

**LEARNING STRATEGY IN TEACHING SPEAKING THROUGH
ENGLISH CAMP: A CASE STUDY OF ENGLISH STUDENT
ASSOCIATION IN HIGHER EDUCATION**

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Abstract

Speaking is one of language skills which becomes a measure to know the English learner's ability, especially for English education department. A good English skill is necessary for students to the next step of education or to teach students. Therefore, it is necessary to use an appropriate learning strategy to encourage students in improving speaking skill. One of strategies is conducting English camp which forces students to learn theory of speaking deeply and practice every day. This research used qualitative approach. Data collection method used were observation, interview, document review. Data analysis technique is according to Miles and Huberman. The validation of data were triangulation of technique and sources. This research findings were: (1) the goals are: participants are able to be confident, communicative, and creative public speaker, to speak with good pronunciation, fluently, to have critical thinking to analyze information deeply, to understand others' mind, and to deliver their argument. (2) the materials are: definition of pronunciation, chart of phoneme, vowels, consonant practice, three keys of public speaking, debate, regular and irregular verbs. (3) the methods of learning strategy are lecturing and drilling method. (4) The evaluations are formative and summative evaluation.

Keywords: *Learning Strategy, English Camp, Teaching Speaking*

1. Introduction

Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate with each other. They know and understand what they speak communicatively. For that reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. Language consists of four

skills; listening, writing, reading, and speaking. Speaking is one of them. This study is Teaching English speaking.

English teaching and learning have the goal of enabling students to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) should simultaneously be performed. Normally, learners in an EFL context do not use the language in authentic situations. Hence suffer inability in communicating appropriately and correctly. This leads to learners' lack of confidence and avoidance when communicating with native English speakers.

Teaching and learning goal in Indonesia has been set in law. So that, English teaching and learning also should follow it. It is explain in UU number 20 of 2003 concerning the National Education System. Article 3, the aim of national education is to develop the potential of students to become human beings who believe and fear of the God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. To achieve the aim of national education, it should be a very good learning strategy to cover good process of learning. Students usually are able to accept material well if they feel good atmosphere in learning such as explicit goal of learning, appropriate material necessary, appropriate method, and good evaluation of learning. These 4 factors in learning strategy should be taken seriously by lecturer, to make the process of teaching and learning easier and the goal of learning can be achieved.

There are many methods and strategies that are used in learning English. Those are indoor and outdoor learning which are used by many English learners in this world. Nowadays, there are many English courses and English department in universities collaborating in a program namely English camp. There are some activities that are integrated, collaborated, and modified, and other methods established in English camp. Those are for establishing fun learning and effective study to increase the learners' English skill.

According to the information from M Hilmi Abdul Aziz as the first leader of English Student Association (ESA) IAIN Jember, some of their students still get the difficulties to create English speaking habit in their daily classes and other difficulties to increase speaking skill. There are some factors that contribute to the difficulties such as motivation to speak, lack of self-confidence, no rule to keep English speaking habit, limited students' vocabularies, knowledge of grammar in speaking, and methods used in learning. Meanwhile, English department students are demanded to master English skills. It is indicated by no English conversation among students. Meanwhile, English speaking is really needed as their proficiency which must be mastered as an English

department student. It is needed for them to communicate in English well. They need it in their daily communication in group, for their achievement in speaking class, and for their teaching as a teacher in the future after graduating their study.

Therefore, English camp becomes a strategy of English Education Department to improve students' speaking. In addition, Hilmi said, "English camp is the most effective way to encourage students in good relationship and improve their speaking. It is conducted every holiday annually. Rather than they spend their time without any activity, they spend their time in campus and join some integrated activities to improve their speaking. The proof in the first English camp last year was students are able to speak more fluently and make it habit in the daily class." It is also supported by one of participant of English camp 2018, "Yes Miss, you know, before I got English camp I cannot open my mouth to speak. I was afraid and unconfident. But, it is easy for me to speak as long as and after join English camp." So that, English Student Association (ESA) of TBI IAIN Jember makes an annual program namely English Camp. This year is the second program. Its goal is to strengthen the relationship of all English department members and develop the members' English skill. It would be held on January 17 to 22, 2019. It would be placed in G building of IAIN Jember. The committee of English camp was some English department students who were as organizers of HMPS TBI IAIN Jember and some of them are not the organizer of HMPS TBI IAIN Jember. The members of English camp are English department students who register through some steps of registration.

