CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers several theories and previous studies related to the research. It presents review of related literature as the foundation of the research which is considered necessary to gain the knowledge of related theories from many sources. Previousstudies are also presented to expand the foundation of the research in order to obtain the comparison.

A. Speaking Skill

1. Understanding of Speaking Skill

Speaking is precisely important for every language student. Without speaking, people cannot get along into society. As in society, language is the main media of communication. To be good in communication, people have to be good at speaking whether oral or written.

There have been many definitions of speaking. According to Oxford Dictionary of Current English, speaking is the action of conveying information or expressing ones' thoughts and feelings in spoken languages.[1] Chaney in addition, considers speaking as the process of building and

[1]Oxford University, *Oxford Advanced Learner's Dictionary of Current Language* (Oxford: Oxford University Press, 2009), 414

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sharing meaning through the use of verbal or non verbal symbol in a variety of contexts.[2]

Bygate adds that speaking involves encoding communicative intent often in the here and now. This is because of the time-constraint and reciprocity conditions inherent in listener-speaker situations. There is also the need to handle unpredictability of listener response. Hence, spoken language proficiency involves being able to produce fluently and accurately, autonomous utterances which are appropriate to the context of the speech situation[3]. In language teaching and learning, speaking is considered a skill to practice and master. In this case, Nunan asserts that speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.[4]

Based on those definitions of speaking, speaking is oriented on how speaker are able to produce their languages and apply those languages in communication. Speaker must, as well, be able to construct their speaking structure based on the structure of the language they use in communication. In this study, the term "speaking" is used to refer to a skill related to students' oral production within language teaching and learning.

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[2]Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades K-8.*(Boston: Allyn&Bacon. 1998), 13
[3]MartinBygate, *Quality of Language and Purpose of Task: Patterns of Learners' Language on Two Oral Communication Tasks*(Language Teaching Research, Vol.3No. 3, 1999),185-214
[4]David Nunan,*Practical English Language Teaching* (Boston: McGraw Hill. 2003), 48

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2. Components of Speaking Skill

Richard and Renandya suggested four components of speaking ability.[5]Those are: grammar, vocabulary, pronunciation and fluency.

2.1 Grammar

Richard and Renandya suggest that it is needed for students to arrange correct sentence in conversation.[6]Students required touse correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses. According to Thornburry, most of the speaker often uses personal pronoun and determiner in speaking language. He stated that:[7]

a) Present tense forms outnumber past tense forms by 2:1.
b) Simple forms out number progressive and perfect forms by over 10:1.
c) The past perfect and present perfect continuous are rare.
d) Passive verbs account for only 2% of all finite verb forms in speech.
e) Will, would, and can are extremely common in speech.

Thus, grammar is needed to arrange correct sentences. Without grammar, learners' language development will be constrained. The

[5] W A Renandya, and J C Richard, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002)
[6] W A Renandya, and J C Richard, *Methodology in Language*…… 145
[7]Scott Thornburry, *How to Teach Speaking*.....

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utility of grammar is also to learn the correct ways to gain expertise in a language in written or oral form. The role of grammar based is one of the most controversial issues in language teaching.

2.2 Vocabulary

Vocabulary is list of words with their meaning.[8] Mc. Charty in Rully states that learning a language without vocabulary, to show a wide range of meaning may result in some communication in a meaningless way. It is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.[9] Chastain explained that this aspect has to be learned by practicing, though only repeating words.[10]

Vocabulary in speaking is related to the way students have a range of vocabulary that corresponds to theme of what they talk about. Without an extensive vocabulary, learners often achieve less than their potential use of language. They cannot communicate effectively or express their ideas if they do not have sufficient vocabulary means the appropriate diction used in communication.

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[8] ____, *Oxford Learner's Pocket Dictionary* (UK: Oxford University Press, 2003), p.482
[9] W A Renandya, and J C Richard, *Methodology in Language ……..,* 225
[10]Kenneth Chastain, Developing Second-Language Skills: Theory to Practice, (Chicago: RandMcNally College Publishing Company, 1976), 340.

