#### **CHAPTER I**

#### INTRODUCTION

This chapter covers background of the study and research questions as the fundamental elements of the study. Besides, objectives of the study, significance of the study, scope and limit, and definition of key term are the next sub-chapters that are explained as well as the paper organization of the research.

### A. Background of the Study

Learning foreign languages has its own difficulties than learning second language. In learning second language, learners will be adapted easier along with circumstance where the second language applied. Besides, it is completely different from learning a foreign language. EFL learners have more difficulties as the language is considered strange. Learners have difficulties in some aspects of the language such as; fluency or accuracy which is including grammar, vocabulary and pronunciation. Above all, in learning foreign languages, speaking is the first skill to be good at since speaking is the main skill used in communication.

The success of foreign language learning is mostly measured by learners' ability in communication of the language which is closely related to speaking

<sup>&</sup>lt;sup>1</sup> Based on the interview to some students of Speaking for Formal Setting as a result of preliminary study on April 1, 2015 at UIN Sunan Ampel Surabaya

ability. Penny Ur says that people who know a language refers to speakers of that language, as if speaking included all other kinds of knowledge; and many if not most foreign language learners are primarily interested in learning to speak.<sup>2</sup> It is implied that most learners deem that speaking in any language especially for those who learn a foreign language as the primary skill to be successful with. By mastering speaking skill, learners are considered good as well in other skills such as; listening, reading and writing.

As a matter of fact, the crucial process of foreign language learners is a term of mute learners who are able to read and write well but have weak performance and ability in verbal communication with those who are native speakers. This is because those two skills, writing and reading, can be reinforced in isolation, but it is different from speaking and listening. For this reason, speaking ability is an individual and a major skill which learners of foreign language must be good at.

Speaking ability including fluency and accuracy are some of the aspects to master in a communication. Fillmore states that fluency refers to the ability to fill time with talk, to talk in coherent, to have appropriate things to say and to be creative in language use.<sup>3</sup> It means being able to get in a communicative purpose with no hesitation and pause to cause a breakdown in a communication. Another

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 <sup>&</sup>lt;sup>2</sup> Penny Ur, A Course in Language Teaching (Cambridge: Cambridge University Press, 1996), 120
 <sup>3</sup> C.J Fillmore, D. Kempler, and William SY Wang. Individual Differences in Language Ability and Language Behavior (Academic Press, 2014), 93

is as what Brumfit argues that accuracy concerns on result in usage rather than use of language.<sup>4</sup> So, accuracy means being able to use the correct form of utterance in every aspect of language feature.

English is one of foreign languages in Indonesia which is learned from elementary school to university level. English in Indonesia is not spoken in the society, so that accuracy is the focus in learning English. English is lingua franca, speaking English fluently and accurately is important because by doing so the addressee can comprehend well. Thus, the more you talk fluently and accurately, the more the addressee will be able to understand what you utter and avoid misunderstanding in a communication.

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. Therefore one of ways to acquire speaking skill is having certain condition where learners do communication between each other routinely.

Speaking for Formal Setting is one of compulsory subject in English Teacher Education Department of State Islamic University or UIN Sunan Ampel Surabaya. It is a formal class aimed to promote learners' speaking skill in preparation of learners to be able to speak in formal way. A preliminary study conducted shows that some learners have no worried speaking in the class; they

<sup>&</sup>lt;sup>4</sup> Christopher Brumfit, *Communicative Methodology in Language Teaching; The Roles of Fluency and Accuracy* (Cambridge: Cambridge University Press, 1984), 52

<sup>&</sup>lt;sup>5</sup>Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), 21

speak well and purpose their ideas in a good way. But some others tend to have troubles in speaking accurately and fluently. In this case, it is intended to know the individual ability of students' accuracy and fluency since speaking is an independent skill which comes from student's individual ability. As the objective of the subject is encourage learners' ability in speaking formally, the subject is also finished by speaking score gained by individual students from their result of individual speaking practice. Regarding this phenomenon, it is also projected to investigate the extent of students' fluency and accuracy affect speaking score of the subject. So it can be recognized the role of students' fluency and accuracy in the score gained from the lecturer of Speaking for Formal setting subject.

Research on speaking focusing on fluency and accuracy has also been investigated by some researchers in some places to promote students' speaking skills. One of them is *English Speech Training to Improve Students Fluency in English Speaking at MA Mambaus Sholihin Gresik* which is written in 2012 by Subihah. It is an undergraduate thesis of UIN Sunan Ampel Surabaya concerns on the analysis of the fluency as one of the speaking skills goal since the students have not been able to speak fluently. Subihah's study is different from this study since it focuses on English Speech Training program limited to high school students of MA Mambaus Sholihin, while this study explored the fluency and also accuracy of university students of English Teacher Education Department on

Speaking for Formal Setting class in UIN Sunan Ampel Surabaya which is higher level.

From above consideration, this study focuses on the investigation of two aspects of speaking skill, fluency and accuracy, as major competences of English students in classroom practice especially in Speaking for Formal Setting class conducted in English Teacher Education Department of UIN Sunan Ampel Surabaya.

## B. Statement of the Research Question

Background of the study above led to some problems to answer. They are:

- 1. How are the fluency and accuracy of students' speaking skill in Speaking for Formal Setting class?
- 2. To what extent do students' fluency and accuracy affect students' speaking score?

