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Developing EFL Senior High School Students' Accuracy And Fluency In Spoken English By Using Guided Speaking Worksheets

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Abstract

Developing communicative competence is fundamental framework in the curriculum of teaching spoken English for EFL senior high school students in Indonesian. It is a concept of teaching spoken English which refers to the necessity for the learners to have both accuracy and fluency. Therefore, a form and a meaning -based strategy in teaching spoken English that promote EFL learners' accuracy and fluency are needed. This research was aimed at finding out whether there was a significant effect of using speaking worksheet towards the students' accuracy and fluency in teaching spoken English. Quasi-experimental research with pre-test and post-test design was employed. Population was 22 tenth grade of senior high school students of whom 11 each were then randomly assigned as samples in experimental group and in control group. Samples in experimental group received self- teacher made speaking worksheets while samples in control group were not given. Instrument of the research was oral test in which its validity and reliability were determined by content validity and inter-ratercoefficient correlation. Nonparametric analysis with Mann-Whitney U formula was employed to test hypothesis. For fluency in spoken English, it was found that $U_{\text{calculated}} (-27)$ was smaller than $U_{\text{table}}(34)$, while for accuracy it was found that $U_{\text{observed}} (-15)$ was smaller than $U_{\text{table}} (34)$. It means that H_0 was rejected and H_1 was accepted. It is concluded that there was significant effect of using self-made speaking worksheet towards the students' accuracy and fluency in teaching spoken English. The findings lead to discussion to their impact on language pedagogy.

Keywords: communicative competence; guided speaking worksheet; fluency; accuracy

INTRODUCTION

Acquiring a competence to speak is the essential skill that Indonesian senior high school students must have in learning English at school and the ultimate goal of language teaching and learning in the classroom. More importantly, having competence in speaking skill is seen as the highest achievement to the success of any language learning. It is based on the fact that basic function of language is for communication. However, proficiency in spoken English is the most difficult skill to get. As EFL learners, Indonesian senior high school students often possess obstacles and inability to produce appropriate and correct language use to communicate with English. Lack of language exposure and experience towards the real situation and the authenticity how model of English spoken language are regarded as the main source of the EFL learner's slowness in the acquisition of the language they are learning. Moreover, the first language interferences affect considerably to their process of language learning. As the role of second language acquisition is concerned, EFL senior high school students are considered as "adult learners" whose acquisition of the first language has already been completed. Therefore, the intervention of their first language, that is Indonesian, affects in massive to the process of mastery English language and contributes greatly to linguistics errors (i.e. accuracy) that they make when they learn to speak with it. According to Mukminin et al (2015), Ahmad (2015), Oradee (2012), Hunter (2011), Widiati and Cahyono (2006), these are the main cause of students' lacks of self-confidence, anxiety, motivation, and negligence to get involved in classroom speaking activities which finally have impact on their accuracy and fluency to speak in English.

In the response to the difficulties and complexity of learning and mastering speaking proficiency in EFL contexts, there is strong view that teaching speaking for students is supposed to be more oriented on fluency not accuracy. This comes from the idea that all about learning a language is simply to communicate. Fluency, which is defined as the ability for students to produce spoken "easily" and "smoothly", is thought to be more important than accuracy. In contrast, accuracy, which is defined as the ability to produce language appropriately and accurately in term of linguistic elements, is seen less important to acquire in language learning.

However, looking at the content of curriculum for senior high school students and principle and methodology of language learning and acquisition, it is explicitly stated that the purpose of teaching and learning speaking is for the students to have accuracy and fluency in the spoken language. Brown (1994: 254 in Fajariyah, 2009) defines accurate as clear articulation, grammatical and phonological correct, while fluent means flowing naturally. Similarly, Nunan (2003:48, in Widiati, 2015) defines speaking skill as the ability to produce speech or verbal utterances in accepted (i.e. grammatical correctness) and fluent manner. Hunter (2011) states that issue of accuracy and fluency has become a perennial struggle for teachers how to develop them in students' speaking proficiency. According to Srivastava (2014), accuracy and fluency both are the important factors for learning any language. Therefore, He further said, for the sake of success in foreign or second language acquisition, language teaching and learning in the class room should be gradually shifted from fluency based activities to accuracy based activities. Speaking activities in language classroom should not only be contextual and task-oriented but also focus more on the fluency in the first and then the accuracy.

