

CHAPTER I

INTRODUCTION

This chapter is about the research context, research question, research objective, research significance, definition of key term, and previous study. The whole background of this research and the aim of it will be described in this chapter.

A. Research Context

English is a foreign language becoming the most priority language to achieve and master in second language acquisition, for, English is the language of international communication as of 2022 English is the official language of 67 different countries and the most spoken language in the world for both native and non-native speakers. More than 1,100 million people use English every day around the globe (The English Language Centre, 2023). Talking about language, English, like other languages, has four components inside learning it, such as speaking, listening, reading, and writing. Listening and reading is a type of receptive skill in which the typical of these two skills are inn terms of understanding or comprehension. Others, speaking and writing is a type of productive skill that means both skills require the users of the language to produce a language; writing refers to written language form and speaking refers to spoken form. A question “whether they can talk in English or not” is always asked in the environment of teaching and learning a language, especially English. Speaking becomes the identity of mastering a language. In accordance with Nunan (Nunan, 1999), people in learning a language should achieve the communication interaction as the target of learning. Thus, speaking is the main issue of what has to be mastered by the language learners.

Becoming a speaker in a foreign language always becomes a pride for a language learner, as the reasons, a goal of learning a language would always end in the achievement of having conversation in that language, that is the main reason why speaking becomes the most important skill of three other English

skills (Ur, 1996). Moreover, the teaching-learning process of a language always aims to make the students able having an ability to do a conversation and communication (Davies, 2000). However, the use of English as communication in Indonesia is still hard. English in Indonesia is regarded as the foreign language, it is the reason why the use of English as the daily communication is rarely found, not like in Malaysia and Singapore. In education, English is learned from the elementary school to the university levels. Moreover, in universities, there is a special English field that is often called as English Literature and English education. Both need and focus in learning English through the aspects of language in specific units such as, grammar, reading, writing, speaking and other components. The material is delivered by the lecture using English, the task given has to be written and presented in English. All of it happen only for students of English department.

Although the facts that the university students of English department are required to present the material through English, there are still many students who are not capable in speaking English. As stated before, English is not the students' native language, thus it needs to be learned and accustomed in order to be able speaking it. However, there are some problems that the students feel when they speak English. They are (Ur, 1991) inhibition, nothing to say, the low or uneven of participation, and mother tongue-use.

Souriyavongsa (2013) has conducted research aiming to explore and find out the weakness of students and teachers in English language learning as the foreign language, as the follow-up program of Bachelor's degree of Teacher Education in English at the Faculty of Education (FOE), the National University of Laos (NUOL) in Lao. A study focuses on the reasons that impact on their poor English performance. The finding shows that the students have some factors of the difficulties, they are; lack of English background (Knowledge such as grammar, pronunciation, and vocabulary), lack of self-confidence to use English to communicate because of being afraid of making mistakes and shy feeling, and lack of motivation in learning the language.

A study on students' speaking problem in speaking performance is done (Haidara, 2016). The finding shows that the non-material factors of English give strong impact on students' language skill. They are good at English speaking material but their psychology forbids them to speak and communicate, thus, what they want to speak is stuck on their mind. For that, overcoming this issue is needed by teachers, the strategy of teaching may be good at making them understand, but it needs more boosters to support them speak. Most of the problems are (1) Fear of making mistakes (2) Feeling shy (3) Feeling hesitated (4) lack of confidence. Psychological factor is really hard problem to solve. This means that the students are good in arranging the world to be an English sentence, but when it comes to the spoken activities, they feel nothing to say as they do not custom it in their daily.

A qualitative study about factors affecting the teaching learning process is done aiming at investigating the factors that affects the English teaching practices in Vietnamese universities (Tran, 2013). The finding shows that the reasons leading the students to the low quality of English teaching at Vietnamese universities are Poor of teaching resources, Limited class time, Limited time and efforts invested in teaching preparation and teaching renovation of English teachers, and Students different English levels in one class. Such problems often occur in the universities. Thus, this needs the problem solving in order to avoid some students that stop their study as they are not ready to learn English in university level. This problem is likely the problem of culture shock. The teacher's strategy may also affect to the students' development of their learning of English; Thus, the teacher's teaching strategy should boost the students' motivation as well as understanding the English material given.

