

# COMMITMENT, COMMUNITY AND BRAVERY: THE CORE ACTIVITIES IN ENDORSING SPEAKING SKILL BY ENGLISH CAMP PROGRAM

**Nanan Abdul Manan**

*Elementary Teacher Education, Teacher Training and Education STKIP Muhammadiyah Kuningan, Indonesia*

E-mail: [nanan@upmk.ac.id](mailto:nanan@upmk.ac.id)

APA Citation: Manan, A. M. (2018). Commitment, community and bravery: The core activities in endorsing speaking skill by English camp program. *English Review: Journal of English Education*, 6(2), 77-84. doi: 10.25134/erjee.v6i2.1255.

Received: 14-02-2018

Accepted: 23-04-2018

Published: 01-06-2018

**Abstract:** Speaking skill is the prominent thing in verbal communication due to most students of university got the difficulties in practicing it. English camp program becomes a way out to boost students' speaking performance. Hence, this research is aimed to know the English speaking competence by means of English Camp Program (ECP). By applying a case study, some students of Mathematic Education of STKIP Muhammadiyah Kuningan were chosen as the participants. The research concerns on the three categories of ECP activities; commitment, community, and bravery. Those factors are so simple but they are very important to lead the students to practice English speaking, to create natural situation in practice and to strengthen their English speaking performance. This study revealed that ECP gives a positive impact on students' speaking skill. ECP can give a new experience of students who join the English Program without any obstacles in practicing; many chances, free topics and experience exploration. ECP is a simple activity that can create a big result in speaking English skill.

**Keywords:** *English camp program, speaking skill, commitment, community, bravery*

## INTRODUCTION

Teaching and learning process in formal situation is the usual activity of university students. They have a high awareness to attend the class and allow to some academic regulations on it. In case of learning English as the second language, a learner should use some strategies willingly. Their willingness is then indicated by means of exercises. The learner should have a high motivation to communicate and have a positive attitude to the target language. The motivation, itself, doesn't appear apparently without any intervention of other factors. Lectures or teachers are part of factors to give a support. Because motivation appears as interaction between students and teachers/lecturers, it is essentially aimed to develop the students' competence in learning (Zaikina, *et al.*, 2017). Motivation indicates the stability situation in learning process (Davoudia & Parpouchi, 2016).

English learning in Higher School or University has a different concept and understanding. The university students, of course, have been in adult condition. The ultimate purpose of language practice tends to communicative language teaching. It means that language is used for communication effectively (Akdemir, Barin, & Demiroz, 2012).

Communicative competence relates to communicative language proficiency that is the most important thing in language practice. Communicative language proficiency, at least, has two parts of language divisions; language knowledge and language strategies (Srikaew, Tangdhanakanond, & Kanjanawasee, 2015). It implies teaching speaking relates to other skills and objectives. As an English teacher, one should combine some skills intertwined in practicing of English speaking.

Assessment is an important step that must be done in a process of teaching and

learning. This assessment will provide information about the condition of the students related to the understanding of the context of a particular discussion. Speaking is a productive skill that can be directly and empirically observed (Brown, 2004). This means that students' speaking activities can be observed by a teacher from their speaking activities in the class.

In this case, assessment is used for ensuring the classroom activities. So, classroom assessment needs the test provider that is required to ensure the use of the test is appropriate for its stated purpose and target population (Fulcher & Davidson, 2007). For more understanding, assessment is meant as the activity that one hope to get the information about students' performance in one competence. Related to this, the researcher relates it with speaking competence.

Assessment in the pursuit of a language is a series that is not integral to the process of language teaching. Assessment will be a barometer as a means of information about developments in the understanding of language learners. Assessment, Test, Evaluation and measurement have the same goal, which is to get an understanding of the development of learners in the learning process.

The general evaluation (in this case also related with assessment) in the implementation of learning is understood as an effort to gathering information about the implementation of learning as the basis for making decisions (Djiwandono, 2008). Such information is not limited to matters directly related to the progress and results of learning by the learners in achieving learning objectives, but can also be related to the learning organization as a whole.

