

CHAPTER IV

RESEARCH FINDINGS

A Data Description

In conducting this research, the writer took 15 students who had attended courses in Kampung Inggris (Pare) as a sample. They are 19-22 years old and consist of 11 females and 4 males. The student is studying at a university in Banten from various majors.

In the discussion in this chapter, the writer will answer the statement of the problem of research, there are : (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?. Therefore, to complete this study properly, it is required the interpretation of findings in this study. The first part is based on the results of the questionnaire, the second part is based on speaking test, deals with a quantitative analysis of data. The last, which is based on the results of the interview as a qualitative interpretation.

After analyzing all data from questionnaires, speaking tests and interviews, the writer has obtained the data interpretation as the answer for every statement of the problem in this research

B Findings and Discussion

1. The Result from Questionnaire: The Students' Participation (Learning Experience) in the English Course at Kampung Inggris (Pare)

The writer collects data from the questionnaire, the questionnaire is about students' participation at the English course in Kampung Inggris. The intended participation by the writer is more about students' learning experiences while taking courses in Kampung Inggris. There were 22 questions adapted from Siti Romlah's research, Laili Yusuf and Sirikanya Luankanokrat as mentioned in the previous chapter.

The description of the data obtained from the results of the analysis of the answers given by the participants. Then the writer clearly explained the results of the questionnaire about students' learning experiences in the English course at Kampung Inggris (Pare) that consist of eight categories and will be discussed as follows.

a Students' period in learning English

Language learning is not an easy thing to learn. It took a long time to really understand how the language was formed and how the language was used. In learning English in Kampung Inggris, participants take courses for a month and even more as the table below.

Table 4.1
Students' Period in Learning English at Kampung Inggris (Pare)

No.	Question / Alternative Answer	F	%
1	How long had you taken an English course in Kampung Inggris (Pare)?		
	a. 1 week	0	0
	b. 2 week	0	0
	c. 3 week	0	0
	d. 1 month	11	73,33
	e. More than 1 month	4	26,67
	Total	15	100%

Table 4.1 above shows that most students take courses in Kampung Inggris (Pare) for one month with 73.33%, while the remaining 26.67% attend courses for more than one month. Most of them take courses in Kampung Inggris during a semester vacation period of one month or two months. Therefore they take advantage of their vacation time to learn English at Kampung Inggris

b Students' need for learning English

Almost all participants stated that English is very important to learn especially for future needs in realizing dreams. Students' awareness of the importance of learning English encourages them to participate in intensive learning outside of campus, namely by participating in English language training at the course such as in Kampung Inggris (Pare).. Learner training and strategy training have been described as methods of

developing the skills learners need for autonomy.¹ The data for this category can see in the tables below.

Table 4.2
Students' Perception About The Important of English

No.	Question / Alternative Answer	F	%
2	Do you think English is very important to learn?		
	a. Strongly Agree	10	66,67
	b. Agree	5	33,33
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Table 4.2 above about the importance of English to be studied, as many as 66.67% of participants stated strongly agree and 33,33% stated agree. Based on the information from the interview, most of them said that English is very important to be learned because it is a global language. So, master the English language become their challenge in this globalization era.

¹ P. Benson, *Autonomy in Language Learning*, Retrieved on August 10, 2006, from <http://ec.hku.hk/autonomy/what.html> and <http://ec.hku.hk/autonomy/#k> p. 2

Table 4.3
The Relationship Between English and Students' Future

No.	Question / Alternative Answer	F	%
3	Everyone must have ambitions, are the English language skills needed to help realize your dreams?		
	a. Strongly Agree	9	60
	b. Agree	5	33,33
	c. Neutral	1	6,67
	d. Disagree	0	
	e. Strongly Disagree	0	
	Total	15	100%

Question number 3 from the table concerning student perceptions of the relationship between English language proficiency and the ease of realizing student ambition. 60% of students responded strongly agree and 33,33% responded agree. Most of them stated that in this era, English often become one of the requirements to get work, to get the scholar and other students' academic achievement. So by having the English skill, their ambition can more easy to be reached. In addition, 6.67% of students responded neutral or disagree which meant that 1 in 15 students felt that English was not so influential for her/him to realize the dream.

c Students' choice to improve their English skills

Skills in English consist of reading, writing, speaking and listening. From the four skills, there is usually one that most students want to master. The responses obtained for this category are that most students want to master speaking even without ignoring other skills.

