ABSTRACT

Mukamil. 2015. *Fluency and Accuracy in Spoken English of EFL Learners: Implications for Classroom Practice in Speaking for Formal Setting.* A Thesis. English Teacher Education Department. Faculty of Education and Teachers Training. State Islamic University of Sunan Ampel Surabaya. Advisor: Rizka Safriyani, M. Pd

Key Words: Fluency, Accuracy, Speaking skill.

Fluency and accuracy occupy a major concern on elements in speaking skill. Yet, EFL learners have more difficulties mastering speaking skill because the language is considered strange compared to their mother tongue. They have difficulties in some aspects of the language such as; fluency or accuracy which is including grammar, vocabulary and pronunciation. The best way to enhance speaking ability is through practice. Learners are expected to know how to pronounce well and also use vocabulary and grammar correctly and precisely by practice to use the language orally. One of such practice is speaking for Formal Setting. It is one of compulsory subject in English Teacher Education Department of State Islamic University or UIN Sunan Ampel Surabaya. Additionally, two major investigations of this study are the description of fluency and accuracy of students' speaking skill of nine participants in Speaking for Formal Setting class 2014-2015 academic year and the extent of students' fluency and accuracy affect students' speaking score. This descriptive qualitative study attempts to investigate the fluency and accuracy of students' speaking skill of nine participants in speaking for formal setting class 2014-2015academic year. These students are in the fourth level of speaking class at English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya. Three meetings session were observed as a non-participant researcher supported by observation checklist, and the data gathered was espoused by structured interviews to obtain the lecturer's perspectives. Recording was also used to supply the data of students speaking which then transcribed. Scales of each element; fluency and accuracy were used to assess each participant to be corresponded to the speaking score collected by the lecturer as a document study. All of the data were analyzed in descriptive and narrative way. The research found that Students' fluency and accuracy suggests a range of level. Three fluency levels are involved; (1) fluent, (2) fluent enough (3) not fluent, while accuracy only suggested two levels; (1) extensive and (2) moderate level of accuracy. Furthermore, fluency influenced students speaking score for 50% of students' speaking scores were gained from students' fluency, while 20% of the whole were obtained from students' accuracy. The left 30% likely belongs to another element of speech assessed such as delivery.

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