

# The Effectiveness English Camp (A Model in Learning English as the Second Language)

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## ABSTRACT

Language teachers are often encouraged to use creative teaching in the classroom and out door. The creative teaching and learning here is using the best method, media, technique, and learning style based the pupils are needed. Creative learning can be held in outdoor and indoor and learning style can be said as good, it is English camp. English camp is presented as socially and psychologically beneficial to learners, helping to relax them, to create a comfortable classroom atmosphere, to create bonds classmates, to raise student interest, and simply to make learning more enjoyable. Using English camp in learning English as the second language is effective way to improve the students' interest and ability because English camp is able to create the learning becomes more varied and more vivid, feels the strain when learning can be reduced, creating communication that familiar, stretch the nervous strained into relax, and creating the attractiveness of learning. The purpose of the study is to find out the students' interest and ability in English. The method used in this research was quasi-experimental design, it is assigned two groups namely experimental and control group. To collect the data, the researcher used three instruments, they are interview, participant observation, and discourse analysis of the audiotaped and videotaped interaction. The result show that there is differences interest and ability before and after leaning English though English camp. Thus, it is recommended for all English teachers to improve students' interest and English ability as the second language.

**Keywords:** English camp, L2 learners' interest and achievement, language classroom.

## I. INTRODUCTION

Language teacher are often encouraged to use contextual teaching learning (CTL) in the classroom. CTL is presented as socially and psychologically beneficial to learners, helping to relax them, to create a comfortable classroom atmosphere, to create a comfortable classroom atmosphere, to create bonds among classmates, to raise student interest, and simply to make learning more enjoyable and it is English camp activities. It is a well known fact to the best way to learn a foreign language in a country where that language is spoken, and also the students are able to pick up foreign language a lot faster than adults.

English camp one of the activity in learning English as second language, where in the camp you will spend some of your time in English classess with other students from around the world, and the rest of your time joining in with exciting activities and excursions. Based on the English summer campo in the UK (Twin Summer Camp) you will study for 15

hours per week with professional teachers, who know how to make sure that you enjoy learning. Based on the assesment of your English level, age, and first language, you will be placed into a class that is suited to you and that has a well-balanced nationality mix (so you will have to speak English with any friends you make).

There are two causes of this problem. The first, unlimited examples, therefore the teacher needs to give many examples. The second, the students are bored or uninterested with the teaching method applied by the teacher. Therefore, the teacher need effective strategy or technique to overcome it.

Considering of the advantages of English camp above, the research conducted the study on English camp in English teaching and learning process to improve the students' English ability of Universitas Sulawesi Barat (UNSULBAR).

### A. *The Positive Effect of English Camp*

The positive effects on language proficiency and motivation may spring from a synergistic interaction

of three elements in English camp: (a) the camp context; (b) the interactive nature of the teaching and learning activities; and (c) the opportunity to use spoken English for authentic purposes. By its very nature, a camp setting is removed from the everyday experiences of students and teachers alike. Language camps, where two cultures meet in a novel setting to focus on spoken English, provide students with rich and authentic language experiences. At the camp described in this study, the teaching and learning experiences were characterized by engagement and interaction. Since students and teachers were housed at the same hotel, shared meals, and were involved in various activities and teaching and learning experiences from early in the morning to late in the evening, opportunity to practice spoken English was maximized. Perhaps even more importantly, the camp provides a unique opportunity for participants to use English for authentic purposes. One of the primary manifestations of authentic use of language at this camp was in the building of relationships. Participants revealed that relationships were developed and strengthened on multiple levels: student-to-student, teacher-to-teacher, and teacher-to-student. The authentic use of language happened rather naturally as a by-product of the sustained interaction that took place at the camp. Interestingly, while the teachers at this camp were not trained in CLT, the type of authentic language interaction that is the core of CLT occurred [4].

This study is uniquely different from other research on immersion programs, but it clearly demonstrates a significant improvement in students' learning. The camp leaders are immersed within a foreign culture. At the same time, the Thai college students are immersed within an English-speaking environment while still in their indigenous culture. It is an immersion program within an immersion program. The English Camp Language Immersion Program needs to be replicated and investigated more fully so that students in various countries can reap the important benefits inherent in its structure. It is a concept that warrants further implementation and investigation [3].

