

**THE PERCEIVED INFLUENCE OF ENGLISH CAMP TOWARDS EFL
STUDENTS' SPEAKING SKILL**

THESIS

Submitted by:

IFFAFTI CHAIRA

NIM. 160203072

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M / 1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education
in Partial to Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

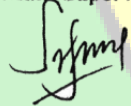
By:

IFFAFTI CHAIRA
NIM. 160203072

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

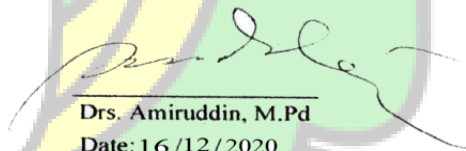
Main Supervisor,



Dr. Safrul Muluk, M.Ed, M.A.

Date: 28/12/2020

Co-Supervisor,



Drs. Amiruddin, M.Pd

Date: 16/12/2020



It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

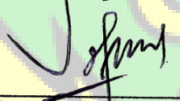
On:

Day, January 8th, 2021 M
24 Jumadil Awal 1442 H

In Darussalam, Banda Aceh

Board of Examiner,

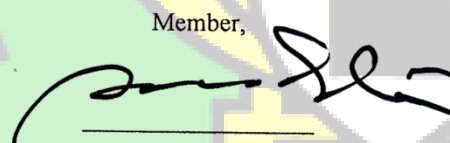
Chairperson,


Dr. Safrul Muluk, M.A., M.Ed


Secretary,


Dara Fitria Munzaki, M.Pd

Member,

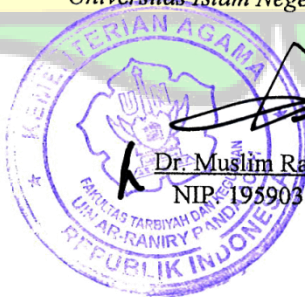

Drs. Amiruddin, M.Pd


Member,


Prof. Dr. T. Zulfikar, S.Ag., M.Ed

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

SURAT PERNYATAAN ASLI
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Iffafti Chaira

NIM : 160203072

Tempat/Tanggal Lahir: Aceh Besar, 12 Juli 1998

Alamat : Jln.Banda Aceh–Meulaboh, KM.12,5. Lhoknga,
Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi saya:

The Perceived Influence of English Camp towards EFL Students' Speaking Skill

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Desember 2020

Saya yang membuat pernyataan:



Iffafti Chaira

ACKNOWLEDGEMENT

First of all, I would like to express the most profound praise to Allah SWT, the almighty, the merciful and the lord of the universe who always blesses and gives me health, strength and passion for accomplishing this thesis. Peace and salutations be upon to beloved prophet Muhammad SAW, who has guided us to the right path and taught us knowledge which is very useful and valuable for us in this worldly and the hereafter.

I sincerely thank to my supervisors Dr. Safrul Muluk, M.A., M.Ed., and Drs. Amiruddin, M.Pd., for the guidance, patience, encouragement, and knowledge in completing this study. Also, thanks to all the lecturers and staff of English education who have lectured, inspired, and encouraged me during my studies at Department of English Education, UIN Ar-Raniry. May Allah make things easier for you in terms of kindness.

The greatest gratitude and love to my beloved mother Dian Suriana, and to my dearest father, Jufri Asyek, who always support me, pray for my success, and give me a great deal of love that strength me in this challenging life. My heartfelt thanks to my siblings, Nabila, Ruhul, Maula, and Alesha, my precious people who keep me going in this world. May Allah SWT always bestow grace, wellbeing and blessings to you.

My appreciation and gratitude are addressed to my wonderful friends who always stay to lend their backs to listen my complains and provide the best advicesfor

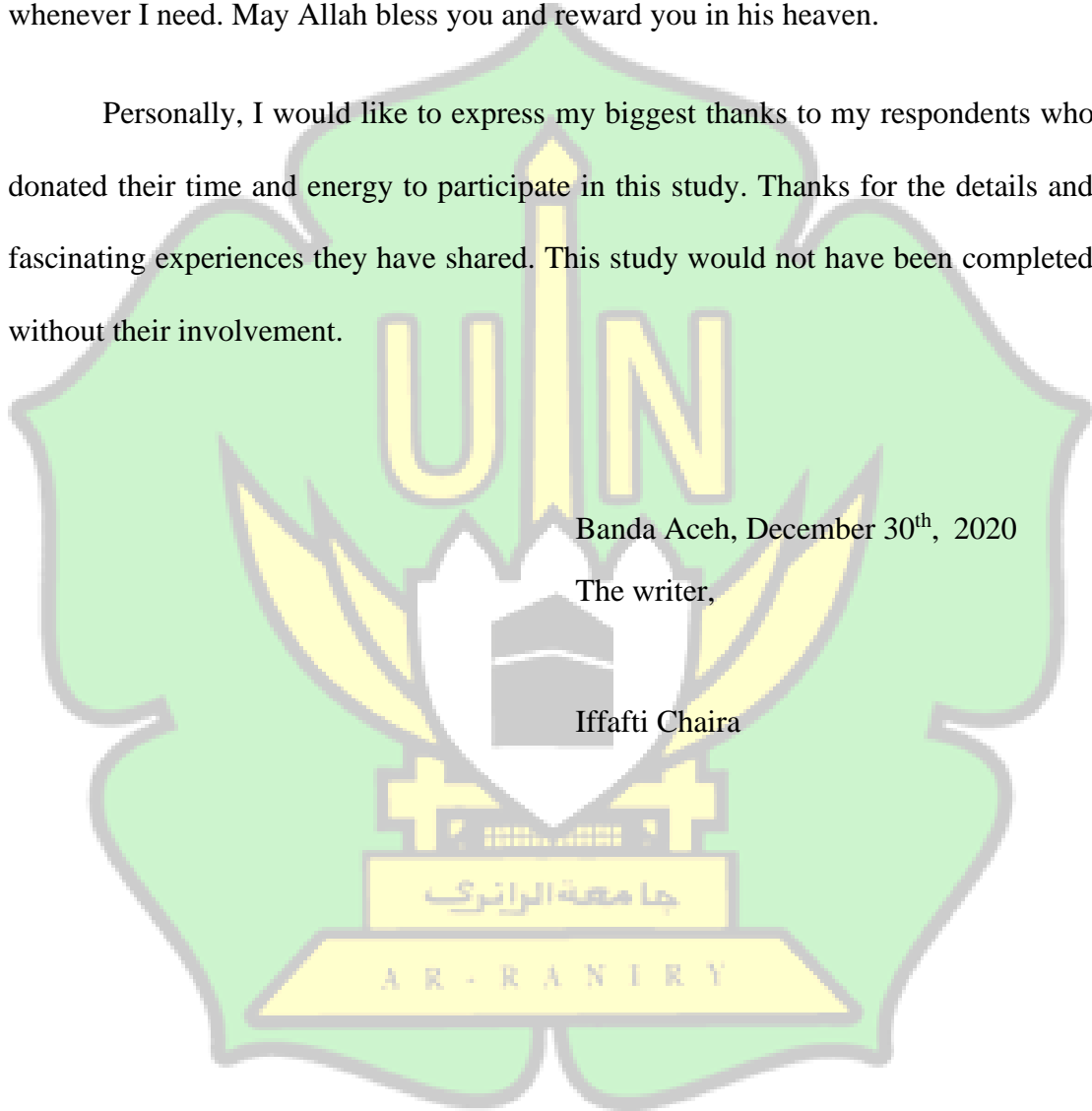
me, especially my friends at unit 02 in PBI UIN Ar-Raniry and all of my friends who I cannot mention one by one who support me, inspire me and bring color to my life. My special thanks to my human diary, my loyal supporter who is always there whenever I need. May Allah bless you and reward you in his heaven.

Personally, I would like to express my biggest thanks to my respondents who donated their time and energy to participate in this study. Thanks for the details and fascinating experiences they have shared. This study would not have been completed without their involvement.

