

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, research problems, research objectives, research significances and previous studies.

A. Background of the Study.

In learning foreign language, speaking is one of skills in English beside listening, reading and writing. Speaking is used to share opinion and develop EFL learners habit in speaking English. It is very significant to learner, they need to practice their understanding in studying English. According to Bygate (1987) in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language and skill in using this knowledge. It is not enough to possess a certain amount of knowledge but speaker of the language should be able to use this knowledge in different situations. Language has no meaning if we do not practice in speaking. When we apply language in speaking, it will develop fast.

English speaking skill is very important for people interaction because people almost speak everywhere and every day. Nurhayati, Hendrawaty and Sangkarini (2013) stated “Many learner study English because they have moved into a target-language community and they want to operate successfully within that community” (p. 82). It has meaning people will learn English if they need the language. English as a foreign language is learnt by learner. Because English is an International language mostly used by people from all

around the world. in Indonesia, English is in every level of education, school until university.

The fact shows that this is not easy task and needs much effort to produce acceptable words and utterances in English by the learner. Teaching speaking in English as foreign language is perhaps the most protrude aspects of language skill, because it is not only to construct student's ability in producing verbal sentences, producing good pronunciation and acuraccy in the contact of speech and fluency but it incriminates student's mental control as bartion of performance. As the most significant aspects of language skill in term of communication, speaking is precisely often the one that student can not gain enough competence during the English classroom. In many cases teachers are aware that speaking is the most difficult one and often become the most important failure in English classroom.

However, Arifin (2017) found that psychological factor influencing the failure of teaching process doesn't only occur to the learners' behavior but also of the teachers'. Because the teachers could not control their classroom. It may be influenced by the teacher's pscological factors such lack of confidence, lack of esteem. Some factors may influence on such these phenomena, less of readiness, less of self experience, and poor of material understanding are examples that we often found in some teachers during teaching process.

Based on the researcher observation randomly. The learners' low ability in speaking was due to psychological factors. It can lead to the failure of speaking ability. Based on researcher observation they are passive and have low

motivation in learning English. Therefore Porkaew (2004) shows that motivation plays significant role in determining students' achievements in language learning activity. Because the learner can feel bored and low interest if they do not have motivation in learning English. According to Warrington and Jeffrey (2005) as cited in Chen (2009) one excuse making students became passive and have low motivation in learning English is because learner do not like teacher style learning English.

Based on the description above, it means that teacher can actively influence in the learning process. Teachers should make their teaching styles and teaching materials seriously and make it interesting to motivate their students. Dornyei and Csizer (1998) as cited in Porkaew (2004) mentioned some motivational strategies that teachers may use in language learning activity that create a pleasant and relax situation 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 teacher's 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.

The learner can solve their problems and weakness of English language at school or university and the need of society to learn English by English course. English course is a kind of non-formal education in form of a course in which the learning process involves preparing and mastering English subject. In this global era there are many ways to learn English beside at school. The situations

between learning English in school and English course is too different. The differences are materials and teaching style by teacher.

Based on the researcher's experience in learning English at school and English course, the researcher prefer to learn English at English course rather than at school. The situations in learning English at school is too firm, different from the situations in English course that is usually fun. At school, the teacher always does the same thing in the learning activity. The teacher explains the materials first then gives students some exercises and homework about it. Whereas, the researcher felt more pleasant in learning English at English course. At English course, the teachers do not only explain the materials but also play games with students related to the materials.

In Indonesia there are many English courses can be chosen by students to improve their English skills, especially for speaking skills. The one of this English course is *Kampung Inggris Pare* (English village), Pare sub district, Kediri regency, East Java. Pare is a well known English course in Kediri regency. There are a lot of people from another country or city came to Pare to encourage their ability in english. In fact, people not only come to Pare to learn English but they come and visit Pare to relax and having fun because there were also some beautiful destinations can be visited by tourists. The researcher interested to conduct this study at *Kampung Inggris Pare* .This study will focus on the students' speaking skill rather than listening, writing and reading skill therefore that is why the researcher was interested to conduct a study on the students' perception on the impacts of studying English at

Kampung Inggris Pare toward their speaking skills. Because the researcher wants to know their perception their speaking skill after studying English at English course *Kampung Inggris* Pare by the learner.

