

CHAPTER I

INTRODUCTION

A. Background of The Study

In the current era of globalization, English is a very important requirement in all fields of education and work, even in everyday life. Harmer said: "Many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community." It means that people will learn English if they think they need the language.¹

English represents different things to different people. For some, it represents the language of English literature. For others, it is the language of the English-speaking world. Some associate it with the language of colonialism. Others see English simply as a means of doing business and making money.² English, as we were known, is an international language that is increasingly needed everywhere than just to meet educational needs to the requirements to enter the business or work world. In Indonesia, English language learning has been started from elementary school to university, but there are still many students who cannot speak English even to introduce

¹ Jeremy Harmer. *The Practice of English Language Teaching*. (Pearson: Longman. 2007), p 19

² Jack C. Richards and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, (New York: Cambridge University Press. 2007), p. 32

themselves. It is because the English language learning at school seem passive or one-way that is the teacher explains, students listen, the teacher dictates, students write, the teacher asks, students answer and so on. Harmer said that even though EFL teachers should be able to create the exposures of using English in the classroom through interesting activities in order to involve students within something rather than only keep silent and listen to teacher's explanation.³

In the campus environment, the need to be able to master English is not only sought by students in the English department but also for all students who assume that the English language is important and they tried to find a way to learn it anywhere. In learning English, There are four major skills that should be mastered by students. There are listening, speaking, reading, and writing, To be able to use English well, the four skills have to use in communication of every day and in daily activities.

The word communication is used in common talk, usually, to mean speaking or writing or sending a message to another person. Communication is really much more than that. It involves ensuring that our message has reached the target audience. Communication is an important aspect of behavior; human communication is affected by all factors that influence human behavior. In the last sixty to seventy years, the study of human communication has been strengthened by the contribution from many disciplines. Definitions,

³ Fitria Lathufirdaush, "The Implementation Of Theme-Based Teaching To Improve Students' Speaking Skill (A Classroom Action Research At One Of Elementary Schools In Bandung)", *Journal of English And Education*, 2014, 2(1), 9-16

descriptions of the process, and analyses of the elements of communication have been developed by many scholars.⁴

Students need a lot of practice in the English language to make them able to communicate in multi-society. To prepare students, teachers should be able to give them a great experience in learning the language and encourage students to have the practice of communication in English because language is a means of communication. The aim of teaching should consist in making a classroom communication as close as possible to real life communication: careful selection of the student's needs, which should be practiced, and selection of relevant teaching strategies and materials so that planned objectives could be achieved.⁵ Students are considered to have language proficiency when they know how to use the language in a various communication setting.

Good communication must use appropriate sentences and intonations to make it easier for our interlocutors to understand the topic of conversation, especially in English, not a few people who can speak English but are not confident, some can communicate using English but still lack pronunciation and selection of words so that the other person doesn't understand the meaning. Therefore, in developing students communicative competence is needed through courses and English language training.

⁴ Urmila Rai, *English Language Communication Skills-Revised Edition*. (Mumbai: Himalaya Publishing House. 2010), p.3

⁵ Sarka Hoskova Mayerova, "The Effect of Language Preparation on Communication Skills and Growth of Students' self-confidence", *Procedia - Social and Behavioral Sciences* 114 (2014), p. 645

Nowadays, there were various non-formal education institutions that provide English learning services, namely English language courses that offered better learning methods and even brought in native speakers to support learning. In Indonesia, one of the most popular English language courses as a center for English language courses is Kampung Inggris, Pare, Kediri Regency, East Java.

Kampung Inggris in Pare is an interesting place as a place for courses so that many people learn English there. The learning method used by tutors has its own style of methods that are often used in class. In addition, there are many choices of course programs that students want to participate in such as grammar, speaking, listening, vocabulary, pronunciation, TOEFL / IELTS, structure and translation. Currently, there are 250-course institutions in the Kampung Inggris.⁶ The learning model applied in the Kampung Inggris of Pare is quite good. Evidenced by graduates from there who are able to master the English language skills especially speaking skill even in just a few months.

According to the explanation above, the writer is interested in analyzing the phenomenon. Then, the writer conducts the research entitled *“The Impact of Students’ Participation in English Course at Kampung Inggris (Pare) on Their English Communication”*.

⁶ <http://www.wikipedia.com/kampung-inggris-pare> changed in November, 24th 2018, accessed in February, 10th 2019 at 04.00 p.m

B. The Identification of The Problem

- a. Many students difficult to find a place or a community to learn and share their abilities and experiences dealing with English skills
- b. Not all people surrounding the students themselves understand or even they are not interested in learning English. They automatically seldom practice their English skills in their daily life.