Banda Aceh, December 30th, 2020

The writer,

Iffafti Chaira



ABSTRACT

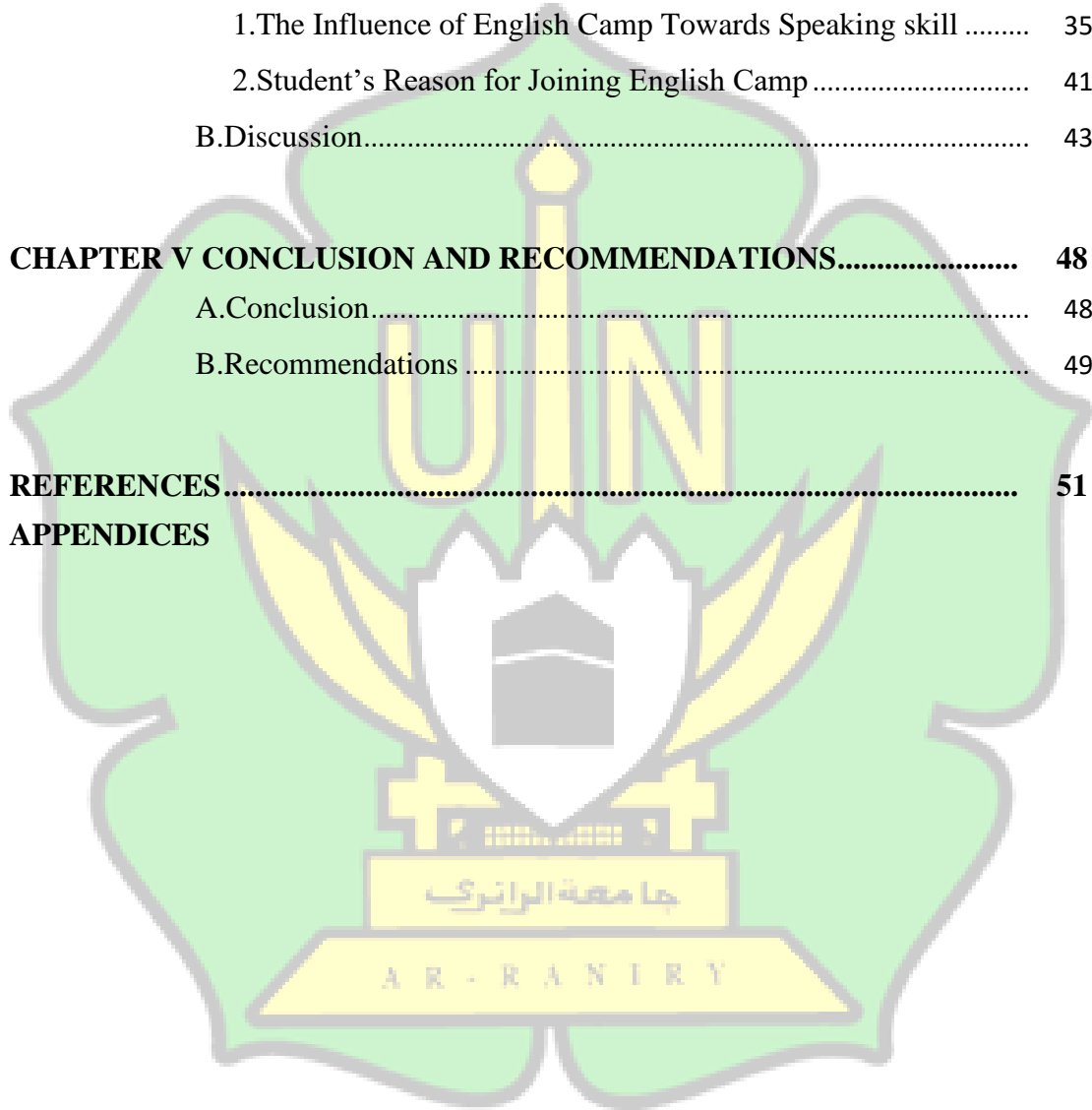
Name : Iffafti Chaira
NIM : 160203072
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : The Perceived Influence of English Camp towards EFL Students' Speaking Skill
Main supervisor : Dr. Safrul Muluk, M.A., M.Ed
Co-supervisor : Drs. Amiruddin, M.Pd
Keywords : English Camp; EFL Students; Speaking Skill.

This study is intended to find out the influences of the English camp towards EFL students' speaking skill. The study employed qualitative research methods. The participants of this study were 7 English Education Department students at UIN Ar-Raniry batch 2016. The research data was gathered by interview. In collecting the data, the interviewees were selected by using purposive sampling. The seven selected participants had joined at the English camp. The results showed that the English camp was able to improve students' speaking skill. These improvements include; mastering a lot of vocabulary, improving pronunciation and fluency in speech, improving grammar and comprehension ability, and establishing self-confidence. These components are interrelated to improve speaking skill for students so that students can face the various challenges they worry about speaking. In conclusion, the English camp has a significant influence on enhancing students speaking skill and treat students' confidence to be better.

TABLE OF CONTENTS

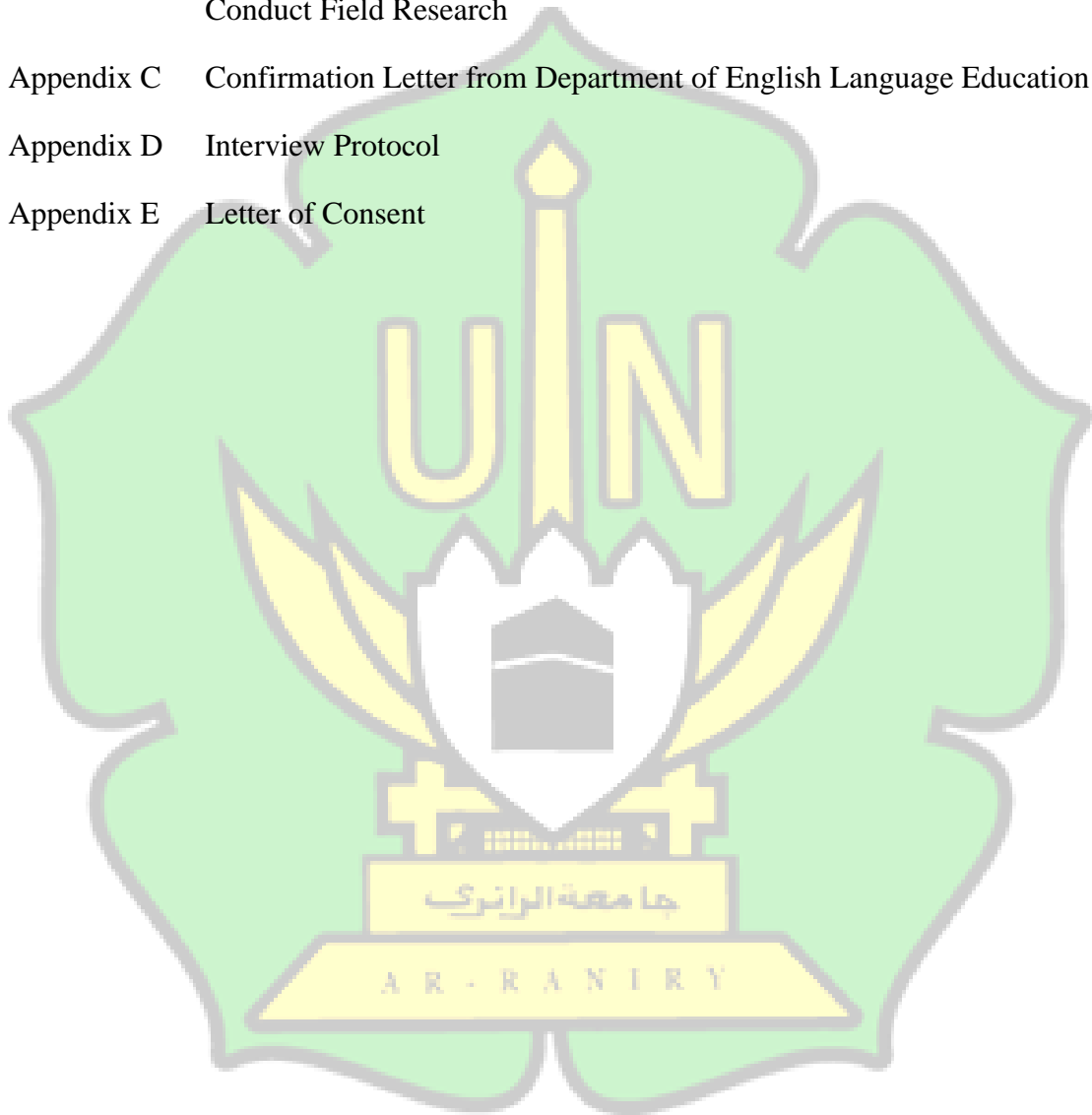
DECLARATION OF ORIGINALITY.....	i
ACKNOWLEDGEMENT.....	ii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF APPENDICES	vii
 CHAPTER I INTRODUCTION.....	 1
A.Background of the Study	1
B.Research Question	4
C.The Aims of the Study	4
D.The Significance of the Study.....	4
E.Terminology	5
 CHAPTER II LITERATURE REVIEW.....	 7
A.Definition of Speaking.....	7
B.Components of Speaking.....	9
C.Functions of Speaking Skill	12
D.The Meaning of English Camp.....	14
E.The Advantages of Joining the English Camp.....	18
F.The Kinds of Speaking Activities	23
 CHAPTER III RESEARCH METHODOLOGY	 28
A.Research Nature.....	28
B.Research Design	28
CResearch Location.	31
D.Techniques of Data Analysis	31

E.Population and Sample.....	32
CHAPTER IV FINDINGS AND DISCUSSION	34
A.Research Findings	34
1.The Influence of English Camp Towards Speaking skill	35
2.Student's Reason for Joining English Camp	41
B.Discussion.....	43
CHAPTER V CONCLUSION AND RECOMMENDATIONS.....	48
A.Conclusion.....	48
B.Recommendations	49
REFERENCES.....	51
APPENDICES	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to Conduct Field Research
- Appendix C Confirmation Letter from Department of English Language Education
- Appendix D Interview Protocol
- Appendix E Letter of Consent



CHAPTER I

INTRODUCTION

This chapter describes background of the study, research question, the aim of the study, the significance of the study and it is followed by the terminology.

A. Background of the Study

In learning a foreign language, there are four essential skills that have to be mastered by EFL learners. Of the four skills, speaking is a crucial skill that needs particular attention and concentration by the learners. It is considered the most important skill as the foundation in communication. It is one of the activities which help people to interact with others. Furthermore, speaking encourages a speaker to convey any message, express their ideas, opinions, and feelings using some expression in spoken interaction or conversations. It serves as a way to ask for something, share knowledge, or exchange information effectively.

Hussin (2020) stated that speaking is the capacity of students to express their knowledge and emotions to others. It is an utterance that aims to have the recipient's intention and can be processed by the speaker to acknowledge that intention. Speaking refers to an activity that involves two or more people in which the participants have their roles, both as listeners and speakers, where they must act according to what they listen to and make their contributions.

In Indonesia, the learners learn English started from elementary school until senior high school by reminding vocabularies and pronouncing it. Every student is expected to master all four skills; reading, listening, speaking, and writing. Richard (2002) suggests that the learners often consequently evaluate their success in language learning and the effectiveness of their English language courses based on how well they feel in improving the proficiency of their spoken language (as cited in Baihaqi, 2016).

To master speaking skill, the students should practice more. If students only learn about the theory, it does not get them to speak the languages. By more practice, the students get used to speak and train them to be confident to speak fluently. But unfortunately, until now still many college students cannot speak English due to some factors, such as lack of motivation, feeling nervous, lack of grammar mastery, lack of vocabulary, lazy to learn, and the most frequent is feeling afraid of making mistakes.