English camp is the annual program of English Education Department of UIN KHAS Jember that is held for the 3rd semester students. This program is done for 10 days with the various activities, either outdoor or indoor, and even the English component materials. This program is obligated, and during the camp, the participants are obligated to speak only using an English. As they speak other

language except English, they will be punished. This program aims to custom the participants in the universities setting, whether for their English skills or their academic skill such as writing and presenting paper. This is not to shock them in terms of their readiness in facing the 3rd semester till the graduation task of university that is identical with writing and presentation task such as paper or thesis. The name of English camp is just a program name which adopts what Genesee (Genesee, 1985) mentions in his framework.

On 1965 in Canada, the word “Immersion” was first time used to conduct a language program that is held as the ambition of a community of English-speaking parents lived in Quebec. They felt that the school method on that area did not provide their children with the communicative competence of French, thus, the immersion program was implemented to give their children more environments of practicing their French in their daily. For the information, French is a foreign language for the community mentioned before. These basic concepts become more varied as the times run and English as the first target of immersion program has been used in some other countries that regard English as a foreign language. Genesee (1985) assumes that learning a language using this method “immersion” is not like other language methods. The usually thing that is used by others is the students are taught in the instruction of grammar, vocabulary, and pronunciation. Immersion programs tend to construct the students in learning language through the real-world communication use. They use the language in everyday life and English becomes as their tool in learning other stuffs of language. The activity in classroom uses English as the communication tool. For the reason, the program of immersion may provide many real-world environments of communication and train the students to take a part in real conversation, this may affect them to have more desire in learning English. That is why this program may be the best method in teaching an English to the students who have low-motivated and kinds of non-linguistic problems.

There are several reasons why this immersion program (English Camp) is important to do (Genesee, 1985). The first; Immersion as the educational

enrichment, this relates to the students' experience on the real-world English communication process. The experience in the camp may not be got in the classroom activities of public school. The enrichment of students' ability out of classroom is really needed to enhance their capability. Second; Immersion as "Magnet School", by the implementation of immersion program (Camp), the students are boosted through the creative activities. This affects the students' paradigm that the class activity is always boring, just teaching and learning a material. The students may feel comfortable with a lot of activities of immersion which includes the out-classroom activity as the lists of the agenda. And the third; English language development, this is true that the camp will provide the students an English environment that they can practice their speaking skill with many partners as the community of the camp stay in a place with the same goal and commitment. Those three factors clarify that the implementation of English camp (English Immersion program), is needed to do costuming the students with the use of English in daily life and academic setting.

This topic "English Camp"/English Immersion program is very important to investigate. The implementation of this camp is still a few in Indonesia. There are only more English courses which separated around Indonesia, especially in Kediri. But, in formal situation which implements English camps, it is not that much. An English camp, as presented in a previous paragraph, is as the environment which adapts the communicative strategy that the whole principles of it is creating the English real-world setting that can accommodate the students to have real communication practice in negotiation meaning setting. The varied English camp may be implemented, yet, every of them have their own cultural considerations such as in planning phase, the chosen strategy and activities, the material given, and the evaluation of the camp. Thus, the more investigation on English camp in every area may be needed in the enrichment of theoretical framework, thus, the better concepts of English camp may be implemented in the next times by some institutions.

Some previous research on English camp is done by some universities or some other institutions that is used to teach them English for speaking development. Manan (Manan, 2018) has conducted the case study research aiming at knowing the English-speaking competence using English Camp Program (ECP). The finding of the research reveals that English camp may give the students everything in terms of teaching-learning English the new learning atmosphere. The students can take many advantages through this activity such as new experience of learning, new community of learning a language, a place to train their language skills, and chances of exploring their speaking capability. The English camp program can be a very simple program but gain a lot of advantages through the implementation of it. Students are vacillated with the English Environment that require them to always speak English.

Using English camp in learning English as the second language is effective way to improve the students' interest and ability. For, English camp is a learning atmosphere which consists a lot of activities, either indoor activities (material given) or outdoor activities (game, practice, and train). English may provide the varied experience for the students that can cause the students to have the English community in doing the communication and conversation. The students felt bored and scary when always using a class as the only one place of learning, the existence of this program may change their paradigm about language learning, transform the feeling of nervous to relax, hard material of grammar to fun practicing of it, and difficult way of memorizing to be the easy one. Thus, English camp may be a better and more effective choice in conducting the teaching-learning process (Aswad, 2017; Garhani, &Yusup, 2021; Rachmawati et al., 2020). The existence of this program may give the teachers more options of teaching strategy and the thought of solving the non-linguistic factors of the students. Many previous studies have been done and gained a result that this is very effective ways of teaching in various kinds of activity and learning many kinds of language skills such as speaking, listening, reading, and writing skills. All skills are not a

part one another, that is why using one strategy, English camp, may vivify all students' English skills, not focus on one skill.