Table 4.4
Students' Skills To Improve The Most

No.	Question / Alternative Answer	F	%
4	English skills consist of speaking, listening, reading and writing, which one of the skills you most want to master?		
	a. Speaking	11	73,33
	b. Listening	1	6,67
	c. Reading	2	13,33
	d. Writing	1	6,67
	Total	15	100%

Table 4.3 about students' interest in one of the English skills most wanted to master shows that 73.33% chose speaking by the reason that if they master speaking skill, they can communicate with a westerner, English lecturer or other people. they also want to confident when speaking in English to many people.

In addition, 1 student or 6.67% of students choose listening by the reason that the student likes to listen to the English song. So the student wants to understand the meaning of the song, generally, he/she

want to understand the information spoken in English. then two students (13.33%) chose reading because they want to understand the English text such as a novel. news and journal to get new knowledge in silent wherever and whenever. While 1 student (6.67%) chose writing by the reason that he/she can master the grammar if he/she master the writing skill. From the description, it can be concluded that most respondents want to deepen and master a speaking skill rather than other skills.

d Students' opinion about the place of their course,

The place is the most important part of learning effectiveness. The concentration and comfort of students in learning are determined by an adequate place and also facilities that support the continuity of learning. We can see the result from the questionnaire in the tables below.

Table 4.5
The Comfortable Course To Study

No.	Question / Alternative Answer	F	%
5	was your place of the course comfortable to study?		
	a. Strongly Agree	8	53,33
	b. Agree	7	46,67
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

The table above discuss the opinions of students regarding the location of their courses. From question number 5 as many as 53.33% responded that the place in their course was very comfortable to study and 46.67% responded agree about the question. based on students' information from the interview, the place in their courses are comfortable because learning there is not only indoor but outdoor. Many parks and cafes are used as a place to study, so students are not burdened with lessons by just sitting in class.

Table 4.6
The Supportable Facilities In Students Course

No.	Question / Alternative Answer	F	%
6	Did you get facilities that support your learning at the course?		
	a. Strongly Agree	6	40
	b. Agree	8	53,33
	c. Neutral	1	6,67
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Question number 6 from the table above concerning facilities got by students from the place of the course to support learning, the responses obtained were 40% stated that they strongly agree and 53,33% agree that they obtained facilities for learning such as the module,

dictionary, and camp English area. and just 1 student (6,67%) responded neutrally for the question because he/she does not get camp English area as priority facility for learning. In this case, for the complete facilities obtained by students depending on the course they choose.

Table 4.7
The Supportable Environment In Students Course

No.	Question / Alternative Answer	F	%
7	Did the environment in the course (Pare) make you accustom to communicating in English there?		
	a. Strongly Agree	7	46,67
	b. Agree	7	46,67
	c. Neutral	1	6,66
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Question number 7 obtained the results of the response of 46.67% stating that they strongly agree and also 46.67% agree that the environment in Kampung Inggris (Pare) made students accustomed to communicating using English because the society usually using the English language, for example, the traders in the place always communicate in English language when service the buyers.

In addition to the table just 1 student (6.66%) expressed his/her disagreement or neutrality towards the question. He/she felt that the

environment in the course did not make her/him accustomed to speaking English because there still often used Indonesian to communicate.

e Students' opinion about teaching-learning at their course

This category is the view of students towards teaching and learning activities in Kampung Inggris according to their experience. Good learning involves tutors as educators in meeting their students' learning needs from approaches, methods to strategies used by tutors for effective learning. Based on the participants' experiences, these matters relating to teaching and learning activities in Kampung Inggris (Pare) have fulfilled their learning needs so that they experience pleasant learning. The tables below will show the data from the questionnaire for this category.

