

**ENGLISH CAMPS: AN OVERVIEW OF EXPERIENCES,
BENEFITS, AND CHALLENGES**

THESIS

This Thesis is Submitted to Fulfill the Requirement for 'sarjana' Degree in
English Language Education



by:

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TARBIYAH FACULTY
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2024**

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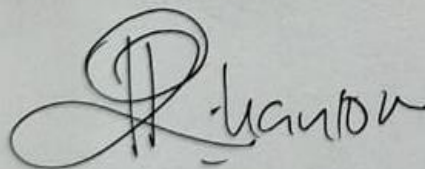
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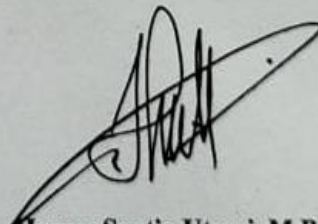
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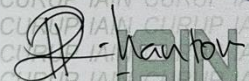
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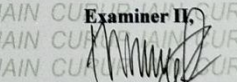
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ACKNOWLEDGEMENT



Assalamu'alaikum Warahmatullahi Wabarakatuh

First of all, the researcher would like to say thanks to god, Allah SWT the Glorious, lord, Almighty, and the Merciful for his blessing and his guidance, so that the researcher could finish this thesis entitled, **“English Camps: An Overview of Experiences, Benefits, and Challenges”**. Praying and greeting to our prophet Muhammad SAW and all of his family and buddy who has bought us from the darkness to the lightness as we feel right now.

This thesis is presented in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, helping, support and also motivation from a lot of participations. In this chance, the researcher would like to express my deepest appreciation to:

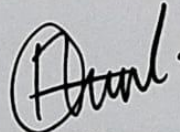
1. Prof. Dr. Idi Warsah, M. Pd.I as the Rector of IAIN Curup.
2. Dr. Sutarto, S.Ag, M. Pd as the Dean of Tarbiyah Faculty.
3. Mrs. Jumatul Hidayah, M.Pd as the head of English Tadris Study Program of IAIN Curup.
4. Dr.Prihantoro,SS.M.Pd my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
5. Mrs. Henny Septia Utami, M.Pd as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support and motivation in completing this final project with good results.
6. All of lecturers of English Study Program at IAIN Curup who taught me many things in the class.
7. My heartfelt thanks for my father, my mother, my sister and my grandmother who have given supports, love, and moral encouragement in motivating the writer to finish her study.
8. My big thanks to all of my friends of English Study Program of IAIN Curup.

Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution to the development of English Study Program of IAIN Curup. For acknowledgment above, and those are not mentioned, may Allah SWT gives them the best rewards. *Aamiin.*

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Curup, **23** Juli 2024

The Researcher



Rizki Nurul Aini

NIM. 19551055

MOTTO

*Enjoying every process that we go through is
one way of making peace with ourselves,*

**Nothing is impossible in this world when we still want to
try to make our dreams come true**

**The happiness we have in this world is only temporary,
while eternal happiness only exists in the afterlife**

**Never get tired of doing good, because we don't know
which well will help us later**

**The key to conducting research is discipline, patience,
self-confidence and a strong mentality**

DEDICATION

Allah is only reason why I can finish this thesis. Immeasurable grateful for Letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- My family and my extraordinary and beloved heartbeat, the greatest man ever, my father Suradiyanto, the most patient and beautiful woman ever, my mother Mrs. Salimah Retno.
- My beloved sister, Ayu Dwi Lestari, who always supports and motivates me.
- My supervisor is an Dr.Prihantoro,SS.,M.Pd who always gave me motivation, advice, guidance, in completing my studies at IAIN Curup.
- My supervisor is Henny Septia Utami,M.Pd. Who always gives me motivation, support, guidance in completing this thesis and also in completing my study.
- I would like to thank the lecturers of the IAIN Curup English Tadris Study Program for their support, suggestions and advice.
- My senior and mentor, Rachman Prasetyo, who always helped and supported me in writing this thesis.
- My Best Senior at HMI Dicky Yanuardi, thank you for being a place to share your complaints during my thesis and thank you for supporting me in completing this thesis.
- My best friend Gita Olviyani Thank you for always supporting me in every process
- All students of the IAIN Curup English Study Program
- And all the people around me who have given me golden precepts that I cannot mention one by one.

PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing thesis entitle ***“English Camps: An Overview of Experiences, Benefits, and Challenges”***.

