

Balancing Fluency and Accuracy Practices: Model of Instruction from a Private English Course

Rahma Pitria Ningsih

¹Program Study of Production Engineering, Department of Mechanical Engineering,
State Polytechnic of Banjarmasin
Email: Rahmapitria@poliban.ac.id

ABSTRACT

This observational research focused on the teaching methods to investigate the techniques and strategies employed by the English instructors in their teaching-learning in the classroom. The present study analyzed the findings and figured out the useful model of instruction, which can cover both accuracy and fluency practices. A descriptive qualitative approach was the design of the research by utilizing observation and interviews as data collection methods. The observation was conducted to record the practice of teaching for ten meetings. During the observation, field notes and observation checklist were used to carefully collect all the data needed during the teaching and learning process. Eight English instructors at the course were invited for interviews so more comprehensive data related to their method and teaching strategies can be gathered. The findings of the research showed that ELITE English Course Banjarmasin applied the combination of Communicative Language Teaching (CLT) and Presentation Practice Production (PPP) as a model of their instructions, so the students got opportunities to practice both accuracy and Fluency in the classroom. During the observation, field notes and observation checklist were used to carefully collect all the data needed during the teaching and learning process.

Keywords : *Fluency and Accuracy Practice, Model of Instruction, CLT, PPP*

INTRODUCTION

In many Indonesian schools, English has been taught since the early years, from Elementary to University levels. During those periods, every student spends approximately 2000 hours to learn English. Nevertheless, the fact shows that most of the students in Indonesia are not capable of communicating in English well (Sepyanda, 2017). This raises an opinion that English lesson at schools or universities is considered ineffective in leading the students to master English as they tend to focus more on the accuracy, rather than the Fluency. While actually, both of those factors are in the same level of importance in achieving the goals of learning English. Efficiency is an ability to produce sentences correctly and using proper vocabulary (British Council, 2020). On the contrary, Fluency is an ability to create language easily and smoothly (British Council, 2020). Teachers who only concentrate on accuracy will help their students producing written and spoken English correctly, ideally aiming towards the accuracy of native speakers of similar age and

background. The instructors tend to focus on grammar presentations and exercises as well as reading comprehension.

On the other hand, Fluency generally increases as learners progress and become more comfortable in using the language. Language tutors who concentrate on Fluency help their students to express themselves in English. They pay more attention to the meaning and the context and are less concerned with grammatical errors.

According to previous research, teaching practices does not well embrace the practice of accuracy and Fluency in the classroom. Tavakoli and Hunter (2017) found that teachers misunderstood the definition of Fluency hence they did not provide sufficient practice.

Based on the problem above, there are a lot of people are not satisfied with the results of their children's English achievements and they are worried that their children will not gain good English ability if their children only learn English at schools, while the importance of English nowadays is very crucial. Based on this problem, many parents send their children to English Courses to give their children extra English lessons

considering that the teaching-learning process and the environment in the English course can provide a better result than at formal schools.

Based on the writer's previous observation, Elite course is one of English courses that combine some of those aspects, that is: providing good teachers with excellent knowledge, enthusiasm and responsibility for learning, also classroom activities that encourage learning. Interactive and fun assessment activities is also provided to encourage students in language learning. In this course, the teaching objectives result from both English used communicatively as well as vocabularies, and grammar mastery can be seen significantly. The students are encouraged to use English communicatively through the rule system applied in the class. Besides, the teaching method and techniques variation applied in the teaching-learning process in the classes can teach the students well in mastering the vocabularies and the grammar rules as well as the mastery of each language skill, both receptive (listening and reading) and productive (speaking and writing). This English course also applies a good teaching lesson format with some improvisation as well as the appropriate teaching methodology which have to be employed by the teachers in their teaching learning process in class (Kasumi, 2014; Derakhshan *et al.*, 2016).

This research is done with the expectation that the writer will contribute to the study of teaching learning English, especially the teaching methods. Hence, it means that the writer hopes this research will help the English teachers better understand certain problem they face in their classroom activity so that they can give a priority measures in teaching English in class. By analyzing the methods that are more effective to be used in teaching English, the writer also looks forward to helping the system used at this era which perhaps need to be criticized and fixed with better system, so that later the teacher will face fewer problems in teaching English in class and the result of the using English more communicatively by the students can be achieved better. Furthermore, by conducting this research, the writer also hopes that this research will encourage other researchers to do further studies in this area of study, that is, teaching methodology.