Table 4.8
The Ideal Teaching for Students in The Course

No.	Question / Alternative Answer	F	%
8	Did the English teaching in your course's place give your learning needs?		
	a. Strongly Agree	2	13,33
	b. Agree	12	80
	c. Neutral	1	6,67
	d. Disagree	0	0
	e. Strongly Disagree	0	0
Total		15	100%

The table above is the question number 8, the result shows as many as 33.33% of students responded strongly agree and 80% responded agree that teaching in the course in Kampung Inggris (Pare) had provided their learning needs. Most of them give the description in the interview that they get the appropriate and suitable material for their English level, and the get comfortable learning.

the remaining 6.67% stated the student was less agreeable or neutral for this question because the student feels low basic in English so the student has the difficulty to understand the material.

Table 4.9
The Tutors Method in Teaching English

No.	Question / Alternative Answer	F	%
9	Did the tutor at your course teach with the appropriate method?		
	a. Strongly Agree	6	40
	b. Agree	9	60
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Question number 9 in the table above regarding the methods used by tutors at their course. The results of the response were as much as 40% stated strongly agree and 60% agree that their tutors at the course taught by using the appropriate method. Tutors teach in interesting ways

such as role-playing, drama, and games so students can focus and enjoy the material being taught.

Table 4.10
The Tutors Attention for Students

No.	Question / Alternative Answer	F	%
10	Did your tutors at the course pay attention to the development of each student?		
	a. Strongly Agree	5	33,33
	b. Agree	10	66,67
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

The table above discusses the attention of tutors to the development of students' abilities. 33.33% stated strongly agree and 66.67% stated agree that the tutors at the course concerned about the development of their students' abilities. They said that the tutor always motivates all students and very guide them until understanding about the material. The tutors also give more attention to a student who still less understand in learning English.

Table 4.11
The Ordinance in The Course

No.	Question / Alternative Answer	F	%
11	Did you get certain sanctions if you speak not using English on the course?		
	a. Strongly Agree	6	40
	b. Agree	8	53,33
	c. Neutral	1	6,67
	d. Disagree	0	
	e. Strongly Disagree	0	
Total		15	100%

Question number 11 concerning sanctions or punishment applied by course institutions if students do not use English when speaking. The results obtained were as much as 40% stated strongly agree, 53.33% agree because in their course, speaking English is an obligation so that the students have a habit to speaking in the English language. based on their experience, the punishments are various such as must memorize more vocabulary, paying the fine, speak challenge in front of many people by using the English language until fun punishment like dubbed student with powder. while 6.67% of participants stated disagree or neutral by the reason that no obligation to speaking English in the student's course.

Table 4.12
Students' Concentration Study in Their Course

No.	Question / Alternative Answer	F	%
12	were you focused on learning English in your course?		
	a. Strongly Agree	6	40
	b. Agree	9	60
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Question number 12 gets a response to the question of whether students focus on learning at the course? The results of the responses obtained were all positive, 40% strongly agree and 60% agree. the information from the interview, they can focus on learning in the course because they are very guided by the tutor and the environment in their course is very supportive. There is no noise by transportation.

