

Chapter Two

Literature Review

As stated in the previous section, the aim of this research is to explore students' perception on the influence of *Kampung Inggris* Pare course to their speaking skill at English Education Department of Universitas Muhammadiyah Yogyakarta. Therefore the discussion in this chapter will explain *Kampung Inggris* Pare course and speaking skill.

Speaking Skill

While reading and listening are considered as receptive skills in language learning and use, writing and speaking are the two productive skills included in the development of effective communication. Of all four skills, speaking skill seems to be the most important skill to communication. Speaking as a language skill relates to the other language skill. Students' ability in speaking will increase specifically through listening comprehension. Speaking skill utilizes vocabulary obtained by the students through the activities of listening and reading. (Patiung, Tolla, Anshari, & Dolla, 2015).

“Speaking is a skill that students will be judged upon most in real-life situation” (Liao, 2009, p. 11). Speaking is a part of everyday interaction and most of people judge a person by his or her speaking ability. The purpose of speaking is to communicate in order to convey thoughts, ideas, feeling, and expectation effectively (Patiung et al, 2015). That is why in order to convey their idea, students should know how to communicate and aware to some aspects and factors in speaking skill.

Aspects in speaking skill. As language education learners, students should be able to master the four language skills, especially speaking skill. Speaking is a way for people to communicate and express their feeling to others. So that, students should master this language skill in order to help them in their learning process. Harmer (2010) as cited in Mart (2012) mentioned that speaking has many different aspects including two major categories that are accuracy and fluency. In accuracy, students must pay attention on the correct use of vocabulary, grammar, and pronunciation. Vocabulary knowledge and grammar are two important factors that are leading in speaking and may influence students' performance (Mart, 2012). Then in speaking fluency, students must show their best speaking performance. The ability of speaking that students have will make them to keep going when they are speaking spontaneously.

Goh and Burns (2012) as cited in Nurani (2015) also mentioned some aspects of speaking skill. They mentioned that a good speaker has good pronunciation, confidence, speak standard English, speak fluently with few or no grammatical mistake, has an ability to communicate, the speaking can be understood by others easily and they can communicate in any situation. A good speaker with good ability in speaking will have a big confidence to express their feeling or opinion.

Based on those aspects above, the researcher concludes that vocabulary, grammar and pronunciation are the most important aspects in speaking skill. Students always worry about their grammar and pronunciation mistakes when they are speaking. This problem sometimes make students do not perform better

when they are speaking in front of the class or in any other public speaking. So, if students have good vocabulary, grammar, and pronunciation, they will have a big confidence to speak. It will also influence their speaking performance.

Influencing factors in speaking skill. Besides some aspects above, speaking skill also influence by some factors. According to Zhang (2009) as cited in Darwanto (2014) listening skill can also be a factor that can influence students' speaking skill. The ability to listen to English effectively helps students to familiar with the words. If students get familiar with the words, they will not get stuck in speaking. Furthermore, this activity will make students more focus in their learning. In order to hear what the teachers or speakers say, students must focus on it.

Other experts Tuan and Mai (2015) explained that speaking skill can be influenced by students speaking performance. In order to overcome the problems in speaking, students should know some factors that influence their speaking performance. Students' speaking performance can be influenced by the factors that come from performance condition, affective factors, listening ability, and topical knowledge, and feedback during speaking activities.

Performance condition. Students perform a speaking in many conditions. Nation and Newton (2009) as cited in Tuan and Mai (2015) mention four types of performance conditions that may influence students' speaking skill. These performance conditions including time pressure, planning, the standard of performance, and the amount of support are factors that usually hard to be handled by students in their speaking performance. Even some students that are usually

perform in front of the class and they do not prepare well, they still can be affected by those aspects.

Affective factors. Affective factors is very important in determine student successful or failure. Affective factors including motivation, self-confidence, and anxiety are factors that usually influence students speaking performance (Tuan and Mai, 2015). Those aspects are connected each others. Students speaking performance can be developed if students have motivation and opportunity to express or convey their opinion in public.

Listening ability. The same as the explanation before that listening can be an influencing factor in speaking skill, in this part Littlewood (1984) also mentioned that listening skill may influence students speaking skill. Students must understand what is said to develop a good conversation. When one person speaks, the other responds the meaning through conversation which is call as the listening process.

