INTERNATIONAL SEMINAR
Enrichment of Career by Knowledge of Language and Literature II (ECKLL II)

PROCEEDING

What Should I Know About Foreign Language Acquisition?

Faculty of Letters-Dr. Soetomo University
in collaboration with
Balai Bahasa Provinsi Jawa Timur, KEMDIKBUD

Surabaya, August 28, 2014
INTERNATIONAL SEMINAR

Enrichment of Career By Knowledge of Language and Literature II
Penulis:
Desain Sampul:
© 2014, ITS Press, Surabaya

Hak cipta dilindungi undang-undang
Diterbitkan pertama kali oleh
ITS PRESS, Surabaya 2014

ISBN 978-602-0917-00-9

Anggota IKAPI

Sanksi Pelanggaran Pasal 22
Undang-Undang Nomor 19 Tahun 2002
Tentang Hak Cipta:

1. Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 2 ayat (1) atau Pasal 49 ayat (1) dan ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan / atau denda paling sedikit Rp. 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan / atau denda paling banyak Rp. 5.000.000.000,00 (lima milyar rupiah).

2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1) dipidana dengan penjara paling lama 5 (lima) tahun dan / atau denda paling banyak Rp. 500.000.000,00 (lima ratus juta rupiah).

Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari penerbit.

Dicetak oleh Percetakan ITS Press
Isi di luar tanggung jawab percetakan
ADDRESS OF THE SEMINAR COMMITTEE

Dear Presenters and Participants,

It is really a great pleasure for me to be here and welcome you to the second seminar on Enrichment of Career by Knowledge of Language and Literature (ECKLL II). The theme for this year's seminar “What Should I Know About Foreign Language Acquisition?” is particularly apt in the light of the globalization that has changed the way we communicate, receive and present information. All of us have the privilege and the challenge of teaching language to diverse groups of varying levels of competence in the language.

Therefore, we have to be role models for effective communication. Our students, and indeed our peers, will look to us as an exemplar of how the language is to be used to communicate clearly, accurately and effectively.

It is really good that we all can sit here and discuss about language acquisition and also new ideas or opinion on language acquisition.

Finally, I would like to say thank you to all the paper contributors. Without their papers, this seminar will not take place. To all the participants, I would also say thank you. Your participation is really important to see what we can really do in our field of study.

I wish all of you a fruitful and successful seminar

Committee Chair
# TABLE OF CONTENTS

1. ADDRESS OF THE SEMINAR COMMITTEE ........................................... i
2. ADDRESS OF THE DEAN .................................................................... ii
3. ADDRESS OF THE RECTOR ................................................................ iii
4. TABLE OF CONTENTS ........................................................................ iv
5. Kemungkinan Integrasi Kurikulum antara Universitas Dr. Soetomo dan Universitas Setsunan
   Prof Takao URANO, Universitas Setsunan, Osaka, Jepang .............. 1
6. Learning English in a non-English Speaking Environment
   Jon D Guffy, EfeX, English for Excellence, Surabaya, Indonesia ....... 12
7. BIPA Sebagai Sebuah Strategi Kebahasaan dalam Konteks Indonesia
   Arif Izzak, S.S, Balai Bahasa Provinsi Jawa Timur, KEMDIKBUD ......... 21
8. Strategi Pembelajaran Dokai (Membaca) di Prodi Bahasa dan Sastra Jepang Fakultas Ilmu Budaya Universitas Brawijaya
   Dra. Ismi Prihandani, M.Hum, Universitas Brawijaya, Malang, Indonesia ................................................................. 39
9. The Mastery of Spoken English in the EFL Class: a Dilemma between Accuracy and Fluency
   DR. Besin Gaspar, Universitas Surabaya, Surabaya, Indonesia .......... 46
10. Interaction in Language Classroom
    Hermanto, SS, M.Pd, Institut Teknologi Sepuluh Nopember, Indonesia ................................................................. 57
11. A Skilled Centered Approach to Update the Method in The Language Teaching
    Lubna Alagadrie, Dr. Pend. Dipl TEFL, MA .................................... 73
THE MASTERY OF SPOKEN ENGLISH IN THE EFL CLASS: a Dilemma between Accuracy and Fluency.