Table 4.13
The Students' Satisfaction about The Teaching in The Course

No.	Question / Alternative Answer	F	%
13	Are you satisfied with the teaching in your course?		
	a. Strongly Agree	2	13,33
	b. Agree	12	80
	c. Neutral	1	6,67
	d. Disagree	0	
	e. Strongly Disagree	0	
	Total	15	100%

For question number 13 found that 13.33% strongly agree that they were satisfied with learning in the Kampung Inggris, 80% agreed. According to students opinion, the English course at Kampung Inggris has an ideal teaching-learning. The tutors can apply for their role and the students get their learning needs. But there is 1 student (6.67%) expressed their disagreement or neutrality. about the question in the table by the positive reason. the student is not satisfied to the teaching in the because the student joins the course at Kampung Inggris just a month, so he/she wants to study at the Kampung Inggris more than one or two months to deepen the English ability..

f Students' confidence in practicing English

Self-confidence in using English becomes a matter of concern whether someone is able to speak English or not. The responses obtained in the questionnaire for this category are 2 out of 15 students who still feel that they are not confident to practice English in front of other people even though they have attended training at the course.

Table 4.14
Students' Self-Confidence to Speaking English

No.	Question / Alternative Answer	F	%
14	Do you feel confident to speak English than before the course?		
	a. Strongly Agree	0	0
	b. Agree	13	86,67
	c. Neutral	2	13,33
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

The table above discusses the confidence of students to speak in English after attending the course, they agreed with 13 students (86.67%). Most of them agree because they had a basic of English after participating in the English course at Kampung Inggris. While 2 students (13.33%) responded to disagree or neutral because they still feel anxious to speak to other people. Bullying and judging from the people can influence their confidence.

Table 4.15
The Students Desire to Communicate With Native Speaker

No.	Question / Alternative Answer	F	%
15	If you meet the westerner, will you practice your English skills?		
	a. Strongly Agree	2	13,33
	b. Agree	11	73,34
	c. Neutral	2	13,33
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

The table discusses question number 15. it was responded by 2 students (13.33%) who stated strongly agree and 11 students (73.34%) responded agree to practice their English if they met with a westerner because they want to try how to communicate with the native speaker.

For another respond from 2 other students (13.33%) stated disagreeably or neutral. They do not feel confident to speak to the native speaker because of afraid in misunderstanding.

g Students' speaking competence development after taking the course at Kampung Inggris Pare

This category is a perception of participants towards the development they feel after taking a course, especially in oral communication or speaking skills. Most of them felt that their speaking had improved.

Table 4.16
Students' Perception of Their Speaking Improvement

No.	Question / Alternative Answer	F	%
16	After taking the course, do you feel an increase in your English skills especially speaking?		
	a. Strongly Agree	3	20
	b. Agree	12	80
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

The table above shows information about the development of students' speaking abilities. Question number 16 received a very positive response that students experienced an increase in the speaking aspect after participating a course in Kampung Inggris (Pare) which was shown by 80% to strongly agree and 20% to agree. according to their opinion, the aspects of speaking ability can be increased because they always practice to speaking English and their tutor gives the feedback or correction if they make a mistake in pronoun, grammar, and vocabulary. So they learn from their mistakes.

Table 4.17
Students' Understanding About Information Spoken in English

No.	Question / Alternative Answer	F	%
17	Are you able to understand the information spoken in English?		
	a. Strongly Agree	0	0
	b. Agree	13	86,67
	c. Neutral	2	13,33
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Question number 17 concerning students' understanding of the information spoken in English, as much as 86.67% agreed and 13.33% stated that they were less agreeable or neutral.

Table 4.18
Students' Perception on Their Pronunciation

No.	Question / Alternative Answer	F	%
18	Do you feel an increase in pronunciation after taking a course in Pare?		
	a. Strongly Agree	4	26,66
	b. Agree	10	66,67
	c. Neutral	1	6,67
	d. Disagree	0	
	e. Strongly Disagree	0	
	Total	15	100%

Question number 18 received a response to improving the pronunciation of students after participating in a course in Kampung Inggris (Pare), which was 26.66% of students strongly agreed and 66.67% of students responded agree. most of the respondents felt that their pronunciation had increased even though it was not like native speakers. They correct their pronunciation as long as taking the course in the Kampung Inggris. While 6.67% of students respond to disagree or neutral because they not feel significant improvement in pronunciation when speaking English.

