

ENGLISH STUDENTS' EXPERIENCE OF MONOLOGUE PRACTICE IN RELATION TO SPEAKING FLUENCY AT STKIP BINA MUTIARA

Usman Diennur¹, Aris Setiawan Muhammad², Riska Amelia³,
Mutia Julyanti⁴, Riskawati⁵

¹⁻⁵PBI FKIP STKIP Bina Mutiara
amelriskaaamelia77@gmail.com

ABSTRACT

This study aimed to explore students' experiences in monologue practice and its relation to speaking fluency. This study used a descriptive qualitative method with a phenomenological approach. The participants of this study were 10 students of STKIP Bina Mutiara who had experience in monologue practice. Data were collected through interviews, observations and documentation. The findings showed that students experienced various cognitive, affective, behavioral and reflective experiences during monologue practice. Cognitive experiences included difficulties in remembering vocabulary, constructing sentences and thinking directly in English. Affective experiences included feelings of nervousness, anxiety, comfort and confidence during monologue activities. Behavioral experiences included the use of fillers, pauses, repetition and losing track of ideas while speaking. Reflective experiences showed that students became more aware of the development of their vocabulary, pronunciation, speaking ability, learning process and confidence. The findings also showed a relation between monologue practice and speaking fluency, which was reflected in improved speech flow, reduced hesitation and pauses and more spontaneous speaking. Overall, this study showed that monologue practice provided meaningful speaking experiences and supported the development of students' speaking fluency.

Keywords: monologue practice, speaking fluency, students' experiences

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa dalam praktik monolog serta hubungannya dengan kelancaran berbicara. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan fenomenologi. Partisipan penelitian terdiri dari 10 mahasiswa di STKIP Bina Mutiara yang memiliki pengalaman dalam praktik monolog. Data dikumpulkan melalui wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa mahasiswa mengalami berbagai pengalaman kognitif, afektif, perilaku, dan reflektif selama praktik monolog. Pengalaman kognitif meliputi kesulitan dalam mengingat kosakata, menyusun kalimat dan berpikir langsung dalam bahasa Inggris. Pengalaman afektif meliputi perasaan gugup, cemas, nyaman dan percaya diri selama kegiatan monolog. Pengalaman perilaku meliputi penggunaan filler, jeda, pengulangan, dan kehilangan alur ide saat berbicara. Pengalaman reflektif menunjukkan adanya kesadaran mahasiswa terhadap perkembangan kosakata, pelafalan, kemampuan

berbicara, proses belajar dan kepercayaan diri mereka. Hasil penelitian juga menunjukkan adanya hubungan antara praktik monolog dan kelancaran berbicara yang terlihat dari peningkatan alur berbicara, berkurangnya keraguan dan jeda, serta meningkatnya kemampuan berbicara secara lebih spontan. Secara keseluruhan, penelitian ini menunjukkan bahwa praktik monolog memberikan pengalaman berbicara yang bermakna dan mendukung perkembangan kelancaran berbicara mahasiswa.

Kata Kunci: praktik monolog, kelancaran berbicara, pengalaman mahasiswa

A. Introduction

Speaking is one of the most important skills in English language learning because it allows students to communicate their ideas in real situations. However, speaking is also one of the most difficult skills for many English Education students. Although students have taken speaking courses, many of them still experience difficulties in speaking spontaneously, maintaining fluency, and developing ideas while speaking. According to Saville (2006), learning a second language is not only about mastering vocabulary and grammar but also about developing the ability to communicate fluently and meaningfully through continuous language use. Similarly, Segalowitz (2016) explains that speaking fluency develops when language processing becomes more automatic, while Tavakoli (2019) states that fluent speech reflects the efficient

coordination of different language processes. Therefore, speaking fluency is closely related to how students process language while communicating rather than simply how much vocabulary they know.

One speaking activity that provides opportunities for continuous language use is monologue practice. Newton and Nation (2021) define monologue as an individual speaking activity in which learners organize and express ideas independently without direct interaction with others. Through monologue practice, students are expected to develop extended speech, organize ideas, select appropriate vocabulary, and maintain speech continuity. Karpovich et al., (2021) also explain that regular monologue practice can support speaking performance, particularly fluency and idea organization, while Peltonen and Lintunen (2025) emphasize that producing extended

speech helps learners maintain continuous communication. During monologue activities, students may also experience pauses, hesitation, or repetition while organizing ideas, which are considered natural features of second language speech production (Huang, 2024).

