

CHAPTER 1

INTRODUCTION

This chapter elaborates on the background of the study, research questions, research purposes, research scope, research significances, the framework of thinking, and previous researches.

A. Research Background

Speaking is one of the most challenging yet essential skills for learners to master in English as a foreign language (EFL). Speaking fluency requires not only a lack of errors but also the ability to convey ideas smoothly without many pauses or interruptions (Aziez et al., 2024). To ensure their messages are accurate and easily understood, learners must also achieve speaking accuracy, which involves the use of correct and contextually relevant grammar, vocabulary, and pronunciation.

Many students have difficulty speaking fluently and accurately due to lack of practice and anxiety. According to Bohari (2020), students have memorized many vocabulary words but have difficulty forming grammatically correct sentences, causing other students to feel that they are not fluent, have poor pronunciation, and lack understanding. Fluency and accuracy in language learning are influenced by context, task type, and proficiency level, while formal speech tends to prioritize accuracy through planning and structure Amelia et al. (2022). Therefore, fluency and accuracy are important components in the development of effective speaking competence. Both play complementary roles in enabling learners to communicate meaningfully and correctly in real-life situations, with fluency maintaining smooth speech and accuracy ensuring that messages are conveyed correctly. According to Brown (1995) in the *Journal of Fluency and Accuracy*, fluency is a complex concept that requires a balance between these two aspects. Fluency enables students to convey messages smoothly and spontaneously, while accuracy ensures the proper use of linguistic elements such as grammar and pronunciation. Housen and Kuiken (2009) emphasize that the balanced development of these dimensions significantly contributes to successful language performance.

In formal speaking contexts like presentations, speeches, or academic discussions, effective speaking becomes vital. Effective speaking in formal situations demands fluency and accuracy as well as clear idea organization, respectful vocabulary selection, and polite tone maintenance. According to Ngilma (2022), effective communication while speaking requires students to control fluency, accuracy, vocabulary, pronunciation, and understanding especially in the context of formal speeches.

Formal speech can be understood as a form of oral communication used in formal situations, with a more organized structure and vocabulary and a clear purpose. On the other hand, formal speech also relies heavily on accuracy, which is the correct use of language structure, polite and appropriate vocabulary choices, and effective delivery strategies. As explained by Amelia et al. (2022), formal speech is characterized by an organized delivery pattern and clear communication objectives, such as providing information, convincing the audience, or marking important events. Therefore, the success of delivering formal speech does not only depend on the ability to speak fluently, but also on the accuracy and appropriateness of the language used. The balance between fluency and accuracy is the key to creating effective formal communication that is acceptable to the audience.

Several recent studies have examined the correlation between fluency and accuracy in formal speech. For example, Cendra and Sulindra (2022) investigate how vocational students see accuracy, fluency and other psychological related aspects in speaking as well as collecting some suggestions to create a better speaking class. The finding reports that Indonesian vocational students tend to prioritize accuracy over fluency. In the same way, Hasanah (2021) highlighting the effectiveness of communicative Approaches in Improving Students Fluency and Accuracy in Speaking. The result showed that the communicative approach improved fluency and accuracy among secondary school students. Meanwhile, Ngilma (2022) studied the relationship between grammar proficiency and speaking ability among 11th grade students at MAN 1 Ponorogo. Result showed a strong correlation ($r = 0.821$) between grammar proficiency and speaking ability, with an

emphasis on accuracy. These studies share a common focus on formal speaking performance and the importance of fluency or accuracy, but none have directly investigated how fluency and accuracy correlate in formal speech. Therefore, this study addresses that gap by examining the correlation between fluency and speaking accuracy specifically in the context of formal speech, which contributes to a more comprehensive understanding of speaking competence in EFL learning.

B. Research Questions

The research question is formulated as follows:

1. What is the level of students' speaking fluency in formal speech
2. What is the level of students' speaking accuracy in formal speech
3. How significant is the correlation between students' speaking fluency and accuracy in formal speech?

C. Research Purposes

The purpose of this research is formulated as follows:

1. To measure the level of students' speaking fluency in formal speech
2. To measure the level of students' speaking accuracy in formal speech
3. To determine the correlation between speaking fluency and accuracy in formal speech

D. Research Significances

Theoretically, this study contributes to the knowledge of the relationship between speaking fluency and accuracy, particularly in formal speech. By exploring these aspects, the study aims to provide deeper insights into how fluency and accuracy interact and influence oral performance, thus enriching the existing literature on second language acquisition and speaking proficiency. Additionally, the research is anticipated to serve as a foundation for future studies examining strategies for balancing fluency and accuracy in different speaking contexts. Practically, this study's findings will provide educators with valuable insights into students' strengths and weaknesses in speaking fluency and accuracy, helping them design more effective teaching methods and activities that target these areas.

