



Students' Perception on English Camp Program in MA Female Ar-Risalah Islamic Boarding School toward Their Speaking Skill Development

Wldatul Fikra¹ and Lafziatul Hilmi²

^{1,2}Universitas Negeri Padang

Correspondence Email: wildavictor.47@gmail.com

Article History

Published:2023-11-10

Abstract

This research intended to know students' perception on English camp program in MA female Ar-Risalah Islamic boarding school toward their speaking skill development. This program is implemented especially for grade tenth, that carried out for three days in first semester. This program already conducted for six years in the school, so the researcher believed it was important to to analyze how the students' perception toward the activities. This study employed a qualitative methodology. The data were collected through questionnaire and interview. The questionnaire consisted 30 statements given to 110 students and interview consisted 3 questions given to 8 students. As a result of the study, most of the students gave positive responses toward English camp program in developing their speaking skill. Students found a place to thoroughly practice English at the English camp. It also had a great power to encourage students' motivation to often practice speaking English with friends. They were more interested in practicing English in the English camp, because of many attractive and interesting learning activities

Keywords:

Students' perception, English camp, Islamic Boarding School, Speaking skill

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Fikra, W., & Hilmi, L. (2023). Students' Perception on English Camp Program in MA Female Ar-Risalah Islamic Boarding School toward Their Speaking Skill Development. Journal of English Language Teaching, 12(4): pp. 1219-1233, DOI: [10.24036/jelt.v12i4.125743](https://doi.org/10.24036/jelt.v12i4.125743)

INTRODUCTION

English becomes the universal language that most of people all around the world intend to learn and master as their second or foreign language. Indonesia is one of the nations that speaks English as the foreign language. English slowly attracts Indonesian society to use it on many occasions and functions it as a medium of self-expression. In line with that, Alrajafi (2021) stated that International school in Indonesia use it as the language of instruction for various subjects. Additionally, English in Indonesia has played a role in society at large, particularly in business, politics, education, media and increasingly used as medium of instruction in schools including Islamic boarding school (Allan, 2008).

Nowadays, significant numbers of modern Islamic boarding schools have recognized the necessity of general knowledge and eventually adapted to the modern

educational system. It has started combining religious and general knowledge including foreign languages for the students. Furthermore, Ulya, et al (2020) stated that almost all the modern Islamic Boarding school or *Pesantren* in Indonesia obliged the students to master foreign languages and required them to use it as daily communication. Islamic Boarding Schools have developed some particular programs and rules to support foreign language used among students.

Ar-Risalah Islamic Boarding School is one of Boarding Schools in West Sumatera which has implemented daily language activities in the process of foreign language learning. It provides an educative environment to support student's development in foreign language mastery. One of the programs called English camp. According to Cho (2004) English camp program is designed to increase the opportunity for students in communicating to one another in English, to promote self-confidence among the participants in speaking English, and to prepare them to live in global community. English camp in Ar-risalah hold for three days that followed by first-grade of senior high school students. This program is guided by some tutors that will lead the participants to do various activities such as learning daily expressions, grammars and speaking games. During the activities students are forced to speak in English and participate actively with other students.

Considering that the English Camp program has been already implemented for six years in Ar-Risalah. The researcher believe it is important to analyze how the students' perception toward the activity. According to Robbins and Judge (2013) Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. While, Unumeri (2009) stated that perception is a process of thinking or feeling about something

This study is conducted specifically attempting to investigate MA Female students' perception on English Camp program in Ar-Risalah Islamic school toward their speaking skill development, based on the theory perception of Robbin (2003), who stated that there are three types of perception including an experiencing person or perceiver. It is when a person is looking at the target and trying to interpret what he or she sees, the interpretation is strongly influenced by the characteristics of the person which involve the personalities, attitudes, interests, expectations and past experiences. The next component is target. The characteristics of target also affect what is perceived. Target is the object of perception; someone or something that is being perceived. Third, Perception of situation. Psycholinguistics view a situation as all the social factors that influence individual's experience or behavior in a particular time or place.

