

Using Speaking Worksheets in Enhancing Accuracy in EFL Adults' Spoken English

Julian Chandra
(afnelly@gmail.com)

Amal Hayati
(mel_maganda@yahoo.com)

English Education Department
STKIP YDB Lubuk Alung, West Sumatra, Indonesia

With the development of teaching spoken English more oriented to fluency, obviously accuracy in spoken English is much neglected. Additionally, the changing language pedagogy into more integrated way results in how integrating linguistic components in the teaching spoken English becomes a challenging task for teachers. Optionally, integrating form and meaning-based activities into teaching spoken English is suggested to be able to raise EFL learners' awareness to address not only language fluency but also accuracy. This study was aimed to find the effect of using guided speaking worksheets towards senior high school students' accuracy in spoken English. Pre-test and post-test design was employed in this quasi-experimental research. With total random sampling technique, 22 senior high school students were taken as the research sample of whom 11 were randomly assigned into experimental group, while the other were randomly assigned into control group. Samples in experimental group were received self-made speaking worksheets with target vocabulary, expressions and grammar attached for students to practice spoken English. Oral test was the research instrument in which its validity and reliability were determined by its content validity and inter-rater coefficients correlation. With nonparametric analysis by Mann-Whitney U formula to test hypothesis. 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. The conclusion is that there was significant effect of using self-made speaking worksheet towards the students' accuracy in teaching spoken English. The research findings lead to a discussion of its recommendation to be used in teaching spoken English.

Keywords: communicative competence; guided speaking worksheet; accuracy; fluency; form and meaning- based instruction.

Dengan perkembangan pembelajaran berbicara yang saat ini berorientasi pada 'fluency', akurasi seringkali diabaikan. Disamping itu, perubahan pembelajaran bahasa yang lebih terintegrasi mengakibatkan guru kesulitan mengintegrasikan komponen linguistik ke dalam berbicara. Studi ini bertujuan untuk menemukan pengaruh penggunaan 'guided speaking worksheets' terhadap akurasi bahasa Inggris siswa SMA dengan menggunakan kuasi eksperimen. 11 siswa ditempatkan pada kelas eksperimen dan kontrol. Kelas eksperimen diberikan 'speaking worksheet.' Hasil studi ini menunjukkan bahwa ada pengaruh signifikan penggunaan worksheets tersebut terhadap akurasi siswa dalam berbicara bahasa Inggris.

INTRODUCTION

Having competence in spoken English has been said as a parameter to measure the success in the study of English as a foreign/second language. This perspective comes to emerge in the notion that the basic function of language is to communicate. According to Richard & Rainandya (2002 in Widiati and Cahyono, 2006), It is the reason why a large percentage of the world's language learners study English is in order to develop proficiency in speaking. With this respect, therefore, methodology and strategy to teach and learn oral proficiency has drawn much attention in the second language acquisition and pedagogy. Nevertheless, this new trend has led to a new paradox that teaching speaking must be emphasized merely on fluency not accuracy (Widiati & Cahyono, 2006). As the result, accuracy which deals with accurate use of linguistic elements (i.e. grammatical elements) has much been neglected in the teaching of spoken English (Kumar, 2013). As this paradigm reflects in a number of report studies which indicate many EFL learners in Indonesia cannot produce spoken English in accurate and appropriate way in term of using linguistic elements in spoken in English.

Hadijah (2014) and Sayuri (2016) who analyzed college students' speaking proficiency found that most of the students' problems in the oral proficiency were mostly in their accuracy in (i.e. Grammar, vocabulary and pronunciation) rather than fluency. One that is very interesting was a research conducted by Safrida and Kasim (2016) who found that the most grammar errors that students made in speaking proficiency are dominantly caused by intralingual transfer errors which means that the inaccuracy in the oral proficiency was because of incomplete EFL learners' knowledge of grammar learnt. The report study implies there are unsuccessful grammatical acquisition in the classroom teaching and learning process.