Although students participate in similar monologue activities, their experiences are often different. Some students experience difficulty remembering vocabulary, constructing sentences, or thinking directly in English, while others feel nervous, anxious, comfortable, or confident during speaking activities. These experiences involve cognitive, affective, behavioral, and reflective aspects of learning. Yusuf et al., (2023) explain that speaking requires learners to organize ideas and process language simultaneously, making cognitive processes an important part of speaking activities. In addition, Nurmasadah et al. (2022) state that speaking activities often involve emotional responses such as anxiety, nervousness, and confidence. After completing speaking activities, students also reflect on their learning process and become more aware of their progress, which supports future

speaking development (Ducasse, 2022). Therefore, exploring students' experiences can provide a deeper understanding of how speaking fluency develops during monologue practice (Triyoga et al., 2022).

Several previous studies have reported the benefits of speaking activities for improving students' speaking skills. Mohamed et al., (2020) found that dramatic monologue improved students' fluency, pronunciation, and confidence. Similarly, Karpovich et al., (2021) reported that monologue speaking tasks helped students improve their speaking fluency and organize ideas more effectively. Mahrani (2025) also found that speaking activities supported by learning media helped students improve their vocabulary, pronunciation, fluency, and confidence. However, these studies mainly focused on speaking performance or students' perceptions, while research exploring students' lived experiences during monologue practice through a phenomenological approach remains limited. Therefore, this study aims to explore the experiences of English Education students at STKIP Bina Mutiara Sukabumi in practicing monologue

and how these experiences are related to the development of their speaking fluency.

B. Research Method

This study employed a descriptive qualitative method with a phenomenological approach to explore students' experiences in monologue practice and their relation to speaking fluency. According to Sugiyono (2023), descriptive qualitative research aims to describe and interpret phenomena based on participants' experiences in their natural setting. Meanwhile, Creswell (2019) explains that phenomenology focuses on understanding the meaning of individuals' lived experiences regarding a particular phenomenon. Therefore, this approach was considered appropriate because the study explored how English Education students experienced and interpreted monologue practice in relation to their speaking fluency. The study was conducted at STKIP Bina Mutiara Sukabumi from January to June 2026. The population consisted of all students of the English Education Study Program, while the sample consisted of 10 students selected

through purposive sampling. The participants were students from the fourth to eighth semester who had experience in monologue practice both inside and outside the classroom.

Data were collected using three instruments: observation, interviews and documentation. Observation was conducted to identify students' speaking behaviors during monologue practice, while semi-structured interviews were used to explore students' cognitive, affective, behavioral and reflective experiences. Documentation consisted of students' monologue videos, which were analyzed using a speaking fluency assessment rubric adapted from Brown (2004). The rubric assessed three aspects of speaking fluency, namely speech flow, hesitation and pauses and spontaneous speaking. The assessment results were used to support and strengthen the findings obtained from the observation and interview data.

The data were analyzed using the interactive model proposed by Miles and Huberman, which consists of data reduction, data display and conclusion drawing. First, the researcher reduced the data by selecting, organizing and coding the information obtained from

observation, interviews and documentation. Next, the data were displayed in tables and descriptive explanations to identify patterns related to students' experiences in monologue practice. Finally, conclusions were drawn by interpreting the findings to answer the research questions regarding students' experiences in monologue practice and their relation to speaking fluency.

C. Result and Discussion

The findings were obtained from interviews, observations and documentation involving 10 English Education students at STKIP Bina Mutiara. Based on the data analysis, five themes emerged from this study. The first four themes describe students' experiences during monologue practice, namely cognitive experience, affective experience, behavioral experience and reflective experience. The fifth theme is Speaking Fluency Development in Monologue Practice, which describes the relationship between monologue practice and speaking fluency.

Cognitive Experience

The findings showed that students experienced various cognitive experiences during monologue practice. These experiences were related to the mental processes involved while speaking, including remembering vocabulary, constructing and processing sentences, and thinking directly in English. The interview and observation data showed that these cognitive processes influenced how students organized ideas and expressed them during monologue practice.

One of the main cognitive difficulties experienced by the students was remembering English vocabulary. Several students explained that they often forgot vocabulary or did not know the appropriate words when expressing their ideas. Student 1 stated, *"I usually struggle when I forget one or two vocabulary words."* Similarly, Student 2 said, *"Most of the time, I don't know the vocabulary,"* while Student 7 explained, *"Because I'm still learning English, my vocabulary is still limited, I don't know many words yet."* These findings show that limited vocabulary often made students stop for a

moment before continuing their monologue.