METHOD

This study used qualitative research method because it aimed to provide a more detail description about students' perception on English Camp program in Ar-Risalah Islamic Boarding School toward their speaking skill development. Qualitative research is used to learn more about a particular phenomenon of interest, involving gathering, analyzing, and interpreting extensive narrative and visual (Mills and Gay, 2022).

Data are facts or information that utilized to find out things or to make decisions. (Oxford Learner's Dictionary, 2021). Source of data in research is the

subject of where data can be obtained (Arikunto, 2013). Thus, Source of data in this research was the students of MA female Ar-Risalah Islamic boarding school in grade tenth. While the data were obtained from the students' answer in questionnaire and interview. The population of the research were the students coming up on the days when the questionnaire was distributed, which totaled 110 pupils.

This study used total sampling. It is a technique where the number of population and sample that were used in the study is equal (Sugiyono, 2009). This sampling offers the most accurate representation of the entire population because every member was included. Thus, all of 110 students acted as the sample for this research. Meanwhile, the researcher chose 8 students as the representative based on the 8 different groups during the camp by using simple random sampling for interview part.

The questionnaire was constructed based on Robbins' (2003) three domains of perception: perceiver, target and situation. It was in printed form that consisted 30 questions using the Likert scale, which was used to classify the students' answers with four options: strongly agree, agree, disagree, and strongly disagree. To analyze the questionnaire, researcher used tabulating data. All answer in the submitted questionnaires were recapped and tabulated based on the frequency of the statements (Rahmania & Mandasari, 2021). While the interview was analyzed by using theory by Miles and Huberman (1994). To define the analysis, there are three major phases namely data reduction, data display, and conclusion drawing or verification.

RESULT AND DISCUSSION

Result

1. The description of the data collected from the questionnaires

a. Students' perception of English camp program viewed from perceiver dimension

No.	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1.	I can speak English during English camp program.	20%	74,54%	5,45%	-
2.	I can sing English song during English camp program.	33,63%	61,81%	2,72%	1,81%
3.	I understand when listening to English instruction during ice breaking activities in English camp program.	40%	59%	0,90%	-
4.	I get more vocabularies through Spelling Bee game in English camp program.	48,1%	48,1%	3,63%	-
5.	By joining English camp program I can talk to friends with daily expressions used in classroom.	29,0%	70%	0,90%	0,90%

6.	By joining English camp program I can combine a word from two pictures and write a sentence by using that word.	42,72%	52,72%	3,63%	0,90%
7.	By joining English camp program I can read English texts about someone's daily life.	30,90%	61,81%	7,27%	-
8.	By joining English camp program I can read English texts about someone's past experience.	27,27%	63,63%	8,18%	0,90%
9.	By joining English camp program I can read English texts about someone's future plan.	27,27%	66,36%	5,45%	0,90%
10.	By joining English camp program I can determine time signals for certain sentence.	35,45%	60%	3,63%	0,90%
11.	I get more vocabularies through Balloon snakes game in English camp program.	47,27%	48,1%	4,54%	-
12.	By joining English camp program I can talk to friends with daily expression used in library.	30%	63,63%	6,36%	-
13.	By joining English camp program I can pronounce English alphabet correctly.	61,81%	36,36%	1,81%	-
14.	I get more vocabularies through Scrabble game in English camp program.	47,27%	49,09%	3,63%	-
15.	I can memorize sentences correctly in whispering game in English camp program.	23,63%	69,09%	6,36%	0,90%
16.	I can ask my friends by using "who" to find out certain information in English camp program.	53,63%	42,72%	3,63%	-
17.	I get more vocabularies through treasure hunt game in English camp program.	34,54%	56,36%	8,18%	0,90%
18.	By joining English camp	47,27%	51,81%	0,90%	-

	program I can talk to friends with daily expressions used in dormitory.				
19.	By joining English camp program I can write creative caption towards a picture in English.	23,63%	65,45%	10,90%	-
20.	I can pronounce words correctly through Snake and Ladder game in English camp program.	44,54%	50,90%	4,54%	-

Based on the results from the table above, the first statement shows that (20%) students chose strongly agree, (74.54%) voted agree, (5.45%) selected disagree and none of them chose strongly disagree that they can speak English during the English camp program. It can be conclude that almost all respondents believed they could communicate in English during camp. At the beginning students surprised about the speaking rules in the camp, but they always listened to the tutors' instruction in English and other students also spoke in English. As a result, students used to speak in the English language.

