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Fikriya Fahmi Roosdianna

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Language and Literature Education State University of Surabaya

Surabaya, 18 July 2018



Prof. Dr. Warsono, M.S.
Rector
State University of Surabaya

Ahmad Munir, Ph.D.
Chair of the Organizing Committee
Icon-ELite UNESA 2018

Proceedings

icon Lite

The 1st
International Conference
on Education, Language,
and Literature

*“Learning Language and Literature
Teaches Us to be More Humane”*

Surabaya, 18 July 2018

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icon **Lite**
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WELCOMING REMARK FROM THE CHAIR OF THE ORGANIZING COMMITTEE

Ahmad Munir, Ph.D

Assalamualaikum Warahmatullahi wabarakatuh.

Good Morning Ladies and Gentlemen, especially our Rector Prof. Warsono, and keynote speakers: Prof. Ali Ghufron, Mr. Christopher Allen Woodrich, Dr. Andrzej Cirocky, Prof. Budi Darma, and Dr. Budinuryanta and our guests and participants.

As the chair of the committee, I am honoured to welcome you to The 1st International Conference on Education, Language and Literature (ICon-ELite).

First of all, let us thank God Almighty who bestows on us to convene here in Postgraduate State University of Surabaya, Ketintang Campus, Surabaya. This conference is organized by 2016/2017 Cohort of the Doctoral program in Language and Literature Education Postgraduate State University of Surabaya. It is part of a subject worth 4 credits which provide practical skills in Seminar in Language and Literature Education, Inspired by Postgraduate Study Program of Language and Literature Education's vision "Excellent in the Innovation of Education, Language and Literature, Strong in the Development of Linguistics and Literature", the International Conference on Education, Language and Literature (ICon-ELite) brings together language education practitioners, linguistics and literature researchers as well as Postgraduate students in the area of language education, linguistics and literature to discuss a theme "**Learning Language and Literature Teaches Us to be More Humane**".

This conference is attended by more than 150 participants who represent four different countries, namely Indonesia, UK, Canada, and Malaysia. We received 163 submissions of manuscripts, which through a quite tough review process, the conference finally accepted 103 abstracts. Therefore, on behalf of the organizing committee, let us extend our greatest appreciation to all of you who have supported us and contributed your manuscripts to our conference, as well as to the panel of reviewers who have helped us in the selection process.

Ladies and Gentlemen, let me announce that this conference will present four famous keynote speakers. The first one is the honourable Prof. Dr. Ali Ghufron, Director General of Research, Technology, and Higher Education Resources, Ministry of RISTEK DIKTI the Republic of Indonesia, and the second one is Mr. Christopher Allen Woodrich from Indonesia Forum Canada, the third Dr. Andrej Cirocky, visiting professor here at Unesa from York University UK, fourth honourable Emeritus Prof. Budi Darma and last, Dr. Budinuryanta, Head of Doctoral program in Language and Literature Education Postgraduate State University of Surabaya.

Ladies and Gentlemen,

This conference would not be possible if there were no encouragement and support with its various forms from many parties. Therefore, let us acknowledge; first, the Ministry of Research, Technology, and Higher Education for the supports that our Director General of Research, Technology, and Higher Education Resources could give keynote speech this morning; second, the Rector of Unesa, for his endless commitment and financial support for this conference. I would like to officially request Our Rector Prof. Warsono to officially open this conference.

The third gratitude goes to The Director of Postgraduate program for encouragement to the organizing committee so that we can make this event a reality; fourth, the lecturers of Doctoral program in Language and Literature Education Postgraduate State University of Surabaya; and last,

our postgraduate students who have kindly been willing to assist as our liaison officers and all the organizing committee members for the hard work and never-ending cooperation to make this event come true.

Finally, in the name of the organizing committee, we thank you for participating in our conference.

Have a nice and fruitful conference. God bless you.

WassalamualaikumwarahmatullahiWabarakaatuh

FOREWORD FROM DIRECTOR OF PASCASARJANA UNESA

Prof. Dr. Ismet Basuki, M. Pd.

