

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the research questions, the purpose of the study, the significance of the study, the scope and limitations, and the definition of key terms.

1.1 The Background of the Study

Fluency is the ability to use language quickly and confidently without hesitating too much or pausing too often, which can hinder communication (Bailey, 2003; Byrne, 1986). In addition, Language experts Nation and Macalister (2010) define fluency as the ease and naturalness with which people express themselves in English. Fluency is essential for communication in a variety of social and professional settings because it allows people to express themselves clearly and fully.

Furthermore, Ellis (2003) underlines the significance of fluency in promoting successful language acquisition and interaction, and it is linked to improved communicative competence and social integration. Fluency in speaking is an important feature of language competency since it allows for efficient communication and involvement in various social and professional settings.

Researchers and educators study fluency to better understand how people develop the capacity to express themselves effortlessly and naturally in spoken English.

Educators can improve students' communicative skills by examining elements that

influence language acquisition, such as language intake, practice opportunities, and individual variations. Furthermore, research on fluency helps establish assessment methods and benchmarks for evaluating speaking skills, allowing instructors to effectively measure and follow students' progress over time.

The article "Fluency as Successful Communication" by Pham (2018) explores the value of fluency in language learning and its function in supporting effective communication. The writers underline that fluency is more than just speaking rapidly; it is also about communicating meaning effectively and efficiently.

Meanwhile, accuracy is an important characteristic of language proficiency, which is defined as precision and correctness in language use. According to Celce-Murcia, Brinton, and Snow (2014), accuracy requires following grammatical rules, vocabulary usage, and linguistic norms in order to communicate information accurately and effectively. Accuracy in English is critical for maintaining clarity and coherence in communication, especially in formal or academic settings where linguistic correctness is valued.

Furthermore, Richards and Schmidt (2010) underline the importance of precision in supporting language acquisition and competency growth. Accuracy in speaking is also vital for language learners since it provides clarity, precision, and precise communication. Examining accuracy assists educators in identifying typical errors and obstacles that learners have when producing spoken English, allowing for more targeted instruction and remediation. By correcting linguistic errors, instructors can

help students improve their grammar, vocabulary, pronunciation, and other language skills required for effective communication.

Furthermore, accuracy research influences the creation of assessment tasks and criteria that test learners' understanding of language structures and conventions, offering valuable feedback for both students and educators seeking to improve speaking competency.

Instructor attitude, in the context of language education, refers to English language instructors' ideas, perceptions, and predispositions on the relative importance of correctness (accuracy) or fluency in speaking. These attitudes have a substantial impact on the pedagogical methods, instructional methodologies, and evaluation strategies used by teachers in language schools. Cumming and Davison (2007) underline the dynamic nature of instructor attitudes and their impact on classroom dynamics and student motivation. Furthermore, according to Borg (2006), instructors' perceptions of language learning objectives, learner requirements, and societal expectations frequently influence their attitudes toward language accuracy and fluency.

Understanding instructor attitudes regarding accuracy and fluency in speaking is critical for curriculum creation, teacher training programs, and pedagogical changes aiming at improving language teaching effectiveness and fostering communicative competence among language learners. Understanding instructor attitudes about fluency, accuracy, and other characteristics of language teaching is critical for good

pedagogy and curriculum development. Instructor attitude influences instructional decisions, teaching approaches, and classroom dynamics, impacting students' learning experiences and outcomes.

According to Bezadi and Sayahdian (2015) in their research, The study investigates the attitudes of Iranian English teachers teaching in language institutes regarding communicative fluency practice, phonological accuracy, teaching techniques, and dealing with problems in phonological and communicative English language teaching. The study involved 60 teachers from six language institutes in Sirjan, Iran. A questionnaire with thirty items on a five-point rating scale and three open-ended questions was used. The results showed that teachers have highly positive attitudes towards teaching phonological accuracy and communicative fluency activities. However, their attitudes do not significantly relate to the pedagogy conducted in their classrooms. The study highlights the importance of teaching pronunciation in improving students' accuracy and fluency, as well as linking pronunciation with listening practice.

My research on "The English Instructor Attitude Towards Accuracy or Fluency in Speaking" differs from the essay "Fluency as Successful Communication" in several ways. While the article emphasizes fluency as a component of effective communication, my research dives into English instructors' perspectives regarding both accuracy and fluency in speaking instruction. In contrast to the article's larger discussion of communication fluency, my research focuses both on how instructors assess the

relative relevance of correctness and fluency in the context of language education. Furthermore, while the article addresses the benefits of fluency in supporting effective communication, my research seeks to identify teachers' views, perceptions, and predispositions about the balance of accuracy or correctness and fluency in English speaking. By concentrating on instructor attitudes, my research sheds light on the elements that influence language teaching practices and pedagogical decisions, resulting in a better understanding of the intricacies of language education and competency development.

