



THE ANALYSIS OF TEACHER'S FLUENCY AT KB – TK GIFTED KIDS MONTESSORI SCHOOL PONTIANAK

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Abstract

As we learn English, we will learn the following 4 skills, which are writing, reading, listening, and speaking. Among the four skills, speaking skills are very important because they are active skills and help us communicate in daily activities. As an English teacher at a school institution, of course, it will be very important to have fluency in speaking English. Seeing the many demands of society today who want children to have fluent speaking skills, then it will be achieved if it starts with the teachers. This study aims to determine the fluency in English of the teachers in the KB – TK Gifted Kids Montessori School Pontianak. Data were analyzed using qualitative methods. The results of the study show that fluency in English starts from self-confidence and is carried out without hesitation.

Keywords: *English, Speaking Fluency, Teacher*

1.1 Introduction

As we learn a language, we have to listen before we speak, and we have to read before we write. Listening, speaking, reading, and writing is the four language skills that need to be developed for complete communication in English.

Parupalli (2019) also stated these speaking skills are also useful for professionals to develop their careers. Since speaking skills is one of the important roles in many aspects, therefore the writer argues that the teachers are advised to implement several useful strategies in their classrooms to involve the learners more in learning speaking skills in their English classrooms. Thus, it is very important if the speaking ability of teachers must be considered in an educational institution.

KB – TK Gifted Kids Montessori School Pontianak is located at Jalan Budi Karya, Blok A3 & A5 South Pontianak, West Kalimantan 78122. It is founded by Benna Rostandy with the vision to prepare children to be better when they grow,

develop, and will build the world into a better place. This statement the writer gets from documentation school.

6 teachers are Indonesian citizens who are non-native English speakers in this school and they teach English. This school also has the vision to build a better world. The world is growing rapidly with the world language, which is English. Therefore, it is not surprising that the language of this school is English. Even with teachers who are non-native English speakers, it will not be a barrier for this school to carry out its vision if the teacher's speaking ability is fluent.

Based on the arguments above, the problem is formulated as follows: "How is teacher's fluency when teaching English at KB – TK Gifted Kids Montessori School Pontianak?"

Based on the problem above, the purpose is, as follows: This study is aimed at finding out how is the teacher's fluency when teaching English at KB – TK Gifted Kids Montessori School Pontianak.

Based on the explanation above, the writer wanted to conduct a study under the title “THE ANALYSIS OF TEACHER’S FLUENCY AT KB – TK GIFTED KIDS MONTESSORI SCHOOL PONTIANAK”. The writer hopes that this problem can be identified.

2.1 Literature Review

Three empirical studies have become the basis for the writer to write this thesis. They are *An Analysis of The Fifth Semester Students’ Speaking Fluency of English Study Program of Riau University* written by Marjan & Mahdum (2016), *Analisis Kemampuan Keterampilan Berbicara Bahasa Inggris terhadap Kinerja Karyawan PT Berrys Internasional Jakarta* written by Budiarto (2016) and “*An Analysis of Speaking Fluency Level of The English Department Students of Universitas Negeri Padang (UNP)*” written by Mairi (2017). In the previous studies, they focused on the subject of the thesis which was students and employees. By studying the previous thesis, the writer found a gap and intends to fill it with deeper information. The writer will focus on the subject which is English teachers who are non-native speakers because as we know before students can speak English fluently, the teachers must have fluency in English. Learning English itself will be better if it is started from an early age. Therefore, the teachers who will be discussed in this thesis are kindergarten teachers. In the end, the purpose of this study is to find out how is English teachers’ fluency at KB – TK Gifted Kids Montessori School Pontianak.

3.1 Methodology

This research used a qualitative approach. Qualitative data are referred to as naturalistic research methods because the research is conducted in natural conditions (Sugiyono, 2013, p. 8). The writer uses descriptive qualitative. This type of qualitative descriptive research is a type of research with the process of obtaining data as it is. This thesis emphasizes the meaning

of the results. It means qualitative data is a occurs without being engineered. (Sendari, 2019).

