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by Ahmad Munir

ACCURACY AND FLUENCY OF SPEAKING ABILITY IN THE EYES OF TEACHER

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ABSTRACT

This study aims to find out how the teacher perceives the notion of accuracy and fluency in her classroom practice, how she promotes accuracy and fluency in their classes, and how she copes with problems of promoting accuracy and fluency. In addition, this study was qualitative research. There was only one teacher involved as the subject of the study. The study was carried out in a Private Senior High School. The data was gathered through interview and classroom observation. The results of the study disclosed three prominent points. First, the teacher perceives that environment in classroom teaching, intonation, and feedback are important aspects to support accuracy and fluency, the teacher uses oral feedback and Think Pair Share Strategies to promote students' accuracy and fluency, and the last is the teacher uses the technique of limiting the time and controlling the class when she has problems in promoting accuracy and fluency.

KEYWORDS: EFL Teacher, Senior High School, Speaking, Accuracy and Fluency,

INTRODUCTION

In learning English either as a second or foreign language, it seems to be widely agreed that speaking is seen as the benchmark of students' success in their language learning. This success refers to their ability to use English accurately and fluently to communicate with other speakers and to achieve pragmatic goals in the communication (Brown, 2000; Hammerly, 1991). Related to speaking classroom, the distinction between accuracy and fluency has thus become an enigma and this issue has always been important in SLA and ELT research. Considering this point, it is still widely believed that accuracy should be the center of learning objectives (Hall, 2014). With such an objective, the benchmark of the successful language learning is defined by the students' ability to articulate grammatically and phonologically correct English. On the other hand, others argue that the accuracy-centered language learning is against the natural process of language acquisition and it will impede the students' communicative skills (Brown, 2000).

Therefore, the trend of teaching and assessing the students' learning has shifted into communicative competence that encourages the students to be confident to communicate regardless linguistic accuracy (Hall, 2014). However, this accuracy negligence also has attracted criticism as it can result in students' faulty linguistic habits. In the long term, it will be deeply ingrained and make them barely understandable. Evaluating this issue, it can be viewed that accuracy and fluency are both essential to the students' learning and teachers should not extremely promote one component at the expense of the other. However, related to real classroom-based situation, many teachers are still in a

dilemma as it is not that easy to keep balance between teaching language use and language usage, proportionally focusing on meaning and form (Brown, 2000; Goh and Burns, 2012).

In relation to English teaching and learning in Indonesian context, the issue of fluency and accuracy should be linked back to the practice of English teaching and learning itself. In relation to the students, the fact shows that English has been taught for 6 years at junior high school and high school does not guarantee that the students can demonstrate reasonably fluent and accurate English (Alwasilah, 2000). Moreover, another point to consider is that English is taught in an EFL context in most Indonesian schools. It then leads to another point in which most teachers and students share the same mother-tongue language, which poses the relevance of English communication.

A number of research have been conducted to frame the issue of fluency and accuracy on the interaction between the teacher and the students as the speaking activities take place (Lan, 1994; Mochizuki & Ortegam, 2008; Yuan & Ellis, 2003). Therefore, it is worthwhile to look more closely at this framework and does not place the attention extensively to the part of the students. Regarding to the studies concerning fluency and accuracy, Lan (1994) reported his investigation on fluency and accuracy in spoken English practiced in Malaysian primary and secondary schools. He found that the major problem is related to the fact that oral communication in English is limited to the EFL class. Moreover, such a practice was also worsened by the widespread use of Bahasa Malaysia in Teacher Talk, the use of mother-tongue and shared language in peer interaction, and the imbalanced portion of accuracy-focused activities and fluency-focused activities during the speaking class.

Another study conducted by Mochizuki and Ortega (2008) investigated how the pre-task planning combined with grammatical guidance could direct the student to focus on meaning and also form during the performance of the task. The findings showed that the group assisted with guided planning could perform better than those who were not. The group with guided planning also demonstrated a higher level of accuracy and fluency. It suggests that guided planning employed to perform modified task could balance the accuracy and fluency in spoken English even for beginning-level students.

