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## The Analysis of “English Camp” toward the Students’ Vocabulary and Speaking Ability

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### Abstract

English Camp is an English learning activity which is designed to stimulate student motivation in learning English and practice English in their daily communication. The purpose of the research was to find out whether ‘English camp’ is effective on students’ vocabulary mastery and speaking ability at SMP Perguruan Islam Ar Risalah. This research was qualitative descriptive research design. The instrument used in this research was test result and to collect the data, the researcher used rubric as modified from Marek & Wu (2014). To support the successful of the research, the researcher collected the post test result in this research. Thus, in this research, there were two test that were already administered. Based on the data analysis, there was a significant effect of English camp on student’s vocabulary mastery and speaking ability. It was proved that the mean of student’s pretest and student’s total posttest was very significantly different.

**Keywords:** English Camp, Vocabulary, Speaking

### Introduction

Speaking is the one of the language skills that should be gained by EFL students besides the othes skill such as reading, writing, and listening. Through speaking students can express their ideas, feelings, thoughts orally. Speaking ability is an ability to communicate effectively or convey information verbally so that the listener can understand what is said. A good speaking ability allow student to communicate effectively and help student throughout their life. In Speaking, there is an interactive process of sharing information, and can be acted upon by the listener. Speaking skill have a closed relationship with listening skill; the students must be good listener before being good speaker. So, developing both **speaking** and **listening** skills is urgent to communicate effectively.

Considering the four language skills: listening, speaking, reading and writing, speaking is considered to be the most important skill, since being able to speak a foreign language requires knowing other skills of that language (Ur, 1996). Likewise, many language learners assess their success in learning a language from their ability to speak in target language (Mahripah, 2013; Nunan, 2003). Therefore, the more proficient in speaking English, the more advantage to them.

Chaney (1998:3) said that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching.” So, it is very important to teach speaking in second language to the students since the early age. In teaching speaking, teacher tell the goal of the class and an instruction to their students in order to communication. “Speaking is not merely speaking but it is more than talking, therefore, language learners should be able to use their thought and sensitivity”, (Oxford Advanced Learner’s Dictionary, 2003:414 & 443). “The classroom activities must be planned to make students talk to each other in pairs or groups. The activity can be more active to trigger discussion and information sharing. It may include role playing, games, problem-solving, songs, and discussion”, (Fauziati, 2002:127).

In SMP Perguruan Islam Ar Risalah, where the research was taken, the students are not well motivated to speak English even though the school and committee has tried hard to facilitate the student through several English activities. Because they are unfamiliar with English, students believe that learning the

language is very tough, which causes them to lack confidence, be hesitant, and sometimes just keep quiet during the teaching and learning process.

The students' limited vocabulary due to their usage of English as second language presents another challenge. In English class, only English is spoken. Additionally, it happens frequently that English is not the main language in the English class. They also refuse to consult their dictionary. They would rather question their teacher or friends than look up words in a dictionary. Actually, the instructor has told them to bring it. Consequently, the instructor should use an effective teaching method while imparting speaking skills in order to make students more active in learning English speaking skill.

One of the activities or programs is "English Camp" that is conducted for students in grade seven. These activities encourage students to learn English more effectively, boost their motivation, increase their enjoyment, and make it simpler for them to understand the language because they are exposed to a variety of vocabulary words, grammar structures, and straightforward English expressions. In addition, these exercises involve teamwork, which helps students improve their capacity to speak and share ideas and ask questions of one another or of the teacher.

Learning English through this activity is interesting because it combines classroom activities and outdoor activities in series of learning activities. They seem to be more active and creative during the "English camp". When the teacher asks a question or gives an instruction, the students are encouraged to consider the response since they can provide an answer. Because of this, it is possible to forecast that the "English Camp" will encourage students to speak English more frequently.

