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## TEACHERS' STRATEGIES TO IMPROVE ACCURACY AND FLUENCY IN SPEAKING

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### Abstract

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 others, so accuracy and fluency are very important. This study is focused on teachers' problems in teaching speaking and teachers' strategy to improve accuracy and fluency in speaking. It was carried out using qualitative research. The data were collected by interviewing 10 English teachers of Senior High School. The result showed that there were problems for teacher in teaching speaking and they must have solution or strategies to improve accuracy and fluency of students' speaking. Furthermore, the teacher gave motivation to students to speak English frequently. Teacher's role is important to make accuracy and fluency of the students better.

**Keywords :** Speaking, accuracy and fluency

### Abstrak

Kemampuan berbicara dilihat sebagai standar keberhasilan siswa dalam pembelajaran bahasa mereka. Keberhasilan yang dimaksud adalah kemampuan untuk menggunakan Bahasa Inggris secara tepat dan fasih untuk berkomunikasi dengan orang lain, jadi bisa dikatakan ketepatan dan kefasihan dalam berbahasa sangat penting. Penelitian ini bertujuan untuk mengidentifikasi masalah-masalah yang dihadapi guru dalam pembelajaran berbicara dan strategi guru untuk meningkatkan ketepatan dan kefasihan murid dalam berbicara. Penelitian ini menggunakan metode kualitatif. Data dikumpulkan melalui interview sepuluh guru Bahasa Inggris SMA. Hasil penelitian ini menunjukkan bahwa banyak masalah yang dihadapi guru dalam meningkatkan ketepatan dan kefasihan dan mereka harus mempunyai solusi atas masalah tersebut. Oleh karena itu, guru memberikan motivasi kepada siswa untuk berbicara aktif menggunakan Bahasa Inggris sesering mungkin. Peran guru sangat penting untuk meningkatkan ketepatan dan kefasihan siswa dalam menggunakan Bahasa Inggris.

**Kata kunci :** Kemampuan berbicara, ketepatan dan kefasihan

### A. INTRODUCTION

Nowadays, the teaching of speaking English as a second or foreign language in the English subject at schools is very essential. There are many students or people who want to learn English for communicative purposes. At least a quarter of the world's population, speak English. According Richards and Renandya (2002:20) state that the purpose of learning English is to develop speaking skill. Its importance is far more than the other skills (listening, writing, and reading). In addition, Nunan (1991:51), the measurement of the

success of language learning is based on the learners' ability to carry out a conversation. Speaking is seen as the benchmark of students' success in their language learning. This success refers to someone ability to use English accurately and fluently for communicating with other speakers and to achieve pragmatic goals in communication (Brown, 2000; Hammerly, 1991). Related to speaking classroom, the differences between accuracy and fluency has become a question and this issue has always been important in SLA and ELT research. Regarding this point, it

is still believed that accuracy should be the center of learning objectives (Hall, 2014). With such an objective, the proof of the successful language learning is described 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).

The issue of fluency and accuracy should be linked back to the process of teaching and learning itself. The fact shows that English has been taught at junior high school and high school did not guarantee that the students can speak English fluently (Alwasilah, 2000). Previous studies have been conducted related to accuracy and fluency. Housen and Kuiken (2009) conduct a conceptual research investigating the notion of accuracy, fluency, and complexity (AFC) as the triad has been a central attention of research in applied linguistics and SLA, the results of which apparently influence the practices of English language teaching. The triad is closely linked to the constructs of L2 performance and L2 proficiency. In addition, Housen and Kuiken (2009) assert that the main challenge in understanding AFC lies at how to operationalize and measure them, which then determine their validity and reliability. Furthermore, another point of discussion relates to how the three dimensions interact implying to what extent each component is interdependent. It questions whether the increasing development of fluency, for example, will be at the expense of development of accuracy and complexity. Furthermore, another point of discussion deals with the attempt to determine external factors contributing to the realization and development of AFC in L2 learning and use. Therefore, the pursuit of understanding the nature and role of AFC in L2 use, L2

acquisition, and L2 research is still a long way to go, implying that the three dimensions are still essential to be employed in a better attempt to evaluate the development of L2 learners.

In addition, Lenon (1990) attempts to investigate various quantifiable features that might constitute fluency in EFL learners. Four EFL advanced learners residing in Britain for 6 months were involved in this study in which their fluency was assessed at the outset of their stay and later compared to their fluency as they departure from Britain. It was apparent that the second set was found to be more fluent, as evidenced by their increased speed rate and filled pauses while self-corrections were not evident as a good indicator. The key findings suggest that quantitative research is of great help to identify fluency improvements in individual learners and of great potential to be used as an objective assessment of spoken fluency.

