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English Camp as Learning and Teaching Atmosphere of Speaking Ability Development

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ABSTRACT

Teaching and learning English method recently have become very important issue to discuss as it is seen to not be effective anymore. This is proven by the majority of students who cannot achieve the learning target even when they learn English for many years. English Camp serves as a method that gives the teacher and the student a new learning atmosphere in which it can be done either inside or outside the classroom. This study employed a descriptive qualitative approach where the data were collected through observation, interview, and documentation. The data then was analyzed by using triangulation consisting the process of; data condensation, the display of the data, conclusion verification. The result of this research suggested that English Camp is perceived as an effective atmosphere for English learners and teachers in achieving the learning objective. It can improve students speaking performance for speaking is all about forming habits when this is the focus of the entire learning activities.

INTRODUCTION

Language naturally becomes the most important part of human life in having relation with another. In fact, human as the social being cannot live without others. Language, in this case, serves as a mean of communication to establish interaction one to another in every aspect of life such as economic, friendships, and



culture ties (Suri, 2015). But, as fact happens today, there are a lot of languages in the world used by the human. It is not perfect just to have a language to live in the world. The more languages we master, the wider lives we are going to adventure. Many languages can make our lives colorful. However, there should be a priority language that is minimally we master most. The question, what is the language that people use most? The answer is English. English becomes the universal language in which the most people all around the world intend to learn and master English. They regard English as the international language that can enhance their lives in all aspect such as education, science, economic, relations, and tourism. As a global language, it is obvious that English plays an important role in international interactions. International interactions include economic relationship among countries, business, trading, and others (Reddy, 2016).

Unfortunately, the status of English in Indonesia is not as a Second Language, but a foreign Language. Many people are not aware of mastering English to have the bright future. Indonesian English proficiency is still low and far of the target, it causes English in Indonesia is not as the second Language but foreign language. Based on the data provided by EF Standard English test on 2017, Indonesia places on 39 of 80 countries all over the world, that range is lower than last year that is 32. This proves that Indonesia still needs to improve the societies' quality in learning English, specially the awareness of mastering English. The low position of Indonesia becomes the motivation to learn English, yet, many factors impact the societies why they feel difficult to learn or even master English.

Speaking is not an easy ability to master because mastering speaking means mastering many kinds of factors in a language, thus, speaking becomes the last achievement of all factors of a language including English. Speaking requires other skills to master such as grammatical, words, accent, and pronunciation. Apart from these, Burnkarts as it is cited in Heriansyah (2021) explains that learners need three areas of knowledge within speaking; these are mechanics of language elements (pronunciation, grammar, and vocabulary), the function of the language, and the sociocultural norms (turn taking, rate of speech, and many more). The ways on how teachers improve students speaking skill are so variety.

Communicative Approach in English Camp

There are a lot of methods that are possible to use in mastering speaking skills, and one of them is communicative approach. The focus of this method is to concern the role of students in learning English and they are active in communicating by English. In other ways, students can choose other methods of learning English. They can choose the course in which the environments are set of full English. Such method has been being done by English Area of Latee Annuqayah Islamic Boarding School which implements the communicative approach in teaching English Speaking ability. Moreover, it starts to have the English Camp as the non-class atmosphere in enhancing the habitual communication of the students. Thus, the priority reasons of researcher choses this tittle to describe more about the whole activity in English Area of Latee.

Communicative Language Teaching (CLT) or Communicative Approach (CA) is a language teaching approach that emphasizes the communication of meaning rather than the practice of grammatical forms in isolation (Canale & Swain in Mansur and Hasan, 2015). That explains us how this strategy focuses more on the use of language that is communication, not to the structure analysis of the sentence in a language. For this, Communicative becomes the first target to achieve by the implementation of Communicative Approach strategy.

Communicative approach, based on the principle, will direct the teacher to make a plan of teaching that the target of the learning is on the fluency and accuracy of speaking English. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Sekker (2010) suggests that differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows; Activities focusing on fluency: a) Reflect natural use of language, b) Focus on achieving communication, c) Require meaningful use of language, d) Require the use of communication strategies, e) Produce language that may not be predictable, f) Seek to link language use to context. Activities focusing on accuracy are; a) Reflect classroom use of language, b) Focus on the formation of correct examples of language, c) Practice language out of context, d) Practice small samples of language, e) Do not require meaningful communication, f) Control choice of language.