English Camp is fun activity and motivated, students get the opportunity to develop their language skill and it is also useful to broaden students' knowledge, so it can motivate the students in English speaking. Implementing this approach, the teacher expect that the students are going to be able to speak English after the English camp activity. Because English is consider as second language in Indonesia, it takes a long time to master it. Therefore, it is not surprising that the students could not communicative well in English. Therefore, based on the explanation an analisis of improvement students grade seven speaking abilities through "English Camp" in SMP Perguruan Islam Ar Risalah Padang 2022/2023.

It is undeniable that the ability to communicate in English will lead to more opportunities in life. In addition, English language can be used as a means to explore knowledge or access to the information from various sources because English language is commonly used as a major language in many fields. Hence, it is crucial to develop learners to communicate in English effectively. Speaking seems to be the most important skill in terms of the skill that is used to interact or communicate with other people. According to interviews with the English high school teachers, they agreed that most of the students in their classes are ineffective in speaking English. Even if some learners may be good at grammar, they find difficulty in speaking. The students were afraid of making mistakes and lack confidence. They only had the chance to speak English in the classroom. Nonetheless, there were a few students who were outstanding in English speaking skill.

Although there were several research studies which investigated factors improving English speaking ability, there was rarely any research which use exemplary cases to find the factors improving English speaking ability in outstanding students. Therefore, this present study employed quantitative methodology to gain information regarding factors that enhanced students' English speaking ability. Based on the background of the problem, the researcher specified the problems discussed in the following formulation of the problems: How does "English Camp" contribute in improving student speaking ability?

Chaney and Burk (1998) argued that speaking was building and sharing meaning proses through the verbal and non-verbal symbols. Similarly, Brown (1994) described speaking as an intuitive procedure of producing meaning that includes creating, decoding and encoding messages. Nunan (2003) defined speaking as producing systematic verbal utterances to convey meaning. Harmer argued that the speaking ability especially Speaking in English needs these elements. First,

language features in speaking include connected speech, expressive devices, lexis and grammar, and negotiation language. Second, mental/social processing means that the productivity of speaker is also based on the processing skills that talking necessitates like language processing, interacting with others, and (on the spot) information processing.

Some speaking aspects are speech production, pronunciation, vocabulary, and fluency. Then, these aspects also can be the problem of speaking so it must be a concern of learning speaking. According to Thonbury, speech is produced word by word and utterance by utterance in response to our spoken words and the spoken words of the person we are speaking to. The researcher can infer from the statement that speech production is crucial because it explains the features of the spoken language's form, which is why speaking English requires it. Students need to understand how different speakers and speech forms behave in various contexts. They must learn how speaking styles affect listener acquisition.

Pronunciation is the next step. Pronunciation is defined as the manner in which a language, a specific word, or a sound is spoken in the Oxford Learner Pocket Dictionary. Broughton contends that teaching pronunciation focuses on the development of two interconnected abilities: the ability to recognize and comprehend the structure of speech as well as the ability to speak fluently. Because they cannot pronounce a word in English like a native speaker, students believe that doing so is very difficult. Also problematic is the difficulty in pronouncing words in English due to the disparity between British and American pronunciations. Thus, even though instances of speaking in a second language without an accent are rare, it is still possible to have pronunciation that is similar to that of a native speaker.

According to Liu and Jackson, a major barrier to spoken communication is a limited vocabulary. While Baker and Westrup contend that a lack of vocabulary makes it difficult for students to respond to questions or statements from teachers in a foreign language because they may not know what to say, what vocabulary to use, or how to use the grammar correctly. Rivers is of the opinion that the students are mute and have nothing to say, possibly as a result of the teacher's inappropriate topic choice or the use of vocabulary that they are unfamiliar with. Vocabularies clearly play a crucial role in speaking English, as evidenced by this.