The result of the second item shows that (33.63%) students chose strongly agree, (61.81%) decided to choose agree that they can sing English song during English camp program. Only (2.72%) of the students voted disagree and (1.81%) voted strongly disagree. The total percentage of students who chose agree was greater than the total level that chose disagree about the statement. It means that the students can sing English song during the camp.

Furthermore, the third statement shows that there were (40%) students chose strongly agree, (59%) chose agree, (0.90%) voted disagree, meanwhile none of them chose strongly disagree. It can be inferred that the majority of students understand when listening to English instruction during ice breaking activities in English camp program. Ice breaking refers to techniques or activities utilized to establish connection between people and initiate conversation.

According to the fourth statement, there were (48.1%) students chose strongly agree, (48.1%) chose agree, (3.63%) students chose disagree. In the meantime, not a single student selected strongly disagree. So, the percentage of total levels that agree was higher than those who chose disagree. It indicated that every student agreed that spelling Bee game helps them expand their vocabulary. In this game, words are spelled by participants in turn, if they misspell a word, they are disqualified from the game until the winner is determined.

The fifth statement presents that among 110 students, there were (29.0%) chose strongly agree, (70%) chose agree, (0.90%) chose disagree and none of them chose strongly disagree. The percentage of the total level agree was (90%), while the total level disagree was only (0.90%). it can be seen that the majority of the students agree by joining English camp program they can talk to friends with daily expressions used in classroom, such as "can I answer the second question?" or "What is the homework about?"

The sixth statement indicates that most of the students was agree that by joining English camp program they can combine a word from two pictures and write a sentence by using that word. In this activity, the tutors showed two pictures, then the students guessed and mixed the word that would have a new vocabulary. For instance, the first picture was milk and the second picture was hand shaking, so the answer would be milkshake.

According to the seventh statement, nearly all students agreed that by joining English camp program they can read English texts about someone's daily life. In this reading comprehension activity, students were given three texts. In the first text, students answered true false question. In the second one, they filled in the gap in the text and the last part students acknowledged short answer for the text three. Similar activities were involved with this point in the following statements number eight and nine.

The result of the eighth statement shows that (27.27%) students chose strongly agree, (63.63%) chose agree that by joining English camp program they can read English texts about someone's past experience. While, (8.18%) of them chose disagree and (0.90%) chose strongly disagree. So, the total percentage of students who chose agree was higher than those who chose disagree, it is evident that more than half students agree with the statement.

In the ninth statement, (27.27%) students chose strongly agree, (66.36%) of them chose agree. Then, (5.45%) chose disagree and (0.90%) chose strongly disagree. It showed that after participating in English camp programs, the majority of them agreed that they were able to read English texts about someone's future plan.

The result of the tenth statement presents that (35.45%) students chose strongly agree, (60%) chose agree that they can determine time signals for certain sentence. On the other hand, (3.63%) students chose disagree and (0.90%) chose strongly disagree. It means that almost all of students agreed that they can decide whether the sentence is written in present, past or future tense.

The result of the eleventh statement indicates that almost all the students get more vocabularies through Balloon snakes game, in which they learned how to pronounce English vocabulary while catching the balloon.

The result of the twelfth statement presents that there were (30%) students chose strongly agree, (63.63%) chose agree, (6.36%) chose disagree and none of them chose strongly disagree. It indicated that more than a half of them agree that by joining English camp program they can talk to friends with daily expression used in library.