The various previous researches have been done through the effectiveness of English camp program. Yet, there is not at all of them who combine the English materials to the university material and solve the fresh-students' problems in learning an English in university setting such as making a good article (read: *makalah*), making good presentation of material through English, having an effectiveness discussion in class, and criticizing by analyzing the text and delivering the points of the text. Thus, this study is done under the title "The Contributions of English Camp in Solving Students' Speaking Problems (A Case Study at English Camp Program of English Education Department of UIN KHAS Jember)" aiming at clarifying the Fresh-students' difficulties in facing the English classroom teaching learning process and describing how the English Camp Program solve the Fresh-students' difficulties in facing the English classroom teaching learning process.

B. Research Question

Based on the above context, the research question is as follows;

1. What are the students' problems of speaking ability based on the lectures' perception?
2. What are the student's perceptions on their speaking problems?
3. How is English Camp implemented?
4. How does the English camp Program contribute to solve the students' speaking problems?

C. Research Objective

Based on the research question, the research objective of this study is directed to;

1. To explore the students' problems based on the lecture's perception
2. To explore the students' problems based on the students' perception
3. To explore the implementation of English camp

4. To explore how the English Camp Program contributes to solve the students' speaking problems

D. Research Significance

Conducting this study is remarkably important for some reasons. The first, this study may provide several information on how the students' speaking problems are solved and can give the overview on how the English Camp (out-door English learning activities) is implemented and organized. This can help the educators and the policy makers to comprehend the field and situation of the students in learning speaking ability through English camp and the potential benefit of English camp to be implemented to the students.

Second, the description of the students' problems on learning and solving them may appear on this study. This information may give the further researchers new theoretical framework and guide them to conduct other studies of out-door English activities, remembering every area of students have their own problems and solutions.

Third, the descriptive study on the students' problems and the solutions offered may be updated in this study regarding in several times, the development of teaching and learning is running. This information may update the previous studies. This is beneficial for the educators and the policy makers in considering the contents of the English learning, speaking in specific case.

After all, the study on the students' problems and the way that they are solved through the out-door activities can provide the new overview of teaching and learning a language, provide the updated data of students' problems, and inform the organization and the management of out-door language activities.

E. Previous Studies

The ability to speak is one of the English skills that must be mastered by students considering that with this ability, a student is able to demonstrate their

language skills, in contrast to writing, listening, or reading skills. Many things are important in mastering this speaking skill, one of which is the skill to demonstrate the ability to speak spontaneously without having to think. This requires a lot of field practice. Even so, many Indonesian students still experience various difficulties and challenges in learning English, more specifically speaking skills. This difficulty is experienced by students who incidentally are college students.

Several studies have been conducted regarding students' problems and difficulties in learning or even applying speaking skills. They find that the majority of these students experience difficulties caused by the use of their mother tongue which affects their foreign language skills (Chand, 2021; Pratiwi&Prihatini, 2021; Riadil, 2020), the use of this mother tongue will affect self-confidence and ability "Pronunciation" the student. In addition to the use of the mother tongue, previous research also found that students' problems in learning English speaking skills can be divided into two aspects, namely linguistic and non-linguistic aspects. The linguistic aspect includes a lack of understanding of conversation, lack of vocabulary, lack of "pronunciation" skills, and lack of ability to apply grammar in speech (Andriani et al., 2020; Chand, 2021; Pratiwi & Prihatini, 2021; Riadil, 2020). In addition, non-linguistic problems that students often experience include an unsupportive environment, lack of motivation, fear of making mistakes, and lack of self-confidence (Andriani et al., 2020; Asworo, 2019; Islam et al., 2022; Pratiwi & Prihatini, 2021). All of these problems need to be overcome so that students are able to master the ability to speak English and be able to achieve the target of the communication goals

There are many alternative teaching strategies that can be used to teach speaking skills and be able to overcome students' problems in learning. One such strategy is the English Camp. English camp is a condition where students are quarantined and isolated with the aim of creating an atmosphere for learning English effectively and productively. In addition, in implementing this strategy all camp members are required to use English as their daily language in communicating with other participants. In addition, this strategy is very principled

in creating real communication between participants so that speaking skills are highly emphasized in this English Camp program. There have been a lot of previous studies that examined this English Camp, even though the name of the program they studied, they used the same principle, namely speaking English in a real-life setting.