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2.3 Pronunciation

Pronunciation takes an important role in speaking a language. It includes the role of individuals' sound and sound segment that is features at the segmental level as well as supra segmental feature such as stress, rhythm and intonation.[11]Besides, pronunciation is also defined as the way in which a language or a particular word is pronounced. Therefore, it deals with phonological process determines how sounds vary and pattern in a language. It is the way to produce clear language when someone speaks.

Ina language especially English as foreign language which the pronunciation may differ from those mother-tongues, pronouncing every utterance or word has to be clear and understandable to gain a successful conversation. The way the language speaker utter every word has to be accepted as the language of what in use in a conversation.

2.4 Fluency

Fluency can be defined as the ability to speak fluently. Sign of fluency in speaking in clued a reasonably fast speed with small number of pauses and *Ums* or *Ers*. These sign indicates that the speakers do not have spend a lot of time searching for the language items needed to

[11] W A Renandya, and J C Richard, *Methodology in Language ……..,* 175

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express the message.[12]Fluency can be helped by having speakers say phrases and sentences as quickly as possible, starting slowly and then speeding up.[13]

Communication in any language is important that speaker has to have fluency in his or her speaking in order that the addresser and addressees do not experience misunderstanding. If people speak fluently, communication will be running healthy.

B. Fluency and Accuracy in Speaking

Above four components of speakingcan be categorized narrowly into more specific elements of speaking. They are fluency and accuracy. Below are the more specific description of each element; fluency and accuracy.

1. Fluency

Speaking fluently is native-like speaking in term of speed, intonation, stress and tone of native speaker. So, speaker must not take too much pause and too much time to think of what word or sentence they are going to utter. Below are some further definitions of fluency.

1.1. Definition of Fluency

Fillmore conceptualized fluency in four different ways. First, he defined fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker is not only

[12]H. Douglas Brown, *Principes of Language Learning and Teaching*, (Cambridge: Cambridge University Press, 2007), 4.
[13] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2003), 198

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capable of talking without hesitations but of expressing his/her message in a coherent, reasoned and "semantically densed" manner. Third, a person is considered to be fluent if he/she knows what to say in a wide of range of contexts. Finally, Fillmore argues that fluent speakers are creative and imaginative in their language use and a maximally fluent speaker has all of the above mentioned abilities.[14]

Fillmore's definition of fluency is very extensive, but it is unclear how this conceptualization differs from the definition of global oral proficiency. In this case, Fillmore separates the concept on fluency to make a scaffolding argumentation on how a language student is be able to be considered speaking fluently.

Another definition of fluency is from Day and Shapson.They defined fluency as the ease and flow of the student's speech in comparison with native speakers[15]. From that statement it is implied that fluency in spoken language is about how the speakers feel relax and take their selves into communication in conversation as natural as possible compared to those who are native speakers with no significance pauses and halts.

[14]C.J Fillmore, *Individual Differences* p.93
[15]E Day - SShapson,*Assessment of OralCommunicative Skills*....., 242

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1.2. Measuring Fluency

Fluency is also used as a criterion to measure one's speaking competence. Fulcher points out fourscriteriafollowed by scores in each criterion for assessing fluency in speaking such as below[16].

a) 90 – 100 is dedicated tothe speakers who are able to demonstrate more confidence and are less likely to express propositional uncertainty. They rarely pause for reasons of grammar or word choice. Reformulations occur mainly for reasons of expressing proposition fully. They expand and support themselves. They respond very quickly.

b) 70 – 80 score is granted to those whouse hedges to express lack of certainty in the propositions so that misunderstandings are rare. Few single-word utterances are given, and speakers expand their utterances. Time is spent planning the content of the proposition and how exactly to express themselves and present their views. Reformulations occur when the speaker is not satisfied with the proposition or the correctness of the formulation.

c) 50 – 60 point is for the speakers who are more aware of the proposition, spend time planning this. Appropriateness of word choice becomes more important as well as pausing occurs in

