is increasingly recognized in the current globalization and digital era. This article describes a scientific study of the relationship between frequency of English speaking and English-speaking fluency of INSTIKI students. The aim of this study was to explore the extent to which the frequency of speaking could influence the speaking fluency of this international language. The method used in this research involved direct and random surveys and data collection from 42 students from the class of General English. Survey results were obtained from distributing questionnaires through Google Form application. Data were analyzed using qualitative descriptive techniques to identify patterns of relationship between frequency and fluency. After the research had been conducted thoroughly, mainly it was found that mostly students had a little frequency of English speaking which was an opportunity to train their language competence. They assume that this is the only cause of their lack of English-speaking fluency. This means that the frequency of English speaking is not the only one factor. The article will reveal other crucial factors that determine the fluency itself although the students as the English language learners have sufficient frequency. Here the lecturers can have the right points of view in teaching English language and anticipate the students' obstacle in improving their speaking fluency. It is expected also that the results of this study can give insights for INSTIKI and other educational institutions to provide an effective English language learning.

Keywords: English; competence; speaking; frequency; fluency

INTRODUCTION

English language proficiency is crucial in professional field, particularly for INSTIKI campus students studying informatics engineering, who operate in an ever-expanding, internationally interconnected information technology world through the strategic use of the English language. Students may possess a rudimentary understanding of the language, but their speaking abilities frequently fall short of what is required for professional communication. Supriyadi clarifies this in Sintadewi et al. (2017), stating that having strong speaking abilities will assist a person both socially and professionally. When one uses language to explain and describe things connected to one's work or profession, ask questions, and transmit information and knowledge, one gains a professional advantage. Ramy et al. in Sari (2018) discovered that the following factors contribute to the low proficiency in English speaking: learners have less background in the language; learners lack confidence in using English because they fear making mistakes and looking foolish; English teachers are not well-trained and teach in their mother tongue, making it difficult for them to boost students' interest in learning; and the curriculum is not designed to support students' improvement in the language. A number of variables, according to Ur in Makasau (2020), suggest that speaking instruction in the classroom is successful. First, students speak quite frequently; second, everyone has an equal chance to speak without being silenced by a group or select few; third, students are highly motivated to engage in topics they find interesting and want to add something new to the discussion; and fourth, students use appropriate language to express their opinions to their friends. The significance of English-speaking abilities for students enrolled in the Informatics Engineering Study Program in the

increasingly competitive global job market makes this research urgent. It is necessary to try for better frequency as soon as feasible. By comprehending the correlation between speaking frequency and speaking competency better, INSTIKI will be able to create more pertinent and efficient learning strategies to raise students' English-speaking ability.

Several previous studies have similar topics and are relevant to the research conducted by this author. The first study on efforts to improve English speaking fluency and listening skills in the English learning process was conducted by Terzioğlu & Kurt (2022) by utilizing the Learning Management System (LMS). The results of the study showed that there was a significant difference between the two groups of students as the experimental group outperformed the control group in speaking and listening proficiency post-test. Based on the questionnaire and interviews, they had a positive evaluation of the LMS to improve both language skills. A study conducted by Permana et al. (2021) aims to determine the level of English-speaking fluency of students through speaking practice. The objects of this study were fifth semester English program students. Video recordings of speaking practice and feedback were used as data collection techniques. The video recording lasted about 10 minutes and during the presentation, the researcher tried to analyze it based on the vocabulary used, voice, and speaking fluency. The level of students' speaking fluency is still low, so further assistance and practice are needed, such as watching videos on the YouTube application and practicing with English learners. Then, the study conducted by Safdari & Fathi (2020) tends to investigate the effect of Dynamic Assessment (DA) on the accuracy and fluency of pre-intermediate students' speaking. The results of their study showed that DA had a significant impact on the accuracy of students' speaking, but DA did not significantly improve participants' speaking fluency. The interview results also revealed that overall students had a positive perception of the effectiveness of DA in improving their speaking accuracy. Then, a study conducted by Santos & Ramírez-Avila (2023) which focused on the way teachers lead and teach in their classes which significantly affects the way students deal with learning.

The results showed that the 4/3/2 technique presents three categories in terms of repetition, speaking speed and self-confidence. Self-assessment presents two categories in terms of learning from mistakes and motivation gained from progress. This study shows the importance of identifying students' perspectives on the two learning techniques used in the classroom. By doing this, teachers can choose the right technique for a particular learning context based on students' perceptions and foreign language theory. The study by Haryanto (2021) conducted a scientific study to determine whether there is a correlation between the frequency of students using YouTube application content and students' speaking skills. This study was conducted in the form of a correlational study involving 21 students. The results of the study showed that there was a significant correlation between the frequency of students using YouTube content and their speaking skills at that time. Previous studies have highlighted the importance of English-speaking proficiency in academic and professional environments, however, there is still little research exploring the relationship between the frequency of speaking English and speaking fluency in Informatics Study Program students in Indonesia, especially at INSTIKI. The advantage of the problem solving offered in this study is a holistic and integrated approach. In addition to using survey methods and statistical analysis with a Likert scale to collect and analyze data, this study will also involve a qualitative approach to gain deeper insight into the factors that influence language skills. This combined approach will provide a more comprehensive understanding of the dynamics between the variables studied. The novelty of this study also lies in its specific focus on Informatics Study Program students considering the current information or digital era which is closely related to the massive use of English. Thus, the results of this study will have direct relevance to the needs and context of higher education in the field of information technology in Indonesia. This study also applies appropriate and current data analysis techniques to identify patterns and relationships between the variables studied, contributing to a more valid understanding of the factors that influence the fluency of speaking English of Informatics Study Program students at INSTIKI.

