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

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Abstract

The purpose of this study is to find out the influences of the English Fun Camp towards student's speaking skill. The study was conducted by qualitative research methods. The participants of this study were 20 PTI students at STKIP AL Maksum Langkat. The research data was gathered by interview. In collecting the data, the interviewees were selected by using purposive sampling. The 20 selected participants had joined at English Fun Camp. The result showed that the English Fun Camp was able effect on public speaking. It can be seen from how they mastering a lot of vocabulary, pronunciation and fluency in speech, grammar and comprehension ability and establishing self-confidence. These components are interrelated to improve speaking skill for students, so the students can face the various challenges they worry about speaking. So based on the data, it can be concluded that English Fun Camp has a significant influence on enhancing students speaking skill and treat student's confidence to be better

1. Introduction

There are four essential skills that have to be mastered by EFL learners. Speaking is crucial skill that needs particular attention and concentration by the learners. 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. In Indonesia, the learners learn English started from elementary school until senior high school by reminding vocabularies and pronouncing it. Every student is expected to master all four skills; reading, listening, speaking, and writing. Richard (2002) suggests that the learners often consequently evaluate their success in language learning and the effectiveness of their English language courses based on how well they feel in improving the proficiency of their spoken language (as cited in Baihaqi, 2016). To master speaking skill, the students should practice more. If students only learn about the theory, it does not get them to speak the languages. By more practice, the students get used to speak and train them to be confident to speak fluently. But unfortunately, until now still many college students cannot speak English due to some factors, such as lack of motivation, feeling nervous, lack of grammar mastery, lack of vocabulary, lazy to learn, and the most frequent is feeling afraid of making mistakes.

Indonesian EFL students faced many problems in developing in their vocal performance either because of linguistic factor, personality, and even the type of class assignments given by the teacher. And some of factors that affected the students' difficulty in

speaking were first language, lack of grammar, lack of knowledge, pronunciation, vocabulary and confidence. So, for minimize some of problems, many English courses have emerged to help EFL learners to master the language. STKIP AL-Maksum was offer a program to help the students from another Study Program (IPA,IPS,PTI,PGSD) to improve their English language skills. The students are trained and taught to practice English easier and enjoyable. By joining the English Fun Camp the students are expected to be more courageous and confident in speaking to enhance their speaking skill. 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 Fun Camp; namely public speaking, storytelling, debate, drama, conversation class, etc. those activities allow the learners to practice their speaking skill by doing this activity regularly. In English Fun Camp, the learners can struggle to enhance their skills. It could be attained by their practicing individually or practicing in a group. English Fun Camp was affected to the students who was joining; they can establish self-confidence in public speaking well.

Literature Review

a) Definition of Speaking

Erdiana, Bahri, and Akhmal (2019) stated that speaking is interactive process that requires two or more people to transmit, obtain and process information in an oral form. It's a productive ability and a central or vital part of language learning, so it needs to be practices as much as possible. CAL (Center For Applied Linguistics, 2008) as cited in Fadil, Sumardi, and Ngadiso (2018) stated that speaking is part of a communicative activity that allows and demands people to talk and listen to other people as well as in specific communities to obtain information, break down barriers, talk about themselves, and learn about the culture. It is a language skill developed since childhood, which is produced from listening skills. It is one of the productive capabilities of English, and it goes side by side with all language skills (Baihaqi, 2016). Effective communication requires the ability to use language appropriately in social interactions that involve verbal communication and other elements, such as tone, pressure, and intonation. Moreover, non-linguistic 9 items are essential in carrying out a conversation, such as gestures, body language, and most importantly, an expression needed there in.

b) Components of Speaking

According to Vanderkevent (1990) there are three components in speaking.

a. The speakers

The speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer.

b. The listener

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speaker will express their opinion by writing

c. The utterance,

The utterances are words or sentences, which are produced by the speakers to state the opinion.

According to Harris (1974) there are five components of speaking skill concerned with vocabulary, pronunciation, grammar, fluency, and comprehension.

a. Vocabulary means the appropriate diction which issued in communication.

b. Pronunciation is the way for students to produce clearer language when they speak.

c. Grammar, it is needed for students to arrange a correct sentence in conversation.

d. Fluency is the ability to read, speak, or write easily, smoothly and expressively.