Yuan and Ellis (2003) conducted a study concerning with mixed results of the impacts of planning on fluency and accuracy. They found that planning and non-planning group do not make significant differences in accuracy and the pre-task planning improves grammatical complexity while on-line planning enhances accuracy and grammatical complexity. Furthermore, the pre-task planning students produced more fluent and lexically varied utterances compared to the on-line planning students. This study suggests that it is importance to consider conditions required to perform the task that will lead to fluency and accuracy in spoken English, especially "monologic speech production".

Taking into accounts the concerns and findings of the reviewed studies, the notion of fluency and accuracy in spoken English should be situated within classroom framework where the learning takes place. It is also crucial to investigate factors contributing to the development of or hindrance to the

students' proficiency. Linking those points back into Indonesian context, the notion of fluency and accuracy is also plausibly affected by limited exposure to the use of target language for communication, the use of Indonesian in teacher talk and peer interaction, the balance of fluency and accuracy focused activities, and the use of suitable task promoting both fluency and accuracy. The previous studies reviewed have demonstrated how complex the notion of fluency and accuracy is and still they have managed to present insightful perspectives to better understanding the issue. In addition, the previous study focused on exercises that encourage accuracy and fluency, and factors that affect accuracy and fluency without paying attention to the teachers' role. Different from the previous one, this current study focuses on teacher's action.

Moreover, considering the crucial role of the teachers in promoting fluency and accuracy through the teacher talk, classroom language habit, instructions, and tasks, it is therefore worthwhile to investigate how the teacher perceives the notion of accuracy and fluency in her classroom practice, how she promotes accuracy and fluency in their classes, and how she copes with problems of promoting accuracy and fluency.

2. METHODS

2.1 Research Design
This current study is carried out to investigate an English teacher regarding her way of teaching English in class, especially in term of the accuracy and fluency. The most suitable design of this research is qualitative design. As stated by Denzin & Lincoln (2005) qualitative research is study to understand things or phenomenon that happened naturally. In addition, qualitative researchers usually try to understand how things occur by going to the natural setting without doing any intervention (Fraenkel and Wallen, 2006).

2.2 Setting and Subject
This study is carried out in one of private Senior High Schools, which has several characteristics to be chosen as the setting of the study. The school has been accredited A, it means that the school has a good reputation and the school has teachers who are competence in English subject. The researcher chooses Senior High School level because Senior High School students are expected to speak English in the English subject.

Moreover, the subject of this study is one of English teacher who taught 11 grader of the school. There are four criteria met by the selected teacher. First, the teacher was graduated from English Language Education program. Second, she teaches 11 grader of Senior High School. Third, she has experiences in teaching English minimum 10 years experiences. This is to make sure that the teacher has enough experience in teaching. In fact, the teacher chosen as the subject is not only a teacher in classroom, but also a teacher for English club of the school. In addition, many of his students win English contests, like debate contest and speech contest. The last criteria is the teacher has to use

English as the main language in teaching English to support the result of this study, so that the data which is used from this research exists by nature

2.3. Data and Source of Data

The data of this research are action/behavior and accompanying utterances obtained from interview and field notes of classroom observation. In classroom observation, data gathered include verbal and non-verbal action from the teacher during teaching and learning process To elucidate the information from teacher's interview, the researcher conducts classroom observation to gather more information. The teacher in this case acts as the source of data for interview section.

2.4 Data Collection Procedure

In this study, the researcher uses two techniques in collecting the data to answer the research questions. They are interview and non-participant observation. The first step is interviewing the teacher. The interview will be semi structured interview because the researcher can get the data as many as possible by asking more questions related to teacher's answers. The aspect that will be interviewed is how the teacher perceives accuracy and fluency.

The observation used in this study is non-participant because the researcher only observes and is not involved in this teaching and learning process. The researcher needs an observation guide to gather the data. The researcher will get the data from field notes on verbal of teacher's behavior in teaching and learning process (Hancock & Algozzine, 2006:47). The observation guide is an a form of field notes to find or to answer things that could not be found in interview. The researcher will do observation while teaching and learning process, but the focus is on the teacher. Aspects that will be observed are the teacher's action and behavior. Because the researcher is non- participant, so the researcher only observes behind the class. In details, each of the research questions will be tried to be answered by these following technique and research instruments:

Table 2.1 Specific details to answer each research question

No	Component	Source of Data	Kinds of Data	Techniques of Data Collection	Instrument
1.	How does the teacher perceive the notion of fluency and accuracy in their classroom practice?	Teacher	Teacher's perception	Interview	Interview
2.	How does the teacher promote fluency and accuracy in their	Teacher	Teacher's actions	Non-participant observation	Field notes

	classes?				
3.	How do the teacher cope with the problems of promoting accuracy and fluency?	Teacher	Teacher's action	Non-participant observation	Field notes

2.5 DATA ANALYSIS

Two sections of data analysis are presented. The former deals with analysis of the interview data. The latter deals with analysis of data gained from field notes during the observation carried out in this study.