Topical knowledge. Topical knowledge is the speakers' knowledge of relevant topical information. This topical knowledge relates with students' long term memory. The information in topical knowledge enables students to use language with reference to the world in which they live. Students that have topical knowledge will easier in doing some task than students who do not topical knowledge.

Feedback during speaking activities. Feedback is very important for students speaking performance. Most students want their teacher to give feedback on their performance. Besides feedback is good to increase students' performance,

feedback can also de-motivate students. If students are corrected all the time, they can find this very de-motivating and become afraid to speak.

In line with this, Shumin (1997) as cited in Boonkit (2010) has mentioned some elements of speaking skill that influence students' effectiveness in speaking.

“For effectiveness of speaking, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic, and strategic competence. In order to convey meaning, EFL learners must have an understanding of words and sentences; that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. This grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in speaking (Shumin, 1997 as cited in Boonkit, 2010, p. 1306).”

Difficulties in speaking skill. Many experts argue that speaking is the difficult skill to learn. Zhang (2009) as cited in Mart (2014) explained that “speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English” (p. 23). It is difficult because there are many aspects that learners should learn in speaking skill. According to Ur (1996) as cited in Hosni (2014), there are many factors that cause difficulties in speaking that are inhibition, nothing to say, low or uneven participation, and mother-tongue use.

Inhibition. Inhibition relates to learners speaking performance. Many learners are not satisfied with their speaking performance. Learners are usually worried in making mistakes, worry about being criticized, and shy when they are speaking. These problems effectively influence their speaking performance.

Nothing to say. The researcher has previously described that motivation is very important to encourage students in the learning activity. In other word nothing to say is a problem that cause by students' motivation. In nothing to say, learners must have motivation in learning in order they can convey their feeling and opinion confidently. Motivation can encourage learners to be an active student and an active student usually talks active in the class.

Low or uneven participation. This problem relates to the condition of teaching and learning process where there are some active/dominate student in the class. Learners usually learn in a group or big classes to discuss some tasks and there are usually one or two students who always present the findings of discussion. Because of many participants in the class and the tendency of students who dominate the class, it makes some learners think that it is not really important to get involved in the class. Only students who talk active who dominant the class while others speak very little or not at all.

Mother-tongue use. Many learners who share the same mother tongue tend to use it because it is easier and because students feel less exposed if they are speaking their mother-tongue. For example, when students are asked to have a discussion about topic that they do not understand, they will use their own

language to communicate with others about the topic. Besides that, mother-tongue is a natural thing to do.

Mother-tongue use is a problem that is mostly used by foreign language learners. Because of mother tongue or first language is a natural thing to do, in the learning activity students will often to use mother-tongue than foreign language, especially English. Whereas, the use of English in the speaking activity is a must for foreign or second language learners. The limited of vocabulary and grammar knowledge make students prefer to use mother-tongue (Sinta, 2011).

Other expert, Rababa'h (2005) as cited in Hosni (2014) mentioned that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the students themselves, the teaching strategies, the curriculum, environment, and motivation.

“Many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going” (Rababa'h, 2005 as cited in Hosni, 2014).

The environment can also cause difficulty toward students' speaking skills. Students usually get easily to get involved with the environment around. This environment may come from their teachers or their friends. A good environment will bring good effect for students themselves and vice versa. Students should learn in good environment that can help them to improve their skills.

Then, motivation is another factor that causes difficulty in students' speaking skills. The researcher has mentioned before that some learners are usually lack of motivation in learning English. According to Littlewood (1984) as cited in Hosni (2014), "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves" (p. 24). The motivation is important for both students and teachers. For teachers, motivation determines whether students take the learning seriously or not. Then teachers should find a way to increase their motivation.

Developing speaking skill. There are many ways in developing speaking skill. The one is through reading (Mart, 2012). Through reading, learners may develop their vocabulary and grammar knowledge which effectively contribute to their speaking skills. Through reading students can improve their vocabulary knowledge which will facilitate their speaking performance and the usage of structure in the target language will develop. Reading will help learners to acquire vocabulary and grammar.

Oradee (2012) stated that speaking skill can be developed using three communicative activities that are discussion, problem-solving, and role-playing. These activities will create interaction in the classroom. Besides that, communicative activities will encourage students to be an active learner. Additionally, communicative activities can motivate learners to establish good relationship between teachers and students.