- e. Comprehension, for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

c) Functions of Speaking Skill

In language development, speaking skills are considered crucial in communication language. According to Nunan (1991) as cited in Leong and Ahmadi (2017), learning speaking skills is the essential aspect of learning a second language (L2) or a foreign language, where success will be measured based on how students' ability to have a conversation in that language. Speaking skills have a multifunction for everyone. Speaking helps students enrich their vocabulary and grammar skills that are influential in improving their 13 writing skills—speaking skill functions as a medium where students can express their emotions, ideas, stories, requests, and shows various language functions. Language functions refer to the purposes in which use language to communicate (Leong and Ahmadi, 2017). Everyone uses language for various purposes, both formal and informal, which certainly has a specific grammatical and vocabulary structure that functions in each language

In a conversation, students' attention has to be focused on the content of what they say, not on the form. For example, "I am sorry" represents the function of apologizing, "Good morning" serves the purpose of greeting, and "Congratulations! 14 You deserved it!" represents the function of congratulating expressions. In this research, the writer used language function, particularly the interpretation of students' opinions or perspectives.

d) The Concept of English Fun Camp

The concept of an English Fun Camp revolves around creating an engaging and immersive learning environment where participants can enhance their English language skills while enjoying various recreational and educational activities. This type of camp is designed to make the process of learning English enjoyable, interactive, and memorable.

Key Elements:

Language Immersion: English Fun Camps are typically conducted in an English-speaking environment where participants are encouraged to communicate in English throughout their stay. This constant exposure to the language helps improve their listening, speaking, reading, and writing skills naturally.

Interactive Activities: The camp incorporates a wide range of interactive activities such as drama, storytelling, games, group discussions, and role-playing. These activities not only promote language learning but also boost participants' confidence in using English in real-life situations.

Cultural Exchange: English Fun Camps often attract participants from diverse backgrounds. This multicultural environment provides opportunities for participants to learn about different cultures, traditions, and perspectives, thereby fostering open-mindedness and global awareness.

Outdoor Adventures: Many camps include outdoor adventures like team-building challenges, nature exploration, and sports. These activities not only offer a break from traditional classroom learning but also encourage participants to communicate in English while working together to achieve common goals.

Creative Workshops: Creative workshops such as art, music, and cooking classes are integrated into the camp schedule. These workshops allow participants to express themselves in English while honing their artistic or practical skills.

Language Games: Language-based games and puzzles make learning enjoyable. Scrabble, crossword puzzles, and word-based competitions stimulate participants' vocabulary and language comprehension.

Campfire Sessions: Evening campfire sessions provide a casual setting for participants to engage in storytelling, sing-alongs, and other language-rich activities. This relaxed environment encourages participants to use English naturally and spontaneously.

Benefits:

Effective Learning: By incorporating language learning into enjoyable activities, participants tend to retain and apply their language skills more effectively.

Confidence Building: Engaging in diverse activities and using English in various contexts boosts participants' self-assurance in using the language.

Lifelong Memories: The combination of learning, socializing, and fun creates memorable experiences that participants cherish.

Holistic Development: English Fun Camps not only focus on language skills but also contribute to personal growth, social skills, and cultural understanding.

e) English Fun Camp Purpose

English Fun Camp activities purpose is as an implementation of organization of learning activities to achieve educational goals. This can be classified as follows:

1. General purpose

In general, English Fun Camp activities to develop learning at the junior high school level education which can be described, among others:

As the implementation of teaching and learning process,

- a. To enhance the teaching and learning process based on the demands of curriculum so that learners can learn effectively and efficiently,
- b. To facilitate the teachers and students in learning,
- c. Introduce the teachers and students that there are several method and learning programs that they can use as learning resources.

2. Special Purpose

- a. Improving the ability of teachers and all students to enhance learning in accordance with the needs that have been determined primarily English subject,
- b. Developing the KTSP broadly,
- c. Improving learning achievement,
- d. As one of the basic school curriculum development in accordance with the intended purpose,
- e. Make it easy for teacher to implement the learning process.

f) The Advantages of joining The English Fun Camp

There are three main reasons make English Fun Camps have a positive influence to the students (Halvorsen (2005) as cited in Jalaluddin (2015);

1. According to Aswad (2017), coming to camp means joining a close-knit community where everyone must agree to work with each other and respect one another. Appropriate learning helps learners to be inspired to become more cooperative and to improve self-discipline. In addition, Cho (2004) as cited in Jalaluddin (2015) claimed that the English Fun Camp program is designed to improve students' chance to communicate with each other in

English naturally, to establish self-confidence among students to speak English and prepare students to live in a global community. They will be accustomed to speaking in front of the public.