The result of the thirteenth statement shows that there were (61.81%) chose strongly agree, (36.36%) chose agree, (1.81%) chose disagree. Meanwhile, no student chose strongly disagree. The percentage of agreement level was (98.17%) in total. We can conclude that most of students agree that by joining English camp activity they can pronounce English alphabet correctly.

The fourteenth statement sounds "I get more vocabularies through Scrabble game in English camp program". As total of (47.27%) students chose strongly agree about that, (49.09%) decided to choose agree, (3.63%) voted disagree and none of them chose strongly disagree. It means, almost all of the students showed their

agreement that they can combine letters to create words by arranging them into rolling boards in scrabble game.

The result of the fifteenth item presents that there were (23.63%) of the students chose strongly agree, (69.09%) chose agree that through English camp program they can memorize sentences correctly in whispering game. Meanwhile, (6.36%) of them chose disagree and (0.90%) chose strongly disagree. Therefore, the total percentage of agreement was (92.72%) and the total percentage of disagreement was only (7.26%).

The sixteenth statement shows that almost of the students had the same opinion that they can ask their friends by using “who” to find out certain information in English camp program. for instance, the students asked their friends by saying “Who has met a famous person?” or “Who has a pet at home?”.

The result of the seventeenth statement presents that there were (34.54%) students chose strongly agree, (56.36%) chose agree, (8.18%) chose disagree and (0.90%) chose strongly disagree. It means the majority of students felt that they get more vocabularies through treasure hunt game in English camp program. This game were not only entertaining but also promoted collaboration, problem solving and critical thinking skill among the students.

From the eighteenth statement it can be seen that there were (47.27%) of the students chose strongly agree, (51.81%) chose agree, (0.90%) chose disagree and none of them chose strongly disagree. Based on the result, it can be conclude that by joining English camp program students can talk to their friends with daily expressions used in dormitory, such as “What time do get up?” or “What will you do before you go to sleep?”.

The nineteenth statement indicates that there were (23.63%) students chose strongly agree, those who chose agree were (65.45%). Meanwhile, (10.90%) chose disagree and none of them chose strongly disagree. It means that most of the students had the same opinion that by joining English camp program they were able to write creative caption towards a picture in English passages. In this activity,tutors gave each teams a picture then they needed to write caption about that picture as creative as possible.

The result of the twentieth indicates that students who chose strongly agree were (44.54%), students chose agree were (50.90%), students who chose disagree were (4.54%) and none of them chose strongly disagree. As a result, almost all of the students thought that they can pronounce words correctly through Snake and Ladder game in English camp program. In this game, each group sent a representative as the player, they took turn rolling a dice and moved according to the number they got in tit. If the player stopped in the box contained a word, she needed to mention a vocabulary that sounds like that word

b. Students' perception of English camp program viewed from target dimension

No.	Statement	Strongly agree	Agree	Disagree	Strongly disagree
21.	I hope English camp program increase my	78,18%	21,81%	-	-

	vocabulary.					
22.	I hope English camp program will improve my speaking skill.	86,36%	13,63%	-	-	
23.	I hope by participating in English camp I can speak English in dormitory.	80,90%	19,09%	-	-	
24.	I hope by participating in English camp I can speak English in the classroom.	80,90%	19,09%	-	-	
25.	I hope by participating in English camp I can speak English in library.	74,54%	24,54%	0,90%	-	

According to the twenty first statement, there were (78.18%) students chose strongly agree, (21.81%) of them chose agree. Meanwhile, no one of the students showed their disagreement. It means that all students had the same hope that by participating in English camp program will increase their vocabulary. The activities in English camp program were not only fun but also interesting, so the students really enjoyed the learning such as learning vocabulary through Scrabble and treasure hunt game.

The result of the twenty second statement presents that there were (86.36%) students chose strongly agree and (13.63%) chose agree. Meanwhile, no students chose both disagree and strongly disagree with the statement. It means that all students really hope that by participating in English camp program will improve their speaking skill.

