CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the result of the conducted research and the analysis of the data obtained from observation, interview, transcript and document. It also deals with discussion of the data to answer the research problem of the study stated in chapter one.

A. Description of Data

In this part, the result of the data from all instrument was gathered then categorized into two parts; students' fluency and accuracy gained from observation checklist and interview presented in the first sub heading and students' fluency and accuracy effect toward their speaking score obtained from recording, transcript and the documents could be described in the second sub heading as follows:

1. Students Fluency and Accuracy

1.1 Fluency

The result of observation checklist carried out every Wednesday since April 29, May 13 and 20, 2015, which can be seen on appendix 2, illustrated that in doing a public speaking like a speech the lecturer assigned them, students' fluency was varied. Among the nine students observed, three of them were able to speak effortlessly. They said phrases by phrases and sentences starting slowly and then speeding up. They felt

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relax and natural when delivered a speech, so that the speech went smoothly because they did not hesitation long. Pauses were purposeful and enhanced fluency of speech. Not so many fillers were noticeable. Thus, the overall speeches were understandable and well delivered. The three other students were able to utter phrases and sentences sometimes slow and quick. Articulation of words was mostly clear with minimal vocalized fillers. Hence, they did not feel and looks relax and natural so that a few short pauses in the middle of sentence made the speech not delivered smoothly but still understandable.

On the other hand, the rest three students tended to have slower speech rate with some hesitations and pauses between words and sentences. They spent the time thinking of what word or sentence they were going to utter. As a consequence, they could only make simple sentence pattern. Though they tried to make more complex sentences, they found difficult to utter it clearly so that excessive use of vocalized fillers distracted audience. Although simple pattern of sentences were conveyed and some hesitations and pauses were presented, the speech was still in adequate amount of understandable.

Furthermore, interview result on Mei 26, 2015 which was transcribed as in appendix 4 showed that intonation and stressing were the two aspects of speaking they were lack of. Those were the most difficult aspect among other elements of speaking such as pronunciation, and

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fluency. Intonation and stressing are concerned on the tone of a language alike native speaker. It was rising or going down tone when the language was spoken. Those elements were important because they impacted to the different of word meaning. They were distinct to fluency which defines as speaking without any significance halt. Thus, to speak means to use the language and understand how the tone of native speaker when they utter words. The example was the stress or intonation of the word "contact" and "contact".

Unlike intonation and stressing in spoken language, students' fluency was varied, few were very best, another was good, and some other was poor or even poorest. Since the students were assigned to deliver a public speaking like speech or a journal presentation before they day they should perform the speech, all of them have been preparing well. As a result, some of them were very good in speaking, while some of them were still reluctant in speaking even though they had prepared the speech well. The problem to speak English fluently was their translation habit. Most of them were still thinking in Indonesian at first then translating them into English so that students speak English in Indonesian way which hindered their fluency for the time-consuming to think over the translation.

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1.2 Accuracy

Unlike fluency, students' accuracy demonstrated in observation checklist result was closely alike one another. Few of them used grammar form correctly and precisely but only a few of them knew how to use the grammar properly in speaking orally. Meanwhile, a small amount of them had a range of vocabulary in a proper contexts and diction so that students who uttered comprehensible sentences were hardly any. In contrast, the majority of students did not use correct grammar occasionally because they found difficulties in arranging correct utterances. This caused them to rephrase words and sentences frequently which made some words and sentences were confusing and unbreakable till the end of speech.

Based on the result of interview to the lecturer, most students were good in grammar but they were not good in speaking. This fact is affected by various methods which used by their high school teachers who probably taught them by Grammar Translation Method that was concerned on how the rule of the language not how to use the language in a communication. As consequence, students knew the rule of the language which was grammar, but they did not know how to use the grammar in speaking orally. The result was that they spoke English by Indonesian way. However, the grammar most of them mastered was still in the level of intermediate.

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Besides, some problems arose though they were good in mastering grammar rule. They often forgot when to use past tense frequently like in "it starts" "the class begins", however they kept say "it is begin or it is starts". Thus, they were not really good in using the grammar orally. As a consequence, some got difficulties in arranging sentences, but others were good in arranging them as long as the message could be understood. To improve their speaking accuracy, the lecturer suggested them to do mingle or peer-conversation so that they accustomed to speak English in correct grammatical regulations. They were students in English department but they did not speak English with their friends.

2. Students' Fluency and Accuracy Effect toward their Speaking Score

The data to describe this sub part are recording, transcript and document of score gained from the lecturer.

2.1 Fluency Score

Fluency score gained from video recording showed that fluency in a public speaking carried out by participants had a variety of level one another. Two of the speakers got 9 points. It means that speakers were very careful in pronunciation supported by coherence of presentation. Enunciation and articulation of words were mostly clear. Pauses for reasons of grammar or word choice and reformulations were momentary and did not interrupt fluency of speech. They demonstrated confidence at

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most and were less likely to express propositional uncertainty as well as expanded.