[16]G. Fulcher, *Does thick description lead to smart tests? A data-basedapproach to rating scale construction*. (LanguageTesting. Vol.13,No.2, 1996), 208–238

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making these choices. It follows by utterances which are more expanded and the use of back- channeling like *hmm* or *yeah* helps to make conversation more natural.

d) 30– 40score is for the speakers whosemessagesare generally fulfilled in a simplistic way, without expansion through examples. Pausing still occurs when looking for lexical or grammatical choice and sometimes with circumlocutions and often with midway switch of formulation.

e) 10– 20 score is given to the speakers' whose utterances are short, often a single word. There are long pauses when they are trying to get clarification, or search for words or forms. Repetitions and restarts are common.

From above fivecriteria of fluency, language student are much more expected to achieve their speaking skill to a native like when they are involved in a conversation in the language they are learning.Language learners cannot be considered as speaking fluently if they still taking too much pause and too much time to think of what word or sentence they are going to utter. Thus, the characteristics for someone is not fluent in speaking purposed Hughes are in the a) and b) point, while speakers who are fluent enough are in c) and d) and e) and f) are criteria of fluent speakers. The standards whether a speaker is fluent, fluent enough or not fluent are as follows:

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a) Speech is so halting and fragmentary that conversation is virtually impossible.

b) Speech is very slow and uneven except for short or routine sentences.

c) Speech is frequently hesitant and jerky; sentences may be left uncompleted.

d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

f) Speech on all professional and general topics as effortless and smooth as a native speaker's.[17]

Above all, to speak English fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying so that all utterances are native-like.

2. Accuracy

Every language which students are learning requires the students to apply the language correctly and precisely. Furthermore, language students who intend to apply their language in a formal setting, they will have to speak correctly in every aspect of the language they will use.

[17] Arthur Hughes. Testing for Language Teachers.Second Edition. (Cambridge: Cambridge University Press, 2003), 133.

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The terms “accuracy” seems to cover grammar, vocabulary and pronunciation. Spoken English accuracy is measured by how correctly the speakers utter every word in term of pronunciation, grammar andvocabularywhich must be precisely applied.

2.1. Definition of Accuracy

Ebsworth stated that a steady stream of speech which is highly inaccurate in vocabulary, syntax, or pronunciation could be so hard to understand as to violate an essential aspect of fluency being comprehensible. On the other hand, it is possible for the speaker to be halting but accurate. Sentence level grammatical accuracy that violates principles of discourse and appropriateness is also possible, but such language would not be truly accurate in following the communicative rules of the target language.[18]

From those statements, accuracy is important aspect to pay attention to after fluency. By speaking fluently, English as Foreign Language students are demanded to achieve a level of good accuracy when uttering every single sentence or word in communication.

Nevertheless, Thornbury specifically suggests that speaking English accurately means doing without or with few errors on not only

[18]M E Ebsworth, *Accuracy and Fluency: Which Comes First in ESL* .....

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grammar but also vocabulary and pronunciation. He sets the criteria of accuracy elements as follows:[19]

a) Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses.

b) Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

c) Pronunciation: Students speak and most people understand.

Furthermore, speaking accuracy is important to be good at to avoid a misunderstanding in especially formal setting. Uttering word or sentence which is grammatically correct and phonologically understood will not bring ambiguity for the listeners. Housen and Kuiken define accuracy as error-free speech[20]. It means that when speakers conducting speech in communication, there are no error of any aspect as in discourse, pronunciation, grammar and spelling.

2.2. Measuring accuracy

Accuracy in spoken English as in other language can be measured by self repair attempts. It is not clear how a lower score or higher score of self repair reflects accuracy in the produced language. Self correction does not really measure accuracy of the produced

[19]Scott Thornburry, *How to Teach Speaking*.....
[20]A Housen- F Kuiken, *Complexity, Accuracy, and Fluency in Second Language Acquisition: Applied Linguistics* (2009)

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language; it is more accurately labeled a measure of the speakers' orientation to accuracy.