Assalamualaikum warakhmatullahi wabarokatuh (peace be upon you).

Hopefully we are in good health and under protection of God Allah SWT, amen.

Our honourable keynote speakers:

1. Prof. dr. Ali Guron Mukti, M. Sc, Ph.D, Director General of Research, Technology, and Higher Education Resources, Ministry of Research, Technology, and Higher Education, good morning.
2. Emeritus Prof. Budi Darma, Ph.D., Lecturer of Doctoral Program of Language and Literature Education, the State University of Surabaya, selamat datang.
3. Prof. Andrzej Ciroki, Ph.D, York University, United Kingdom; selamat datang.
4. Dr. Budinuryanta, M.Pd, Head of Doctoral Program of Language and Literature Education, selamat datang.
5. Christopher Allen Woodrich, International Indonesia Forum Canada, selamat datang.

Vice directors, head of study programs, participants, and the Icon Elite committee.

We apologize for the inconvenience, because at the moment our Rector is still at other activities so he cannot meet us for this time.

On behalf of Postgraduate School of the State University of Surabaya, I am really grateful to have this opportunity to extend our warmest welcome to all distinguished guests, plenary speakers, presenters, and participants to the opening of the International Conference on Language, Literature and Education (Icon Elite) organized by Postgraduate School of State University of Surabaya, specially students of Doctoral program of Language and literature Education.

Distinguished Guests, Ladies, and Gentlement.

For your information Postgraduate School, State University of Surabaya, consists of sixteen master programs and seven Doctoral programs. Sixteen master programs include: (1) Mathematics Education, (2) Sport Education, (3) Science Education, (4) Language and Literature Education, (5) Management of Education, (6) Basic Education, (7) Arts and Culture Education, (8) Social Science Education, (9) Vocational and Technology Education, (10) Technology of education, (11) Special Education, (12) Economics Education, (13) Non Formal Education, (14) Management, (15) Geography Education, and (16) Guidance and Counseling. The seven Doctoral programs are: (1) Mathematics Education, (2) Sport Science, (3) Languages and Literature Education, (4) Science Education, (5) Technology of Education, (6) Management of Education, and (7) Vocational Education.

In order to achieve Unesa's motto of growing with character and Idaman Jelita (faith, intelligent, independent, honest, caring, and tough) as well as the vision of language and literature education, which is Excellent in the Educational Innovation of Language and Strong in Literature, the Doctoral Program of Language and Literature increase student competence includes personality, social, pedagogic, and professional competences.

According to government regulation number 74/2008 about teacher, the core of personality competence is that teachers should be role models; and of the social competence is being able to communicate both orally and in written. Meanwhile, pedagogic competence includes having

understanding of the characteristics of student, learning theories, learning models, curriculum, evaluation, and improvement of students' potential optimally.

In addition, Unesa postgraduate students are also trained to be able to write theses with five standards including writing styles, methodology, substance, transdisciplinary, and free plagiarism; and can publish articles in nationally accredited journals or international indexed journals.

At this precious opportunity I would like to express my gratitude to our speakers: (1) Prof. dr. Ali Guron Mukti, Ph. D, who will discuss the language and literature to establish and guarantee the quality of Science Resources, (2) Prof. Dr. Budi Darma about the potential of literature as humanise human, (3) Prof. Andrzej Ciroki, Ph.D, on ethnographic research on language and humanistic literature learning, (4) Dr. Budinuryanta on Language as the True Human Character, (5) Christopher Allen Woodrich on the formation of human character through literature.

Distiguated Guests, Ladies, and Gentlemen.

Finally, I wish you a productive, successful discussion during the conference. I also wish you all pleasant time to enjoy and have a wonderful conference as well as to experience wonderful stay in Surabaya. Please leave here any unpleasent experience you enconter during the conference, and bring all good memories back home.

By saying Bismillahirokhmanirokhim, I declare the International Conference on Language, Literature and Education (Icon Elite) to be open.