In the relation to the Indonesian EFL context and as far as the curriculum is

concerned, teaching speaking in English as foreign language for Indonesian Senior high school students is indeed not for short time goal but for long term goal, that is to build the students 'future communicative competence. Explicitly, communicative competence, which has its root in communicative language teaching methodology (CTL), stresses the importance of having both accuracy and fluency in spoken language learning. On the other words, accuracy is no less important than fluency. They are both equal. According to Widiati and Cahyono (2006), teaching speaking can be focused on either training the students to speak accurately (i.e. in term of pronunciation, vocabulary and grammatical structure), or encourage them to speak fluently. Learning language for accuracy is considered to be form-based instruction, while learning language for fluency is meaning-based instruction. Form-based instruction aims to provide learners with language forms (e.g. phrase, sentences and dialogues) which can be practiced and memorized. In contrast, meaning-based instruction aims to make learners able to communicate. Since language is dynamic, mastering spoken language does not merely know the grammatical rules but also recognizing when and what to say, to whom to say, that is knowledge of how the system of language is put to use in the performing of social actions of different kinds of social interaction (Srivasta, 2014). According to Widiati and Cahyono (2006), the teaching of EFL speaking in Indonesia has been closely connected to the concept of communicative competence in which it is comprised in the Communicative Language Teaching (CTL) approach. This approach values interaction among students in the process of language learning. Additionally, its goal is to achieve the ability to use language in an appropriate ways according to the situation and to use it in various communication strategies in a conversational setting. Therefore, classroom activities have a central role in enabling the students interact and thus improve their speaking proficiency (Richard and Roger, 1986 in Sumpana, 2010) both accuracy and fluency.

In communicative language teaching, speaking proficiency is measured from EFL learners' having communicative competence. This speaking proficiency is comprised into four components; those are grammatical component, discourse competence, sociolinguistics and strategic components. Shaumin (2002 in Widiati and Cahyono, 2006) describes how these four components become interlock system to determine properties of proficiency in spoken language into cycling model as it can be seen in the following figure:

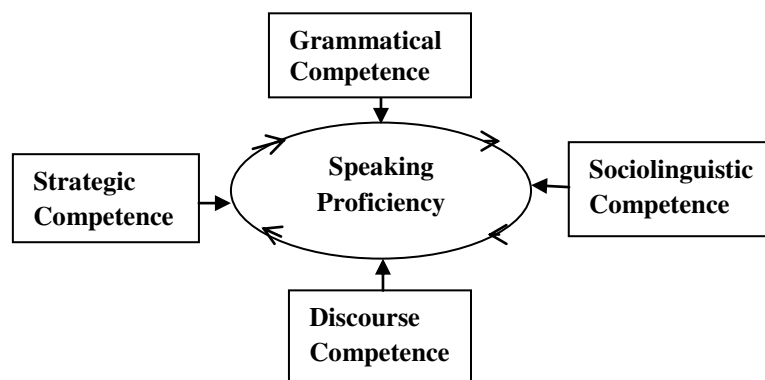


Figure 1. Speaking Proficiency and Four Components of Communicative Competence
(Shaumin, 2002; 207 in Widiati & Cahyono, 2006)

In this model, grammatical competence is defined as linguistics competence (Chomsky, 1965 in Al-Jamal, 2014) which is related to ability to perform the grammatical well-formedness in language production. On the other words, it is the mastery of linguistics code, the ability to recognize the lexical, morphological, syntactic, and phonological features, of a language and manipulate these features to form words and sentences (Scarcella and Oxford, 1992). In Sociolinguistic competence is the ability to understanding of the social context of language use (Hymes, 1972 in Al-Jamal, 2014) included place, time and the role participants who share the information and the function of the interaction. Discourse competence is concerned with the connection of a series of sentences and utterances, or interactional relationship to form meaningful communication (Richard and Renandya, 2002). To become effective speakers students should acquire large repertoire of structure and discourse markers to express ideas. Using this, students can manage turn taking in communication. Strategic competence is the ability to use language appropriately in accordance to wide variety of communicative contexts (Derakhshan, 2016). It is the way to manipulate language to meet function of communication (Brown, 1994)