METHODS

To analyze linguistic elements within the context of English-speaking competency and to characterize the speaking proficiency of INSTIKI students, this study employs a qualitative descriptive methodology. 42 sixth-semester informatics engineering students who were enrolled in the General English class served as the study's subjects. Since the study's subject is an individual, thing, or object that the researcher is interested in, this relates to the literature review (Suandi, 2008). A table of data analysis results in the form of a Google Form application questionnaire served as the primary instrument of the study. First, students' presentation videos in English were uploaded to the Elsa learning application as supporting data for this research implementation. English promotional videos are the type of video that is requested from the students. To determine the relationship between the frequency and fluency of speaking, survey data are also statistically examined using regression, correlation, and Likert scale approaches. In terms of data collection, data analysis techniques are also used in this research (Sugiyono, 2007).

To identify the variables influencing the relationship and enable proactive measures, a qualitative analysis of the interview data will also be carried out. The intended achievement indicators include a deeper comprehension of the correlation between frequency and fluency among INSTIKI students enrolled in the Informatics Engineering Study Program and the identification of efficient learning techniques to raise students' level of English proficiency. This research is divided into three main stages namely the preparation, implementation, and completion stages. The first stage of the research begins with preparation, including preparing: (1) research proposals, (2) observation sheets, and (3) student speaking frequency analysis tables. After the research instrument is prepared, the researcher then validates the instrument tool with experts through literature studies. The second stage is implementation. The activities carried out are collecting data on the frequency of English communication based on the instruments that have been prepared and starting to compile a draft of a scientific article carried out throughout the research. The third stage is the completion stage. The activities include analyzing the data obtained from both linguistic aspects, presenting data and compiling a final report.

RESULTS AND DISCUSSION

In this day of globalization, having appropriate English communication skills is crucial for employment, but INSTIKI students still have a long way to go in terms of developing their English communication skills. However, the number of graduates rises annually, and this circumstance undoubtedly makes them more competitive with one another. Oral English communication abilities are one of the qualifications for getting hired, especially in an international company. According to Broady in Wulandari et al. (2019), candidates must also have a certificate of English-speaking proficiency from multiple assessments examinations before they can continue their education or apply for certain employment overseas. Speaking abilities are seen as essential to learning a foreign language in these circumstances, and this is what students should be able to achieve. Because English is seen as a foreign language here, students find it difficult to improve their speaking abilities. In addition, lecturers, and students—especially those enrolled in the Informatics Engineering study program—face numerous issues and barriers. According to the research, there are several issues with teaching and developing English speaking abilities. The first issue is that students' frequency of speaking English still stems from regular curricular English activities on campus. The second obstacle is related to the learning process carried out by lecturers without the usage of attractive media. Third, students tend to be terrified of making mistakes when they must speak English so that their self-confidence is hardly built. This study is conducted to overcome those obstacles in learning English speaking by firstly analysing the relationship between the frequency and the fluency of speaking in INSTIKI campus. The following explanations describe the actual condition and implementation of the linguistic analysis starting from the speaking class:

Speaking Class at INSTIKI and The Making of English Promotional Videos

In relation to acquiring the above skills, there is insufficient variation in the activities conducted, which prevents students from being fully engaged and obtaining a more meaningful speaking learning experience. Because of this, instructors want to offer learning exercises that enhance students' speaking abilities without being constrained by time or location. Using video technology is one alternate approach of solving this issue (Arroyyani, 2018). Students must be proficient in both oral and written English to succeed in the modern globalized workforce, whether for specialized or general purposes, to become professional technicians, or to have the chance to work as technicians overseas. Therefore, basically this study will look at how students' frequency of speaking English impacts their speaking fluency.

Related to the learning of the skills above, the activities carried out are not varied enough so that they cannot maximally involve students to get a more meaningful speaking learning experience. For this reason, lecturers should provide learning activities that can improve students' speaking skills without being limited by space and time. One alternative solution to this problem is the use of video technology (Arroyyani, 2018). To survive in a career in the current era of globalization, whether for specific or general purposes, to become a professional technician or can work as a technician abroad, students must master English both orally and in writing. Based on the explanation above, this study will examine how the frequency of speaking English by Informatics Study Program students affects their speaking fluency.

In carrying out this study, supporting data in the form of student presentation videos in English uploaded to the Elsa learning application. Elsa is a learning media used by lecturers and students in the internal environment of the INSTIKI campus. The type of video requested is an English promotional video where students try to convey information about a product or service as an opportunity to practice speaking skills and convince potential customers in the industry later using English. The process of making English presentation videos is expected to be able to accustom students to using English (frequency), increase the effectiveness of their communication process, stimulate student creativity, and grow student confidence to communicate in English fluently (fluency). All the above have been actualized by collecting 42 videos on each student's Elsa account as seen in Figure 1 below.