Table 4.19
Students' Perception of Their Grammar

No.	Question / Alternative Answer	F	%
19	Do you feel an increase in grammar after taking a course in Pare?		
	a. Strongly Agree	2	13,33
	b. Agree	11	73,34
	c. Neutral	2	13,33
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Question number 19 is about increasing the grammar felt by students after taking a course in Kampung Inggris (Pare). The result is 13.33% stated strongly agree, 73.34 states agree and 13.33% of students say they disagree or neutral. Most of the students agree because they feel the improvement of their grammar in phases.

While the other reason from the student who stated disagree because, in their course, grammar is not priority aspect to speaking so they don't too careful about the grammar, therefore they feel poor in grammar.

Table 4.20
Students' Perception of Their English Knowledge Development

No.	Question / Alternative Answer	F	%
20	Do you feel an increase in understanding in English after taking a course in Pare?		
	a. Strongly Agree	2	13,33
	b. Agree	13	86,67
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree	0	0
	Total	15	100%

Question number 20 is about increasing students' understanding of English after taking a course. Overall, it was very positive because 13.33% responded strongly agree and 86.67% responded agree. all students feel to get more knowledge oto improve their English ability than before taking the course.

Table 4.21
Students' Vocabulary Development

No.	Question / Alternative Answer	F	%
21	Do you get enough vocabulary to communicate after taking the course in Kampung Inggris?	4	26,66
	a. Strongly Agree	10	66,67
	b. Agree	1	6,67
	c. Neutral	0	0
	d. Disagree	0	0
	e. Strongly Disagree		
	Total	15	100%

Question number 21 about increasing the vocabulary they feel after attending the course as an initial provision for communicating using English. The result is 26.66% of students strongly agree and 66.67% of students agree that their vocabulary increases, most of them said that in their courses, students must memorize ten until twenty vocabularies every day so students have many vocabularies in one month.

While 6.67% or 1 student states disagreement or neutrality about the question. He/she still feels that his/her vocabulary has not a significant improvement after taking the course because his/her course does not have an obligation to memorize the vocabulary..

h Students' frequency in practicing English in their daily life.

After taking a course in Kampung Inggris, students certainly have their own ways to always hone their English language skills even in different environments. Languages that have been studied will always be stored in memory if the language is often used in everyday life. Based on the data obtained, most participants or 60% of 100% of students who have attended courses in Kampung Inggris practice their English skills in a frequency of once a week.

Table 4.22
Students' Habit of Using Their English

No.	Question / Alternative Answer	F	%
22	How often do you practice your English skills after taking a course in Pare? (activities related to the use of English e. g. read English book, watching English movie, playing the English game, etc)	3	20
	a. Every day	9	60
	b. Every week	3	20
	c. Every month	0	0
	d. Never		
	Total	15	100%

The last table from the questionnaire is about Students' frequency in practicing English in their daily life after taking the course from Kampung Inggris (Pare), how often they practice their English. The result shows that 3 students or 20% of them practice their English every day, 60% every week and 20% every month. So most of them still using their English although not every day. They practice the English skills in everyday life in various ways, such as watching the English films, read articles or books in English, playing the game in English, and also attending the English workshop to get more knowledge.

From the questionnaire, the writer got the presentation of students agreements as many as 84,77% from all items that was calculated except item number 1,4 and 22. It can be concluded that in the students' learning

experience in Kampung Inggris gives us information about the effective learning there.

2. The Result from Speaking Test: The Impact of Students' Participation in the English Course at Kampung Inggris (Pare) on Their English Communication.

In evaluating students' speaking abilities, the writer collaborates with a partner who is considered competent in English so that the values obtained are based on appropriate considerations. The aspects of speaking which become benchmarks include pronunciation, grammar, vocabulary, fluency, and comprehension. The writer uses rubric assessment (see appendix) with the weight of each aspect is 1 to 5. To see the level of speaking ability of participants in this study is displayed in the tables as follows.