According to Amita, Tavriyanti, and Ernati (2015), Indonesian EFL students faced many problems in developing their vocal performance either because of linguistic factors, personality, and even the type of class assignments given by the teacher. Another previous study by Hidayat and Clarita (2020), confirmed that the factors that affected the students' difficulty in speaking were first language (mother tongue), lack of knowledge, lack of grammar, pronunciation, vocabulary and confidence.

To minimize this problem, many English courses have emerged to help EFL learners to master the language. Kampung Inggris Pare and Gampong Inggreh Aceh (GIA) offer various programs to help EFL learners to improve their English language skills. The students are trained and taught to practice English easier and enjoyable. By joining the camp, the EFL students are expected to be more courageous and confident in speaking to enhance their speaking skill.

Some studies have been conducted to explore the benefit of English camp for EFL students. Anggraeni (2016) points out that in English camp EFL learners are trained to make a conversation in a group in discussing some materials provided by the instructor. Thus, the learners can speak up what they want to talk about but still related to the instructor's topic, which is aimed to avoid the ambiguous issue.

In learning speaking, students tend to be active because they are trained to face English conversations in a real situation. Various activities provided by English camp; public speaking, story-telling, debate, drama, conversation class, etc. Those activities allow EFL learners to practice their speaking skill by doing this activity regularly. In English camp, the learners can struggle to enhance their skills. It could be attained by either practicing individually or practicing in a group.

Nowadays, many EFL learners are joining this program intending to improve not only their English language skills but to establish self-confidence in public speaking as well. The present study would like to find out the influences of the

English camp towards EFL students' speaking skill. In my view, it is important to explore the reason why the English Education Department students of Tarbiyah are interested in joining the English training in Kampung Inggris.

B. Research Question

Having reviewed some related literature on speaking skill, I formulate the following research question: "What are students' perception of English camp towards EFL students' speaking skills?"

C. The Aims of the Study

The aims of this research is "to find out the influences of English camp towards EFL students' speaking skill."

D. The Significance of the Study

This study is significant for teaching and learning English speaking skills by identifying the influence that students get after joining the English Camp program. By conducting this study, it is important to know the students' perspectives on what activities/ways they have gained so that they can improve this command of speaking English.

The results of this study are expected to be useful for students who want to find alternative ways to overcome their speaking problems. Furthermore, it is

expected to have a positive influence on students in the teaching and learning process. Moreover, the research is expected to be input and be used as a source for further research to researchers.

E. Terminology

In this study, the researcher focuses on how to improve the speaking skill of English Education Department students at UIN Ar-Raniry after joining English camp. To avoid misinterpreting and misunderstanding of this study, some terminologies are needed a clear explanation. The terms are valid for this study only.

1. The Influence

In this study, the influence means a power and affect that is gained by English Education Department students of Tarbiyah faculty, UIN Ar-Raniry, after joining English training for at least a month to improve their speaking skills at English camp.

2. The English Camp

In this study, the English camp refers to "KampungInggris", a place which offers various types of programs and activities that can improve students' English skills, the term camp refers to the exclusive circle of people who are doing the same activities together for a while and have a common goal of improving speaking skill.

3. Speaking skill

In this study, speaking skill is defined as the English communication skill taught to the English Education Department students at UIN Ar-Raniry to have a good command of speaking.



CHAPTER II

LITERATURE REVIEW

This chapter describes review of related literatures on the definition of speaking, components of speaking, the function of speaking skill, the meaning of English camp, the advantages of joining English camp and the kinds of speaking activities.

A. Definition of Speaking

Linguists look at speaking slightly different; there are many definitions of speaking proposed by the language expert. Leong and Ahmadi (2017) defined that speaking is one of the essential skills that must be developed and improved as a means of effective communication. It is an interactive practice that includes creating and receiving information to convey the meaning of construction. The same assumption was expressed by Bailey (2000), he stated that speaking is a process of interaction in which the speaker intends to construct meaning through the production, reception, and processing of information (as cited in Laksana, 2016).

According to Erdiana, Bahri, and Akhmal(2019), speaking is an interactive process that requires two or more people to transmit, obtain and process information in an oral form. It is a productive ability and a central or vital part of language learning, so it needs to be practiced as much as possible. Subsequently, Ebrahimi,

Khoshsima, Zare-Bentash, and Heydarnejad (2018) mentioned that speaking is consisted of arranging several vocabulary words at regular intervals, and it is clear that proficiency increases as vocabulary knowledge get further.

CAL (Center For Applied Linguistics, 2008) as cited in Fadil, Sumardi, and Ngadiso (2018) stated that speaking is part of a communicative activity that allows and demands people to talk and listen to other people as well as in specific communities to obtain information, break down barriers, talk about themselves, and learn about the culture. It is a language skill developed since childhood, which is produced from listening skills. It is one of the productive capabilities of English, and it goes side by side with all language skills (Baihaqi, 2016).

In the other journal, Nunan (2002), as cited in Rizqiningsih and Hadi (2019) stated that speaking is the productive oral skill that consists of producing systematic verbal utterance to deliver meaning. Besides, Chaney's describes as cited in Solcova (2011), speaking as building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The elements clarify the purpose of what is being conveyed in the interaction process to be easier to understand then interpreted by the listener and speaker.

On the other hand, Effective communication requires the ability to use language appropriately in social interactions that involve verbal communication and other elements, such as tone, pressure, and intonation. Moreover, non-linguistic

items are essential in carrying out a conversation, such as gestures, body language, and most importantly, an expression needed therein.

In short, the researcher concludes that speaking is a communicative activity that allows someone to talk or mention something to have a conversation with somebody, to address somebody in words and to express oneself in a particular language. In this study, speaking skill is one of the variables assessed from student participation in English camp.

B. Components of Speaking

According to Erdiana et al. (2019), speaking is a complex skill that concerned with components of vocabulary, pronunciation, grammar, fluency, and comprehension.

1. Pronunciation

Boyer (2002) as cited in Erdiana et al. (2019) stated that pronunciation is an important part of speaking (spoken communication) which involves making the correct sounds of a particular language and how those sounds are combined in the flow of speech. In speaking, having a level of pronunciation that is understood/received is one of the components necessary for successful communication (Prodanovska-Poposka, 2017). It plays an essential role in making the communication process easier understood by others. This process refers to the grammar component, which consists of elements and principles that

determine how sound is issued with variety and patterns in a language. So, it can be concluded that pronunciation is a knowledge that teaches how words in specific languages are produced well and clearly when people speak.

2. Grammar

According to Laksana (2016), grammar is the way to organize word by word into the best sentence. Communication will be easy to know if the grammar structure is correct based on each word's conditions and usages. Similarly, Greenbaum and Nelson (1996) argued that grammar refers to the sets of rules that allow people to combine the words in their language into larger units (as cited in Rizqiningsih and Hadi, 2019). Grammar describes how terms can change their shape and can be combined into sentences in that language.

Kvavik (2010) assumes that grammar must be integrated into the conversation topic and activity which aims to help the speaker understand when talking with their colleagues or groups so as not to create ambiguity about the topic (as cited in Anggraeni, 2016). Students must set the correct sentence in an interview. So, by having proper grammar, the learner can produce the words continuously to share information correctly.

3. Vocabulary

A vocabulary is a group of words to structure sentences in conveying ideas or messages to listeners. It is the appropriate diction used in communication

(Kurniati, Eliwarti, and Nofitri 2015). Vocabulary is the most of the necessary things that should be mastered by the learners. It is the body of words used in a particular language. Gangal (2012) asserts that the conversation class's main activity is vocabulary improvement and speaking exercises for students.

Ebrahimi et al. (2018) claimed that speaking consists of grouping a set of vocabulary terms on a regular basis. It is clear that speaking skills can improve as vocabulary awareness increases. Having a limited vocabulary is a barrier that prevents students from learning a language. Mastery a lot of vocabulary will help the verbal flow more smoothly with the flow of communication and allow someone to start eliminating sounds. It is the primary thing that underlies a person to learn to master a language in any skill.

4. Fluency

According to Hughes (2002) as cited in Leong and Ahmadi (2017), fluency is the ability of students to speak in a way that is understandable and clear in order to avoid misunderstandings in communication. It is refers to expressing spoken language freely and accurately without interruption. Understanding the fluency of speaking only to see the speed of the speaker when speaking which has only a few pauses. This sign indicates that the speaker does not spend much time searching for the language items needed to express it. In the teaching and learning process, if the teacher wants to check students' fluency in speaking a language,

they allow students to express themselves freely without interruption. The aim is to help all students speak fluently and easily.

5. Comprehension

For oral communication, indeed, a subject is needed to respond, speak, and start. Meanwhile, Richards and Schmidt (2010) defined that comprehension as identification of the intended meaning of written or oral communication. Hornby (1995) claims that comprehension is the power of understanding exercises that aim to improve or test one's knowledge of the language (written or spoken) (as cited in Mulasari, 2015). Comprehension shows the ability to understand the speaker to the meaning of a conversation. Good Comprehension refers to the right understanding. If a person's knowledge of the language is good, it will affect the fluency in speaking.

C. Functions of Speaking Skill

In language development, speaking skills are considered crucial in communication language. According to Nunan (1991) as cited in Leong and Ahmadi (2017), learning speaking skills is the essential aspect of learning a second language (L2) or a foreign language, where success will be measured based on how students' ability to have a conversation in that language.

Speaking skills have a multifunction for everyone. Speaking helps students enrich their vocabulary and grammar skills that are influential in improving their

writing skills—speaking skill functions as a medium where students can express their emotions, ideas, stories, requests, and shows various language functions. Language functions refer to the purposes in which use language to communicate (Leong and Ahmadi, 2017) . Everyone uses language for various purposes, both formal and informal, which certainly has a specific grammatical and vocabulary structure that functions in each language.