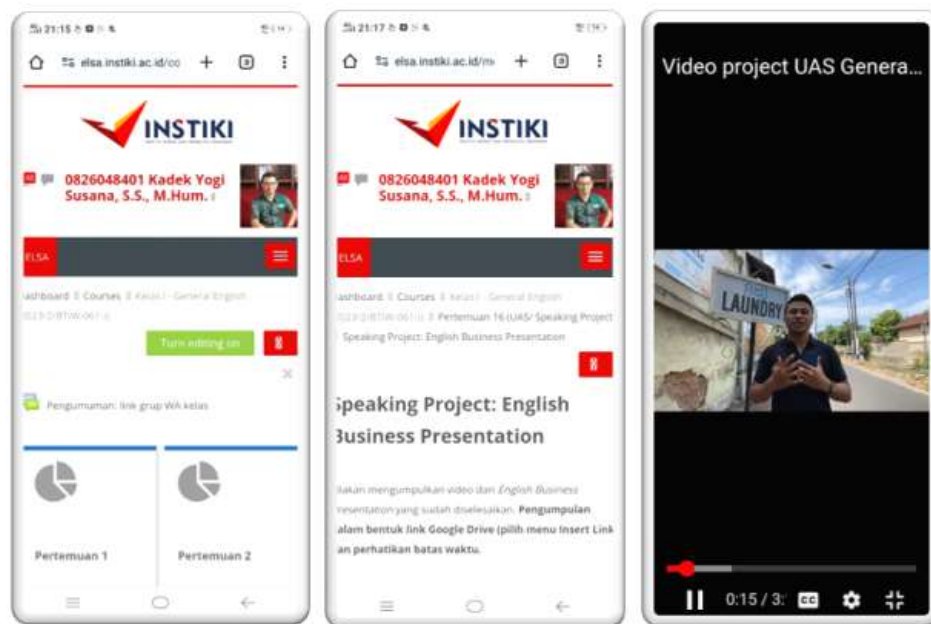


Figure 1. The Pageview of Uploaded English Promotional Video on Elsa

The video data was then observed by the writers in terms of frequency and fluency. From the results of observations of the presentation videos on the Elsa application, it can be said that they have the potential to produce video content related with the use of language because the video project requires information as its main material and is supported by student creativity in developing ideas so that the video results are interesting where they will also appear in full or part of the video. But now, it remains how to make their communication skills, especially in terms of using English, run smoothly (fluency) and of course without ignoring the accuracy of the use of linguistic elements (accuracy). From the verbal aspect, students have obtained sufficient English learning material through English classes so that they have sufficient capital in terms of grammar, for example in composing sentences that explain the products or services offered in the video. It is important to further examine why the verbal side is not enough in forming language fluency.

The Analysis of INSTIKI Students' Speaking Competence

Analysis related to speaking in English learning includes several things that also influence the development of the learner's competence itself, starting from the frequency of using English in class and outside the classroom. The next thing is the students' perception of their own abilities which of course will affect their own learning motivation. Challenges and obstacles when learning English can also be a separate study material in this linguistic research, so this factor needs to be known together so that it can be resolved properly in the future. The duration in preparing a presentation which is a good opportunity for them to implement what has been learned can be a measuring tool for teachers or lecturers to be able to adjust the teaching material that they want to emphasize. In terms of media or aids, it can be a separate consideration for students to find out to what extent they can rely on their own abilities in speaking English so that fluency can be formed itself which is the hope or expectation of the teacher on the other side.

The last two things are mindset that will affect students' learning motivation and what efforts they make to improve their speaking skills in the future. A good mindset has a positive impact on students' learning process where teachers can see how important students place English skills for their careers in today's global era, especially IT (Information Technology) students. Great motivation in a positive and conducive learning process environment will encourage students to think creatively and make sufficient efforts to improve their competencies both in academic and non-academic fields. The following data illustrates all these related matters so that it can be determined what the relationship is between the frequency of English speaking and English-speaking fluency. And whether only with high frequency, students' speaking fluency can be improved. All of that will be comprehensively described below:

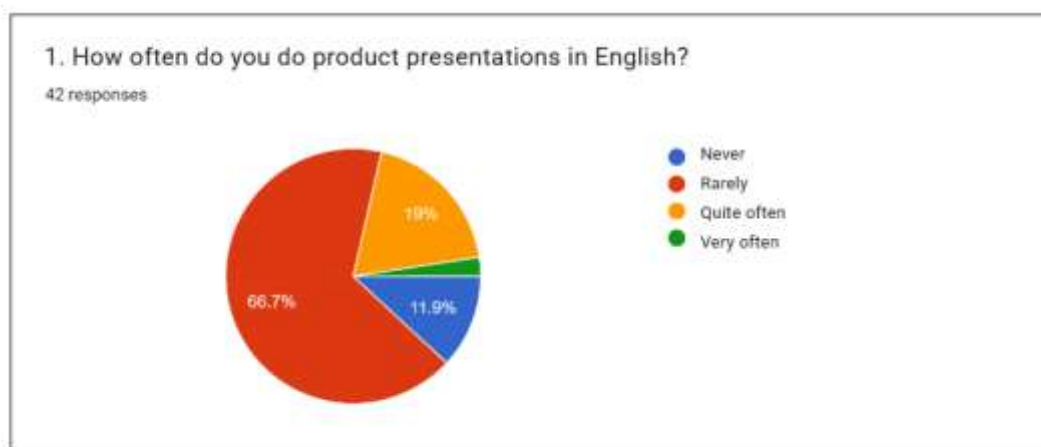


Figure 2. Frequency of Product Presentations in English Language

The results of distributing questionnaires to 42 INSTIKI campus students regarding the frequency of conducting product presentations in English showed that most students rarely conduct presentations in that language. As many as 66.7% (28 people) of respondents admitted to rarely conducting product presentations in English, while 11.9% (5 people) of respondents stated that they had never done so. However, there were also several students who quite often conducted presentations in English. As many as 19% (8 people) of respondents stated that they quite often conducted presentations, while only 2.4% (1 person) of respondents felt that they very often conducted presentations in English. These data reflect that although there are some students who actively use English for product presentations, the majority still rarely or never do so. On the other hand, 21.4% (9 people) of respondents rated their ability as "Poor," indicating that there are several students who feel they have not reached an adequate level in speaking English when presenting products. This data reflects the variation in the level of mastery and confidence of students when speaking English during presentations.