The ability to produce or comprehend utterances in a second language quickly, accurately, and fluently is referred to as fluency, according to Segalowitz. According to Matthews, speaking with fluency means doing so without too many pauses or repetitions. Naturally, when people speak, they pay attention to their fluency because good fluency prevents misunderstandings between speakers and ensures the flow of a conversation. Therefore, it is crucial to increase speaking fluency, and one way to do so is to practice. These are the way that can be used by teachers in teaching speaking,

a. Speaking Practice

Practice is the major factor to increase students' speaking ability because it can make students The key to improving students' speaking abilities is practice because it can help them become accustomed to using the English language. According to Walberg, teachers must give their students opportunities to practice particular speaking skills. A task like this will motivate students to communicate effectively. The purpose of practice is to broaden the students' talk ability and improve their communication skills. Additionally, teachers can assist students in tailoring their speeches to match the intended audience and the information that they will present. Additionally, educators can give students the opportunity to present ideas to small groups of peers, large classes of students, and individual peers.

b. Lowering speaking anxiety.

According to Elizabeth, teachers can lessen their students' anxieties by fostering a positive learning environment and giving them opportunities to practice in front of smaller groups first, then larger ones. As a result, now that we as teachers are aware of the students' fear, we might want to think about how we can explicitly address it in the classroom. For this type of activity, kids must be grouped together, and the task must necessitate conversation among the participants.

Nunan viewed that speaking is requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural and grammatical component. Nunan designs the speaking assessment depend on the type of speaking assessed, the following are the assessments:

- a. Grammar. The participants of the test are tested on how they control the usage of grammar in sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.
- b. Vocabulary. The appropriate of usage of vocabulary features in a conversation will indicate the proficiency level of the speaker.
- c. Fluency. The fluency of one's language shows the speech production in a conversation is well organized. The speaker deliver the speech confidently and directly responds specific theme without many hesitation in choosing words.
- d. Pronunciation. Pronunciation good is the speaker pronoun each word and how often errors in pronunciation occur along the conversation. The aspect interfere the communication are the criteria of the assessment. To speak English well or to speak like native, the students need to be trained intensively.

Hughes (1996) defined proficiency as having sufficient language competence for a certain purpose. Language proficiency is described as an individual's ability to use a language for a given purpose, and it can be measured through a proficiency test (Richards, J, & Platt, 1992). The capability of students in terms of speaking, writing, listening, and reading can be measured through proficiency tests.

Several related studies are related to this study. The first is a study by Junaidi Mistar and Atik Umamah (201 ) entitled "Speaking Learning Strategies of Indonesian EFL Learners and Their Contribution to Speaking". This study focused on attempts to reveal: (1) differences in speech learning strategies used by male and female students, (2) the contribution of speech learning strategies to students' speaking skills. Data on 595 second-year high school students from eleven schools in East Java, Indonesia. A 70-item Oral Communication Learning Strategies (OCLS) questionnaire and a 10-item Self-Assessment of Speaking Skills were used for data collection. Statistical analysis showed that gender significantly influenced the intensity of use of six types of speech learning strategies (interaction maintenance, self-evaluation, fluency orientation, time management, compensation, and interpersonal strategies), with female students reporting higher speaking intensity. to use The analysis reveals that four types of strategies - interactive maintenance, self-development, compensation and memory strategies - have a significant impact on speaking ability. These findings suggest that strategy-based teaching, which includes the four most influential strategies, should be consciously integrated into speaking lessons to encourage students, especially male students, to overcome their difficulties in learning to speak. 10. % of the variation in students' speaking skills is due to their speaking learning strategies.

The next relevant study is called Students' Learning Strategies for Developing Speaking Ability, by Sofyan A. Gani, Dian Fajrina and Rizaldy Hanifa Syiah from the University of Kuala Lumpur. This study investigated the learning strategies used by both low- and high-ability students in developing speaking skills, and of course the differences in the learning strategies used by both groups of students. The reason for doing this study was that the English language skills of many students were still considered