English camp becomes an alternative way for English student department that they become fluent in speaking. Whereas, they should be fluent in English speaking because they are English education department student. So that, researcher is interested to research this annual program held by English student association Researcher.

2. Method

Research approach content of chosen is qualitative approach. Meanwhile, types of research are able to choose case study, ethnography, classroom action research, etc. for determining of approach and types of research must be followed by its reasons.

In this research, the researcher use qualitative approach that frequently called naturalistic research because it is done in natural situation, or called ethnography method because previously this method is more used in research of anthropological culture. It is called qualitative method because the collected data and the analysis are more qualitative.

The type of this research is case study. This method demands researcher to focus on only one object. Things encompass the object is not in discussion. Such as research

about someone, family, and institution, etc. This types of research is categorized in descriptive research. The aim of descriptive research is to arrange discovery systematically, factual, and accurately about facts and population of certain area. The collected data are words, pictures, and must not be numeric. The data is from interview, photo, videotape, personal document, note or memo, and other document.

In this part, researcher delivers types of data and source of data. this description consists of what data will be collected, who will be the informant or research subject, how to collect data, and captured in order to guarantee the validity of data.

This research uses purposing sampling technique. This technique is choosing research subject based on consideration and a specific purpose. Below is the research subject that has been decided:

- a. Committee of English Camp
Researcher chooses leader and protocoller of committee as the key informant who would give information about concept of English Camp. Key informant should be ready to share concept and knowledge to researcher, and frequently being asked by researcher to get whole description of research problem.
- b. Lecturer and facilitator of English Camp
Researcher determines lecturer and facilitators as the main informan. Main informant is as the main actor in an event. Therefore, the main informant must be people who know the problem specifically.
- c. Participants of English Camp
Researcher chooses 5 of 150 participants. Participants as the support informant which be able to give additional information as the complete analysis in qualitative.

As this study uses a qualitative approach, the data readings are descriptive of either written or oral language from other people's behavior. Such data is obtained from interviews, field journals, and other materials that can easily be understood by the subject and can be informed by others. To make it easier to manage data so after obtaining the complete data, the researchers quickly reproduce data, present data, and then draw conclusions. Data analysis of Qualitative research according to Miles and Huberman theory.

3. Findings and Discussion

1) Goals of Learning in teaching Speaking through English camp

Researcher is able to analyze the data in qualitative descriptive after collecting data by using interview, document review, and observation. Researcher will describe, elaborate and interpret data so that will be whole description.

In the field, researcher found that before the lecturer elaborated the material, she explained the goal of public speaking class. The goals mentioned by

lecturer are: participants are able to be confident public speaker, participants are able to be communicative public speaker, participants were able to be creative public speaker.

In the other activity that was called pronunciation class, researcher finds that before the lecturer gives material, she explained the goal of pronunciation class is to speak English in good pronunciation and speak English fluently.

In debate class, the researcher found that the facilitators who guide participants in follow up class explain the goal of follow up class which consists of pronunciation, public speaking, and debate material. They explained that the goals of follow up were: participants are able to have critical thinking by debating a theme served, participants are able to analyze information deeply, participants are able to understand others' mind, participants are easy to arrange and deliver their argument.

It was supported by Ummah as the protocoler of committee. She explained as follows:

“Firstly, the goal of English camp is to encourage English department students are able to speak fluently. Why? As in public speaking class, it is to make them practice public speaking. Pronunciation class is how to use pronunciation well. Debate class is how to deliver opinion in English so that they are easy to speak English and deliver opinion”

It was supported by Mutiah as one of participants also supports it as follows:

“Yes, in pronunciation class we are thought on how to speak well. Previously, I got my speaking is prefer to javaness accent. After joining class in course and english camp, my speaking gain better.”

According to the interview and observation above, the researcher concludes that the goals of learning strategy through English Camp are: 1) participants are able to be confident public speaker, 2) participants are able to be communicative public speaker, 3) participants are able to be creative public speaker, 4) participants are able to speak with good pronunciation, 5) participants are able to speak fluently, 6) participants are able to have critical thinking by debating a theme served, 7) participants are able to analyse information deeply, 8) participants are able to understand others' mind, 9) participants are easy to arrange and deliver their argument.

