

Chapter Two

Literature Review

In this chapter, the researcher discusses and tries to give clear explanation about the theories related to exploring the implementation of Stand Up Speak program to enhance students' speaking skill at one of English courses in *Kampung Inggris*. There are two discussion theories related to exploring the implementation of that activity. There are several contents which are discussed in chapter two, including the theories about speaking skills, the elements of speaking skills, the problem that students face in implemented their speaking skill. This chapter also provides the explanation of Stand Up Speak at one of English course in *Kampung Inggris*.

Speaking Skill

Various definitions of speaking have been proposed. Speaking is defined as a way to communicate verbally for interpersonal and transactional purposes (Nunan, 1991). For interpersonal purposes, people take parts for social purposes and with the intention to communicate with others. Thus, Nazara (2011) mentioned that "transactional language is for service encounters." It means that in transactional, people communicate with others if they want to get something done. However, Thornbury (2005) explained that speaking is a multi-sensory activity because it includes some paralinguistic features such as eye contact, body language, pauses, tempo, expression, voice quality and the variation of pitch. It could be defined that

speaking as a social interaction is the ability of people to communicate with other people.

In fact, speaking cannot be separated by language. Nowadays, English is considered as a global language for communication, especially for speaking skill. Harmer (2008) stated that speaking skill is one of the four macro skills, while reading and listening are considered to be the two receptive skills in language learning whereas writing and speaking are the other two productive skills. Similarly, from all of the four macro English skills, speaking seems to be the significant skill that is required for communication context (Zaremba, 2006). Nevertheless, all those skills are need to be integrated in the development of effective communication (Boonkit, 2010).

In school context, speaking skills are applied in any aspects, especially English subject. Nurokhma (2009) argued that student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009). This might be one reason for teachers to provide more enjoyable situations and creative activities for students to strengthen their speaking ability in the school environment. Similarly, Ismaili and Bajrami (2016) mentioned that in many EFL studies, the target language have been shown to affect EFL students' speaking competences. Accordingly, the teachers has a significant role to use and create

activities that will be up-to-date, genuine and fun in order to motivate students actively get involved in learning process (Ismaili & Bajrami, 2016).

In other contexts, Boonkit (2010) stated that speaking also plays a role for special communication and takes place in contexts where it is performed for an audience in different situations. Several language experts have attempted to categorize the functions of speaking in daily life, learning speaking skill especially English language that has been applied certainly has a purpose and it can help students understand why they learn English. As Monica (2016) stated that the aim of teaching a foreign language is to make students able to communicate well. For instance, speech is one of speaking for special communication, when a speech involving the audience is held, the role of speaking is considered more complicated than the daily conversation in general and a number of other skills because it is included in speaking delivery process, for example choosing a topic, organizing the mind, and adapt to audience feedback (Lucas, 2001).

Elements in Speaking Skill

As English Foreign Language (EFL) or English Second Language (ESL) learners, students should be able to master the four language skills, particularly speaking skill. Hence, as mentioned earlier by experts that speaking skill is a way to communicate and express feeling to other, so that students should take control of their speaking in order to help them in learning process. However, to fulfill its needs, every

skill also has some elements (Meilyaningsih, 2015). Ardiani (2016) concludes that there are three important aspects in speaking skills those are:

Vocabulary. In terms of speaking situations, vocabulary knowledge is considered as one of the most important aspect in foreign language learning. Lack of understanding of written and oral input, reading, listening, as well as written communication and speaking might be caused by inadequate vocabulary (Vela & Rushidi, 2016). Therefore, other studies have also revealed that it is interrelated for the EFL learners to obtain adequate vocabulary knowledge to enable them to acquire their target language. In addition, Haddad (2016) stated that in the past, the learners rely on their teachers and nowadays teaching methodologies encourage learner autonomy. This shows that the learners must be more autonomous in learning foreign language vocabulary; make conscious efforts to learn vocabulary outside the classroom because exposure to target languages is limited if only done in the classroom and try to find different ways to become more successful learners.

Pronunciation. Pronunciation continues to grow along with the importance of correct pronunciation in language because of its roles in communication. Thus, the pronunciation might be the most difficult skill for the new learners in English language learning (Chen, Chang, & Yen, 2012). Additionally, based on Şimon, Kilyeni, and Suciú (2014) their research identified the internal and external of students in facing difficulties in pronunciation in English, the internal causes are; the students lack of knowledge in terms of English phonetics and phonology and the

students are not aware of the importance of accurate pronunciation. While the external causes are the little of hours dedicated to studying English, the students' natural ability to imitate sound and lack of language laboratory.