The research provided in the journal article "Speaking Fluency and Phonological Accuracy among Iranian EFL Teacher" is not the same as my study on "The English Instructor Attitude towards Accuracy or Fluency in Speaking" in a few important ways. This study explicitly looks at the attitudes of English instructors on the value of accuracy or fluency in speaking instruction, whereas the journal article focuses on the attitudes of EFL instructors toward corrective feedback in language teaching.

By researching teacher attitudes, researchers get insight into educators' opinions, preferences, and values about language instruction, allowing them to identify effective teaching strategies and opportunities for professional growth. Furthermore, knowing how teacher attitudes toward accuracy and fluency affect language instruction can help influence policy decisions and changes to improve communicative competence and linguistic competency among language learners.

My research focuses on instructor attitudes toward two different areas of speaking competency, as opposed to the journal article's more general investigation of corrective feedback procedures. Furthermore, my study uses a different research methodology to examine the attitudes of English instructors, utilizing surveys, and interviews to acquire data, While both studies add to our knowledge of teacher attitudes and language teaching techniques, they focus on different aspects of language instruction and competency development.

The development of students' effective speaking abilities and general language competency is the primary responsibility of FLSP teachers, who play a vital part in the language learning process. Their responsibilities include creating curricula, choosing teaching aids, and putting instructional methodologies into practice that are specifically designed to improve students' speaking skills. Understanding FLSP teachers' attitudes, beliefs, and instructional practices regarding accuracy and fluency in speaking teaching is crucial because of their direct impact on children' language development. Examining the viewpoints of FLSP teachers can provide important information about successful teaching strategies, difficulties encountered when instructing speaking, and areas in which language educators can continue to grow as professionals.

1.2 The Research Question

Based on the background of the study above, the research question is stated as follows:

1. How do the teachers at FLSP UMM preserve accuracy or fluency in improving students' speaking competence ?
2. What are the reason behind the teacher's attitude?

1.3 The Purpose of the study

The study investigates teachers' attitudes towards prioritizing accuracy or fluency in improving students' speaking competences at FLSP UMM. It seeks to understand if teachers prioritize one aspect over the other and explore the reasons behind their attitudes. The research aims to offer ideas about effective language teaching strategies and pedagogical approaches, identify challenges faced by instructors, and identify opportunities for professional development within the context of language education at FLSP UMM.

1.4 Significance of the study

Following the background of the study, the researcher expects that this study can make a contribution to the following:

- a. Teachers

This research may shed light on the best methods of teaching for promoting English accuracy, fluency, or a combination of the two in public discourse. Teachers can adjust their teaching strategies based on a better

understanding of students' attitudes and preferences regarding language learning. Teachers can improve the quality of language instruction by using the findings to change their curricula and instructional materials to better meet the needs and expectations of their students.

b. English Department

This study, which highlights the changing needs and preferences of students and educators, can help the English department instructor make decisions about policies and curriculum development. It can influence the department's strategy for teaching English communication skills and add to ongoing conversations about how to achieve a balance between accuracy and fluency in language education.

1.5 The scope and limitations

The study will involve English language instructors from the Language Center (LC) at the University of Muhammadiyah Malang (UMM).

1.6 The Definition of key terms

This thesis needs to define the following terms to avoid misinterpretation:

The terms are defined as follows:

1. English Accuracy

Accuracy in English is crucial for effective communication, requiring mastery of grammar, vocabulary, syntax, punctuation, and spelling. It minimizes errors, ensures clarity, and reflects mastery of language mechanics, making it essential in formal or

professional contexts. (Celce-Murcia, M., Brinton, D. M., & Snow, M. A., 2014) English accuracy, in my view, refers to the precision and correctness of language use.

2. English Fluency

English fluency is proficiency in the English language, encompassing comprehension, expression, and natural language production. It involves vocabulary, grammar, pronunciation, and intonation, enabling individuals to express thoughts, ideas, and emotions confidently and effectively in various social and professional contexts. (Nation, I. S. P., & Macalister, J., 2010) In this study, the smoothness, rapidity, and naturalness of language production are referred to as fluency. Understanding the focus of the instructors' attitudes in the context of language instruction requires an understanding of these terms.

3. Instructor Attitude

In this study, the term "attitude" refers to the convictions, perspectives, and preferences of English teachers' accuracy and fluency in speaking training.