Thank you very much for your kind attention.

Wassalamualaikum warakhmatullahi wabarokatuh,

FOREWORD FROM RECTOR OF STATE UNIVERSITY OF SURABAYA

Prof. Dr. Warsono, M.S

Assalamu'alaikum warahmatullahi wabarakaatuh...

Praise be to Allah, the Almighty and the Cherisher

Welcome to Icon ELITE Conference 2018 which is hosted by Graduate School of Universitas Negeri Surabaya

The honorable keynote speakers:

1. Prof. dr. Ali Ghufon Mukti, M.Sc, Ph.D, the Director General of Manpower, Science and Technology of the Ministry of Research and Higher Education
2. Prof. Budi Darma, M.A, Ph.D, the Professor of Literature of Universitas Negeri Surabaya
3. Prof. Rahimah A. Hamid, M.A, Ph.D, from University Sains Malaysia
4. Andrzej Cirocki, Ph.D, from York University, UK
5. Dr. Budinuryanta Yohanes, M.Pd, from Universitas Negeri Surabaya
6. Assoc. Prof. Greg Kessler, M.A, Ph.D, from Ohio University, USA
7. Christopher Allen Woodrich, from International of Indonesian Forum, Canada

On behalf of the Rector of Universitas Negeri Surabaya, I should say thank you very much for your participation and appreciation for this conference. This conference is a part of the subjects in Language and Literature Education Study Program, in which the students are assigned to organize, to manage, and to promote their academic research to the public, so that they could share and disseminate their research. This academic event should be developed in the future to enhance the students' entrepreneurship skill.

I would like to extend special thanks to Prof. dr. Ali Ghufon Mukti, M.Sc, Ph.D for his valuable contribution to this event. Welcome to Surabaya. Your presence here is an appreciation for Unesa. I hope that your valuable suggestion will strongly motivate Unesa's students to be more critical and productive in the future. Hence, the bond between Unesa and the Ministry of Research and Higher Education will be fostered through more and more academic events.

I also would like to express my sincere gratitude to all of the foreign keynote speakers for their valuable time and visit to Unesa. We are really honored to have you here in Unesa. I hope that you will enjoy your stay in Surabaya. Thanks also go to Prof. Budi Darma dan Dr. Budinuryanta Yohanes for your constant guidance to Unesa's students.

Ladies and gentlemen,

This conference which discloses the theme "Learning Language and Literature Teaches Us to be More Human" is an interesting thing. Learning Language is of course needed in globalization era since we have to compete with other developed countries. In learning language, simultaneously we also learn how to understand the cultural values and wisdoms of the society in which the language is used. Therefore, in learning language we are also encouraged to learn and understand literature. It is because literature is the representation of the society's life and philosophy. This is probably what has been going to be underlined by this conference. It is of course related to the name of the study program: Language and Literature Education Study Program. I also would like to congratulate the study program that during the accreditation by Badan Akreditasi Nasional, it has been appreciated with A score. However, in the future, we still need to do a lot of things to develop our study program to be more academic, competitive, and potential.

Dearest keynote speakers, dear guest, and ladies and gentlemen,

Last but not least, on behalf of the Rector of Universitas Negeri Surabaya, I should say congratulation for the committee, the keynote speakers, the invited guests, the students, all of the participants of this conference. Hopefully, this conference will bring a great success and it can be a platform for the Language and Literature Education Study Program to develop its strengts and achievements for the betterment of education in Indonesia and beyond.

Therefore, on behalf of the Rector of Universitas Negeri Surabaya, this conference is officially open.

Wassalamu'alaikum warahmatullahi wabarakaatuh

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TEACHERS' STRATEGIES TO IMPROVE ACCURACY AND FLUENCY IN SPEAKING**Fikriya Fahmi Roosdianna*****Ahmad Munir****Syafiul Anam****Universitas Negeri Surabaya**

*fikriyarooosdianna16070835071@mhs.unesa.ac.id

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 fell 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. 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). 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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