Besin Gaspar

Email: gasparbesin@ubaya.ac.id

ABSTRACT
This paper deals with the role of accuracy and fluency in mastering the spoken English in Indonesia in line with the shift in language teaching from audiolingual to communicative language teaching (CLT) or communicative approach (CA). The accuracy and fluency in the mastery of spoken English is crucial and its importance has changed from time to time, depending on the teaching method employed by the institution and English teachers. In the era of audiolingual method, accuracy was the primary goal while fluency came after students mastered the language systems. On the other hand, when CA or CLT was introduced in the 1990s and being applied up to the present, fluency is the primary goal and some English teachers misunderstand that grammar has no place in the English class. Ideally, in mastering the spoken English, accuracy and fluency should be treated equally since choosing one and neglect the other will have the strong points and the weak points as well. The choice of priority should be on the basis of level of competence of the students and the goal of mastering the spoken English in the social setting.

Key words: audiolingual method, communicative approach, accuracy, fluency.

I. INTRODUCTION
Finocchiaro (1979: 21) states that the goal of learning a foreign language is to master the properties of the linguistic system and the four skills of the language. The linguistic system includes the aspects of phonology, morphology, syntax, and the vocabulary. In phonology, the learner’s attention is focused on the sound distinction and sound production (stress, intonation, rhythm, tone, and juncture). In morphology, the learner should be given a lot
of practice in word formation, that is, derivation and inflection. In syntax, the learner's attention should focus on the sentence building. The exercise should be focused on how to combine words into phrases and phrases into sentences of various types. The four skills include listening, speaking, reading and writing. Speaking and writing can be grouped into one as the productive skills because they both involve the process of encoding. On the other hand, listening and reading can be grouped into one in that they both involve the process of decoding, that is, the ability to understand the message decoded. In an attempt to mastering the linguistic system or linguistic competence as Paulston and Bruder call it (1976), the applied linguistics experts have developed various approaches, methods, techniques, and procedures as seen in *Approaches and Methods in Language Teaching* by Richards and Rodgers (1986).

The issue of accuracy and fluency in the mastery of spoken English in the EFL class is still relevant since there has been a big shift in the teaching methods in Indonesia in the last twenty years from audiolingual to communicative language teaching (CLT) or communicative approach (CA). There is a misunderstanding among the English language teachers as stated by Soenjono Dardjowidjojo (1995) that when CA which focuses on the fluency was first introduced in the 1990s, this method or approach has substituted audiolingual method which focuses on the accuracy. Consequently, in designing the teaching material and classroom activities, grammar was kept to a minim. In speaking class, the focus is to encourage the students to speak fluently regardless the grammatical and pronunciation mistakes the students make. As a result, in speaking students produce ungrammatical sentences such as, *Can you computer? I will to Malang next week, I am agree that Surabaya very hot but I very much like Surabaya.* Sometimes these mistakes are
tolerated and there is no need to correct in the sense that these sentences are communicative and understandable. This is quite misleading and it is not in line with the idea of Wilkin and Littlewood who pioneered CA: “the structural view of language has not been in any way superseded by the functional view” (Dardjowijoyo, 1995: 7).

In addition, the issue of accuracy and fluency is relevant when talking about foreign language acquisition and learning. Acquisition, according to Klein (1986: 20) is used to refer to the spontaneous or automatic process or activities. In this process, the students try to utilize his language potentials, freedom and creativity to communicate their ideas. The result is that they might be very fluent but not accurate in grammar and pronunciation. In contrast, learning is used to refer the guided activities to master a foreign language. Since this is a guided or controlled activities, the students can be very accurate in producing the sentences but not fluent and communicative.

This paper deals with the fluency and accuracy in the mastery of spoken English in the EFL class based on audio-lingual method and communicative language teaching. The question is: which one is more emphasized in teaching speaking skills: accuracy or fluency? According to Bell (1981: 176), this is a dilemma because in principle the teachers want their students not only to be accurate but also to be fluent. In speaking, for example, if the emphasis is on accuracy, the learners will speak very slowly in order to avoid mistakes. But this habit is not ideal in the real communication because sometimes the learners try not to say what they want to say because they are afraid of making mistakes. By doing this, accuracy is achieved but fluency is sacrificed. On the other hand, if the emphasis is on fluency, the grammatical mistakes made by the Indonesian students as quoted above will be tolerated as long as the meaning is understood. Thus, this paper aims to identify the role of accuracy
and fluency in teaching speaking seen from different perspectives: audio-lingual and CA or CLT.