In addition, the other two participants got 8 points. They could make him or herself understood in very short utterances, even though pauses, false starts and reformulation were very evident, yet misunderstandings were rare. Time was spent planning the content of the proposition. Reformulations occur when the speaker was not satisfied with the proposition or the correctness of the formulation. Those four participants were the highest level of fluency among others namely competent.

Another two participants were on the level of moderate or developing. They were able to keep going comprehensibly, even though pausing for grammatical and lexical planning and repair was very evident. Pronunciation was mostly correct yet enunciation and articulation were still tentative. Besides, the last three were in limited level of fluency. They could be hesitant as he or she searched for patterns and expressions, there were few noticeably long pauses. Incoherent presentation presented due to poor pronunciation. They seemed more aware of the proposition, and spent time planning it. Yet appropriateness of word choice becomes more important for them.

From the interview result, as the lecturer's aim to teach speaking was fluency oriented, the main part that he put into account in speaking score

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was fluency which reached about or more than 50% of the whole scoring system.

2.2 Accuracy Score

Students' students' speaking transcripts which attached in appendix 7 demonstrated various level of students' accuracy with close to one another. The uppermost was high extensive level achieved by three participants. High extensive meant the speaker demonstrated extensive grammatical control, wide range of vocabulary and large range of grammatical forms. They had some mistakes in articles that did not impede the speech. Another three participants were in low extensive level which was closely related to the high one. However, they made more mistakes either in grammatical forms and inappropriate choice of words. Yet the mistakes they made were still able to tolerate.

The left three participants were in the level of moderate. One of them was high moderate, he was able to demonstrate moderate to good grammatical control with limited range of grammatical forms and a moderate range of vocabulary. He had a few mistakes which impeded the speech. While the others were the low one because their ability in demonstrating grammatical form was moderate with some mistakes. The vocabulary selected was also improper which disturbed the message of the speech.

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In assessing students' speaking, accuracy was tolerated by the lecturer which led to the less significance aspect to give to their speaking score.

Additionally based on the recording and transcript result, the score for each aspect, fluency and accuracy, were gained by the guidance and consideration of speaking scales measurement presented in appendix 8 for fluency and appendix 9 for accuracy. Here is the list of students' fluency and accuracy score:

Table 4.1

The Description of Errors and its Assessment of Students Fluency & Accuracy

P. Code	Errors/ Mistake	Proper Criteria of Assessment	Score
P - 01	**Fluency Errors** **Fillers** (1) *aaa* (6x) (2) *Emmm* (8x) (3) ___ / Silent **Repetition** (4) *senior.. senior* (5) *And..and then* (6) *a about* (7) *is now starting, is now starting* (8) *Because be be.. because* (9) *It will make the .. It will*	Speakers need help to fulfill messages which are generally fulfilled in a simplistic way, without expansion. Pausing still occurs when looking for lexical or grammatical choice – sometimes with circumlocutions and often with midway switch of formulation.	40

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P. Code	Errors/ Mistake	Proper Criteria of Assessment	Score
	make the (10) *the out fashioned.. the out fashioned* (11) *to makes the.. to makes the* (12) *that's why the.. that's why* (13) *It is very important.. It's very important* (14) *casual.. casual* (15) *Wearing school uniform.. Wearing school uniform* (16) *The way, the way.. the way* **Reformulation** (17) *The.. my* (18) *you used to be a wee.. You used to be wear* (19) *the friends of German..the friends.. eh.. the country of friends* (20) *the.. rich..eh sorry.. the poor* (21) *if there is some… eh*		

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
	there are some (22) *over eh.. ever* (23) *They will ehh they feel they..they feel* (24) *some schools have..some schools required*			
	Accuracy Errors **Grammar** (1) *a students* (2) *be wear* (3) *a example* (4) *students becomes* (5) *those differentiation* (6) *schools often says* (7) *students feels* (8) *in at home* **Vocabulary** (9) *I hope* (10) *enjoyment in when* (11) *pride in* (12) *outside of* (13) *a formal*	Demonstrates moderate to good grammatical control; limited range of grammatical forms; may have a few errors which impede communication; a moderate range of vocabulary	60	50
	Pronunciation (14) ea: *wear* (15) a : *relax*	Pronounces some vowels and consonants incorrectly consistently. Common	40	

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
	(16) u : *unity* (17) t : *clothing, quote* (18) r : *first, poor, more* (19) i *:identity*	vowels errors: /ea, ɑ, u/ /i/ Common consonants errors: /r/ /t/		
P - 02	**Fluency Errors** **Filler** (1) *Emmm* (2x) **Repetition** (2) *the hard year, the hard year.* **Reformulation** (3) *become do*	Speakers need help to fulfill messages, which are generally fulfilled in a simplistic way without expansion. Pausing still occurs when looking for lexical or grammatical choice sometimes with circumlocutions and often with midway switch of formulation.		40
	<u>Accuracy Errors</u> **Grammar** (1) *who <u>giving</u> me* (2) *<u>a</u> impacts* (3) *<u>It is force</u>* (4) *<u>is</u> maybe* (5) *<u>blame to</u>* (6) *The price <u>increase</u>.* (7) *<u>There is force</u>* (8) *for <u>search</u>* (9) *we <u>forcing</u>* (10) *<u>qualited</u>* **Vocabulary** (11) *we <u>have</u>*	Demonstrates moderate to good grammatical control; limited range of grammatical forms; may have a few errors which impede communication; a moderate range of vocabulary	60	50