Students also experienced difficulty constructing and processing sentences while speaking. Several participants explained that they needed time to arrange words, think about sentence structure, and avoid grammatical mistakes. Student 4 stated, *"I don't really understand grammar yet, so I'm afraid the grammar is wrong,"* while Student 5 said, *"Sometimes I need a few seconds to process the words or sentences I want to say."* The observation data also showed that several students paused briefly, repeated words, restarted sentences or corrected their speech before continuing their monologue. These findings indicate that students still needed additional time to organize their ideas before speaking.

Another cognitive experience found in this study was difficulty thinking directly in English. Some students explained that they usually thought in Indonesian before translating their ideas into English. Student 2 stated, *"I can use Indonesian first and then translate it,"* while Student 5 explained, *"Sometimes I already have the idea in*

Indonesian but when I try to express it in English, I still feel confused." These responses show that some students still depended on their first language when expressing ideas, which sometimes slowed down the speaking process during monologue practice.

Affective Experience

The findings showed that students experienced various affective experiences during monologue practice. These experiences were related to students' emotions while speaking, including feeling nervous and anxious, fear of making mistakes and being judged and feeling comfortable and more confident during monologue practice. The interview findings showed that these emotional experiences influenced students' confidence and participation during speaking activities.

Many students reported feeling nervous and anxious during monologue practice, especially at the beginning of speaking or when performing in front of other people. Student 1 stated, *"But I felt a bit nervous at first. I wasn't completely sure of myself, and I felt a little anxious."* Similarly, Student 3 said, *"I feel nervous, like my heart is beating fast,"* while Student 9 explained, *"I feel*

very nervous, especially when I see many people.” These findings show that nervousness and anxiety were common emotional experiences during monologue practice, particularly when students felt unsure of their speaking ability or spoke in front of an audience.

Students also experienced fear of making mistakes and being judged while speaking English. Several participants expressed concerns about pronunciation, grammar, vocabulary, and sentence accuracy during their monologue. Student 3 stated, *“I am afraid of making many mistakes in words or wrong pronunciation of vocabulary. I am afraid of being judged or something like that.”* Likewise, Student 4 said, *“I’m still afraid. Like, is this accent wrong? Is this vocabulary correct? Is the grammar already right?”* These responses indicate that students were concerned about making mistakes and receiving negative evaluations from others, which sometimes made them hesitate before continuing their speech.

Despite these challenges, many students also reported positive emotional experiences during monologue practice. Several

participants explained that they felt more comfortable, confident, and happy when speaking English. Student 2 stated, *“I feel confident and I feel cool speaking in English,”* while Student 6 said, *“I feel confident when I talk about things that I like.”* Similarly, Student 8 explained, *“When I was doing monologue, I feel more excited, more relieved and calm.”* These findings indicate that monologue practice helped students feel more relaxed and confident, allowing them to express their ideas more comfortably during speaking activities.

Behavioral Experience

The findings showed that students experienced various behavioral experiences during monologue practice. These experiences were related to the speaking behaviors that appeared while students were speaking, including using fillers and pauses, repeating speech, and losing track of ideas. The interview and observation findings showed that these behaviors often occurred when students needed additional time to think, remember vocabulary, or organize their ideas during monologue practice.

One of the most common speaking behaviors was the use of

fillers and pauses during monologue practice. Several students explained that they used fillers such as “eee” when they forgot words or needed time to think about what to say next. Student 4 stated, *“I suddenly go blank. Like... ‘eeee eeee...’*,” while Student 7 explained, *“I say ‘eeee’; it means I’m thinking about what to say.”* Similarly, Student 9 said, *“Sometimes when I forget something... I get stuck and say ‘eee ee’.”* The observation findings also showed that several students paused briefly before continuing their speech, especially when organizing ideas or thinking about the next sentence. These findings indicate that fillers and pauses were common speaking behaviors used by students during monologue practice.

Another behavioral experience found in this study was repeating speech while speaking. Several students explained that they repeated words, sentences, or even restarted their monologue when they forgot ideas or the next part of their speech. Student 3 stated, *“When I want to tell something, then I forget so I repeat the words again,”* while Student 6 said, *“I usually repeat what I want to say until I remember.”* Observation data also showed that some students repeated

words, restarted sentences, or corrected their speech before continuing the monologue. These findings show that repetition helped students continue speaking when they experienced difficulties during their monologue.

