



## The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia

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### Abstract

This article aimed to promote English in elementary school students through a fun learning method, called the Fun English Camp. Several studies had been conducted to encounter the best solution to handle this issue. The researchers used PRISMA Protocol as an instrument to collect the data that has been widely used in the process of selecting relevant articles. The researchers reviewed twenty five scientific publications, related to Fun English Camp that has become an English learning approach for beginner students. Through a review of twenty five scientific publications, for instance book and journal, the researchers got scientific evidence that introduction of a learning method with the term Fun English camp has an impact on promoting language learning for elementary school children in Indonesia. Thus, the fun English camp method can be an interesting method to be applied by elementary school curriculum design in Indonesia.

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## INTRODUCTION

Learning foreign languages using the Fun English Camp method is not new in non-speaking English countries, especially in English-speaking countries such as Malaysia, Brunei, India, and Singapore (Park, 2006; Park & Kim, 2014; Trottier, 2008). However, for the basic education environment in Indonesia, the Fun English Camp method is still something new in the implementation and achievement of learning outcomes even though it is still at the stage of promoting English to elementary school students. The scientific fact supports this that Indonesia's primary school curriculum does not officially require that English is a priority subject to be taught, especially in government-owned primary schools. So, methods of learning English are still a foreign issue for the basic education environment. It is different if private primary schools in big cities on average, very adaptable to teaching English as a compulsory language so that various methods such as English camp are easily found in every elementary school unit (Lee, 2011; Lee, 2014). Based on these considerations, the researchers would be to strengthen an opinion that officially fun English camp can be used as an interesting method to be applied in the elementary school environment when English language teaching has become a compulsory program in Indonesia officially and nationally.

Learning for children need a method, strategy and a fertile learning climate in which the environment is conducive and mutually supportive to support learning and provide a sense of

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security and fun for students who are indeed in their infancy (Kholid, Abimanto, & Pratiwi 2020; Umar Al Faruq, 2020). It was clearer again that learning organizers must understand and create an atmosphere and atmosphere of learning nature that supports the growth and development of learning with the support of infrastructure and human resources. So for that, it is certain that the English Camp is one of the criteria mentioned above. It is possible that learning a language English as a foreign almighty can feel very attractive and fun. Hence, the researchers tried to review to get original data and studies how the application of fun English camp is the most attractive method to be applied in elementary school environments such as elementary schools or kindergartens in Indonesia, such as English Camp which has been introduced at the secondary school level and universities that have proven to be able to attract interest students want to participate in the various types of English camp models that have been implemented. Related to the goal of proving the importance of the English camp method of learning, the researchers would be proved whether the fun English Camp learning method's potential attractiveness, especially the potential attractiveness and pedagogy related to the process of introducing or promoting foreign language learning to school-age children. Basic as a stage, their crew begins to learn.

English lessons have been taught for a long time, even many early childhood education institutions and kindergartens have started to introduce English (Braine, 2005). However, when Indonesian children enter school, English is officially resumed at the junior high school level and continued in high school, even in tertiary institutions. English is also given in the early years of study. Marcellino (2015) found that English lesson teaching in Indonesia came with a challenge as an educational issue and multiple cultural diversities. This has made English learning remains a problem for graduates and postgraduate students, even though they have been taught English for years. Their ability, let alone to write in a scientific context, is still difficult to understand even an informal context. For us researchers, this is something that needs a new way in the teaching system and its material presentation. To answer our curiosity, we try to solve it by learning English which we believe is not monotonous in the classroom. We will continue to present a natural and lively way like the English Camp learning method, as has been successful in several places, especially abroad. We admit that it has also been implemented domestically, but it is still within very few limits so that the changes are not too significant. (Aswad, 2017).

This article promoted English learning strategies for elementary school students with a review of several scientific publications about the advantages of fun English camp as an approach to learning English. Many studies confirm that many factors cause the low quality of teaching English in Indonesia compared to neighboring countries. One of the causes is the low ability to adopt various teaching methods, especially teaching English as a foreign language. To prove this assumption, we have compiled much literature on how to teach English. We review it to get scientific evidence to get support and explanation about fun English Camp solutions that can be recommended in promoting English camps to elementary school students and beginners to introduce the world of learning English.

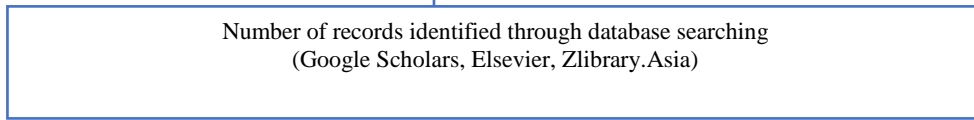
## **METHOD**

The methodology is a systematic review using the PRISMA Protocol as an instrument to collect data in the form of past articles or studies. The data analysis with in-depth interpretation to get valid and reliable answers according to the research questions (Creswell, 2009; McNulty et al., 2013). The PRISMA protocol has been widely used in the process of selecting relevant articles (Trisnawati et al., 2020). There are four steps identified in the PRISMA protocol, those are identification, screening, eligibility, and included (Bity et al., 2018). In the early stages, identification, the article search process is using Google Scholar, Elsevier and online library Z-library Asia. To identify articles or journals, the keywords used as follows: "fun English camp," "language learning method," basic education, and "English fun and Children. This research used observation and documentation in collecting the data. The researchers conducted in review using of online search engine systems by those keywords. By relating the study's objectives and

the information we analyzed, the researchers summarized the findings. The Sources of data information that review include scientific publications, for instance journal publication, and books. There were 25 scientific publications as references of sources of data.

Figure 1: Protocol of Prisma model adapted from prisma-statement.org

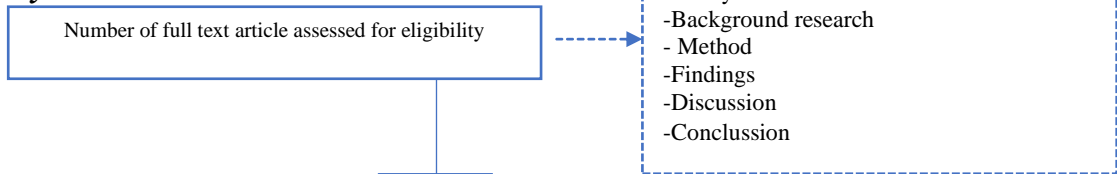
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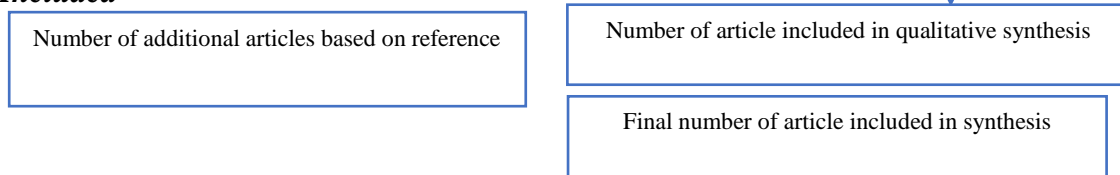
**Screening**



**Eligibility**



**Included**



**RESULT AND DISCUSSION**

The recent study suggest that English Camp's was effectiveness as a model in teaching English as a foreign language. The Foreign language teachers must find new and creative teaching models both inside and outside the classroom. Moreover, a creative approach to learning is using selective methods, innovative media, interesting techniques, and fun learning styles (Aswad, 2019; Aslan et al., 2020; Aslan, 2017). As the result the application of the fun English camp method, which is highly preferred and recommended by the foreign language learning curriculum. Creative learning can be obtained when elementary school teachers are given the task of teaching foreign languages with the most interesting method, namely the English camp, which he studied three years ago. Park (2006) findings also confirm that the Korean-Japanese English Camp is a program for deepening English teaching in Korea, categorized as teaching English language & literature, which must be interesting and meaningful for students. His study of the deepening of English began in Korea for a long time. The way that English Camp presents is an innovative approach for student learning and teaching outside the classroom. He argued that the lack of real experience experienced by teaching a foreign language would certainly complicate progress in teaching English. So through his findings, he has become one of the best methods of teaching foreign languages through the English camp application so that this method can reduce the biggest obstacle faced by foreign language teachers in Korea. Modernization, globalization, and foreign language education had become all parties' attention in the current education sector. The presence of English villages in

South Korea is not surprising if the world's population must be ready for global socialization and education. He sees that the globalization discourse is integrated into English education in South Korea is not new. It is an ambitious move to be called "*Kampung Inggris*" (Lee, 2011). Because with the presence of a program similar to the English Camp, it has participated in promoting learning spaces but has educational nuances and having fun, which is the nuance of learning that the curriculum stimulator there tells. People in Korea call it the English immersion edutainment reinforced unique participation for the general masses in Korea, which aims to present the three ideological constructs that dominate a globalized Korea, cheap alternative education, education blends with the application of unifying nature with humans.

Mustakim & Ismail (2018) studied about how much influence the learning program has through English Camp activities to improve students' conversational skills in several English development courses in Maroangin. With the aim of wanting to know how to improve students' conversation skills through the English Camp program, they saw that the English camp strategy was very strategic, and the result was that the English camp method was very appropriate to be applied to promote English learning, especially for beginners. While Noguchi (2019) examined the impact of an intensive English camp program on reducing students' fear of English and understanding competencies in the context of learning a foreign language. The results of his study showed that by taking part in an English camp, even if only briefly, the program had an impact on reducing the embarrassment factor for some participants and, at the same time, improving their understanding of the fear of communicating in English. This results can be considered that the level of English proficiency of students has a relatively large effect on how to handle communication. He views the importance of adopting English language camps as well discussed from the perspective of the government's education policy in Japan. While, English camp at the university level aims to get input and lessons so that it is effective for campuses to get used to speaking English in an academic environment (Seong, 2012). By assessing participants' satisfaction and opinions about the English camp packages implemented for several years from 2010 to 2012 during the summer. The results show that the camp program shows higher satisfaction and happiness. This natural learning method was more effective than before, during, and after the English camp committee was involved in very productive discussions during the camp event. He said an English program with a fun and natural nuance should be carried out on every campus so that the nuances of English are truly fun and productive for Japanese academics.

The community's commitment and the courage of the main activities of an English camp package in helping the speaking skills of camp participants. The review shows that English as part of education should produce this cam package to have a positive impact (Manan, 2018). Students' speaking skills can continue to be trained with happy and happy nuances through this activity. He argues that this package provides an interesting experience for students who follow the English Program without any obstacles in practicing, tons of opportunities, free topics, and experiential exploration. This package is a simple activity that can make a big difference in speaking English skills in modern education. Shiratori (2017) understands the efforts to increase motivation to learn English during the English language camp. His study is a case study from the city of Hokkaido, Japan. Hokusai's studies at Junior College schools have understood the role of English in Japan, which is quite important as in many other non-English speaking world countries. Besides, Japan has won the Tokyo 2020 Olympics and Paralympics, so English is of extra urgency to be given. Through this study, he intends to raise the English level in Japan to the language spoken by the majority of Japanese. At the same time, however, the English camp program has decreased anxiety about Japanese expectations. Weifang & Wen (1999) in a report on English Camp activities among new students, have understood English in teaching. Their study reports on the project of two English Language Camps held at a study abroad university in Beijing. This English camp is designed with a communicative English approach with a humanistic and student-centered nuance. The training in this camp is only in English, which is programmed to deal with "the shock of new students entering university." Their paper discusses the basis of design, implementation in camp activities, and feedback from campers on the ways

and methods of learning English and combined with university learning orientation as a transition from school. It shows that an orientation camp, such as an English camp, can prepare new students well for their campus life for the next four years. Ismail & Tahir (2011) suggested that English camp activities are an arena for improving and developing students' English proficiency. The camp activity is an effort to promote and encourage English-speaking students entering the all-English era. What this camp offers is very simple; for example, the effort to compile a list of vocabulary that can be easily inserted in the language camp's social interactions and the visits of participants who come to see and watch the event. They also said there should be an effort to implement the English camp approach to immersing English in a natural and fun way. The language brings progress and a new understanding of the efforts of English camp to promote the English language among elementary school students in Indonesia.

Mahmoud & Tanni (2014) argued that using games and having fun in learning foreign languages was essential. Because through this fun activity, students can increase their learning motivation, especially learning English, which for Indonesian children is a foreign language and sometimes scary. Especially if the teaching is not inserted with a sense of happiness and natural nuances in learning a language like a mother tongue, so if it is related to learning patterns through English camps, there is no reason for teachers to refuse to help English beginner children with learning nuances that are fun and enjoyable like in English camp. Meanwhile, Richardson & Kelderhouse (2016) stated that cross-cultural and national education would reflect auto-ethnographically in teaching and learning in an intensive English camp environment in Thailand. Their study has made foreign language educators aware that many things can be explored through English camp, including the study and understanding of cultures between nations in the world, which has recently become an essential issue for world peace. In essence, the English camp is very appropriate to be applied to promote English among students.

The findings from those studies also confirmed that the Korean-Japanese English Camp is part of a program to promote the teaching of English in Korea, which is categorized as English language learning & literature, which should be presented in an exciting and meaningful way for the progress of students learning foreign languages in Korea. Korea. Mohamed et al., (2013) stated that the mastery of foreign language skills in the English Camp program is designed to fill the gaps in building soft skills so that students can benefit during the average study duration at the English camp. Although English language camps are very successful among schoolchildren, there are very few studies looking into the development of soft skills so that English is not promoted in many countries that are not well understood. Therefore, the level of use and understanding of soft skills among schools needs to be encouraged so that the British camp is not overlooked.