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
	(12) *make* *out*			
	Pronunciation (14) a : *class, importance* (15) r : *hard, year, from*	Pronounces some vowels and consonants incorrectly consistently. Common vowels errors: /ɑ/ Common consonants errors: /r,/	40	
P - 03	**Fluency Errors** **Filler** (1) *aaa.* (2x) **Repetition** (2) *technology, technology* (3) *the existence of.. the existence of* (4) *the.. the* (5) *how... how* **Reformulation** (6) *in fulfil is very important in fulfilling* (7) *mor..immoral*	Few single-word utterances are given, and speakers expand their utterances, e.g. providing back-ups to opinions. 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.		80
	Accuracy Errors **Grammar** (1) *technology make* (2) *has make* (3) *technology serve* (4) *what we need are* (5) *technology is bring*	Demonstrates extensive grammatical control; large range of grammatical forms; may have some error types(e.g. articles) that do not impede communication; wide	80	80

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
	(6) *one of the example* (7) *murderer who use* (8) *The fact tell* (9) *to for* **Vocabulary** (10) -	range of vocabulary		
	Pronunciation (11) a : *distance* (12) e : *knowledge*	Pronounces vowels and consonants correctly most of the time with few errors in /a/ and /e/	80	
P - 04	**Fluency Errors** **Filler** (1) - **Repetition** (2) *EKO junior high school.. EKO junior high school* (3) *The last I say The last I say* **Reformulation** (4) -	Speakers seem more aware of the proposition, and spend time planning this. Appropriateness of word choice becomes more important, and pausing will occur in making these choices, with some appealing to the interlocutor.		60
	Accuracy Errors **Grammar** (1) *How is you* (2) *how to organizing, socializing and feel*	Demonstrates moderate to good grammatical control; limited range of grammatical forms; may have a few errors which	50	50

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
	(3) *to help and makes* (4) *Kindness, honesty, braveful and smartly* (5) *will done* (6) *will easily adapted* (7) *every activities* **Vocabulary** (8) -	impede communication; a moderate range of vocabulary		
	Pronunciation (9) i : *environment, socializing* (10) a : *organizing* (11) e : *event*	Makes inconsistent vowel errors. Common errors: /i:, ɪ/, /a:e/	50	
P – 05	**Fluency Errors** **Filler** (1) *Aaaaa....* (2x) (2) *Eeee.....* (4x) (3) _____ Silent (3x) **Repetition** **Reformulation** (4) *it just make, it just increases* (5) *..aa… all…. most*	Misunderstandings are rare. Speakers use hedges to express lack of certainty in the propositions. Few single-word utterances are given, and speakers expand their utterances, e.g. providing back-ups to opinions. 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		70

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
		formulation.		
	Accuracy Errors **Grammar** (1) *on purpose to a purpose to* (2) *bullying happen* (3) *it can out* **Vocabulary** (4) *definition I follow* (5) *Myth number one* (6) *Myth number two* (7) *Myth number three*	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	70	70
	Pronunciation (8) ea : *disease* (9) a: *social, physical, verbal* (10) e *: alienation*	Pronounces vowels and consonants correctly most of the time with few errors in /ea/,/a/ and /e/	70	
P – 06	**Fluency Errors** **Filler** (1) _____ (silent) (6x) **Repetition** (2) - **Reformulation** (3) *we ..the smoker*	Speakers seem more aware of the proposition, and spend time planning this. Appropriateness of word choice becomes more important, and pausing will occur in making these choices.		60
	Accuracy Errors **Grammar**	Demonstrates moderate to good grammatical control;	60	60

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
	(1) *Most smoker* (2) *The first factor is contain*(2x) (3) *he spend* (4) *is can cause* (5) *cigarette small* (6) *three hundred* (7) *Let's we* (2x) **Vocabulary** (8) *It's been also smoking is...* (9) *how many and much money*	limited range of grammatical forms; may have a few errors which impede communication; a moderate range of vocabulary		
	Pronunciation (9) o : *know* (10) a : *fatal* (11) i : *price*	Pronounces vowels and consonants correctly with few errors in /o/,/a/ and /i/	60	
P – 07	**Fluency Errors** **Filler** (1) *aaa...* (4x) **Repetition** (2) - **Reformulation** (3) -	Speakers 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		90