Richards and Rodger (2006) points out that within the field of CLT, the terms accuracy and fluency are often used. If the learning objectives is aimed to get fluency, the focus should be on exercises that give the student an opportunity to communicate freely and naturally, and to practice their communication strategies as they try and improvise to keep the conversation flowing. If the learning objective is aimed to gain accuracy, the exercises should focus on eliminating errors by using correct grammar and set sentences. However, According to Srivastava (2014), a general problem faced by language teachers nowadays is whether they should focus on accuracy or fluency in teaching speaking skills. But for successful communication, the balance between accuracy and fluency in teaching spoken English is necessary. In similar opinion, Ur (2000: 103 in Yushu, 2008), points out that fluency and accuracy are the two aspect of one contradiction, but both are the ultimate objectives of language learning.

In the response to what strategy language teachers might need to do for students to achieve not only fluency but also accuracy in the teaching of spoken, according to many teaching theories (Oradee: 2012), providing communicative –based activities (i.e. role play, discussion, jigsaw puzzle, games, information gap, problem-solving) in language learning can develop and enhance learners speaking skills which might also affect positively to both accuracy and fluency. Similarly, Marriem and et al (2011) claims that communicative activities with authentic practice and a real life communication situation can help learners develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. Kim (1999) suggests creating a comfortable learning and practicing environment to enhance accuracy and fluency in spoken English. On the hand, Widiati and Cahyono (2006) point out that form-based instruction (i.e. providing learners with language forms such as phrases, words, sentences or dialogues) and meaning-based instruction (i.e. providing learners with meaningful task, materials, and activities that are related to communicative function of language) can be joined to achieved fluency and accuracy in the teaching of spoken English.

With this respect, providing speaking worksheets can be regarded as form and meaning-based instruction which are assumed to be able to lead students to acquire

accuracy and fluency in spoken English. These speaking worksheets were supplied with target expressions, vocabulary and grammar that a teacher intends their students to acquire in speaking lesson. By these ways, it is assumed that EFL students are much aware of the correct use of linguistic components in speaking at the same time; it will reduce their anxiety and make them eager to speak. In addition, by providing EFL students with worksheets to speak, it will also promote students-students interaction and give them a lot of opportunities whether in pair or group to practice to speak accordance to the real situation and context use of how English conversation is actually performed. On the other hand, with given target expressions, vocabulary, and grammar attached in the worksheets, this might help the EFL senior high school students to achieve not only accuracy but also fluency in speaking.

Thus, this study was aimed in finding out whether there was significant effect of using guided speaking worksheet (i.e. self-made speaking worksheet) towards senior high school students' accuracy and fluency in spoken English. Two hypothesis were formulated as follow: (1) H_1 ; there was significant effect of using guided speaking worksheet on students' accuracy and fluency in spoken English and (2) H_0 ; there was no significant effect of using guided speaking worksheet on students' accuracy and fluency in spoken English

METHOD

This research was quasi-experimental research with pre-test and post design. Quantitative data were used to interpret and generalize the result of the effectiveness of two treatments qualitatively. In this case, the researcher manipulated independent variable (guided speaking worksheet) and to find its influence toward one or two dependent variable (students' accuracy and fluency in spoken English). The samples of the research were 22 tenth grade students at SMA TAMSIS, Padang, and West Sumatra. 11 samples then were randomly assigned into experimental group while the other 11 samples were assigned into control group. The samples in experiment class were taught spoken English through 3 stages of teaching activities: (1) pre-teaching activities (i.e. by motivating and eliciting students' knowledge related to the topic of the today lesson by asking questions and showing pictures, (2) whilst-teaching activities (i.e. by enforcing students into practices and exercises according to the lesson objective, (3) and post-teaching activities (i.e. evaluating and measuring students' comprehension and achievement to the lesson objective in language production) but particularly in the while-teaching activities and post teaching activities, they were given self-made speaking worksheet providing with target expressions, vocabulary and grammar they need to master in spoken English. The samples in control class were taught spoken English through the same stages of teaching activities but minus speaking worksheets at while and post-teaching activities with only acting out a dialog as the classroom assessment. After 8 meetings of treatments, finally students in both classes were administered a post-test.