However, this situation is understandable since as EFL learners, Indonesian senior high school students often possess obstacles and inability to produce appropriate and correct language in spoken English. It is due that to the fact that English is not spoken commonly in their community. This results from Indonesian EFL learners' lack of exposure and experience towards the real situation and the authenticity how model of English spoken language is actually performed. Another one is the influence of the EFL learners' mother tongue to English language that they are learning to communicate. In the role of second language acquisition, adult learners whose acquisition of the first language has already been completed, the interference of their mother tongue (i.e. Indonesian and other ethnic languages), affects in massive to the process of mastery English language and contributes greatly to linguistics errors (accuracy) that they make when they learn to communicate with it. According to Tuan and Mai (2015), Ahmad (2015), Mukminin et al (2015), Oradee (2012), Hunter (2011), Widiati and Cahyono (2006), these are the main sources of students' lacks of self-confidence, anxiety motivation, and negligence to get involved in classroom speaking activities which finally affect their accuracy to communicate using English.

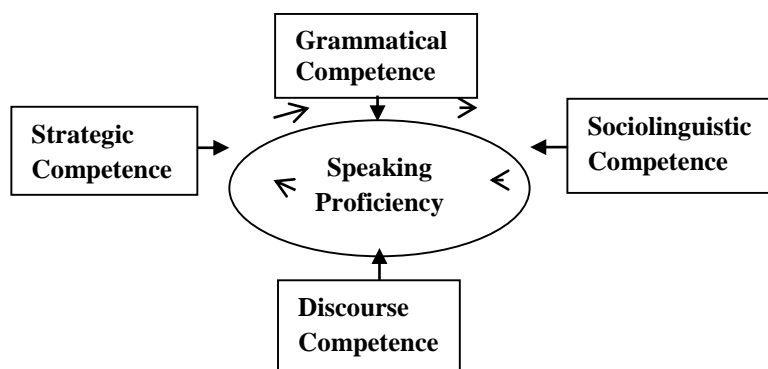
In the response to the difficulties and complexity of learning and mastering speaking proficiency in EFL contexts, there are strong proponents that teaching speaking for students is supposed to be more oriented on fluency not accuracy (Kumar, 2013; Widiati & Cahyono; 2006). This comes from the idea that all about learning a language is simply to communicate.

On the other hand, accuracy in spoken language, as the natural approach suggests, would come into itself in the process of language learning. However, with only few hours to study English at school and little language exposure outside of the classroom, gaining accuracy in spoken English is always a major issue for most EFL adult learners. Accuracy in spoken language is defined as the ability to produce grammatically correctness on how well language is produced in relation to the rules system of the target language. Brown (1994: 254 in Fajariyah, 2009) defines accurate as clear articulation, grammatical and phonological correct, while fluent means flowing naturally. Conclusively, accuracy also plays significantly role to measure the success of L2 learners' language acquisition in oral proficiency.

Communicative Competence

Communicative competence, which has its root in communicative language teaching (CTL), stresses the important of having not only fluency but also accuracy in oral proficiency. Nunan (2003:48, in Widiati, 2015) defines speaking skill as the ability to produce speech or verbal utterances in accepted (ie.grammatical correctness) and fluent is the knowledge of how the grammatical system is put to use in the performing of different kinds of social interaction (Srivastava 2014). Furthermore, according to Widiati and Cahyono (2006), the teaching of EFL speaking in Indonesia context 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. Classroom activities have a central role in enabling the students interact and thus improve their speaking proficiency. In communicative language teaching, speaking proficiency is measured from having communicative competence which comprises into four components namely, grammatical component, discourse competence, sociolinguistics and strategic components. As 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 regard, grammatical competence refers to linguistics competence (Chomsky, 1965 in Al-Jamal, 2014) which is related to ability to perform the grammatical well -

formedness. On the other words, it is a 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. In the case of speaking activities, grammatical competence enables speakers to use and understand English language structure accurately. Furthermore, Richards (2006) points out that within the field of CLT, the terms accuracy and fluency are often used. If the learning objective is aimed to gain accuracy, the exercises should focus on eliminating errors by using correct grammar and set sentences. Accuracy refers to the ability of learners to produce grammatically correct sentences. The learners should not only know correct grammatical rules of the language but also able to speak accurately. According to Ur (2000: 103 in Yushu, 2008), fluency and accuracy, which are the two aspect of one contradiction, are both the ultimate objectives of language learning. Therefore, for successful communication, the balance between accuracy and balance is necessary (Srivastava, 2014).