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
		quickly.		
	Accuracy Errors **Grammar** (1) *Will you get a job? Will you be a teacher and you'll married?* (2) *Just same like* (3) *those 8 skills is actually* (4) *in at once.* **Vocabulary** (5) *have a very* (6) *have a cooperation*	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	80	85
	Pronunciation (7) -	Pronounces vowels and consonants correctly all of the time.	90	
P – 08	**Fluency Errors** **Filler** (1) *aaa...* (7x) **Repetition** (2) *when you sleep, when you sleep* **Reformulation** (3) *to foo aa.. to buy any food* (4) *What is..aa what ____ sacrifice*	Few single-word utterances are given, and speakers expand their utterances, e.g. providing back-ups to opinions. 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.		80

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
	(5) *you traa... you go*			
	Accuracy Errors **Grammar** (1) *you only talking* (3x) (2) *you hungry.* (3) *teacher ask* (2x) (4) *the young man come* (5) *to stay in above* (6) *you who loves* (7) *a kids* (8) *Dahlan Iskan is have* **Vocabulary** (9) *"teacher* (2x) (10) *her life*	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	70	70
	Pronunciation (11) u : *successful* (3x) (12) a : *water* (2x)	Pronounces vowels and consonants correctly most of the time with few errors in /u/ and /a/	70	
P – 09	**Fluency Errors** **Filler** (1) *aa...* (1x) **Repetition** (2) - **Reformulation** (3) *I was be, I was the victim*	Speakers 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		90

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P. Code	Errors/ Mistake	Proper Criteria of Assessment		Score
		themselves.		
	Accuracy Errors **Grammar** (1) *instead of put* (2) *One of the research* (3) *I also do it too* **Vocabulary** (4) *proceed*	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		80
	Pronunciation (5) i : *tiniest* (6) u : *sun*	Pronounces vowels and consonants correctly most of the time with few errors in /i/ and /u/	80	

From above process of determining score for each participant, the list of the score can be drawn as follows:

Table 4.2

The List of Students' Fluency and Accuracy Score

No	Par Code	Fluency Score	Accuracy Score	Sum	Mean
1.	P – 01	40	50	90	45
2.	P – 02	40	50	90	45
3.	P – 03	80	80	160	80
4.	P – 04	60	50	110	55

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No	Par Code	Fluency Score	Accuracy Score	Sum	Mean
5.	P – 05	70	70	140	70
6.	P – 06	60	60	120	60
7.	P – 07	90	85	175	87,5
8.	P – 08	80	70	150	75
9.	P – 09	90	80	170	85
Sum		**610**	**595**		
Average		**67,7**	**66**		

The lists of speaking score were the result of students' speaking assessment in delivering a speech within Speaking for Formal Setting subject in English Teacher Education Department of UIN Sunan Ampel Surabaya. Here is the list of students' speaking score:

Table 4.3

The list of Students' Speaking Score

No	Code	Score
1.	P – 01	76
2.	P – 02	79
3.	P – 03	90
4.	P – 04	77
5.	P – 05	87

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No	Code	Score
6.	P – 06	65
7.	P – 07	95
8.	P – 08	90
9.	P – 09	92

Above scores showed that the lowest score were 65 while the highest one was 95. The scores indicated the variety of students' ability in speaking taken as the participants of the study.

B. Analysis of Data

The data analysis of the study dealt with the students' fluency and accuracy in spoken English especially in public speaking or speech and the extent of students' fluency and accuracy affect students' speaking score.

1. Students' Fluency and Accuracy

1.1 Students' Fluency

Fluency is the most considerable element of speaking to be good at. In spoken language, fluency is about how the speakers speak with no longer time to find language item ton express the message and feel relax and take their selves into a natural condition compared to those who are native speakers with no significance pauses and halts.

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Errors in fluency created by participants were fillers, reformulations and repetitions. Those errors mostly bothered their fluency because they might cause misunderstanding and ambiguity among audience. The common errors were illustrated in table 4.4 below.

Table 4.4

The list of Students' Fluency Errors

Filler	**Reformulation**	**Repetition**
Emm,, *aaa,,* silent	a) *The friends of German.. The friends.. Eh.. the country of friends in Germany* b) *The.. rich..eh sorry.. the poor* c) *They have a spirit in school eh. They have. I mean they have spirit in learning in school.* d) *Some schools have.. some schools required* e) *... in fulfill is very important in fulfilling* f) *….the moral. immoral*	Words a) *about, a about;* b) *and, and then; Because be be..because* c) *to food, to buy any food* Phrase a) *is now starting, is now starting* b) *It will make the .. It will make the* c) *the out fashioned.. the out fashioned* d) *to makes the.. to make the* e) *that's why the.. that's why* f) *It is very important .. It's very important;*

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Based on above table, the description of each error was presented as follow:

1.1.1 Fillers

Several speakers used fillers to get the chance to think about an appropriate diction or sentence construction. They uttered *emm, ehh* or *aaa*. But a few of them were also silent with long pauses and hesitations to search for an idea they were going to utter. This of course led to unnatural and troubled their fluency.

