

STUDENTS' SELF PERCEPTION TOWARD THEIR SPEAKING FLUENCY AFTER TAKING ENGLISH COURSE IN KAMPUNG INGGRIS PARE

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Abstract: This article investigates the students' self perception toward their speaking fluency after taking English course in *Kampung Inggris Pare*. The purposes of this research are to find out graduated students of *Kampung Inggris Pare* perception of their speaking fluency and investigate how students' perceive the importance of taking English course in *Kampung Inggris Pare*. This research designed the qualitative research with descriptive qualitative as the approach. The interview was done to collect the data. The interview questions were adopted from Adriani (2017). The participants were ten selected students who have ever joined English course at least two weeks, from different semester of English education at UNISMA. The result of the data found that graduated students perceive that they have intermediate speaking level and they got improvement after taking course in *Kampung Inggris Pare*. Such as more confident to speak and can be more fluent in speaking. Some factors that influence their speaking such as afraid of making mistakes, worried about making grammatical errors, feeling nervous and not confident, lack of vocabularies and pronunciation, and lack of practice. The important of taking English course in *Kampung Inggris Pare* because of supported environment and friendly tutors out there can help students in learning English. Besides, Pare also applied various strategies in learning speaking that different from material taught at school. The material were taught based on students' speaking level. However, teachers can adapt the learning style from *Kampung Inggris Pare* to their speaking class.

Keywords: Students' Perception, Speaking Fluency, *Kampung Inggris Pare* Course.

INTRODUCTION

Speaking is one of the crucial abilities that should be mastered by English learners. Through speaking, English learners can easily communicate with foreigners. According to Nazara (2011), speaking is one of the measurements of knowing a language. In order to master speaking skill, some of them get difficulty on the learning process. According to Trent (2009), afraid of making mistake and less of confident are the problems of learning speaking. As we know, most of EFL students are afraid of making mistake in speaking English. Some of them are less confident to

practice their ability in speaking English in front of foreigners.

Nowadays, there are many ways that can be used by students in order to master English. Students can learn English not only in the classroom but also outside of the classroom. Baker and Waestrup (2003) stated that English learners need to practice their English in everyday lives. In order to master English, English learners can take an English course outside the classroom. One of the famous courses to learn English is *Kampung Inggris Pare*. Based on the researcher's experience, *Kampung Inggris Pare* can give a great result in the process of mastering English. In addition to deliver the material, the teacher also gave the time for the students to practice the material that given in the same time. Especially in speaking practice, the tutor of the course had to build the atmosphere of the class with fun. It can make English learners become enjoyed delivering the ideas that they want to say.

This study focused on the students' self perception of speaking skill rather than writing, listening, and reading skills. Based on the researcher's observation, there are many English students at UNISMA who have been taking course in *Kampung Inggris pare* and they have good speaking fluency. They can speak English confidently and deliver the idea without thinking too long. Besides, there are also English students who are not fluent in speaking English. They speak English only as necessary. That is why the researcher is interested in conducting the research based on the title students' self perception toward their speaking fluency fater taking English course in *Kampung Inggris Pare*".

Perception is a stimulus that is sensed by the individual, organized then interpreted so that the individual realizes and understands what is sensed. We may discuss how things appear to us, what an experience is like, or how an experience feels from time to time. As a result, we are able to understand the extraordinary nature

of that experience (Zigman, 2018, p. 2). by stimulating the senses or data, values and responses. After defining the term of perception, it can be concluded that perception is the process of human in interpreting, concluding, and giving a reaction to an obtaining object through the sensory process.

English course is an additional English learning that is carried out outside the formal classroom. Some people need to take English course in order to improve knowledge, skill, and mental attitudes for their work and continue their education to a higher level. According to Siswanto (2011:4), courses and training are non-formal education as an addition or substitute for formal education. And it is organized for people who need developing their professional development, work and independent business.