Statement twenty third indicates that among 110 students, there were (80.90%) students chose strongly agree, (19.09%) chose agree, while none of them chose both disagree and strongly disagree. The total percentage of the agreement level was (99.99%). It means that all of the students hope by participating in English camp they can speak English in dormitory.

The result of the twenty fourth statement indicates that among 110 students, there were (80.90%) chose strongly agree, (19.09%) chose agree, however no one of them chose both disagree and strongly disagree. From this percentage we know that all students hope by participating in English camp they can speak English in the classroom.

Furthermore, statement twenty fifth indicates that among 110 students, there were (74.54%) chose strongly agree, (24.54%) chose agree, (0.90%) chose disagree and none of them chose strongly disagree. From this percentage we know that all students hope by participating in English camp they can speak English in the library.

c. Students' perception of English camp program viewed from situation dimension

No.	Statement	Strongly agree	Agree	Disagree	Strongly disagree
26.	Musrifah (students' caregiver in the dormitory)	10%	19,09%	44,54%	26,36%

	always spoke in English during the camp, that motivated me to speak English as well.				
27.	Teachers supported the English camp program, so it made me enthusiastic in speaking English.	22,72%	62,72%	12,72%	1,81%
28.	The school staffs spoke in English during the camp, that motivated me to speak English as well.	10%	27,27%	43,63%	19,09%
29.	I always spoke English during the English camp program.	13,63%	70,90%	14,54%	0,90%
30.	Other students spoke in English during the camp, which inspired me to have a better speaking skill.	41,81%	50%	7,27%	0,90%

Statement twenty sixth mentions that Musrifah or someone who works as a caregiver of students in the dormitory always speak in English during the camp, that motivated students to speak English as well. There were (10%) students chose strongly agree, (19.09%) chose agree, (44.54%) chose disagree and (26.36%) chose strongly disagree. From the percentages above we know that most of the students chose disagree and strongly disagree about the statement. Additionally, they explained that the reason of musrifah rarely visited the camp was because there were already tutors to guide students' during activities.

Statement twenty seventh shows that among 110 students, (22.72%) of them chose strongly agree, (62.72%) chose agree, (12.72%) chose disagree and (1.81%) chose strongly disagree. That indicates that more than half students agreed that the teachers supported English camp program, so it made them enthusiastic in practicing speaking skill. Since the use of foreign languages in Ar-Risalah Islamic boarding school was one of the priorities, so the teachers really supported this program.

Furthermore, statement twenty eighth indicates that among 110 students, there were (10%) chose strongly agree, (27.27%) chose agree, (43.63%) chose disagree and (19.09%) chose strongly disagree. The total percentage of agreement level was lower than the disagreement level. As a result, it can be concluded that more than half of the students disagreed that the school staffs always spoke in English during the camp. The students explained that the school staffs rarely come to the camp during the activity.

The twenty ninth statement states that there were (13.63%) chose strongly agree, (70.90%) chose agree, (14.54%) chose disagree and (0.90%) chose strongly disagree. From the percentages above we can see that almost all of the students agreed to the statement that they always speak English during the English camp program.

The last statement shows that among 110 students, there were (41,81%) chose strongly agree, (50%) chose agree, (7.27%) chose disagree and (0.90%) chose strongly disagree. From the percentages above we can see the students agreed that other students spoke in English during the camp, which inspired them to have a better speaking skill.

2. The description of the data collected from the interview

The interview questions are divided into three parts based on Robbin' theory of perception: the perceiver, in this part the researcher asked about students' experience, the target, specifically researcher asked about the benefit students get after the camp and the last about the situation of English camp program.

a. Students' experience after participating in English camp program

Based on the experiences of the participants, most of them stated that they really enjoy the camp because they learned English through fun and interesting activities such as games. It is supported the questionnaires number 3, 10, 12 and 20.

As stated by participant 1:

"In the first day, we asked to introduced ourselves. Actually I was surprised because all the tutors speak full in English, but then I get used to it. During the camp we learned about some materials, playing games and also ice breaking."