II. THE COMPONENTS TO MASTER IN SPEAKING.
How do we know that someone speaks fluently, accurately and appropriately? Brown (2004: 172) recommends the following categories to measure the oral proficiency: grammar, vocabulary, comprehension, fluency, pronunciation, and task. These components can be grouped into three: accuracy, fluency and appropriateness. Accuracy includes the grammar, vocabulary and pronunciation. Fluency includes the speed, regularity, continuity, coherence, context sensitivity and creativity while appropriateness refers to the task, that is, ability to use the language functions in the proper social setting.
To achieve the fluency, accuracy and appropriateness, there are many techniques and activities as suggested by Jeremy Harmer in *Essential Teacher Knowledge: core concepts in English Language Teaching.* (2012: 101-120), ranging from pair practice, group practice and individual presentation. To achieve accuracy, Harmer suggests repetition and drill, both choral and individual, and controlled practice. On the other hand, to achieve fluency, Harmer suggests information-gap activities, open interview, discussion, role play and presentation/public speaking.

III. THE PRINCIPLES OF AUDIOLINGUAL METHOD AND COMMUNICATIVE LANGUAGE TEACHING (CLT)
A. Audiolingual Method
The principles of audiolingual method is based on the structural linguistics and behavioral psychology which are usually referred to as structuralism and behaviorism. These principles can be summarized as follows. The first
are the principles based on the structural linguistics as stated by Richards and Rodgers (2001: 50-60) which include the following:
1. Linguistic systems are considered as systems within systems. Phonemic system leads to morphological system; morphological system leads to syntactic systems. Learning a language is learning the rules by which these elements are combined.
2. Language is speech. Therefore, the items to be learned should be presented in spoken form first.
3. Linguistic competence is the desired goal. This competence refers to the knowledge of the language rules.

The second are the principles based on the behavioral psychology as seen in Functional-Notional Approach: From Theory to Practice (Finocchiaro & Brumfit, 1983: 91) and Approaches and Methods in Language Teaching (Richards & Rodgers, 2001: 67).
1. Language is habit. Learning a foreign language is basically a process of mechanical formation or habit formation. Therefore, good habits should be formed and making mistakes should be minimized and avoided.
2. Accuracy is the primary goal. Fluency comes after long practice.
3. Drilling and memorization are essential to achieve accuracy.

B. Communicative Language Teaching

Principles of communicative language teaching are based on the sociolinguistic and cognitive theory of learning which can be summarized as follows (Richards & Rodgers, 2001).

The first are the principles based on sociolinguistics. These include the following. Learning a language is learning to communicate. Communicative competence is the desired goal. This competence refers to the ability to use the linguistic systems effectively and appropriately. Appropriateness refers
to the style (formal and informal). The learning process should be focused on not only the structural aspects but also the functional aspects of the language. Fluency is the primary goal. Mistakes or errors in sentences can be tolerated as long as the sentences are communicative. Accuracy is judged not from the form but from the context.

The second are the principles based on the cognitive theory of learning. There are two principles to be mentioned here: meaning and linguistic variation. In using the language to communicate, meaning is the most central; the form is secondary. It follows that the success or the failure of communication is measured on the meaning; not the grammatical correctness of the sentences. Language learning is learning how to communicate.

From the brief summary above, there are a number of main differences between audiolingual method and communicative language teaching (CLT) as mentioned by Richards and Rodgers (2001), and Finocchiaro & Brumfit (1983). First, the theory of learning underlying these two methods are different. The former is based on the behaviorism while the latter is based on the cognitive theory. Based on behaviorism, learning a language is learning a set of habits. Based on cognitive theory, learning a language is learning how to use the language to communicate. Second, audiolingual method is based on structural linguistics which focuses on speech, forms and patterns. According to the structuralists, language is basically speech. On the other hand, communicative language teaching is based on sociolinguistics which focuses on the function of the language as a means for communication. Another main difference is that audiolingual method emphasizes accuracy while communicative language teaching emphasizes fluency. Accuracy refers to the formal correctness both in pronunciation and structure while fluency refers to
“talk without significant pauses for an extended period, to express the ideas automatically, unconsciously and creatively in speaking and writing” (Brumfit, 1990: 52-53).

IV. ACCURACY AND FLUENCY IN SPEAKING

One of the differences between audiolingual method and communicative language teaching is that the former focuses on the accuracy while the latter focuses on the fluency. The problem is: which one is more emphasized in speaking class: accuracy or fluency. Brumfit in *The Communicative Approach to Language Teaching* (1987: 189) argues that the contrast between accuracy and fluency is largely metaphorical because classrooms usually concern with both. In elementary level, drills or exercises to obtain the accuracy are logical. For example, in conversation class, the students are given a list of questions and using that list, they interview one another. This is an accuracy-based task because the teacher can control the correctness of grammar and the pronunciation of the sentences produced by the students. If the students write a composition based on a list of guiding questions, that is an accuracy-based task. After the elementary level, there should be a shift from accuracy to fluency. Consequently, the fluency-based task should be given, such as conversation based a topic without guiding questions, free composition on any topic.