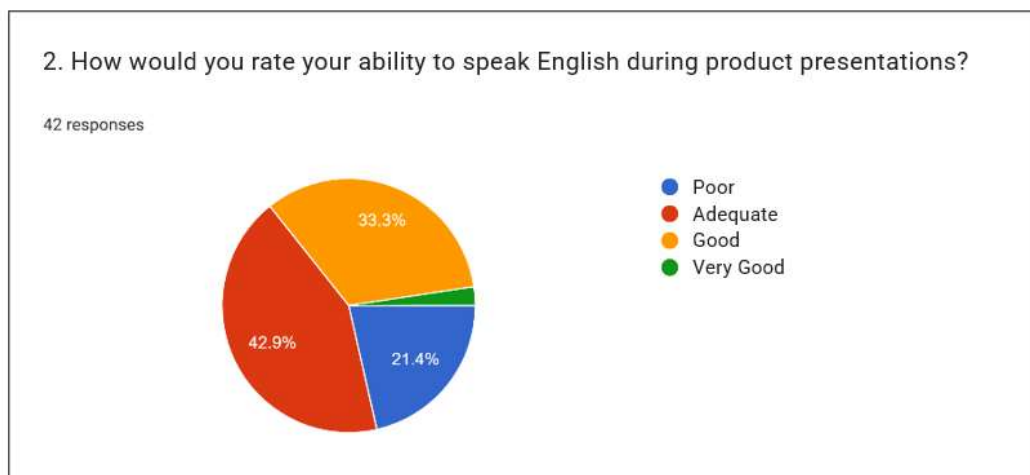


Figure 3. Their Rate on Ability to Speak English during Product Presentations

The results of the questionnaire distributed to INSTIKI campus students regarding their assessment of English-speaking skills during product presentations show varying levels of confidence among students. A total of 42.9% (18 people) rated their skills as "Adequate" while 33.3% (14 people) considered their skills to be "Good." Only 2.4% (1 person) rated their speaking ability as "Very Good," indicating that only a small fraction feels highly confident in this skill. On the other hand, 21.4% (9 people) rated their skills as "Poor," suggesting that there is a segment of students who feel they have not yet reached an adequate level of proficiency in speaking English during product presentations. This data reflects a variation in students' levels of proficiency and confidence when speaking English during presentations.

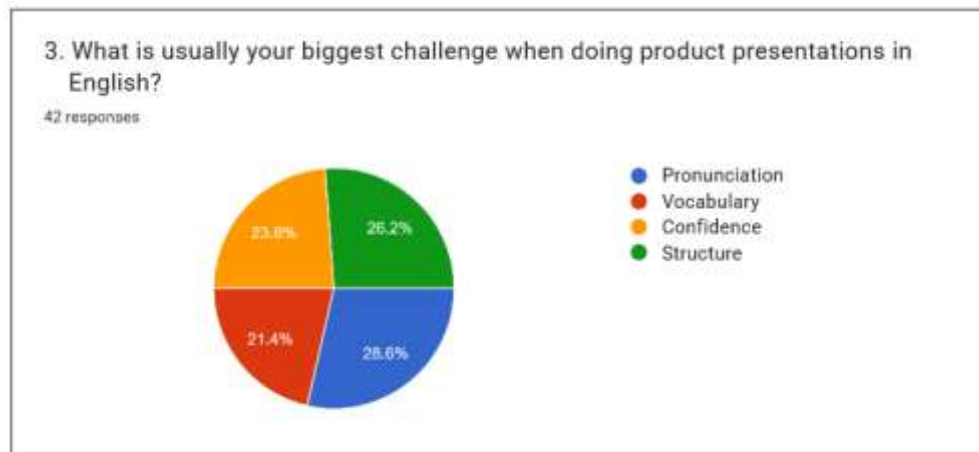


Figure 4. Challenges in English Product Presentation

The results of distributing questionnaires to INSTIKI campus students regarding the biggest challenges when presenting products in English show several areas of major concern. Pronunciation is the biggest challenge for 28.6% (12 people) of respondents, indicating that problems in pronouncing words correctly are significant. Other challenges include sentence structure, which is a problem for 26.2% (11 people) of respondents. This indicates difficulty in constructing clear and precise sentences during presentations. Self-confidence is also a challenge for 23.8% (10 people) of respondents, indicating that a lack of self-confidence can affect their performance. Vocabulary is a challenge for 21.4% (9 people) of respondents, indicating that limitations in vocabulary can hinder their ability to convey information effectively. These data reflect various aspects that need to be considered to improve product presentation skills in English.