Table 4.23
Students' Level in Speaking Aspects

Respondent	Speaking Aspect					Students' score average
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
R1	5	4	5	4	5	4,6
R2	4	3	4	4	5	4
R3	3	3	4	3	5	3,6
R4	5	4	5	5	5	4,8
R5	5	5	5	5	5	5
R6	4	4	4	3	5	4

R7	4	3	3	3	4	3,4
R8	4	3	4	3	4	3,6
R9	4	3	4	4	5	4
R10	4	4	4	4	5	4,2
R11	4	4	4	4	5	4,2
R12	5	5	5	5	5	5
R13	4	4	4	4	5	4,2
R14	4	4	4	4	5	4,2
R15	4	4	4	4	4	4
Mean	4,2	3,8	4,2	3,9	4,8	4,2

The table above tells us the information about students' score in every aspect of speaking ability after the writer conducting the interview for oral assessment to the participants.

a Pronunciation

In the pronunciation aspect, 6,67% of students got score 3, 66,67% students got score 4, and 26,66% students got score 5. In the pronunciation aspect, the mean is 4,2 from all students' scores. The students' pronunciation is easy to understand even with certain accents. It means that most of the students in this research who have taken courses in Kampung Inggris (Pare) have good pronunciation

b Grammar

Grammar is one aspect that is quite difficult to master because it must really refer to the correct formula in composing words. According to Thornbury, learners' correct use of grammatical structures requires the

length and complexity of the utterances and the well-structured clauses.² In this study, 33,33% of students are in level 3 which means that they still make mistakes in grammar that affect meaning. As many as 53,34% students got score 4, it means most students who had attended courses in Kampung Inggris Pare used pretty good grammar when communicating. Then, for 13,33% students are able to speak with excellent grammar,.

the mean for all score in this aspect is 3,8, most of them sometimes make grammatical mistakes but does not affect the meaning when speaking. but the score of the mean for this aspect is the lowest score than another aspect. Based on information from the interview, in the Kampung Inggris, the students are practiced to speak up without thinking about a good grammatical. So they just focus on what they want to say than how to speak in appropriate sentences.

c Vocabulary

In the vocabulary aspect, there is one student (6,67%) who uses inappropriate vocabulary so that the conversation becomes limited. Then, 6,667% of students got score 4, which means they have a lot of vocabulary and unlimited conversations but sometimes there is an inappropriate use of vocabulary. While 26,66% of students have been able to use good and appropriate vocabulary. The average score (mean)

² Thornbury cited in Lai-Mei Leong Seyedeh and Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, (December 20, 2016).

in the vocabulary aspect is 4,2. The score shows that sometimes the students using incorrect vocabulary although their mean is still understandable..

d Fluency

Hughes (Cited in Seyede and Ahmadi) stated that fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest.³ The results of the assessment for the fluency aspect showed that 26,67% students got score 3, namely the fluency of their speech were much disturbed by the language used, 53,33% students got score 4 which meant they were quite fluent in speaking even though they were slightly disturbed by language, and 20% of students got score 5, they are very smooth when speaking in English.

The mean for all scores in fluency aspect is 3.9. their fluency seems a little disturbed by language problems but not to disturb the conversation.

e Comprehension

The last aspect is comprehension. The results of the assessment are as many as 20% students got score 4 and 80% of students got score 5. The mean for all scores in this aspect is 4,8. This shows that almost all

³ Seyede and Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", 2016

students understand conversations in English so they are able to answer questions posed by the writer.

From table 4.23 above also discuss the average from individual scores which can show the students level in oral proficiency scores. According to Brown, the score for oral proficiency can be started from level 0 until level 5.⁴ The result obtained that as many as 3 students (20%) at level 3+. It meant they often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding task. Then, 2 students (13,33%) at level 4 that meant the students able to use the language fluently and accurately on all levels normally pertinent to professional needs, as many as 8 students (53,34%) at level 4+. It meant Speaking proficiency is regularly superior in all aspects, usually equivalent to that of the well-educated, highly articulate native speaker. And the last, 2 students (13,33%) are in high level, it is level 5 because their speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken. The result can be concluded that the average student who has taken a course in Kampung Inggris (Pare) has been able to communicate using English well.

