

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the interview result about the students' perception on the influence of *Kampung Inggris* Pare course to their speaking skill at English Education Department of Universitas Muhammadiyah Yogyakarta. All interview results were divided into five categories, those categories are: 1) The EED UMY's students' speaking skills, 2) EED UMY's students' difficulties in speaking skills, 3) Influencing factors of EED UMY's students' speaking skills, 4) The influence of *kampung Inggris* Pare course toward EED UMY's students, and 5) The conditions in *kampung Inggris* Pare course. Each category was discussed on the following discussion together with the quotes of the interview and the interpretation of the quotes. Those categories were presented to answer the two research questions in this research. The categories number 1, 2, and 3 were digging up to answer the research question number one on EED of UMY's students' perception on their speaking skill. Meanwhile the categories number 4 and 5 were presented to answer research question number two which was about EED UMY's students' perceptions on the influence of *Kampung Inggris* Pare course toward their speaking skills.

#### **Students of English Education Department of Universitas Muhammadiyah Yogyakarta perceptions' on their speaking skills**

The researcher had gathered the data from the participants of this research. There are three categories and five findings explained to answer the first research question. Those three categories are category 1 which discussed about the EED

UMY's students' speaking skills, category 2 which related to EED UMY's students' difficulties in speaking skills, and category 3 which discussed about the influencing factors of EED UMY's students' speaking skills. Those three categories were provided to know about how students of EED of UMY perceive their speaking skill. Thus, the findings are first EED UMY's students' speaking skill before joining *kampung Inggris* Pare course. Second, pronunciation, vocabulary and grammar as the difficulties that are usually found in speaking. Third, unsupporting environment as the influencing factor in speaking. Fourth, limitation of time in practicing speaking. Fifth, Teachers' attitude.

**The EED UMY students' speaking skills.** In the beginning of the interview, the researcher asked the participants about their speaking skills. The data gathered was about EED UMY's students' speaking skills before joining a course in *kampung Inggris* Pare. The data gathered was to answer the first research question about EED UMY's students' perception toward their speaking skill. All the participants are confident with their speaking skills. It was also true that EED UMY's students found some difficulties in speaking. There were also some factors that influence them in learning English.

***Finding 1. EED UMY students' speaking skill before joining kampung Inggris Pare course.*** English skills are not skills that we got without knowledge and any practices. All participants below stated that their speaking skill is not good enough. Before joining a course in Pare, the speaking skills of the participants is not more than just in high school level. Even one of the participant

mentioned that he do not know how to mention subject in English and write a correct sentence.

“My speaking skills are not more than just in high school level. I cannot speak English as people who know how to speak English....” (Harry, 2016).

“Before I go to Pare, I do not know what is called as correct sentence....” (Reza, 2016).

“Before I go to Pare, my speaking skill is zero. I even cannot say subject in English....” (Iqbal, 2016).

From the data gathered above about EED UMY’s students’ speaking skills before joining *kampung Inggris* Pare course, the researcher can conclude that the speaking skills of the two participants are not good yet. They should join an English course to improve their skills. As the researcher has previously discussed that an appropriate English course can influence students’ skills. Students should find an appropriate English course than can help them in improving their English skills.

**The EED UMY students’ difficulties in speaking skills.** In the interview, the researcher asked the participants about the difficulties that are usually found in speaking. The participants all agreed that they usually found some difficulties in speaking. There are some difficulties and some influencing factors in speaking skills like vocabulary, grammar, pronunciation, unsupported environment teacher’s attitude and duration of time.

***Finding 2. Pronunciation, vocabulary and grammar as the difficulties usually found in speaking.*** Pronunciation, vocabulary, and grammar were important aspects in English. In learning English students should know these aspects. It was true that those aspects are difficulties usually found by students. Two participants agreed that pronunciation, vocabulary, and grammar as the difficulties usually found in speaking.

“My difficulty in speaking is about the pronunciation” (Reza, 2016).