Teaching Spoken English with Guided Speaking Worksheets

According to Widiati and Cahyono (2006), teaching speaking can be focused on training the students to speak accurately (i.e. in term of pronunciation and grammatical structure), 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.

In the response to what strategy language teacher need to do for students to achieve not only fluency but also accuracy in English speaking skill, according to many linguists (Oradee: 2012), providing communicative –based activities in language learning can develop and enhance learners speaking skills both on accuracy and fluency. Similarly, Marriem et al (2011) claims that communicative activities with authentic practice and a real life communication situation can help them develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts.

Moreover, for this regard, speaking worksheets as media for students to practice speaking are assumed to be effective way to help EFL learners not only in achieving fluency but also accuracy in speaking proficiency. In EFL context, communicative competence might be achieved by manipulating and setting of a classroom environment to promote oral proficiency and modeling as well as supplying the learners with target expressions, grammar and vocabulary into speaking worksheets. As Kumar (2013) claims a kind of prefabricated communication that includes newly language items will directly contribute to language acquisition.

Taking account internal factors that affects negatively EFL learners to speak, speaking worksheet may also reduce students' anxiety and encourage them to speak. With this, students-students interaction can be promoted and they also have 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 included in the worksheets, this might help the EFL senior high

school students to achieve not only accuracy but also fluency in speaking.

This research was aimed at finding out to what extent of using guided speaking worksheet affects on senior high school students' accuracy in English speaking. Thus, the research problem was formulated as follow; did guided speaking worksheet give significant effect on senior high school students' accuracy in spoken English? In this case, there were two hypotheses : (1) H1; there was significant effect of using guided speaking worksheet on students' accuracy in spoken English and (2) H0; there was no significant effect of using guided speaking worksheet on students' accuracy 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 in spoken English). With total random sampling technique, the samples of the research were taken from 22 tenth grade students at SMA TAMSIS, Padang, West Sumatra in the 2017 and 2018 academic year. Then, 11 samples were randomly assigned into experimental group while the other 11 samples were assigned into control group. The two classes were taught with different treatments. The students in control class were taught speaking skill using conventional ways which was through: **(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). On the other hand, students in experiment class were taught in the same way, but in the while-activities, they were engaged a lot in speaking practices using speaking worksheets designed in such way to provide them with expressions, vocabulary and grammar intended for them to use in speaking. Instrument used to collect the data was oral test. 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 determined by inter-rater coefficient correlation. Technique of data analysis were through normality testing , homogeneity testing and hypotheses testing withMann-Whitney-U test.

FINDINGS AND DISCUSSION

Analysis

Based on the statistical analysis, it was found that the means score of the pretest incontrol 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 correlations of two scorers in rating students' speaking skills in pretest were 0, 75 for control class and 0, 72 for experiment class. According to the inter-rater coefficient range, both scores are highly reliable. In order to find whether there was a linier

relationship between two raters in giving scores, 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 is higher than t_{table} (i.e. $t_{\text{observed}} (4,8) > t_{\text{table}} (1,83)$). It indicated that there were no differences of the two raters in giving scores of students' speaking skills in pretest both for control and experiment class. For post-test, it was found that the means score of the control class given by rater 1 was 39, while rater 2 was 38, 18. 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 means scores, it was found that the coefficient correlation of two scorers in rating students' speaking skills was 0, 66 for control class and 0, 83 for experiment class. According to the inter-rater coefficient range, the former was highly reliable and the latter was very highly reliable. 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 in post-test was higher than t_{table} (i.e. $t_{\text{observed}} (3, 40) > t_{\text{table}} (1, 83)$ for control class and $t_{\text{observed}} (6, 02) > t_{\text{table}} (1,83)$ for experiment class. This also means that the scores of the post-test for both groups given by both raters are reliable to be used as the data of the research.