Grammar. Many studies have been done on grammar teaching and learning, Ellis (2001) stated that one of the core of the context of ESL and EFL learning and teaching is the use of grammar and how to integrate it into foreign languages (as cited in Uysa & Yafuz, 2015). Therefore, there are still found that teachers spend a long time teaching grammar rules, students still cannot form short sentences when they try to speak in English. Thus, yet teaching of grammar has never been easy for teachers, as Rinvoluceri and Davis (2008) emphasize that “teaching the grammar of English is not simply a question of handing our clear, linguistic information to the learners” (as cited in Lawrence & Lawrence, 2013).

Difficulties in Speaking Skill

Speaking is a highly complex and dynamic skill that involves the use of several simultaneous process (Dinçer and Yeşilyurt, 2013). As a foreign learner in Indonesia, many students have amount vocabulary and mastering the grammatical structure, but they still have difficulty in speaking. Further, not only for speaking elements, EFL learners are also often anxious about their ability in a foreign language. Moreover, Nazara (2010) revealed that students sometimes afraid for

speaking incorrectly. It represents that students should be given such encouragement in order to improve their ability in speaking.

English as Foreign Language (EFL) learners no matter how much they know about the English language, still face many speaking difficulties (Hosni, 2014). In learning to speak second language, feeling of nervous, anxiety are commonly expressed by second language learners. Hosni (2014) conducted a study on students' difficulties in speaking English the result revealed that there are three points of speaking difficulties encountered by EFL learners, they are linguistic difficulties, mother tongue use, and inhibition.

Linguistic difficulties. According to Hosni (2014) her data collected through observation showed that students try to find the appropriate vocabulary when they try to speak in English, which indicates that their vocabulary is insufficient. Thus, Togatorop (2009) presented on his study that students cannot express themselves successfully because of a lack of vocabulary and limited commands for grammar (as cited in Saab, 2016). Moreover, in linguistic difficulties, those things mentioned above are often experienced by EFL or ESL learners.

Mother Tongue Use. There are a number of studies that have been conducted which either support or oppose the use of first language in foreign language classroom. According to Hosni (2014) during her class observation, she find that students tend to speak in their first language when they are in a group of discussion.

So, then she asked them about the reason for that in the interview; they responded that by saying, “We do not know how to say it”. They meant how to discuss their ideas in English, so they use their first language more. However, the reason for using mother tongue is that it could be because of weak sentence building skills and inadequate vocabulary knowledge.

Inhibition. Besides the linguistics and mother tongue use, there is emotions such as fear and that can delay effective of learning the target language (Diaab, 2016). According to Hosni (2014) some of participant in her study stated that ”They will laugh at us if we make mistakes”. It indicates that some students still have less of self-confidence and high of anxiety. In agreement with Brown (2001) who argues that anxiety and shyness are the biggest psychological obstacles that cause reluctance to speak (as cited in Diaab, 2016)

Developing speaking skill

In the efforts to improve speaking skill, there are a number of ways in developing speaking skill. The one is through building up confidence (Boonkit, 2010). Furthermore, Thornbury (2007) mentioned three stages in developing speaking skill: 1. Awareness – students should aware about the target language they take, 2. Appropriation – which integrated in their language existing knowledge, 3. Autonomy – in this features, students develop their own ability to speak English through media or strategies without assistance (as cited in Monica & Anamaria, 2016). Moreover, Mart (2012) stated that developing speaking skill can be through

reading (as cited in Ardiani, 2016). Through reading students can enhance their vocabulary knowledge which will facilitate their speaking performance and the use of structure in the target language will develop. Thus, reading also help learners to acquire grammar and vocabulary (Ardiani, 2016).

Along with increasing of awareness about the importance of English language skills, in Indonesia educational institutions from both formal and non-formal institutions of English course have developed programs that can improve English language proficiency. Therefore, as mentioned previously, there is one area in Indonesia known as *Kampung Inggris*. It is the largest English language learning course in Indonesia.

Kampung Inggris Pare Kediri

According to Abrar (2012) Pare is known as “Kampung Inggris”, *Kampung Inggris* is located in *Desa Tulungrejo*, including in the administrative area of *Pare* sub district, *Kediri* Regency, East Java (one of regions in Indonesia, East Java). Since the founding of *Kampung Inggris*, it has been able to change the economy, socio-culture, and the mindset of its community to be able to find business opportunities. It started from a non-formal institution course founded by Kallend Osen on June 15, 1977 the institution was called Basic English Course or BEC. There are many English courses, English areas, various learning methods, visitors, learners, and many program choices and it is a good place to observed and learning English

(Darmayanti, 2017). There are approximately more than two hundred of English courses in the *Kampung Inggris*. It grows from year to year, also the enthusiasts continues to grow, even many enthusiasts come from other countries.