“My difficulties in speaking are vocabulary and grammar, the structure about the accuracy of my speaking” (Iqbal, 2016).

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.

For effectiveness of speaking, Shumin (1997) as cited in Boonkit (2010) 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, students should have an understanding

of words and sentences; 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 which contributes to their fluency and develops confidence in speaking.

**Influencing factors in EED UMY students' speaking skills.** Besides difficulties in speaking skills, there are also some influencing factors that influence students' speaking skills. In the interview, the researcher asked the participants if there are others difficulties in learning speaking. The interview results revealed some factors that influence students' speaking skills as below.

***Finding 3. Unsupporting environment as the influencing factors in speaking English.*** Two participants said that their speaking skills are influenced by the environment. The example of the environment mentioned by the participant is friends. Friend can influence our speaking. If we live in the majority of students who speak English, we will also speak English and vice versa.

“The most difficulty that I found is the environment. I found that unsupported environment could influence me in practicing my English skills” (Harry, 2016).

“Another factor that influences my speaking skills is come from the environment. In the classroom, my friends are sometimes speaking English and outside they speak as usual, speak *bahasa Indonesia*” (Reza, 2016).

***Finding 4. Limitation of time as the influencing factor in practicing speaking.*** Time pressure can be another factor that influences students' speaking skills. We learn English by habit, as said by one of the participant. If we do not have enough time to practice English, we cannot improve our speaking skills.

“In my opinion, we learn English because of habit. So, my problem in that time is the limitation of time to practice my English. I only have a half one hour to practice my English” (Harry, 2016).

From the data gathered above, the researcher can conclude that there were some factors that influence EED UMY's students speaking skills that are environment and limitation of time. Finding 1 and 2 are influencing factors that usually found in speaking skills. These two factors included in students speaking performance. Students' speaking performance usually influence by time pressure, planning, the standard of performance, and the amount of supports (Newton, 2009 as cited in Tuan & Mai, 2015).

***Finding 5. Teacher's attitude.*** Previously, the researcher has mentioned that teacher may influence students in learning English. This means that teachers should take seriously their teaching style to motivate their students. As Dornyei and Csizer (1998) explained that teachers should find some motivational strategy that can motivate their students in learning English like create a pleasant and relax atmosphere in the classroom, present the task properly, make a good relation with students that can increase students self confidence, make the language classes interesting with teachers' own style, promote learner autonomy, personalize the

learning process, boost students to reach the learning goals by giving achievement as a reward, and familiarizes students with the target language culture.

“.... During the learning activity at school, at the classroom especially, the teachers’ attitude in that time cannot build students’ motivation to learn.

The way of teacher teaches the student is more likely killer teacher who teaches his/her student. Whereas, we should create the atmosphere as fun as possible in learning English. So, the condition in the learning process in that time is more likely mathematics learning than English learning”

(Harry, 2016).

Other factor that influences students in learning English is come from teachers’ attitude. According to the participant one, teacher’s attitude really influences his learning English in speaking. The way that the teacher taught the participant one is not valuable. The teacher cannot motivate participant one in the learning process. Because according to participant one, the atmosphere in learning English should be fun, but the fact it is not.

It was true that speaking skill seems to be the most important skill require to communication. Moreover, 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). In order to convey the meaning of communication, student should know what they will say. This way, student should know the vocabulary, grammar structure, and pronunciation correctly in order people can understand

their meaning. It was really important for teacher to make a good relation with their students.

**Students of English Education Department of Universitas Muhammadiyah Yogyakarta perceptions' on the influence of *Kampung Inggris* Pare course toward their speaking skills**

The result of the data gathered was also used to answer the second research question about the influence of *kampung Inggris* Pare course toward students of EED UMY's speaking skills. There were two categories and four findings to answer the second research question. Category 4 was about the influence of *kampung Inggris* Pare course toward EED UMY's students and Category 5 was about the conditions in *kampung Inggris* Pare course. Thus, the findings are first, Pare gave some good impacts for students' speaking skills. Second, Pare gave some good impacts for students' overall academic performance. Third, the environment in Pare can best help students to learn English. Fourth, Pare used various strategies in the learning process. The detailed explanations were presented below:

**The influence of *kampung Inggris* Pare course toward EED UMY students.** In the last session of the interview, the researcher asked the participants about their perceptions on the influence of *kampung Inggris* Pare course toward their speaking skills. Based on the interview result, it could be known that *kampung Inggris* Pare course could influence students' speaking skills. The researcher also found others benefit besides speaking skill. Those benefits will help students in their academic.