Instrument used to collect the data was oral test. The procedure was that two sample classes were administered pretest and posttest in oral test in the kind of oral interview and dialog performance. For the first session of the oral test, a pair of samples in both groups were called and given 5-7 minutes time for answering questions prepared as instruments for pretest and posttest. Next, for the second session of the test, the pair of the samples was asked to perform a situation-based dialog. Validity of the instrument was by content validity in which content of test administered was relevant with the instructions and material given during the treatment. Reliability of

the instrument was through the use of inter-rater coefficient correlation which meant the reliability of scores given was determined by the raters' high coefficient correlation which was analyzed by using product moment formula.

To determine the significant effect of guided speaking work sheet on students' accuracy and fluency in spoken English, technique of data analysis used were through normality testing with Liliffort, homogeneity testing with F-test, and hypothesis testing with t-test. However, nonparametric analysis needed to use to test the hypothesis, if the data to be found were not normally distributed.

RESULTS AND DISCUSSION

The Analysis

From two raters which measured the students' skill in spoken English in pre-test, and post-test for both samples in experimental and control group, the result of statistical analysis of inter-rater coefficient reliability with product moment formula the summary data are shown in the following table:

Table 1. Inter-rater Coefficient Correlation of Pretest

<i>Rater</i>	<i>Control Class</i>		<i>Experiment Class</i>	
	<i>Rater 1</i>	<i>Rater 2</i>	<i>Rater 1</i>	<i>Rater 2</i>
<i>N</i>	11	11	11	11
<i>Mean</i>	13,0	12,5	14	12,5
<i>S²</i>	1,18	1,29	4,24	1,92
<i>Inter-rater Coefficient Correlation</i>	0,72		0,75	
<i>t^{-calculated}</i>	4,8		3,8	
<i>Degree of Freedom</i>	9		9	
<i>Level of significance</i>	0,05		0,05	
<i>t^{-table}</i>	1,83		1,83	
<i>interpretation</i>	<i>t^{-calculated} > t^{-table}: reliable</i>		<i>t^{-calculated} > t^{-table}: reliable</i>	

Table 1. shows the statistical analysis result of the pre-test using product moment formula for measuring the level of coefficient relationship between two raters. It was found that the means score of the samples in control class given by rater 1 was 13, while rater 2 was 12, 5. On the other hand, in the experiment class, means score given by rater 1 was 14, while rater 2 was 12, 8. Based on these means scores, It was found that the coefficient correlation of two scorers were 0, 75 in pretest for samples in control class and 0, 72 for samples in experiment class. According to the inter-rater coefficient range, both scores of the former and the latter were highly reliable. In order to find whether there was a linear relationship between two raters in giving scores for individual samples in both two group, with t-test formula, $df\ n-2 = 9$, and 0,05 level of significance, it was found that the value of $t_{\text{calculated}}$ of both mean scores in control and experiment class was higher than t_{table} (i.e. t_{observed} (4,8) and (3,8) > t_{table} (1,83) It means that there was no differences of the two raters in giving scores of speaking proficiency in pretest for samples both in control and experiment class. This means that scores of the pretest of samples in both

groups given by both raters were reliable to be used as the quantitative data of the research.

Table 2. Inter-rater Coefficient Correlation of Post-test

<i>Rater</i>	<i>Control Class</i>		<i>Experiment Class</i>	
	<i>Rater 1</i>	<i>Rater 2</i>	<i>Rater 1</i>	<i>Rater 2</i>
<i>N</i>	11	11	11	11
<i>Mean</i>	39	38	48,91	50,82
<i>S²</i>	4,98	3,09	9,12	9,30
<i>Inter-rater Coefficient Correlation</i>	0,66		0,83	
<i>t^{-calculated}</i>	3,41		6,03	
<i>Degree of Freedom</i>	9		9	
<i>Level of significance</i>	0,05		0,05	
<i>t^{-table}</i>	1,83		1,83	
<i>interpretation</i>	<i>t^{-calculated} > t^{-table}: reliable</i>		<i>t^{-calculated} > t^{-table}: reliable</i>	

The table 2. shows the statistical analysis result of the post-test using product moment formula for measuring the level of coefficient relationship between two raters. It was found that the means score of the samples in control class given by rater 1 was 39, while rater 2 was 12, 5. On the other hand, in the experiment class, means score given by rater 1 was 48, 91, while rater 2 was 50, 82. Based on these mean scores, It was found that the coefficient correlation of two scorers were 0, 66 in pretest for samples in control class and 0, 83 for samples in experiment class. According to the inter-rater coefficient range, both scores of the former and the latter were highly reliable. In order to find whether there was a linear relationship between two raters in giving scores for individual samples in both two group, with t-test formula, $df\ n-2 = 9$, and 0,05 level of significance, it was found that the value of $t_{-calculated}$ of both mean scores in control and experiment class was higher than t_{-table} (i.e. $t_{-observed}$ (6,03) and (3,41) > t_{-table} (1,83) It means that there was no differences of the two raters in giving scores of speaking proficiency in pretest for samples both in control and experiment class. This means that scores of the post-test of samples in both groups given by both raters were reliable to be used as the quantitative data of the research.

Homogeneity Testing

In order to be able to measure to what extent dependent variables are affected significantly by their independent variables, it is necessary to determine whether samples in both groups had similar proficiency in spoken English before treatments were given. It is indicated by whether sample data are homogeneously distributed or not. It was determined by F-formula. The summary of the analysis with F formula can be seen in the following table:

Table 3. Homogeneity Testing of Pretest

	<i>n</i>	\sum mean	X^2	S_2	<i>Df</i>	$F_{-observed}$	F_{-table}	<i>interpretation</i>
Experimental group	11	146	2012,1	7,43	10	7,54	8,66	$F_{-observed} < F_{-table}$ Data were
Control group	11	140	1809,5	0,98	10			homogenous

Table 3 shows the result of the F- formula analysis for homogeneity testing of pre-test in both experimental and control group. With variant 7, 43 for experimental group and 0, 98 for control group, it was found that $F_{\text{observed}}(7, 54)$ was smaller than $F_{\text{table}}(8, 66)$. It indicates that sample data were homogeneously distributed which means that samples in both groups had similar proficiency in spoken English before the treatments were given in the beginning of the research.

Normality Testing

In parametric analysis to test hypothesis using t-formula, data taken from samples are demanded to be normally distributed. Whether data from samples are normal or not, they are determined by Normality Testing. In this research, Lilifort formula was used to identify whether quantitative data taken from samples were normally distributed or not. The result analysis can be seen in the following table:

Table 4. Normality Testing of Accuracy and Fluency in Spoken English

	Accuracy					Fluency				
	n	Σ mean	SD	L_o	L_{table}	Σ mean	SD	L_o	L_{table}	
<i>Experimental group</i>	11	535,8	8,480	0,74	0,249	567,5	9,764	0,59	0,249	
<i>Control Group</i>	11	405,9	5,828	0,64	0,249	438,1	5,828	0,78	0,249	
<i>Interpretation</i>	L_{observed} for accuracy in experimental group (0,74) and in control group (0,64) > L_{table} (0,249) : Data were not normal					L_{observed} for fluency in experimental group (0,59) and in control group (0,78) > L_{table} (0,249) : Data were not normal				

Table 4. shows the result of normality testing of quantitative data for accuracy and fluency in spoken English taken from both for experimental and control group. It was found that L_{observed} for accuracy data in experimental (0, 74) and control group (0, 64) were smaller than L_{table} (0,249). It means that quantitative data for accuracy were not normally distributed. On the other hand, for fluency, it was found that L_{observed} of quantitative data taken from sample in experimental group (0, 59) and control group (0, 78) were higher than L_{table} (0,24). It indicates that both quantitative data for fluency in both groups were not normal. The impact of this result is that t-test could not be used to test hypothesis. Therefore, nonparametric analysis was used to test the research hypothesis further.