RESEARCH METODS

The data needed in this research are the teaching methods used in 'Elite' Course Banjarmasin. The research proposed here is the

writer as a critical instrument (Miles & Huberman., 1994). The participants of this study were chosen as some tutors of the course.

In this research, the writer is using the Qualitative Research Method. This research is aimed to find out what teaching method used in 'Elite' Course Banjarmasin. As the possibility of the result of the research is not clear and it can not be evaluated quantitatively, hence the writer uses this method so that the result is able to be explained descriptively.

This study was conducted in a descriptive study by using qualitative approach. In this study, the researcher wanted to know the teaching methods and strategies used in Elite Course Banjarmasin. The data were collected from observation and interview and to have authentic data, the writer taped the data with video recorder. The study was the qualitative research design to enable deeper investigation and description of the methods, materials and media used in the English Course classes.

To obtain the data, some techniques are applied in this research. They are; Direct Observation, In-depth Interview, Questionnaire and Documentary. EFL Teachers who participate in the study were observed in their teaching and asked to answer a list of guided interview questions that allowed them to elaborate on their teaching style and clarify the teaching methods done in as a non-participated observer noted down all teaching and learning activities in chronological order on an observation form. In order to supplement the brief handwriting notes, video and audio recordings were used as data collecting tools in both observation and interview sessions.

The validity of this research study is the extent to which the result can be accurately interpreted – internal validity. In line with the study conducted by the writer, the writer carried out the study based on the theory adopted in collecting the data, the appropriateness of data analysis procedures will result the accurate interpretation. In this study, the writer do not generalize the results of the study. In order to maintain the truthworthiness of the data, previous observations are done several times in the courses. In this study, the researcher used two kinds of triangulation, they are : Data Collecting Technique Triangulation and Data Sources Triangulation.

FINDINGS AND DISCUSSIONS

Based on the result of the observation and interview to the subject of the research, the researcher presents the finding of the study. The data were also taken from documentation. In the following part, researcher presents the findings of the study.

The Teaching Methods

Based on the interview with the instructors of this course, this course obliged the instructors to use a specific lesson format which is already famous to be used in English Classes in Native countries like Britain, that is PPP approach. This approach is a lesson format teaching method which divide the teaching stages into three parts, that is Presentation, Practice and Production. In the presentation stage, the instructors introduce new vocabularies or phrases which are taken from the sourcebook used by the course. In this stage, the language focus is also delivered. Some lessons consist of reading text, listening section and pronunciation practice. This stage covers those lesson as well. On practice stage, the students are evaluated their written capability towards the lessons. They are assessed by answering exercises related to the lesson have been learnt in the presentation. On production stage, the students are evaluated their mastery about the materials orally. Through competitive games activity, the teacher assesses their speaking mastery of the lesson have learnt in the presentation.

For the whole Teaching-Learning activity, the instructors are obliged to apply Communicative Language Teaching Methodology, in which during the Teaching-Learning process in class, the teacher is not the centre of the learning but the students themselves.

Games are also used in almost all part of teaching stages. The games used in this course are the competitive games which encourage the students to win the competition in class activity. It is applied reward and punishment system for this activity. The students who win the games are usually appreciated by given a point and those who lose usually must answer questions related to the lesson has been learnt previously. The games used in warmer are mixed games. The instructors modify the games and improve them. The games consist of some mixed different games. They are designed to be more complicated to challenge the students and to attract more attention of the students (Shen, 2013).

The Implementation of The Teaching Methods Used by the Instructors

This English Course obliged the instructors to apply some specific methods which are mostly used in the classroom activities, they are Competitive games, communicative language teaching Method and PPP approach. The games are used in the first thirty minutes before the lesson started. The aim of this game is to warm the students up and to review the lesson has been learnt previously. The communicative language teaching is used during the class running for ninety minutes. The aim of this method is to encourage the students to speak English actively and communicatively. While the PPP approach is the lesson format that is the stages must be run in the whole teaching learning activity. There are ninety minutes long for the class teaching learning, the first thirty minutes must be used for the games activity and it must be exactly thirty minutes, not less not more, unless there are some unpredictable conditions that force the lesson format time to be changed a little. The next thirty minutes must be used for the lesson serving or it is called presentation. In this stage, the teacher teach the students new lesson or material. The next fifteen minutes is used for practice and the last fifteen minutes is used for production. To conclude, there are two main methods or strategies implemented in the teaching learning, they are games, CLT and PPP approach. Here are more explanation of the teaching methods:

1) Communicative Language Teaching

In this case, the students are given a lot of portion in speaking English in class. Firstly it happens through the whole interaction between the teacher and the students or the among the students themselves, because Elite Course has the system which has its own rule, that is all of the students must speak English in class during the teaching learning activity and are not allowed to speak other languages including Bahasa. The students will get punishment if they break the rule. Secondly, the students have a lot of portion in speaking English during the games activity. The students are involved to take part in a number of meaningful activities with different tasks. Thirdly, the students also have some portion in speaking English in class during the elicitation in the presentation stage. The teacher usually stimulates the students to guess the vocabulary or phrases

delivered by the instructors through some teaching techniques. So in delivering materials, it is not only the instructors who present the material, but they also involve the students to take part in devining the materials during this activity. Forthly, through the production stage. In this stage, the students are evaluated their speaking mastery related to the topic being learnt in the presentation (Wang, 2014; Taddese, 2018).

2) PPP approach

This course apply PPP approach, that is Presentation Practice Production. Besides, before the PPP stages, gamesstage is conducted before the PPP stages for the warmer (Yen Phuong, Van den Branden, Van Steendam, & Sercu, 2015).

a. Games

Games are used in almost all classroom activity. Firstly, games are used in the warmer stage. In this case, the games are played for thirty minutes to review the previous lesson. The games are designed to be complicated, such as mixed of some games. The aim is to make some challenge during the activity, because the whole activity is filled with games. Secondly, it is put in eliciting part. The students guess the vocabularies addresses by the instructors. Thirdly in the production stage. In this case, because the games are only played for fifteen minutes, the games used are the simple ones. Third, games are also used during the class. Games applied in this course are competitive games which apply reward and punishment system.

b. Presentation

The first stage is the presentation of language aspect in a context that students are familiar with. In this stage, the teacher elicits new vocabularies and teach the language focus. In this stage, the teacher teaches the meaning as well as the pronunciation. In this stage, it is provided time about ten or fifteen minutes for the elicitation part, that is, the teacher teaches or presents new vocabularies which will be used and related to language focus will be taught. The teacher writes down the vocabularies and the language focus on the board, after that the student writes down the lesson on their notebook. After the students finished writing down the lesson, the teacher checks the students' note. They check mostly about the spelling whether there are mistakes or not. In this stage, games are sometimes also be used during eliciting the new vocabularies. In eliciting the vocabularies or phrases, the instructors have their own way in delivering the

materials or lesson to the students. Some instructors are very creative while others are just average. The more creative the instructors are, the more exciting the class atmosphere will be.

c. Production

In the theory the second stage is the practice, but in this course the socond stage is the production. In this stage, the students are given an activity that gives them plenty of opportunities to practice the new aspect of language orally and become familiar with it whilst receiving limited and appropriate assistance from the teacher. In this stage, the students' spoken mastery of the lesson being taught is evaluated directly by given some excercises about the materials by using games.

d. Practice

In this stage, the students' written mastery of the lesson which has been taught is evaluated directly by given some excercises about the materials. The instructors provide or create excercises which assess their written ability related to the topic. The students are evaluated to practice the vocabularies and grammar.

Discussion

This part presents the discussion of the research findings. In this section, the writer tried to discuss the research findings with the other relevant references. In order to justify the research findings, the writer tried to discuss them with reference to theories related to the teaching methods, materials and media used by English instructors at Elite Course Banjarmasin.

There are two research questions proposed in this research. The discussion focuses on the finding of the two proposed research questions that is the teaching methods, materials and media applied by ELITE Course Banjarmasin and the implementation of the teaching methods, materials and media.

From the research finding, the teaching methods employed by instructors are various. The first method is the Communicative Language Teaching which is used during the teaching learning activity. The second method is PPP approach as the lesson format or the teaching stages. Besides, here the teachers are also using games in reviewing lessons, presentation and also in the daily assessment.