1. Analysis of the interview data

In this study, the research questions deal with how the selected teacher perceives the notion of accuracy and fluency in speaking. This formulation is particularly intended to gather data on the teacher's self-perceived belief about the two key components of determining one's success in learning English or any foreign languages. To do so, an interview is carried out as a means of eliciting the intended data. The analysis is attempted to enable the researcher to provide a coherent understanding of the meaning that the teacher ascribes to his experiences in relation to the aforementioned research questions.

Concerning the analysis of the interview data for the first questions, the steps of analysis follow the procedures suggested by creswell (2009). The first step is the researcher transcribes the recorded data. Following that, the researcher organizes and prepares data for analysis. The researcher reads the interview transcript thoroughly and sorts them out to identify meaningful points from the transcribed data that can answer the first research question. The next step deals with coding the data into a coherent unit. in this step, the researcher classifies and labels the data which part includes into how teacher perceives the notion of accuracy and fluency in speaking. From the step, the data get more focused and condensed to provide stronger results from the interview transcript. Finally, the researcher interprets the data gained from the interview.

2. Analysis of data gained from field notes

The researcher uses field note to answer the second and third question. Concerning the analysis of data gained from the field notes, the procedures of the analysis involve some steps. First, the researcher organizes the jotted notes. The researcher reads notes thoroughly and sorts them out based on the basis of units of meanings. It means that the researcher makes efforts to identify analytical points from the jotted notes that can answer the research questions. The next step deals with summarizing the notes into a coherent unit. In this step, the researcher classifies the data into some key points to reveal the emergent themes. Finally, the researcher interprets the data gained from the field notes. The data involve descriptive information concerning the settings, actions, behaviors, and conversations recorded during the observation. The data also entail reflective information concerning the researcher's own thoughts, ideas, questions, and concerns during the observation. in this step, the researcher aims to interpret all collected kinds of data by making analytic points that can provide answers to how the teacher promotes accuracy and fluency in his classroom practice and how the teacher copes with problems they encounter in promoting accuracy and fluency in speaking.

3. RESULTS

3.1 Teacher's perception of accuracy and fluency in classroom practice.
1. Factors affecting students' accuracy and fluency in speaking
Teacher had her opinion about the factors affecting students' accuracy and fluency according to her opinion and experience. Here are the details.
R   : What are the factors affecting students' accuracy and fluency in speaking?
T   : The environment in teaching classroom, the students' interest and teacher's fluency.

There were many factors affecting students' accuracy and fluency. They were the environment in classroom teaching, the students' interest, and teacher's fluency. The environment in teaching and learning process and the students' interest had a big role because when the students practice speaking, but other students were crowded, it will be useless. The other students did not focus on the student who got the turn in speaking, so they did not know whether their friends speak accurately and fluently or not. In addition, the teacher's fluency in speaking was also important because when the teacher spelled words or sentences incorrectly, the students will followed her.
T   : In your perception what do you think about intonation in speaking?
R   : Another aspect is intonation. Intonation is also important for speaking because it is used to distinguish the purpose of the speaker. I asked the students to clean the whiteboard, but there was no student who came in front of the class to clean the whiteboard because I spoke with no intonation at all.

Besides environment, students' interest, and teacher's fluency, intonation was also important for accuracy and fluency to distinguish the purpose of the speaker. The intonation of someone who asked something and who was angry were totally different. In classroom, the teacher asked the students to clean the whiteboard, but there was no student who came in front of the class to clean the

whiteboard. The reality was that the teacher spoke flatly, so the students did not get the point of the teacher. Finally, the teacher repeated the command in clear intonation and one of the students came into front of the class and cleaned the whiteboard.

2. Students' reasons why they do not want to speak English in Classroom

T: Why do you think that the students do not want to speak?

