ABSTRACT

Rizky, Muhammad. (2026): The Analysis of Students' Speaking Fluency in English Public Speaking Subject Using PRAAT Software: A Case Study at English Education Department.

This study aimed to analyze students' speaking fluency in the English Public Speaking subject using PRAAT software, identify the types of speech disfluencies appearing during students' speaking performances, and explore the factors contributing to those disfluencies.

This study employed a qualitative case study supported by descriptive quantitative acoustic data involving nine students of the English Education Department. The data were collected through classroom observation, video recordings of three speaking performances, questionnaires, and semi-structured interviews. The speaking performances consisted of a cooking demonstration, a talk show, and an academic presentation. PRAAT software was used to analyze speech rate, pause frequency, pause duration, and hesitation phenomena, while observation, questionnaires, and interviews were used to provide contextual information about students' speech production.

The findings of the first research question showed that students' speaking fluency varied across the nine participants and three speaking performances. The variation was reflected in differences in speech rate, pause frequency, pause duration, and hesitation phenomena, indicating that students demonstrated different patterns of temporal fluency during English public speaking activities.

The findings of the second research question revealed four types of speech disfluencies: silent pauses, filled pauses, repetitions, and self-repairs. Among these, filled pauses and silent pauses were the most frequently occurring disfluencies across the performances, although their occurrence varied among students and speaking tasks.

The findings of the third research question indicated that students' speech disfluencies were influenced by production and planning difficulties, communicative strategies, cognitive and linguistic factors, and psychological and social factors. Vocabulary limitations, grammatical monitoring, difficulty organizing ideas, simultaneous thinking and speaking, pronunciation difficulties, and audience-related anxiety were among the factors reported by the students.

Keywords: *Speaking fluency, Utterance fluency, Speech disfluencies, PRAAT, English public speaking, EFL, Speech production.*

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG