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**The Effect of English Camp Program in Public Speaking of  
STKIP Al Maksum Students**

**Muhammad Hassan<sup>1)\*</sup>, Sara Frimaulia<sup>2)</sup>, Ega Salsabhyla ZR<sup>3)</sup>**  
<sup>1,2,3</sup>STKIP Al Maksum Langkat, Indonesia

\*Email : [muhammadhasan@stkipalmaksum.ac.id](mailto:muhammadhasan@stkipalmaksum.ac.id)

**Abstract**

The objective of the research is to improve speaking skill of English House Course students through English camp strategy. This was an pre-experimental research using one group on pre-test and post-test design, the population of this research was the students of English House Course which has 80 students. Because the total number of the population was big enough, the researcher took 20 samples and applied random sampling technique; it means that one class of the population were taken as samples and the data was analyzed into percentage, mean score analyzes and the value of the t-test. The result of the data analyzes shows that the students' achievement on the pre-test was 71,7 and post-test was 86,1. This shows that English camp is a good strategy in English learning process at the students of English House Course Langkat. After analyzing the data by using the t-test formula, the result of the t-test value (11,86) was greater than t-table value (2,093). This indicated that the hypothesis of research is accepted. There is a significant Influence of English camp program towards the students' achievement in English learning process. The researcher does English camp in English House Course Langkat Kabupaten Enrekang for five days and it gives positive effect of students' skill in speaking. All item of learning achievement able to improve the students' speaking skill.

**Keywords: Speaking Skill; English Camp**

## **I. Introduction**

Language is an intimate part of social identity used by speakers in natural communication as a legitimate form of expression of human idea and feelings. English is the tool of communication between people in the world in every country. It is needed to develop sciences, technology, economic, education, art, and culture. English as an international language is very important to be mastered. Almost all communication in the world used English, especially in Indonesia. The functions of English are not only as a foreign language but also have an important role in accessing information of development of science and technology.

Language is a great ability of the human being in developing the knowledge for their future. There are four skills in English. The skills are very important to support the language skill (Ismail, Mustakim, 2018). They are speaking, reading, writing and listening. Teaching an English language cannot be separated from teaching speaking because speaking is one way to find information through oral communication in the world. Language is used to deliver or convey ideas, thought, experiences, feeling, and desires. Therefore, to utilize the language well, we should master the whole elements of language, including; vocabulary, pronunciation, and structure.

Many methods, strategies and techniques had been used by the teachers, lectures and instructors in teaching speaking but it had not been succeeded to improve the students' skill in speaking. Therefore, the English teachers must be creative to design a way or program in teaching English that will motivate to improve their speaking skill.

Depending on the pure facts at previously mentioned, this research will try to implement a new way to master speaking skill. 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 other techniques to master vocabulary. Vocabulary is a necessary component in communication. It is impossible for speakers to be able to deliver their idea without vocabulary.

In English camp, there are many activities to enhance speaking skill such as discussion, dialog, role play, free talking, games and meeting. These make the students easy to speak and have a good self-confidence. However, in English Camp the students are pressured to speak although any little error, easy going and keeping their feeling like in the real English society.

Based on the reality which is happening in English House Course Langkat, some students have good skills in English but the others still need some supplements to support them in studying English. In teaching and learning English, it needs to apply many strategies to improve the learner skills. There are many strategies which have been applied in English House course but one of the strategies which have not been applied is English camp. This strategy is needed by the students because the students will feel free to ask or respond the material that given from the teacher. In other words, the students' self-confidence will be better in communicating among them rather than to the teacher meanwhile the students' self- anxiety can be under control by themselves (Ismail, 2017). English camp strategy has many methods that will help the students in mastering English and achieving the goal.

To know more about this English camp strategy, the researcher would like to do a research about “The Influence of English Camp in Improving Speaking Skill of English House Course Students In Langkat”.

## II. Literature Review

English Camp is the way to improve students’ speaking ability. Most of the activities in English Camp are speaking skill, of course, because English- Camp was formulated as a good moment and gold opportunity to practice all the students’ knowledge which had been studied.

According to English Thesaurus Dictionary, the term camp relates to an exclusive circle of people who live together temporarily with a common purpose.

The activities in English camp is made as like as in over side country. All communicate activities always done by English, therefore this situation made participants have to speak and practice their vocabularies and their sentences. To underline researcher’s assumption previous, Moody recommended that to improve the quality of the student in learning English particularly in speaking.

## III. Research Method

This research, the researcher collects; process; analyses the data to get conclusion of the research. This research is called quantitative research because it used numbers or statistics. The method applied in this research is pre-experimental design with one-group pre-test post-test design. The design is described as follow:

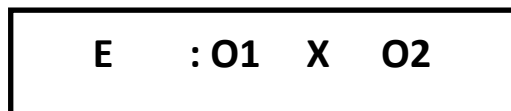


Figure 1 Pre-Experimental Method with one group pre-test and post-test design

Where:

- E = Experimental Class
- O1 = Pre-test
- X = Treatment

To know the students’ speaking skill and the students’ speaking skill improvement, the researcher used speaking test that the students should answer the questions orally and the researcher also used a kind of observation namely diary description as instrument to collect the data. The test consists of five questions and the researcher gave the test orally to the students. Observation used to know the way English camp improves students’ speaking skill and their improvements in learning process by applying English camp strategy.