To measure grammatical accuracy, Purpura affirms five ranges of rating scale which covers grammar and vocabulary elements.[21] They are as below:

a) 90–100 Complete

Speaker demonstrates complete grammatical control; full range of grammatical forms; may have a few random minor errors; wide and sophisticated range of vocabulary

b) 70–80 Extensive

Speaker demonstrates extensive grammatical control; large range of grammatical forms; may have some error types (e.g. articles) that do not impede communication; wide range of vocabulary

c) 50–60 Moderate

Speaker demonstrates moderate to good grammatical control; limited range of grammatical forms; may have a few errors which impede communication; a moderate range of vocabulary.

[21] James E Purpura, *Assessing Grammar* (United Kingdom: Cambridge University Press, 2004), 174

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d) 30–40 Limited

Speaker demonstrates limited grammatical control; small range of grammatical forms; may have several error types which impede communication; a limited range of vocabulary

e) 10–20 None

Speaker demonstrates poor grammatical control; extremely limited range of grammatical forms; may have several error types which often impede communication; a limited range of vocabulary

Besides, the scale of pronunciation as suggested by Henrichsen involving vowels and pronunciation is as below[22]:

a) 100-90

The speaker pronounces vowels and consonantscorrectly all the time.

b) 80-70

The speaker pronounces vowels and consonants correctly most of the time.

c) 60-50

The speaker makes inconsistent vowel errors. Common errors: /i:, ɪ/ He also makes inconsistent consonant errors. Common errors: /w, v/ /s, z/

[22]Henrichsen, L.E. in Ma, Rui., (2015) The Role of Pronunciation in Speaking Test Rating. *All Theses and Dissertations. Paper 4426.* Retrieved from http://scholarsarchive.byu.edu/etd

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d) 40-30

The speaker makes inconsistent vowel errors.Common errors: /e, ɪ/, /e, eɪ/ /ɑ, aɪ/. The speaker also pronounces some consonants incorrectly consistently. Common errors: /f, h/, /t, d/, /k, g/

e) 20-10

The speaker pronounces some vowels incorrectly consistently. Vowel errors are frequent. Common errors: /e, æ/, /æ, ʌ/ /æ, ɒ/, /ʌ, ɒ/ /ɔ, əʊ/ Consonant errors are frequent. Common errors: /p, b/, /p, f/ /m, n/, /n, l/ /l, r/

In short, those three elements; grammar, vocabulary and pronunciation are the elements should be mastered by the students to be able to speak accurately. Therefore, they are regarded as the elements to final score within assessment of accuracy.

C. ClassroomActivity for Formal Speaking

Speaking as a means of communication plays a crucial role in daily lives. People speak for different purposes such as entertainment, academic purposes or gaining necessary information. How formal or informal the speech depends on the reason of communication. While speakers tend to use more informal language with people the speakers are close to in situations where they feel most comfortable.

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Thornburry stated that the key of successfulness of speaking is practice.[23]There are number of widely used categories of speaking activity in the classroom. The major types of speaking activities are discussion, speeches, role plays and conversation. Language used in formal speaking is more like written language. Among those categories, two categories are involved in speaking in formal setting class; discussion and speeches.

1. Discussion

Discussion is the sight process of two or more individuals that have interaction verbally with certain aim by sharing information, defending the opinion, or solving the problem. According to Hasibuan, discussion is one kind of teaching methods which is used by the teacher to give student chance (groups of students) of making a discussion for collecting opinions, making a summary, or making an alternative way to solve the problem.[24]

Muijs and Reynold point out that discussion is helpful to gain three main purposes of teaching learning. They are:

a. To increase students' participation by giving them more chances to convey their idea
b. To help the students developing their understanding by giving them more chances to think hard of various topics

[23]Scott Thornburry, *How to Teach Speaking*..... 28
[24] J.J. Hasibuan, *Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 1995) 20

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c. To help the students getting communication skill.