C. The Scope of The Problem

This research only focuses on the English language used especially in English oral communication by students who graduated from the English course at Kampung Inggris, Pare, West Java. The mean of participation in this research is student learning experience when they are taking the course. This research investigates university students in Banten who ever participated or studied English at Kampung Inggris. The researcher involves four universities in Banten, they are The State Islamic University (UIN) Sultan Maulana Hasanudin Banten, The University of Tirtayasa (UNTIRTA), The University of Serang Raya (UNSERA) and The University of Bina Bangsa (UNIBA)

D. Statement of The Problem

The writer in this research is eager to identify:

1. How is the students' participation (learning experience) in the English course at Kampung Inggris (Pare)?

2. How is the impact of students' participation in the English course at Kampung Inggris (Pare) on their English communication?
3. What factors influence their English communication ability?

E. The Objectif of The Study

The main aim of this research is to identify:

1. The students' participation (learning experience) in the English course at Kampung Inggris (Pare).
2. The impact of students' participation in the English course at Kampung Inggris (Pare) on their English communication.
3. The factors influence students' English communication ability

F. Significance of The Study

This study is expected to give contributions to provide the information in detail about the impact of students' participation in the English course at Kampung Inggris (Pare) on their English communication especially oral communication. after participated there both lecturer, student and many readers. The result of this research will be useful for the English course to be better again. For students, this research gives recommendation a place to course the English language.

For the writer, the result of this research will give new knowledge about the impact of students' participation in the English course at Kampung

Inggris (Pare) on their English communication got by them. And the last is for the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

G. Previous Study

The study written by Muhamad Ahsanu, Rizki Februansyah and R. Pujo Handoyo “*English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java)*” was aimed at disclosing further on the basecamp method employed in English courses in *Kampung Inggris*, Pare, Kediri. The focuses of this research were the process of basecamp learning, the effectiveness of basecamp method and the obstacles in its implementation. This research belongs to the descriptive qualitative using survey method. The result of the research showed that there was a significant improvement in the participants' speaking skill after joining the course for a month. This conclusion indicated that English basecamp is an effective method and can be used as an alternative method in English learning particularly speaking.⁷

The study entitled “*The Impact of Student’s Participation in English Course on Their English Proficiency (A Qualitative Study at SMPN 16*

⁷ Muhamad Ahsanu, Rizki Februansyah & R. Pujo Handoyo, *English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java, International Integration for Regional Public Management (ICPM 2014): Atlantis Press, 2014, p. 383*

Banda Aceh” written by Laili Yusuf. The study is aimed to find out the impact of student's participation in the English course on their English proficiency. The subject in this study is 30 students at SMPN 16 Banda Aceh who are taking the English course. To collect the data, the writer utilized closed questionnaire adapted from the theory of Hasry (2009) and documentation of the student's report book in the semester of 2014/2015. The result of the research showed that the English course attendance, the level and the length of study at the course, the interest and the motivation, have influenced the student's English achievement. By attending the private English course, the students get more knowledge, they practice more to support and improve their English ability. As a result, the majority of the students have successfully achieved the minimum of learning mastery, and only one student (7%) did not reach it.⁸

Another study entitled *“Impact of English Language Teaching on the Communication Skills of Rural Students”* written by Gangadhar Betageri. The result of his study about the phrase “English language teaching” includes teaching of English as foreign language to the students of PUC (Pre University Course) class (11th and 12th Standard) for the purpose of acquainting them with those language skills, which enable them to read and understand the English lessons, poems along with various language contents. It should also enable the students to appreciate the content and analyze it critically. The

⁸ Laili Yusuf, *The Impact of Student's Participation in English Course on Their English Proficiency {A Qualitative Study at SMPN 16 Banda Aceh}*, (Electronic Theses and Dissertations: Universitas Syiah Kuala, 2015).

students from urban parts of India have shown better performance in their exams or interviews. There are instances where most of the rural students have failed to express themselves. Poor communication skills of many rural students as seen in their poor performance in tests/examinations and interviews have kindled an idea of analyzing "The impact of teaching the English language on the communication skills" of students. This study is intended to find out various reasons for poor communication among rural students and suggest remedial measures so as to improve communication skills.⁹

The differences between the new study with the previous study, the writer will analyze the impact of students' participation in English course at Kampung Inggris (Pare) on their communication experienced by university students in Banten.

H. The Organization of Writing

To make this research easy to comprehend, The writer divided this paper into five chapters, as follow:

The first chapter is introduction, it consists of background of the study, the identification of problems, the scope of the problem, statement of the problem, the objective of the study, the significance of the study, the previous study, and the organization of the writing.

⁹ Gangadhar Betageri, "Impact of English Language Teaching on the Communication Skills of Rural Students", *International Journal on English Language and Literature*, Volume 1, Issue 1 ISSN 2321 – 8584, p. 36

The second chapter is the theoretical framework. It contains the definition of participation, definition of learning, learning model, formal and non formal education, the definition of communication, process of communication, kinds of communication, the communication competence, definition of speaking, and components of speaking ability.

The third chapter is discusse about the methodology of research which consist of the method, the participants, the technique of data collection and technique of data analyzing.

The fourth chapter is research findings contains the description of data, finding and discussion.

The last or five chapter is closing, it describes conclusion and suggestion.