

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Mastery

In learning English, it is important for the learners to understand the concept of language in order to make easier in language acquisition. As we know, in mastering English there are some areas to be learnt. They are English skills and components. As Harmer (2007) explained that language skills work together closely. Not only language skills, but also “component of language knowledge must be accounted for in academic and interactional competence” (Saville, 2006). It is clear that both language skills and component of language are important and have their own roles which support each other in learning English Language.

Since the focus of this study is grammatical accuracy and speaking fluency, grammar is part of English components and speaking is part of English skills. It implies that grammatical accuracy and speaking fluency also has their roles in learning English.

2.2 Speaking Skill

According to Cambridge Advance Learners’ Dictionary (2003), speak is “to say words, to use the voice, to have conversation with someone”. Some experts argued that speaking is included in productive skill (Saville, 2006; Harmer, 2007). It is skills where learners produce

language. Learners should be able producing language by themselves. It requires understanding of language component such as vocabulary, morphology, phonology, syntax, and discourse to produce language (Saville, 2006: 162). That is why limited knowledge of language can cause problem in producing language.

For some learners, the priority in learning English is to speak competently (Hedge, 2003). Speaking is divided into transactional and interpersonal purpose (Harmer, 2007). Transactional propose conveying information and facilitating goods and service. Meanwhile, interpersonal propose maintaining good relationship with people.

Hedge (2003: 273) mentioned that it is useful to focus on language accuracy (grammatical structure, communicative function, etc.) in producing spoken English. It can be done by:

- a. Contextualized practice. It is to practice language by using suitable context with the suitable condition. It aims to balance between communicative function and linguistic form. For example by using some kinds of tenses appropriately.
- b. Personalizing language. It makes the language suitable for the learners. For examples by expressing their feelings, preference, ideas, and opinions. It is easier to be memorized.
- c. Building awareness of the social use of language. It leads learners to understand the appropriate social behaviour and appropriate language which should be used.

- d. Building confidence. It is to build confidence and ease learners in speaking so that they can use language automatically and quickly. It might be related to fluency. As Yurong and Nan (2008) showed on his research finding that learners of second language who have higher self-esteem tend to be more fluent in speaking.

In short, speaking is not only about to communicate ideas but also about how the learners are able to communicate ideas with focus on the aspects of accuracy so that the learners can achieve the true purpose of competent speaking.

From the explanation above, speaking is an activity which consists of producing words, utterances to deliver the purpose of the speaker by using some language components such as vocabulary, grammar, pronunciation, etc. Meanwhile, skill is ability to do something well. So, speaking skill is ability to produce words, utterances to deliver the purpose of the communication by using some language component such as vocabulary, grammar, pronunciation, and etc well.

2.2.1 Speaking fluency

There are many arguments related to Speaking fluency. According to British Broadcasting Corporation (2003), fluency is being able to communicate ideas without having too much stop and think about what to say. Other similar idea related to fluency is from Hedge (2003: 54) that defined fluency as “the ability to link units of speech together with facility

and without strain or inappropriate slowness, or undue hesitation”. This is in line with Koizumi (2005) that fluency is the speed of speaking.

Those definitions above are also the same with British Council the UK International Organization (taken from <http://learnenglishteens.britishcouncil.org/>) that fluency is to speak easily and quickly with very few pauses. Cotter (2013) added that fluency is not only ability to speak smoothly and quickly but also to speak with few pauses in involving a conversation. From the definition from some experts above, most of them argued that fluency is being able in communicating ideas quickly, well, smoothly, and easily in speaking activities.

To make learners being accustomed in producing spoken English fluently, Hedge (2003: 277) suggested these terms:

- a. Free discussion. Learners have opportunities to increase fluency through free discussion because it involves learners to talk about topics which can attract them. It also leads learners to use language in order to maintain conversation with others so that they are attracted to speak more.
- b. Role-play. It can make learners to choose language that they want to use. Through role-play, learners can practise various languages regarding to setting, politeness, and formality. They are also able to practise several interpersonal communications.
- c. ‘Gap’ activities. In this term, learners try to connect information gap to solve problem. They try to understand each other by doing more confirmation checks, comprehension, repetitions, and clarification. As

a result, learners is more encouraged to speak in less threatening way since their focus is to deal with the problem.

In short, fluency is important in speaking. It leads learners to communicate ideas quickly and easily. As a result, other person will comfort to have conversation with them. But, fluency without any accuracy is nothing. It can make other person difficult to understand about what we say to communicate ideas (British Broadcasting Corporation, 2003). That is why; fluency should be supported with accuracy (Nakagawa, taken from <http://www.geocities.co.jp>). So, both grammatical accuracy and fluency support each other in communicating ideas in speaking.

From the explanation above, speaking fluency is ability to speak easily and smoothly in connected speech with few pauses, without having too much stop and too much think about what to say.

2.2.2 Principles of Speaking fluency

Speaking fluency has its own requirements, Harmer (2007) explained that if learners want to be able in speaking fluency, they have to be able in using pronounce phonemes correctly, appropriate stress and intonation patterns and speak in connected speech.

Other source argued that there are some criteria necessary to achieve fluency (Hedge, 2003). The first criterion is the focus is on the meaning and not on the form. Then, the content should be determined by the learners as the speaker and the producer of opinions, information,

ideas, etc. because it eases learners to communicate their ideas about their interest. Next, learners should be involved in interpreting a meaning of what they hear in form of response orally so that the learners do not only rely on teacher's material but also develop it to connect with their idea in their response. Then, since what a learner hears is unpredictable, there should be information or opinion gap. The last, the teacher's correction should be done as minimal as possible since it can distract the message.

According to Richards in Nillson (2012), the principles to focus on fluency are "Reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use of context."

According to Miguelbengoa (2011), the characteristics of fluency are "Usage for real life, language for communication, language for skill, attempts at communication are judged by performance, attention is given to meaning, correction is generally a minor clarification of fluency in use, communication is the objective."

From the explanation above, the principles of speaking fluency are: 1) Focus on the meaning, 2) Interesting material, 3) Minimal correction, and 4) Focus on achieving communication purpose. Mainly, the purpose of speaking fluency is to be able to communicate ideas in connected speech.

2.3 Grammar

Oxford Advance Learner's Dictionary defined grammar as "the rules in a language for changing the form of words and combining them into sentences" (Hornby, 1995). This is similar to Cambridge Advance Learner's Dictionary definition that grammar is "the study or the use of the rules about how words change their form and combine with other words to make sentences" (2003).

Some experts have similar idea regarding to grammar. DeCapua (2008: 1) defined grammar as a set of rules which is considered as an absolute and fixed target or goal to be a "good" speaker or writer of a language. For native speakers, they use their intuitive to produce sentence with accurate grammatical use (Hedge, 2003; DeCapua, 2008). For EFL learners, they need to learn explicitly to produce grammatically accurate sentence (DeCapua, 2008: 7). That is why grammar is important to support learners to speak fluently. In some cases, learners try to find the accurate grammar of their speech because they were worry to make mistakes so that it influences their speaking fluency (British Broadcasting Corporation, 2003). In contrary, it means that if learners of EFL understand much about grammar, they needn't too long time to think about grammatical accuracy while speaking. As result, it will support their speaking fluency.

From the explanation above, grammar is about how words and sentences are used and combined correctly. So, grammar is the rules which manage words and sentences to be used correctly.

2.3.1 Grammatical Accuracy

According to British Broadcasting Corporation (2003) accuracy is to speak without making any error in grammar and vocabulary. Other source mentioned that accuracy is being correct and clear in speaking (pronouncing and spelling) or writing which is free from grammatical error and appropriate with the situation or context (Cotter, 2013). This argument is in line with British Council the UK International Organization (taken from <http://learnenglishteens.britishcouncil.org/>) that accuracy is speaking correctly with very few errors. So, accuracy is being correct and free from any kind of errors in using language such as grammar, vocabulary, pronunciation, spelling, and also context.

Meanwhile, there are some arguments related to grammatical. Pongsiriwet (2001) explained that grammatical is “a sentence which conforms to the rules defined by specific grammar of a language”. Woodford and Jackson (2003) added that grammatical is “relating to grammar or obeying the rules of grammar”. This is supported by DeCapua (2008) that every language has its patterns and structures that make sense of a language, in this case is called grammatical.

From the definitions above, accuracy is being correct with very few mistakes in using grammar, vocabulary, pronunciation and spelling with appropriate context. Grammatical is obeying the rules of grammar in sentences. So, grammatical accuracy is being correct and free from error in using grammar rules in English language with appropriate context.

2.3.2 Principles of Accuracy

According to Richards in Nillson (2012), the principles to focus on accuracy are “Reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, do not require meaningful communication, and control choice of language.”

Miguelbengoa (2011) added that the characteristics of accuracy are “Usage: explanation, language for display, language for knowledge, attempts at communication are judged by linguistic competence, attention is given to language, correction is often a feature of accuracy focussed work, and language is the objective.”

In short, accuracy concerns on the use of linguistic competence accurately. It is about how the language is used accurately. It does not always require communicative purpose because the focus is to the language itself.

So, the principles of accuracy are: 1) It focuses on the formation of correct language, 2) It does not require meaningful communication, 3) Correction is often needed to obtain accuracy, and 4) Language is the objective.

2.4 Pronunciation

Cambridge Advance Learner’s Dictionary (2003) defined pronunciation as “How words are pronounced”. This is similar to the

definition from Oxford Advance Learner's Dictionary (Hornby, 1995: 928) that pronunciation is "1) the way in which a language is spoken, 2) the way in which a word is pronounced, 3) the way a person speaks the words of a language".

In learning English, recognising pronunciation brings benefit. It can support spoken communicative ability (Harmer, 2007: 248; Saville, 2006: 143) since it leads learners to pronounce words or sentences with correct stress and intonation. Stressing words in spoken form shows that the message should be accepted and understood correctly (Harmer, 2007: 249).

Furthermore, the comprehension of pronouncing words accurately with regard to correct stress and intonation can make communication easy to be understood. It is because stress and intonation with certain emphasis or pitch of voice can help speaker to express the meaning of the utterances in spoken (Harmer, 2007). It indicates, for examples, delivering question or statement, enthusiasm or bore, etc.

Hedge (2003) explained that pronunciation is one of measurements in fluency. This is in line with Harmer (2007) that if learners want to be able in speaking fluency, they have to be able in using pronounce phonemes correctly, appropriate stress and intonation patterns and speak in connected speech. Ano (taken from <http://www.waseda.jp>) added that pronunciation is included in criteria of deciding accuracy.

From the explanation above, pronunciation is the way to pronounce the sound of words accurately with appropriate stress and

intonation. Pronunciation can support learners to be easier to communicate ideas through correct pronunciation, appropriate stress and intonation. It means that pronunciation has its own roles in achieving speaking fluency and accuracy.

2.5 Vocabulary

Oxford Advanced Learner's Dictionary defined vocabulary as "The total number of words in a language and; all the words known to a person or used in a particular book, subject, etc". (Hornby, 1995: 1331).

It is impossible to learn English without knowing many vocabularies. It leads learners to develop their competence in language both in written and spoken form. That is why vocabulary is the most important knowledge for all language learners (Saville, 2006).

Since vocabulary is very important, there are some types of knowledge which give contributions for effective use of context for vocabulary learning: linguistic knowledge, world knowledge, and strategic knowledge (Saville, 2006: 141).

Furthermore, vocabulary is one of measurements in fluency (Hedge, 2003). This is supported by Saville (2006: 170) that fluent speaking can be achieved with vocabulary which has significant roles.

From the explanation above, vocabulary is all of words to produce language. Since the fluent speaking can be achieved with rich vocabulary, it means that vocabulary also has its roles to support speaking fluency.