In developing speaking skill, students must have strategy to reach the goal. Speaking strategy can be define as the on how students express something

properly as accurate as possible. According to Brown (2007) as cited in Sinta (2011), in his book explain that speaking strategies are the skill that require students on how to asking for difficulties (what), asking someone to repeat something (pardon me?), using filler (uh, emm, err), get time to process using conversation cues (uh-uh, right, yeah, ok, hmm), getting someone's attention (hey, so). Speaking strategies use more non-verbal than verbal expression like above.

Kampung Inggris Pare course profile.

Kampung Inggris is a name of Tulungrejo village, Pare district, and Kediri regency. It was named *Kampung Inggris* because its region ability to develop English. The existence of *Kampung Inggris* can change Tulungrejo village become a new land of investment in Pare district and surrounded. Before the existence of *Kampung Inggris*, the livelihood of people in Tulungrejo village is as farmer and cow breeder (Anitasari, 2012). Besides known as *kampung Inggris*, Pare is also known as language village. It is because not only English course that have been there but also there are any another language courses like Arabic, Mandarin, Japan, and Korea course (Wiyaka, Kusumawardhani, Susanto, Setyorini, & Fani, 2012).

Nowadays, Pare as an English language centre in learning English has known almost in around java even outside java. It is because the courses in Pare are cheap, effective and efficient. Besides the surrounding citizen who live there, many experts who teach in *Kampung Inggris Pare* course and staff who take care the course. LC is very selective in recruit the instructors or teachers for the course. Besides that, the facility in Tulungrejo village is quite easy to adequate. There are

many boarding houses for students and staff. That is why many people want to go to Pare (Wiyaka et al., 2012). In line with this, *kampung Inggris* Language Center website also mention that *kampung Inggris* Pare is well known as the biggest English language center in Indonesia with a thousand students and strong with the learning activity.

***Kampung Inggris* Pare programs**

In *Kampung Inggris* Pare, there are so many course institutes and course programs. There are so many course institutes in *kampung Inggris* Pare that are LC Language Centre, Pare-dise, The Master, DC Two English Course, Mahesa English Course, Universal English, Access ES, Brilliant English Course, Mr. Bob English Club Pare, Elfast Pare, Global English, The Daffodils, Kresna, Test, International Language Academy, Webster, and Alfalfa Camp (*Kampung Inggris* website). Students should choose an appropriate course institute based on the program they want to take. An appropriate course program will determine students' success in learning.

For speaking program students can choose LC Language Centre, Pare-dise, The Master, DC Two English Course, Mahesa English Course, Universal English, Access ES, Brilliant English Corse, Mr. Bob English Club Pare, Global English, and The Daffodils course institutes. For grammar program students may choose Mahesa English Course, Elfast Pare, Global English, and Kresna course institutes. Then, students can take Test, Elfast Pare, Global English, Mahesa English Course, Oxford ILA, and Kresna course institutes for TOEFL program. For IELTS program students may choose Test, Elfast Pare, Global English, and

Webster course institutes. Students can take DC Two English course and Global English course institutes for pronunciation program. For vocabulary program students can choose DC Two English Course, Webster, and Global English course institutes. For the last program that is camp program, Alfafa Camp course institute is more appropriate (Kampung Inggris website).

Method and strategy applied in *kampung Inggris Pare*.

Method and strategy used is important to determine a successful of an institution. It also should be appropriated with the language learners' needs. In *Kampung Inggris Pare*, there is an alternative learning method for enhancing students' speaking skill. This alternative method is called English base camp. English base camp is one of programs in *kampung Inggris Pare*. The course instructors use varied teaching methods in English base camp, especially for regular class. One of the methods used is "repetition and drilling". This method is quite appropriate with the learning atmosphere in the base camp since the method focus on the learners' understanding and memorization (Ahsanu, Februansyah, Handoyo, 2012). Henceforth, the students are also trained to memorize some common words and phrases on daily basis.

Another strategy applied in *kampung Inggris Pare* is using communication strategy. This is important for the successful learning process. In *kampung Inggris Pare*, 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).