On the other hand, linguistics argued that learning speaking skills are beneficial for real life. Rizqiningsih and Hadi (2019) indicated that speaking function refers to the interaction which serves a primarily social function, public speaking, and transaction to the situation that focuses on the meaning to make people understand clearly. Laksana (2016) point out speaking skill is an essential tool used to convey mind things about what the speaker will be said in social life.

Furthermore, Parupalli (2019) emphasized that speaking skills are beneficial for students' future when they have to master their profession well. In the modern world, proving a candidate's talent during a job interview is commonplace, and many selections are based on interview performance. Therefore, language speakers have more opportunities to find work in multiple organizations and companies.

In a conversation, students' attention has to be focused on the content of what they say, not on the form. For example, "I am sorry" represents the function of apologizing, "Good morning" serves the purpose of greeting, and "Congratulations!

You deserved it!" represents the function of congratulating expressions. In this research, the writer used language function, particularly the interpretation of students' opinions or perspectives.

Mridha and Md. Muniruzzaman (2020) asserted that to speak well, correctly, and fluently, more practice courses are needed, the learners should be encouraged to exercise as often as possible. They stated that "*the more you practice, the more you will improve your own oral skills as well*" (p.121). Meanwhile, Munby (2018) emphasizes that speaking skill can be improved by constant imitation and repetition; both of these things develop this skill if done continuously.

In short, the researcher can sum up the functions of speaking, help the learners to express their personal feeling, opinions or ideas, telling stories, sharing information, discuss or request something well.

D. The Meaning of English Camp

In general terms, a "camp" means a group of people who share an opinion (Cambridge dictionary). However, in this study, English camp refers to a wide area built for those who are interested in learning English. It is a place that offers a range of training courses that can help learners develop their English skills. As Mustakim and Ismail (2018) defined that English camp is one way to improve speaking skills where most of the activities take the form of speaking skills. The English camp is

conceived as a right moment and a golden opportunity to exercise all the students' skills that they have learned.

In this study, the designated English camp consisted of 2 places. These two places are located in very different places, Pare, East Java, and Banda Aceh, Aceh. Both of these places have the same objective of improving the English skills of participants interested in practicing English.

According to Kampung Inggris.com, the establishment of this camp in Pare was started with the establishment of an English course called BEC (Basic English Course) by a resident who came from Kutai, East Kalimantan who was studying in East Java named Kalend Osein (Mr. Kalend). This course is very well run and well known for its qualified graduates so that many EFL learners from all over Indonesia are invited to study there. Besides that in Aceh, this camp was formed by three graduates of English camp Pare, where they felt interested in establishing the same camp in Aceh, namely Gampong Inggreh Aceh (GIA).

Mouleka (2013) argues that it is a real place where there is more practical learning about English. In this area, a lot of programs can be chosen by the participants to learn English well. People can learn and improve their English speaking skills in their daily activities.

In this regard, Manan (2018) argued that English camp has a positive effect on students' speaking skills in the form of new experiences for students by

overcoming obstacles in practice. They have many opportunities, free topics, and exploration experiences. English camp is intended as an excellent opportunity to practice all known or unknown knowledge of students about the English language.

In other previous research, Noguchi (2019) claimed that participating in the English field influences decreasing some of the students' anxiety factors; besides, it also increases their perception of communicative competence in English. English camp becomes a simple activity that can create great results in English language skills. According to the Cambridge dictionary, influence is a power that affects an individual's actions, character, or beliefs. In this study, the focus of the influence means new things or what effects are obtained after joining the English camp.

In other words, an English camp's existence is intended to create an environment that supports students to learn English more effectively. The English camp will be more intensive if guided by English teachers who can create learning that supports the surrounding social environment.

According to Saeed Al-Sobhi and Preece (2018), there are many reasons for setting up an English camp, such as to help students who are lack of interaction, lack of motivation, lack of exposure to language, introvert (shy), etc. Later, English camp may be an excellent solution to involve them and their friends in carrying out various activities and making weak students active. The good thing about creating an English

camp is allowing students to learn English with fun and is also a place for students to improve their English.

In addition, EFL learners can improve not only the language skills at the English camp but they can build their critical thinking, problem-solving skill, leadership and information management as well. As stated by Wighting, Nisbet, and Tindall (2006) in their findings on the investigation of English language camps, the main advantage of English camps is that students are highly motivated to speak English (as cited in Jalaluddin, 2015)

Meanwhile, Aswad (2017) claims that the English camp is presented as a social and psychological benefit for students, helps them relax, creates a comfortable and quiet classroom environment, creates bonds between fellow learners, especially classmates, increases student interest, and makes learning more enjoyable. All activities in the English camp are carried out like living in an English-speaking country.

Therefore, this situation allows participants to speak and enrich vocabulary as best they can. This program aims to improve the quality of students in learning English, especially in speaking skills. Students can find suitable strategies for their interests and needs. Subsequently, each instructor should provide guidance and attention to stimulate students to create their plan.

E. The Advantages of joining The English Camp

Halvorsen (2005) as cited in Jalaluddin (2015) mentioned that there are three main reasons make English camps have a positive influence on the learners;

(1) Firstly, it has pleasant learning for the participant and the teacher, which is the main element to increase motivation and continue learning English. Oktaviana (2018) mentioned that English camp has routine activities such as memorizing vocabulary, memorizing idioms, memorizing short phrases, listening, pronunciation, and grammar. This activity aims to improve students' skills who are taught through exciting and creative approaches and strategies. According to Aswad (2017), coming to camp means joining a close-knit community where everyone must agree to work with each other and respect one another. Appropriate learning helps learners to be inspired to become more cooperative and to improve self-discipline.

In addition, Cho (2004) as cited in Jalaluddin (2015) claimed that the English camp program is designed to improve students' chance to communicate with each other in English naturally, to establish self-confidence among students to speak English and prepare students to live in a global community. They will be accustomed to speaking in front of the public.

The primary factor required to increase self-confidence is courage. Therefore by building an awareness of the concept of language in the source language, the teachers first increase the courage of the students before starting the practice.

Students are directed in Indonesian by how to open their minds, open their imagination, creates the concepts. After capturing a variety of things, students will feel more confident that students can change the concept of the source language into English (Manan, 2018).

Subsequently, Mustakim and Ismail (2018) asserted that this camp exposes students to strong communication skills that can be used to achieve success in their mastery of English. Students will be immersed in an English-speaking setting. Since the camp is built for a friendly, intellectually stimulating environment. It encourages cooperative work that will lead students to take responsibility for their own success. The English language skills that will be possessed will give a more favorable impression for every student. By getting used to it, their confidence will improve more optimally.

(2) Have tutors who are professional, innovative and in line with their area of expertise. In English camp, the tutors may concentrate on the one aspect of language learning, such as pronunciation, writing, or they can accommodate all four fields of expertise in one activity.

As Ismail and Tahir (2011) stated that the English camp focuses on enhancing participants' essential English skills such as communicating effectively, cooperating among themselves, developing leadership skills, fostering a sense of responsibility, developing a sense of belonging, and promoting creativity and critical

thinking. The participants will be taught directly by competent teachers in their fields and highly qualified. Many students who have studied English at the English camp have mastered English quickly by understanding the instructor's material at the English camp.

In research conducted by Oktaviana (2018) shows that the management of the English course in English camp has been carried out properly, as shown by being professional in managing and implementing several aspects that support the teaching and learning process, including the recruitment system for tutor and student, learning facilities, monitoring and evaluation and financial management.

Each instructor is required to have an educational learning method that is fun and stimulates student accumulation. Due to each instructor can focus on teaching in accordance with their respective fields.

Aswad (2017) suggested that the best approaches, media, strategies, and learning styles expected by students both indoors and outdoors were used in creative learning in the English camp. The rules and learning materials used by the instructors at the English Camp brought this course to reach the goals of the participants with the right target.

(3) Thirdly, an informal learning atmosphere helps students to be more relaxed in learning. The academic atmosphere is firm but flexible because it is based on a non-formal education approach. Mustakim and Ismail (2018) indicated that the

camp is built with a friendly and intellectually stimulating atmosphere that promotes cooperative work, which leads students to take responsibility for their success. The setting makes students feel the atmosphere of how to live abroad.

This argument supported by Aswad (2017), he mentioned that English camp is able to make learning more varied and lively, reduce stress during the process of learning, build close contact, eases tense nerves to relax so that learning attraction is generated. Every student studying in an English camp must use English as a communication tool in their daily lives. It is what makes or accelerates their fluency in English.

In other study by Wibowo (2015), mentioned that in the English camp the participant have the opportunities to practice freely without any pressure from within themselves or their surroundings. Some people like to judge others at will regardless of how others feel. For example, if a friend who is learning English does not support by their friend, but is judged "pretentious English," the result is that they become embarrassed.

Nevertheless, this case does not apply to the English Camp. Every student usually speaks English as much as possible without worrying about judges from other friends. Otherwise, they will feel embarrassed if they still talk to Indonesian in the English camp.

Besides, Manan (2018) emphasizes the English camp directs participants to practice more without complicated guidelines for speaking. They are free to practice without considering some tenses and structures. Corrections of their grammar and structure are explained at the end of his speech in each individual opportunity section. This strategy encourages the participant to speak confidently.

On the other side, Aswad (2017) mentioned that English camp is an activity in learning English as a second language (L2), wherein the camp you will spend part of your time in English class with other students from various places by participating in fun activities, such as participants from Malaysia and Thailand. Increasing friends or acquaintances with fellow English course participants will be beneficial, one of the benefits is to practice conversation.