Likewise, when efforts to modernize, globalize and educate English are the attention of all parties in education today, Rachmawati (2019) suggested the need for cross-country and cultural understanding that can be pursued in the English Camp program. Because if we relate it to contemporary, cultural, and religious perspectives for students in Indonesia, social and cultural sciences can be encouraged through learning and training packages such as the English Camp. Although sometimes many people understand the term cross-cultural, there is nothing wrong with getting deeper into the camp-based training. Because not only a few of the public activists understand and know how to transfer this intercultural understanding. What concerns many cultural experts has been answered through the study of Wighting et al., (2005) who explored British summer camp experiences in China. Descriptive case studies exploring intercultural understanding have been included in their study. With accurate reports, this descriptive study of the English Summer Camp held in China has made many parties aware of the importance of intercultural understanding without specialization of English through various classes and activities. English camp as a foreign language as an aid for students learning not only language but also socio-cultural scope (Rugasken & Harris, 2009). The programs such as deepening of English in the summer have helped elementary school students by native English speakers currently in Thailand through collaboration between local government and international guests. They conclude that the English camp program is very much to accelerate

language learning and cooperation between cultures. Moreover which criticizes the understanding of global citizenship in English language camps in Korea, the government must put heavy social and cultural pressure on parents to want to motivate and pursue better English education for their children in a globalized, short-term English camp program have generated particular interest and interest as an educational option in South Korea, which has long been part of the promotion of the world as a global environment through English and other foreign language (Ahn, 2015).

Referring to Areerak & Chomchom (2019), English language camps are a path to attracting interest and pleasure from students and teacher councils. In various scientific meetings at LONDON in 2019, they always explained English language camps' understanding, which is one of the best ways to improve student communication with other students. Because through the English camp, efforts to develop English communication skills make it possible for elementary school students to gain language skills and compete in globalization. At the same time. Sachs et al., (2003) said that every summer camp is the right way and should have the support of all educators and government circles. However, this is an agenda outside the government because all middle school students and elementary school students, together with the teacher-student council and the summer camp program facilitator, can collaborate to start an exciting and innovative experience. Students, along with their student teachers, are immersed in teaching English in fun and impressive ways.

So far, we have not found the theme of the study on English Camp, either in the findings section or in the discussion session about the English promotion system's myths or weaknesses via English camp. We found one study topic that establishes through English camps that each child's Multiple Intelligences could be trained. Cellan-Jones (2014) said that Stephen Hawking warned that multiple artificial intelligence could end humanity. Because each child has their intelligence, the teacher's task is done in various ways so that this potential is not wasted. They have their way, and their uniqueness, of expressing what they know. Every child is unique and cannot be equated with other children (Kuo et al., 2010). Hence, the English cam pattern would be good enough to help children towards multiple intelligences. Intelligence here is a child's skill in learning from classroom experience and is applied in the English camp and everyday life outside of formal learning nuances. Through the English camp, it allows children to learn to adapt and adjust to the English camp package environment. The benchmark for intelligence is judged by mind skills and eight other abilities to adapt to the natural surroundings. So, the nuances of experience in English cam are very different from real learning nuances in the classroom where students are not free to express their abilities. Facing the challenge of learning a foreign language, elementary school education requires learning a foreign language, then studies such as finding learning solutions would be very useful to be developed. For example, with the fun English camp method, which is commonly implemented overseas, domestic schools can take advantage of advancing the start of foreign language teaching so that in the future, readiness in the corner of the method and other parts can be dissolved as early as possible. Based on that thought, we carried out this study with the hope that we would be able to find solutions and contributions to us as researchers in the field of teaching and evaluation of the success of learning English as a foreign language in the country.

The contribution of this research was the English camp can promote English to elementary school-aged students in Indonesia. This academic study can be used for policymaking, especially national curriculum compilers, to apply the English camp method to promote English at an early age or an age as close as elementary school. The results of this study are in the form of new insights that can be used to contribute to the knowledge of both researchers of foreign language teaching methods or teachers and trainers so that they can enrich new understandings. Ideally, these findings should be disseminated both as a practical contribution in the field, a theoretical knowledge for researchers of the exciting phenomena of English camps promoted in various countries, and training in educational institutions and teaching development.

## CONCLUSION

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 applications in various countries through publication papers, we can conclude that we reviewed from before the international publications. We can conclude that the English camp is a means of promoting learning foreign languages such as English. Fostering the acceleration of understanding between national cultures and the English camp arena can enable the sharpening of the multi-intelligence of elementary school students in various studies that have been carried out both in Asia and other non-English speaking countries. Thus, these findings would be considered by curriculum compilers and policymakers for teaching programs in Indonesia

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This research was conducted by four authors from different colleges. Suzana Widjajanti (SW), Ahmad, and Aslan was intended to help from the beginning in preparing until the end in reporting of research even Meida Rachmawati (MR) as doing the research and supporting of the field more give contribution to collect data.

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