Speaking skill assessment means assessment on one aspect of language skills, namely speaking. However, in the assessment of English speaking skills, there are several criteria that can be used as a basis to conduct assessment. The assessment tasks itself are classified into several tasks; imitative speaking, responsive speaking, interactive speaking, and extensive speaking (Brown, 2004). Here, the researcher chooses the

assessment tasks in interactive speaking task related to discussion and conversation, and extensive speaking task related to oral presentation. Both types of tasks in speaking assessment will be continued into evaluating and scoring speaking tasks. In this research, the scoring involves accuracy and fluency. Accuracy involves clear in speaking, articulation, phonologically and grammatically correct. Meanwhile, fluency is classified into flowing explaining and natural language as a custom of English in a daily.

The practice of English communication was conducted in English Camp Program. It has a core purpose that the students can concern in one place, one theme and one goal, exactly, improving English communicative competence. It has the same purpose what another academic camp has. Academic camp, actually, is an approach for improving the students' learning problems in the class, improving self confidence and understanding advance knowledge (Yusop, *et al.*, 2015).

## **METHOD**

This research applies a case study design. The case study design is based upon the assumption that the case being studied is a typical of cases of a certain type and therefore a single case can provide insight into the events and situations prevalent in a group from where the case has been drawn (Kumar, 2011). The researcher explores an area where little is known about ECP. The situation of ECP was carried out, episode of ECP was scheduled, and community were gathered at ECP. In this case study, the data were collected through interview and observation. Gaining information from secondary records were also conducted as the completing data. The secondary records were gained from the data that instructors had. The data was about the progress of students' speaking skills, especially in accuracy and fluency categories.

## **RESULTS AND DISCUSSION**

### **Clear and articulation in speaking performance**

The students of mathematic education joined ECP with many reason. Some of them wanted to be better in English for presenting the

students of university contest carried out by Public University Coordination of Jabar Banten in 2018 and some others wanted to develop their knowledge relating to English for mathematics.

In a term of clear and articulation, the students indicated the good speakers. They could start and finish conversations well. Some students still used the common sentences in opening the communication as the researcher found out through observation as indicated in the following simple conversation between Ato (boy) and Intan (girl).

A : Hello, how are you today?

I : I am fine, and you?

A : Fine. By the way, you have eaten?

I : Not yet.

A : I have breakfast with nasi uduk not lontong sayur.

I : Why? Not lontong sayur?

A : I don't like it, yes I don't like.

I : Yes, why?

A : Because, there is lemak. What lemak in English?

I : O, lemak is fat. Hehe, lontong sayur is very delicious, I like it.

A : But I don't like, hehe.

From the simple conversation, Ato as the first speaker tried to open the conversation to Intan (the second speaker). They talked about kinds of sundanese food for breakfast. Actually, it was the same as other places if talking about nasi uduk and lontong sayur. And, of course, nasi uduk and lontong sayur were kinds of morning foods in several places in Java or especially west java. Clear articulation of this communication indicated that speaker 1 and speaker 2 could understand the purpose of conversation one another. Eventhough, Ato had a difficulty to say 'lemak' in English but the communication partner, Intan, responded and gave its translation in English.

On the other situation, there were discussion about the preference places for career in the future. They responded in many reasons. Every student gave an opinion about their career. The following as the result of their discussion.

Moderator : Hello every body, this time, we are going to open our discussion by

reciting basmallah. In this opportunity, I am Anggi as moderator, I will guide you to discuss about our future after we have *finish* our study in STKIP Muhammadiyah Kuningan. I will give you time to *speak* about your opinion. For the first, I give *a* time to Cika, please.

Cika : Ok, thank you, I will explain my plan for future. Actually, I want to continue my study to strata 2 or S2. I will take *test* in UPI Bandung. Because, *there, mathematic education there is. I am believe* that I can pass the test. After that, I will become *lecture. I think enough from me.*

Moderator : Ok, thank you Cika for your opinion. *I am agree* with you that we *must to* have *plan* for future. And for next opinion, I give time to Vera.

