DO PEOPLE THINK ABOUT ACCURACY, FLUENCY, AND COMPLEXITY IN DAILY ROUTINES?

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Abstract
The significant care and the globalization of English have been caused broad demand for good English-speaking skills in various realms. The aim of this research is getting to know what people think accuracy, fluency and complexity when they are speaking or writing in English. Many students think too much of grammatical-error and they need to remember all tenses so they can practice English. Students need motivation from their-selves before they learn English; moreover, English as foreign language, students will study English as they must pass their subject in school. In addition, the present paper aimed to know the people perception of accuracy, fluency and complexity in written and spoken English. The researchers use qualitative research method and open questions for questionnaire. The study data is collected from 10 students in TEFL class. Therefore, 50% students chose fluency, 30% students chose accuracy, and 20% chose complexity. The result of this research, students chose fluency because by mastering fluency in speaking, students can correct them in grammatical structure by the time. As one respondent said that fluent in English is basic and it is better if we fluent then accurate by correcting their grammatical structure. In the end, the researchers knew that students prefer fluent then accurate so they can complex in English.
Keywords*: Learning English, accuracy, fluency, complexity*

INTRODUCTION

Nowadays students are weak of purpose to study English because of their weakness, students feel bored easily and difficult to focus the materials. Some students have ability and skills in English will mock others who cannot speak and write English instead; then they will feel embarrassed so prefer to avoid learning English before they are bullied by them. In this case, students have to have big buildability in speaking and writing English and students have to be confident. The ability of speaking and writing in English is important to increase skills which are for success indicator of students. By mastering English, students are able to build relation with foreigners, deliver their idea globally and increase the chance of getting job multinational. In this era, many industries and companies need people who have the ability in English because English is the language of international communication so help the company to have an international business. Someone said that by mastering a language, they will master any languages. Set of these problems are: 1) Students lean to think about grammatical include tenses before they deliver ideas; it means they do not confidence by their accuracy, for instance, *I <u>am</u> go to school every morning* or *I <u>go</u> to school every morning*. Richard and Renandya (2002) mentioned

that by applying learner-based learning does an activity that associated by negotiating meaning, paraphrasing and do experiments to be brought learners to growth successful language. 2) By giving the assignment to students which are challenging and they have to speak with native speakers or they have to make a conversation in pair, then they record it and listen furthermore correcting by themselves will increase their fluency.

Basically, to increase fluency, students have to speak regularly and repeatedly. From the smallest thing, in daily routines, students can use social media to improve their English skills because social media frequently used by them; for instance, uploading video or making caption in English. Students can make the little discussion as the purpose to improve their English skill in an online group or social media group. Many ways to improve English skill, in case, students must motivate to learn English as well as later they can use their skill without errors in daily routines.

METHOD

Qualitative research is used in this research. Patton and Cochran (2002) explain qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis. Qualitative research is understanding of social phenomenon based on participant's point of view. In order to increase information into a certain phenomenon, such as an environment, a process, or a belief. The data are collected by giving questionnaires to participants. The data collection procedures of this study were started by giving the questionnaire, asking the participants to fill in the questionnaire and finally the researcher compiled the questionnaire that had been answered.

Questionnaire is classified as two, the quantitative and qualitative research method. As a detail, answers obtained to open-ended questionnaire questions are analyzed using a qualitative method and involve discussions and critical analyses without use calculations. The writer did the questionnaire using qualitative methods because the writer needs critical analyses from students. From qualitative methods, the writer knows their answer for each question. Open questions differ from other kinds of question used in questionnaires in a line which open question probably produce unexpected results, which able to make the research more original and valuable. Here is the writer's questionnaire by using open question questionnaire with qualitative methods.

This method is influenced by (Cam and Tran, 2017) and (Kusumaningrum, 2018). It is adapted and combined both of them. After the data have collected, it will be analyzed and recognized. Like what Cam and Tran (2017) stated that the questionnaire is a quite useful collection method because researchers can reach many participants and respondents in a short time and it does not need cost so much.

As the purpose of this study was to investigate students ideas, 4 questions were prepared and asked each research group in detail. In addition, they were first asked What do you think about accuracy in grammar class?. Second What do you think about fluency in grammar class?. As a third question What do you think complexity in grammar class?. Last they were asked Which one do you choose; accuracy,

fluency, or complexity?. In addition, those are questions were prepared and asked to the 10 students be chosen as respondents from class 4 of Grammar Class of English Department at Tidar University are the participants of this study.