In addition, English camp has given a new learning experience for students. In research conducted by Manan (2018), he claims that the EC (English Camp) provided new experiences for participants who follow EC program without any obstacles in practicing; tons of opportunities, free topics and experiential exploration. English camp is a simple activity that can offer great results in English speaking skills. The participant may share their learning experience with others. After graduating from the English camp, the participants will be more independent, confident, disciplined, and have more knowledge to make it easier for them to socialize in public.

F. The Kinds of Speaking Activities

Teaching speaking needs several activities that have to teach excitingly and communicatively. There are kinds of speaking activities should be followed by the students to improve speaking skill.

1. Discussion

Discussion is the most common technique used by teachers in classroom activities. The discussion makes the classroom atmosphere more active, and students can transmit their opinions more freely. The communication process in this activity tends to stimulate students' responses in speaking. Golebowska (1987) cited in Kusnierek (2015) point out, in discussion the learners are presented with a topic and have to express their opinions about it.

According to Jalaluddin (2015), topics in the discussion are categorized into two types, guided topic, and situational topic. Generally, the guided topic is discussed by participants in predetermined circumstances. In contrast, the situational topic is discussed by the conditions that are happening at that time naturally. In this second type, students will speak freely and spontaneously because the related terms make them feel enthusiastic in oral communication. By getting used to this routine activity, students will use their speaking skills more actively and productively.

2. Speech

Another everyday activity in the oral skills class is the prepared speech. In this activity, students make presentations on topics of their choice. Each student will give a topic or object that becomes their focus in the speech. The challenge given depends on each student's level because the topic will influence and determine the content of what was discussed by them. However, if possible, students should speak from notes rather than from texts. This activity makes the student trains to have good self-confidence.

3. Role-play

Role-play is one of the technique in learning which there is a mock behavior (acting) of students by predetermined roles, where students imitate the situation of the characters in such a way to dramatize and express tone, expressions, movements someone's gesture in social relations between humans. These activities can be used by teachers to teach speaking. The teacher can provide several choices for students to act by the objectives and topics guided. Besides, they must consider the situation and conditions surrounding, including the material available. This activity can stimulate students in speaking and act under the terms of their respective roles.

4. Conversation

Richard (2008, as cited in Anggraeni, 2016) stated that conversation class is something confusing in language teaching class, but this can be an opportunity to be conquered native speakers to make students speak for the duration of the class period, using whatever resources and techniques that teachers can do. Make this activity to be a habit for students to speak full English when in class. The teacher can start by opening a conversation about what is happening or the current trend. The topic will attract students to join in discussing it.

These conversations will be constructive and stimulate students to improve their speaking skills and practice their courage in expressing opinions in social interactions. This everyday activity is a very suitable speaking activity for analyzing a conversation, the most basic form of oral communication. Events in the conversation class are vocabulary and speaking exercises. Each conversation requires more practice than theory, and it aims to train students to have real English speaking skills in various situations.

5. Professional Meeting

The professional meeting is the practice of formal meetings involving participants directly, for example, by being the Master of Ceremonies (MC), speaker for the opening ceremony, and the speaker for the closing ceremony

(Mustakim and Ismail, 2018) .The participants will talk in front of the arranged audience. The professional meeting presents someone's professional in organizing and directing an event. The student trains how to speak in an exhibition in front of a broad audience who will face them directly. This activity will increase their courage and leadership.

6. Free Talking

This activity is a communication activity between fellow participants in pairs, with topics that have been determined by the instructor. Participants are free to talk with a partner who has been committing to use English. During the activity, the instructor can oversee conversations between participants and help participants who have vocabulary difficulties.

7. Interview

In another interview, students will be asked a variety of questions related to one topic. The Instructors give rubrics to students so they know what types of questions they can ask or what path to follow. Students can conduct interviews on selected topics with various people. They have to prepare their interview questions. It will prepare them for the issues they will face when interviewing. This activity is an opportunity for students to practice their speaking skills in the classroom and outside in socializing. After the

interview, each student can present their studies in class. Besides, students can interview each other and "introduce" their partners to class.

8. Communication Games

The game is designed to create communication between students. As Kusnierek (2015) claims game is the other type of speaking activities. Several games can improve students' speaking skills, such as puzzle-solving, playing cards, tongue twister, completing pictures, filling the gaps in a schedule or timetable, and finding similarities and differences between views. Through these games, the game can stimulate the desire of students to talk about the images obtained. The desire will open communication opportunities between students, making the classroom atmosphere more active and productive.

The learning environment is the most crucial thing that influences students' enthusiasm for learning English. Activities can be held outdoors and indoors, both informal and semi-formal forms depending on activity. Therefore, everyday activities can be carried out outside the classroom to support and enhance student competence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, research instruments, research, location, population and sample and technique of data collection.

A. Research Nature

Based on the research question, this study used qualitative study to determine students' perception of the influence of English camp and the reasons they join the English camp. Cresswell (2014) mentioned that a qualitative study is defined as a process of inquiry in understanding social or human problems based on how to build a holistic and complex picture, formed by words, reporting detailed views of informants, and carried out in a natural environment.

Qualitative research aims to broaden and deepen our understanding of how things are in our social world. This method involves and explores how people experience something or what their views are where problems are not well understood or identified.

B. Research Design

In conducting this research, the researcher used a qualitative descriptive method. Lambert V., and Lambert C., (2012) contend that qualitative descriptive studies are a comprehensive summarization, in conventional terms, of specific events

experienced by individuals or groups of individuals. Qualitative descriptive method tends to be enjoyable from naturalistic inquiry, which claims to commit to learning something in a natural state to the extent possible in the research arena.

Qualitative research is a general term for an investigative methodology described as ethnographic, naturalistic, anthropological, field, or observer participant research. It asserts the importance of looking at variables in the natural setting in which they are found.

In collecting the data, the researcher used the qualitative interview. Creswell (2014) stated that qualitative interview is a process in which the researcher conducts face-to-face interviews with participants, telephone interviews, or engages on focus group interviews with six to eight interviewees in each group to gain the views and opinions of the participants. It is useful for getting the story behind a Participant's experiences. Besides, Robert (2011) assumed that the qualitative interview maintains a conversational mode, and the interview itself will lead to a kind of social relationship, with the quality of the relationship individualized to each participant.

In this study, an interview is required to find out whether English camp influences and improves students' speaking skills so far. This interview aims to get more accurate results from the perceptions of students who have participated in the program. This method allows researchers to gain a more in-depth and broader way of information related to the research question.

For that, the researcher provided several questions for the interviewees to facilitate the interview process well. The interview questions were aimed at finding out several things: the background of the student of taking the camp, their experience of taking English camp and the student's opinions on the implementation of the program in the course there. During the interview, a researcher uses a Phone-recorded to record the conversation between the interviewer and interviewee.

So, there are no repetitions during the interview process and can make the best use of time. The recorder has been interpreted as a medium for description data. It is kind of helpful when the researcher explains the data. Furthermore, it makes it easier for researchers to collect data accurately. The duration of the interview for each respondent was approximately 20 minutes in average. Interviews were conducted semi-formally in a casual conversation style.

In addition, the interview technique used in this research is a semi-structured interview. Semi-structured interview refers to any interview that takes place in a semi-formal situation which can be conducted either at the participant's home, campus, or anywhere they allow (Jalaluddin, 2015). The interviewer asked a series of questions that were already prepared. Furthermore, one by one deepened in extracting further information. Thus the answers obtained can include all variables, with complete and in-depth information.

C. Research Location.

The research location was conducted in Aceh, Indonesia. In this research, all participants conducted interviews in different places, depending on the respondent's position so that the conversation felt more comfortable and relax. For participants in the Banda Aceh and Aceh Besar area conducted direct research interviews, while for participants outside the city, the researcher conducted interviews via the internet using the Whats-App social media application or cell-phone.

D. Techniques of Data Analysis

To analyze the data, the researcher focuses on the influence of English camp on students speaking skills and the reason students join the English camp. The data analysis conducted by interview to gain the data. The data obtained from the interviews are collected and transcribed using different labels/codes, to make it easier for researchers to manage the data to be more organized. As Galvin, Carney, Corr, Mays, Pender, and Hardiman. (2018) pointed out, thematic analysis is used to define themes in qualitative data. Thematic analysis is a way of identifying themes that are patterned in a phenomenon.

Multiple coding and categorization were used in the data analysis process to determine patterns. These themes can be identified, coded inductively (data-driven) from raw qualitative data (interview transcripts, biographies, video recordings, etc.) or deductively (theory-driven) based on the theory and results of previous research).

Furthermore, the researcher determines the themes in the code in various interviews by giving names that are easy to remember for each item. The final step is to create a coherent narrative that includes answers from the person interviewed.

E. Population and Sample

1. Population

According to Creswell (2014) population is a group that consists of several individuals who have the same characteristics. It is the entire collection of a statistical sample that refers to all groups of people, objects, measurements and event. It can be determined by several characteristics in the group that the researcher uses to draw conclusions about the subject in the study.

The population of this study was ten students of English Education Department at UIN Ar-Raniry in the academic year 2016 who had joined the English Camp. The researchers selected these students was because they already had experience and understanding of things that had an effect on improving their speaking skills while studying in the English camp.

2. Sample

Bhandari (2020) stated that sample is a special group that the researcher will use to collect data. In this study, purposive sampling was

employed to obtain the data. Purposive sampling is a non-random sampling technique that is deliberately chosen from a participant because of the qualities possessed by that participant (Etikan, 2016).

Simply, the researcher determines the sampling by specifying specific characteristics suitable for the research objectives. The researcher decides what needs to know and sets out to find a person who provides the information based on the knowledge or the experience. Purposive sampling aims to help researchers to save time in order to be more efficient and clear in conducting research.