Discussion is included of communicative activities which is the most easy to do because it is not limited to certain topics. All interesting and useful topics can be a theme in discussion activities. Actually, discussion will be fun if teacher chooses theme that students like.

2. Speech

In the context of public speaking, speech defines as the expression of or the ability to express thoughts and feelings by articulate sounds which are delivered in formal address or discourse to audience.[25]Thus, speech is the course of action of delivering a message to audience, small or large, to provide information, ideas, concept and influence audience. Speech can present opportunities for student to deliver message and increase their confidence in public.Furthermore, formal speaking follows from speech is based on several aspects of manner as suggested by Steven and Susan in Brown:[26]

a. Eye contact

The speaker has to pay attention to the audience by keeping eye contact to them. Steven and Susan in Brown consider to eye contact is very important when speaking. Both stated that "Eye contact with

[25]Oxford University, *Oxford Advanced Learner's Dictionary* .....
[26]H. Douglas Brown, *Teaching by Principes An Interactive Approach to Language Pedagogy, second edition*, (San Fransisco: Addison Wesley Longman, 2001), 246.

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your audience opens communication, makes you more believable, and keeps your audience interested."[27]

b. Voice

Voice used by the speaker when delivering a message should be appropriate pitch, volume, and speed in order to what delivered can be maximal and can be heard clearly by the audience.

c. Gesture

Gesture is also important one when the speaker speaks. It used to deliver the important point to strengthen a statement and assure the audience.

Susan and Steven in Brown gave a suggestion about the way of using effective gesture. For example: the speaker has to give the natural and relaxed action, he/she may look enjoyed with the speech and may not look be nervous. Then, the speaker has to use proper gesture based on the situation and audience, etc.

d. Nervous habit

One of the failures which must be avoided when looking out with society is nervous. This character can happen to everyone who is facing to public society so that cannot conduct the activity totally.

There are few ways of developing confidence that have described by Steven and Susan in Brown.[28]Firstly, the speaker has to know who

[27]H. Douglas Brown, *Teaching by Principes* ..... 246.

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audience is. Secondly, preparing the material and practicing before delivering speech. Thirdly, giving suggestion to the speaker self that he/she will be success in speech. Fourthly, the speaker can control the breath, and so on.

In this case speech related to speaking ability related to a formal settingsince it is used to be delivered in public which encourage students to prepare as well as providea great deal information and is demanded them to be active and fluent in speaking with high accuracy use of grammatical device.

D. Review of Previous Studies

There are several studies that has been conducted concerning to fluency and accuracy in speaking. One of them is an undergraduate thesis entitled "Learning Environment Supports Student's Fluency in Speaking English (A Case Study in SMAN 2 Jombang)by Ella Rosyidah.[29] She did a research about the investigation of student's fluency as a result of speaking problem faced by students of SMAN 2 Jombang especially in the elements of their Learning Environment.

In addition, the result of her research showed that the supporting elements for student's fluency in SMAN 2 Jombang is more is 56% which means that this school has a good learning environment to support the student's fluency in

[28]H. Douglas Brown, *Teaching by Principes* .....34.
[29]Ella Rosyidah, *Learning Environment Supports Student's Fluency in Speaking English (A Case Study in SMAN 2 Jombang* (Unpublished Undergraduate thesis, UIN Sunan Ampel Surabaya, 2014)

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speaking English. The elements which support student's fluency in speaking English are curriculum, teacher, learning materials, English laboratory as the English tool, and PEC (*Pengembangan* English Club). While the other elements which do not support student's fluency in speaking English are school environment, school administration, fellow learners, school and students as monitor.

In summary, the major differences can be known were speaking element and subject of the study. Twoelements are used in this study; they are fluency and accuracy toward university students while Rosyidah studied only about fluency to senior high school students especially at SMAN 2 Jombang. Speaking skill and the use of qualitative method were the similar keys used by both researchers.