According to Brumfit (1987: 187-189), accuracy has the weak point and the strong points. The first weak point is that it has no flexibility because the students have to practice what have been designed in order to avoid mistakes. The second weak point is that the ability of the students to improvise is neglected because accuracy should be maintained. On the other hand, the strong point is that the students can speak with a
native-like pronunciation and correct grammar. In writing, the students’ ability to write grammatically correct sentences is high.

Fluency also has the weak point and the strong points. The first weak point is that if it is applied in the elementary level, the students tend to speak and write without taking the language rules into consideration. Second, in speaking, once the students make mistakes and they are tolerated, it becomes a habit and it is difficult to change. The strong point is that the students feel free to express their ideas.

Brumfit in *Communicative Methodology in Language Teaching* (1990: 52-53) makes a distinction between the two concepts (accuracy and fluency) as follows:

> “language work focused on language is always accuracy work, however fluently it may be performed; whereas language work which entails using the target language as if it is a mother tongue is always fluency work”

The quotation above shows that accuracy focuses on the language teaching activities to master the language form while fluency focuses on the language use, that is, the quantity of using the language unconsciously and automatically. Brumfit (1990: 54) mentions the characteristics of fluency, that is, speed, continuity, coherence, context sensitivity and creativity.

Bell (1981: 176) is right when he states that “we need a sensible compromise between accuracy and fluency”. The teachers want the students to be both accurate and fluent in speaking. Ideally, in the teaching and learning process of speaking class, accuracy and fluency should be done simultaneously, hand in hand. It is not wise to focus more on one and neglect the other.
V. HOW TO DEAL WITH MISTAKES.

Mistakes are very common in a foreign language learning and it has been dealt with in different ways, depending on the theories of language learning and teaching methods. In the era of audio-lingual method, mistakes were seen as something which may not be done by students. Therefore, mistakes cannot be tolerated and should be prevented. The students’ oral production should be controlled in such a way that they will not make mistakes. The students’ freedom and creativity should be kept to a minimum. On the other hand, in CA, mistakes are seen as something good. Teachers should view the mistakes/errors as something ‘good’ in the sense that it can be a feedback for them to improve their teaching strategies (Brown, 2000: 217-218).

But it is wrong not to correct the learners’ mistakes/errors at all. Therefore, Bell (1981: 176) states that “we should correct the errors but which one and how much? Too much correction can be counterproductive but too little correction can be equally counterproductive, too”. For example, it is counterproductive to interrupt a student who is talking about his past activities in front of the class very often because he/she makes mistakes in the verb form of simple past because the frequent interruption will make him/her discouraged or unmotivated. But not to correct the mistakes at all is counterproductive as well since it is a signal of reward or reinforcement.

In the elementary level, the teachers can focus on the fluency and improve the accuracy gradually in order to give the students freedom and make them motivated. In the higher level, teachers should pay attention to both fluency and accuracy. If the accuracy is neglected, the danger is that mistakes will be habit and it is difficult to change it in the future because it is too late. In our daily experience as teachers we notice that some intermediate students of English department cannot pronounce the words “three”, “determine”,

54 Faculty of Letters – Dr. Soetomo University
correctly because they get used to it and it has been a habit. Some typical sentence patterns which are not said correctly are: *I am agree that* ..., *I breakfast at home, I school at SMA VII*, etc.

**VI. CONCLUSION**

To summarize the whole discussion, I would like to make the following points. First, accuracy and fluency are crucial in the mastery of spoken English. The audiolingual method has put accuracy as the primary goal while communicative language teaching has put fluency as the primary goal. This difference is due to the fact that these two methods emerge from different linguistic theory and different theory of learning. Audiolingual method focuses on the linguistic competence while communicative language teaching focuses on communicative competence, that is, the ability to communicate effectively and appropriately. Second, concerning the accuracy and fluency, it is not ideal to choose one and neglect the other because both have the weak point and the strong points. Although it is a dilemma to emphasize one and neglect the other, a sensible compromise is needed here. The priority is chosen on the basis of level and social setting: who, where, when and what.
REFERENCES