According to findings in goal of learning strategy to improve speaking skill through English Camp, there are: 1) participants are able to be confident public

speaker, 2) participants are able to be communicative public speaker, 3) participants are able to be creative public speaker, 4) participants are able to speak with good pronunciation, 5) participants are able to speak fluently, 6) participants are able to have critical thinking by debating a theme served, 7) participants are able to analyze information deeply, 8) participants are able to understand others' mind, 9) participants are easy to arrange and deliver their argument.

Every learning implementation should have learning goal to achieve. The implementation of learning aims to encourage learner to get learning experience and show the better and positive attitude which will be permanent. Goal of learning is target of teaching learning process. It influences the chosen method. The method should be appropriate with ability in order to growth in learner. So, method should be appropriate with the goal of learning.

Every learning implementation always has a goal. The implementation of learning is for student to get learning experience, and show the better attitude, which is the change is positive and permanent. The learning goal is the target of every learning method. A goal has value in teaching, even it is called that goal is the most important factor in teaching learning process.

According to findings and the theory about goal of learning strategy, the goal of learning in English Camp has been fixed with the formula of learning goal in order to make easy in delivering materials and determine the target will be achieved in process of learning so that learning process has value and valid. Learning process runs well and systematically with the goal of learning.

2) Materials of Learning in teaching Speaking through English Camp

The material in English Camp was arranged by lecturer who guide class. In pronunciation class, researcher found that lecturer gave material about definition of pronunciation, phoneme, vowel, and consonant practice. It was printed out on F4 papers. Each participant holds it.

Based on the observation and interview above, the materials of pronunciation were definition of pronunciation, chart of phoneme, vowels, and consonant practice. All material were chosen and arranged by lecturers and printed out by committee. The sources of material is collaborating some different books of phonology.

The second lecturing class was public speaking class. In the field, the researcher found the material was not printed out on a paper. The lecturer elaborates the material orally. In public speaking class, the researcher found that the lecturer explains about 3 keys of public speaking. Those were confident, creative, and communicative. Confidence is one of characters that should have in

ourselves or easily we proud of yourself. Creative was one of manner to make our event be interesting or changing rundown event. Communicative was as long as human, we should look at audience's eyes so it will make you understand what they want. Ms. Sari gave information about how choosing the material as follows:

“Whole material is chosen and arranged by lecturer. So, it is totally chosen by me. I have fully authoritative to the material provided in English camp.”

In addition, Rozita also explained how determine the material as follows:

“Yes, committee didn't make the material of lecturing class. Because it is the authority of lecturer. Committee just made module of vocabulary to memorize by participants.”

Likewise, committee provided a module in a small book that can be brought by participants easily. It consisted of vocabularies list which memorized by participants for 5 days in English camp. It was supported by the statement of committee as below:

“We choose verbs that usually found in daily activities. Example like verb describes what hand does such as ‘touch’, ‘grab’, ‘hit’, etc. Meanwhile, we also arranged list of regular and irregular verbs and printed out all these material in small books.”

According to the observation and interview elaborated above, researcher concluded that the material provided in English Camp were: 1) definition of pronunciation, 2) chart of phoneme, 3) vowels, 4) consonant practice, 5) Confidence is one of characters that should have in ourselves or easily we proud of yourself, 6) Creative is one of manner to make our event be interesting or changing rundown event, 7) Communicative is as long as human, we should look at audience's eyes so it will make you understand what they want, 8) definition of debate, 9) System of debate, 10) How to debate well, 11) regular and irregular verbs. In addition, the sources of material are from personal experience of lecturer as public speaker for 12 years.

According to findings in goal of learning strategy to improve speaking skill through English camp, there are: 1) definition of pronunciation, 2) chart of phoneme, 3) vowels, 4) consonant practice, 5) Confidence is one of characters that should have in ourselves or easily we proud of yourself, 6) Creative is one of manner to make our event be interesting or changing rundown event, 7) Communicative is as long as human, we should look at audience's eyes so it will make you understand what they want, 8) definition of debate, 9) System of debate, 10) How to debate well, 11) regular and irregular verbs. In addition, the

sources of material is from personal experience of lecturer as public speaker for 12 years.

Learning material is arranged systematically according to concept of psychology. In order to make the learning strategy as reflection of the goal from student's attitude. The choosing of learning material should be in line with measure to choose content of curriculum based on the course.