Based on the theory of teaching methods discussed previously, the researcher found that both teaching methods above are relevant to support the students' good improvement in English skills. Based on the

researcher's observation, by using Communicative Language Teaching as the teaching method in the process of the teaching learning in the classroom at 'Elite' Course, the students have a lot of portion in speaking, so they are encouraged to dare to speak English.

Based on the research findings, the CLT method is effective in enhancing students' speaking skill ability. Based on the fact found in the field, the students had good self-confidence to express their idea in speaking activity inside classroom, most of them could minimize their fears and shy to speak. In addition, CLT method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom. In this case, the students are given a lot of portion in speaking English in class. Firstly it happens through the whole interaction between the teacher and the students or the among the students themselves, because Elite Course has the system which has its own rule, that is all of the students must speak English in class during the teaching learning activity and are not allowed to speak other languages including Bahasa. The students will get punishment if they break the rule. Secondly, the students have a lot of portion in speaking English during the games activity. The students are involved to take part in a number of meaningful activities with different tasks. Thirdly, the students also have some portion in speaking English in class during the elicitation in the presentation stage. The teacher usually stimulates the students to guess the vocabulary or phrases delivered by the instructors through some teaching techniques. So in delivering materials, it is not only the instructors who present the material, but they also involve the students to take part in devining the materials during this activity. Forthly, through the production stage. In this stage, the students are evaluated their speaking mastery related to the topic being learnt in the presentation. This is relevant with the Harmer's theory about Communicative Language Teaching method. He states that CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of

these competencies in the communicative use of language, contextual, and appropriate.

Newton's opinion also supports this fact. He stated that CLT is an approach that helps students become more active in real life situations through the means of individual, pair and group work activities. It encourages students to practice the language they learn in meaningful ways. In a CLT classroom, playing vocabulary games is one of the activities which requires students to actively communicate with their classmates, using their own language. Unlike the traditional method of learning and teaching, in this course, as it uses a communicative language teaching (CLT) approach as well as games in the teaching learning process, the students are involved to take part in a number of meaningful activities with different tasks. This is to improve students' communicative competence by encouraging them to be a part of the lessons themselves

Based on the result of the observation, PPP approach eases the instructors job in delivering the materials, because the instructors become easier in designing the lesson plan and applying it in the classroom. As the teaching stages are systematically arranged well, the target of the teaching goals can be reached easily and the students become easily absorb the materials delivered by the instructors. As the material division is also clear, hence the language focus that is going to be taught is also clear. In this presentation stage, there is some portion time for elicitation, that is presenting new vocabularies which will be used and related to language focus will be taught. In this stage the students have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, the students should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. This activity also includes the vocabulary games in which it helps in focusing them to develop and use words in different contexts by making the lessons enjoyable. Vocabulary is not the particular subject for students to learn, but it is taught to support the lessons of speaking, listening, reading and writing. Traditionally, during the teaching learning English activity at school, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities.

Daniel Moonasar and Gimcheon in their article "Using PPP Lesson Format to Create

Effective Lessons Through Task Based Learning “ wrote that PPP is a 3-staged lesson plan format that offers a foundation for both receptive and productive skills to be integrated into a lesson plan as well as being able to accommodate for multi-strategy approaches. PPP additionally presents an easy to understand and manage format for both teachers and students to navigate during classroom instruction. PPP allows for sequentially controlled instruction in which students can model target language and receive error correction. Additionally PPP is a very malleable format that can accommodate and be adapted to different situations and student levels. There is also a section below on receptive skill based lesson planning but it will not be discussed during this lecture. In summary, both teaching methods used in this course are good in improving students English skills, especially in speaking (Yen Phuong *et al.*, 2015).

Besides those two methods, the activities in the teaching learning in the class are also supported with games. Using games to deliver new knowledge as well as to review it is also another good point for teaching English. Based on the fact found during the observation, games give a lot of benefits to the students' learning improvements. Among the benefits of games are : (a). The use of games helps the students to comprehend the vocabulary and grammar. As a result, they can use the vocabulary, grammar and the expression in real communication. (b) Games can make the students think intensively and concentrate in learning process. By so doing, they will be able to express their idea, think naturally. (c) Games increase creativity and courage; they have more discussion with their friends. It also increases their enthusiasm to ask the teacher about their difficulties. (d) Games create fun learning situation, therefore it either makes the students enjoy or become more involved in their learning. In other words it reduces their anxiety in learning and increase learning motivation. The competition in games can stimulate and encourages them to participate in the activity since naturally they want to beat with other teams.

Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in CLT class. When playing most games, participants are also almost forced into communicating with each other in order for the game to work. The need for communication during games, and the informal setting games provide encourages students to be

unafraid to talk, which practices their Fluency, a valuable communication skill. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. That "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence." In summary, games are useful and effective tools that should be applied in vocabulary classes.

Besides, the reward and punishment system also supports the teacher to be easily to stimulate the students to get involve in learning new vocabularies, hence it is not only the instructors who feed them the knowledge, but the students also participate in presenting the materials or lesson.

For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lines of new words without any idea of the real use of them in context. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization. Research and publications have shown that this is not a very effective way to study. States that words should not be learnt separately or by memorization without understanding. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again". Therefore, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language. Furthermore, some other students may require instructors to give meaning and grammatical function for words that they are not familiar. Learners just wait for instructors who control the lesson to provide new forms of words then they write those words in their notebooks or complete their exercises. They may use words they learn in the exact formats as the original patterns in which those words appeared. This kind of rote verbal memorization is good to a certain extent since it

helps learners learn and use the correct form of words. The vocabulary used in such context is rather simple because grammatical and phonologic aspects are emphasized; and as a result, the lexical aspect is neglected. In other words, learners just know how to use the vocabulary in an exact form, but they do not know how to use it with different shades of meanings in real life communication.

In the implementation of Presentation activities in the course, the instructors use various techniques in delivering the materials, among them are miming, using synonyms or antonyms, giving clues, etc. This is relevant with opinion from Gairns and Redman. Gairns and Redman, (1986) stated that there are three techniques used in the presentation of new vocabulary item. The first one is visual techniques including mime, gestures, and Visual such as flash cards, Photographs, black board drawings, wall charts, and realia. The second one is verbal techniques: (1) use of illustrative situation, (2) use of synonym and definition, (3) contrasts and opposites, (4) scales, and (5) examples of the type. The last one is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary. The students have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, the students should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping the students to develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it

CONCLUSION

On the basis of the research findings and discussion, there are some conclusions that needed to be highlighted based on the research questions, i.e:

In ELITE English course, the instructors use three main teaching methods in delivering the English lesson. The first method is Communicative Teaching Method. This method is used in the whole teaching learning stages. The second method is PPP approach, that is an approach in lesson format. In this method, there are three teaching stages namely presentation, practice and

production. The third is competitive games which were implemented as warming-up in warmer and production activities in the classroom. The games can warm-up the situation effectively before the teacher starts the main material as well as relax them in speaking assessment.

REFERENCES

- British Council. (2020). Fluency vs Accuracy. Retrieved from <https://www.britishcouncilfoundation.id/en/english/articles/fluency-vs-accuracy>.
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, 6(2), 177. <https://doi.org/10.5539/ells.v6n2p177>
- Gairns, R., & Redman, S. (1986). *Working with Words: A Guide to Teaching and Learning Vocabulary Cambridge Handbooks for Language Teachers*. United Kingdom: Cambridge University Press.
- Kasumi, H. (2014). Communicative Language Teaching and its Impact on Class Motivation Hysen Kasumi English Faculty , AAB University, 1(November), 298–301.
- Miles, M. B., & Huberman, A. M. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.
- Sepyanda, M. (2017). The importance of english subjct in elementary school curriculum. *English Language Teaching and Practice*, 1(1), 206–216. <https://doi.org/2614-1108>
- Shen, Y. (2013). Balancing accuracy and fluency in english classroom teaching to improve Chinese non-english majors' oral english ability. *Theory and Practice in Language Studies*, 3(5), 816–822. <https://doi.org/10.4304/tpsl.3.5.816-822>
- Tavakoli, P. and Hunter, A. ?M. (2017) I. fluency being 'neglected' in the classroom? T. (2017). Fluency and Related Classroom Practices.
- Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language Teaching*, 7(2), 110–118. <https://doi.org/10.5539/elt.v7n2p110>
- Yen Phuong, H., Van den Branden, K., Van Steendam, E., & Sercu, L. (2015). The impact of PPP and TBLT on Vietnamese students' writing performance and self-regulatory writing strategies. *ITL - International Journal of Applied Linguistics*, 166(1), 37–93. <https://doi.org/10.1075/itl.166.1.02yen>