In this study, the sample was seven students majoring in English Education Department in the academic year 2016 at UIN Ar-Raniry who had taken a short course in English camp (Pare and Aceh). Because of the 10 students who had joined the English camp, only 7 students were willing to participate in the interview. They were one male and six females. The purpose of taking these participants was to obtain more valid and accurate data from all participants who have participated in the program. The researcher selected participants who had to join English camp training for at least a month.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the findings and discussion of the data. The data are gained by interview analysis. Each result has a discussion of the data presented in the research question.

A. Research Findings

The participants of this study were one male and six females of English department students in the academic year 2016 at UIN Ar-raniry who had joined the English camp. During this study, participants name were initialized to maintain participant privacy. For participants 1 (KH) and 2 (OS) were interviewed on November 10, 2020 in-person, while participant 3 (NZ) was interviewed on November 11, 2020, participant 4 (MT) and 5 (DS) were interviewed on November 12, 2020, participant 6 (MR) was interviewed on November 19, 2020, and 7 participants (DZ) was interviewed on November 20, 2020, via cellphone.

As explained in the previous chapter, the data collection technique used in this study was semi-structured interview. The interview was conducted to determine students 'perceptions about the influence of English camp towards students' speaking skill and their reasons for joining English Camp. There are ten main questions and a set of follow-up questions that were asked of the participants during the interview.

The responses and opinions of the interviewed participants have been recorded on a cellphone recorder. The researcher found varied results from the answer of respondents. The results are transcribed into a transcript for analysis. After analyzing the data, the researcher presented the points below.

1. The Influence of English Camp Towards Speaking skill

Based on the interview results, researcher collected some data that showed the various influences of English camp on speaking skills. It is divided into four categories; introduction a lot of new vocabulary, improvement of pronunciation and fluency in speech, improvement of grammar and comprehension skill, and establishment of self-confidence.

a. Introduction of new vocabularies

Almost all the participants gave the same response when they were questioned about the components that were most influential in improving their speaking skills after finishing from the English camp. The researcher found that all participants confirmed that English camp has affected speaking skills by introducing a lot of new vocabulary. As stated by the Participant 1:

“Vocabulary is one of the components that improve my speaking. In 16 meetings, we had a new vocabulary list in our group on Whats-app. Every day, we have to search for its meaning and get it for new vocabulary to use in daily life”. (Participant 1, November 10, 2020)

The same opinion was mentioned by participant 5:

“I think vocabulary is the most important aspect that improves my speaking skill when I joined at English camp. Every meeting, we always write two vocabularies then we have to memorize them”. (Participant 5, November 12, 2020)

However, the students argued that through routine activities and learning strategies at the English camp, they had succeeded in improving their vocabulary mastery. These activities are in the form of; memorize vocabulary and memorize short phrases.

Similar opinion was explained by participant 6:

“Before I went to English camp, I felt like I lack vocabulary, but. After finishing my course, I think my vocabulary was improved. When I apply it to my daily life, it feels more comfortable than before”. (Participant 6, November 19, 2020)

From the answers of these participants above, the data showed that the participants who had participated in the English Camp mastered a lot of new vocabulary introduced by the tutors that they practiced and used in their daily activities.

b. Improvement of pronunciation and fluency in speech

In addition, another component that students got in improving their speaking skills after joining from the English camp was to improve fluency and pronunciation. As participants 4 said that:

“Fluency and pronunciation. These are two aspects that affect my speaking skill. Before I studied at English camp , I have a big problem with them. After practicing regularly, I became more fluent in pronouncing English words”. (Participant 4, November 12, 2020)

Furthermore, the improvement in pronunciation and fluency was also part of the strategies employed by the tutors. The participants trained these components by playing several games. As claimed by participants 6:

“Usually, there is a habit of learning that is always using games. For example, the game "tongue twister." We take a speaking class. There are vocabulary and pronunciation. Before you start, you will play "tongue twister" to practice pronunciation, and it affects our skill if we do it regularly”. (Participant 6, November 19, 2020)

Supported by participant 4, she puts it:

“Yes, it affects my English skill. Before I went at the English camp, I cannot speak English fluently, but after learned one month in that course, I can speak English fluently in daily life”. (Participant 4, November 12, 2020)

Participant 7 also stated that:

“I was a little bit nervous because I got too much filler in my speaking, but now I have known a lot of vocabularies and get fluency to speak in English”. (Participant 7, November 20, 2020)”

Based on the participants' opinions above, it can be concluded that many things were obtained from joining the English camp, including fluency and pronunciation. Previously, they found it quite challenging to pronounce a few words in English. Thus, after joining the English camp, their pronunciation became more precise and well. The participants who previously did not speak fluently now are better and more fluent in conveying something

in English. It is also driven by several other components that enable them to improve their speaking skill.

c. Improvement of grammar understanding

Based on the interview results, each student gave different responses depending on what benefits they got after joining from English camp. Some of the participants agreed that the English camp improved their understanding of the use of grammar. As conveyed by participant 4:

“There are some aspects that helped me improve my skills, pronunciation and grammar. At the English camp, the tutors taught us about grammar in speaking so that it helped me improve my grades on campus.” (Participant 4, November 12, 2020)

Besides, participant 2 also argued that:

“Then grammar. My tutor also said that if you want to speak in English, you need to speak by using your grammar, so people will understand what you are talking about, so that is what the function of grammar”. (Participant 2, November 10, 2020)

Thus, it can be inferred that one of the components of speaking skill that affects them was the improvement of grammar that they gained after finishing from the English camp. The participants agreed that their ability to communicate in a more organized and understandable way was affected by improving their grammatical usage.

d. Improvement of comprehension ability

One of the influences of the English camp on the improvement of the participants' speaking skills is the ability to understand something or comprehension. As mentioned by participant 1:

“Besides, I got confidence and new vocabulary, I also got a comprehension. When the tutor asked me to present a new topic, I could face it easier.”
(Participant 1, November 10, 2020)

In similar way, participant 6 also said that the ability to understand something or comprehension was obtained from their habit of often sharing vocabulary and topic that they got then explaining the understanding of each word. As she said:

“The environment also supports and affects the improvement of the learning process of the participants. They do not use books or textbooks in the process. They learn spontaneously but still regularly. For example, a tutor gives a different vocabulary to each participant. After that, they erase it, and then the participants introduce their vocab to their friends. We explain the new vocabulary one by one in front of the class. That is where the participant gets new vocabulary and improves their comprehension”.
(Participant 6, November 19, 2020)

Regarding the answers from the participants, it can be concluded that the English camp had improved their speaking skills in broadening their understanding of interpreting something. The students are directed in Indonesian by opening their minds, their imagination, and creating the concepts. After capturing various things, students will feel more confident that

students can change the source language's idea into English. A large amount of knowledge/experience they get through the learning activities makes it easier for them to grasp and connect many things.

e. Establishment of Self-Confidence

One of the most significant influences of joining an English camp is building self-confidence. All participants admitted that English Camp benefits them by creating their sense of self-confidence through activities that trained them to appear confident in public. As stated by participant 6:

“Before joining the English camp, I did not feel confident. When speaking English, I felt difficult and scared. However, after joining the English camp, I felt more confident speaking in front of the audience and the class. So I think that is a significant difference that I got.” (Participant 6, November 19, 2020)

In similar way, participant 7 mentioned that:

“Some of the components that affect me are vocabulary. I get more vocabulary than before. Then, I became more confident in speaking in front of my friends, in front of the class, and public. Besides that, now I can speak English fluently and do not get nervous when someone sees me speaking English.” (Participant 7, November 20, 2020)

Based on the data above, it is shown that self-confidence is one of the most significant points they get from joining the English camp. It builds up after they have mastered several components in the speaking skill. They feel better at speaking up and presenting ideas confidently.

2. Student's Reason for Joining English Camp

There are several reasons why English students choose to join the English camp, whereas they are English students who will study English in their major. From the interview results, the researcher got the consequences if the students took this course to improve their English language skills that affect their grades on campus. As stated by participant 6:

“In the 2nd semester I did not know about English. I was not confident with my major in the English department, so I need a course to improve my English. Finally, in the 3rd semester, I decided to go to pare to join at English camp. I hope that it can help me to improve my English. Alhamdulillah, after finishing the course, my skill was improved based on my expectation, and my grades also were better”. (Participant 6, November 19, 2020)

Supported by participant 3:

“When the first time I took a major in English department, I have no idea about English, I cannot speak English well I did not know some vocabulary, so I took another course to solve it namely GIA. I believed that it will help me to improve my skill.” (Participant 3, November 10, 2020)

Other argument by participant 5:

“At that time, I did not know about English, so I think it will be good if I join at English camp to hold me on my campus, yup that is my reason.” (Participant 5, November 11, 2020)

From the respondents' answers, the basic reason they joined the English camp was because of their lack of understanding of English. Then, they look for other alternatives to improve their knowledge and skills so that they are able to

compete with other friends on campus. They claim that this course could help them solve this issue.

On the other hand, participant 2 mentioned:

“I felt terrible and lack of vocabulary because of lack of practice on campus and my daily life. On-campus, my friends and I did not speak English, but we speak in Indonesian. So I decided to join at English camp so that I can practice it and improve my skill better.” (Participant 2, November 12, 2020)

Some of them said they want to speak English well and confidently. When someone asks them to talk they are not afraid and can start a conversation in English in a calm and fluent performance. As stated as participant 7 “actually, my motivation to join English camp is because I want to speak English more fluent and sometimes I want to find any vocabulary to use in next moment when I start to speak with someone”.

As same as the argument by participant 1:

“When I decided to join at the English camp, it is not only to improve my speaking skill but also to train me how to speak well and be more confident. On-campus, I feel so nervous about speaking in front of class. I got anxious while showing our presenting in speaking. After finishing the course, my skill improved and my grade became an A.” (Participant 1, November 10, 2020)

In other opinion was argued by participant 4, she said that her motivation to join the English camp was to master and improve her English skill and has more

friends to build more relationship with everyone at that camp. It implies that the reason for respondents is not only because of a lack of understanding of English, but they also want to practice their skills by doing exercises as often as possible with other friends so that the knowledge they are learning can be applied in their daily lives.