The research will be conducted at TK-KB Gifted Kids Montessori School Pontianak, on Jalan Budi Karya, Blok A3 & A5 South Pontianak, West Kalimantan 78122.

The writer begins the research on March 1st and is estimated to finish on April 1st, 2021.

The interview is a data collection technique when researchers want to do a study to find problems that must be researched and with a smaller number of respondents (Sugiyono, 2013, p. 137). This statement means that if the writer wants to examine a problem with a small amount, it can be done by interviewing to obtain information.

By collecting data through interviews, the writer would need tools as the instrument. Based on Sugiyono (2008, p. 222) stated that in qualitative research, the instrument is the researcher. The researcher should be validated by themselves their ability in conducting research. Aside from that, the instruments referred to in this interview are also as follows: cell phones as recorder, pencil, pen, book, and the list of questions. The recorder is used to record sound when collecting data, while the pen, book, and pencil are used to write down data information obtained from the informant after being given a list of questions.

Hence, the writer will conduct an interview, which is interviewing the principal of the Gifted Kids Montessori School Pontianak, to obtain data related to the speaking fluency of the teachers at the school.

The writer used observation for the methods used in this study. Observation is a systematic description of events, behavior, and phenomena in the social environment that will be selected for research. Because this research is used to obtain the data, the role of the researcher must also be determined (Winaryo, 2020).

There are the observation rubrics for the observation teachers at Gifted Kids Montessori School. The writer will combine all of the following checklists to get an assessment of teacher fluency in speaking.

The writer will use website, journal or article to get research related to the information. According to Setiawan (2020) concluded the literature study as follows: *“Studi kepustakaan adalah segala usaha yang dilakukan oleh peneliti untuk menghimpun informasi yang relevan dengan topik atau masalah yang akan atau sedang diteliti. Informasi itu dapat diperoleh dari buku-buku ilmiah, laporan penelitian, karangan-karangan ilmiah, tesis dan disertasi, peraturan-peraturan, ketetapan-ketetapan, buku tahunan, ensiklopedia dan sumber-sumber tertulis baik tercetak maupun elektronik lain.”*

Miles and Huberman (1984, as cited in Sugiyono, 2013, p. 246) *“mengemukakan bahwa aktivitas dalam analisis data kualitatif dilakukan secara interaktif dan berlangsung secara terus menerus sampai tuntas, sehingga datanya sudah jenuh. Aktivitas dalam analisis data, yaitu data reduction, data display, dan conclusion drawing/verification.”*

These are the technical data of analysis:

1. Interview principal of KB TK Gifted Kids Montessori School Pontianak

At the beginning of the analysis, the writer needs to get close and find the main information related to the title from the principal of KB – TK Gifted Kids Montessori School.

2. Do observation to the teachers

To get deeper information, the writer will do observations on the teacher's teaching. This technique is used to find out their speaking fluency.

3. Conduct the data reduction

After collecting the data/information, the writer needs to sort them by doing the data reduction.

4. Do the data display

In this step, the writer will transform the selected data into a description.

5. Drawing a conclusion

After finalizing all the steps above the writer is stating the conclusion based on related information.

4.1 Finding and Discussion

There were 8 questions asked by the interviewer to the principal of the Gifted Kids Montessori School Pontianak regarding the English-speaking fluency of the teachers at the school. The questions are described as follows:

The first question is “How long have you been the principal of the school and how well do you understand the abilities of the teachers in this school, especially in English speaking fluency? With the fact that your teachers are non-native English teachers, please kindly share your experiences in responding to the abilities of the teachers at Gifted Kids School.”

The principal who has served for 4 years, namely since 2017, explained that she had conducted various tests and interviews before teachers could work at this institution. Besides that, she also always tries to encourage the teachers to continue to improve their speaking skills.

Responding to the answer, the interviewer returned to ask the second question, which is “Tell me about your last experience recruiting, interviewing, or hiring a teacher. What techniques did you find most effective in finding the right person for the job, especially in finding a teacher who is fluent in English?”