Several quantitative studies were conducted to investigate the effectiveness of the English Camp strategy. Some of these strategies show that English Camp is an effective strategy for teaching English speaking skills as seen from the results of the students' post-test which showed an increase from their pre-test results (Hengki & Ratna, 2022; Kurniawan & Fussalam, 2020; Mulia, 2022; Mustakim & Ismail, 2018). Apart from the improvement in speaking English, the students also showed their interest in this strategy. This interest resulted the students to have high motivation and enthusiasm in learning English, especially speaking skills

After that, several previous studies also recommended the design of the "English Camp" program. In these studies, it was explained that the purpose of holding this English Camp was to create an environment where students could practice their English-speaking skills, to trigger students to be active in expressing their thoughts in English, and to create an environment where students could work together and mutually committed to other participants (Supriyono et al., 2022a; Syahidah et al., 2019). From that, the implementation of English Camp or English Immersion is deemed necessary to be applied to students or students to create a fun learning atmosphere and in accordance with the principle of "real life communication".

Several qualitative studies describing the implementation of the "English Camp" have also been carried out. There are several factors used to implement this strategy, namely commitment, community, and bravery (Manan, 2018). In addition, the activities implemented in this strategy should be based on teaching objectives, improve speaking skills, and activities to enrich the participants'

vocabulary (Hadi & Maesarah, 2020; Yulianingsih et al., 2019). In addition, factors that affect students' abilities include the environment, local accent, vocabulary mastery, language use, and habits (Fadil et al., 2018). From that, the application of this strategy is needed to facilitate students in learning foreign languages.

Apart from research that is about journal articles, several studies originating from theses have also been carried out in relation to the English Camp or the English Immersion Program. Qualitative case study is done to know the implementation of English Camp in IAIN Jember (Munawwarah, 2019). The goals of this research are to find out the goal of the camp, the material used, the strategy used in the English camp activity, and to find out the evaluation done inside the English camp activity. The findings are the goals of the English camp 2019 are providing the students an environment and the fun activity in making them confident, speak English effectively, be able to be public speaker, and conduct the discussion phase such as questioning, answering and arguing opinions inside the classroom discussion activity. The material given by the committee consists of pronunciation, keys of mastering public speaking, debating tactics, regular and irregular verbs. The strategy used by the teacher during the camps are lecturing and drilling method. And the summative and formative assessment are used in evaluating the students' skills.

Other qualitative case study was also done to know the students' problem and how the tutors solve the problems in English Massive Program at Kediri (Rozi, 2020). The study revealed that there are several things that the teachers do to solve the students' problems in speaking English they are; the teacher creates the informal and chill class, this makes the students feel comfortable and one student to other students have strong relationship in order to lose their feeling of making a mistake when practicing and this makes all participants not shy to interact when practicing, the teacher also can interact to participants that the teacher always reacts in positive ways when listening to the participants' answers, this simple treatment makes the students feel more confident in trying the language they learn. The teacher also orders the participants to enrich their

vocabularies in many ways such as memorizing, watching movies, or listening to the music. The teacher also provides more authentic topics of practicing speaking such as daily activity or daily environment description. Last, the teacher gives more chances to the participants to practice their speaking skill through having conversation and asking-answering in the classroom section.

Although some research on the English Camp or English Immersion Program has been carried out before, however, there are a number of things that have not been touched upon in previous research, namely how students go through the program and how tutors or chaperones help students deal with these problems by implementing a number of activities, activities that are deemed relevant to addressing the problem. On the other hand, the English Camp program is not permanent and can be carried out in various places, however, the context of the students' needs is also needed as a guide for organizing this kind of camp activity. Therefore, this research can be another option and recommend effective activities in teaching speaking English.

F. Definition of The Key Terms

The below definitions are the key terms relating to English Camp in solving the students' speaking difficulties.

1. English Camp is a learning atmosphere that makes an area as a full English interaction and English activity in which the learners join on program that they have to obey the rules and get the facility in terms of full English environment. Not only that, the English Camp has several schedules that they will learn various English materials.
2. Students' Difficulty refers to feeling that the students feel hard in doing something either in theoretical or practical deed. This difficulty is specific for academic area such as writing and presenting a paper, or even understanding the material.

3. Speaking skill is ability in expressing an idea in form of spoken language. This skill has some components to learn including fluency and accuracy