Speaking fluency is one of the criteria of speaking measurement. Speaking fluency means the ability to speak spontaneously and eloquently without having to stop and think too much about what they want to say (Richard, 2006). This paper aims to investigate graduated students of *Kampung Inggris Pare* perception of their speaking fluency after taking English course in *Kampung Inggris Pare* and investigate how English students of University of Islam Malang perceive the importance of taking English course in *Kampung Inggris Pare* toward their speaking fluency.

METHOD

The design of this study is using qualitative research and the data will be analyzed by using descriptive analysis technique. Qualitative research is a research process by collecting the data based on words of the participant's experience (Creswell, 2012: 26). In addition, Gall & Borg (2007) stated that the goal of

descriptive qualitative is to describe the phenomenon and its characteristics of individual or group experiences. Meanwhile, this study applied descriptive qualitative approach which used semi-structured interview.

The participants of this research were 10 English students of Faculty of teacher training and education at University of Islam Malang who have ever took speaking program in Kampung Inggris Pare at least two weeks, they were randomly chosen from different semester of English department students. Since the results obtained from interviewing informant will be more specific and more focused on the objective achieved. According to Morse (1991), participants are terms that are often used in social science surveys and participants are asked to answer structured and semi-structured questions. The interview was needed to know the students' self perception toward their speaking fluency after taking English course in *Kampung English Pare* . The interview questions were adopted from Ardiani (2017). The interview questions used Bahasa Indonesia so that it was easily understood by the participants. Because of the coronavirus pandemic, the researcher collected the data using WhatsApp voice note features.

In this research, the data were collected from an interview and the data were analyzed using interview transcript that was typed in Microsoft word. According to Watling and James (2012:385-395), there are six steps in the process of qualitative data analysis, those are: defining and identifying the data, collecting and storing data, data reduction and sampling, structuring and coding the data, theory building and testing, reporting and writing up research.

FINDINGS AND DISCUSSION

In order to answer the research questions, the researcher used interview as an

instrument in collecting the data. All the interview results are divided into five categories, those categories are: 1) Students' perception on their speaking fluency, 2) Students' difficulties in speaking English, 3) Students' reasons in choosing *Kampung Inggris Pare* as a place to learn English, 4) Teaching management applied in *Kampung Inggris Pare*, 5) Students' reason in choosing *Kampung Inggris Pare* as a place to learn speaking skill. Those categories are presented to answer two research questions. The categories of number 1 and 2 are used to find out the answer of the first research question on graduated students of *Kampung Inggris Pare* perception about their speaking fluency. Meanwhile the categories of number 3,4, and 5 are presented to answer the second research question about English students of University of Islam Malang perceptions on the importance of taking English course in *Kampung Inggris Pare* toward their speaking fluency.

Table 4.1 The Overview of Students' Perception on Their English Improvement

Participants	Speaking level	Students' Perception on Their English Improvement
1	Intermediate	Speaking, Confidence, Fun
2	Intermediate	Confidence and good environment
3	Intermediate	Vocabulary, Confidence, Pronunciation
4	Intermediate	Confidence, good environment, speaking
5	Intermediate	Confidence and speaking
6	Intermediate	Confidence, Fluency, Vocabulary
7	Intermediate	Speaking, Fun
8	Intermediate	Confidence and speaking
9	Intermediate	Flexible, Confidence, Speaking, Fluency
10	Intermediate	Vocabulary, Speaking and Confidence

The data above showed that all participants perceived that their English learning proficiency are at intermediate level. Moreover, all students also stated that their speaking skills improved after studying at pare. The most notable aspect that improved from students is confidence, which is confirmed by 9 students, and followed by speaking that is confirmed by 6 students. The other aspects are vocabulary, fun way to learn, fluency, good environment, pronunciation, and flexible

time and place.