⁴ Brown, *Language Assessment Principle and Classroom Practices*, p. 174

3. The Result from Interview: Factors Influence Students' Oral Communication Ability

To find out the factors influence students' oral communication, the writer did the interview with all students who became the participants in this research. The participants must answer only one question based on their feeling and experience from Kampung Inggris (Pare) about the factors influence student's oral communication or speaking ability

From the interview data, the writer obtained information on student influence factors of oral communication or speaking abilities that were categorized based on the most answers from participants, as follows.

1. Environment (includes tutors, friends, and society)
2. Habit to practice
3. Motivation
4. The ordinance in the course.

The ability to communicate with English experienced by students while attending a course in Kampung Inggris (Pare) is influenced by several factors. Based on the results of interviews with 15 participants that their English oral communication ability was influenced by environment, habit to practice, motivation, the ordinance in the course.

The environment is in the first position as the answer to the most from participants. According to participants, the environment is the most

important factor affecting their English oral communication ability. The environment referred to here is not just the place or location of the course, but also the role of tutors, friends and surrounding communities in Kampung Inggris (Pare). Quality tutors/teachers will master their role as educators, facilitators, and motivators for their students. Covington and Beery stated that "the teacher's role is to encourage both confidence and high achievement in their students."⁵ Tutors in Kampung Inggris have creative ways to teach. This means that the strategies and methods used by tutors there are very interesting so learning is not monotonous. This makes participants have the view that learning English is fun. Then part of other environmental factors is friends and communities in Kampung Inggris who speak English when interacting.

The second factor is the habit to practice the English language. Students in Kampung Inggris in a short amount of time are able to speak English because they are accustomed to practicing both indoors and outdoors. Including increasing vocabulary is part of the exercise as the initial capital to be able to compose sentences. Without getting used to practicing, students will be stiff when speaking in English, even the level of trust is dependent on the habitability of students in practice.

⁵ Reid, Jensen, Nickel And Simovska, *Participation and Learning Perspectives on Education and The Environment, Health, and Sustainability*, p 14

The third factor is motivation, especially intrinsic motivation. The intrinsic motivation is characterized by people's need for meeting "optimal challenges" that "stretch personal abilities by a small but significant amount each time, and promote feelings of competence and skill development".⁶ Actually, motivation is fundamental to students' achievement in speaking English, what is behind it and what is the purpose of deepening English in Kampung Inggris (Pare)

The last factor is the course such as the obligation and punishment which makes students feel challenged to always use English with the obligation and punishment, there is no reason for students not to obey the rules applied in their course.

The explanation above has a relation to the MacIntyre concept that factors influencing someone to communicate is a willingness to communicate, social support and language learning orientation where the three factors are interconnected.⁷

Willingness to communicate starts from someone's desire to use English which is then supported by social factors such as tutors who guide the lesson, friends or people around who actively interact with English so

⁶ Deci and Ryan cited in Lai Man Wai Conttia, *The Influence of Learner Motivation on Developing Autonomous Learning in An English-For-Specific-Purposes Course*, (The University of Hong Kong, September 2007).

⁷ Peter D. MacIntyre, et, al., *Willingness to Communicate, Social Support and Language-Learning of Immersion Students*, (The United States of America: Cambridge University Press, 2001), p. 369

that it provides opportunities for students to try and get used to communicating with English. From these habits can also train students' confidence. In addition, the need for and awareness of the importance of English for life is also a trigger that drives a person to learn English more than just a theory but is also used in everyday life. Apart from the participants involved in this research, they have felt a series of processes and ways to meet their learning needs in deepening their English language skills in Kampung Inggris Pare so that it becomes a learning experience that can be shared with others.