Nonparametric Analysis

Since it was found that data were not normally distributed, t-test formula could not be used to test hypothesis. Therefore, it is needed nonparametric analysis as an alternative to test hypothesis. In this case, Mann-Whitney U formula or known as U-test was chosen as formula to test research hypothesis. The result can be seen in the following table:

Table.5. Mann-Whitney U'sHypothesis Testing for Fluency and Accuracy

	<i>Experimental Group</i>					<i>Control Group</i>				
	n	Σ rank	U1	U_{ob}	U_{tab}	n	Σ rank	U2	U_{ob}	U_{tab}
<i>Accuracy</i>	11	51	136	-15	34	11	57	130	-9	34

Fluency	11	57	130	-9	34	11	39	148	-27	34
Interpretation	For fluency, U_{observed} in experimental group and control group (-9) and (-27) is smaller than U_{table} (34): H_0 was rejected and H_1 was accepted									
	For accuracy, U_{observed} in experimental group (-15) and control group (-9) were smaller than U_{table} (34): H_0 was rejected and H_1 was accepted									

Table 5. shows the result of hypothesis testing using Mann-Whitney U formula as nonparametric analysis to test hypothesis of the research which were (1) H_0 : there was no significant effect of using guided speaking worksheet towards Students' accuracy and fluency in spoken English, (2). H_1 : there was a significant effect of using speaking worksheet towards students' accuracy and fluency. Based on the result of the U-test formula, it was found that U_{observed} of accuracy in both experimental (-15) and control class () was smaller than U_{table} (34). On the other hand, for fluency, U_{observed} for experimental class (-19) and control class (-27) was also smaller than U_{table} (34). It means that H_0 was rejected and H_1 was accepted. It also means that there was a significant effect of using speaking worksheets towards students' accuracy and fluency in spoken English.

Findings

Based on the statistical analysis above, it was found that there was a significant effect of using speaking worksheets towards senior high school students' accuracy and fluency in spoken English. The frequency mean score distribution and percentage of both group in the components of speaking proficiency can be seen in the following table

:
Table 6. Percentage and Frequency Scores Distribution of Students' Accuracy and Fluency in Spoken Language

Score Range N=11	Pretest				Posttest			
	Accuracy		Fluency		Accuracy		Fluency	
	Con	Exp	Con	Ex	Con	Exp	Con	Ex
(80-100) excellence	-	-	-	-	-	-	-	-
(60-79) good	-	-	-	-	-	2 (18 %)	-	2 (18%)
(40-59) fair	-	-	-	-	3 (27%)	9 (81%)	2 (18 %)	9 (81%)
(20-39) weak	-	1 (10%)	-	2 (18%)	8 (73 %)	-	9 (81 %)	-
(1-19) poor	11 (100%)	10 (90%)	11 (100%)	9 (81%)	-	-	-	-

Table 6. shows percentage and frequency of score distribution of students' accuracy and fluency in spoken English. There was significant changes in students' level accuracy and fluency in spoken English. From 100% in the frequency distribution under poor criteria for the level of accuracy, students' scores distribution in the pretest changed to 73 % in the weak criteria in the level of accuracy for spoken English, while in experiment class from 90% in the frequency distribution under criteria of weak in spoken English, students' score distribution changed to become 81 % under criteria of fair. For fluency, from 100% frequency of pretest score distribution in the poor criteria of spoken English,

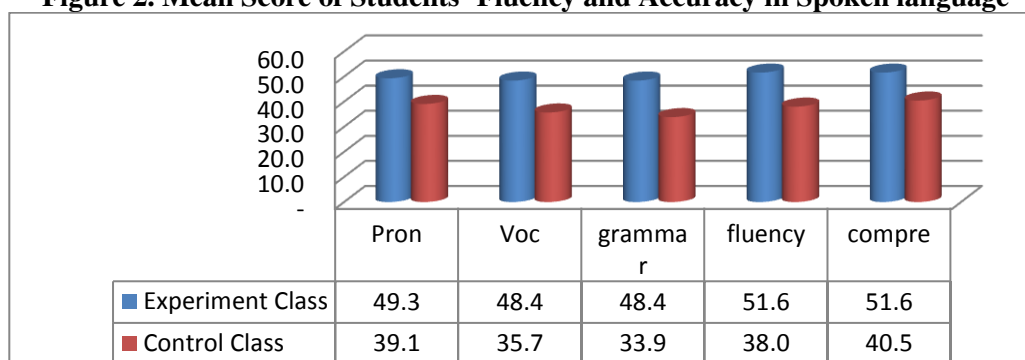
after the treatment, the frequency of the students' score distribution changed to 81% under criteria of weak in the post-test. On the hand, from 81% frequency of pretest score distribution for fluency in spoken English, after the treatment, there was 81% score distribution under criteria of fair. From the frequency of meanscore distribution and percentage which are compared frompretest to posttest between control and experiment class, it can be concluded the using guided speaking worksheet gave significant effect toward students' accuracy and fluency in spoken English