Table 4.2 The Overview of Students' Speaking Difficulties

Participants	Speaking Difficulties	Cause of Speaking Difficulties
1	Unable to speak fluently	Lack of vocabulary and grammar, afraid of mistakes
2	Nervous when speaking publicly	Lack of confidence
3	Blank and being nervous	Lack of confidence, environment and motivation
4	Pronunciation and nervous	Unsupportive environment, lack of confidence
5	Lacking practice, hard to improve	Environment and motivation
6	Unable to speak fluently	Grammar, afraid of mistakes
7	Unable to speak fluently	Lacking practice
8	Nervous	Environment and lack of practice
9	Unable to speak fluency, nervous	Lack of confidence and support
10	Unable to speak fluently, nervous	Lack of practice and confidence.

The data above indicate that students faced 6 related speaking difficulties such as unable to speak fluently, feeling nervous, have no idea to speak, bad pronunciation, lack of practice and hard to improve. Moreover, the researcher also indicate the cause of those speaking difficulties, they are lack of vocabulary, grammar, and afraid of mistakes, lack of confidence, unsupported environment and low motivation as well as lack of support. The most frequent speaking difficulties confirmed by the participants are unable to speak fluently and being nervous, while lack of support and learning environment are the most dominant causes in this study.

Table 4.3 The Overview of the Students' Reason of Choosing *Kampung Inggris pare*

Participants	Reason of Choosing <i>Kampung Inggris pare</i>
1	Being able to learn, there is cool, good and supportive learning environment
2	Affordable, supportive learning environment and companion.
3	Pare is a famous place for learning English, Supportive environment, and flexible
4	Motivated by friends, Famous place for learning English.
5	Those who have studied in Pare mostly have good English, friendly environment.
6	Good place for practicing English with good learning program
7	Pare is known to improve English skills in 1 to 3 months

8	Motivation from parents, and good opportunities to learn and practice English
9	Supportive environment, flexible and interesting learning program
10	Supportive environment, fun way to learn, able to choose program based on English level

The researcher indicates a variety of reasons why the students selected *Kampung Inggris Pare* to learn English, with the most frequent one is their statement that confirms Pare as a good place to learn English with supportive learning environment. The participants also stated that Pare is famous place to learn English with effective learning program that allows students to choose the learning program based on their English level.

4.1.4.4 Overview of Teaching Management in Pare Based on Students' Perception

The researcher confirms three major aspects of teaching management in *Kampung Inggris Pare*. The first notable feature is using various learning methods, in *Kampung Inggris Pare*, the learning method is selected based on the students' level of proficiency. The method will be integrated with daily activities such as introduction, discussion, and describing things around. The learners are asked to communicate using English and the use of any languages other than English are prohibited. The second is fun and enjoyable learning process, the learning process in Pare is considered as a full day learning process as the students must speak English, therefore, the learning process is developed with games and other fun activities to refresh the students' mind. And lastly, *Kampung Inggris Pare* encourages the learners to practice English any time. This is the notable feature of *Kampung Inggris Pare*, which makes sure that the students exposed to English language as much as possible as well as creating the native like English speaking environment which allows the students to experience the best possible authentic learning.

The result of the interview showed that all ten students stated that they have the same speaking level. All students mentioned that their speaking level is in intermediate level. Renandya et al. (2018) stated that the proficiency levels of people's communicative ability can be classified as elementary, intermediate, or advanced. Students perceived that they got improvement after joining course in *Kampung Inggris Pare*. Nine students in total stated that they are more confident in speaking English. According to Adalikwu (2012), self-confidence is the trust that someone has in his or her ability to succeed in a task, based on whether or not he or she has done it before. Since having fluency in speaking is not easy, all the students have some difficulties in improving their speaking fluency. According to the data from the interview result, lack of vocabulary and pronunciation, feeling nervous and not confident, less practice, and afraid of making mistakes are the difficulties that faced by the students in the process of learning speaking. It is also supported by Kayaoğlu and Sağlamel (2013) that there are many causes of language anxiety disorder. (1) linguistic problems, such as a lack of vocabulary, grammatical comprehension, and bad pronunciation; (2) cognitive disabilities, such as feelings of failure to communicate, fear of failing the exam, fear of making errors, embarrassment at failing in front of others, and low self-esteem; and (3) lack of understanding of the original language.