The principal explained she would be sure that the teacher was the right person to teach at her school through the probability period she would give to the teacher. Then, they will review how their character in teaching, and their speaking skills, and they will hold a briefing to discuss the teacher's abilities.

Move on to the next question, “In your opinion, what is the key for non-native teachers to maintain the quality of their

fluency in English? Why do you believe in their quality of English-speaking fluency? Does your school provide special training for the teachers to improve their skill in English speaking fluency?"

To maintain English language skills, teachers can take courses to develop their abilities more. Besides, the principal also provides advice to watch western movies more often in improving English language skills. Not only that, but the school also planned to invite trainers from Singapore for the teachers.

The fourth question, "Tell me about an experience in which you analyze information about your teachers' quality and evaluate results to choose the best solution to a problem in responding to their abilities in English speaking fluency."

The principal stated that they did not carry out the analysis, but rather made observations in collecting information about the teachers' English skills. Through daily teaching, they can see how teachers talk, and how teachers listen to students.

The fifth question is, "It cannot be denied that nothing is perfect, when you find your teacher's weakness in English speaking fluency, for instance, it can be a lack of vocabulary of something, what is your contribution in overcoming this problem? And tell me about the last time you monitored or reviewed and detected this problem. How did you respond?"

To solve the problems faced by teachers related to their ability in speaking English, every week the school always conducts training with the school owner. Every week the teachers are always asked to prepare their material for a small demonstration. If they were deficient, the principal said she chose to encourage the teachers with friendly reminders rather than scolding them.

The sixth question, "Tell me about the last time you oversaw the work of your teachers related to English speaking fluency. How did you effectively motivate, develop, and direct the teachers?" And answering this question, the principal

explained that they always did a before and after the class briefing.

The next question is, "Please kindly describe a time when you successfully persuaded a teacher to change his/her way of speaking fluency in English." Based on the principal's statement, she believes that the teachers in their school have the desire to keep trying to change for the better. Even if they are reprimanded, the teachers will continue to try to be better.

The last question is "Nowadays, society and parents certainly really expect their children to speak fluently in English and of course with the right accuracy. Are you sure about the quality of your teachers? How would you rate your teachers' speaking fluency?" The principal is very confident in the abilities of the teachers at her school and she dares to give 8 to 10 marks to the teachers.

However, regarding the problem of this thesis, which is "How is teacher's fluency who teaches English at KB – TK Gifted Kids Montessori School Pontianak?" the writer found the language problems of the teachers are pronunciation after doing the observation. They are quite confident in teaching and even without hesitation because they are already accustomed to the language problems, which they might take for granted.

One of the teachers, Miss Bea. R, on the first day of observation, she was talking with the students in Language lessons, and things were going quite smoothly. Miss Bea. R has a good accent and doesn't hesitate in conveying her sentences. The drawback is the accuracy of the word-for-word pronunciation of Miss Bea. R, it seems less pronounced in the ending sounds. Especially in the long vowel with silent e (a_e), it seems that she mentions it inaccurately. Some students made mistakes in pronouncing words for words, but Miss Bea. R did not help the student to correct the mistake. In delivering her conversation, Miss Bea. R was also less expressive in delivering her lessons.

When it comes to a silent pause, phase repetition, and word repetition, it does occur in Miss Bea. R conversation, but it is not too disturbing during their conversation. The conversation is still well understood.

On the following day, March 2, 2021, Miss Bea. R seemed more enthusiastic and expressive in teaching. Learning can still proceed quite smoothly. However, like the mistake on the first day, she still made mistakes in the pronunciation of some words, especially the long vowel with silent e (a_e). Miss Bea. R still mentioned a few words with an unclear ending sound.

Furthermore, in class, there was still a silent pause and repetition when Miss Bea. R tried to explain the lesson. Even the grammar she used was wrong. The speed she used was also sometimes unexpectedly fast. The transition from explanation A to explanation B is very fast.