Table 7. Differences of Students' Mean Score in Spoken English

<i>N=11</i>	<i>Accuracy</i>			<i>Fluency</i>	
	<i>Pro</i>	<i>Voc</i>	<i>Gram</i>	<i>Flu</i>	<i>Comp</i>
	<i>Post-test</i>				
<i>Experiment Class</i>	49,3	48,4	48,4	51,6	51,6
<i>Control Class</i>	39,1	35,7	33,9	40,9	40,7
	<i>Pre-test</i>				
<i>Experiment Class</i>	17	17	9,6	14,9	14,5
<i>Control Class</i>	16,1	10	9,6	19,8	13,4

Table 7. show differences in students' mean score in the components of accuracy and fluency in spoken English from pretest to posttest. There were significant changes in the components of students' accuracy and fluency in spoken English in experiment class compared with students' in the control class. For accuracy, there was 48,7 mean score which was fair level of speaking skill gained by students in experiment class, while mean score gained by the students in control class was only 15,42 which is categorized as poor criteria of speaking skills. It can said that teaching speaking with speaking worksheets are effective in improving students' speaking skill in the term of accuracy and fluency.

Figure 2. Mean Score of Students' Fluency and Accuracy in Spoken language



The figure 2. shows the result of students' mean scores of posttest for components of accuracy and fluency in spoken English in post-test after beingtaught with different treatment. Accuracy in this regard deals with the correct use of linguistic elements in spoken language consists of components grammar, vocabulary and pronunciation. On the other hand, fluency in spoken language is defined as the ability of the students to maintain the flow of conversation smoothly without hesitation and able to demonstrate the appropriate respond for ongoing conversation. It consists of component of fluency and comprehension in speaking. Based on the statistical analysis, it was found that experimental students' overall performance in English spoken language increased slightly

both in term of accuracy and fluency after being taught using guided speaking worksheet in which they practiced to speak during the learning process of speaking. On the other hand, students in control class did not show significant changes in accuracy and fluency in spoken English after being taught without using speaking worksheet. The findings of the research are explained as follow.

1. For accuracy components in spoken English: (a) **Pronunciation** is related to the precise and correct pronunciation in term of stress and intonation in target vocabulary and expressions learnt during the treatment. Statistical analysis shows that mean score of students posttest in experiment class (49, 3) is higher than students in control class which was (39, 1). This means that students' in experiment class had fair competence of pronunciation in spoken English after being taught using guided speaking worksheet, while students in control class has weak competence of pronunciation after being taught by conventional strategies with no speaking worksheets to practice speaking, (b) **Vocabulary** refers to correct choice of words and expressions to express ideas in speaking. Statistical analysis shows that mean scores students' posttest in experiment class (48, 4) was higher than students in control class (35, 7) for vocabulary mastery. This means that students in experiment class gained fair competence of vocabulary mastery after being taught using speaking worksheet, while students in control class gained only weak competence of vocabulary mastery after being taught through conventional way without speaking worksheet to practice speaking, (c) **Grammar** is related to use of correct use of sentence structure, verb tense, subject verb agreement in speaking. Through statistical analysis, it was found that students' mean score for grammar mastery in experiment class (48, 4) was higher than students' mean score in control class (39, 9) for grammar mastery in spoken English. This means that students in experiment class gained fair score in the competence in grammar, while students in the control class only gained weak competence.