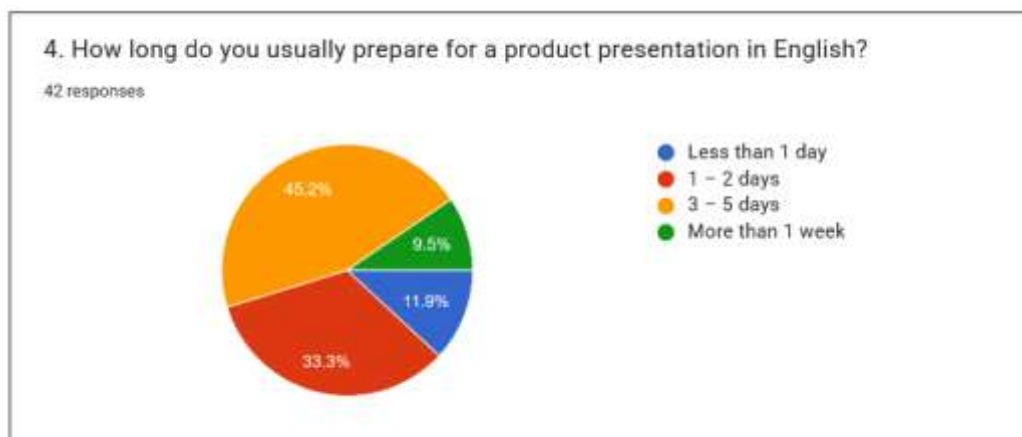


Figure 5. Duration of Preparing Product Presentation in English Language

The results of distributing questionnaires to 42 INSTIKI campus students regarding the preparation time for product presentations in English showed variations in the duration of preparation carried out by students. Most respondents, namely 45.2% (19 people), stated that they prepared themselves for 3 to 5 days before the presentation. As many as 33.3% (14 people) of respondents prepared themselves for 1 to 2 days, while 11.9% (5 people) only needed less than 1 day to prepare for the presentation. In addition, 9.5% (4 people) of respondents chose to prepare themselves more than 1 week before the presentation. These data reflect the variety of preparation durations carried out by students, with most spending several days to prepare for presentations in English.

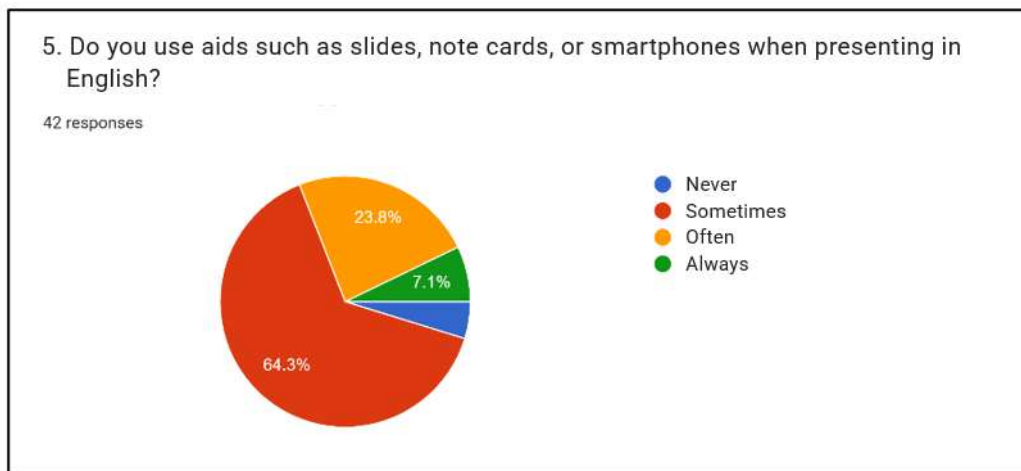


Figure 6. The Use of Teaching Aids in English Presentations

The results of distributing questionnaires to 42 students at INSTIKI campus regarding the use of aids such as slides, note cards, or smartphones during presentations in English showed that most students used these aids at various levels of frequency. As many as 64.3% (27 people) of respondents stated that they sometimes used aids during presentations. In addition, 23.8% (10 people) of respondents admitted to often using aids, and 7.1% (3 people) always relied on these aids during presentations. Only 4.8% (2 people) of respondents stated that they never used aids at all. These data indicate that most students feel helped by using aids when giving presentations in English, although the frequency of use varies.

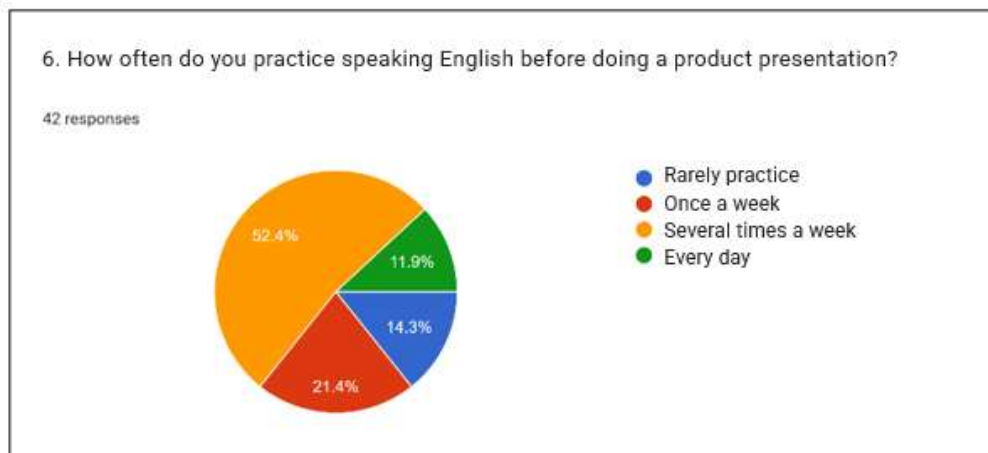


Figure 7. The Frequency of Practicing English Speaking

The results of distributing questionnaires to 42 INSTIKI campus students regarding the frequency of English-speaking practice before conducting product presentations showed variations in the intensity of preparation among students. As many as 52.4% (22 people) of respondents stated that they practiced several times a week before the presentation. As many as 21.4% (9 people) of respondents reported that they practiced once a week, while 14.3% (6 people) rarely practiced. Only 11.9% (5 people) of respondents practiced every day. These data reflect that the majority of students choose to practice several times a week, with some choosing a less frequent practice frequency or even every day.