According to the findings and theory above; researcher concludes that in English Camp, committee apply the theory of how choosing material. Committee totally gives authoritative on choosing material to lecturer. Lecturer has been in good experience and knows the condition of class to determine the material. Even, participants are taught by lecturer in English education department. So, the lecturer knows the condition of class, the ability of her participants taught. Moreover, committee has chosen the lecturer in a right way, because according to the identity and ability of lecturer is in line with the goal of learning. The material is relevance with the goal of learning and student's necessity. Participants are provided pronunciation and public speaking is relevance with the goal to improve speaking skill. In addition, learning material is arranged in logic and systematic concept and sourced from authentic sources, characteristic of teacher master, and society. The lecturers choose the material based on their experience and qualifications. It determines the appropriation of materials with the goal of learning and the condition of participants.

3) Method of Learning Strategy to Improve Speaking Skill

In the field, researcher found in lecturing class, they all were gathered in Theater hall and sat down together without any name of group. In lecturing class, participants gathered in order to learn together with one lecturer which invited from university. Then, they had to be divided into small numbers of people in order to make focused class in follow up session. The participants were divided into 10 groups which used name of country for each group. There were Amsterdam, Berlin, Madrid, Roma, London, Paris, Lisbon, Moscow, Ankara, and Vienna. Each group consists of 10 participants and guided by one different facilitator in every follow up. Meanwhile, committee chose lecturers based on their qualification in a certain skill. Miss Sari was chosen as public speaking lecturer because of her ability as public speaker for 7 years and Ms. Khodijah was chosen as pronunciation class because of the agreement between committee and head of English education department to determine lecturer of English Camp. It was supported by this interview with below:

“All lecturers we choose according to discussion and instruction between Mr. As'ari (head of English education

department) with committee. Miss Sari, we all know that she has very good ability as public speaker and also has a very good experience. Miss Khodijah, we discuss it with Mr. As'ari and we also know that she has good ability in pronunciation Miss."

In pronunciation and public speaking class which were conducted in theater building of IAIN Jember, lecturer stands in front of participants and elaborate material while participants pay attention to the lecturers. The elaborating material is for about 45 minutes and 45 Minutes for practicing. It was explained by Ummah as committee as follows:

"We do not determine a specific method in lecturing class and follow up. It is based on the lecturers and facilitators. The main point, we ask lecturers and facilitators to deliver theory and doing some practice. For follow up, we ask facilitators to encourage participants doing practice more.

It was also supported by English camp schedule that the time allocation for lecturing class is 90 minutes and 50 minutes for follow up. Meanwhile, vocabulary memorizing is allocated for 60 minutes every morning.

Researcher found that media used in lecturing class are projector, microphone, sound system, module of material. In follow up, facilitators use whiteboard and board marker in class. it is supported by the statement of committee below:

"In follow up, there is no projector. We use whiteboard and board marker. It is because less preparation of facilitators to arrange material in power point."

Vocabulary memorizing was conducted in the morning at 5 to 6 am. All participants gather in front of G building (place of camp). They gather with their own group and one facilitator guide. Some groups guided by committee because some facilitators do not attend the activity. All participants read the module consists of vocabulary list. They read and memorized 10 and more vocabularies. Some minutes later, some participants come closer to the facilitators and they read their memorizing without open their module. Meanwhile, the facilitators corrected them if any mistakes. It was done by all participants in turn in each group. Moreover, participants speak English for 5 days. The participants spoke impromptu using English as long as they are in English camp area. Some participants spoke mixing English and Indonesia sometimes. But most of them spoke naturally and fluently.

According to the observation; interview and document review, researcher concluded that the methods used in English Camp were lecturing and drilling

method. The choosing of lecturers was determined by discussion with head of English education department to consider their qualification in a certain skill. The time allocation was set different in each activity of English camp. Lecturing class is 90 minutes, follow up is 50 minutes, and memorizing vocabulary is 60 minutes and each activity is conducted every day for 5 days. The media that used are projector, microphone, sound system, module, white board, board marker.

According to the finding that lecturers are determined by discussion with head of English education department to consider their qualification in a certain skill then connected with the theory above, researcher concludes that committee of English Camp has implemented the principle to choose lecturer in order to make the learning being successful. It is because of the important thing to support the appropriate method to apply based on the goal of learning.