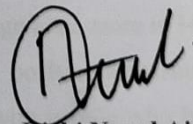
This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic

Studies (IAIN) Curup. The researcher realizes that this thesis is still far from perfection, therefore the researcher really appreciates all suggestions and criticism for future perfection.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

Curup, 23 Juli 2024

The Researcher



Rizki Nurul Aini

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ABSTRACT

Rizki Nurul Aini : *English Camps: An Overview of Experiences, Benefits, and Challenges*

Advisor : **Dr.Prihantoro,SS.,M.Pd**

Co-Advisor : **Henny Septia Utami,M.Pd**

This study aims to determine students' perceptions of e-Camp activities as judged by their English skills, including experience, benefits, and challenges. This study uses descriptive-quantitative methods. The subjects in the study consisted of 154 students from semester 2, 4 and 6 from the Tadris English Study Program at IAIN Curup. Researchers use a questionnaire to get data. Based on the results of the study, the average experience value obtained is 30%, the experience of indicators, in the sub -indicator 7. Friendship and network, this shows that the average of 88% of students or participants in the e -camp program strongly agree. The average benefit value obtained is 41%, in interactive learning sub -indicators, e -camp activities often involve interactive learning methods, such as group discussions, games, and collaborative projects, which make the learning process interesting and fun. 86% of students or participants in the e-Camp training program strongly agree. The average challenge indicator is 29%, in sub-indicators 9. Sustainability, ensuring the impact of the camp exceeds its duration. 82% of the e-Camp training program students strongly agree, and these results show that sustainability in English is very positive. The average total score is 14774, and the percentage assessment is 100%, and this shows a positive assessment. Students are united in forums where they have to interact with people who have different cultural backgrounds. So that over time the English camp activities can foster a high sense of solidarity. From this average results, this shows that English camp activities help students improve their understanding and skills in learning. It also builds creativity in students, problem solving, developing potential for students and building motivation in English skills.

Keywords: *English Camp, Perception, Experiences, Benefit, Challenges*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Communication is a basic aspect of language, including English. speaking allows students to convey any message and express their ideas, beliefs and feelings in conversation or dialogue using several expressions. It can effectively request something, share knowledge, or exchange information.

According to Muklas, speaking is an oral communication process that involves both productive and receptive understanding skills and is a two-way activity between the speaker and the listener. In other words, through dialogue between them, the listener will attempt to understand the speaker's ideas in the first person.¹ Pratiwi and Ayu argue that speaking is the skill to generate language and communicate ideas. This speaking skill is required since the success of learning to talk may be judged by students' capacity to convey their ideas orally. When the person communicates, they will explain what is on their mind, feelings, information, and anything else for the listener to understand.²

¹ Muklas, Muhammad. "Talking chips technique to teach speaking." *Channing: Journal of English Language Education and Literature* 2.1 (2017): 58-64.

² Pratiwi, Zakiyah Farhanah, and Mutiara Ayu. "The Use Of Describing Picture Strategy To Improve Secondary Students' speaking Skill." *Journal of English Language Teaching and Learning* 1.2 (2020): 38-43.

In Indonesia, people study English as a foreign language (EFL) and still encounter several problems related to speaking skills that affect their English language abilities.

To obtain specific ways to improve speaking skills, students have significant strategies to achieve it. Many English courses have evolved to help EFL students master the language in any location, such as the annual activities held by the English Study Program Student Association (HMPS TBI) at IAIN Curup. The researcher chose English Camp in this study because he wanted to tell about the impact that students felt after participating in this, which could help students who want to practice English improve their English skills. Various programs from English Village activities are available to help EFL students hone their skills. English ability. Students receive instruction and training to make English practice entertaining and straightforward. Students participating in the camp should become bolder and more confident speakers; as a result, improving their communication skills.

Noguchi believes that participation in the English camp has the effect of reducing students' anxiety factors and increasing their perception of English communicative competence.³

³ Noguchi, Tomoka. "The Impacts of an Intensive English Camp on English Language Anxiety and Perceived English Competence in the Japanese EFL Context." *Journal of Pan-Pacific Association of Applied Linguistics* 23.1 (2019): 37-58.