Participant 4 explained her experience specifically about the games during the camp. She also stated that each team that got the highest score will be the winner of the game:

"We joining some games such as Spelling Bee, like we spell the word one by one. Then Scrabble game or arrange the word and my team was the winner because we got the highest point. There was also Balloon Snake game, in this game we learned how to pronounce English vocabulary while catching the balloon."

Participant 5 mentioned that she was the leader of the team so that gift her a good experience. She also liked the tutors because they were easy going, as a result the students could talk with them easily.

"During the camp we can join many games. The tutors were easy going, we can talk to them without feeling ashamed. I think English camp added my vocabulary and also gift a good experience because I was the leader of the team."

Participant 8 had the same opinion with participant 5 that the activities were interesting not only because of the games but also the great tutors who guided them during the camp. she said:

"English camp was very interesting because we met great tutors. I joined some games and in the second day I followed a video project. In the third day we also had game, which is Snake and Ladder game. We also had quiz and my team was the winner. I got a lot of vocabulary and also learned grammar in the classroom."

Another reason the students were able to increase their speaking fluency was because of the instructors' encouragement and the fact that they were disciplined for using English during the camp. It was stated to them that they would be penalized if they spoke in Indonesia if they against the law, like when student wanted to ask

permission to go to the restroom, once they could not say it in English, they would not be allowed to go. As a result, the students trained their selves to memorize both English sentences and vocabulary. One method that they become more fluent is by being guided to speak English on a daily basis. As stated by participant 3:

“Through English camp we know more vocabularies and more fluently in speaking. We obliged to speak English during the camp even if just to ask permission to go to restroom, we would not be allowed if we could not say it in English.”

Another benefit of attending the English camp was increased teamwork and solidarity because during the camp, all students divided into groups and did all activities in their own group. As stated by participant 2:

“The activities were various not monotonous. I know how to pronounce English word and also learned how to work in team.”

Participant 7 supported the answer of participant 2, she said:

“I felt both happy and proud of joining this program because it increased my vocabulary and train the solidarity and teamwork.”

The results of the interviews with the respondents show a real increase in students' vocabulary, grammar, pronunciation, fluency, and confidence. For the first time, they felt the effect of learning new vocabulary and improving their pronunciation, which made it simpler for them to speak English and complete their sentences. because their ability to talk effectively and intentionally is greatly impacted by the program in the course.

b. The benefit students got after joining activities in English camp

When asked what value they received from participating in English camp activities, nearly every participant responded in the same way. They attested to the fact that attending an English camp improved their collaboration, speaking, writing, and listening skills in addition to expand their vocabulary. The pupils contended that they had improved their pronunciation, fluency, and vocabulary knowledge through the English camp activities.

According to the participants' responses about the advantages of the English camp, they said that they were more fluent in the language and increased their vocabulary. This response supported the statement of questionnaire number twenty one “ I hope English camp program increase my vocabulary”. as participant 1 explained:

“After three days in English camp, I think my speaking is better now because I always listen and talk in English during the camp and my vocabulary also increased.”

Supported by participant 2 who stated that the English camp program improved her vocabulary and speaking skill. This aligns with questionnaire number 22 “ I hope English camp program will improve my speaking skill.”

“I get used to speak English. I think both my vocabulary and speaking skill were increased.”

In similar way, participant 4 mentioned that the activity in English camp also improved her writing skill:

"I got new vocabularies then my pronunciation is better now and we also learned writing skill."

Additionally, student know how to pronounce word correctly in English camp, and got vocabulary that can be used in daily life. This is consistent with the questionnaire 18, "By joining English camp program I can talk to friends with daily expression used in dormitory". As stated by participant 7:

"I know how to use English correctly. We also got vocabulary that can be used in daily life, whether in dormitory, at home or anywhere."

Having more confidence is one of the most important advantages of attending the English camp. It was discovered that participant 3 thought the English camp had given her more courage to speak up.

"I got more vocabularies, more fluently and more confident to speak up."

