
The Use of English Camp to Improve English Speaking Skill

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Abstract . *This article focused on the effectiveness of English Camp for increasing English speaking skill. The aim of the study was to improve students' speaking skill. This study was quantitative using experimental design, the population was 22 students but the sample was 11, Purposive sampling was taken from students who had the lowest pre-test scores, the speaking rubric score was used to assess students' speaking abilities. The research instrument uses a list of questions about the material that has been taught during one week. The average score of pre-test was 5.81 and the average score of post-test was 10.09. English camp also allowed teachers to experiment various methods in every meeting.*

Keywords: *English Camp, Speaking Skill*

Abstrak . Artikel ini berfokus pada keefektifan English Camp untuk meningkatkan keterampilan berbahasa Inggris. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa. Penelitian ini bersifat kuantitatif dengan menggunakan desain eksperimen, populasinya 22 siswa tetapi sampelnya 11 orang, Purposive sampling diambil dari siswa yang memiliki nilai pretest terendah, skor rubrik berbicara digunakan untuk menilai kemampuan berbicara siswa. Instrumen penelitian menggunakan daftar pertanyaan tentang materi yang telah diajarkan selama satu minggu. Nilai rata-rata pre-test adalah 5,81 dan nilai rata-rata post-test adalah 10,09. English camp juga memungkinkan guru untuk bereksperimen dengan berbagai metode di setiap pertemuan.

Kata kunci: English Camp, Kemampuan berbicara

Introduction

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Language is a crucial aspect of social identity, used for natural communication and expression of ideas and feelings. English is essential for global communication, development of sciences, technology, economics, education, art, and culture, and is a vital international language, particularly in Indonesia. The Indonesian education government plans to make English the first foreign language taught in all levels of education, starting from elementary school to university. Studying English enables individuals to compete in the globalization era, making Indonesia become a developing country.

Various teaching methods and strategies have failed to improve students' speaking skills; English teachers must be creative in designing effective programs. one of the pto date programs is English Camp. English camp is a strategy which is still familiar to the English teachers, lecturers and students. English camp is held for increasing students' speaking skill through teaching the elements (vocabulary, constructing sentence, and pronunciation) of language and speaking skill. Most of the English camp activities are formulated for upgrading students' speaking skill in real communication. Therefore, to complete this strategy, it should be integrated with other techniques to master vocabulary (Islmail , 2018). English camp strategy has many methods that will help the students in mastering English and achieving the goal.

According to (Parmawati & Inayah, 2019), Speaking skill is an important part when the class begins, and teachers prepare a method for students' extraction, stating that there are three main reasons to get students to talk in class. First, speaking activities provide training opportunities to practice speaking in real life in a safe classroom. Second, speaking assignments where students try to use one or all of them from the language they know to provide feedback for lecturers and students.

Literature review

English Camp

English Camp is a way out for students who have difficulty learning. where the concept of learning English that is applied is easier to learn and more routine in practicing English in camp life. The ability to speak English will be more easily achieved with rules that require students to use English daily because the English camp applies no English no service.

According to (Ready & INdrayani, 2021) There are a lot of methods that are possible to use in mastering speaking skills. One of them is an English camp. The focus of this is to concern the role of students in learning English and they are active in communicating in English in daily life during camp. In other ways, students can choose other methods of learning English like taking the course in which the environments are set to full English. English camps are capable of being a place to learn with natural nuances. After reviewing existing data and literature related to the effectiveness of English camp, we can conclude that the English camp is a means of promoting learning foreign languages such as English (Rachmawati, Widjajanti, Ahmad, & Aslan, 2020).

English speaking skills

Speaking skills in English are a person's skill to convey his thoughts to anyone orally, however, speaking skills are difficult to develop if they are not continuously trained and can be done with colleagues in class, or friends in the environment who live every day and who actively speak English in everyday life. There are many ways to increase English speaking skills. One of them is the use of youtube in English camp class to teach some daily expressions, vocabulary, grammar, etc.

The use of youtube in English camp class also can help students avoid confusion and improve their English language skills especially speaking skill. Do to (Meinawati, Rahmah, Harmoko, & Dewi, 2020) YouTube is a learning medium that aims to improve students' speaking skills by changing the classroom environment and atmosphere.

Another media used in English camp class is also song. Song is the way to improve fluency in speaking (Romero, Tinjacá Bernal, & Olivares, 2012) Song-based activities provide fun and engaging learning opportunities for students in their first years of learning a foreign language. Research shows that learners can speak many words freely and accurately in a non-threatening environment, acquire new vocabulary, and are motivated to learn English.

Method

This research is quantitative and used experimental design, the population was 22 but the sample is 11, Purposive sampling was taken from students who had the lowest pre-test scores.