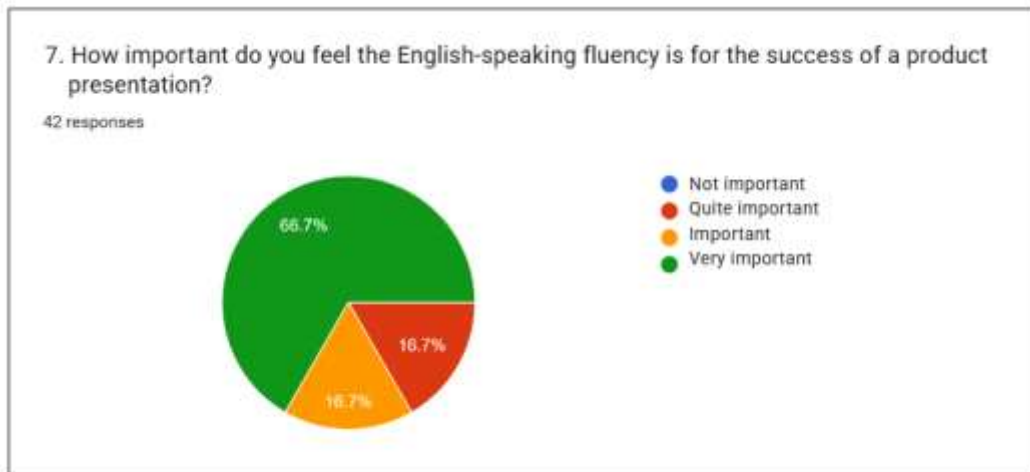


Figure 8. The Importance of English-Speaking Fluency

The results of distributing questionnaires to INSTIKI campus students regarding the importance of English fluency for the success of product presentations show that most students consider this skill very important. As many as 66.7% (28 people) of respondents chose "Very Important," indicating that they strongly believe that English fluency affects the success of their product presentations. In addition, 16.7% (7 people) of respondents each rated English fluency as "Quite Important" and "Important," indicating that there are also those who consider it quite significant, although not as many as those who feel it is very important. Only 0.1% (1 person) felt that English fluency was not important, indicating that almost all students are aware of the importance of this ability in the context of product presentations.

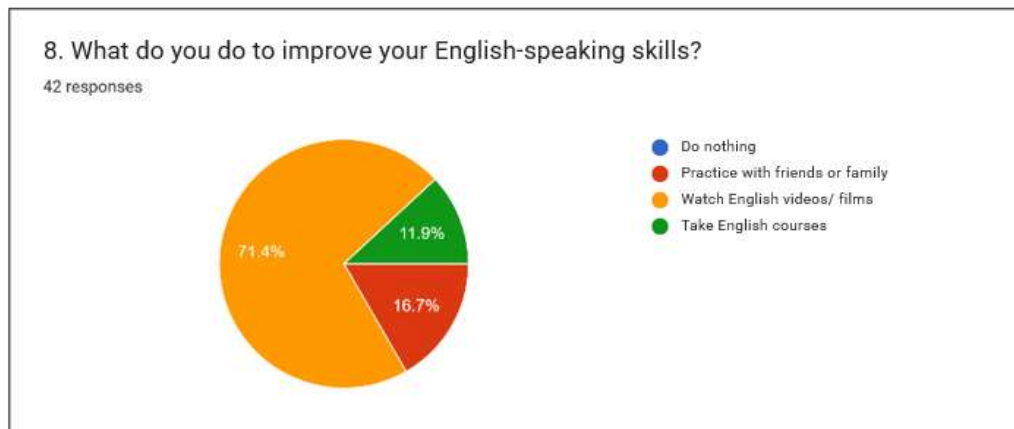


Figure 9. The Efforts to Improve English-Speaking Skills

The results of distributing questionnaires to 42 INSTIKI campus students regarding efforts made to improve their English-speaking skills showed that most students chose to watch English videos or films as the main method. As many as 71.4% (30 people) of respondents used this method to improve their speaking skills. In addition, 16.7% (7 people) of respondents practiced with friends or family to improve their English-speaking skills. As many as 11.9% (5 people) chose to take English courses. Interestingly, no respondents (0%) stated that they did nothing to improve their speaking skills. These data show that most students are actively looking for ways to improve their English-speaking skills, with watching English videos/films being the most popular choice.