E-Camp is an activity where students develop their talents. In this E-Camp activity, students are invited to a camping location for 2-3 days. In this English camp activity, students are required to use English during the activity. Various programs from the English camp are available to help participants hone their English skills. The students receive instructions from the training to make English practice entertaining and innovative. Students participating in the camp must become more courageous and confident speakers. As a result, to improve their communication skills. Several studies regarding the perceived influence of E-Camp have been conducted previously. The first from Garhani and Supriyono conducted research with the title "EFL student motivation in the setting: A self-determination theory perspective". This research investigates the perceived motivation of EFL students in an E-Camp Program using self-determination theory. The results of this research show that the E-Camp Program has found students' persistence in learning English, compatibility between English and students, students' inherent satisfaction, interest in learning in the E-Camp Program, and enjoyment while studying.⁴

Another research on E-Camp by Ketamon, et al. This survey examined junior high school students' attitudes towards learning English after they attended the English Language Camp at Phatthalung Girls' College Ubolratana Rajakanya. Students provided good feedback for content analysis;

⁴ Garhani, Bian Candra, and Yusup Supriyono. "EFL Learners' Motivation in English Camp Setting: Self-Determination Theory Perspective." *TLEMC (Teaching and Learning English in Multicultural Contexts)* 5.1 (2021): 45-60.

for example, E-Camp encourages them to learn English faster and realize the importance of English.⁵

There is also a second study conducted by Mustakim and Ismail (2018). The aim of this research is to improve the speaking skills of English House Course students through the E-Camp strategy. This was a 5-day pre-experimental study. The results of data analysis show that E-Camp is a suitable method for learning English for English House Course Maroangin students based on their performance in the pre-test. There is a significant and positive influence on students' speaking skills.

Another research conducted by Manan was learning English speaking skills through the English Camp Program (ECP). This study focuses on three ECP activities: commitment, community, and courage. Researchers found a high level of achievement in English speaking skills in this study. The E-Camp program is a program that helps students improve their speaking skills. English camps have helped children develop shared purpose, devotion, community, and courage. E-Camp is a simple activity that can have a significant impact on a person's ability to communicate in English.⁶

Then another research conducted by Erawati, et al., was to determine students' perceptions of the English language learning program at the

⁵ Ketamon, T., Hakim, S., Anchalee, W., Nutsana, N, P. Athaporn, C. (2020). Students' Attitudes Towards English Learning Through English Camp at Princess Ubolratana Rajakanya's College Phatthalung. *Journal of Education Naresuan University*, 22, 19– 30.

⁶ Manan, Nanan Abdul. "Commitment, community and bravery: the core activities in endorsing speaking skill by english camp program." *English Review: Journal of English Education* 6.2 (2018): 77-84.

Euroweek foundation in Poland. Based on the findings of this research, students have positive perceptions of the program. Research found that the English language learning program at Euroweek greatly influenced students, especially in improving speaking and listening skills through integrated activities. In addition, with great potential in providing many opportunities to exchange individual world views, increase cultural understanding, experience personal growth, and meet Poles' need for increased English language proficiency.⁷

Five previous studies focused on student motivation, perceptions, attitudes, and E-Camp activities. Previous studies had limited areas so new research was needed. Considering the differences in methods, focus, location and subjects, the researchers decided to conduct this research. This research aims to determine the perceptions of undergraduate students majoring in English Language Education towards their speaking skills and to find out how students perceive the importance of attending the E-Camp organized by the English Education Study Program Student Association (HMPS TBI).

This research aims to determine the perceptions of undergraduate students majoring in English regarding their speaking skills and to find out how students perceive the importance of attending the E-Camp which is held every year. This study is important for teaching and acquiring English speaking skills because it can identify the impact of students after attending

⁷ Erawati, E., Rahayu, A. Urai, S. (2019). Students' Perception on English Learning through Euroweek Program. English Study Program of Teacher Training and Education Faculty, 10(7), 1-8.

the English Language Camp program. By conducting this research, it is important to study students' perspectives regarding the activities/ways they know to strengthen their understanding of English.

It is hoped that this research can provide useful information for many people involved in the learning process and contribute theoretically and practically to the progress of English language teaching. Researchers also anticipate providing students with methods of learning English and building their confidence in speaking English. This research can be a resource for other researchers who are interested in researching the same problem.

B. Research Questions

Based on the background that has been explained before, the researcher formulate the questions to obtain the result of this research, it is as follows :

1. What are the students' experiences in participating in an E-Camp ?
2. What are the students' benefit in participating in an E-Camp ?
3. What are the students' challenges in participating in an E-Camp ?