***Finding 1. Pare gave two good impacts for students' speaking skills.*** It was true that Pare could bring some good impacts toward students' speaking skills. First, Pare can improve students' confidence because they have met many people in there. Second, Pare can improve students' speaking skills in the accuracy and fluency. It was approved by the learning condition in Pare that support student to learn English. All participants mentioned that Pare brought good impacts for their speaking skills.

“.... I have also teaching experience in Pare. My problem in speaking is that I was not really confident to stand out in front of many people, and to speak to new people I was a little bit nervous. As I have teaching experience in Pare, it helped me to overcome my problem, besides the learning conditions in Pare also support me. The benefit that I got from Pare about my speaking is that my confident in speaking was better and has improved” (Harry, 2016).

“The benefit that I got from joining course in Pare is the improvement of my speaking skills. It is not only for my vocabulary mastery but also my skill for the use of grammar structure” (Reza, 2016).

“As I have mentioned before that my problem in speaking is that vocabulary, grammar, and the accuracy of speaking. The environment in Pare was support me to overcome the problems because the majority of people out there were using English and many experts in English. After joining course in Pare, I could produce my speaking skills beter than

before. I could produce speaking with exact structure and vocabulary” (Iqbal, 2016).

Based on the interview results above, the researcher can conclude that all participants got benefits from taking course in Pare. Their speaking skills can improved spesifically through the learning activity in Pare. Before joining an English course in Pare, the speaking skills of the three participants is not good enough. It was changed after they joined a course in Pare, their speaking skills improved.

“.... Pare changed everything and my speaking skills level has improved and it can be called as a qualified English skills” (Harry, 2016).

“As far as I know, my speaking skills are better than before. I used to do not know what is called as correct sentence, but know I know how to speak correctly with correct sentence” (Reza, 2016).

“For right now my speaking skills are more in intermediate level....” (Iqbal, 2016).

The three participants have taken course in Pare and they took speaking program for about one year long. It was enough to improve their speaking skills. Besides, the atmosphere or learning conditions in Pare is best influence students’ speaking skills. In Pare, students met a lot of people from different background. They learn in same area and did interaction through speaking. The daily language used in Pare is English and there are many experts in English out there. So, if

students did any mistaken in English, in their speaking especially, there would be people who correct and help them all the time.

***Finding 2. Pare gave three good impacts for students' overall academic performance.*** In another way, Pare not only gave some good impacts for students' speaking skills but also for students' overall academic performance at EED UMY. First, the participants are only need to repeat the materials that have been learnt in Pare. Second, the participants got some references books that can help them in writing thesis for example. Third, the participants learnt idioms.

“I got benefit from learning English in Pare. In the first year of the learning activity at EED UMY, I learnt about sentences and something like that. The benefit that I got from Pare to my academic is that I only need to repeat what I have learned in Pare. It was the basic things that I learned in Pare. Besides, it will help me in writing my thesis.” (Reza, 2016).

“For academic, I got many book references about speaking, grammar, and any other kinds of books. Those books are only available in Pare. So, it was really worthwhile for me that I took course in Pare. Besides, I could know more idioms or slang that I rarely found during my learning in Jogja and I found it in Pare because Pare applied idioms or slang from British and America” (Iqbal, 2016).

Other benefit that students got from taking course in Pare is for their academic. In Pare students learnt many things of English and they were taught by professional English teachers that have been qualified. They learnt English from

the basic until they mastered it. Besides, they got many book references that only available in Pare. Its benefit for their academic is that they only need to repeat the materials that have been taught in Pare. Moreover, they got many book references from Pare that can facilitate them in their academic.