Participant 5 supported the argument of participant 3 that by engaging in these activities, her speaking skill was improved and she was able to speak up more confidently :

"English camp added my vocabulary, improved my speaking skill and I was able to speak up more confidently."

Other argument by Participant 6 that she she got to improve her speaking and listening skill after participating in English camp:

"The benefit that I got after joining activities in English camp was I got to speak English more with my friends, I got to improve my speaking and my listening skill in the English language."

Participant 8 conveyed that she was enthusiast in learning English because the activities during the camp was so interesting:

"I felt more spirit to learned English. I found English was very interesting to learned in the camp."

The previous perspectives from the participants lead to the conclusion that attending the English camp improved students' speaking, writing, and listening skills as well as their vocabulary, fluency and pronunciation. Not only the English skills, students also felt improvement in their social skills such as collaboration and teamwork. They used to have a hard time pronouncing and speaking a few words in English. As a result, after switching to the English language, their speech and pronunciation improved. The participants have improved and become more proficient in their English communication from their earlier lack of fluency.

c. English camp situation

All the interviewees stated that English camp situation was so fun and interesting, and it was a good place to improve speaking skill. As stated by participant 1:

"It was Happy but I think my team was not eager so sometimes I felt less spirit."

Participant 2 added that the situation in English camp was different from the way they are learning English in the classroom.

"It was so happy because the way we learned not like usual. We usually learning in the classroom by sitting in the chair and write down what the teacher write in the board. But in English camp, we learned through games. And yeah this is a good place to improve speaking skill."

Participant 3 also had the same opinion that the activities during the camp were not only focus to materials but also to games. She stated as follow:

“So happy because the activities were not only focus to materials but also to games.”

Beside that, student conveyed what made her happy of joining the activities not only because of the learning through fun activities such as games but also that they also got some snacks. As stated by participant 4:

“English camp was good and happy place because it provided games. If we felt bored, the tutors gave us ice breaking. And also we got some snacks.”

Participant 5 conveyed:

“It was a good place to improve speaking.”

Another thing that the student like in English camp was the tutors that were very energetic in teaching and leading the activities as stated by participant 6:

“And what I think about English camp situation is a good place to improve speaking skill, it is very fun, the teachers are very energetic as well. And they have many games that improve reading, speaking and listening.”

Participant 7 conveyed that English camp is a good place to understand English well. She stated as follow:

“It is very interesting, it's a place that train us to understand English well.”

During the camp, all students were obliged to speak only in English, as stated by participant 8 also stated:

“English camp is a good place to improve speaking. Even there was a sad part when we lose the games but lots of happiness because we can get points in every games and quiz. We obliged to speak English during the camp even if just to ask permission to go to bathroom.”

In conclusion, students delivered various answer when asking about the English camp situation. However, most of them said that English camp was an interesting and fun place to learn English because the tutors taught them through games, ice breaking and quiz. As a result, the students were happy to learn because the activities were not monotonous. In addition, students conveyed that the tutors were very energetic in leading the activities.

Discussion

This study aimed to know how students felt about the English camp program in relation to the improvement of their speaking skill. To get data from the respondents, the researcher conducted interviews and distributed questionnaires. Every students shared their thoughts and answers to the English camp program. The results were various, with each respondents providing an explanation based on their personal experiences.

The researcher received favorable feedback from the respondents based on the results of the questionnaires and interviews. Every respondent acknowledged that the English camp had a significant impact on the improvement of their speaking skill. It was consistent with Manan's (2018) findings, which claimed that by giving students new experiences, English camp improved their speaking abilities.

Increased vocabulary is the first thing that the participants bring up. They thought that their increased vocabulary following their participation in the English

camp program would help them converse in English more successfully. Through enjoyable exercises, quizzes, and games, they are taught to memorize new vocabulary each day, which helps them become very proficient in language. These claims are consistent with the findings of Oktaviana's study (2018), who states that the English camp has routine activities such as memorizing vocabulary, idioms, short phrases, listening, grammar and pronunciation.