In collecting data process of this study, the researcher collected the data with the following procedures:

### 1. Pre-test

Before continuing giving treatment, the researcher gave the students pre-test as an activity in the first meeting. The purpose was to know how far the students’ speaking

skill up to now. The test was delivered by the researcher dealing with the given materials. The following is the procedure of pre-test:

1. The researcher explained what the students are going to do.
2. The researcher called the students one by one.
3. The researcher tested the students and recorded their voice.
4. The researcher used mobile phone to record it.
5. The students' speech scored in their rating skill scale sheet by the researchers.

## 2. Treatment

After conducting the pre-test at the first meeting, the researcher gave treatment in four days. The students stayed-up at English camp program area during the treatment held.

Before starting the program, the students and instructors made some deals and agreements. These agreements became regulation and being a rule to manage the student's attitude and their spirit. After the instructor and the students have a deal, they have to signing up a lesson deal or learning contract and gone in this English camp by the contract.

### 1) The first meeting

1. The researcher gave greetings to the students.
2. The researcher asked the students to invoking to the God before studying.
3. The researcher gave motivation to the students to develop their speaking skill.
4. The researcher explained about the material (alphabet).
5. The researcher did repetition about the material.
6. The researcher ordered the students to memorize the alphabet (a-z & z- a)
7. The researcher divided the students into two groups.
8. The researcher prepared some alphabet cards. Each group took a set of alphabet card. After that each group played the game.
9. Each group has ten members. The first student started the game by taking one card in the table, and the first student mentioned the name of the alphabet correctly, then put the card off in the table (different side of the alphabet card). After that, the next student did what the first student has done. Next, the third student until the tenth student did the same way.
10. After all the groups have done the way of the game and the winner was a group who mentioned a lot of alphabet correctly than other groups.
11. The researcher appreciated the students.
12. The researcher closed the class.

### 2) The second meeting

1. The researcher explained about the material (spelling be).
2. The researcher gave the students opportunity to spell their name.
3. The researcher asked the students to spell their name nickname. After that, the researcher asked them to write five of their friends' name on the paper then spells it in front their friends.
4. The researcher gave comment to the students and appreciated them.
5. The researcher gave rote to the students that will be a password in the next meeting before entering the class.

6. The researcher closed the class by inviting one of students to reciting prayer

#### IV. Discussion

Observation was distributed to the students while treatment. It was diary description. It was administrated to find out how the student achievement in learning speaking through English camp strategy. The researcher wrote ten statements. The researcher asked to her friends to be observer and the observer paid attention the students when treatment and the observer wrote notes about students achievement.

#### Technique of Data Analysis

The data was collected toward the test analysis quantitatively in percentage to measure participation to build up the students' speaking skill through English camp strategy. The researcher administrated test in this research. The test was done twice. Pretest was given before the treatment. The researcher asked the student one by one orally and recorded the students' answer by using phone and posttest was given after the treatment. The researcher did some way in posttest and called the students one by one then gave the list of questions directly. The significant different between pretest and posttest located in the way the students answer the questions.

##### 1. The Rate Percentage and scores of Pre test

To know more the students' score percentage of pretest, there are descriptive table below:

**Table 1The Score Percentage of Pre-test.**

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	8.6 – 100	1	5%
2	Good	7.1 - 85	15	75%
3	Fair	5.6 - 70	1	5%
4	Poor	4.1 - 55	3	15%
5	Very Poor	≤ 40	0	0%
Total			20	100 %

Based on the table above, 1 student got “excellent” (5%), 15 students got “good” (75%), 1 student got “fair” (5%), 3 students got “poor” (15%).The researcher concludes that the average of student's speaking skill is good.

Table 2 The Score Percentage of Post-test.

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	8.6 – 100	14	70%
2	Good	7.1 - 85	6	30%
3	Fair	5.6 - 70	0	0%
4	Poor	4.1 - 55	0	0%
5	Very Poor	≤ 40	0	0%
Total			20	100 %

Based on the table above, 14 students got “excellent” (70%), 6 students got “good” (30%). It showed that most of the student got “excellent”. After the researcher had given treatment and done the post-test, the students’ speaking had improved by teaching English camp. It was proved from the percentage result, many students got excellent and there were 6 students got good.

Table 6 Mean Score of Pre-test and Post-test.

No.	Test	Mean Score
1.	Pre-test	71,7
2.	Post-test	86,1

Based on the table above, before giving the treatment in pre-test, the students’ speaking got the mean score(71,7) and after giving the treatment in post-test the students’ mean score was (86,1). It proved that there was improvement to the students’ speaking skill through English camp.

Thus,  $t = 11.86$ . Assuming  $p = 0.05$  (5%),  $df = 19$ . Commonly, when the  $t$ -test  $> t$ -table, is rejected and when  $t$ -table  $\leq t$ -test is accepted. It means that the given treatment is effective in which there is a statistically significant main effect of treatment on student’s improvement in speaking skill. T-table value is 2,093 than  $t$ -test value is 11.86. It showed that  $t$ -test  $> t$ -table.

## V. Conclusions

Based on the result, it can be concluded that is rejected and there were significant influence on the students’ improvement in speaking skill after English camp strategy has been applied.

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