C. Objectives of the Research

Based on the research questions above, the objectives of this research are to investigate:

1. This research aims to determine whether E-Camp activities create new experiences for students.
2. This research aims to find out what benefits students get when participating in E-Camp.
3. This research aims to see whether students are able to overcome challenges while attending E-Camp.

D. Operational Definition

Definitions are given to avoid misinterpretation of several terms in this study, especially those used in the title.

1. Perception

The definition of perception can be seen from the etymological definition as well as the definitions given by several people expert. Etymologically, perception comes from the Latin word perception; from percipare which means to receive or take.⁸ According to Leavit perception in the narrow sense is vision, how someone sees something, while in the broad sense perception is view or understanding, namely how someone

⁸ Sobur, Alex. 2003. Psikologi Umum. Bandung: Pustaka Setia

sees or interprets something.⁹ So it can be concluded that perception is the process of processing information from the environment in the form of stimuli, which is received through the sense organs and transmitted to the brain to be selected, organized so as to give rise to an interpretation or interpretation in the form of an assessment of previous sensing or experience.

2. English Camp

E-Camp is an activity to learn English as a second language, where in the camp you will spend part of your time in English class with other students, and the rest of your time taking part in interesting activities and excursions.

3. Experience

Singgih and Bawono stated that experience is a process of learning and increasing potential development behavior both from formal and non-formal education or can also be interpreted as a process that brings a person to a higher pattern of behavior.¹⁰

4. Benefit

Definition of Benefits according to the Big Indonesian Dictionary (KBBI) is use or benefit, profit or gain. It can be said that the benefits

⁹ Chaplin, James P. "Kamus psikologi lengkap." *Jakarta: PT Raja Grafindo* 55 (2008).

¹⁰ Singgih, Elisha Muliani dan Bawono, Icut Rangga. (2010). Pengaruh Independensi, Pengalaman, Due Professional Care Dan Akuntabilitas Terhadap Kualitas Audit. Simposium Nasional Akuntansi XIII. Purwokerto.

obtained will certainly cause changes to a particular function within an institution.¹¹

The benefit of taking part in E-Camp activities is that it adds to the experience, which is truly enriching, fun, and exciting and is an event that every student has the opportunity to take part in during their studies. Improving the English language teaching and learning process to improve the English language skills of Curup State Islamic Institute students.

5. Challenge

According to KBBI, a challenge is a thing or object that inspires determination to improve the ability to overcome problems or difficulties which becomes a stimulus to work harder and so on. Challenge can be interpreted as participating in a competitive situation or struggling to decide who is superior in terms of ability or strength to accept the challenge.¹²

E. Significances of the Research

The Importance of Research on Student Perceptions in E-Camp: Description of Experience, Benefits and Challenges. This also builds creativity in students, problem solving, develops potential in students and builds motivation for English language skills.

¹¹ KBBI Online.

¹² KBBI Onlie.

Research results can provide valuable insight into a person's strengths and weaknesses and suggest potential areas for improvement and development. This research also has practical implications for students who want to take part in this E-Camp, because this research provides them with motivation and valuable information about the importance of improving their English language skills, as well as programs from competent instructors and how these programs can improve their abilities. improve their abilities. help them achieve the desired grades.

The importance of this research also lies in its ability to improve the quality of activities organized by the Tadris English Study Program student association (HMPS TBI), providing benefits to the wider community of language learners and educators. The importance of this research is to understand the level of effectiveness of the E-Camp program. This will provide valuable insight for HMPS TBI and help them improve their English camp program to better meet student needs. This research also contributes to the field of English language education by providing insight into the implementation of training programs. This can help educators and institutions to understand the challenges and opportunities in providing high-quality language proficiency training programs to students.

The results of this study show that E-Camp plays an important role in improving students' speaking skills, such as the introduction of new vocabulary and improving pronunciation, speaking fluency, increasing self-confidence, increasing comprehension skills, and improving grammar. . Thus,

their achievements on campus increase, as does their fluency in speaking skills in everyday life.