R: Usually because they are quite afraid to make mistakes. Or sometimes because they say that they don't have enough vocabularies to speak.

Based on the interview, it can be concluded that there were many reasons why the students do not want to speak English in teaching and learning process. But, most of their reasons were because they did not have any sufficient vocabulary. The teacher said that the students were afraid to speak because they did not have sufficient vocabulary. The teacher approved that vocabulary matters for the students ability to speak.

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3. Teacher's tendency of accuracy and fluency

R: What do you do when your students do something wrong in speaking?

T: I correct their mistakes directly, for example if their pronunciation is wrong, I will give them the right pronunciation.

R: What else? I mean is there any example of students' difficulties to be corrected?

T: Maybe for grammar. I usually correct their sentence when they raise their hand to answer the tasks. I correct their grammar to make the students aware and learn from their fault. It is purposed to show them to aware on their grammar mistake.

As displayed from the interviewed, it can be seen that from interview, the researcher found that the teacher focused more on the accuracy than fluency. When the researcher asked her about it, she answered the thing that she will do if their students did something wrong in speaking was correcting the pronunciation and grammar. She thought that it will be effective to make their speaking better because they will learn from their fault. In addition, their friends could also learn from that when they paid attention to their friends and teacher.

3.2 Teacher's ways of promoting accuracy and fluency

There were two ways of promoting accuracy and fluency that the teacher applied based on the observation. The teacher gave feedback for the students and used Think Pair Share strategy.

1. Giving Feedback

From the analysis of the data, the researcher found three types of oral feedback used by the teachers in EFL classroom. They were evaluative feedback, corrective feedback, and motivational feedback. The detailed findings are presented below.

The teacher assigned the students to fill in the blank in the text carefully and share the answer to the teacher by raising their hand. The teacher gave them 20 minutes to fill in the blank space. After that, they shared the answer together.

T: Okay, time is up. Now, let's us discuss together the answers. Who wants to answer number 1?

S6: People may also ……….. (blablabla) The answer is be killed

T: Yes, be killed

The conversation reveals that teacher responded to the students' answer by exerting evaluative feedback. The students replied the teacher's question by saying be killed. In this exchange, the teacher said Yes, be killed to the answer expressed by them. This pattern can be seen as acknowledging what they had said.

Teacher's action of asking the blank space in paragraph using the passive voice form was one way of giving feedback in her classroom. This feedback is evaluative, so it was called evaluative feedback. In that situation, the teacher gave responses to learners' error. Teacher's action above was also a judgment indicating teacher approval to students' work.

In another moment, there was other action by the teacher which indicated feedback happened in meeting 1. The teacher differentiated the pronunciation between leaves and broccoli left. The teacher asks the students to share their answers in the class after they discussed with their friends in pair.

T: Who wants to answer number 5?

S3: Ma'am, I want to answer number 5

T: Okay S3, let's answer

S3: The answer is true.

T: S3 you should read the sentence first, and then you decided whether the answer is true or not

S3: Oh… okay Ma'am I am sorry. I will read the sentence first. Number 5 Broccoli left (S3 pronounced left instead leaves) can be used to cure cancer

T: The answer is true, but it is not left. It should be leaves (the teacher emphasized how to pronounce leaves). Broccoli leaves can be used to cure cancer. Okay S3, repeat the answer.

S3: Broccoli leaves can be used to cure cancer

T: Great S3

When the students answered the question, the teacher responded to it with the partial repetition of their answer by uttering leave to point the error implicitly. Then, the students continued their answers. This case made her explicitly tell the error by uttering but it is not left. It should be leaves. Then, the teacher reformulated the students' response with the correct answer by saying Broccoli leaves can be used to cure cancer. The moments happened in that situation represented corrective feedback. The teacher differentiated the pronunciation between broccoli leaves and broccoli left.

During the listening section, the students completed the blank space in their book based on the recording in listening section. Next, the teacher and students discussed the blank space and the question to check their comprehension. Lastly, the teacher asked two students to read aloud the email from Dad and the reply from his son.

T: Anybody who wants to read the email from Sammy's father and the other letter from Sammy's reply?

Ss :(Students point each other and nobody wants.)