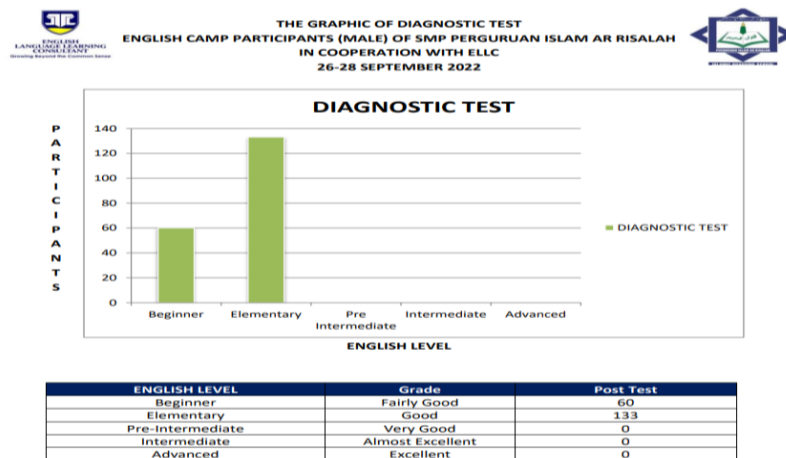
unsatisfactory in Banda Aceh. The researcher conducted this study in High School 3 or Sekolah Menengah Atas Negris (SMAN) 3 in Banda Aceh. 16 students from all classes, students from each class will be taken as selected participants. Thus, there were 8 students for each criterion (low or high speaking). Low-speaking students showed a low cognitive strategy with a mean of 3.07, followed by an affective strategy with a mean of 3.20, a memory strategy with a mean of 3.0 and a metacognitive strategy also with a mean of 3.0. They can be interpreted as "occasionally" used. Finally, the social strategy average of 3.50 and the reward strategy average of 3.60 can be interpreted as "generally" applicable. In contrast, students with high speaking skills showed an average of 3.50 for an affective strategy, an average of .05 for a memory strategy, an average of .06 for a cognitive strategy, an average of .06 for a compensatory strategy, an average of .10 for a social strategy and an average of .30 for a metacognitive strategy case. In this research, the researcher will adopt the operational concept from Oxford (1990). Oxford (1990) divided language learning strategies into two main categories: direct strategies, which include memory, cognitive, and compensation strategies, and indirect strategies including metacognitive, affective, and social strategies. The strategies are all suitable for learning the four language skills in English, speaking, listening, reading, and writing. In the study, the researcher only investigates the strategies that can be used in learning speaking.

**Methods**

This research was quantitative research. In this research, the writer tried to describes what to study, collects numeric (numbered) data from the participants, analyzes these data using statistics and in an unbiased, objective manner namely a quantitative research (Creswell, 2012). In conclusion, this research was conducted by using descriptive quantitative research to find out a specified understanding of the effectiveness of the “English Camp” activity in building students speaking ability in English. Moreover, it assisted the research to find out the technique that had important role in improving students’ speaking ability. The data for this reserch were the result of seven grade students of SMP Perguruan Islam Ar Risalah. This source of data came the result of pre-test and post-test of “English camp” participants 2022/2023 academic year. The researcher used the English camp activity report as source of the data. The data were collected based on the test score or test result at the end of English camp.

**Results and Discussion**

The study about the effect of English Camp to the student’s Speaking ability and Vocabulary shows as in the chart below. The level of student participation in the “English Camp” is very good, only few students that could not attend fully in the “English Camp”. The diagnostics test as shown in the graphic below,



**Figure 1. The Results of Diagnostic Test**

The chart shows that the level of student participation in the “English Camp” is very good, 193 students participate in the English Camp activity and only few students that cannot attend fully in the “English Camp”. The result of diagnostics tests as shown in the chart above, the majority of student grade 7 about 66,8 % of 199 students are in the elementary level, with good grade. The rest about 30,2 % are still in the beginner level. None of the students reach the pre intermediate level and the above levels. These result shows that the students of junior high school of Ar Risalah level in English is good because most of the grade seventh students has reach the intermediate level in English and of course this shows their vocabulary mastery. The number of students that still in the beginner can be assumed because English was not a compulsory subject in the elementary school based on the 2013 curriculum.

### Conclusion

The English camp activities is effective in increasing and developing SMP Ar Risalah student vocabulary and its willingness to practice or speaking English after the English Camp Activities. The student was actively participated in the activities which is conducted in classroom and outside of the class. The factor that motivates the student to speak is because of their vocabulary mastery. The more the vocabulary they have, the more motivated they are in practice peaking English.

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