On the third day, Miss Bea. R taught Math and she started the day with enthusiasm. Indeed, some words are not properly pronounced, but what is of concern is there are quite a several Indonesian sentences that Miss Bea. R has inserted here. Whether the goal is for children to understand the concept of math or whether the reason for lack of vocabulary.

Move to the other teacher, Miss Ben. R has enough problems to consider, regarding pronunciation. She also tends to speak not in complete language, as if it is only a phrase, not a sentence. As a language teacher, it would be nice if Miss Ben. R could speak fluently, precisely, and completely.

Sometimes Miss Ben. R also inserts Indonesian, which her child seems to understand very well and does not need any more translations. And unfortunately, she started with Indonesian first, then followed by English. Even then, the English she used was not an incomplete sentence and not a good sentence in grammar. There are still other problems that must be considered by

Miss Benna and will affect her fluency in speaking English.

Miss Ben. R said to one of the students named Oscar, she said "Oscar, percaya diri dikit ya. Oke. Now, oa. Confident, Oscar." The children are not children who are just learning English, so they already have a lot of vocabulary and understanding in English as well, so this kind of translation is not needed, unless Miss Ben. R herself is still thinking while speaking, which is due to her lack of fluency in English.

She also too often spoke not in complete sentences. As noted above, she said "Now, oa. Confident, Oscar." The sentence is very vague, and incomplete. It would be better if she says, "Be confident, Oscar. Now, please kindly read the sound 'oa'"

The way Miss Ben. R pronounces the ending sound of the word "toad" with the ending "t" sound, this will make it sound like the word "thought". Not only that, when she said the word pond, the d sound was not heard, so it was like "pon". When a child made a spelling error, she confirmed it by saying "Very good", and this was due to the lack of fluency in speaking English.

"Jayden, what is this picture?" That was what Miss Ben did. R said, which this sounds pretty weird and it should be "Jayden, what picture is this?" She also very often uses the phrasal verb, 'take up, which has its use in sentences. She always uses this phrase to give an order, such as, take your book, however, she said, "you can take up your writing book...your English writing book", and this sounds a little strange.

In speaking, Miss Ben. R has a slow tone, although she is not intermittent in her speech, she is sometimes silent for a long time, choosing to speak slowly and use incomplete sentences.

On the following day, she taught two subjects namely Math and Language. Miss Ben. R did not do many things in Math, because the content that was taught was related to numbers. However, when

teaching the language, the mistakes were not too different from the previous day.

On the third day, she still taught two subjects namely Math and Language. As usual, there is no difference from the previous day, Miss Ben. R was still repeating the same mistakes and she quite often inserted Indonesian in her class. She also pronounced some command words which sounded weird, for example, "Open up page 51". It seems strange-sounding when we give commands with that phrase. It would be better "Please turn to page 51."

For Miss C, she was quite good at speaking in her class on March 1, 2021, she spoke quite smoothly and she spoke in complete sentences. It could be said that she was explaining something to the students. There were some mispronunciations of the word, but it was not too annoying because it was audible because of her fluency. The speed of her speech was not excessive either, it's just that Miss C's facial expression tended to be flat.

However, on the second day of observation which was March 2, 2021, Miss C was probably nervous or something, she repeatedly changed the content of the words she was using, and seemed to be stammering. Furthermore, as usual, there were still mispronunciations that were pronounced by Miss C, but there was one pronunciation that was quite severe and was repeatedly mentioned, namely the word "height" which was read /hait/, but Miss C sounded it like saying "hate".

On the third day, Miss C experienced technical problems in her online learning activities, so her learning activities were not very efficient. Here, Miss C teaches the names of countries and flags to children. The pronunciation of the name of the country is quite good and fluent.

The next teacher, Miss D has a very Indonesian accent, but she speaks English quite smoothly and not intermittently. It could be because the content she discussed is not complicated enough. She several times replaced the ending sound for the letter "g" with the letter "k". An example is

a leg, which sounds a lot like "lek". But for the rest, she can run the class quite well.

Not so much different, on the next day, Miss D was still quite good at running her class. She teaches with enthusiasm and confidence, without hesitation.