## C. Objective of the Study

Based on statement of research problem above, the study is expected both:

- To describe the fluency and accuracy of students' speaking skill in Speaking for Formal Setting class, and
- 2. To know the extent of students' fluency and accuracy affect students' speaking score.

### D. Significance of the Study

By doing the research, it is expected that the result is useful for speaking teacher or lecturer, students in Speaking for Formal Setting class and also the reader.

For the lecturer or speaking teacher, this study is expected to give the teacher a concrete portray of students' speaking ability in term of their accuracy and fluency as a reference to develop the appropriate teaching style and strategy.

This research is also meant to give the students, especially students in Speaking for Formal Setting class, a contribution or motivation to improve their speaking skill mainly in their fluency and accuracy in speaking in order to be able to communicative effectively and formally either with friends or native speakers.

Through understanding the content of this research, the readers, language educator especially and mass people generally, are also expected to take a benefit from precious information within the study in relation to speaking skill particularly in fluency and accuracy of speaking skill of students in university level.

### E. Scope and Limit

This research is conducted in English Teacher Education Department of UIN Sunan Ampel Surabaya of 2014-2015 academic years which the subject is the students who are in Speaking for Formal Setting Class in the fourth semester.

Besides, this study is investigated to describe the fluency and accuracy of students' speaking skill in Speaking for Formal Setting class, and to know the extent of students' fluency and accuracy affect students' speaking score. Therefore, this study is limited for describing the fluency and accuracy of students' speaking skill and knowing the extent of students' fluency and accuracy affect students' speaking score of Speaking for Formal Setting class primarily in E class within 26 students of English Teacher Education Department of UIN Sunan Ampel Surabaya. E class is selected because, based on the result of preliminary study, the students' speaking ability of this class are vary compared to the others.

### F. Definition of Key Term

Several terms serve as the key of the study to refer to certain concept. The terms are defined to avoid any ambiguous and misinterpretation. The writer tries to break down and give clear definition about the terms. Those key terms are:

1. Fluency : Fluency is the ease and flow of the student's speech in comparison with native speakers<sup>6</sup>. In this study, fluency deals with how students feel relax and take their selves into communication in speech as natural as possible with no taking too much pause and too much time to think in appropriate

<sup>&</sup>lt;sup>6</sup> Elaine M Day - Stan M Shapson, *Assessment of Oral Communicative Skills in Early French Immersion Programmes* (Journal of Multilingual and Multicultural Development. Vol.8, No.3, 1987), 242

intonation and stressing compared to those who are native speakers.

ambiguity for the listeners with appropriate use of vocabulary.

- 2. Accuracy : Accuracy defines as sentence level grammatical accuracy that violates principles of discourse and appropriateness in language. The state of "accuracy" word refers to uttering word or sentence which is grammatically correct and phonologically clear and understood which will not bring
- 3. EFL : EFL stands for English as Foreign Language. This study investigates Indonesian learners which served English as their foreign language since the second language they use is *Bahasa Indonesia* after the first language which is varied from their ethnical language such as Javanese, Sundanese or Madurese.
- 4. Implication: To implicate means the fact or state of being involved in or connected to something. <sup>8</sup> It is to show that someone or something is involved in and partly responsible for event happened. The word "implication" in this study refers to the result of the involvement and the responsibility toward a

<sup>7</sup> Miriam E Ebsworth, *Accuracy Vs. Fluency: Which Comes First in ESL Instruction?* (ESL Magazine Vol.1, No.2, 1998), 24-26

<sup>&</sup>lt;sup>8</sup> Oxford University, *Oxford Advanced Learner's Dictionary of Current Language* (Oxford: Oxford University Press, 2009)

speaking classroom practice namely Speaking for Formal Setting class.

5. Speaking for Formal Setting: Speaking for Formal Setting is a compulsory subject for students of the fourth semester in English Teacher Education Department of UIN Sunan Ampel Surabaya. 

1 the fourth and last subject of speaking of the sequence of speaking 1, 2 (Speaking for Everyday Communication) and 3 in the 2014 year Curriculum of English Teacher Education Department UIN Sunan Ampel Surabaya.

# G. Research Paper Organization

The organization of research paper is given in order to make the readers know and understand the content of the paper easily. The organization of this research paper is given as follows:

Chapter I is the introduction which deals with the background of study, formulation of research problem, the purpose of the study, the significant of the study, scope and limitation of the study, definition of key terms, and research paper organization.

Chapter II is the review of the literature. It consists of some explanations of understanding of speaking skill, elements of speaking skills, fluency and

<sup>9</sup> Based on the interview result to one of the Speaking for Formal Setting lecturers on May 6, 2015 at UIN Sunan Ampel Surabaya

accuracy in speaking and classroom activity for formal speaking. It further includes review of previous studies related to this research.

Chapter III is the research method. It covers: research design, setting and subject of the study, kinds of data and data sources, technique of data collection and instruments, and data analysis.

Chapter IV deals with the findings and discussion of the study that is loaded of result that contains of data presentation, and research findings and discussion. This chapter is very important, because in this chapter there will be an analysis of the data obtained. So, the data are processed in this chapter.

Chapter V presents the conclusion of the study and suggestion for further study to make the better study.