

ENGLISH CAMP ACTIVITIES TO INCREASE COMMUNICATIVE SPEAKING ABILITY TO STUDENTS OF STKIP MUHAMMADIYAH MUARA BUNGO

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Abstrak

Tujuan artikel ini adalah untuk menyajikan hasil penelitian yang menjelaskan pengaruh aktivitas-aktivitas dalam kamp bahasa Inggris dalam meningkatkan kemampuan berbicara secara komunikatif kepada siswa tahun pertama di STKIP Muhammadiyah Muara Bungo. Penelitian ini merupakan studi penelitian tindakan berdasarkan model Kurt.L yang menggunakan prosedur perencanaan, tindakan, pengamatan, dan refleksi. Penelitian ini terdiri dari dua siklus yang dalam setiap siklus terdiri dari tiga pertemuan. Instrumennya berupa kuesioner dan tes. Temuan menunjukkan bahwa nilai rata-rata pretest mencapai 60,42 hingga 69,02 dan skor post test mencapai hingga 78,7. Penting untuk menggambarkan bahwa ada peningkatan yang signifikan dari 13,9% menjadi 41,7% pada post test 1 dan 83,33% dalam post test 2. Oleh karena itu, kriteria keberhasilan telah ditentukan. Sangat penting untuk dicatat bahwa menggunakan kegiatan kamp Inggris telah memberikan dampak positif pada proses belajar mengajar. Jelas, ini memberikan peningkatan positif pada partisipasi aktif siswa, kepercayaan diri, dan kelancaran mereka dalam keterampilan berbicara. Singkatnya, dapat dijelaskan bahwa strategi menciptakan keadaan yang baik, menyenangkan dan mengurangi kebosanan dan stres dari proses belajar

Kata Kunci: *Kegiatan-kegiatan Kamp Bahasa Inggris, Komunikatif, Kemampuan berbicara*

ABSTRACT

The purpose of this article is to present the result of a study conducted to describe the effect of English camp activities to increase communicative speaking ability to first grade students of STKIP Muhammadiyah Muara Bungo. This study is an action research study based on Kurt.L model which used planning, acting, observing, and reflecting procedures. It was done into two cycles in each cycles consisted of three meetings. The instruments were questionnaire and test. The findings showed that the mean score's pretest reached of 60,42 to 69,02 and post test's score reached up to 78,7. It is important to describe that there is a

significant improvement of 13,9% to 41,7% in post test 1 and 83,33% in post test 2. Therefore, the criteria of success had been determined. It is crucial to note that using English camp activities have contributed a positive impact on teaching learning process. Clearly, it gives positive improvement on students' active participation, confidence and their fluency in speaking skill. In short, it can be described that the strategy creates good, enjoyable circumstances and reduces the boredom and stress of learning process.

Key words: *English Camp Activities, Communicative, Speaking Ability*

INTRODUCTION

Nowadays, English becomes the essential language in the world. It is used as a medium of communication with people who come from different countries. English also plays a key role in many areas including economics, politics, culture, communication and education. Thus, English is very important to be mastered.

Basically, English consists of four skills to be taught such as listening, speaking, reading and writing. Although the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in language context is to promote communicative efficiency.

Brown (2008:140) stated that speaking is a productive skill that can be directly and empirically observed by the accuracy and effectiveness of test-takers listening skill, which necessarily compromises the reliability and validity of oral production test.

On other hand, Thornbury (2005:1) stated that "speaking is the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with bit pronunciation thrown in, and involves both a command of certain skills and several types of knowledge".

Richards (2008:19) states that the mastery of skills in English is essential for many second language or foreign language learners. Consequently, learners often assess their success in language learning as well as the effectiveness of their English course based on language proficiency that they improved.

Gard and Gautam (2015) also says that speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. He also state that to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel. It means that English can make people easy to get a job, communicate and interact to foreigner while travel.

From the statements, it may be concluded that speaking is the ability to speak fluently by using the target language in order to interact or communicate with others. The aspects of speaking to be improved are: 1) Fluency meaning the capability of someone to speak in normal speed with few pauses then

to continue to speak. Not only about pausing, but also about how to express their idea. It is necessary for the students not to make so many pauses and repetition when they speak. 2) Vocabulary meaning knowledge about vocabulary is needed by the students to understand a sentence. 3) Pronunciation meaning the articulation of word such as volume, stress, pausing, etc. The students should know well how to pronounce a word. It uses to make the conversation easier to understand and 4) Grammar. Grammar in spoken is different from grammar in writing. Students may say a sentence not in correct form in spoken, but the knowledge of grammar is.

However, learners often faced difficulties in mastering speaking skills, since English is not a daily life language, even it is in formal schools. Preliminary study conducted by researcher related to speaking ability was as follows. First, the learners are often worried about making mistakes and being ridiculed in front of the class such as mispronouncing and incorrect grammar. Second, learners are not confident to express their idea and feeling hesitant due to the lack of vocabulary that they have. As a result, they avoided being part of this kind of activities.