In order to attract digital native learners in speaking class, the future teachers need to have some methods to attract their interest. It could be a conventional or modern method. However, for the conventional method, it will be difficult to attract them. In a study entitled Do People Think About Accuracy, Fluency, and Complexity in Daily Routines? and in order to achieve the goals and objectives of the study. As for this research method, the authors carried out the following steps: The arrangement of this study consists of:

1. Research Subject
   The research subjects were 10 students in 4th semester of English Department Students Tidar Magelang University, Central Java.
2. Research Place
   The study was conducted at Tidar University Magelang, Central Java.
3. Research Time
   This research was conducted in the 2018/2019 year.

Besides that, the questions which given are in the English language that respondents answered are in English. Even though, it does not impact the research. Besides, they could express their feeling easily and free. Not only that the questionnaire does not let the respondents write their real name. They could write their real name or the initial. Then the researcher will name them as respondent one, two, and so on and it does not impact the data that has collected. According to the qualitative method, the writer has an objectivity answer from students' reason. Students can elaborate their opinion or idea about accuracy, fluency and complexity.

RESULT AND DISCUSSIONS

Findings

This part discusses the result of this research is to conduct this research, the researchers shared the questionnaire to the college students in Indonesia. This questionnaire consists of 4 questions which the researchers thought that this questionnaire becomes the finding of this research.

Most of the respondents are majoring in the English Department. The reason why the researchers focus on English Department students because the researchers know that most of the students of the English Department are familiar with a platform that related to their ability in English. In total 10 questionnaires are collected from the university students.

The researchers use the qualitative research method and open questions for questionnaire. The study data is collected from 10 students in TEFL class. Therefore, 50% students chose fluency, 30% students chose accuracy, and 20% chose complexity.

In order to collect the data needed, the researcher makes questions of questionnaire as can be seen below.

No.	Question(s)	Answer(s)
\ Name:		
1.	What do you think about accuracy in grammar class? Explain!	
2.	What do you think about fluency in grammar class? Explain!	
3.	What do you think complexity in grammar class? Explain!	
4.	Which one do you choose; accuracy, fluency, or complexity? Elaborate your answer!	

DISCUSSION

The writers did the survey by distributing questionnaire in a class of TEFL which already passed Grammar Class last year; 10 students were chosen as respondents from class 4 of Grammar Class. 5/10 students chose fluency as aspect of what they must be mastering in Grammar Class. The writer took some answers from students; student A chose fluency said, "use fluency in writing or speaking with fluency in grammar than the accuracy in grammar will increase time to time when we use English language often with fluently.", it means student A prefer fluency as basic of learning grammar, and student A can learn accuracy time by time as student A said. Student B chose fluency and said that fluency is basic than accuracy and complexity; means fluency is important from other aspects. Meanwhile, student C said that in grammar class 'of course', student C chose accuracy because talked about the structure of the sentence and must be accurate. It means student C thought about accuracy while learning grammar. Student D chose complexity because it prioritizes both fluency and accuracy. So, student D has to reach complexity by mastering fluency and accuracy then student D can reach complexity. Student E chose accuracy because the aim of Grammar Class is to make students can use grammar correctly. And student F chose fluency because fluency is extremely useful and help the motivation to further develop vocabulary. By mastering fluency, student F gets the motivation to increase vocabulary.

From those statements, the writer can conclude 5 from 10 students chose fluency, 3 students chose accuracy, and 2 students chose complexity. By mastering fluency in speaking, students can correct them in grammar time by time. As student

B said that fluent in English is basic and it is better if we are fluent then accurate by correcting their grammar. Meanwhile, student C is in one line with accuracy in grammar class; because it talks about the structure of the sentence then students get fluency in speaking and student E prefer accuracy because the aim of grammar class is to make students write sentences correctly.