In order to validate and compare to what extent and how effective of two different treatments given into two research samples, it is very important to determine both individual samples in their population have the same quantitative measurement in the beginning of the research. In this case, F test formula which is used to test whether data from two group of sample are homogeneously distributed or not from their population was applied. Based on statistical Analysis of homogeneity testing with F-formula, it was found that with degree of freedom (df) 9 for both experiment and control class and 0,05 level of significance, it was acquired the value of $F_{\text{observed}} (7,54)$ smaller than $F_{\text{table}} (8,66)$ which means that data of pretest in both scores of experiment and control class were homogeneously distributed. It means that students' skill in spoken English was homogenous. Statistically, it means that both samples in experimental and control group had similar speaking skills before treatments were given in the beginning of the research.

Normality Testing

The statistical analysis from the result of normality testing of quantitative data for accuracy 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 $L_{\text{table}} (0,249)$. It means that quantitative data for accuracy were not normally distributed. 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.

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 1. Mann-Whitney U's Hypothesis Testing for Fluency and Accuracy

	<i>Experimental Group</i>					<i>Control Group</i>				
	n	\sum rank	U1	U- ob	U- tab	n	\sum rank	U2	U-ob	U-tab
Accuracy	1	51	13	-15	34	1	57	130	-9	34
	1		6			1				
Interpretation	<i>U-observed in experimental group and control group (-15) and (-9) is smaller than U-table (34): H₀ was rejected ad H₁ was accepted</i>									

Table 1. shows the result of hypothesis testing using Mann-Whitney U formula as nonparametric analysis to test hypothesis of the research which were (1) H₀: there was no significant effect of using guided speaking worksheet towards Students' accuracy and fluency in spoken English, (2). H₁: there is 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 H₀ was rejected and H₁ was accepted. It also means that there was a significant effect of using speaking worksheets towards students' accuracy and fluency in spoken English.

Findings

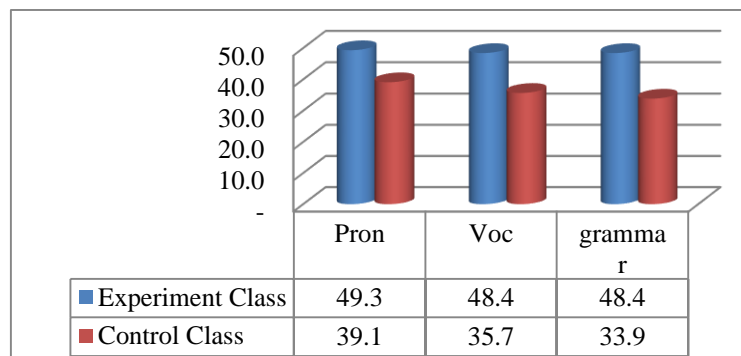
Table 2. Differences of mean score for accuracy and fluency in spoken English

<i>N=11</i>	<i>Accuracy</i>		
	<i>Pro</i>	<i>Voc</i>	<i>Gram</i>
<i>Post-test</i>			
<i>Experiment Class</i>	49,3	48,4	48,4
<i>Control Class</i>	39,1	39,1	32,5
<i>Pre-test</i>			
<i>Experiment Class</i>	17	17	9,6
<i>Control Class</i>	16,1	10	9,6

Table 2 shows 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 in spoken English in experiment class compared with students' in the control class. 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. Therefore, it can said that teaching speaking with speaking worksheets are effective in improving students' speaking skill in the term of accuracy.

Figure 1. Differences of mean score in the components of fluency and accuracy in spoken English



The figure 1 shows the result of students' mean scores of posttest for components of accuracy in spoken English after being taught 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. Based on the statistical analysis, it was found that experimental students' overall performance in English spoken language increased slightly both in term of accuracy. On the other hand, students in control class did not show significant changes in accuracy in spoken English after being taught without using speaking worksheet. The findings of the research are explained as follow.

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 (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

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; Hadijah, 2014; Sayuti, 2016), 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

Teaching English for students to speak need a balance between fluency and accuracy. Speak English fluently but not with correct grammar use 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. 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.