Adissertation by Vercellottientitled "Complexity, Accuracy, and Fluency as Properties of Language Performance: The Development of the Multiple Subsystems over Time and in Relation to Each Other".[30]He investigatesthe development of three major components of second language (L2) speaking performance: complexity, accuracy, and fluency (CAF) which has identified by applied linguists

[30]Mary Lou Vercellotti, *Complexity, Accuracy, and Fluency as Properties of Language Performance: The Development of the Multiple Subsystems over Time and in Relation to Each Other* (Doctoral Dissertation : University of Pittsburgh, 2012) Retrieved from : d-scholarship.pitt.edu/12071/1/Vercellotti_CAF_v3.pdf

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The finding showed that the development of CAF constructs by using nine measures over several time points in spoken language performance. All measures showed growth and the conditioned hierarchical linear models determined which individual differences predicted individual growth patterns and the models with time-varying predictors and the correlation analysis.

In short, Vercellotti'sresearch and this research were similar in the use of fluency and accuracy in speaking performance. However, Vercellotti focused only to the development and relation among CAF while this studycentered the study on the implication of speaking class in university students. Since both researches employ qualitative research in speaking is identical element between them.

A journal entitled "Japanese English: Fluency and Accuracy in the Spoken English of High School Learners" by Ano.[31] In his journal, he investigatedthe relation of fluency and accuracy in the spoken English of high school learners. This study testes two hypothesis; the first is whether The total number of words, the number of silent pauses, the number of repetition, the number of repair and Mean Length of Utterance (MLU) have a negative correlation with each other, while the second is whether fluency and accuracy in the speech samples of high school learners has a positive because the five variables relations among each variable have positive correlations. Beside

[31]KouichiAno, Japanese English: Fluencyand Accuracy in the Spoken English of High School Learner. *In Proceedings of the 8th Conference of Pan-Pacific Association of Applied Linguistics.*Tokyo: Waseda University Media Mix Corp.2004. 9-16

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hypothesis 2 was rejected since there is no relationship between fluency and accuracy.

In conclusion, Ano's research focuses on the relation between fluency and accuracy. On the other hand, this study focuses on the investigation of the implication of fluency and accuracy in speaking class of university students. Additionally, qualitative approach is used in this study while Ano used quantitative in Pearson Correlation.

A journal written by Dincer, et.al, investigates fluency and accuracy as element to promote speaking in Foreign Language Classroom by the title "Promoting Speaking Accuracy and Fluency in Foreign Language Classroom: A Closer look at English Speaking Classroom".[32]This study aims to analyze the literature about teaching and learning English speaking in depth and draw main guidelines about how to increase speaking accuracy and fluency in language classrooms for both English language learners and teachers in the level of senior high school students.

In the end of the thesis, she concludes that many learners think that they are incompetent in English speaking skills, and combining fluency and accuracy approaches in the classroom according to classroom activities is more useful than sole application of one approach. As a result, teachers can help learners who are overwhelmed by negative affective filters

[32] Ali Dincer, SavasYesilyurt and Ali Goksu., *Promoting Speaking Accuracy and Fluency in Foreign Language Classroom: A Closer look at English Speaking Classroom.* EÜ Eğitim Fakültesi Dergisi, 14(1), (2012), 97-108

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which affect their English speaking and make them reticent learners. Then, by participating in every English speaking activity both inside and outside the class, students can contribute to their language learning process.

Based onabove previous studies, they have correlations and differences to this research. The preceding undergraduate thesis and dissertation were different from this research. The first one only implemented fluency in speaking toward senior high school students, and the second is the development and relation among CAF which is strongly different since it did not analyze the real class situation. The first journal concerns to the relation between fluency and accuracy. Meanwhile, Dincer, et.al, investigates fluency and accuracy as element to promote speaking in Foreign Language Classroom in Senior High school level. They are different from this research which focuses on the investigation of the implication of fluency and accuracy in speaking class of university students.

Briefly, four researches above could not answer this research questions, so it is implied that it is required to do the research about fluency and accuracy in spoken English of EFL learners; implications for classroom practice in Speaking for Formal Setting which is investigated toward university students.

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