B. Discussion

This study aimed to determine the influence of the English camp on EFL students' speaking skills. Researcher conducted interviews to collect the data from the respondents. All respondents gave responses and opinions on the effect they had on joining the English Camp. The result obtained were various, where each respondent offers answers based on their respective experiences.

From the interview results, the researcher got a positive description of the data from the respondents in the form of the influence of the English camp on students' speaking skill. Each respondent confirmed that the English camp had a massive influence on them. It was discovered while they were studying and finished from the English camp. It was in line with Manan's findings (2018), who asserted that English camp had a positive effect on students' speaking skills in the form of new experiences for students by overcoming obstacles in practice.

It helped students overcome the various problems that they felt and faced in developing and improving their abilities, such as lack of vocabulary, lack of

motivation, anxiety, shy, low self-confidence, and others. When the researchers asked some questions regarding the English Camp, they responded enthusiastically as the effect they had satisfying. Besides, the experiences they got are quite exciting and varied.

In this case, vocabulary improvement becomes the first point mentioned by the participants. They believed that after being interested in the English camp program, they can communicate English more effectively because of the vocabulary mastery. They are trained to master a lot of vocabulary by memorizing different vocabulary per day through fun activities.

These arguments is in line with Oktaviana's research (2018), who states that the English camp has routine activities such as memorizing vocabulary, memorizing idioms, memorizing short phrases, listening, pronunciation, and grammar. They are more versatile in expressing ideas and information to be communicated without having to think for a long time about the sense of what is believed to in English.

Furthermore, the students' pronunciation and fluency also improved in speaking English. Hence, they may speak more organized and straightforward. They knew how to behave when delivering and speaking in front of the audience. In English camp, many activities involved students to be active in speaking. They are trained to be brave in presenting ideas, suggestions, and knowledge in a relaxed

manner and in an informal setting. It encouraged the participants more confident and enthusiastic about speaking in public.

On the other hand, students' understanding of the use of grammar helped them to construct easy to understand sentences. The students were also able to improve their ability to interpret something properly. Additionally, this comprehension ability encouraged them to develop their imagination and critical thinking. They can share their thoughts until they got a lot of motivation to learn English, mainly to improve their speaking skills.

Of all the points mentioned above, improving self-confidence is the most influential. By mastering several of the speaking skills components, they felt more optimistic and courageous when they initiated a conversation. When allowed to speak in front of the audience, they could control themselves to speak because they had a lot of vocabulary and grammar mastery.

Besides, frequent practice is one of the most influential variables in the presence of this newness and self-confidence. This result is equivalent to Cho (2004) as cited in Jalaluddin (2015) stated that the English camp program is designed to improve students' chance to communicate with each other in English naturally, to establish self-confidence among students to speak English, and prepare students to live in a global community.

Based on the description above, it can be concluded that the researcher has obtained the required data from this analysis. Research questions have been answered from the answers given by the respondents. The research question is, "What are students' perception of English camp on EFL students' speaking skills?"

In addition, in carrying out this study, the researcher wanted to identify "why English students joined the English camp program, where they also learned about English on their major in campus". From the interview results, the researcher found that their motivation to join the English Camp was to improve their ability and comprehension of English.

After analyzing the data, the researchers summarized that the students felt afraid and insecure while studying on-campus, they assumed they could not compete with other classmates. This is due to students' lack of knowledge of English which spur them to find ways to overcome this problem. At that time, they decided to join the English camp, either in Pare (Jawa Timur) or Aceh. It is relevant to Saeed Al-Sobhi & Preece' study (2018), who indicated that the purpose of setting up an English camp was to support less motivated students, lack of language skills, introverted (shy), and lack of interaction.

The students admitted that their decision was the right one made at that time. These results can be seen from the positive influences that improved their speaking skill. Likewise, in the previous speaking class, they got pretty good grades with their

performance on campus. Then, after joining English camp during semester breaks, their performance at the campus got better than before because they were used to their activities in the English camp program. As a result, they got higher scores than the previous speaking class.

However, some participants stated that they got a new experience at the English camp and met many friends from various places. This result is similar to that asserted by Aswad (2017), English camp is an activity in learning English as a second language (L2), wherein the camp you will spend part of your time in English class with other students from various places by participating in fun activities, such as participants from Malaysia and Thailand. The anxiety they initially felt was minimized with unique individuals meeting at the English Camp. They assumed that they did not study here alone. Many individuals had issues like them. It built their self-confidence to be progressively better.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This last chapter discusses the conclusions of the findings specifically. The researcher concluded the data analysis and discussed the results accordingly.

A. Conclusion

English camp is a place designed to support students who expect to develop and improve their skills to master English, where there are provided unique, exciting, and innovative learning strategies. Many students from various regions come there to learn English.

The results of this study showed that the English camp was instrumental in improving students' speaking skill. These improvement include; (1) introducing a lot of new vocabulary, (2) improving pronunciation and fluency in speech, (3) improving grammar and comprehension ability, and (4) establishing self-confidence. The students can face various challenges that they have been worried about in speaking. Mostly, students who often have difficulty speaking are due to a lack of vocabulary in English, lack of motivation, overthinking, shame, and so on.

After joining the English camp, these students agreed that they had improved their skills, especially the ability to speak English. Those who initially felt nervous and scared when speaking English now they have more confidence and courage to speak in public because the practice and habits trained in the English camp

make their speaking skills more fluent. Thus, their performance on campus is getting better so that they got higher score than the previous semester.

B. Recommendations

Based on the results of this study, the researcher offers several suggestions to students, teachers, and further researchers to maximize the comprehension of this research

Regards to these findings, students may have an idea of what difficulties they might face in learning English, especially in improving their speaking skills. It is hoped that through this research, the students can find effective ways to help them in overcoming problems or difficulties encountered while learning to speak in English well.

For the teachers, it is suggested that teachers pay more attention and be sensitive to student difficulties. They could find new effective ways to help students who have difficulty learning English, especially in improving their speaking skills. Teacher plays a crucial role in helping students improve their abilities. Therefore, it is important for teachers to provide interesting and creative strategies so that students may get exposure to language that is easier to understand because not all students have the same way of learning. The teachers can adopt these methods in the classes they teach.

This study focuses on the influence of English camp towards students 'speaking skill, especially students' perceptions of the improvements they got after joining English camp. Researcher expects this research can be used as a reference for other people who have the similar topic and are related to this research.