Additionally, the students' English pronunciation and fluency also increased. Hence, they may speak more organized and straightforward. They knew how to behave when delivering and speaking in front of their friends. In English camp, many activities involved students to be active in speaking. They receive training on how to communicate ideas with courage. It encouraged the participants more confident and enthusiastic about speaking in public. Furthermore, Noguchi (2019) argues that the English camps have had a lot of positive influence.

The result of this study also have similarities with the research of Mustakim and Ismail (2018) who stated that there is a significant influence and a positive effect on students' speaking skill. Similarly, the researcher's result showed that the participants could improve their speaking quickly in three days during the English camp program. Additionally, based on the result of the third question in interview, they agreed that English camp is a good place to improve speaking skill. This is supported by the finding of a research by Jalaludin (2015) that students responded positively the existence of English camp was helpful to improve their speaking skill.

According to a study by Wijayanti (2019) students had positive perception toward English as a medium of instruction that it could improve students' ability to speak up and motivate them to learn English. Students in Ar-Risalah Islamic boarding school also had the same argument that by joining English camp they used to listen instruction and speak in English through various activities, even if at the beginning students felt challenging to always talk in English, but the tutors encouraged them in practicing it during the camp.

In short, students in MA female Ar-Risalah Islamic boarding school gave positive perception toward activities in English camp that conducted for three days for tenth grade students. The perception was viewed from three different dimension based on Robbins' theory; perceiver (viewed from students' past experience), target (viewed from something that wanted to achieve by students) and situation (viewed from students' opinion based on their self and people around them that affected the camp situation). The total percentage of agreement levels were higher than disagreement levels, so we can conclude that English camp gift a really good impact toward students in MA female Ar-Risalah Islamic boarding school to their speaking skill development.

CONCLUSION

Based on the data gathered and analyzed from the questionnaires and interview, it can be concluded that most of the students gave positive responses toward English camp program in developing their speaking skill. Students found a place to thoroughly practice English at the English camp. It also has a great power to encourage students' motivation to often practice speaking English with friends. They were more interested in practicing English in the English camp, because of the

learning activities which are more attractive and interesting. As a result, the majority of students expressed enthusiasm for the opportunity to participate in the camp. They conveyed that this camp is significant and beneficial to improve their pronunciation, vocabulary and fluency in speaking.

REFERENCES

- Alrajafi, Gali (2021) The Use of English in Indonesia: Status and Influence. *Journal SIGEH ELT.*, March 2021
- Allan, Lauder (2008) *The Status and Function of English in Indonesia: a Review of Key Factors*. Makara, Sosial Humaniora, vol 12.
- Cho, M. (2004). *A study on the immersion program through English camp in Korea*. Kyungpook National University.
- Manan, N., A. (2018). Commitment, Community and Bravery: The Core Activities in 53 Endorsing Speaking Skill by English Camp Program. *English Review: Journal of English Education*, 6(2), 77.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage Publications.
- Mills, G. E., & Gay, L. R. (2022). *Educational research: Competencies for analysis and applications*. Pearson.
- Mustakim, M., & Ismail, I. (2018). The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang. *Edumaspul - 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*.
- Rahmania, A. H., & Mandasari, B. (2021). Students' Perception Towards the Use of Joox Application To Improve Students' Pronunciation. *Journal of English Language Teaching and Learning (JELTL)*, 2(1), 39–44. <https://jim.teknokrat.ac.id/index.php/englishlanguage-teaching/index>
- Robbins, S., & Judge, T. (2013). *Organizational behavior* (15th ed.). Pearson.
- Robbins. (2003). *Organizational Behavior*. Prentice Hall.
- Sugiyono (2009). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabeta.
- Unumeri, G. O. (2009). *Perception and Conflict*. Nigeria: National Open University
- Wijayanti, Wiwit Nor (2019). *Students' Perception on The Use of English as Medium of Interaction in The Class at SMK Muhammadiyah 3 Makassar*. Muhammadiyah University of Makassar.