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The Influences of English Camp towards EFL Students' Speaking Skills.

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Abstrak :

Penelitian ini dimaksudkan untuk mengetahui pengaruh *English Camp* (Kegiatan Perkemahan dengan menggunakan bahasa Inggris) terhadap keterampilan berbicara siswa EFL. Penelitian ini menggunakan metode penelitian kualitatif. Subjek penelitian ini adalah 7 mahasiswa Jurusan Pendidikan Bahasa Inggris di UIN Ar-Raniry angkatan 2016. Data penelitian dikumpulkan dengan wawancara. Dalam pengumpulan data, narasumber dipilih dengan menggunakan purposive sampling. Tujuh peserta terpilih telah bergabung di *English Camp*. Hasil penelitian menunjukkan bahwa *English Camp* mampu meningkatkan kemampuan berbicara siswa. Peningkatan tersebut meliputi; menguasai banyak kosa kata, meningkatkan pelafalan dan kelancaran berbicara, meningkatkan kemampuan tata bahasa dan pemahaman, serta membangun rasa percaya diri. Komponen-komponen tersebut saling terkait untuk meningkatkan keterampilan berbicara siswa sehingga siswa dapat menghadapi berbagai tantangan yang mereka khawatirkan dalam berbicara. Kesimpulannya, *English Camp* memiliki pengaruh yang signifikan dalam meningkatkan keterampilan berbicara siswa dan meningkatkan kepercayaan diri siswa menjadi lebih baik.

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.

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. Therefore, this study would like to find out the influences of English camp towards EFL students' speaking skills.

RESEARCH METHODOLOGY

The present study employed a qualitative descriptive approach. Lambert V., and Lambert C., (2012) defines that qualitative descriptive approach is a comprehensive summarization, in conventional terms, of specific events experienced by individuals or groups of individuals.

To collect the data, a qualitative interview was conducted. 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.

This interview is required to find out whether the 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.

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 research was conducted in Banda Aceh city and Aceh Besar District, Aceh Province, Indonesia.

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 that 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).

FINDINGS AND DISCUSSION

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.

I. 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 1st Participant: —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||. (the 1st Participant , November 10, 2020)

The same opinion was mentioned by the 5th participant:

—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||. (The 5th Participant, 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 the 6th participant:

—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||. (The 6th Participant , 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 the 4th participant 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||. (The 4th Participant, 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 the 6th participants:

—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||. (The 6th Participant, November 19, 2020)

Supported by the 4th participant, 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 4th, November 12, 2020)

The 7th Participant 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||. (The 7th Participant,

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.

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 the 4th participant:

—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.|| (The 4th Participant, November 12, 2020)

Besides, the 2nd participant 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||. (The 2nd Participant, 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 the English Camp.

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 the 1st participant:

—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.|| (The 1st Participant, November 10, 2020)

Similarly, the 6th participant 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||. (The 6th, 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.

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