In methodology of teaching using Communicative Approach, teachers should implement the recent principles of the Communicative Approach. The following principles become the consideration to choose which method is going to use in teaching. They are; making real communication the focus of language learning, providing opportunities for learners to experiment and try out what they know, being tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence, providing opportunities for learners to develop both accuracy and fluency, Linking the different skills such as speaking, reading, and listening together, since they usually occur so in the real world, and Let students induce or discover grammar rules.

According to Nunan as further cited by Sekker (2010), there are five common characteristics of CLT classrooms, including;

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning to language activation outside the classroom.

The material that should be given to the students in teaching English through Communicative Approach must refer to the current context of the teaching. To arrange the material, it is needed to have an idea about the ideal syllabus in the teaching English through Communicative Approach. The materials can be; Text-based materials: A typical lesson consists of a theme, a task analysis, for thematic development a practice situation description, a stimulus presentation, comprehension questions and paraphrase exercises, Task-based material: A variety of games, roles plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes, and Authentic Materials: Many proponents of Communicative Language Teaching have advocated the use of "authentic" "real-life" materials in the classroom. These might include language-based reality, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built (Jin 2011).

The learning media in supporting the students' activities can vary; The following medias are probably applicable by teachers in teaching English through the communicative approach. They are; Audio Media offers a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Some examples of this type of media are (cassette recorder or tape recorder) song, music, reading story, etc. Similarly, Kemp and Smellie defines that audio aids are media that can be listened to. a) Tape recorder and cassette recorder b) Radio c) Smart phone, Visual Media which usually consist of pictures or sound such as; a) Book or textbook b) Magazine or newspaper c) Flashcard, picture or poster d) Real object /Model/Mock up e) Puzzle f) Blackboard or whiteboard g) Stick figure, and Audio-visual Media In language teaching, Richards defines that audio-visual media is a great help in stimulating and facilitating the learning of a foreign language. The examples of Audio Visual Media can be such as; television, and computer, video, etc (Kemp and Smellie in Rahmi, 2014).

According to Nunan (as cited by Rahmawati and Ertin, 2014), there are some types of components that should be assessed, including:

1. Grammar: Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking
2. Vocabulary: The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are
3. Comprehension: Understanding the context of the conversation and able to give appropriate response according to the question
4. Fluency: The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitations in choosing words
5. Pronunciation: Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment
6. Task: Task deals with finishing the command given during the speaking test.

The following table is the scale of oral testing criteria;

Table 1. Scale of Oral Testing Criteria

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong Indonesian accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate vocabulary which leads to grammar mistakes, and have a little Indonesian accent.	3	Get ideas across but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, a little Indonesian accent	4	Effective communication in short turns	4
Wide vocabulary used appropriately, virtually no grammar mistakes, native like or a little Indonesian accent	5	Easy and effective communication, uses long turns	5

The aim of this study is to describe the implementations of English Camp in English Area of Latee as the learning and teaching method for speaking ability development, which consists of planning, the media, the procedure, the material, and the assignment of English camp. The result of this research is fully expected to give some theoretical and practical knowledge. Theatrically, this research provides beneficial and referential contributions in giving general knowledge of the way to teach and learn speaking skill through this method. Practically, the result of this research is beneficial for the organizers of English Area of Latee that can be a reference to make an evaluation and the other program. This is also important for the other researcher to conduct other research about the teaching and learning process in speaking ability.

METHODS

The Research subjects are informants functioned as data sources to report data sources that are related to the research focus.

This research has three subjects, they are; English camp administrator, tutors of the program, and the members of the Camp. Data collection methods used by researchers were; Observation as the process of gathering open-ended, first-hand information by observing people and places at a research site, interview occurs when researchers ask one or more participants general, open-ended questions and record their answers, and documentation consists of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters (Creswell, 2012).

The data analysis of this study uses three steps, they are; Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions, the display of data is done in various forms such as tables, graphs, and the like, and conclusion drawing and verification (Miles and Huberman, 2014). The data validity of this research uses triangulation of method and resource that is assessing the credibility of data through checking the same data by various methods and resources.