Students also experienced difficulty maintaining their ideas throughout the monologue. Several participants explained that they sometimes forgot what they wanted to say or did not know how to continue their speech. Student 5 stated, *“I already explain one point but I don’t know what to say next,”* while Student 9 explained, *“Sometimes I also forget the next part.”* Similarly, Student 1 said, *“I pause for a moment, then I grab my phone and look up the word.”* These findings indicate that some students lost track of their ideas during monologue practice, causing them to pause, stop briefly, or look for additional support before continuing their speech.

Reflective Experience

The findings showed that students experienced various reflective experiences during monologue practice. These experiences were related to how students reflected on their learning process after practicing

monologue, including noticing improvements in vocabulary and pronunciation, recognizing changes in speaking fluency and thinking in English, and understanding their own learning process and confidence. The interview findings showed that students became more aware of their progress through repeated monologue practice.

Several students realized that monologue practice helped improve their vocabulary and pronunciation. Student 2 stated, *"I notice an improvement in vocabulary,"* and also explained, *"The more I monologue, the more I improve my pronunciation and accent."* Similarly, Student 3 said, *"When learning monologue we learn pronunciation and vocabulary. Oh this is how to pronounce it, this word is read like this, so we know."* These findings indicate that students became more aware of their language development and noticed improvements in their vocabulary and pronunciation after practicing monologue regularly.

Students also recognized changes in their speaking fluency and their ability to think in English. Several participants explained that speaking English became smoother and easier

after repeated monologue practice. Student 1 stated, *"At first, my English, especially my speaking was really difficult but now I feel like my speaking has become much smoother."* Likewise, Student 5 explained, *"I feel there is a change in how I think in English,"* while Student 6 said, *"After three years it feels easier, I can speak from Indonesian to English without thinking too long."* These findings show that students became more aware of the progress they had made in speaking English and thinking more naturally during monologue practice.

Another reflective experience found in this study was students' awareness of their own learning process and confidence. Several participants explained that monologue practice helped them understand how they learned and increased their confidence when speaking English. Student 5 stated, *"I feel that monologue really helps me practice my speaking skills, I also understand my own learning style better."* Similarly, Student 7 said, *"I feel braver, more confident to express myself and more free when doing monologue."* These findings indicate that monologue practice helped students reflect on their learning experiences,

recognize their progress, and develop greater confidence when expressing their ideas in English.

Speaking Fluency Development in Monologue Practice

The findings showed that students experienced speaking fluency development through monologue practice. Students explained that repeated monologue practice helped them speak more smoothly, reduce hesitation and pauses, and express their ideas more naturally in English. The interview findings and speaking fluency assessment showed that students experienced positive changes in their speaking fluency after practicing monologue regularly.

Several students explained that monologue practice helped improve the flow of their speech. Student 1 stated, *"At first, my English, especially my speaking was really difficult but now I feel like my speaking has become much smoother."* Similarly, Student 5 said, *"After I start speaking, it slowly just flows and I'm not too confused anymore,"* while Student 6 explained, *"Now I feel more fluent, because I don't need to think too long when speaking."* The speaking fluency assessment also showed that all assessed students reached the

intermediate level in speaking speed, while most students achieved the intermediate level in speech continuity. These findings indicate that students were generally able to maintain the flow of their speech and continue speaking with fewer interruptions during monologue practice.

Students also reported that repeated monologue practice helped reduce hesitation and pauses while speaking. Several participants explained that filler sounds such as "eeee" appeared less frequently after practicing monologue regularly. Student 4 stated, *"When we do monologue more often, when we present, the 'eeee' becomes less,"* while Student 7 explained, *"Now I feel more fluent, I feel more comfortable, there are still some 'eeee', but now my brain works faster."* Likewise, Student 10 said, *"Before that, my speaking was still stiff... it took longer to think when I wanted to speak in English."* The speaking fluency assessment also showed that most students were categorized at the intermediate level for hesitation and pauses, indicating that they were generally able to continue speaking after short pauses. These findings suggest that students

became more comfortable maintaining their speech after repeated monologue practice.