1.1.2 Reformulation

Reformulation could be identified as self correction of what the speakers already uttered. It might be to correct misuse grammar or inappropriate vocabulary. Here are the samples:

a) *The friends of German.... the country of friends in Germany*

b) *The.. rich..eh sorry.. the poor*

c) *They have a spirit in school eh,. They have. I mean they have spirit in learning in school.*

d) *Some schools have.. some schools required*

e) *..... in fulfill is very important in fulfilling ....the moral.. immoral*

Above underlined phrases indicated the occurrence of reformulation which could be self corrected by the speakers. Those reformulations sometimes hindered students' fluency in speaking because it might result confusion for the audience.

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1.1.3 Repetition

Similar to reformulation, repetition is the most intruder of speakers' fluency since they might repeat the same word or vocabulary they have uttered. There were two kinds of repetition the speakers committed; word and phrase.

a) Words

(1) *about, a about;*

(2) *and, and then; Because be be..because*

(3) *to food, to buy any food*

b) Phrase

(1) *is now starting, is now starting*

(2) *It will make the .. It will make the*

(3) *the out fashioned.. the out fashioned*

(4) *to makes the.. to make the*

(5) *that's why the.. that's why*

(6) *It is very important .. It's very important;*

Above repeated words and phrases might occur either in the beginning sentence of the speech or in the middle of utterance, those repeated words or phrases might also break the speakers' fluency.

Those all above some errors in speech fluency which could disturb students' fluency level so that they were required to avoid

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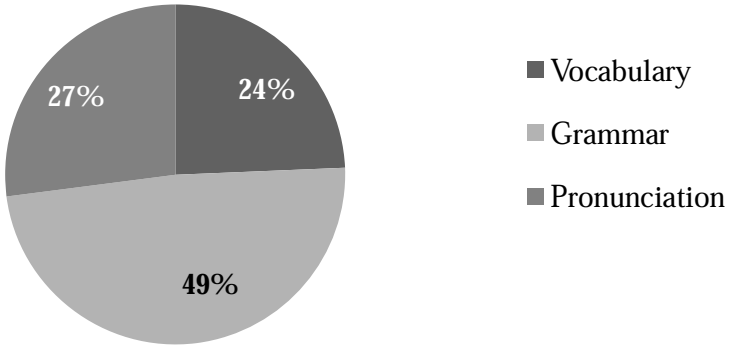
those errors to be fluent speaker unless they would be categorized as not fluent speakers.

1.2 Students' Accuracy

Accuracy is significant thing to notice. Speakers have to speak correctly in every aspect of the language they will use. Spoken English accuracy is about how correctly the speakers utter every word with grammar, vocabulary and pronunciation should be accurately applied. Uttering word or sentence which was grammatically correct, lexically proper and phonologically understood will not bring ambiguity for the listeners.

Figure 4.1

The Amount of Accuracy Focus Mistakes



From the data gained by observation checklist, interview result and transcript, students' speaking accuracy, it showed three kinds of mistake based on the focus of accuracy elements; they are grammar, vocabulary

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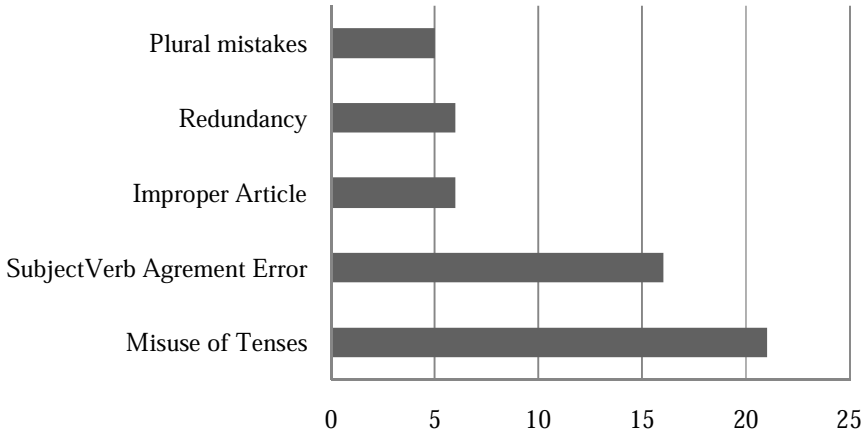
and pronunciation. To make the elements of accuracy focus mistakes obvious, below is the illustration figure of mistakes percentage in each of the elements mentioned above.

1.2.1 Grammar

An important element of accuracy in spoken English was grammatical form. Few students applied grammar form correctly and precisely but only a few of them knew how to use the grammar properly in speaking orally. Several forms of mistakes in grammar which was about 49% uttered by students in speaking were tenses, plural nouns, subject and verb agreement, improper article and redundancy. Here is the chart of grammatical focus mistake uttered by students.

Figure 4.2

Grammatical Focus Mistakes in Speaking



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Most of participants forgot when to use past tense frequently like in “it starts” “the class begins”, they kept say “it is begin” or “it is starts”. They tended to use more unnecessary auxiliary rather than omitted them, such as uttering “technology is bring a big disaster” rather than “technology brings a big disaster”. Singular noun in present tense is corresponded to verb with s-ending. Students mostly missed it like the sentence “the fact tell us”.