2.6. The Importance Relationship between Grammatical Accuracy and Speaking Fluency

Hedge (2003: 46) delivered five components of communicative language ability which the goal is to make learners able to communicate effectively in spoken and written by knowing and putting knowledge of language in various settings and situations. The five components are linguistic competence, fluency, pragmatic competence, discourse competence, and strategic competence. It implies that the five components are related each other and support each other to achieve the goal of communicative language ability, especially in speaking. Meanwhile, the grammatical structure is included in linguistic competence. It means that, the grammatical structure and fluency, in this case is speaking, have their contributions each other.

Moreover, since fluency belongs to one of components of communicative language ability, some Course book aims to achieve it in speaking activities (Hedge, 2003). On the other hand, Hymes in Hedge (2003:45) added that “rules of use without the use of grammar would be useless”. Hedge (2003: 45) clarified it that speaker should comprehend and use linguistic forms. This is clear that in speaking activities, learners should be able to not only know the language but also use of the linguistic form such as grammatical form, pronunciation, vocabulary, etc. This means that it is important for learners to communicate ideas through speaking without leaving the fluency and the linguistic competence. As Brumfit in Hedge (2003: 58) explained similar ideas that fluency activities

can make learners to produce and understand linguistic form, this is called as accuracy.

Other expert also admitted the significant importance of relationship between speaking fluency and grammar. Saville (2006: 170) drew conclusion that the fluent speaking can be achieve with grammar and vocabulary which have significant roles. However, learners need to develop not only ability of grammar, vocabulary, functional language and communicative skills but also fluency and contextual appropriacy since all of them are equally important goals (Hopkins and Potter in Hedge, 2003: 261).

In short, it is important to include both fluency and accuracy in grammar for communicating ideas through speaking since they have their own significant roles. This is supported by Hedge (2003: 261) that including both accuracy-based and fluency-based activities is useful for communicative purposes. Regarding to the relationship between grammatical accuracy and speaking fluency can make us more conscious that both of them should be included in speaking of language classroom activities.

From the explanation above, the importance relationship between grammatical accuracy and speaking fluency are:

1. Both grammatical accuracy and speaking fluency are included in components of communicative language ability. It means that both of them support each other to achieve communicative language ability.

2. Speaking fluently without using accurate grammar is useless and vice versa.
3. Fluent speaking can be achieved with grammar, vocabulary, etc.
4. Focusing on both grammatical accuracy and speaking fluency is very useful for communicative purpose.

2.7 Previous Study

There are some studies regarding to the relationship between grammatical accuracy and speaking fluency. They showed some variabilities of results.

First, Nakagawa (taken from <http://www.geocities.co.jp>) mentioned on his conclusion of research paper that accuracy and fluency influenced each other. They are two competences which support ability to achieve communicative competence. Accuracy could cause fluency and fluency caused more accuracy. In the other words, they have relationship each other.

Study of Priyanto and Amin (2013) found a significant correlation between grammatical accuracy and speaking fluency at senior high school students. That study used grammar test and speaking tests to measure students' grammatical competence and speaking fluency. The participants did the test in different time to ascertain that the data collected was reliable. There was no any treatment on that study. The result revealed positive and moderate correlation between grammatical competence and

speaking fluency ($r = 0.44$). The moderate correlation was because of the variability of the students' score distribution.

Other study is from Hunter (2011), he used 'small-talk' methodology to develop accuracy, fluency, and complexity in speaking. On his research conclusion, it showed there was relationship between 'small-talk' methodology and the development of accuracy, fluency, and complexity.

Moreover, Nilsson (2012) conducted an experiment by using accuracy-based task and fluency-based task for second language learners. The results showed that accuracy, fluency, and self-confidence of second language learners could be improved through accuracy-based task. Meanwhile, fluency-based task could improve learners' motivation.

Furthermore, Pongsiriwet (2001) conducted research to examine the relationship between grammatical accuracy and discourse features of student writing compositions. The discourse features included cohesion and coherence. The result of that study showed that there was no statistically significant correlation between grammatical accuracy and cohesion. Meanwhile, there was a significant correlation between grammatical accuracy and coherence. Finally, he concluded that students who were good in grammatical accuracy were not always good at cohesion but there was possibility that they might be good at coherence.