F. Organization of The Research

This research report was prepared by the author in such a way that it is easy to understand. Chapter I covers research background, problem identification, problem formulation, research objectives, research significance, and thesis organization. Chapter II contains the theoretical background and previous research. Chapter III covers research design, population and sample, data collection techniques, data collection instruments, and data analysis techniques. Chapter IV contains the finding and discussion of the research. Chapter V contains the conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Definition of English Camp

The E-Camp is held every year by the Tadris English study program student association, a collaboration between sub-campus organizations and the Tadris English department. contribute to creating an environment where students can practice English and get used to it in daily interactions. The facilities and teaching design are suitable for continuously developing experiential English language learning. Morris and Lankshear argue that English villages are environments rich in language learning facilities for language simulation tasks. It integrates aspects of foreign culture with language instruction and experiential classes where students can interact in English outside of the classroom and likely offers great opportunities for transactional authenticity, such as when shopping, hotel facilities, and using restaurants in English.¹³ During E-Camp activities, students will receive special learning methods, fun presentation of material, English language support areas, expert teachers, mentors in each group, certificates, t-shirts and new families.

To learn English more quickly and effectively, the most appropriate technique may be to study it in an English-speaking country or in an English-

¹³ Morris, S. & Lankshear, A. (2015). English Villages and the Study Abroad Experience: Does Authenticity Matter?. *Ryūgaku: Explorations in Study Abroad*, 8(1), 2 - 5.

speaking environment. This will encourage, in particular, the younger generation and society to master English more quickly than the older generation. Twin Training International.¹⁴ Although other types of communicative language teaching activities in regular school classrooms are important for improving students' English proficiency, such as listening and speaking skills. According to Thanakong and Adipattaranan English language camps are also another good alternative.¹⁵

E-Camp usually offer many interesting and amazing activities for young people looking for opportunities to practice their English skills, and they will have more opportunities to make new friends, learn, and enjoy other cultures through exciting outdoor and indoor activities that are constructive. Today, so-called E-Camp, or sometimes called English learning camps, are widely organized by both the private and public sectors in many countries around the world; for example, an “English theme park” in South Korea was established to provide an environment for young Korean students to gain experience and learn English as if they were in an actively English-speaking country and many more such training institutions are being built.¹⁶

Students at IAIN Curup are faced with minimal experience using English in everyday life, and training camps like this exist to help academics and

¹⁴ Ketamon, Thitiphong, Et Al. "Students'attitudes Towards English Learning Through English Camp At Princess Ubolratana Rajakanya's College Phatthalung." *Journal Of Education And Innovation* 22.2 (2020): 19-30.

¹⁵ Thanakong, K., and N. Adipattaranan. "Using communicative language teaching activities to enhance English listening-speaking abilities and grammatical knowledge among undergraduate students." *Journal of Education Naresuan University* 19.4 (2017): 51-64.

¹⁶ Mitchell, Terence. "South Korea's new English town: English camp part of national strategy to reduce overseas education." *OhmyNews International Korea* (2006).

teaching staff encourage students to develop their abilities and improve their learning of English. This is because E-Camp has a variety of methods tied to the curriculum of a program or syllabus of a course and training. According to Ismail and Tahir. The E-Camp program is designed in such a way as to enable IAIN Curup students, especially the English study program, to master English language learning in an authentic, natural learning environment that they cannot obtain during the normal study duration." In this way, students will be able to improve and master English language learning in a different atmosphere where schools or universities are not able to provide themes such as in real-life situations.¹⁷

Rugasken and Jacqueline reiterate that E-Camp are not only beneficial for students to learn English, but camps can also provide space for participants to learn from each other, especially in the cultural dimension, and the number of times students interact with English speakers will improve their English proficiency.¹⁸ This is because the main objective of the camp is to motivate students to improve their English communicative skills. According to Wighting, language camps with a diverse group of people as a multicultural family will enrich students' authentic language experiences. Additionally, E-Camp can also be beneficial for students. local teachers who

¹⁷ Ismail, S.I., & Tahir, I.M. (2011). English camp activities: A strategy to enhance students' English proficiency. *Studies in Literature and Language*, 12, 61-72.

¹⁸ Rugasken, K., & Jacqueline, A.H. (2009). English camp: A language immersion program in Thailand. *Learning Assistance Review*, 14(2), 43-51.

will be able to learn new teaching methods for teaching English from other English teachers.¹⁹

2. Activities of English Camp at IAIN Curup

There are many E-Camp training institutions that have different advantages like other training institutions, each student has different efforts in honing their English language skills, this will provide different progress because it is done with various methods, experiences and facilities. English camp activities held by the English Tadris study program student association (HMPS TBI) at IAIN Curup.