The Influence of English Courses in Kampung Inggris Pare toward Speaking Skills

There are many ways that can be done to learn English, one of which is by taking a course that is suitable for the needs. As *Kampung Inggris* has a lot of English course, *Kampung Inggris* can influence students' speaking skill in some reasons. According to Karmala, Kristina and Supriyadi (2018) in their study showed that various types of teaching technique used in the implementation of public speaking in *Kampung Inggris* such as presentation, role-play, discussion, game, speech, and question & answer that can develop students' vocabulary, grammatical, pronunciation understanding which give well contribution to English students.

Further, *Kampung Inggris* applied some techniques to make students speak English without any reluctance. Besides, the local people around English courses in *Kampung Inggris* are also tries to speak English with the English students who takes the English course there. They use English a little by listening the students around them, so that the local people always keeps in touch with the students even they speak a little but they usually use it in daily activity (Nurhayati, Hendrawaty, & Angkarini, 2013).

Stand Up Speak as One of The Programs at Anamorsa English Course in Kampung Inggris

One of the aims in teaching and learning English is to focusing students so they can use English as a tool of communication (Oradee, 2012). To improve their speaking skill, students have to involve themselves in activities which can improve their speaking. One of techniques to improve students' ability in speaking and self-confidence is implementing Stand Up Speak program that has been applied by Anamorsa English Course in *Kampung Inggris*. Related studies revealed that by using English in some activity like role-play or small talk, the students can communicate with their environment but, the students only speak English in a short conversation (Wahyuni, 2014; as cited on Tahrim, 2008).

Stand Up Speak is one of the programs at Anamorsa English course in *Kampung Inggris* Pare Kediri that suitable for students who want speaking in English. The Stand Up Speak program is divided into three levels; basic level (Stand up speak 1 & 2), intermediate level (Stand up speak 3 & 4) and advance level (Stand up speak 5).

In Stand Up Speak 1, the ability to speak English will be trained by giving everyday conversation material from the most basic things starting from self-introduction, describing person, etc. Emphasis is on mastering the Daily Conversation, Vocabulary and increasing self-confidence. Examples of material are:

Introduction, alphabet, number, time, question & answer, vocabulary, expression, day, daily activity. (Stand Up Speak)

In Stand Up Speak 2, students are more able to speak in class by practicing advanced material provided such as promoting products and discussing general matters, more emphasis on grammar applications in speaking. Examples of material are: Telling a story, answering question, vocabulary, expression, giving an opinion, problem solving (Stand Up Speak).

In Stand Up Speak 3, the target is that students are able to make and deliver presentations, guide discussions, and discuss special matters. Examples of the material are: Presentation, simple debate and talking about daily problems, sharing knowledge, talking about politics, economy, education, and update news (Stand Up Speak).

For Stand Up Speak 4 students are able to make presentations, guide discussions, public speaking and discuss special matters in formal or informal way. While in Stand Up Speak 5 students are to be able to make English lesson lesson plans ranging from time management, greetings, teaching methods, practice, to closing. In addition, students can lead formal meetings and formal presentations to agencies. Examples of the material are: Marketing presentations, preparing meetings, bestman speak, talking about banking, negotiation and employment, table manner practice (Stand Up Speak).

Another strategy applied in *Kampung Inggris* is using communication strategy. This is important for the successful learning process. In *Kampung Inggris*, learners' use some speaking strategy like word coinage (to say something in English followed by a simple description), asking for help, using translation, and use code switching (a mixture of the source and the target language phrase) (Mariana, Kencanawati, Kurniawan, 2012).

Review of Related Studies

There are several previous study related to learning English in *Kampung Inggris Pare*. According to Ardiani (2016) the study with the title of "Students' Perception on The Influence of *Kampung Inggris Pare* Course toward Their Speaking Skills". This study is aimed to find out how do English Education Department student in one of private university in Yogyakarta perceive their speaking skill and also the researcher wants to investigate students' perception on the influence of *Kampung Inggris Pare* course toward their speaking skills. In addition, the approach of this research is descriptive qualitative and the research design use is qualitative research. Furthermore, the participants of this research were the three students of English Education Department in one of private university in Yogyakarta. Moreover, the researcher collect the data using interview in order to gain some deep information from the participants by asking several questions. The result of this research showed that *Kampung Inggris Pare* has some good impacts for students' speaking skills. *Kampung Inggris Pare* used various strategies in its learning process. Nevertheless,

based on the interview result, the researcher concludes that it could be known that *Kampung Inggris* Pare course could influence students' speaking skills.