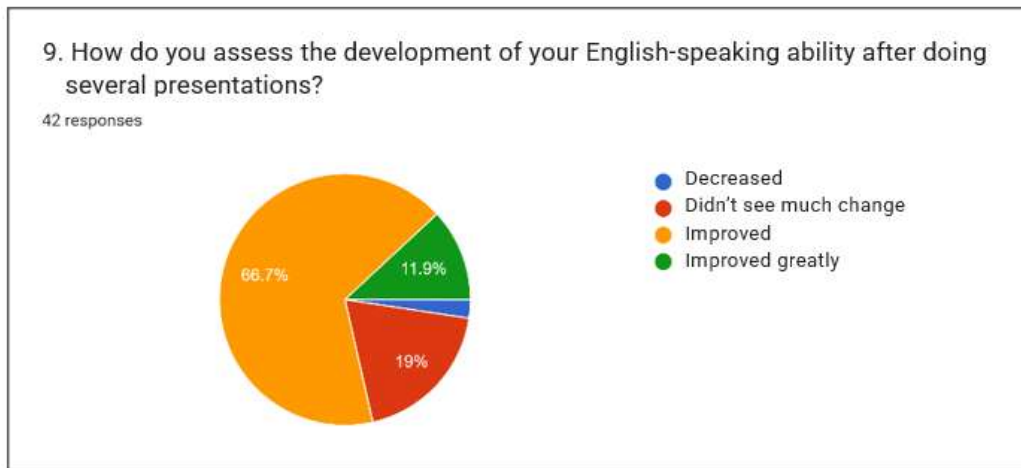


Figure 10. The Evaluation of English-Speaking Development

The results of distributing questionnaires to 42 INSTIKI campus students regarding the assessment of the development of their English-speaking ability after several presentations showed that many students felt that their abilities had improved. As many as 66.7% (28 people) of respondents stated that their speaking ability had improved, while 11.9% (5 people) felt that their abilities had improved greatly. A total of 19% (8 people) of respondents reported that they did not see much change in their speaking ability. Only 2.4% (1 person) felt that their speaking ability had decreased after several presentations. These data reflect that most students felt that there was positive development in their English-speaking ability after being involved in several presentations, although there were some who did not feel any significant changes or even felt that their abilities had decreased.

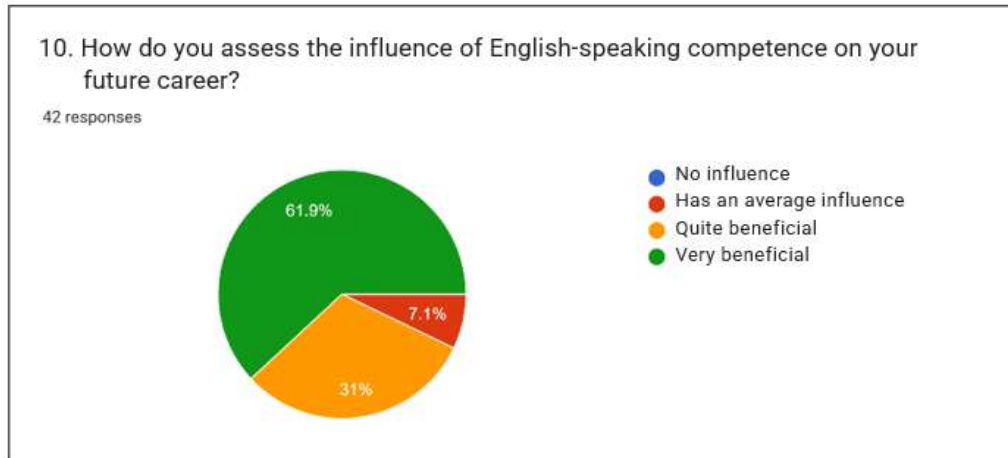


Figure 11. Frequency of Product Presentation in English

The results of distributing questionnaires to 42 INSTIKI campus students regarding their assessment of the influence of English-speaking skills (speaking competence) on future careers show that most students see this ability as an important factor. As many as 61.9% (26 people) of respondents felt that English speaking skills were very beneficial for their future careers, and 31% (13 people) considered this ability to be quite beneficial. On the other hand, only 7.1% (3 people) of respondents felt that English speaking skills had an average influence on their careers. Interestingly, no respondents (0%) stated that this ability had no influence on their careers. These data reflect a strong awareness among students regarding the importance of English-speaking skills for their success in the future career.

Based on the description of the perception of speaking competence above, it was found that although most students acknowledged the importance of English-speaking skills for the success of product presentations and future careers, their frequency of presentations and speaking practice was still relatively low. Most students rarely presented in English and only practiced speaking a few times a week, which could limit their skill development. The main challenges faced included pronunciation, sentence structure, and confidence, indicating the need for improvement in these areas. In the future, English learning programs on campus can be more focused on increasing the frequency of English use in more practical contexts, such as through regular presentations, group discussions, and communication-based projects. In addition, the introduction of more practice resources such as video tutorials and speaking sessions with native speakers can help students overcome the challenges they face. This approach will not only improve fluency but also build confidence in speaking English, which will ultimately support their academic and career success in the future.

The Analysis of The Relationship between Frequency of English Speaking and English-Speaking Fluency

In the context of language learning, theories such as grammar, vocabulary, and pronunciation must be balanced with direct practice (frequency of speaking) in order to be truly mastered. By speaking frequently, students can strengthen their understanding, correct mistakes, and apply English in real life. Without sufficient frequency of speaking, the theories learned tend to be passive knowledge, and students may have difficulty when faced with real communication situations. Examining the relationship between the frequency of speaking in English and the fluency of this language is very important because English is an international language that dominates global communication, both in the academic world, business, and technology. The frequency of speaking in English directly affects an individual's ability to use the language fluently and fluently. This study will not only help understand how much influence speaking practice has on language fluency, but can also provide insight into more effective teaching strategies to improve students' speaking competence. With the increasing need for communication skills in English, the results of this study can be the basis for the development of curricula and learning methods that focus more on speaking practice, so as to create graduates who are better prepared to compete globally. The following table displays data on the frequency of students' English use to their qualitative evaluation of their ability and fluency in speaking English. This data will be the basis for consideration for the author to be able to identify the English learning process and comprehension patterns, especially speaking, validly. With this research data, the author can also make an effective analysis using the Likert scale so that the results of the interpretation of students as respondents regarding the frequency of use of the international language can be known, which is the focus of this study. The following data is meant by the description of the variables in the questionnaire using the Likert scale, namely: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