T: Okay, don't be shy. Don't be shy. You don't have to memorize, it's okay to read in front of the class. Common please, so your friends will understand and imagine the content of that email.

The conversation illustrated that the teacher wanted the students to practice the email from Sammy's father and Sammy so the students understood the message from father to his son through email. When the teacher said anybody? Some student pointed each other and called their friends' name. Facing this situation, the teacher provided statements of encouragement or optimism to them. The utterance was Okay, don't be shy. Don't be shy. In addition, the teacher demonstrated his concern for them by uttering you don't have to memorize, it's okay to read in front of the class to create the comfortable situation in their learning process so it could make them practice reading the email in front of the class.

Teacher's action of giving motivation to the students to read the letter in front of the class was one way of giving feedback in her classroom. This action included into motivational feedback. In the situation, the teacher noticed the students to increase students' self-confidence and optimism.

Fortunately, from the observation of the whole moments there were three types of feedback that the teacher has been done in meeting one and three. They were evaluative feedback, corrective feedback, and motivational feedback. The students was also responded well about the teacher's action of feedback

2. Think Pair Share

The students were thinking, pairing, and sharing. Previously, the teacher can decide how to organize students into pairs (counting number of students). Then, the teacher posed problems or asked an open-ended question to which there may be a variety of answers. In this section, the teacher gave the students' time to think turn to face their learning partner and work together, chance to share ideas, discuss, and clarify. The teacher then asked the students to work with their partner and share the ideas that they have thought before. Then, they shared ideas with another pair or with the whole class. It was important that the students need to be able to share their partner's ideas as well as their own. The teacher could call on a few students to share their ideas with the rest of the class.

Dear Sinaga,

I am very glad to hear that you are going to visit my town. Don't worry, I am going to be your guide, so you'll enjoy some tourist attractions here. Actually, there are many famous and interesting places in my town to make your one-day holiday unforgettable. In the morning, for example,..............In the afternoon........ …In the evening.....

In the teaching and learning process, the teacher showed the students an example of letter. Then observe it, after they observe and discussed. The teacher gave them one letter which contained blank space, so the students could complete the letter to be a good letter like the example.

T   : Okay, students after we learn the example of the letter, now you can write a letter like the example. I will give you an incomplete letter. There are blank spaces in this letter (showing the letter to the students). So, you can write anything that you want which relates to the topic. (distributing the letter to the students). Any question?

S11: Me, Ustadzah.

T: Okay, S11 please.

S11: We write the blank space based on our city?

T: Yes, of course because I know that you are not only come from Surabaya. There are students from Sidoarjo and Gresik.

S11: Okay, thank you ustadzah.

T: If there is no question, you can go ahead to complete the letter.

The students tried to do the task. They observed the letter and wrote into complete letter. They pretended to be a guide when there was friend who visited them in their city. They thought of many tourism objects which were recommended for their friends. The whole process above reflected the first step of Think Pair Share that is thinking.

Next, the teacher asked them to share in partner with desk mate to minimize the time. At that time, the situation of the class was a little crowded owing to some of the students to help each other in discussion; otherwise there were some groups were inactive. In this step the students were allowed to discuss what they have taught before then combined their idea in completing the letter into good letter. The teacher just monitored the class and helped the students who had difficulties. The following transcript was an example of the dialogue of the teacher (T) and students (S) in the stage of pairing.

T: You have answered your questions individually, now you will be paired with your desk mate.

S: Okay, ma'am.

Another dialogue between S14 and her friend S15 can be seen in the following transcript.

S14: I will ask my friend to go to car free day in Darmo in the morning, in the afternoon we go to Rumah Sampoerna, and the last, we will go to Surabaya Night Carnival. What about you?

S15   : I will ask my friend to go to Kenjeran Park in the morning until the afternoon and then in the evening I will ask them to go to Sunan Ampel cemetery.

The whole activity above reflected the second step of Think Pair Share, that was pairing. The teacher asked the students to pair with their desk mate. After discussing the students' ideas with their pairs, the students were asked to share the final product orally to the class. The students were free to express their ideas, so the class was a little crowded. They were called randomly to share their ideas to the class. The following transcript is the dialogue between teacher and students before sharing ideas to the whole class.

T: Time is over. Now it's time to you to come in front of the class present orally.