Moreover, Koizumi (2005) conducted a study to examine relationship between speaking performance (which includes aspects of fluency, accuracy, syntactic complexity, and lexical complexity) and

productive vocabulary on Japanese learners of English at novice level. The result showed there were relationships between them. In details, some of the results showed strong correlation between speaking speed (element of fluency) and ‘one element of syntactic complexity’ ($r = 0.51$) and also strong relationship between speaking speed and lexical complexity ($r = 0.80$). It meant that the students who spoke faster were likely to produce utterances with higher syntactic complexity and lexical complexity. As the theory explained before, it can be known that speaking speed is one of element in fluency and syntax is part of grammar. It might refer that fluency and grammar also have strong relationship.

In contrary, the research by Porcino and Finardi (2012), which aimed to find the impact of communicative task-based on second language learners in speaking accuracy and fluency, showed trade-off effects between accuracy and fluency. It showed that the participants were more fluent to speak when they were less accurate and vice versa.

The research of Ano (taken from <http://www.waseda.jp>) entitled “Japanese English: Fluency and Accuracy in the Spoken English of High School Learners” attempted to find correlation between fluency and accuracy for high school learners. The result showed that the correlation between the two was not significant ($r = -0.088$).

From the previous studies mentioned above, there are some differences between this study and the previous studies mentioned before. First, this focus is specific on grammatical accuracy and speaking fluency. Meanwhile, studies of Ano (taken from <http://www.waseda.jp>), Nakagawa

(taken from <http://www.geocities.co.jp>), Porcino and Finardi (2012) focused on general of accuracy and fluency. Some of them also focused on combination of accuracy, fluency, and complexity (Koizumi, 2005; Hunter, 2011). Pongsiriwet (2001) also had different focus on grammatical accuracy and discourse features of writing.

Second, the subject of this study is learners at 4th semester in college level. Meanwhile, some of the previous studies mentioned above had subject at novice level in high school level (Koizumi, 2005), high school level (Ano, taken from <http://www.waseda.jp>), university freshmen level (Pongsiriwet, 2001). In term of subject of the study, they are different with this study.

Third, the settings of the previous studies are different from this study. Ano (taken from <http://www.waseda.jp>) gave measurement based on only spoken activity. Pongsiriwet (2001) gave measurement based on written test. Other study used certain strategy in measurement such as small-talk (Hunter, 2011) and communicative task-based (Porcino and Finardi, 2012). Meanwhile, this study finds the correlation between grammatical accuracy and speaking fluency based on the scores of Speaking 3 and English Advance Grammar lectures at English Language Education Department at University of Muhammadiyah Gresik.

Furthermore, the results of the previous studies showed different results. Ano (taken from <http://www.waseda.jp>) showed that there was no statistically significant between grammatical accuracy and fluency. Porcino and Finardi (2012) showed the result of trade-off effects between

accuracy and fluency. Some of them showed there was correlation between accuracy and fluency (Nakagawa, taken from <http://www.geocities.co.jp>; Koizumi, 2005).

In short, the results of the previous studies are different because of different subject, focus, and setting. Since this study also brings different subject, focus and setting, it is still become a question about whether actually there is relationship between grammatical accuracy and speaking fluency at 4th semester learners of 2012/2013 academic year of English Language Education Department at University of Muhammadiyah Gresik.

2.8 Summary

There are two areas in English mastery; they are English skills and English components. Both of them bring contribution to one another. Grammar and speaking fluency are included in mastering English language. Logically, the use of grammatical accuracy and speaking fluency gives contribution to one another. As Nakagawa (taken from <http://www.geocities.co.jp>) argued “accuracy brings fluency and fluency brings more accuracy”.

The theories from some experts above also showed that both grammar and speaking fluency have significant roles in speaking to improve communicative purpose. It means that both of them have important roles to support each other.

From some of the previous studies, they showed that there was relationship between grammatical accuracy and speaking fluency. Speaking fluency could support grammatical accuracy or vice versa. Since both of them are crucial, including both accuracy and fluency as goal of speaking in language classroom activities is good way to improve learners' proficiency in communicative speaking.