The research stages conducted by the researcher in the research process, are; Pre-field step (the pre-field stage is the stage which determined what must be done before a researcher came into the field of study object) by developing research designs (establishing the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used), choosing research fields (the chosen research field is English Area of Latee Annuqayah Islamic Boarding School) including permitting processing, assessing the state of the field, and preparing research instruments. The next is Stage of field work (the researcher collected the data needed by using several methods, including observations, interviews, and documentation), and the last stage is data analysis stage (after all the data was collected, analyzed the whole data and then described it in the form of a report)

RESULTS AND DISCUSSION

The Planning of English Camp in Teaching and Learning of Speaking Ability

Based on the observation done by the researcher during the work program, fortunately when the researcher started the research on Friday, 4th of September 2020, at 21.00 o'clock, they were having a work program which was held on the class, the members of the meeting were consist of all staffs of EAL, Consultant, Director, the general leader of central Islamic school, and the development of two language leader. All members of meeting gave their opinion on holding the language activities. The decisions made were the basic principle of holding agenda, they were all EAL's activities should reflect on the language learners' need in the daily communication, daily performance, and educational performance of English language. The meeting ended at 00.04 o'clock, and the researcher recorded all of the activities.

According to the director of English Area of Latee, he said that "We do not use the term of planning in arranging our program, but we use "Work Program" to express the preparation of what we are going to do in the next program. This is done to prepare the proper activities in order that we can achieve the target of our learning that the students can speak English well in the daily life. We have two types of work program. The Work Program once every semester, and the program planning which is done in a conditional situation. Work program is for arranging the sustainable activities such as weekly, monthly, and semester activity. Meanwhile, the Program Planning is done to prepare all daily activities"

This is the result of work program that has been documented in the following table table

Table 2. The Result of Work Program

Daily Program

No.	Activity	Target	Time Schedule	Person in Charge
1	Reading Irregular Verb	To memorize the irregular form of verb by singing them	Every Morning, 05.30	All Tutors
2	Having a Class	To gain the material in every level of class	Every Morning, 06.00	Every Tutor of Class
3	Memorizing Vocabularies	To broaden and enrich the	All day long	Every Tutor of Class

		vocabulary mastery		
4	Listening Conversation	To learn the native intonation, pronunciation, and link-up term	Every Morning, 06.30-07.00	Every Tutor of Class
5	Listening Music	To refresh the mind while learning link-up	Every afternoon, 16.30-17.00	Every Tutor of Class
6	Having a class	To collect material in every level of class	Every evening, 20.45-22.00	Every Tutor of Class
7	Speaking English	To practice speaking English as daily communication tool	All day and night long	Every Tutor of Class
8	Punishment	To punish whobreaks the rules	Thursday night, 20.00-finish	All Tutors

Weekly Program

No.	Activity	Target	Time Schedule	Person in Charge
1	Story Telling	To enhance the public speaking capacity and ability	Every Saturday Night, 20.30-finish	Every Tutor of Class
2	Speech Contest	To enhance the public speaking capacity and ability	Every Saturday Night, 20.30-finish	Every Tutor of Class
3	Discussion	To share opinions and keep on learning to express opinion in front of public	Every Wednesday Night, 20.30-finish	Every Tutor of Class

Monthly Program

No.	Activity	Target	Time Schedule	Person in Charge
1	Drama	To show the play	Twice a month, every Friday night, 20.30-finish	Every Tutor of Class
2	Debating contest	To enrich the opinions and skills in argumentation program	Once a month, every last month, 21.00-finish	Every tutors of class
3	Watching Movie	To imitate how the natives speak and act when speaking English	Once a month, every early month, 21.00-finish	All tutors

Annual Program

No.	Activity	Target	Time Schedule	Person in Charge
1	Anniversary	Anniversary	Every 15 th of March	All tutors, alumnus, and members
2	Inauguration	Inauguration	Once a year	All Local Societies
3	Coronation	Coronation	Every semester, twice a year	All tutors and members

In accordance with findings, all activities of EAL have been arranged in the type of a conference that discusses the planning of whole program which are based on the students' need, the mentality enhancement, self-confidence building, performing good action on public speaking, and the feel of togetherness in learning. All those activities resulted become the very basic principle that can give the students' achievement on speaking production.

This is in a relationship with Communicative Language Teaching (CLT) or Communicative Approach (CA), according to Canale & Swain in Norain Mansur and Mohd Jailani Hasan (2015), as a language teaching approach that emphasizes the communication of meaning rather than the practice of grammatical forms in isolation. That explains us how this strategy focuses more on the use of language that is communication, not to the structure analysis of the sentence in a language.

The planning done by EAL has shown the implementation of Teaching Speaking in a good context of Students' need that requires the teachers to choose the activity that can enhance the students speaking ability by means of fluency such as self-confidence to speak, and the accuracy that requires the best performance on the explanation in front of public.