### *B. The Benefit of Studying Abroad at English Camp*

Studying abroad at a camp is a truly enriching, fun and enjoyable experience and is a holiday that everyone should have the chance to go on at some point during their childhood though it might seem like a big, scary step to send your child away to a foreign country for the summer holidays, there are so

many benefits of studying in English camp. If you've been to camp, you're not surprised to hear about the benefits of summer camp. Experiencing life at camp yourself as a child, you know the profound positive effects that still matter to you as an adult, and you also know that you want the same thing for your own kids. But if you didn't go to camp as a child, you may not realize just how good the experience is for children. You may not know why so many parents are committed to sending their kids to camp. So while we have talked about most of these before, here is a list of the most important reasons to send your kids to camp.

1. *Spend their day being physically active* – As children spend so much time these days inside and mostly sitting down, camp provides a wonderful opportunity to move. Running, swimming, jumping, hiking, climbing! [Camp is action!](#)
2. *Experience success and become more confident* – Camp helps children build self-confidence and self-esteem by removing the kind of academic, athletic and social competition that shapes their lives at school. With its non-competitive activities and diverse opportunities to succeed, camp life is a real boost for young people. There's accomplishment every day. [Camp teaches kids that they can.](#)
3. *Gain resiliency* – The kind of encouragement and nurture kids receive at camp makes it a great environment to endure setbacks, try new (and thereby maybe a little frightening) things, and see that improvement comes when you give something another try. [Camp helps conquer fears.](#)
4. *Unplug from technology* – When kids take a break from TV, cell phones, and the Internet, they rediscover their creative powers and engage the real world— real people, real activities, and real emotions. They realize, there's always plenty to do. [Camp is real!](#)
5. *Develop life-long skills* – Camps provide the right instruction, equipment and facilities for kids to enhance their sports abilities, their artistic talents, and their adventure skills. The sheer variety of activities offered at camp makes it easy for kids to discover and develop what they like to do. [Camp expands every child's abilities.](#)
6. *Grow more independent* – Camp is the perfect place for kids to practice making decisions for themselves without parents and teachers guiding every move. Managing their daily choices in the

safe, caring environment of camp, children welcome this as a freedom to blossom in new directions. [Camp helps kids develop who they are](#).

7. *Have free time for unstructured play* – Free from the overly-structured, overly-scheduled routines of home and school, life at camp gives children much needed free time to just play. Camp is a slice of carefree living where kids can relax, laugh, and be silly all day long. [At camp we play!](#)
8. *Learn social skills* – Coming to camp means joining a close-knit community where everyone must agree to cooperate and respect each other. When they live in a cabin with others, kids share chores, resolve disagreements, and see firsthand the importance of sincere communication. [Camp builds teamwork](#).
9. *Reconnect with nature* – Camp is a wonderful antidote to “nature deficit disorder,” to the narrow experience of modern indoor life. Outdoor experience enriches kid’s perception of the world and supports healthy child development. [Camp gets kids back outside](#).
10. *Make true friends* – Camp is the place where kids make their very best friends. Free from the social expectations pressuring them at school, camp encourages kids to relax and make friends easily. All the fun at camp draws everyone together—singing, laughing, talking, playing, doing almost everything together. Everyday, [camp creates friendships](#).

### C. How to Put on Successful English Camp

Based on the English by Kanuengnut, nowadays English teaching techniques in classroom are developed continuously, but they may not enough for the students. Because of English learning which cannot support students to learn well is not a good way. The effective learning is to developed students’ skill such as listening, speaking, reading, and writing. Furthermore, it has to be fun and exciting for stimulates students’ learning. English camp is a good activity which can effectively developed students’ language learning. It provides a good opportunity for students to use English in several situations. English is taught through various activities, games, sings, ect. Students can gain both new knowledge and experiences. As we can see that English camp as effective method to teach English well. So, teachers who create and English camp have to realize how to put on successful English camp. There are many parts

such as ice breaker (it is the first station where all students must be there together), game (crossword, bingo, hangman, scramble, and so on), song activity and time which have to create for students.

## II. METHODS

In this research, the researcher applied quasi experimental design. The purpose of the research is to find out the students’ English achievement through English camp. Both groups were given pre-test and post-test in which the pre-test was administered to measure prior competence of English while the post-test was administered to measure the effect of the treatment.