The influence of *kampung Inggris* Pare toward speaking skill

As *kampung Inggris* Pare has a lot of course institutes, students should adjust the course institute with the course program. *Kampung Inggris* Pare can influence students' speaking skill in some reasons. *Kampung Inggris* Pare has many programs and a lot of course institutes that has mentioned by the researcher before. The one of the program is speaking. The course institutes like LC Language Centre, Pare-dise, The Master, DC Two English Course, Mahesa English Course, Universal English, Access ES, Brilliant English Corse, Mr. Bob English Club Pare, Global English, and The Daffodils course institutes relate to speaking program. Each course institute delivers a different way in teaching the students but with the same goal that is for speaking improvement.

Besides that, the learning atmosphere in *kampung Inggris* Pare is relaxed that make students enjoy in the learning process (Setiawan, 2014). With this condition students do not need to worry about the effectiveness of the learning process. Even the atmosphere in learning activity is likely at home condition, but the teachers have had some way in reach the goal of the course. The teachers are the experts in English language teaching. In line with this, there is a course institute that really selective in recruit the instructors or teacher for the course in Pare that is LC or Language Center. LC has experts which have experienced in managing English course. Only those who have quality that can be the teacher (*Kampung Inggris* Language Center website).

Previous Research

There are some previous researches which conduct a study about *kampung Inggris Pare*. In the study which title of *Communication Strategy used by English Learners in Kampung Inggris Pare in Speaking Activity*, the researcher of the study wants to find out about the communication strategies used by the English learners in Kampung Inggris Pare especially on BTC program and the reasons of the English learners in Kampung Inggris Pare on BTC Program used communication strategies. The approach of the research is descriptive qualitative using natural setting. The participants in the research were students who live in Kampung Inggris Pare for one program, data collected from the implementation of communication strategies for the BTC program. Data drawn from three sources, namely: activities, informant, and documentation. In analyzing the data, the researcher used the Constant Comparative Method. The results of the research showed that students in Kampung Inggris Pare at BTC Program applied communication strategies by doing word coinage, literal translation, code switching, and appeal for help, without the knowing. That was happed autonomous (Mariana, Kencanawati, & Kurniawan, 2012).

Another study with title *English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java)*, the research was aimed at disclosing further on the base camp method employed in English courses in *Kampung Inggris, Pare, Kediri*. The focuses of this research were the process of base camp learning, the effectiveness of base camp method and the obstacles in its implementation. The approach of the

research is descriptive qualitative using survey method. The populations were the participants of English courses in three English courses elected by purposive sampling. The techniques of data collection were observation, interview, questionnaire and test. The result of the research showed that there was a significant improvement of the participants' speaking skill after joining the course for a month. This conclusion indicated that English base camp is an effective method and can be used as an alternative method in English learning particularly speaking (Ahsanu, Februansyah, & Handoyo, 2012).

Those two previous studies are also conducted about *kampung Inggris* Pare course in which about speaking skills. The first previous research is titled *Communication Strategy used by English Learners in Kampung Inggris Pare in Speaking Activity* and the second previous research is titled *English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, and East Java)*. Those two previous studies have the similarities with this study in which to reveal the influence of *kampung Inggris* Pare course toward students' speaking skills. Besides, those two previous study were using qualitative as the research design.

In the first previous study, the results of the research showed that students in Kampung Inggris Pare at BTC Program applied communication strategies by doing word coinage, literal translation, code switching, and appeal for help, without the knowing. Then, in the second previous study, the result showed that there was a significant improvement of the participants' speaking skill after joining the course for a month. Meanwhile, the result of this study showed that

kampung Inggris Pare course can influence students' speaking skills because of some conditions in Pare. Those conditions brought good impacts for students.

Theoretical Framework.

The researcher has revealed some theories previously. It has been declared that speaking skill is more difficult than the other skill. There are many aspects and influencing factors of speaking skill that students must aware. Vocabulary and grammar is the most important aspect in speaking skill. 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.

Kampung Inggris Pare course is a key for students' difficulties in learning English. Besides the experts who teach in Pare, there are other reasons why *Kampung Inggris* Pare course can influence students' speaking skill. First, almost all the people in Pare are speaking English in the daily life. The second, English speaking drill is done intensively with regular classes and some additional classes (Muzakkar, 2012). The learning process is done every Monday until Saturday.