TABLE 1. The Questionnaire of Students' Speaking Analysis

NO	SURVEYED ASPECTS	STRONGLY DISAGREE	DISAGREE	AGREEE	STRONGLY AGREE
1	I feel that my English-speaking ability is good enough to communicate with native speakers.	0	9	27	6
2	I regularly read English books and online articles to improve my vocabulary.	1	10	21	10
3	I often watch English videos to improve my speaking skills.	1	3	23	15
4	I actively participate in class discussions that use English.	1	9	27	5
5	I feel comfortable speaking in English during presentations in class and in front of the camera.	3	9	22	8
6	I often speak English outside of class.	3	21	12	6
7	The frequency/opportunity to speak is enough to improve English speaking skills.	1	6	25	10
8	Adequate preparation and skills are needed before getting the opportunity to speak English.	0	2	23	17
9	Self-preparation such as sufficient vocabulary, mastery of English grammar, and correct pronunciation of words greatly helps the speaking fluency.	0	1	20	21
10	Mental factors such as self-confidence, courage, calmness, and enthusiasm are very necessary when speaking/presenting in English.	0	1	16	25

The results of the analysis of the first aspect of the questionnaire that had been filled out by the respondents showed that most respondents (78.6%) felt confident enough with their English-speaking ability to communicate with native speakers, with 64.3% agreeing and 14.3% strongly agreeing. However, there were 21.4% who did not feel confident enough. In the second aspect, most respondents (73.8%) agreed or strongly agreed that they routinely read to improve their vocabulary. However, there were about a quarter of respondents who rarely did this activity. Meanwhile, in the third aspect, most respondents (90.5%) often used videos as a tool to improve their speaking ability, indicating that this is a popular and effective method among students. In the fourth aspect, it was found that 76.2% of respondents actively participated in English class discussions, with the majority feeling quite comfortable participating. In the fifth aspect, it showed that most respondents (71.4%) felt comfortable speaking English in public, but there were about 28.6% who felt uncomfortable, indicating that there were areas that needed improvement.

Next, in the sixth aspect, more than half of the respondents (57.1%) rarely use English outside the classroom, which may limit their opportunities to improve their speaking skills. In the seventh aspect, most respondents (83.3%) felt that they had enough opportunities to improve their English-speaking skills, although 16.7% felt otherwise. Then, in the eighth aspect, it was found that almost all respondents (95.2%) agreed that adequate preparation and ability were very important before speaking in English, indicating that they were aware of the importance of readiness in communication. In the ninth aspect, almost all respondents (97.6%) were aware of the importance of good preparation in terms of vocabulary, grammar, and pronunciation to improve their fluency in speaking English. Finally, in the tenth aspect, most respondents (97.6%) agreed that mental factors were very important

when speaking or presenting in English, indicating that psychological aspects play a key role in their speaking ability.

Based on the results of the analysis above, it can be concluded that most students in the Informatics Engineering Study Program INSTIKI have a high awareness of the importance of speaking skills and self-preparation before speaking in English. They also tend to believe that mental factors and technical preparation (such as vocabulary and grammar) are very important for success in English communication. However, there are some areas that can be improved, especially in terms of speaking practice outside the classroom and comfort in presentation situations. So, it is clear that most students feel quite comfortable and confident in speaking English, although some still experience difficulties, especially in terms of the frequency of language use outside the classroom. Therefore, it is recommended that study programs provide more platforms for speaking practice, such as group discussions, presentations, or even extracurricular activities that involve the use of English. In addition, providing special training to strengthen vocabulary, pronunciation, and self-confidence can also help students be more prepared and confident in English-speaking situations, both in academic environments and outside the classroom. This will strengthen the relationship between the frequency of English use and students' speaking fluency, so that they can be more competitive in the world of work that demands international communication skills.

Recommendations to Improve English Speaking Fluency

Several points can be suggested for improving speaking competence in the future or further research on speaking. The first one is that English learning programs can pay more attention to increasing the frequency of English use outside the classroom (extracurricular frequency) which needs to be supported by independent learning from students (independent learning). Its use can be done in a more practical context as outside the regular learning program such as small communication-based projects. Then, speaking learning can apply a material and exercise approach with a theme that is more comfortable for students (comfort). Comfort here can mean an interesting, up-to-date, fun theme or close to the field of science they are studying at INSTIKI, namely IT (Information Technology). Lecturers are also expected to try everything to motivate students in between learning English, especially speaking, which is still the most difficult area for the majority of students. This will build self-confidence in speaking English, which will ultimately support their academic and career success in the future. Lastly, further research is expected to develop an analysis of students' speaking abilities in cyberspace (online) so that it can be used as a specific consideration for the approach to learning English in the current era of massive digitalization.

CONCLUSION

Based on the results of the analysis and discussion of the relationship between the frequency of English speaking and English-speaking fluency of students of the Informatics Study Program INSTIKI, it can be concluded that although most students recognize the importance of English-speaking skills for future career success, their frequency of giving presentations and practicing speaking is still relatively low. The majority of students only rely on opportunities from speaking assignments given by lecturers in English classes and only practice speaking independently a few times a week so that this frequency of speaking can limit the development of their skills. It is also clear that some students still experience difficulties in the process of communicating in English where they feel not comfortable and confident enough to speak in English. INSTIKI students actually have a high awareness of the importance of speaking skills and self-preparation before speaking in English. They also tend to believe that mental factors and technical preparation (such as vocabulary and grammar, etc.) are very important for success in English communication. The main challenges faced include the areas of speaking practice outside the classroom (extracurricular frequency), comfort in presentation situations, and self-confidence.

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