Sample In this research, the researcher applied purposive sampling technique. The sample of the reasearch was taken two classes as the sample which representate the experimental or English camp (L1) was 29 students and control group (L2) was 28 students. The number of total sample was 57 students

The instrument of the research, the researcher used one kind of test, it is English test to conduct of the research. The instrument used in this research was speaking performance test by using demonstrate how to make or operate something which was distributed to the students that contain instructions and questions to lead them focus on the activity they should do and the discourses they had to produce. The test consists of pre-test and post-test. For experimental group, the researcher shows 1) students’ attitudes towards humor in ESL classrooms such as: humor helps in learning difficult ESL, humor increase attention, humor increase concentration level, and use humor in English learning for time to time ot all time, 2) The effect of humor on class management and the ESL learning setting such as using humor helps shy students to participate with the group, humor gives students confidence in expressing personal opinions in English, it can create enjoyment in the English learning situation.

## III. RESULT AND DISCUSSION

### A. English Classification

As explained previously that the way to collect the data was by administrating English test. The test was three times, pre-test was given before the treatment, and several days after the treatment was given post-test for taking final data. The findings that the researcher reports in this chapter based on the data collection. The students from L.1 (experimental group) and L.2 (control group) were given pretest to determine their prior knowledge in English.

Table 1 The Classification of Pre-test for English camp and Control Groups

No.	Classification	Score	Experimental Group		Control Group	
			F	(%)	F	(%)
1	Very Good	90-100	3	10	2	7.14
2	Good	75-89	3	10	3	10.71
3	Fair	60-74	16	53.33	9	32.15
4	Poor	<59	8	26.67	14	50
			30	100	28	100

Chart 1 Classification in pre-test of experimental and control groups

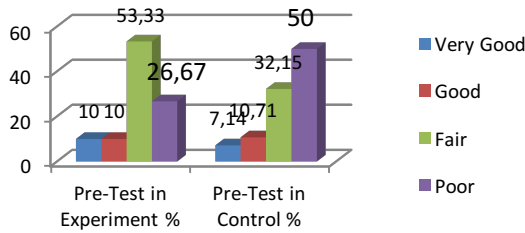


Table and chart 1 above shows that the student's score in pre-test from humor group, the researcher found that there were 3 (10) % student got very good and good classification, there were 16 (53.33)% students classified into satisfactory classification and 11 (45.8%) students were classified into fair classification, there were 8 (26.67%) students classified into poor classification. While the control group, almost same the humor group, the researcher found that there were 2 (7.14) % students got very good, there were 3 (10.71) % students into good classification, there were 9 (32.15) % students into fair classification and 14 students got poor classification.

Table 2 The Classification of Post-test for English camp and Control Groups

No	Classification	Score	Humor Group		Control Group	
			F	(%)	F	(%)
1	Very Good	90-100	14	46.67	3	10.71
2	Good	75-89	13	43.33	7	25
3	Fair	60-74	3	10	8	28.57
4	Poor	<59	-	0	10	35.72
			30	100	28	100

Chart 2 Score classification in post-test of English camp and control groups

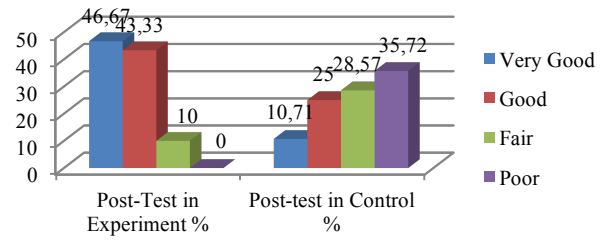


Table and chart 2 above shows that the student's score in post-test from humor group, the researcher found that there were 14 (46.67) % got very good classification, there were 13 (43.33) % students got good classification, there were 16 (53.33)% students classified into satisfactory classification and 3 (10%) students were classified into fair classification, and none student got poor classification. While the control group, almost same the English camp group, the researcher found that there were 2 (7.14) % students got very good, there were 3 (10.71) % students into very good classification, there were 7 (25) % students into good classification and 8 (28.57) % students got fair classification and there were 10 (35.72) % students got poor classification.

The following table above shows the specific result of the students' pretest in humor and control group. The data were and tabulated by using inferential analysis. The researcher used SPSS Version 21 to find the test of significance which usually called for the independence sample. The level of significance is 0.05. The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) for independent sample test, which is a test to know the significance different between the result of student's mean score in pre-test and post-test in experimental and control group.