Another finding showed that students experienced more spontaneous speaking during monologue practice. Several participants explained that speaking English became more natural and required less time to organize ideas. Student 2 stated, *"I just feel confident and it flows naturally when we speak to ourselves."* Similarly, Student 5 explained, *"Now I feel more confident... it flows better, more natural and more spontaneous,"* while Student 6 said, *"After three years it feels easier, I can speak from Indonesian to English without thinking too long."* The speaking fluency assessment also supported these findings by showing that most students achieved the intermediate level in speaking speed and speech continuity. These findings indicate that repeated monologue practice helped students express their ideas more naturally and speak more spontaneously during speaking activities.

Discussion

The findings of this study revealed five main themes related to students'

experiences in monologue practice, namely cognitive experience, affective experience, behavioral experience, reflective experience and speaking fluency development in monologue practice. These findings indicate that monologue practice is not only a speaking activity but also a learning process involving students' cognitive, emotional, behavioral, and reflective aspects. Through repeated monologue practice, students experienced various challenges while speaking and gradually recognized changes in their speaking ability and learning experiences.

The first theme showed that students experienced cognitive difficulties during monologue practice, particularly in remembering vocabulary, constructing sentences and thinking directly in English. These findings suggest that students still needed time to process language before expressing their ideas, which sometimes affected the flow of their speech. This finding supports Segalowitz (2016), who explains that speaking fluency develops gradually as language processing becomes more automatic through repeated speaking practice. Similarly, Yusuf et al., (2023) state that speaking requires

learners to process language and organize ideas simultaneously while communicating.

The second theme revealed that students experienced different emotional responses during monologue practice. Many students felt nervous and afraid of making mistakes, especially when speaking in front of other people. However, repeated monologue practice gradually helped them feel more comfortable and confident when expressing their ideas in English. These findings are consistent with Nurmasadah et al., (2022), who explain that emotional responses such as nervousness, anxiety and confidence are common experiences during speaking activities and influence students' speaking performance.

The third theme showed that students demonstrated several speaking behaviors, such as using fillers, pausing, repeating words, and losing track of ideas while speaking. These behaviors generally appeared when students were organizing ideas or trying to remember vocabulary before continuing their speech. Rather than indicating failure, these behaviors reflected the natural process of

producing speech in a second language. This finding is consistent with Huang (2024), who explains that pauses, hesitation and repetition commonly occur when learners are processing language and organizing ideas during speaking.

The fourth theme indicated that students became more aware of their own learning development after practicing monologue regularly. They recognized improvements in vocabulary, pronunciation, speaking ability, and confidence while also developing a better understanding of their own learning process. These findings support Ducasse (2022), who states that reflection helps learners recognize their progress and better understand their learning experiences, allowing them to evaluate their strengths and areas that still need improvement.

The fifth theme showed that monologue practice contributed to the development of students' speaking fluency. Students experienced smoother speech, reduced hesitation and pauses, and more spontaneous speaking after practicing monologue repeatedly. These findings suggest that continuous monologue practice provides opportunities for students to

improve their fluency through repeated language use. This finding is consistent with Karpovich et al., (2021), who found that monologue speaking tasks help learners improve speaking fluency through continuous and independent speech production. It also supports Mahrani (2025), who reported that regular speaking activities help students improve vocabulary, pronunciation, fluency, and confidence. Overall, the findings indicate that monologue practice provides meaningful speaking experiences while supporting the development of students' speaking fluency.

D. Conclusion

This study explored the experiences of English Education students at STKIP Bina Mutiara Sukabumi in monologue practice and their relation to speaking fluency. The findings revealed five main themes. The first theme, cognitive experience, consisted of three subthemes: difficulty retrieving vocabulary, difficulty constructing and processing sentences, and difficulty thinking directly in English. The second theme, affective experience, included feeling nervous and anxious, fear of making

mistakes and being judged, and feeling comfortable and more confident during monologue practice. The third theme, behavioral experience, consisted of using fillers and pauses while speaking, repeating speech to continue speaking, and losing track of ideas during monologue. The fourth theme, reflective experience, included noticing improvements in vocabulary and pronunciation, recognizing changes in speaking fluency and thinking in English, and understanding students' own learning process and confidence.

The fifth theme, speaking fluency development in monologue practice, showed that repeated monologue practice helped students improve their speech flow, reduce hesitation and pauses, and speak more spontaneously. Overall, the findings indicate that monologue practice provided meaningful learning experiences that supported students' cognitive, affective, behavioral, and reflective development while contributing to the improvement of their speaking fluency. Therefore, monologue practice can be considered an effective speaking activity for helping English Education

students develop their speaking ability and communicate more fluently in English.

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