2. For fluency components in spoken English; Fluency in this case is related to the ability for students to speak confidently and to maintain the flow of speaking in natural way without too much hesitation and pause. Through statistical analysis there was slightly improvement gained by experimental students in term of fluency competence in spoken English. It is shown by their higher mean score (51, 6) compared with students' mean score in control class which was (38, 0). With that mean score, experimental students had fair competence in term of fluency in spoken English after being taught using speaking worksheet as supplementary exercise to practice speaking during the process of learning speaking in the classroom, while students in control class only gained weak competence in term of fluency after being taught without using speaking worksheet: (b) **Comprehension** in this regard is related the ability for student to demonstrate understanding and responding appropriately in ongoing conversation. The statistical analysis shows that experimental students' mean score is slightly better than students in control class. However, with mean score of 51, 6 for experimental students and 40, 5 for students in control class, both two groups acquired fair competence in term of comprehension in spoken English. It indicates that there was no significant change of students' comprehension in spoken English with or without using speaking worksheets to practice speaking.

DISCUSSION

Underlining the findings in this research, speaking worksheets which contain of target words or expressions and set of grammar need to have for communication might give students more opportunities to practice spoken English without having any hesitation and anxiety what to say, what to use or how to use since they were equipped with model of utterances and correct grammar use attached in speaking. For this, grammar that is needed to address accuracy in spoken language was used more contextually and meaningfully. As many studies indicate that lack of vocabulary and grammar knowledge are the main source of Indonesian EFL adult learners' anxiety to speak in English (Mukminin, 2015), it is a useful way to teach grammar and vocabulary for speaking rather than through memorizing their prescriptive set of rules alone. More importantly, it is more functional in the context of teaching English as a foreign language in which model of accuracy and fluency in spoken English are hardly to be found in the respective community. This what Larsen-Freeman, Diane (2009) noted down as explicit and implicit approach in teaching grammar mastery. Since grammar affects significantly the meaning of utterances intended in speaking, it also contributes not only its accuracy but also fluency as well. Teaching spoken English for EFL students need to balance between fluency and accuracy. Speak English fluently but not accurately (i.e. correct use of grammar) is useless. Since speaking is meaningful activities, so the intended meaning in speaking is conveyed by the speaker in conversation through the use of correct grammar, vocabulary choice and good pronunciation. On the other hand, Fluency is the extent to which people speak their language confidently and quickly with little or no hesitation. For EFL senior high school students who study English for academic purpose, develop their balance in accuracy and fluency in spoken English speaking skill are essential in order to get success learning the language. In other word, getting only fluency in English speaking is not yet a complete success but it needs also an accuracy to be said a complete success.

CONCLUSION AND SUGGESTION

Based on the statistical analysis, it was concluded that using guided speaking worksheets had better effect on senior high school students' accuracy and fluency in spoken English. The finding has implication in pedagogy that particularly teachers can use guided speaking worksheets (i.e. teachers' self-made worksheets) as an alternative strategy to develop students' equilibrium in term of accuracy and fluency in teaching them spoken English. In general, teachers and material developers should develop both more form and meaning-based speaking activities (Widiati and Cahyono, 2006) that promote student-students interaction both in pair or group in speaking classroom that lead to achieve the three main functions of communication, those are transaction, interaction and performance (Richard and Renandya, 2002). These ways are believed to give students more experiences and opportunities to practice their speaking skills in real context at the same time in the process enhance their accuracy and fluency to communicate with English.

As the context of learning English as a foreign language is concerned, it is obvious that the real settings how correct grammar, good pronunciation and appropriate vocabulary choice used in conversational encounter like in English native speaking country are not present in English foreign students' community. It is the duty and task of English teachers to set up English learning in the classroom as natural, original, meaningful and contextual as it should be. Grammar knowledge, vocabulary input and

pronunciation model should be introduced for students before they are assessed in conversational tasks. This will surely arise students' awareness in the correct use of linguistic elements in conversational settings.

Eventhough there was only slight changes in students' components of accuracy and fluency in spoken English indicated in statistical analysis above, using speaking worksheet was proven effective in improving students' ability in spoken English in term of accuracy and fluency. For more evidence to find the effectiveness of using speaking worksheets on students' accuracy and fluency in spoken English, Further research might need to conduct in larger samples, in more comprehensive instruments to measure components of accuracy and fluency in spoken language, what different effectiveness of using speaking worksheets used for more different learners' variables such as motivation, language proficiency, age, learning style etc. Or what is the effect of using self-made teacher worksheets compared to internet website-based worksheets ?

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