Table 3 The t-test value of the student's Pre-test and Post-test

Variable	Probability Value	$\alpha$
Pre-test	0.514	0.05
Post-test	0.02	

The table above shows that P-value (0.01) was lower than  $\alpha = 0.05$  ( $0.02 < 0.05$ ). it means that the difference of students' knowledge statistically was significance H1 was acceptable and the statistical hypothesis of Ho was rejected. There was significance different between the post-test of the

students of both groups after treatment by using English camp.

The following table shows about the students' attitudes towards English camp. In this research, the researcher used three point questions for English camp group they are 1) English camp and learning (humor helps in learning difficult ESL material, English camp helps in learning general ESL material, and English camp doesn't help in learning English) 2) English camp and concentration (English camp) increase attention, English camp increase concentration level, English camp doesn't increase attention), 3) how much more (use English camp in ESL learning from time to time, use English camp in ESL learning all the time, don't use English camp).

The results of this research shows that English camp can be beneficial in the second language classroom. English camp promotes the feeling of understanding and helps to hold the attention of and concentration of students, regardless of the cultural learning situation.

#### IV. DISCUSSION AND CONCLUSION

The discussion deals with argument based on the finding from descriptive statistics and inferential statistics of the data, and some theories and interpretation of the pretest result compared with posttest both groups, control group and specially humor group as the process of implementing the English camp in teaching and learning English. This section presents the students' English achievement of the first semester students of Universitas Sulawesi Barat in academic 2016/2017. Based on the data illustrated from the findings. Before giving the treatment, the result of pretest of experimental and control group were almost statistically the same and classified as fair in English.

Both of the groups were taught by different treatment. The English camp group was taught by implementing or using English camp while the control group was taught by formal communication. The core of the teaching and learning is the task and the students' English. Starting with the mean score in pretest of both groups, experimental and control group showed that there was no significant different, by using independent sample t-test, the mean scores were not significantly different. It was proved by the statistical data analysis that the probability value or Sig. (2-tailed) was lower than  $\alpha$ .

Comparing with the students' English in posttest of the control group which the classification was not improved; students' English of English camp

group was significantly improved. The mean score in posttest of both group also improved but both groups were significantly different. For instance, the English camp group pretest and control group pretest were not really different.

In the t-test statistical analysis, the result of the probability value (0.02) was lower than probability test or  $\alpha$  (0.05). This means that H1 was accepted and H0 was rejected. It supported that there was a significant difference between the students who were taught by English camp in learning English as the second language. Using humorous communication in the classroom make students enjoyable to the process and after teaching it, there are many students are not shy to speak, ask to the lecture in their friends, and giving opinion front of the class.

The use of English camp in learning English was effective to improve of the first semester students of Universitas Sulawesi Barat after being given treatment. The mean score of experimental group in post-test and control group were significantly different. The mean score of post-test in experimental group is higher than the control group (80.66 > 66.14). so it is concluded that the use of English camp in learning English was effective to improve the students' English achievement of the first semester students of Universitas Sulawesi Barat. It's supported by Kanuengnut, nowadays English teaching techniques in classroom are developed continuously, but they may not enough for the students. Because of English learning which cannot support students to learn well is not a good way. The effective learning is to developed students' skill such as listening, speaking, reading, and writing. Furthermore, it has to be fun and exciting for stimulates students' learning. English camp is a good activity which can effectively developed students' language learning. It provides a good opportunity for students to use English in several situations. English is taught through various activities, games, sings, ect. It supported by Ahmed and Ziyad [1] in their research It does not matter indoor or outdoor; we cannot deny the importance of games. If students learn with games, have fun, feel happy and free, it means that you have reached your goals. Games strengthen language skills, besides; learners develop social skills and good relationships while they interact with each other. Students can gain both new knowledge and experiences. As we can see that English camp as effective method to teach English well. So, teachers who create and English camp have to realize how to put on successful English camp. There are many parts such as ice breaker (it is

the first station where all students must be there together), game (crossword, bingo, hangman, scramble, and so on), song activity and time which have to create for students. But in organizing an English camp one important factor has been observed in the planning process-station teacher are asked to design fun activities. This can lead to unwanted results because teachers focus upon activities that are fun the expense of good English practice which is appropriate for the level of [5].

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