Population was students of Mandalika Maritime Center Batch VIII for an English Camp Training program. The research instrument uses a list of questions about the material that has been taught during one week. This part is more like the students called by the teacher to do a short question and answer section and directly the student explains and answers the question about everything that had been studied during one week and the answer was full of speaking and using English language. The data analysis used microsoft excel to know the average score of pre-test and post-test. Besides, The instrument of assessment of speaking skill used speaking rubric score which has five aspects;

Information:

Assessment Aspect	Score
Pronunciation (pengucapan)	6
Grammar (tata bahasa)	6
Vocabulary (kosa-kata)	6
Fluency (kelancaran)	6
Comprehension (pemahaman)	6
Total	30

Formula:

$$\begin{aligned} \text{Score (S)} &= \text{Pronunciation (P)} + \text{Grammar (G)} + \text{Vocabulary (V)} + \text{Fluency (F)} + \\ &\quad \text{Comprehension (C)} \\ &= 6 + 6 + 6 + 6 + 6 = 30 \end{aligned}$$

DESCRIPTION OF ASPECTS

a. Pronunciation

No.	Indicators	Score
1	Pronunciation frequently unintelligible	1
2	Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.	2
3	“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding	3
4	Marked “foreign accent” and occasional and mispronunciations which do not interfere with understanding	4
5	No conspicuous mispronunciations, but would not be taken for a native speaker	5
6	Native pronunciation, with no trace of “foreign accent”	6

b. Grammar

No.	Indicators	Score
1	Grammar almost entirely inaccurate except in stock phrases	1
2	Constant errors showing control of very few major patterns and frequently preventing communication	2
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	3
4	Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding	4
5	Few errors, with no patterns of failure	5
6	No more than errors during interview	6

c. Vocabulary

No.	Indicators	Score
1	Vocabulary inadequate for even the simplest conversation	1
2	Constant limited to basic personal and survival areas.	2
3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic	3
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions	4
5	Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations	5
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker	6

d. Fluency

No.	Indicators	Score
1	Speech is so halting and fragmentary that conversation is virtually impossible	1
2	Speech is very slow and uneven except for short routine sentences.	2
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted	3
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	4
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness	5
6	Speech on all professional and general topics as effortless and smooth as a native speaker's	6

e. Comprehension

No.	Indicators	Score
1	Facial expressions show absolutely no interest in topic presented	1
2	Facial expressions show some negativity toward topic presented	2
3	Facial expressions have either a deadpan expression or shows a conflicting expression during presentation	3
4	Facial expression occasionally displays both a deadpan and conflicting expressions during presentation	4
5	Facial expressions occasionally demonstrate either a deadpan or conflicting expression during presentation	5
6	Facial expressions give audience clues to what the content of speech is about appropriate expression	6

RESULT

THE STUDENTS' SCORE OF PRE-TEST

No.	Name	RUBRIC SCORE OF SPEAKING					Score
		<i>Pronunciation</i>	<i>Grammar</i>	<i>Vocabulary</i>	<i>Fluency</i>	<i>Comprehension</i>	
1	FR	1	1	1	1	1	5
2	FS	1	1	1	1	1	5
3	HE	1	1	1	1	1	5
4	HER	1	1	1	1	1	5
5	IG	1	1	2	2	2	8
6	LJS	1	1	1	1	1	5
7	MAS	1	1	1	1	1	5
8	MRA	2	1	1	1	1	6
9	MA	1	1	1	1	1	5
10	MR	1	1	1	1	1	5
11	RJ	2	2	2	2	2	10
TOTAL					64		
AVERAGE					5.81		

THE SCORING ON FIRST WEEK AS THE POST TEST

No.	Name	RUBRIC SCORE OF SPEAKING					Score
		<i>Pronunciation</i>	<i>Grammar</i>	<i>Vocabulary</i>	<i>Fluency</i>	<i>Comprehension</i>	
1	FR	2	1	2	1	2	8
2	FS	3	2	3	2	2	12
3	HE	2	1	2	1	2	8
4	HER	2	1	2	2	1	8
5	IG	3	3	3	4	2	15
6	LJS	2	2	2	2	2	10
7	MAS	1	1	1	1	1	5
8	MRA	3	1	3	3	2	12
9	MA	1	1	2	1	1	6
11	MR	2	1	3	3	3	12
12	RJ	3	3	3	3	3	15
TOTAL					111		
AVERAGE					10.09		

Based on the above data, the lowest score in pre-test was 5 and highest score was 10. After one week teaching practice, the researcher did the post test of material that has been used in the pretest and that has been taught in a week teaching learning process. Meanwhile, in the Post Test the highest score was 15.

Test	Average score
Pre-test	5.81
Post-test	10.09

After gaining all the scores, the researcher tested the average score of pre-test and post-test. The average score of pre-test was 5.81 and the average score of post-test was 10.09. From these average scores, there was improvement in student's speaking skills after English camp was implemented. If only one week the students have improved, the researcher believes the more time spent in a camp the easier students can master speaking english.

Discussion

The first week of this camp is amazing and challenging, because the habits of the way they study also change, they should follow all the schedule, and the class begins at 6:30 in the morning, so students have to have management skills also in helping them in doing every task given. Additionally, the week process felt so much different, although students had a long pause when they spoke but mostly they used daily verbs, daily expressions, daily nouns that had been studied before. In a day, there are 5 classes; vocabulary, basic grammar, conversation, listening, and speaking.

The students used most of their time to follow all the classes and used the rest of time to do writing assignments and speaking assignments. After finishing class, they have to make a speaking video and collect it before maghrib or collect before 6 pm in the evening. However, the night class was fun like singing a song, watching English movies, playing puzzle games, and others. At night class is a relaxing class to make them feel that the English language was fun and easy. English camp also allowed teachers to experiment various methods in every meeting. The teacher feels free to use any methods and make students enjoy everyday lessons.

Conclusion

The average score of pre-test was 5.81 and the average score of post-test was 10.09. From these average scores, English Camp can improve a student's speaking skill, if one week's class has much different in students' speaking skill, how about a month or three months. This camp must continue to help our students master the English language as their second language and third language.

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