Vera : Ok, thank you moderator. In my opinion, after I finish my study from STKIP Muhammadiyah Kuningan, Insha Allah, I will apply to SD Islam terpadu Al-Istiqomah, Al Multazam or Husnul Khotimah. *Why I choose it. Because,* I think, in there I can have many *experience* with many *teacher* who have many *knowledge* in teaching. I want to *the best mathematic teacher.*

From the simple sight of their discussion, they had a good and clear articulation. Every speaker could convey their opinion as they found from their mind and their experiences. They had a good understanding in speech production; conceptual preparation in term of lexical concept, lexical selection morphological encoding, phonological encoding, phonetic encoding, articulation, and sound wave (Traxler, 2012). They had produced their language into a good utterance. Yet, there were still found mistakes in using some words, phrases and sentences. They forgot the crucial things about verb in past participle, verb without to be additional, article use, and countable and uncountable nouns. They got lost of understanding in a crucial thing because it was a simple case of them.

### **Phonological and grammatical competence**

In phonological competence, the students had practiced an English conversation promptly. They imitated the sound vocal and consonant as they got from their instructors. Eventhough, they still found the sundanese dialect. It was so difficult to practice English conversation with native English perfectly. The influence of sundanese language as a source language was difficult to be omitted. Moreover, the big problem of sundanese people was how to differ from 'f', 'p' and 'v'. They took many times to exercise the better phonology differently and distinctly. The following table figured the exercises relating to phonological competence.

Table 1. *The difficult words*

For	Practice	Vacation
Fly	Play	Veil
Funny	Pardon	Vegetable
Forget	Peace	Violin
Four	Pump	Violet
From	Promptly	Vehicle

Some Sundanese got difficulty in pronouncing the three alphabets; 'f', 'p' and 'v'. They were accustomed with 'p' in many communication. Then, English was inflected with their habit in communication. In ECP, the students used to use many different words. They used several sentences containing the three words. In this case, they got a good phonology step by step.

In other side, grammatical competence was one of the targets in ECP. One activity was ended by one correction of grammar. To avoid boring, the instructors practiced the grammar with many interesting topics. In this case, the instructor has function in a source of competences; cognitive, affective and psychomotor (Usman, Silviyanti, & Marzatillah, 2016). The three important competences relate his capacity as the intructor, balance the feeling and emotion, and how to act speaking. The students are lead to understand the grammar without a burden in communication. For the first time, the students found difficult to combine between grammar competence and conversation skill. They got lose of parentheses of grammar while

speaking. Even simple present tense was the lose one.

### **Flowing explaining and natural Language**

Some findings of this research view the situations of students' speaking skill. They enjoyed with their topics choosen. What we call as flowing and natural language is when practicing without scandal. They practiced their language had been conctructed on their mind. They conversed with daily theme or topic. They found relax situation.

Some topics they discussed well were related with their English learning experinces, something they prefered, some perceptions about the current issues and other interesting topics. The speaking situation was carred out in some mixing words and sentences between Indonesian and English. The practice had a well running. Eventhough, they still used mix languages.

In the view point of this case is that some students could share some information in their discussion flowing and natural language. They were easy to express or deliver into language communication. ECP guided them to practice more and more without getting a strick regulation in speaking. The important target was practice. They were free to practice without considering some tenses and structures. The correction of their grammar and structure were explained in the end of their speech in every section of individual opportunity.

In this research, the researcher find a good achievement of English speaking skills. The students of Mathematic Education indicate the progressiveness in speaking skill. They have joined the English Camp Program (ECP) in the some place where the concentration of learning is carried out. The English Camp Program is conducted to sharpen speaking skill.

ECP was carried out in the special place. The place was divided into two houses, for men and women. The schedule in ECP had three sections; morning, afternoon and evening. In the morning section was started from 06.00 am to 09.00. afternoon section was carried out at 04.00 pm to 06.00 pm and evening section started from 08.00 to 10.00

pm. The discussion of the three sections had the discussion about grammar materials (morning) and presentation (afternoon and evening sections).