S1: Excuse me, ma'am. Could you give us opportunity to practice first our text with our desk mate before presenting in front of the class?

T: Sure, why not. I give you ten minutes, you may correct their pronunciation, grammar, etc.

After a few minutes later

T: I see that all of you have finished practice with your friend. Are you ready? I will call the group randomly and let's start from group 1

Transcript: the utterance of the group 1

S1: Okay, in the morning. I will ask you to go to Taman Bungkul on Sunday. This place was crowded with pedestrian on Sunday. So, you can see many people walks with their friends or family. There were also many sellers, so we can also buy something. There were cloths and food. I usually go to there with my family. I buy some snacks.

S2: In the morning, for example, I will asks you to go to Dalegan beach, this one of popular beach in my town. We can see white sand and drink coconut, we can also plays sand together. In the afternoon, we will visit Maulana Malik Ibrahim cemetery, one of wali songo. This place is very crowded especially in holiday season or weekend because many people out of my town will also visit this place. In the evening, I will asks you to enjoy the original nasi krawu, I think you will be enjoy this because you have been told that you like nasi krawu.

The whole activity that has been done in the teaching and learning process above is the third step of Think Pair Share strategy that was sharing.

3.3 Teacher's ways to solve the problems of promoting accuracy and fluency

This section described the teacher's problems during promoting accuracy and fluency. There were talking out of the topic and talking in Indonesian when they discussed with their friends. In addition, she had the solution to solve her problems, they were limiting the time and controlling the class. Here are the details.

The situation of the class was very noisy. There were some groups which focused on the topic that the teacher given, there were also some other groups which talked out of the topic, and there were also groups which talked in Indonesian. When the researcher observed their table and discussion, the researcher found that evidence.

S14: S15, you know the instruction?

S15: Yes, I know. The teacher asked us to complete the blank space in the letter.

S14: (10 minutes later) Okay, let's go.

S15: we are the same, we are from Surabaya right? How about this? If we share the same things, it will be bored, hmmm.

S14: I have an idea, we share tourism objects that we want to visit. So, we do not have to talk about Surabaya.

S15: It's great idea. But, in the end of the section, we are asked to share the answer in front of the class.

S14: So, we write the right tourism object about our town in Surabaya, but we do not share each other. We share only when the teacher asked us.

S15: Okay, that's a great idea. Here we share tourism object that we want.

S14: In the next holiday I want to visit Jogja. In the morning, I will go to Ratu Boko temple. Do you know Ratu Boko temple?

S15: Yes, I know. It was place where Ada Apa DenganCinta movie takes.

S14: That's right, I will enjoy the atmosphere until the afternoon. In the evening I will go to Malioboro. Malioboro is a very romantic place. How about you?

T : (Teacher come to them) the time is only 15 minutes to fill the blank space and 5 minutes to share the answer, so you have to share something that you write. Do not share something that you do not write in your book, students.

From the example of conversation above, it can be concluded that the two students in the group did not share topic which related to the right topic. They shared the tourism object that they want to visit in the next holiday. Actually, the teacher asked them to share the topic about tourism object where they lived. So, they pretended to tell the tourism object in their town if someday their friend visits them. In reality, like what they said previously in the first sentence in their conversation, they come from Surabaya, but they told the tourism objects in Jogja and Malang. It was not related to the topic.

To solve the problem, the teacher limited the time to do the task. The teacher only gave the students 15 minutes to think and fill in the blank space based on the tourism object in their town. After that, the teacher only gave them 5-7 minutes to share the answer to their partner. The time was so effective, 15 minutes for thinking, writing, and sharing was a good deal. Usually, they would think of the tourism object by recalling the memory or experience of their favorite tourism object in their town, so they would asked their friends to visit that place. Next, they shared their ideas to their partner. Five minutes or seven minutes was enough for them. If the teacher gave time more than five minutes, they would share something which was not related the topic.

S18   : Should we talk in English?

S19   : Yes, of course

S18   : Okay, let's write the task then we share

S19   : (10 minutes later) I'am done but aku ingin pakai Bahasa Indonesia aja nih gimana?

S18   :Oke deh gapapa, tapi nanti aku juga pakai Bahasa Indonesia aja ya.