Besides, auxiliary “are” have to go after plural nouns in present tense, thus it is not “those 8 skills is” but “those 8 skills are”. Plural mistake was hardly applied by the students in oral communication.

The next element was about the inappropriateness of article. Mistake in overusing article “a” was mostly created. It was about “a students” for example was a misuse of articles “a” in plural nouns. However, the misuses in article did not impede the meaning as well as the speech. Yet, they just created another mistake which is a redundancy as 6% of the overall amount.

Above all, grammar took the major part of mistakes the students made. This indicates the poor level of students’ mastery in either grammar use in oral communication. They understood the grammar rule in English structure while disabled to apply the precise grammar when they did spoken English.

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1.2.2 Vocabulary

The appropriateness of diction or selected vocabulary in a speech is strongly important to avoid misunderstanding. In fact, no more than few students had wide range of vocabulary. Since about 24% of the mistakes made by participants were improper vocabulary used. They had a range of vocabulary in improper contexts for instance several parallelisms and English word in Indonesian way.

Parallelism mistake gained deals with the appropriateness of several words mentioned in non-linear way within a sentence. For example a sentence should be parallel in all noun, all adverb or all adjective such as the sentence "Kindness, honesty, braveful and smartly...." it should be "Kindness, honesty, brave and smartness.

Also, they uttered English word in Indonesian vocabulary way like the word "teacher" to call a teacher. In term of culture, Indonesian people are used "pak" to address an elder person, and "pak guru" to address teacher. The best translation of "pak guru" was not "teacher" but "sir". The word "sir" is used as a formal and polite way of speaking to a man, especially one who the speakers are providing a service to or who is in a position of authority. While "teacher" word refers to someone whose job is teaching in a school

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or college. Thus, the word “teacher” means a profession not a way to address a teacher.

1.2.3 Pronunciation

The last one is pronunciation. It is an important role in speaking a language. It includes the way in which a language or a particular word is pronounced. Thus, it dealt with phonological process that determines how sounds vary and pattern in a language. The pronunciation of English is different from those mother-tongues. Speakers should pronounce every utterance or word as clear and understandable as possible to be successful in communication.

The problems emerged in English pronunciation was the sound was different from written spelling. It was also diverse in the Indonesian, Javanese mother-tongue which has typical thick sound for some consonants. As a result, 27% of the mistakes created were pronunciation. Four foremost mistakes were pronouncing “r” “t” which was consonants and vocal letters.

a. Consonants

There are many ways to pronounce “r” letter, yet the speakers tended to utter all “r” in voiced way, since there is a voiceless “r”.

(1) /ɜː/ for r = *fi<u>r</u>st* /ˈfɜːst/ ;

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(2) /ɾ/ for r = poor /pʊr/; their /ðer/; relax /rɪˈlæks/; year /jɪr/

(3) /ːr/ for r = more /mɔːr/;

(4) / r / for r = lower /ˈləʊ.ə r /

Speakers pronounce "t" letter in the same way of different phonetic /ð/ and /ʈ/ for example:

(1) /ð/ for t = other /ˈʌð.ə r /; clothing /ˈkləʊ.ðɪŋ/

(2) /ʈ/ for t = quote /kwəʊʈ/

b. Vowels

In vocal letters problem, speaker tended to pronounce some vowels as they were pronounced by the way they spell each of letters for instance /eɪ/ for a; /aɪ/ for i; /juː/ for u; /iː/ for e; and /əʊ/ for o.

In fact some vowels should be pronounced differently like:

(1) æ : ban = /bæn/ not /b eɪ n/ and

(2) ɪ : unity = /ˈjuː.nɪ.ti/ not /ˈjuː.n aɪ.ti/

(3) e : wear = /wer/ not /wiːr/

(4) ə : important = /ɪmˈpɔː.t ə nt/

While numerous vowels pronounced as their alphabet spelling such as:

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(1) eɪ : blame = /bleɪm/

(2) aɪ : identity = /aɪˈden.tɪ.ti/; united = /jʊˈnaɪ.tɪd/;

title = /ˈtaɪ.tl̩/

(3) aʊ : about = /əˈbaʊt/

As a consequence, their accuracy was needed to be improved by mingle or peer conversation to their fellow students in daily life. Because by practicing peer conversation they could accustom to speak English in the way the native speaker speaks. They could learn from one another in term of learning from mistakes, vocabulary used and especially grammar use and correct pronunciation as well.

2. Students' Fluency and Accuracy Effect toward their Speaking Score

Scores is a level of mastery the students achieved after performing public speech. There were three categories of score analyzed in this study; fluency and accuracy score gained from the result of observation above, and speaking score assessed by the lecturer dealing with overall elements of students' performance.