On the other hand, the experience of students' learning in English is when they attend at English Course Program (ECP). ECP is one of the choices of the students of university to join twice or three times in a week for English. Many places or courses carry out the English course. The program is various; basic grammar, speaking, reading, TOEFL and all related with the English competences.

ECP is chosen by students who do not have any satisfaction in achieving English mark at University. They enrich their knowledge and skill of English at ECP. ECP gives many offers to whom enriching their English. It has been an alternative study to overcome the difficulty in English, either grammar or speaking. To know more about the English speaking skill, the researcher observes English Camp Program (ECP). This program is conducted by the learning based-community. The program is carried out in the certain place where the students can enjoy and keep calm from the crowded situation. They can develop and enrich their English speaking skill by means of gathering.

This program as the response from the difficulty of students' learning is intended to focus on the language learning vision. The vision means that the students have the same time and place, opportunities to speak, topic to practice and wishes to be good in English speaking.

Combining both grammar and speaking competences are rarely difficult. The students sometimes get lose of grammar understanding while they are practicing speaking. And they have problems in adapting speaking topic related with grammar. ECP has given the different study experience of the students. They step by step start to combine the grammar and speaking competences. That's way ECP can give more satisfaction of the students

### **Commitment**

The students of ECP formerly do not accustom to live together with others in the same place for more than one day. ECP was carried out in one week. They live in the same house, study together, make the same commitment in increasing English speaking skills and share one another to make progress. One of the students' learning experience is the same vision. Vision of this is only to increase speaking skill and grammar as the basis understanding to support the speaking practice. There are 10 boys and 10 girls who join this program. Of course, they have various competences and skills in English. They have different background of learning culture. They have to adapt for a while to be stay together. But, they are tied by one vision to be in the sameness vision, namely increasing English speaking skill.

In this program, for 1 month, they concern to broader their knowledge in English. Mostly, they haven't got English course before joining ECP. They got the difficulty in understanding related with English. Whereas they had finished some English materials when they were at junior high school and senior high school. The materials that are given in ECP are about the grammar and speaking. Those materials are the same as the materials that were got earlier. But, they still don't have any understanding much. Even, they forget all as if they never learn about it. ECP focuses on the materials given with the consciousness of themselves. They can enjoy the program as they want and they determine their discipline for supporting it.

One vision, in this case, is the same as a 'commitment'. a commitment means that how the students can lead their learning as good as possible. They determine their target in speaking skill by sharing one another. It is accordance with the learning conception and learning orientation; personal goals, intentions, motives, expectations, attitudes, concerns, and doubts with regard to their studies (Negovana, Sterianb, & Colesniucc, 2015 ). They have only one purpose in this program, being a good speaker in English. They support one another. They have a high responsible to get a good English speaking skill together. So, they

## **Nanan Abdul Manan**

*Commitment, community and bravery: The core activities in endorsing speaking skill by English camp program*

support and drive one another to be actively engagement in English class. They realize that to achieve the better one in English should be in togetherness. Mostly students in this program have a good schedule to practice English. They have many preparation before presenting topics chosen, make an activity matrix to do and not to do. Of course, the prohibition in English time is to speak another language but English. This one is the big reason that they have a high ambition to be better one in English either in grammar or in speaking.

The commitment above is implemented to in some ways that the researcher finds. The students have a good management in English practice; English time, punishment with various ways like memorizing vocabularies or making a speech as they want, and reward for whom full practicing by means of getting free activities in a half day as an obligation of ones in a day.

English time is a schedule made of the students themselves. They make some regulation to be followed by all members. The regulation is agreed for implementing. All regulations related with improving their English; building vocabularies, tenses practicing, chatting, speaking, discussing, and so on. Meanwhile, reward and punishment are the anticipation for members in practicing English. Those are intended to lead the members in order to keep a commitment to some regulations agreed.