2. In English Fun Camp, the tutors may concentrate on the one aspect of language learning, such as pronunciation, writing, or they can accommodate all four fields of expertise in one activity. English Fun Camp focuses on enhancing participants' essential English skills such as communicating effectively, cooperating among themselves, developing leadership skills, fostering a sense of responsibility, developing a sense of belonging, and promoting creativity and critical thinking. The participants will be taught directly by competent teachers in their fields and highly qualified. Many students who have studied English at the English Fun Camp have mastered English quickly by understanding the instructor's material at the English Fun Camp (Ismail and Tahir, 2011).
3. An informal learning atmosphere helps students to be more relaxed in learning. The academic atmosphere is firm but flexible because it is based on a non-formal education approach. Every student usually speaks English as much as possible without worrying about judges from other friends. Otherwise, they will feel embarrassed if they still talk to Indonesian in the English Fun Camp. Besides, Manan (2018) emphasizes the English Fun Camp directs participants to practice more without complicated guidelines for speaking. They are free to practice without considering some tenses and structures. Corrections of their grammar and structure are explained at the end of his speech in each individual opportunity section. This strategy encourages the participant to speak confidently.

2. RESEARCH METHOD

This research was conducting by qualitative descriptive method. Qualitative research is a general term for an investigative methodology described as ethnographic, naturalistic, anthropological, field, or observer participant research. It asserts the importance of looking at variables in the natural setting in which they are found.

In this research an interview is required to find out whether English Fun 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.

The population of this research was the students of Technology and Informatics Department STKIP Al Maksum Langkat. The Sample was the 20th students of Technology and Informatics Departments. The researcher selected participants who had to join English Fun Camp for at least 2 month.

3. FINDINGS AND DISCUSSION

Researcher conducted interviews to collect the data from the respondents. All respondents gave responses and opinions on the effect they had on joining the English Fun Camp. The result obtained were various, where each respondents offer answers based on their respective experiences. Based on the interview results, the researcher got a positive description of the data from the respondents in the form of the influence of the English Fun Camp on students' speaking skill. Each respondent confirmed that the English Fun Camp had a massive influence on them. It was discovered while they were studying and finished from the English Fun Camp. It was in line with Manan's finding (2018), who asserted that English Fun Camp had a positive effect on students' speaking skills in the form of new experiences for students by overcoming obstacles practice.

It helped the students overcome the various problems that they felt and faced in developing their abilities, such as lack of vocabulary, lack of motivation, anxiety, shy, low self-confidence, and others. When the researchers asked some questions regarding the English Fun Camp, they responded enthusiastically as the effect they had satisfying: besides, the experiences they got are quite exciting and varied. In this case, vocabulary improvement becomes the first point mentioned by the participants. They believed that after being interested in the English Fun Camp program, they can communicate English more effectively because of the vocabulary mastery. They are trained to master a lot of vocabulary by memorizing different vocabulary per day through fun activities. The students' pronunciation and fluency also improved in speaking English. Hence, they may speak more organized and straightforward. They knew how to behave when delivering and speaking in front of the audience. In English Fun Camp, many activities involved students to be active in speaking. They are trained to be brave in presenting ideas, suggestions, and knowledge in a relaxed manner and in a formal setting. It encouraged the participants more confident and enthusiastic about speaking in public.

Students; understanding of the use of grammar helped them to construct easy to understand sentences. The students were also able to develop their ability to interpret something properly. Additionally, this comprehension ability encouraged them to develop their imagination and critical thinking. They can share their thoughts until they got a lot of motivation to learn English, mainly significant effect on their speaking skills.

So based on the description above, it can be concluded that the researcher has obtained the required data from this analysis. The students felt afraid and insecure while studying on campus, they assumed they could not compete with other classmates. The students admitted that their decision was the right one made at the time. There results can be seen from the positive influences. After joining English Fun Camp during semester breaks, their performance at the campus got better than before because they were used to their activities in the English Fun Camp program. As a result, they got higher scores than the previous speaking class.

4. CONCLUSIONS

English Fun Camp is a place designed to support students who expect to develop and effect their skill to master English, where there are provided unique, exciting, and innovative learning strategies. Many students from various regions come there to learn English. It showed that the English Fun Camp was instrumental in developing students' speaking skill. After joining the English Fun Camp, these students agreed that they had improved their skills, especially the ability to speak English. Those who initially felt nervous and scared when speaking English now they have more confidence and courage to speak in public because the practice and habits trained in the English Fun Camp make their speaking more fluent. Their performance on campus is getting better so that they got higher score than the previous semester.

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