On the third day, Miss D teaches in a different class where she focuses on the concept of calculating since the material, she presents is Mathematics. As usual, she had a long but firm tone. However, she passed the class quite well.

Move to the next teacher, on Monday, Miss F teaches Language lessons for kindergarten 1. She spoke in a weak and slow tone. Although she teaches languages, she does not provide clear explanations for children. She only asked things like "what is this?" "What is the answer?". She sometimes also chooses to be silent for a moment rather than filling in the empty atmosphere. So, it is quite confusing for the writer to observe her ability. It could be that she has lacked vocabulary.

The next day, Miss F teaches Math lessons and things are going pretty well. Since her lessons were not related to language, Miss F probably spoke using short and simple sentences in explaining her lesson.

In the next class, on the same day, Miss F taught Culture Science, which was just reading a kind of Montessori school history from a PowerPoint slide. Therefore, this seems to make it difficult for the observer to see her fluency in English because she only reads the material. However, there were several times that Miss F changed the words she spoke, because of the wrong words.

The last teacher, Miss F.E only has one student here, possibly due to the pandemic, which has an impact on the nursery class with a rather small number of students. Miss F.E spoke quite slowly in a long tone. Some sentences/words are grammatically wrong. Like saying colored pencil, she says "pencil color".

Besides that, Miss F.E also said "Can you do it, right?" which sounds pretty

weird. Wouldn't it be better if she said "Can you do it?" or "You can do it, right?" Based on this observation, we can conclude that Miss F.E has language problems which will certainly affect her fluency if she is facing a higher-class level.

On the following day, Miss F.E did several repetitions in saying a few words. The rest, of the mistakes she made, were not much different from the previous day.

Regarding the problem of this thesis, which is "How is teacher's fluency who teaches English at KB – TK Gifted Kids Montessori School Pontianak?", the writer found the language problems of the teachers are pronunciation. However, they are quite confident in teaching and even without hesitation, because they are already accustomed to the language problems, which they might take for granted.

Luoma (2004) as cited by Winaryo (2020, p. 7) postulated that there are four components in fluency which are Smoothness, Connectedness of Concepts, Lack of Excessive Pause, Lack of Disturbing Marker of Hesitation, then the writer tries to link it with the teaching activities of teachers at the Gifted Kids Montessori School. Even though the teachers at the Gifted Kids Montessori School Pontianak seem to have gotten used to their teaching activities without hesitation, however, they have created an Excessive Pause many times, it seems like they are still thinking about whether the grammar they are using is correct or not which makes them sounds not smooth enough. The concepts taught to students also contain many mistakes so that they are not connected to the actual concept, especially in pronunciation in language lessons.

Moreover, the writer found that many English sentences were incompletely pronounced or only phrased to give instructions to students. If only some kind of phrase is said, of course, it will be easier to sound smooth and fluent, even if there is no hesitation for the teachers.

Although the teachers seem to not doubt speaking, the writer cannot say that they are fluent in English if only a few phrases are presented. If the sentence is long enough, the writer has found where the teachers seem a little bit thinking about what to say.

5.1 Conclusion

After doing the interview and observation to Gifted Kids Montessori School Pontianak, the writer concluded what the important lessons that can be learned to be fluent teachers. Not only being confident, or even sounding fluent, but things in a language like grammar or pronunciation can also determine a person's fluency in speaking English. We cannot take this for granted, because if we only speak in incomplete sentences, we will not be able to sound good in the language, and it seems to be stammering. However, the teachers at Gifted Kids Montessori have been very sincere and they just want to give their best. Indeed, as a teacher, self-confidence in teaching is needed so that children are comfortable in learning.

Through this research, the writer found several language problems that quite affect speaking fluency. Therefore, the writer intends to suggest the school. School may provide a native speaker who may be able to assist and train teachers to speak English properly and correctly. So that they will speak more fluently.

Moreover, the school can hold a workshop to train the skills of teachers in speaking English, it can be once in 6 months. If teachers are trained, students will become better future generations, by the school's motto.

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