**The learning conditions in *kampung Inggris Pare* course.** *Kampung Inggris Pare* can influence students' speaking skills because of some factors. In the interview, the researcher asked the participants about the conditions of *kampung Inggris Pare* course. Based on the interview, the researcher found some facts about Pare that can help students in learning English. These conditions will be discussed below.

***Finding 3. The environment in Pare can best help students to learn English.*** As the researcher has mention before that environment can influence students' speaking skills, two of the participants agreed that Pare is the best place to learn English.

“As I said before that the learning environment in high school is not support me to learn English, then I heard some information from people that the learning environment in Pare is really support students to learn English. So, I decided to come to Pare to learn English. Besides, people who came to Pare have same motivation to learn English. I could say that the environment I got is really fun and all students are enthusiasm in learning English” (Harry, 2016).

“Because people said that Pare is the best place to learn English. I could say that because the majority of students out there are people who want to learn English. So, the majority of students in Pare speak English as the daily language. Besides that, Pare is a well known English course” (Iqbal, 2016).

Based on the answer of the interview above, the researcher can conclude that Pare has conditions that can make the students enthusiastic in learning English. As one of the participants has mentioned before that environment is very important in learning English, the environment in Pare is much supported to learn English. Besides that, the majority of students in Pare are those who want to learn English and they use English as the daily language, even the dormitory manager uses English (Iqbal).

“... Fortunately, I lived in the dormitory when I took a course in Pare. There were certainly dormitory managers who lived there and their master language is English” (Iqbal, 2016).

The learning atmosphere in *kampung Inggris* Pare is relaxed that makes students enjoy 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 activities is likely to be like home conditions, but the teachers have had some way to reach the goal of the course. The teachers are the experts in English language teaching.

***Finding 4. Pare used three strategies in the learning process.*** There were some strategies used in Pare to improve students' speaking skills. These strategies are effective to build students motivation in the learning process. The materials that were taught in Pare are from the basic, Pare use Students Centre Learning (SCL) as the method use in teaching process and sometimes it includes game like role-play.

“... In my opinion, the learning system in Pare was Students Centre Learning (SCL), so students did more practices in the learning process. One of the examples was in speaking class. In speaking class we will discussed about education for example, the teacher in that time will give students for about 15 until 20 vocabularies about the theme. Then students were given 15 minutes to memorize, after that the teacher would gave one topic as the opining so that we will discussed the theme” (Harry, 2016).

“... In Pare we learned from the basic. It started from learn about correct sentences, how to pronounce our pronunciation, even spelling alphabet. Fortunately I took a course in Basic English Course (BEC) in Pare. In BEC we learnt all things from the basic” (Reza, 2016).

“In the learning process, teachers included game like role play. In speaking greeting for example, we do need role play to process our speaking, just something like that” (Reza, 2016).

“In speaking class, the teachers in Pare let me did any things as my desirability. It was more likely Students Centre Learning (SCL) but was covered with fun activity” (Iqbal, 2016).

It has previously explained by the researcher that method and strategy used is important to determine a successfully 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 is focus on the learners' understanding and memorization (Ahsanu, Februansyah, & Handoyo, 2012).

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).

On the interview, the researcher found others strategy used by teachers in Pare. Besides the method and strategy used by the teachers in Pare above, Teachers in pare also used some games to attractive their students in the learning process. The example of this game is role-play. Role-play is one of the

communicative activities. 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. Besides these communicative activities can make a good relation between the teacher and the students, these kind of activities are fun so that students will not only learn but also play in the same time.

Besides including game, Students Centre Learning (SCL) was also applied in the teaching method. In SCL, the teachers are only as the facilitator. The students did more practices in speaking and the teachers facilitate the students with some vocabularies that will be used in students speaking practices. The students will discuss the vocabulary first with their friends before doing the speaking practices.