### **Community**

The second one the researcher finds at ECP activities is engaging among the students. They had a close relationship, like a family. They were in the same place creating the same custom and habitual activity. From the morning to the evening, they were in an English place. They were forced to the situation and condition forming them to be able to practice English. An English circumstance had shaped the students principle of English. The comfort place had lead the students to open their mind. Developing their language competence and skill was influenced with a good place. The good place where the students were at home was the calm situation,

not noisy and of the distance. To focus on English skill derived from supporting a good situation.

The next part of community reason is a partnership. Having a partner in communication supports the students sharing and increasing their speaking skills. The process of practicing (speaking, discussion, presentation) is carried out with partners. They can share strange vocabularies by means of discussion or presentation. Building vocabularies is a difficult one for whom being more than 20 years old. In this age, they aren't easy to memorize news vocabularies in English. They need some tricks or strategies to memorize vocabularies in practicing.

The tricks or strategies were sharing and receiving vocabularies in some discussions and presentations. Everyone performed in many occasions and used English language step by step. The first meeting, the regulation of practicing was 30% in English and 70% in Indonesia. The second meeting and next were determined with more English practice than Indonesian practice. The students had many inputs of new words while discussion and presentation section.

In many discussion and presentation sections, not all members of those practice could start it with a perfect sentence or full English sentences. In every sentence, they found problems in conveying english words. They used Indonesian language when they got lose the English word and the members of discussion directly gave a noticed to translate it into English. The presenters or speakers who had an speaking occasion repeated the Indonesian words delivered into English words and so on.

In this practice, the students wrote the strange words they found in many communication activities. They had a small book for stange words. The strange words lead them to make some sentences using the new words. From moment to moment, they could use the words in accordance with the topics discussing. The more the students did the repetation stange words the more they cought the words. They could easily practice with many vocabularies. This activity was apparently as a good practice for building

vocabularies. Even they didn't realize their progressiveness in speaking skills. By practicing time to time and sharing in a community, they found many words to be constructed into some sentences perfectly. They were difficult to demonstrate some words memorized before into sentences if they didn't start to participate in discussion or presentation section. There were different competence between mastering vocabulary and practicing speaking. Some of them tried to memorize words before performing in presentation but they often got difficult to create in speaking. Of course, 'community' culture was a good construction in ECP. It had bridged vocabulary building and practicing speaking. This condition indicates that the students can encourage their English competence one another by means of collaborative competence (Jinesh, 2014).

### **Bravery**

The next findings in ECP was 'Bravery' attitude. Bravery was a bridging between commitment and community. It was more difficult to figure out how the two cases (commitment and community) went together. ECP forced the students being confident to speak. The difficult performance of students in speaking was how to start. How to start was not about how to open the speaking activity but more than it. One who joined in ECP felt shy speaking in front of their instructors and their friends. A lack confident of some one had disturbed the preparation having been made before. They lose of words to be presented because of lack of bravery.

ECP lead the students to be brave. Many factors had influenced to the students better in speaking, namely many occasions to practice, interesting topics, and every time corrections. The occasions the students got were speaking and conversation activities wherever they wished. This is to avoid the students get unpleasant emotional condition characterized feelings of tension and apprehension (Karatasa, *et al.*, 2016). ECP activities contingented to the informal situation. The students didn't feel awkward as formal situation, they flew and spoke naturally. The occasions were creatively constructed in many

different places; in front of home, in the terrace, on the street beside the house. They underwent happily and full inspirations.

The next factors of bravery was interesting topics. The topics could be determined as the agreement of the members of ECP. Different members had different preferences in choosing the suitable topics of them. The instructors gave the free choices of the topics. Mostly topics choosed were life style and common activities they had found easily. Before starting to practice, the instructors, firstly, constructed the understanding of language concept in source language. It wasn't directly practiced in English language. The students were guided how to open their mind, open the imagination, construct their concept in Indonesian. After catching the things of minds, the students could convert the concept of source language into English utterances. Most English practice always forced students to practice more and more without giving an opportunity to the students in order to fill their mind in source language formerly. It was very difficult for them to find out which words and sentences would be delivered. But, by means of filling and strengtening the language concept of mind in source language, it was easy to practice step by step.