The Material of English Camp in Teaching and Learning of Speaking Ability

According to observation about the content of the book used in speaking class as the guidance book in teaching the material to the members, there were some subjects in the book 1; they were Eight Parts of speech, alphabet, four tenses, w-h question, prohibition, order, invitation, English pronunciation, and intonation. The book 2 focused more on the development of their speaking. It consists of speaking English in practice such as conversation, stories, expression, pronunciation in development such as, link up, week form, and American T sound, and Intonation in the development such as tone level, prominence, and key and termination. These subjects were used for beginner level of speaking class members who were actually the beginner of English learning.

An interview with a speaking tutor shows the result that all these materials that are given to the students were as the considerations that they need to learn English from the basic theory, so we teach them eight parts of speech and tenses. After they have known that we move to the next material that may be needed in the social communication such as command, prohibitions, invitation, dialog, stories, intonation, and other materials that relates on the real life.

Jin (2011) says that those materials are related with Text-based materials: A typical lesson consists of a theme, a task analysis, for thematic development a practice situation description, a stimulus presentation, comprehension questions and paraphrase exercises, Task-based material: A variety of games, roles plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching (CLT) classes, and Authentic Materials: Many proponents of CLT Teaching have advocated the use of "authentic" "real-life" materials in the classroom. These might include language based reality, such

as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built. I agreed to say that the material of EAL depends on the need of students or members, even in the classroom, the teacher focused on the theory of speaking English well, but, in the reality, the homework or the duty is always based on the authentic material that should be suitable with the real-life need.

The Procedure of English Camp in Teaching and Learning of Speaking Ability

Based on the observation done in a few days, started from 6th till 12th of September 2020, the researcher could know that all EAL's members are divided into 4 classes. They are speaking class as first class, listening class as second class, reading class as third class, and translation class as fourth or final class.

In relation to the interview with the speaking tutor about all activities of speaking members he said

“We have some activities. It can be divided into some classifications. They are daily activity which includes, speaking English every time, speaking class, memorizing vocabulary, listening conversation, listening music, English practicing, and reading irregular verb. Weekly activities can be speech and storytelling contest and discussion. Monthly activities are drama, debating contest, and watching movie together. And our annual activities such as *diesnatalies*”

To be easier in comprehending the whole activities in English Area of Latee, here is the full agenda and the schedules in one year.

Table 3. The Schedule of the Year

No.	Activities	Frequencies	Schedule
1	Reading Irregular Verb	Daily Program	Every Morning, 05.30
2	Having a Class		Every Morning, 06.00
3	Memorizing Vocabularies		All day long
4	Listening Conversation		Every Morning, 06.30-07.00
5	Listening Music		Every afternoon, 16.30-17.00
6	Having a class		Every evening, 20.45-22.00
7	Speaking English		All day and night long
8	Punishment		Thursday night, 20.00-finish
9	Story Telling	Weekly Program	Every Saturday Night, 20.30-finish
10	Speech Contest		Every Saturday Night, 20.30-finish
11	Discussion		Every Wednesday Night, 20.30-finish
12	Drama	Monthly Program	Twice a month, every Friday night, 20.30-finish
13	Debating contest		Once a month, every last month, 21.00-finish
14	Watching Movie		Once a month, every early month, 21.00-finish
15	Inauguration	Annual Program	Once a year
16	Coronation		Every semester, twice a year
17	Anniversary		Every 15 th of March

From table 3, it can be said that EAL uses the consideration to choose which method is going to use in teaching, they are; making real communication the focus of language learning, providing opportunities for learners to experiment and try out what they know, being tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence, providing opportunities for learners to develop both accuracy and fluency, linking the different skills such as speaking, reading, and listening together, since they usually occur so in the real world, and letting students induce or discover grammar rules.

In other sides, as it was stated by Sekker (2010), all these activities are in accordance to Nunan that there are five common characteristics of CLT classrooms. They are:

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning to language activation outside the classroom

In the case, EAL has shown the real communication in the daily routine that they use English as their communication tool. English becomes their habit and they do not need to think what they are going to say, in other name, spontaneous effect. Thus, it has strong connection between what has been taught and what wants to be developed.

The Media of English Camp in Teaching and Learning of Speaking Ability

Based on the observation, the media used by the teacher in EAL are variety. In speaking class, the teacher used blackboard and chalk to teach the basic material like eight parts of speech and tenses. The teacher used the mini-sound active to give the example on good pronunciation, intonation, and good dialog of real native English. The teacher also used the English magazine and the English stories in teaching how the members can re-explain what they can understand from the writing. This can enhance their text understanding and produce the own word to express the similar production.