In addition, it can be concluded that method of learning should be appropriate with time allocation managed. In English camp, committee has set different time allocation for each activity. Time allocation is necessary in learning process in order to create dynamic learning, no left of time without to maximize learning process. All runs well according to opening, main activity, and closing.

Moreover, it is important to determine learning method based on the condition of class, the ability of lecturer, and psychology of participants in order to the goal of learning can be achieved. Moreover, lecturer should be creative to bring method of learning in order to make participants feel enjoy in learning. In some way, lecturer is necessary to combine some methods in a process of learning.

Media in English Camp correlated with the mentioned theory above, researcher concludes that media used in English Camp is appropriate with the theory of how determine media in learning. Media is necessary to support the success of delivering material with determined method and time allocation. Media is as the other important factor to make learning runs well.

4) Evaluation of Learning in Teaching Speaking through English Camp

The evaluation was conducted after all the activities well done every night. The committee didn't write this schedule in time schedule. The committee evaluated all the activities from the first activity after praying of dawn to 22.35 p.m. based on the schedule. The participants went to sleep while the committee is doing the evaluation. It is explained by Zaki as the leader of committee:

“The evaluation is done every night after all activities long a day. All committee gather in our committee basecamp and each person gives evaluation of activities in English camp has

been passed. Then, we discuss the next activities for tomorrow. This is for good preparation on tomorrow”

In the observation, the researcher found that the committee did the evaluation in the night after all the activities long a day. This was the appropriate time to take evaluation of one day schedule. The evaluation wish be useful for the next day to reduce some risks be occurred.

According to the observation and interview above, researcher concluded that committee used two evaluation namely formative and summative evaluation. Formative evaluation was done every night after activities long a day. Summative evaluation was done in the end of activity and evaluates whole activity in English camp for 5 days. Formative evaluation was done for evaluate every daily event based on the schedule in order to the make a good preparation for the next day in event. Summative evaluation was for evaluate wholly activities in one event in order to create the next better English camp.

According to the findings and theory above, researcher concludes evaluation is the other important factor in learning implementation. Evaluation is necessary to assess how good and success the learning process based on the goal of learning. Evaluation will help committee to create a better learning in the next English camp. Those are 2 evaluations used in English camp 201. It is good implementation because by using formative, they can measure every day of learning and to prepare well for tomorrow as the part of that program. then, summative evaluate is necessity to create the most innovative of learning strategy in the next English camp.

5) Conclusion

From the explanation above, it can be concluded that: The goals of learning strategy through English Camp are: 1) participants are able to be confident public speaker, 2) participants are able to be communicative public speaker, 3) participants are able to be creative public speaker, 4) participants are able to speak with good pronunciation, 5) participants are able to speak fluently, 6) participants are able to have critical thinking by debating a theme served, 7) participants are able to analyses information deeply, 8) participants are able to understand others' mind, 9) participants are easy to arrange and deliver their argument.

The material provided in English Camp are: 1) definition of pronunciation, 2) chart of phoneme, 3) vowels, 4) consonant practice, 5) Confidence is one of characters that should have in ourselves or easily we proud of yourself, 6) Creative is one of manner to make our event be interesting or changing rundown event, 7) Communicative is as long as human, we should look at audience's eyes so it will make you understand what they want, 8) definition of debate, 9) System of debate, 10) How to debate well, 11) regular

and irregular verbs. In addition, the sources of material is from personal experience of lecturer as public speaker for 12 years.

The methods used in English Camp are lecturing and drilling method. The choosing of lecturers is determined by discussion with head of English education department to consider their qualification in a certain skill. The time allocation is setted different in each activity of English camp. Lecturing class is 90 minutes, follow up is 50 minutes, and memorizing vocabulary is 60 minutes and each activity is conducted every day for 5 days. The media used are projector, microphone, sound system, module, white board, board marker.

Finally, The committee uses two evaluation namely formative and summative evaluation. Formative evaluation is done every night after activities long a day. Summative evaluation is done in the end of activity and evaluates wholly activity in English camp for 5 days. Formative evaluation is done for evaluate every daily event based on the schedule in order to the make a good preparation for the next day in event. Summative evaluation is for evaluate wholly activities in one event in order to create the next better English camp.

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