S19: Sippp. Jadi ketika kamu akan berkunjung ke kotaku Surabaya, pagi harinya akan kuajak ke Taman Bungkul, di situ ada orang yang jual pecel semanggi khas Surabaya. Siangnya akan ku ajak ke Kenjeran Park dan malamnya ke Monumen Kapal Selam. Kalau kamu?

S18: Kita sama dari Surabaya, sudahlah ya jawaban kita hampir mirip

S19   : Hahaha, eh nanti kalau disuruh maju ustadzah sharing jawaban, kamu aja yang maju. Aku nggak bisa lancar bahasa Inggrisnya.

From the conversation, the two students talked in Indonesian. They said that they cannot speak fluently, so they talked in Indonesian. It was actually not allowed in class because they should speak fully in English in the class. If they did not know how to spell word in English, they could ask their friends or their teacher.

To solve the problem in this situation, the teacher always controlled the class. The teacher walked from the table to table to ensure the students activity. From the example above, when the teacher walked to S18 and s19's desk, they were talking in Indonesian. Although the teacher gave them the instruction to speak in English Indonesian was allowed but if they do know the word in English they can ask their friends or the teacher. In reality, they spoke in Indonesian and the teacher knew that. The teacher approached them and asked them to speak English.

4. DISCUSSION

4.1. Teacher's perception of accuracy and fluency

Accuracy and fluency are important to support students' speaking skill. There are many factors that affect accuracy and fluency. The first is intonation, it is an important thing in daily communication. As stated by Richards, Platt and Weber (1985) fluency is defined as "the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. The intonation of someone who asked something and who was angry were totally different. So, people should differentiate the intonation that they will use in communication to prevent misunderstanding between them. It is supported by Brown (1995) that perfect command of intonation is one of abilities which is included in fluency characteristics a level of communication proficiency.

The second factor is giving the students feedback an important aspect that affected students' accuracy and fluency. According to Brown (1995) Feedback includes all signals that one speaker

directs at another to indicate general success or failure to communicate. Feedback may express understanding or misunderstanding, agreement or disagreement, comprehension or confusion, etc. The teacher said that giving feedback for her students make them speak better than before. It is because they will get feedback directly from her if they make errors in speaking. Feedback mode can be spoken, written, and non-verbal, but oral feedback was important to support speaking skill of the students. It is supported by Brown (1995) that teachers' oral feedback is required. The feedback content can support students' good performance and achievement in English learning.

Other than the factor, another part of interview result is about the students' reasons why they did not want to speak English in classroom. The teacher said that the most reasons why they do not want to speak is because they do not enough vocabulary. Furneaux (199:367) stated that vocabulary in teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purpose. Therefore, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing). In addition, vocabulary has an important role to master speaking skill. When the learners have a lot of vocabulary, it means that they have good ability in speaking skills. In fact, many students have a limited vocabulary because there is no teaching and learning vocabulary directly at school. According to Cahyono and Mukminatien (2011:186) the students need to have relaxing, interesting, and enjoyable learning situation in order to help them acquire the vocabulary items easily and directly which can be applied in their daily life.

Overall, through the interview, this study also found that the teacher's tendency of accuracy and fluency. From the interview, the researcher found that the teacher more focused on accuracy than fluency. This is not good because she does not focus on fluency, she only correct their accuracy. Moreover, both accuracy and fluency should be equally promoted in the classroom through the learning activities without necessarily sacrificing one side at the expense of the other. To achieve this goal, teachers play an essential role as they are the ones who determine the learning objectives and design activities to help their students achieve the learning objectives (Lan:1994). The teacher should have various activities to balance accuracy and fluency in teaching and learning process.

4.2. Teacher's strategies to promote accuracy and fluency

The second finding of this study is that the teacher taught accuracy and fluency through two strategies namely giving feedback (evaluative feedback, corrective feedback, and motivational feedback) and Think Pair Share Strategy. The teacher used these strategies because she thought that it was more effective than other strategies.

In practice in the teaching and learning process, the teacher only used three types of giving feedback, they were evaluative feedback, corrective feedback, and motivational feedback because they were the most applicable strategies in her classroom. It supports Ran &Danli (2016) who found that evaluative feedback, corrective feedback, and interactive feedback were utilized by the teachers in

EFL classroom. Maolida (2013) found that the teacher used both positive feedback and corrective feedback in ESL classroom. Every EFL teacher possesses their own choices of oral feedback. Pinto & Santos (2008) viewed that the way teachers' oral feedback appears is diverse.