According to Speaking tutor's interview about the media of learning, he says that:

“We actually in learning English have a lot of media to use, such as, when we are in class, we use black board and clack in delivering a material, sometimes we also use English magazines, English stories, and other English text in making them more understand in learning speaking. We order them to use the text and comprehend it then explain it to me about what they can catch by their own language without looking out to the text. Then we sometime use sound mini in giving them a lesson about pronunciation, intonation, link-up, or even the native dialect. Sometimes,

we also use the video or movie in giving them an example of what natives do when speaking English with full style with the conversation. All what we use depend on the need of students or members, because what we do is actually for their better future in learning English”.

The teachers of speaking class have their own way to deliver the learning material. They use all things needed in supporting their learning such as; blackboard and chalk when in class, the English conversation when outside the class, and the magazine or English stories in giving the assignment of daily speaking.

Kemp and Smellie as cited by Rahmi (2014) suggests that the following media is able to be used in teaching speaking English as well, they are:

1. Audio Media offers a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Example: (cassette recorder or tape recorder) song, music, reading story, etc. with the same examples, Kemp and Smellie defines that audio aids are media that can be listened to. a) Tape recorder and cassette recorder b) Radio c) Smart phone.
2. Visual Media can be formed such as; a) Book or textbook b) Magazine or newspaper c) Flashcard, picture or poster d) Real object /Model/Mock up e) Puzzle f) Blackboard or whiteboard g) Stick figure.
3. Audio-visual Media In language teaching, audio-visual media is a great help in stimulating and facilitating the learning of a foreign language. The examples of Audio Visual Media can be such as; television, and computer, video, etc.

From the theory and the findings above, the researcher can analyze that the media used by EAL such as; audio or the recorder of native can be called as audio media, the textbook, stories, magazine can consist of the visual media, and the movies watched in once every three months can be an audio-visual media. EAL has used all these in supporting the students' speaking ability, even though it is not used in the classroom, but during the learning they stay in EAL room.

The Assignment of English Camp in Teaching and Learning of Speaking Ability

Based on the interview with the speaking staff, he explained that:

“We have three tasks in parts of learning; they are mid-term test, requirement, and final examination. The mid-term test consists of only written exam which covers basic grammar that we give in class. The requirement consists of column explanation that is an explanation topic given by us as tutor and members should explain that topic to the tutors listed in a column for 30 minutes every topic. They should fill in the column with the signature, if they cannot do that they will not be able to partake in the final examination. Final examination consists of two types of tests; they are written test and oral test. In written test, they have to do the given assignment in writing like the formal test as usual. In oral test, they have to explain the topic we give in 5 minutes with no stopping. The things that we evaluate are fluency 40%, intonation 30%, and pronunciation 30%. I think that is all.”

According to Nunan as cited by Rahmawai and Ertin (2014), there are some types of components that should be assessed. They are:

1. Grammar: Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking;
2. Vocabulary: The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are;
3. Comprehension: Understanding the context of the conversation and able to give appropriate response according to the question;
4. Fluency: The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words;
5. Pronunciation: Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment;

6. Task: Task deals with finishing the command given during the speaking test;

The criteria of success set by the teachers of speaking class are fluency 40%, intonation 30%, and pronunciation 30%. This is just as like what Scott Torn Bury says that there are two parts of criteria that needs to be assessed and becomes the goal of the language. They are:

1. The Accuracy of Speaking: it consists of grammar, vocabulary, and pronunciation
2. The fluency: it consists of discourse management and interactive Communication

CONCLUSION

From the discussion above, it can be concluded that the teaching plans of EAL are work program and program planning; the material of English camp is variety that should be authentic on the learning of using English as the communication tool; the procedure of English camp can be grouped as daily, weekly, monthly and the annual activity; the media of English camp in learning and teaching speaking is absolutely incredible in the form of audio, visual, and audio-visual; and the assignments of English camp are also the annual assignment such as middle test (written exam), final test which includes three types of test, namely the requirements (before exam), written test (the theory assignment) and the spoken test (explanation phase). Thus, the result of the research can be concluded that English Camp as the learning atmosphere for teaching and learning speaking ability is an effective program, because speaking is about the habitual action and it has relation with the type of English Camp that should be not only done in the class, but also in all parts of students' life during the camp.

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