Dewi, et al (2016) say that there are several difficulties that faced by students in speaking such as fear of making mistakes, afraid of being laughed by friends as they have mispronouncing and ungrammatical word, feeling hesitant due to the lack of vocabulary, feeling bored to learn English due to the conventional ways

of teaching, and feeling doubt due to the correction of the teacher.

Ur (1996: 121) argues that some possible problems in speaking including: 1) Inhibition. Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words. 2) Nothing to say. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves. 3) Low or uneven participation. Only one participant talks because some learners dominate, while other speaks a little or not at all. 4) Mother tongue use. In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

Richard & Renandya (2002: 206) add that the affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Chang and Shu (2000) also claimed that there is a positive relationship between the learning environment and student motivation, stating that a good learning environment helps to improve the learning outcomes, and inspires and boosts the learning spirit.

The condition gives the writer challenge to look for strategies to overcome the problem. They are a lot of ways to increasing communicative teaching ability. One of them is using English camp activities. Naka (2011) says that English camp activities were suitable to enhance students' communicative speaking ability.

English camp activities are a good activity which can effectively develop students' language learning (Kanuengnut: 2015). It provides a

good opportunity for students to use English. English is taught through various activities, games, songs, etc.

Ismail and Tahir (2011) also stated that English camp activities is based on the concept of learning English at ease which helps to break down a lot of barriers against learning the language. It is appropriate to a variety of approaches to create Learning is Fun to the teaching and learning process of English. Thus, it helps student to be more confident and efficient to use English as a media of thinking and communication to speak.

According to Harmer (2007), play is highly suitable in all L2 classrooms. Students performing communicative tasks that are meaningful, the language will be learned. Huyen and Nga (2003) also agreed that games bring relaxation and fun, and help students to learn, and games involve friendly competition and interest among students. It also supported by Cook (2000). He states that play involves adaptation to a foreign language environment and that play and language is closely connected. Thus, games can be used to attain behavioral objectives, and there is no need to fear making errors from language use.

Klippel (2008) says that learning is effective if learners are actively involved in the process, and effectiveness depends on the type of material used. Nurisnaini (2000) found that games and songs are effective strategies in improving students' participation in activities. Thus, students are able to speak when there is positive atmosphere, positive attitudes and the activities are not threatening.

The previous study of Naka (2011) states that the result of the study at Chulabhom's College Chonburi showed that after the use of English camp activities, there was a significant increase in the students' communicative English speaking ability at the significant level of .01 . The opinion of the students and the teachers who participated in English camp activities was that English camp activities were suitable to enhance students' communicative English speaking ability. The students' communicative English speaking ability was improved.

The explanation above gave the writer challenge to do this research. Writer wants to show the effect of the implementation of this activity in the learning process.

METHOD OF THE RESEARCH

This research was action research study. The participants of the study were the 18 students from the first grade students of STKIP Muhammadiyah Muara Bungo. The researcher used collaborative action research in which cooperated with one of the English lectures of STKIP Muhammadiyah Muara Bungo as a collaborator. This study consists of two cycles in which each cycles contains four aspects such as planning, acting, observing and reflecting.

After implementing the classroom action research, the writer conducted the test (post test 1 and 2) in each cycle. To compare the test result between pretest and the tests of each cycle, the writer uses some steps. Those are calculating the students mean score of the test, calculating the class percentage, and calculating the students' improvement score from pretest to

post test 1 and post test 2 into percentage. At last, questionnaire was administrated to know the students' responses towards implementation of English camp activities.

FINDING AND DISCUSSION

Based on the results of the data analysis and findings of this research, the researcher concludes the result of the research, as follows
The implementation of three step:

a. The Finding of Post Questionnaire

Based on the questionnaire that was given to the students after accomplishing the second action of cycle 2, the response was presented in appendix 1.

The data showed that the students interested to the English camp activities. Almost 94,5% score from the students interested on English camp activities was implemented in the learning process especially speaking. Only a few of students disagreed to the implementation of this activity to learning process.

The data also showed that the learner felt confidence in speaking after being thought using this activity. 88,9 % students felt confident in using English after this learning process and 38,9% strongly agree to this premise. Meanwhile, there was 11,1% of students disagree to this premise. They still doubted to use English in daily life.

Then, 83,4% of student were easy to giving and responding expression after

being taught. 8,4 % of students were disagree to the premise.

Next, students' motivation increased almost 81% after this learning process. Almost 20% were still unmotivated by using this activity.

After all, most of the students were interested and felt confidence to use English in the class or outside. It means that this activity successfully increase the motivation, interest and score students.

b. The Finding of Post Test

Based on the result of students' speaking achievement, it was found that students' speaking skills was gradually improving. The results from all the students' score were in appendix 2.

The improvement score from pre-test to the post test 1 and post-test 2 as follows in table 1.

The data showed that there were significant improvements of students after learning by using this activity. The means score was increased from 60,42 to 69,02 after post-test 1 and increased more to 78,77% in post test 2. Almost 100% of students score were increased.