After the score of fluency and accuracy was described in table 4.2, comparison between both scores to speaking score was applied in order to know the extent of which score more significance than another in the assessment of speaking. To do so, table 4.4 illustrated the comparison among fluency and speaking score and accuracy and speaking score.

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Table 4.5

Comparison among Fluency and Speaking and Accuracy Score

No.	Fluency score	Difference	Speaking Score	Accuracy score	Difference
1.	40	+36	76	50	+26
2.	40	+39	79	50	+29
3.	80	+10	90	80	+10
4.	60	+17	77	50	+27
5.	70	+17	87	70	+17
6.	60	+5	65	60	+5
7.	90	+5	95	85	+10
8.	80	+10	90	70	+20
9.	90	+2	92	80	+12
Sum	610	141	751	595	156
Mean	67	15	83	66	17

Above table showed that between fluency and accuracy score, fluency score reached close amount to speaking score than accuracy. This implied that fluency score took higher significances and parts in speaking assessment.

This Analysis was supported by the percentage result of comparison between fluency and accuracy score illustrated below figure 4.3

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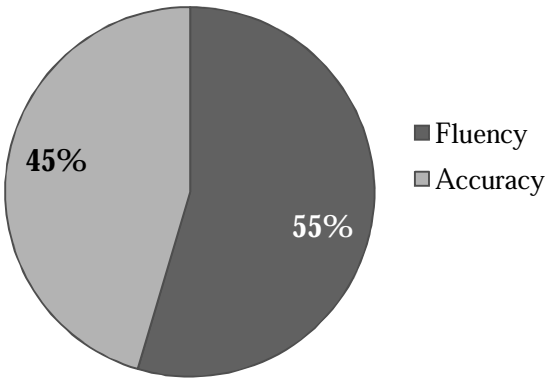
Figure 4.3

The Percentage of Comparison between Fluency score and Accuracy Score



From figure 4.2, it illustrated the higher comparison was attained by fluency score with 55% than accuracy score with 45%. It proved that fluency was more significance part in the speaking assessment than accuracy.

Furthermore, this analysis was confirmed by the result of interview to the lecturer. He admitted that fluency score took the major elements in the speaking assessment. That was about 50% of the whole score. While accuracy score was not be really considered in the assessment since the lecturer explained that accuracy score was not that significance in the assessment. He tended to tolerate the accuracy as long as the message was accepted by the listener. From the interview, accuracy score might be only 20% or less than it in assessing students' speaking since the goal of Speaking for Formal Setting class is to

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shape the students being able to speak English fluently the way native speaker speaks.

C. Discussion

In this part, the discussion and answer of the research questions which can be seen in chapter one was formulated based on above analysis. The discussion was about the description of the fluency and accuracy of students' speaking skill in Speaking for Formal Setting Class and the extent of students' fluency and accuracy affect students' speaking score.

1. The description of the fluency and accuracy of students' speaking skill in Speaking for Formal Setting class

This sub heading was organized into two sections to arrange well description. It was followed by the conclusion in the end of the description.

1.1 Fluency

Above analysis implied that students' fluency carried out by participants had a variety of level. So, it is suggested three fluency levels; (1) fluent, (2) fluent enough (3) not fluent. These levels gained from the fluency scores available in table 4.2. Speakers with a score above 80 were considered fluent, and those who got score 70 were fluent enough, while scoring 60 and below were considered not fluent.

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In deciding whether student is fluent, fluent enough or not, Hughes suggests six the characteristics for someone is fluent or not in speaking.[1] they are: (1) Speech is so halting and fragmentary that conversation is virtually impossible; (2) Speech is very slow and uneven except for short or routine sentences; (3) Speech is frequently hesitant and jerky; sentences may be left uncompleted; (4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words; (5) Speech is ef 68 nd smooth, but perceptibly non-native in speed and evenness; and (6) Speech on all professional and general topics as effortless and smooth as a native speaker's. Among those six characteristics, the three characteristics are implied the students' fluency of Speaking for Formal Setting class. Those are characteristics number 6 along with level 1 as fluent speaker; number 5 along with level 2 as fluent enough and number 4 along with level 3 as not fluent speaker.

The highest level of fluency which considered them as a fluent speaker achieved by those who were able to speak effortlessly and smooth as a native speakers' but their speech rate is still lower that native speaker. Intonation, stress and articulation of words were mostly clear. They express their ideas clearly with the appropriate use of language orally supported coherence of presentation.

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

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The most noticeable point was they deliver the material as relax and natural as possible. This made them looks like a professional English speaker. Halts, pauses or hesitation for the reason of searching proper diction or grammatical arrangement were mostly unknown. They did reformulations and repetitions once in a while. Thus, the flow speech was smooth and easy to understand. As a result, they were very good in speaking.

The level of which students were measured as fluent enough were those who able to utter phrases and sentences less smooth and perceptibly non-native in speed and evenness. They sometimes speak slowly and sometime quickly. Yet their naturalness and relax feeling look enforced, unnatural and pretence. Consequently, few short hesitations and pauses which hindered the speech were very evident so that it was not delivered smoothly but they could make themselves understood in very short utterances. Reformulations and repetitions occur when the speaker was not satisfied with the proposition or the correctness of the formulation.