Viewing from another side, the whole finding attending to the teacher's strategies of teaching accuracy and fluency signifies that the strategies with oral corrective feedback is the most-used one implemented by the teacher. This is why oral corrective feedback becomes the most favorite way for teacher to promote accuracy and fluency. It supports Ellis (2013) who states that teachers often uses a mix of different types of feedback, or uses the same type of feedback regardless of the type of error made by the students. Chaudron also claims that corrective feedback is most often used when the student makes errors in content and pronunciation. In addition, content and word choice errors are more often corrected than phonological or grammatical errors.

The teacher also used Think Pair Share strategies to promote students' accuracy and fluency. Think-Pair-Share is one of techniques which designed by Cooperative Learning. It integrates wait-time, verbal rehearsal, discussion and learning using cooperation principle. The focus is on brief, purposeful discussion (Lyman, 1992). There were three steps that the teacher used for implementing Think Pair Share to promote students' accuracy and fluency. The first step is Think. The students take a few moments to think about the question presented by the teacher and write their individual answers depending of the complexity on the question. The second step is Pair. The students pair up to discuss about the answer each came up with. They compare their ideas and identify the answers that they think are the best, most convincing, or most unique. The third step is Share. They pair shares their ideas with another pair, or with whole class. It is important that students need to be able to share their ideas with their own words. So that the teacher will be able to differentiate between who understand about the topics and who does not.

Think Pair Share gives many advantages for students' accuracy and fluency. Teaching students using Think-pair-share technique had improve students' speaking skill especially in accuracy and fluency. This technique could make the students actively involved in speaking activity by sharing it to the whole class (Yanti, 2017). Lie (2008) also states about the advantages of pair activities, such as improve students participation in learning activities, suitable for simple assignment, give more the chance to the partner for giving contribution, interactions between students are easier

4.3. Teacher's Strategies to cope with problems of promoting accuracy and fluency.
The third finding of this study is that the teacher cope with the problems of promoting students' accuracy and fluency through two ways, they were limiting the time for students to do the tasks and controlling the classroom especially when they were in a group discussion.

First, the teacher limited the time when she asked the students to do the tasks. Before the students started to do the task, the teacher told them about how much time that teacher gave to students.

Telling the time is one of examples representing this type (Tumova :2002). The reason why the teacher limited the time especially in a group discussion is to avoid the students to speak something which is not related with the topic with their friends. For example, in the findings, the teacher gave only fifteen minutes to think and write tourism objects in their town when their friend visits them. Moreover, the teacher gave five up to seven minutes to share their tasks with their partner. If the teacher gave them more time, after they finished write, think, and share, they will use the time to speak the topic which is not related with the tasks. Francis (2008) states that the more productive learning time you have, the more your students will learn. The challenge, of course, is in creating a classroom that maximizes the time.

The second one is controlling the classroom. Based on the observation, the teacher controlled the class when the students in group discussion. The teacher walked towards the students' desk one by one. This was to make sure that the students were still got along with the teacher's instruction before they did the tasks. For example when the teacher gave them task to think the blank space and write the answer in their book, and then share in pair before they share in a whole class. In that situation, when the teacher knew the group which spoke in other topic, the teacher directly walked towards them and gave them reminder to go back with their topic. Controlling and guiding activities at the same time is important to make the learners enjoy the natural talk. The purpose is to make the learners produce correct language and if they make mistakes, the teacher should correct them at once (Tumova:2002).

5. CONCLUSION

The teacher perceives that accuracy and fluency is important to support students' speaking skill, intonation is very important in speaking, the teacher always creates opportunities for students to practice speaking, giving feedback after speaking is important, students' reasons why they do not want to speak in teaching and learning process because they do not have sufficient vocabulary, teacher tendency of accuracy is bigger than fluency in practice speaking in the teaching and learning process.

In addition, the teacher uses oral feedback and Think Pair Share strategies to promote students' accuracy and fluency in the teaching and learning process. The teacher is also uses technique to solve the problems in promoting accuracy and fluency, they are limiting the time for doing the tasks and controlling the whole class when teaching and learning process, especially in group discussion.

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