B. Research Problems

Based on the background of the study, the researcher mentioned problem what are impacts of *Kampung inggris* Pare toward their speaking skills. The research problems of the study is : What are student's perception the impacts of studying at *Kampung Inggris* Pare course toward their speaking skills?

C. Research Objectives

Based on previous discussion in the background above, the general objective of the study is : To investigate student's perception the impacts of studying at *Kampung Inggris* Pare course toward their speaking skills.

D. Research Significances

This study have some bebefits for the researcher, students, teachers and other researchers :

1. The researcher : This study can help the researchers to give and share information because containted much information to the readers about impacts of an English course, *Kampung Inggris* Pare.
2. Students : This study have benefit for students can be more motivated or interested in learning English especially for speaking, Then this study can encourage students to learn English at school or university but also at English course, *kampung inggris* Pare to get knowledge, skills and experience.

3. Teachers : This research can help teacher to be better educator. This research contains some strategies of motivation and others of speaking skills that can use make their classes and students better than before.
4. Other researchers : The researcher can inspire others researchers to make study conducting next study related impacts of *Kampung Inggris Pare* toward their speaking skills.

E. Definition Of Key terms

The key term of this research is perception and speaking ability.

1. Perception

The process of organizing and interpreting sensory information, enabling us to recognize meaningful objects and events.

2. Speaking ability

Speaking ability is the important topic when we discuss about learning English. The student's to produce and to speak English Fluently, comprehensive, using suitable vocabulary, using good grammar and pronounces wel.

F. Previous Studies

There are some previous study to conduct *Kampung Inggris Pare*. The study written by Mariana, Kencanawati, & Kurnia (2012). Which the title is "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. This study using qualitative and using descriptive approach. The participants in this research were students who lives in *Kampung Inggris* Pare for one program, this data collected throught 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 this study 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 made the learners became autonomous learners.

The study entilted “Study with title English Basecamp : An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in *Kampung Inggris*, Pare, Kediri, East Java)” written by Ahsanu, Februansyah, & Handoyo (2012) . This study had aim to show 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 and the effectiveness of base camp method and constrain during the implementation. This study using qualitative approach and observation. This study using participants at English courses in three English courses elected by purposive sampling. The data collected through were observation, interview, questionnaire and test. The result of the research showed that there was a significant improvement of the participants’ speaking skill after and before study at 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.

Another study with title “The Acquisition Of English As A Foreign Language In Pare East Java (*Kampung Inggris*)” written by Nurhayati, Nurmala Hendrawaty, Tri Angkarini (2013) . This research was aimed to find out and find out how the English community in Pare Kediri was formed, what techniques were used to make this community able to speak English without any reluctance or objection and how the community in Pare Kediri acquired English. This study using distributing questionnaires in Pelem village because there are about 134 English courses in Pare sub-district. This research using a case study method and data is obtained by means of observation, questionnaires and interviews. The result of this this study showed English community in Pare Kediri can be formed because more than 100 English language courses are located only in that sub-district. In addition, almost all English language courses apply several techniques such as drilling, singing, debating, and playing games as well as learning outside the classroom as one of the learning programs implemented on-site. courses. These teaching techniques allow students to learn actively and creatively. Finally, the people of Pare Kediri acquire English because they use English in their daily conversations and have the discipline and commitment to obey the rules that apply at the English language course institutions where they study.

Another previous of study to support this study has been done by Rini Ardiani (2016) with the title “Student’s perception on the influence of

kampung inggris Pare course toward their speaking skills". This research shows that *kampung Inggris* Pare could influence EDD UMY's students' speaking skill by using qualitative approach. The result show that pare gave good impacts for students' speaking skills. It was proven by the learning conditions in Pare that advocate students to learn English there. The participants stated that Pare is the best place for students to learn English. The environment out there supported the students to learn English. Besides, Pare applied various strategies in the learning process. The materials that were taught in Pare were from the basic, Pare used Students Centre Learning (SCL) as the method in teaching process and sometimes it includes game like role-play.