E. Research Scope

This study analyzes the correlation between fluency and accuracy among 25 high school students selected through purposive sampling. This study covers one aspect, namely overall fluency in speaking, which includes fluency, speed, and cohesion, as well as accuracy in speaking, which includes grammatical correctness and awareness of various vocabulary. This study focuses on formal speeches, in which students deliver prepared speeches. Data were collected through speaking tests, with rubric speaking fluency and accuracy. The analysis included descriptive statistics, linearity test and correlation tests to identify the relationship between fluency and accuracy.

F. Conceptual Framework

Speaking is one of the English language skills because speaking and humans are inseparable. Speaking, as one of the English language skills, is important in communication. According to Brown (2014), as cited by Sri Wahyuni (2023), speaking is an interactive process of meaning creation that includes producing, receiving, and processing information. Speaking skills are taught to students so that when they speak, they can use English accurately and fluently without any mistakes.

Fluency is the ability to convey something to our listeners by using language quickly and confidently, with little hesitation, natural pauses, false starts, or word searches (Putri, 2021). According to Thornbury (2005), being able to speak fluently is a key goal of language learning, especially from the listener's perspective, as this ensures that the speaker can be clearly understood. This perspective highlights the communicative essence of fluency-not just speaking quickly, but speaking in a way that maintains the listener's understanding.

Housen and Kuiken (2009) and (Permadi Sukarman & Algiovan, 2022) define accuracy as the ability to produce without error. Speaking accuracy is related to "the extent to which the produced language conforms to the norms of the target language. According to Yuan and Ellis (2003), as referenced in (Cendra & Sulindra, 2022). Accuracy is associated with a variety of linguistic characteristics, including

the use of correct syntax, proper diction, and accurate pronunciation, all of which are essential for clear and effective communication in the target language.

According to Amelia et al. (2022), formal speeches are characterized by structured delivery, the use of common and polite vocabulary, and clear communication objectives, such as providing information, persuading, or announcing important events. Formal speech requires higher speaking skills as it is based not only on fluency, but also on the appropriateness of language forms and effective message delivery strategies. In such cases, the speaker not only needs to produce the speech fluently but also convey ideas in a coherent and believable manner.

G. Previous study

There are some studies related to the present research. A study conducted by wang et al. (2024) investigated the effect of planning time on EFL learners speaking performance, focusing on the aspects of fluency, accuracy, and complexity. The researchers aimed to answer how different lengths of planning time influence students' oral task performance. Using an experimental method, they divided 42 Iranian EFL learners into three groups: no planning time, 3-minute planning, and 10-minute planning. Each group completed a narrative speaking task, and their performances were assessed based on the CAF (Complexity, Accuracy, Fluency) framework. The results indicated that learners who were given 10 minutes to plan performed significantly better in terms of fluency and accuracy compared to the other groups. This finding suggests that pre-task planning plays a crucial role in improving speaking performance, particularly in formal speaking tasks.

Another relevant study by Li and Zhang (2023) investigated the development of fluency and accuracy in speaking among second language learners (L2) in relation to self-confidence through the use of online scaffolding. The research method used a longitudinal research design, observing university-level English as a foreign language (EFL) learners at six time points over one semester. The results showed that both accuracy and self-confidence increased significantly over time, while fluency exhibited less consistent development. This study highlights the

importance of learners' confidence and digital instructional support in shaping speaking performance, and provides relevant insights into how fluency and accuracy can develop differently under specific learning conditions.

Meanwhile, the study by A study by Lekatompessy et al. (2023) examined the correlation between grammar proficiency and speaking fluency among English Education students at Pattimura University. The method used was a quantitative correlation design with 31 participants, involving written grammar tests and oral speaking tests. The results of the study showed a strong positive correlation between grammatical competence and speaking fluency, with a Pearson correlation coefficient of $r = 0.853$. This indicates that students with higher grammatical competence tend to speak more fluently, suggesting that grammatical competence plays an important role in oral communication performance.

Although these three studies each explore important aspects of speaking fluency and accuracy, no one directly examined the correlation between these two variables in formal speech settings. Therefore, the present research aims to fill this gap by specifically analyzing the relationship between speaking fluency and accuracy within the context of formal speech, contributing to a more complete understanding of speaking competence in EFL context.