The lowest levels in which those were called not fluent were the speakers who have significance problems in some elements of fluency in spoken English. Incoherent presentation presented due to many factors that undermine fluency including poor pronunciation and tentative articulation. Slower speech rate with a number of extended hesitations, long pauses and lengthy halts between words, phrases and sentences

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grammatical and lexical planning were delivered. As a result, those bothered the message of the speech. They spent the time searching for diction and expressions and thinking of the patterns of sentence they were going to utter. Also they did frequent repetitions as well as reformulations of an uttered words or phrases.

Those problems to speak English fluently were initially a translation habit. Most of them were still thinking in Indonesian at first then translate it into English so that students speak English in Indonesian way which hindered their fluency for the time-consuming of thinking the translation. As a consequence, they got difficulties in arranging sentences so that they could only make simplest sentence pattern, though they tried to make more complex sentences but they failed. Rephrasing words and phrases thus were evident.

1.2 Accuracy

Furthermore, students' accuracy likely led to few different levels. These levels were implied by the accuracy score corresponded to the scale. Two levels could be identified as the two major differences among students speaking were: (1) extensive and (2) moderate level. Extensive was projected to those who got above 70 while moderate level was determined to those whose score below 70. To verify those levels, table 4.2 is an available source to find each of the participants' accuracy score.

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To determine students' spoken English accuracy, Purpura proposes five criterions to decide students' accuracy level.[2] They are: (1) poor grammatical control; extremely limited range of grammatical forms; may have several error types which often impede communication; a limited range of vocabulary; (2) limited grammatical control; small range of grammatical forms; may have several error types which impede communication; a limited range of vocabulary; (3) moderate to good grammatical control; limited range of grammatical forms; may have a few errors which impede communication; a moderate range of vocabulary; (4) 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; and (5) complete grammatical control; full range of grammatical forms; may have a few random minor errors; wide and sophisticated range of vocabulary. Besides, two criterions that are in line to the findings of the students' accuracy in spoken English are criterion 4 in line to level 1 as an speaker of extensive accuracy (2) and criterion 3 in line to level 2 as speaker of moderate accuracy.

Speakers whose accuracy was in the level of extensive, they had widespread grammatical control so that were most likely to use proper tenses especially in harmonizing subject and verb agreement so that they used large range of grammatical forms from the simplest one until the

[2] James E Purpura, *Assessing Grammar* ……., 174

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more complex pattern. Though, they might have some error types in articles that did not impede communication. A wide range of vocabulary was used mostly proper and precisely. Yet error in plural nouns and redundancy were existed momentary. An accurate pronunciation was extensively uttered undoubtedly and assertively.

In addition, moderate level given to those who were able to demonstrate fair grammatical control with limited range of grammatical forms. It explicitly suggested that few errors in arranging accurate tenses, right subject and verb agreement and proper article might occur which impeded communication. In term of diction, numerous improper vocabularies were preferred as the incorrect choice. Pronunciations were occasionally clear and sometimes unclear which led to the ambiguity and misunderstanding.

Briefly, it is suggested that students' fluency and accuracy varied in many ways. There were levels for each element. In term of fluency, those whose score above 80 were fluent speakers, others who got above 70 were fluent enough and the rest were not fluent for those whose score 60 or below. Moreover, two levels of students' accuracy could be identified as extensive for above 70 score and moderate for the score below 70.

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2. The extent of students' fluency and accuracy affect students' speaking score

Scores from both fluency and accuracy were obtained through observation, interview, recording and transcript supported by scale for each elements. While scores for speech was composed by the lecturer in which were analyzed from document study. The result of comparison among them implied that fluency score was higher and also closer to speaking score than accuracy score. This indicated fluency score could be more significance element in scoring students' speaking. The amount of fluency score significance was 50% of the whole score as what the lecturer admitted. Since the speaking score was the result of assessing students' speech, there were other elements except fluency such as delivery and accuracy.

Among those remaining elements, accuracy was likely to be the lowest score the lecturer took into consideration. Thus, delivery might take 30% and accuracy which is included grammar, vocabulary and pronunciation had only 20% of the whole speaking score. This was similar to what the lecturer explained that accuracy in speech should be tolerated since the goal of the subject was to make students' are able to speak English fluently in formal setting.

Fluency and accuracy in English must go on the same direction as being taught as a foreign language. Nevertheless, many teachers believe that fluency is a goal worth striving towards only with students who are at a fairly

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advanced level. Other teachers, strong in the belief that the learning of a language is about communication, feel that fluency should be the main goal in their teaching and that it should be practiced right from the start.[3] However, in the matter of communication, accuracy must be put aside of fluency so that learners or speakers can produce the target language – utterance easily and only then the accuracy will come after.

[3] http://www.icaltefl.com/accuracy-vs-fluency-in-tefl

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