In this ECP, the students captioned a quite simple trick to practice English; finding ideas, mapping ideas, selecting ideas, converting ideas into English to be practiced. Their bravery in practicing arouse from time to time because of mastering their topics, knowing to make a step and mixing language for the strange vocabularies. Bravery was the most important thing for ECP students. Bravery was as if an urgent instrument to unite a commitment and a community to be real in English group.

The more advantages of bravery was all time corrections. The students could easily get the corrections from their friends and their instructors while practicing. But, the correction, in this case, was not directly done while practicing. Many methods were agreed in this ECP. The students could get the correction by writing on white board and by audience movement (right or wrong statement

had different movement). So, the students speaking repeated the correct sentences given from audience. This happy activities made the situation relax and high input.

## CONCLUSION

ECP is a program giving the progressiveness of students' speaking skills. There are some good keys in this program, they are one vision, commitment, community and bravery factors. Those factors are so simple but they are very important to lead the students to practice English, to create natural situation in practice and to strengthen their English speaking practice principles.

The difficulty of English speaking practice derives from the missperception of English learning goals. Some students have perceptions that English is a science not a custom. English as science gives a strengtening in some languages regulation that must be obeyed. Meanwhile, English as a custom gives the students enjoy with their practice. Exploring their experiences, engaging the English partner, articulating their minds, converting their ideas into language practice are some process that are in this ECP activities.

ECP has created the students gain one vision, commitment, community and bravery. Those factors are the important things in supporting their speaking skills. They have realized the difficult one in English is how to practice. Before practicing, they have got a good commitment. Making one vision to increase speaking skill, having a gather commitment, staying in the disciple community, lead the students to be better one in English speaking skill. ECP is a simple activity that can create the big result in speaking English skill.

## REFERENCES

- Akdemir, A. S., Barin, M., & Demiroz, H. (2012). Broadsheet English: Teaching speaking through newspaper articles. *Procedia-Social and Behavioral Sciences*, 46(2), 3967-3971.
- Davoudia, A. H. M., & Parpouchi, A. (2016). Relation between team motivation, enjoyment, and cooperation. *Procedia - Social and Behavioral Sciences*, 230(4), 184-189.
- Brown, D. H. (2004). *Language assessment-principles and classroom practices*. New York: Pearson Longman.
- Usman, B., Silvianti, T. M., & Marzatillah. (2016). The influence of teacher's competence towards the motivation of students in learning English. *Studies in English Language and Education*, 134-146.
- Srikaew, D., Tangdhanakanond, K., & Kanjanawasee, S. (2015). Development of an English speaking skill assessment model for grade 6 students by using portofolio. *Procedia-Social and Behavioral Sciences*, 191(2), 764-768.
- Djiwandono, M. S. (2008). *Tes bahasa: Pegangan pengajar bahasa*. Jakarta: PT. Indeks.
- Fulcher & Davidson. (2007). *Language testing and assessment and advanced resource book*. New York: Routledge.
- Karatasa, H., Alcia, B., Bademcioglu, M., & Ergin, A. (2016). An investigation into university students' foreign language. *Procedia - Social and Behavioral Sciences*, 382 – 388.
- Yusop, H., Foo, F. Y., Jumadi, A., Mahadi, S., Ali, M. N., & Johari, N. (2015). The effectiveness of excellence camp: A study on paired sample. *Procedia-Economics and Finance*, 31(3), 453-461.
- Jinesh, J. J. (2014). Enhancement of speaking skills: A collaborative learning perspective. *International Journal of English: Literature, Language, Skills*, 284-287.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. London: Sage Publication Inc.
- Zaikina, O., Malinowskab, M., Bakhtadec, N., & Żyławski, A. (2017). Motivation and social aspects of competence-based learning. *Procedia Computer Science*, 112(3), 1092-1101.
- Traxler, M. J. (2012). *Introduction to psycholinguistics-understanding language science*. UK: Wiley-Blackwell.
- Negovana, V., Sterianb, M., & Colesniucc, M. H. (2015). Conceptions of learning and intrinsic motivation in different. *Procedia - Social and Behavioral Sciences*, 187(3), 642 – 646.