Another study by Mualiyah (2016) with the title of "Teaching Speaking: An Expository Study at Speaking Class of Training Class Program at Basic English Course in *Kampung Inggris* Pare". In this research, the researcher try to figure out how is teaching speaking at speaking class of Training Class (TC) Program at Basic English Course (BEC) in *Kampung Inggris* was conducted. However, this study is a qualitative research and uses an expository research design. The researcher collected the data using two techniques which were observation and interview. Hence, the researcher conducted the observation by observed all activities happened in the class and also observed the activities supported to the topic studied outside the class. While in interview, the researcher try to verify the actions which were done during the observation by asking some question related to the topic of this research. Moreover, the researcher draws a conclusion that there are several points to consider they are objective, the speaking materials, classroom management, teaching method, teaching media, and evaluation which all the points can help students to be able to speak English.

Additionally, according to Fitriyani (2017) a research with entitled "A Descriptive Study on Teaching-Learning Process at Speak Second Speaking Class in The Daffodils English Course Pare Kediri". This research is aimed to know how is the teaching speaking techniques and strategies used in teaching learning process at

speaking second speaking class in the Daffodils English course Pare, Kediri, and to elaborate the process of teaching learning at speaking second speaking class in the Daffodils English course Pare, Kediri. The researcher used the descriptive qualitative research design. It was conducted at the speaking class at speaking second speaking class in the Daffodils English course. The data was collected by using observation, and interview. The researcher took observation to know the real process of teaching learning at speaking second speaking class. The interview was given to collect data related to techniques and strategies used by the teacher in the teaching-learning process at speaking second speaking class in the Daffodils English course.

Those three previous studies are related to speaking skill in *Kampung Inggris* Pare. Besides, those three previous study were also using qualitative as the research approach. Furthermore, the first study showed the students' perception on their speaking skill while the second study present in term of teaching speaking. Meanwhile in this research, the researcher wants to present how is stand up speaking activity implemented to enhance students' speaking skill in *Kampung Inggris* Pare and what are the challenges that students face while enrolling English Area at *Kampung Inggris* Pare.

Conceptual Frameworks

As we know that as the development of English as an International language, speaking is one of the skills in English that is mandatory to learn. It is mandatory because basically the language is to communicate both written and oral. Nowadays,

there are a large number of techniques in learning English implemented in any level of education, both formal and informal institutions. Therefore, many students use speaking widely in the classroom interaction. It can be one of the English language skills that most language students wish to have as their ability. So, many of them learn it at formal schools or at English courses.

As a language education, students should master some skill in order to help them in the learning process even for daily conversation. However students usually find problems in speaking skill including inhibition, nothing to say, low or uneven participation, and mother tongue use. Moreover, speaking skill can be influenced by an English course. In Indonesia one of the famous place to learn English is broadly known as *Kampung Inggris* Pare, there are a large number of English course institution there. Many students who come to join the English course activities in the *Kampung Inggris* of pare Kediri this causes the environment to automatically develop following the dynamism that occurred.

As mentioned above, there are several program in one of English courses named Anamorsa English course (pseudonym) in *Kampung Inggris* that aims to developing speaking skill, one of them is Stand Up Speak program. While in Stand Up Speak program the students' needs to master some elements in speaking skill. Therefore, the conceptual framework of this study is showed in a visual illustration below.

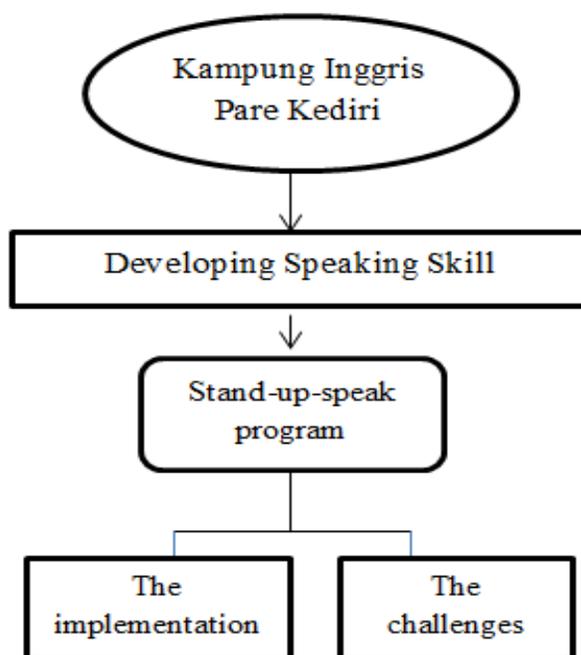


Figure I: The conceptual of this study