CONCLUSIONS

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

REFERENCES

- Al-Jamal, Dina. A., & Ghandeer. A. (2014). An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills. *English language Teaching Journal*.7 (1):1916-4750
- Bashir, M. et al. (2011). Factors Affecting Students' English Speaking Skills. *British Journal of Arts and Social Science*. 2. (1): 34-50
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs.N.J: Prentice Hall
- Chomsky, N. (1965). *Aspects on the Theory of Syntax*. Cambridge, Massachusetts; the MIT
- Fajariyah, D. N. (2009). Improving Students' Speaking Proficiency by Using Games.Thesis. Faculty of Teacher Training and Education. Undergraduate Program. University of Sebelas Maret. Surakarta.
- Hadijah, S. (2014). Investigating the Problems of English Speaking of the Studentss of Islamic Boarding School Program at STAIN SAMARINDA. *Journal Dinamika Ilmu*. 14(2): 240-247
- Hunter, J. (2011). 'Small Talk': Developing Fluency, Accuracy and Complexity in Speaking. Retrieved from https://connect.gonzaga.edu/asset/file/292/ELT_J-2011.Hunter_elt_ccq093.pdf on March 24th, 2016
- Kumar, T. J. (2013). Teaching Speaking: From Fluency to Accuracy. *The Journal of English language Teaching*. LV (6): 16-21
- Larsen-Freeman, D. (2009) Teaching and Testing Grammar. In M. Long and C. Daughy (Eds) *The Handbook of language teaching* (pp.518-542) Malden, M.A: Blackwell
- Mukminin, A. et al. (2015). Speaking Anxiety among Senior High School Students and Policies Recommendation. *Journal of Education and Learning*. 9 (3): 217-225
- Nunan, D. (2003). *Practical English language Teaching*. Cambridge University Press. New York-USA
- Oradee, T. (2012). Developing Speaking Skills Using Three Communicative Activities

- (discussion, Problem Solving, and Role Playing). *International Journal of Social Science and Humanity*. 2 (6): 533-535
- Richard, J. C. (2006). *Communicative Language Teaching*. New York: Cambridge University Press.
- Richard, J. C. & Renandya, W. A. (Eds). (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Shumin, K. (2002). Factors to consider: Developing Adult EFL Students' Speaking Ability. J.C., Richard, & W.A., Ranandya (Eds). *Methodology in Language Teaching* (pp.204-211). Cambridge: Cambridge University Press
- Samingan, A. (2015). The First language Interference in EFL Students' Composition of IAIN Salatiga. Thesis. Language Program. Muhammadiyah University of Salatiga. Surakarta.
- Sayuti. (2016). English Speaking Problems of EFL Learners of Mulawarman University. *Indonesian Journal of EFL and Linguistics*. 1 (1): 47-61
- Srivastava, S. R. (2014). Accuracy and Fluency in English Classroom. *New Man International Journal of Multidisciplinary Studies*. 1(4):55-58
- Trisnaningsih, W. (2015). Using Worksheet to Teach English Speaking Skill. *Promise Journal*. 4(2), 13-20.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asean Journal Educational Research*. 3(2): 8-23
- Ur, P. (2000). *A Course in language teaching: Practice and Theory*. Cambridge: Cambridge University Press
- Widiati, U., & Cahyono. B. Y. (2006). The Teaching of EFL Speaking in the Indonesian Context: The State of the Art. *Journal Bahasa dan Seni*. 34 (2): 269-292
- Yushu, Z. (2008). A Comparative Study of Fluency-focused and Accuracy-focused Strategies in Task-based Oral English Teaching. *CELCA Journal*. 31 (2): 55-67

Acknowledgement

This paper is written based on the research under the title "The Effect of Guided Speaking Worksheets towards Senior High School Students' Accuracy and Fluency in Spoken English" which was funded by MENRISTEKDIKTI in 2016- 2017 PDP program. It is also for whom the researchers' deepest gratitude goes to MENRISTEKDIKTI who had granted the fund to conduct the research.