In *Kampung Inggris Pare*, the tutors used some strategies that require students to do a lot of practice in speaking English rather than teaching based on the books. The methods used are introducing, describing, telling story, discussion, and speech. Anggraeni & Assyafani (2020) stated that the main strategy for keeping students actively involved in classroom activities is to use a learning project. Enjoyable and fun learning process also becomes one of the factors in determining the success of

learning to speak English. Make the classroom a non-threatening environment, the classroom should be a place where students are not afraid of making communicative errors or communicating in ambiguous ways (Oxford, 1999). *Kampung Inggris Pare* also has a good environment which supports the learning process to improve the speaking fluency. From the students' statements, it can be concluded that they are required to speak English for 24 hours whether in a course or in the English camp. Ahsanau, Febriansya & Handoyo (2014) found that the English camp is effective and can be used as an alternative to English-speaking learning.

Students are taught by tutors who are kind and friendly. Students said that a friendly tutor makes them feel like learning with their friends. Students expected kind and friendly teachers who would encourage a positive learning atmosphere in which they felt free to ask questions (Chan & Mongkolhutthi, 2017). It can be concluded that a friendly tutor encourages a positive learning atmosphere and also can be an appropriate partners for helping students in improving speaking fluency. An appropriate speaking class level also will give the students the appropriate materials. Renandya et al (2018) stated that the proficiency levels of people's communicative ability can be classified as elementary, intermediate, or advanced. In *Kampung Inggris Pare*, students can choose the speaking class depend on their speaking level.

CONCLUSIONS AND SUGGESTIONS

Based on research finding about graduated students of *Kampung Inggris Pare* perception on their speaking fluency, students perceived that they have intermediate speaking level after joining English course In *Kampung Inggris Pare*. It means they got improvement on it. Some students also perceived that they got improvement on their speaking fluency. In order to have speaking fluency, students faced some

difficulties such as lack of vocabularies and pronunciations, feeling nervous, not confident, less of practice, and afraid of making mistakes. Those difficulties might hamper students in improving their speaking fluency. brings some good impacts for students' academic. According to the finding, the learning process is exciting and fun. It can arise the students' spirit in learning English. And also, *Kampung Inggris Pare* has a good environment for English learners. Students are required to practice speaking English wherever and whenever. Moreover for students who stayed at camp, they have to speak English 24 hours and there are punishment for those who break the rules.

In addition, *Kampung Inggris Pare* also used some various strategies in learning speaking process which help the students in improving their confidence in speaking English, such as memorizing vocabularies in order to have a fluent speaking, and students should master many of vocabularies. Other method such as introducing themselves, describing something, telling story, discussion, and speech. The students are required to be active in speaking as much as possible. It is because practice to speak is one of the ways to improve the students' speaking confidence and fluency in speaking. There are friendly tutors who can be partner for students in improving their speaking fluency because they are mostly have the same age with students and they feel like study with their friends. Lastly, students can choose the appropriate speaking class based on their speaking level. There are three levels that can be chosen by students, start from the first level for beginner and third level for advance. So students will have classmates who are in same level and it is more easier to improve their speaking fluency. It also makes the students get the appropriate material based on their speaking level ability.

Based on the conclusion above, the researcher proposes some suggestions

based on students' self perception toward their speaking fluency after taking English course in *Kampung Inggris Pare* and also the importance of taking English course. The researcher advises students to find another method in improving their speaking fluency. It may find a suitable English course and they can applied speaking learning method from *Kampung Inggris Pare* in the formal class. the researcher also suggests the teacher to adapts the learning style used in *Kampung Inggris Pare* to the class. Teachers should create a relaxed atmosphere in the class in order to motivate their students to participate actively in the learning speaking activity. Teachers should be aware of the students' abilities so that they can choose a teaching method that is appropriate for their students' needs. Furthermore, the result of this research can be used as a reference for those who want to conduct the research on the same topic with different research design. The researcher also hopes that the next researcher will conduct more research about English course generally.

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