Following that, the trend in research concerning accuracy, fluency, and even complexity has been centered in several aspects of attention, among which include the correlation of these three domains, measurement of them, and the roles of tasks in the realization of the three components in classroom practices. In the aspect of the effect of planning on L2 learners' oral task performance has been outlined clearly by Ellis (2009) in which she sketches a number of key studies investigating different effects that different task planning brings upon the performance of L2 oral production in terms of their fluency, complexity, and accuracy. Theoretically, this study is aimed to place a test on the assumption of variability in learner language and models of speaking essential to them. For practical contributions, it serves as a source of information regarding how to best implement task planning in classroom practices.

In addition, improving fluency and accuracy through the teacher talk, classroom language habit, instructions are important to investigate how the teachers solve the problems of the students in speaking especially in their accuracy and fluently.

## B. METHODOLOGY

This current study is carried out to investigate on teachers' problems in teaching speaking and teachers' strategy to improve accuracy and fluency in speaking. Qualitative research is things are studied in their natural setting to understand the phenomenon (Denzin&Lincoln,2005). The subject of this study is the English teacher who taught 11th grader of Senior High School. The teacher uses full English and applied speaking practice in classroom.

Ten teachers either from public or private Senior High Schools were involved. They were male and female teachers. The school chosen is the school which has several characteristic to be chosen. 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 in this stage the students start to speak in full English when they have English subject in classroom. In the eleventh grader the students starts to speak English fluently.

## C. RESULTS AND DISCUSSION

The results of this study are discussed into two parts, namely problems in teaching accuracy and fluency in speaking and teacher's strategies to teach accuracy and fluency in speaking.

### 1. *Problems in teaching accuracy and fluency of speaking*

From the interview has been done, most of ten teacher's answer have the same opinion. First is the lack of confidence. They can speak but they always feel shy and not

confident when they talk in public place even, in the class. The lack of confidence is not related to lack of ability but it will be an obstacle to the ability itself. Also, the lack of confidence and the other personality factor like anxiety, play an important role in second language acquisition, Brown (2000:152). From that phenomenon, it can be concluded that students felt anxious about their accuracy and fluency while they are speaking in classroom.

The second reason is the lack of vocabulary. Generally, students cannot speak English fluently because they think that they do not have sufficient vocabulary. Kroneaux (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). Therefore, 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.

The third reason is too much topic to talk. Usually there is no specification in speaking activity. It will make the learners confuse because they will think widely. In reality, the teacher does not give a specific topic or situation. If they were given a topic, the speaking activity will be better. The learners will focus when they are speaking and the topic is not out of the context.

### 2. *Teachers' Strategies to Teach Accuracy and fluency in speaking*

In this point, it can be concluded that teachers use fun activity to improve students' accuracy and fluency.

Out of 6 teachers admit that they use role play. They said that they can use role play if there were a theme of the lesson which is suitable for role play. Role play is a good choice because there are many advantages which related to improve accuracy and

fluency for students, for example they will not shy because they speak in team and they can memorize and practice many sentences using English in their performance, certainly it will make their accuracy and fluency better.

Other teachers use poem or song to make their students familiar with sentences in English. Sometimes, they ask their students to read aloud poem in front of class one by one. From that activity the teacher will know their performance and correct the pronunciation or intonation directly. Other students who did not a turn have to pay attention to their friends. The advantage from this activity is the teacher makes correction directly for student who gets the turn and others can learn from him/her.

The last is through games. Game is an activity which entertains and engages the learners to play and interact with others, Wright (2006:1). According to Lee (2012:4) stated **Introducing games for learners with the intention to teach and further develop their language proficiency is one way to enhance language learning**". Hence, it is very possible to provide a game in teaching speaking in the classroom. Various games can be applied to improve accuracy and fluency, like words game. The students play in group of 4 or 5. Teacher gives the captain one sentences and then the first player will whisper the second till the last player. The last player will report the sentence that he/she heard to the teacher.

### C. CONCLUSION

Accuracy and fluency in speaking is one of the important aspects in speaking. Unfortunately, the fact is not good as the purpose. There are many problems for teacher in speaking related to accuracy and fluently in teaching and learning process. Here, the teachers have to creative to face the problems. Their strategies must be smart

because they face Senior High School students.

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