To compare the test result between pretest 1 and test 2 of each cycle, the researcher uses some steps. Those are calculating the students mean score, class percentage, and student's improvement from the pretest to posttest. In analyzing the

data, the first step is to get the mean score of the class. It is calculated as follows:

$$X = \frac{\sum xt}{n}$$

The second step is to know the percentage of student's score who passed. It is calculated by using as follows:

$$P = \frac{F}{N} \times 100\%$$

To find the improvement score, the following formula as follows

$$P = \frac{y^1 - y}{y} \times 100\%$$

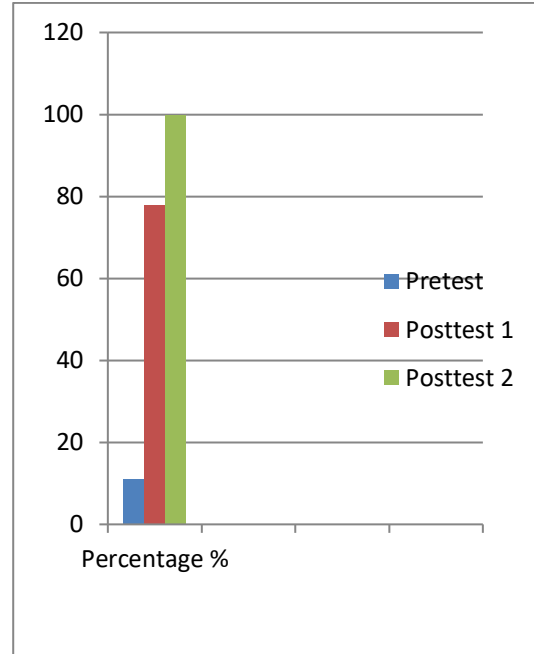


Table 1. Improvement score

Figure 2. Students' Percentages score

The following figures are the result of the mean score improvement and percentage per test.

Score	Y	Y ₁	Y ₂
Total Score	1057	1201	1419
Students' means score	60,42	69,02	78,77
Students class percentages' score	11,11%	77,7%	100%

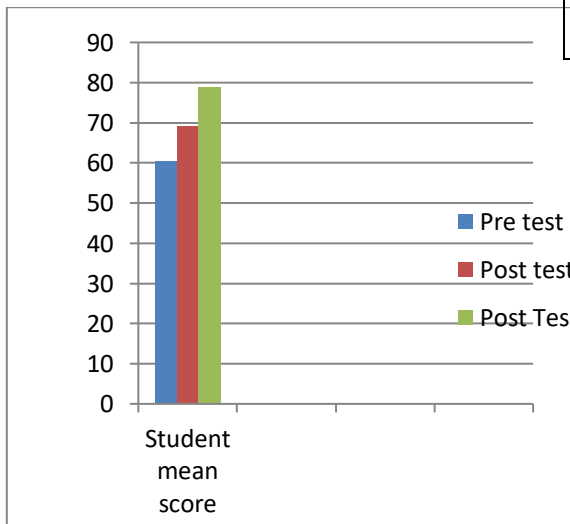


Figure 1. Students' mean score improvement

c. Discussion

In the preliminary study, the mean score of students on speaking before the research was 60.42. The class percentages which pass the minimum criterion were 11,11%. It means there were only 2 students who could pass the minimum score of 75. The mean score of post test 1 at the first circle was 69.02. The class percentages were 77.7%. It means 5 students who could pass the minimum score. The mean score in the post test 2 at the second circle was 27,77. The class percentages were

88.88%. It means there were 18 who passed the minimum score. The data showed that English camp activities used were success.

CONCLUSION AND SUGGESTION

Based on the research question and findings in the previous chapter, this study revealed that using English camp activities improved the students' achievement and result of speaking skill. Students enjoyed their lesson and got more motivation, interest and confidence through their learning. Therefore, English camp activities should be applied as designed activities in teaching speaking skills. It is recommended that the study should be preserved and extended to other language skills.

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APPENDIX 1

Table of Result of Post Questionnaire

No	Matter of Content	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Students' interest in learning using English camp activities	55,6	38,9	5,6	0
2	Students confidence in speaking after being thought using English camp activities	38,9	50	8,3	2,8
3	Students' interest in speaking after being thought using English camp activities	47,2	44,4	5,6	2,8
4	The ease of students in giving and responding expression after being thought using English camp activities	30,6	52,8	11,1	5,6
5	Students' motivation to get used to speak English and to study harder	50	30,6	13,9	5,6

APPENDIX 2

Table of Students' result of speaking score

No	Name of Respondents	Y	Y1	Y2
1	Student 1	50	67	79
2	Student 2	48	60	79
3	Student 3	74	76	77
4	Student 4	70	77	83
5	Student 5	66	69	89
6	Student 6	61	62	81
7	Student 7	57	63	76
8	Student 8	45	70	79
9	Student 9	75	80	77
10	Student 10	56	60	82
11	Student 11	55	65	81
12	Student 12	53	67	78
13	Student 13	51	55	80
14	Student 14	54	65	64
15	Student 15	73	78	80
16	Student 16	76	82	81
17	Student 17	46	50	81
18	Student 18	47	55	72
	Total	1057	1201	1419