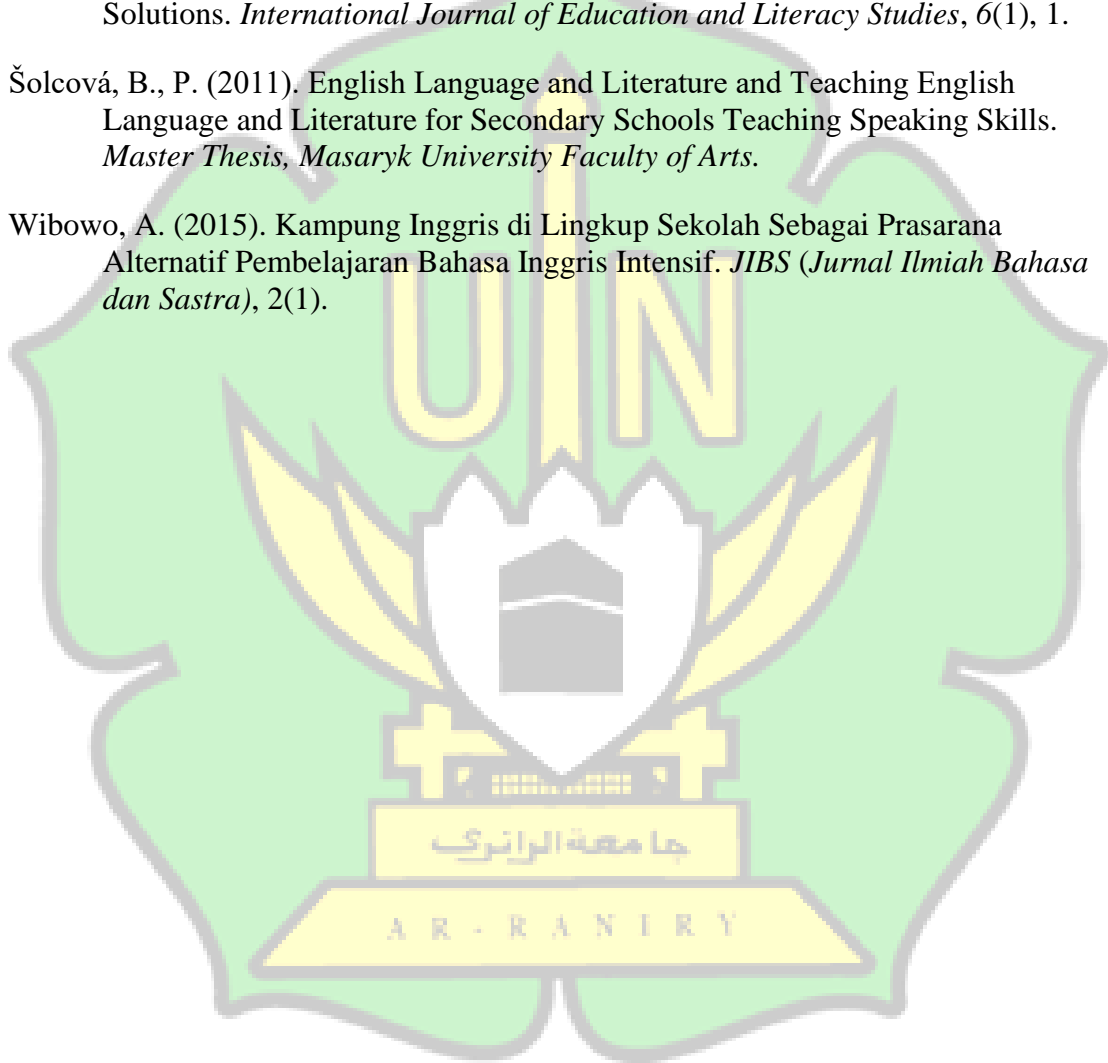
REFERENCES

- Amita, S., Tavriyanti, L., & Ernati. (2015). The Effect of the English Club Program toward the Second Grade Students' Speaking Ability at SMP 18 Padang. *Journal of Arts and Social Science Bung Hatta University*, 2(1), 34-50.
- Anggraeni, S. F., (2016). The Effect of English Club on Students' Speaking Ability at SMPN 2 Lembah Gumanti. *Jurnal Ilmiah Mahasiswa - STKIP PGRI SUMBAR*, 1–4.
- Aswad, M. (2017). The Effectiveness of English Camp (A Model in Learning English as the Second Language). *ASEAN/Asian Academic Society International Conference Proceeding Series*, May, 234–239.
- Baihaqi. (2016). *The Influence of Speaking Club in Improving Students' Speaking Ability (A Study at Upt Ma'had Al Jami'ah of Uin Ar-Raniry Banda Aceh)*. Bachelor Thesis, UIN Ar-Raniry Banda Aceh.
- Bhandari, P. (2020) *Parameter and Statistics: What's the Differences?*. Retrieved from <https://www.scribbr.com/statistics/parameter-vs-statistic/>
- Cambridge University Press. (2020). *Cambridge Dictionary*. Retrieved December 6, 2020 from <https://dictionary.cambridge.org/dictionary/english/influence>
- Cresswell, J., W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th Edition). Thousand Oaks, CA: SAGE.
- Ebrahimi, M. R., Khoshsima, H., Zare-Behtash, E., & Heydarnejad, T. (2018). Emotional Intelligence Enhancement Impacts on Developing Speaking Skill Among EFL Learners: An Empirical Study. *International Journal of Instruction*, 11(4), 625–640.
- Erdiana, N., Bahri, S., & Akhmal, C. N. (2019). Male VS Female EFL Students: Who Is Better in Speaking Skill?. *Studies in English Language and Education*, 6(1), 131–140.
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1.
- Fadil, M., Sumardi, S., & Ngadiso, N. (2018). Students' Speaking Skill in English Immersion School. *Pancaran Pendidikan*, 7(1), 51–60.

- Gangal, J. K. (2012). *Practically Speaking Conversational English*. New Delhi: Asoke K. Ghost.
- Galvin, M., Carney, S., Corr, B., Mays, I., Pender, N., & Hardiman, O. (2018). Needs of Informal Caregivers Across the Caregiving Course in Amyotrophic Lateral Sclerosis: A Qualitative Analysis. *BMJ Open*, 8(1), 1–10
- Hidayat, N., & Clarita, Z., M. (2020). An Analysis of Students' Speaking Difficulties at Eighth Grade SMP IT At-Taqwa Surabaya. *IJET (Indonesian Journal of English Teaching)*, 9(1), 108–117
- Hussin, R. A. (2020). The Use of Youtube Media through Group Discussion in Teaching Speaking. *English Education Journal*, 11(1), 19–33.
- Ismail, N., S. & Tahir., I., M. (2011). English Camp Activities: A Strategy to Enhance Students' English Proficiency. *Studies in Literature and Language*, 7–8.
- Jalaluddin, J. (2015). The Role of Camp in Promoting the Participants' Spoken English Expression. *IJEE (Indonesian Journal of English Education)*, 2(1), 46.
- Kurniati, A., Eliwarti, & Novitri. (2015). A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru. *Jurnal Online Universitas Riau*.
- Kusnierek, A. (2015). A Developing Students Speaking Skill Trough Role-play. *World Scientific News*, 73-111.
- Laksana, A., J. (2016). The Effectiveness of Using Chain Story Game in Teaching Speaking (An Experimental Research at The Eighth Grade Students of SMP Negeri 1 Jatilawang in The Academic Year 2015/2016). *Bachelor Thesis, Universitas Muhammadiyah Purwokerto*.
- Lambert, V., A., & Lambert, C., E. (2012). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255-256.
- Leong, L., & Ahmadi, S., M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *IJREE (International Journal of Research in English Education)*, 34–41.
- Manan, N., A. (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.
- Mridha, M., & Md. Muniruzzaman, S. (2020). Developing English Speaking Skills: Barriers Faced by the Bangladeshi EFL learners. *Englisia: Journal of Language, Education, and Humanities*, 7(2), 118–136.
- Mouleka, F., Be. (2013). *English Club Guide Book: A Contribution to Bilingualism in Gabon*. United States of America: Tranfford Publishing.
- Mulasari, F., C. (2015). *The Effectiveness of Using Guessing Game for Teaching Procedure Text in Speaking*. Bachelor Thesis, Universitas Muhammadiyah Purwokerto.
- Munby. (2018). Investigating Teacher Views on Improving the Speaking Skills of Syrian Students. *European Journal of Education Studies* 4, 66–79.
- Mustakim, M., & Ismail, I. (2018). The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang. *Edumas pul - Jurnal Pendidikan*, 2(2), 61–70.
- Noguchi, T. (2019). The Impacts of an Intensive English Camp on English Language Anxiety and Perceived English Competence in the Japanese EFL Context. *Journal of Pan-Pacific Association of Applied Linguistics*, 23(1), 37–58.
- Oktaviana, F. (2018) A Naturalistic Study: English Instruction at English Course in Kampung Inggris. *LOQUEN*, 11 -, 01.
- Panduan Kampung Inggris. (2019). *Sejarah Berdirinya Kampung Inggris Pare di Kabupaten Kediri*. Retrieved December 9, 2020 from <https://www.panduankampunginggris.com/sejarah-kampung-inggris-pare/>
- Parupalli, S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 5–18.
- Prodanovska-Poposka, V. (2017). A Study of Proper Pronunciation As a Factor of Successful Communication. *CBU International Conference Proceedings*, 5, 778–783.
- Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching and applied linguistics (4th Ed)*. London: Pearson Education.

- Rizqiningsih, S., & Hadi, M., S. (2019). Multiple Intelligences (MI) on Developing Speaking Skills. *ELIF (English Language In Focus)*, 1(2), 127.
- Robert, K., Yin. (2011). *Qualitative Research from Start to Finish*. New York: Guildfordpress.
- Saeed Al-Sobhi, B. M., & Preece, A. S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions. *International Journal of Education and Literacy Studies*, 6(1), 1.
- Šolcová, B., P. (2011). English Language and Literature and Teaching English Language and Literature for Secondary Schools Teaching Speaking Skills. *Master Thesis, Masaryk University Faculty of Arts*.
- Wibowo, A. (2015). Kampung Inggris di Lingkup Sekolah Sebagai Prasarana Alternatif Pembelajaran Bahasa Inggris Intensif. *JIBS (Jurnal Ilmiah Bahasa dan Sastra)*, 2(1).



Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17559/UN.08/FTK/KP.07.6/12/2019

**TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2019
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Safrul Muluk, M. Ed
2. Drs. Amiruddin, M.Pd
Untuk membimbing Skripsi :
Nama : Iffatti Chaira
NIM : 160203072
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of English Camp towards EFL Students' Speaking Skill
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 Desember 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

2/7/2021

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12006/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Program Studi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **IFFAFTI CHAIRA / 160203072**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl.Banda Aceh-Meulaboh Km.12,5 Lhoknga Aceh Besar.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***The Influence Of English Camp Towards EFL Students' Speaking Skill***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 06 November
2021

Dr. M. Chalis, M.Ag.

Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-436/Un.08/PBI/TL.00/11/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12006/Un.08/FTK.I/TL.00/11/2020 tanggal 06 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Iffafti Chaira
NIM : 160203072
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

The Influence of English Camp Toward EFL Students' Speaking Skill.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 Desember 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

جامعة الرانيري

AR - RANIRY

Appendix D

Interview Protocol

Project: The Perceived Influence of English Camp towards EFL Students' Speaking Skill

Time of Interview :

Date and Place :

Interviewer :

Interviewee :

Position of Interviewee:

This present study aims to investigate the influence of English camp towards students' speaking skill on PBI UIN Ar-Raniry Banda Aceh. The data will be collected by using semi-structured interview that will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about your perception about the influence of English camp on improving speaking skill and the reason why English students take the course at English camp. The interview process will take approximately 20 minutes.

The points covered in this research

1. How long did you study in the English camp?
2. Does English camp affect your speaking skills?
3. How does English camp affect your speaking skills?
4. What is your motivation/reason for joining English camp while you are an English student?
5. Are there any developments affecting your grades on campus? Please explain!
6. What did semester you join at English camp and why you choose to join that semester?
7. Of the five components of speaking, which aspect improves your ability the most?

8. What significant difference did you feel before you joined English camp and after you graduated from there?
9. What strategies were used while you were studying there that could improve your speaking skills?
10. What was the most interesting and memorable experience you got from there?



Appendix E

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

	Please Initial box
I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions	<input type="checkbox"/>
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences	<input type="checkbox"/>
I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research	<input type="checkbox"/>
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that's on one outside the research team will be allowed access to the original recording.	<input type="checkbox"/>
I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study	<input type="checkbox"/>
I agree to take part in this interview:	

Participants' Name	Date	Signature
--------------------	------	-----------

Researchers' Name	Date	Signature
-------------------	------	-----------

If you have any further questions or concerns about this study, please contact:

Name of researcher : Iffafti Chaira (081275122606)

Domicile : Jln.Banda Aceh - Meulaboh Km.12,5. Lhoknga, Aceh Besar

E-mail : Iffaftichair@gmail.com