Accuracy is the ability to produce discourse which is free of grammatical errors. While grammatical errors probably reflect gaps in the learners' knowledge of grammar, may also relate to review time available. Fluency is the ability to produce continuous speech without causing comprehension difficulty or breakdown of communication. Complexity is a linguistic system to take on new and more complex linguistic items, the restructuring of mental representation is required, as well as the opportunity to practice these new form. Therefore, by choosing accuracy, students focus on the formation of the correct example of language used. Students should choose usefulness and frequency of the word in a sentence. It may be boring if students use the same word in a sentence by sentence and overuse in it. By choosing fluency, students reflect natural language use, requires the use of improving, paraphrasing, repairing and reorganizing. Students have to pay attention in tense, voice, aspect and interpersonal/textual meaning. English has many words which any have many meaning, so students should give attention in stressing words, spelling and intonation. Students should learn grammar which has twelve tenses and tenses have their understanding of it use. Students need to know how grammar is used and how to apply when sentences are connected in longer stretches of discourse to create paragraph. From questionnaire which already spread to students, the writer can show the result from questionnaire by pie charts.
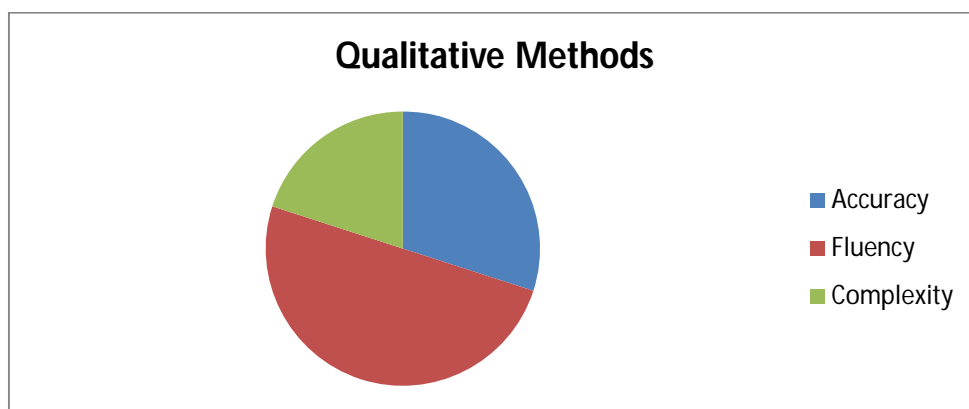

Figure 1. Degree of Accuracy, Fluency and Complexity

There are several ways to improve the students or learners accuracy, fluency, and complexity:

Providing support prior to the activity. There are two goals; to provide language support which can be used in completing a task; to clarify the nature of the task so that students can give less attention to procedural aspects of the task and hence monitor their language use during their performance while carrying out a task.

By per-teaching certain linguistic forms. These forms can be used while completing the task.

By reducing the cognitive complexity of the activity. One way of reducing the cognitive complexity of the activity is to provide students with a chance for prior rehearsal.

By giving time to plan the activity. Time allocated to planning, prior to carrying out an activity; can likewise provide students with schemas, vocabulary, and language forms that they can upon while completing the task.

Providing support during activity. A focus on language and skill in performance can be facilitated during the completion of an activity by choosing how the activity is to be carried out.

Providing support after the activity. Grammatical appropriates can also be addressed after a task has been completed.

CONCLUSION

This article describes students think about fluency, accuracy, and complexity in daily routines which students seldom think grammar when speaking and writing English. Many students must join an English course to pass their English subject in school. The weakness of English as foreign language established students who must pass their English subject but actually they are difficult to understand, theoretically, students remember grammar easily than they speak. Some students do not like English subject because they have to learn other languages, such as local language and they speak with own mother-tongue and own dialect. For this era, students must establish their ability in accuracy, fluency, and complexity in English. English will help students in the future for their job, their dream and help them easily later. Students have to build motivation when they learn English in class or when they practice with foreigners. Many students are afraid and embarrassed to speak English, they will stammer because they think grammar and they are not confident at all. Because of these students need help so students will be able and confident to learn English and to practice also. Moreover, if students learn English and they are able to practice, they will get many advantages which can use in their work world in the future. By spreading the questionnaire, the writer knew reasons from students, which aspects they chose. And the result most of the students chose fluency because it is basic of learning English in Grammar class. Students are able to develop their accuracy, fluency, and complexity by providing support prior to the activity, per-teaching certain linguistic forms, reducing the cognitive complexity of the activity, giving time to plan the activity, providing support during an activity, and providing support after the activity. Learning English can be challenging and time-consuming but worth it for the future and create many opportunities for students.

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