This activity takes the form of a camp in the forest involving Tadris English students from tier 1 to tier 3. This activity is carried out as a forum for TBI students to develop talents and skills and establish relationships with other students, which can influence students' perceptual abilities for several reasons and various factors. for 2 to 3 days students interact with each other in a comfortable open environment, learning and observing new things and improving their own abilities are benefits and challenges for students. With this condition, students do not need to worry about the effectiveness of the learning process.

The student's target focus is the motivation process of actions and goals designed to achieve their needs. supported by teachers who have a way to

¹⁹ Wighting, Mervyn J., Deanna L. Nisbet, and Evie R. Tindall. "Exploring a summer English language camp experience in China: A descriptive case study." *The Asian EFL Journal Quarterly* 7.4 (2005): 85-108.

achieve course objectives because the teachers are experts in teaching English.

Ahsanau et al., found that the English camp is effective and can be an alternative to English-speaking learning. Most E-Camp are supervised by a single tutor who lives with the campers. They have a set learning schedule, usually in the early morning and late at night. Most E-Camp have strict rules, and all students are required to speak English in the area at all times.²⁰

During the E-Camp training, supervisors use strategies that require students to practice speaking English rather than teaching using books. The methods used are introduction, description, storytelling, discussion and speech. A fun learning process is also one of the determining factors for success in learning to speak English. The classroom is a place where students are confident in making communicative mistakes. organizers also require students to speak English 24 hours inside and outside the classroom. This is why E-Camp activities have become an alternative for learning English.

The goal in E-Camp activities is to be able to apply their sense of discipline in carrying out the tasks that have been given. Here, students are

²⁰ Ahsanu, Muhamad, Rizki Februansyah, and R. Pujo Handoyo. "English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java)." *2014 International Conference on Public Management*. Atlantis Press, 2014.

also able to foster a new sense of enthusiasm for learning. At the E-Camp, students are also required to use English as the official language; students are also required to be individuals who can work together, and students can foster a sense of creativity.

Teaching speaking necessitates several exercises that must be both entertaining and communicative. According to Mustakim and Ismail (2018), several courses supplied during training comprise generic materials and materials plus mixing in diverse activities such as the following:

1. Discussion

In discussion groups, students may try to conclude, share thoughts about an event, or find solutions. This way, the discussion points are relevant to this objective, and students do not waste time conversing with each other about unimportant topics.

2. Professional Meeting

The professional meeting is the introduction of formal meeting kinds, the practice of formal meetings, and the direct involvement of participants, such as the Master of Ceremonies (MC), Speaker for the Opening Ceremony, and Speaker for the Closing Ceremony.

3. Free Talking

This activity is a conversation between fellow participants in pairs, with topics determined by the instructor. Participants are free to talk with their partners using English language instructors have a role in supervising the conversation between participants and help the

participants if there are participants who have difficulty with vocabulary.

4. Role play

Role playing is another method for getting students to speak up. Students act out diverse social situations and take on various social roles. During role-play activities, the teacher informs the students about who they are and what they believe or feel.

5. Interviews

Students can conduct interviews with a variety of people on specific topics. Conducting interviews with people allows students to practice their public speaking skills not just in class but also outside of course, which aids in their socialization.

6. Games

Games connected to reasoning power and language mastery are held, which helps participants establish memory and serves as a reminder for the participant. Numerous activities are available, including brainstorming, zip zap, board games, and picture card.

7. Nicknames

One of the roles in the E-Camp is nicknames; all participants must change their original name to a nickname. They are not permitted to use their initial friend's name; instead, they must use their nickname. Their

nickname is an English word that encourages people to expand their English vocabulary.²¹

B. Perception

1. Definition of Perception

Etymologically, perception comes from the Latin *percipere*, which means to receive or take.²² Meanwhile, perception in KBBI V dare is a direct response or acceptance of something or the process of someone knowing several things through their five senses to facilitate understanding of research terms.²³ The term perception is often used to express the experience of an object or an event that is experienced. It has been explained in the dictionary that perception is considered as an influence or impression by objects that solely use sensory observations. This perception is defined as a process that combines and organizes our sense data (sensing) which is then developed in such a way that we can be aware of our surroundings, including being aware of ourselves.²⁴ Perception is the opinion or view of a person toward something, an event, or a phenomenon. According to Bakhrust and Shanker, perception is an awareness of how things are, and thought makes contact with

²¹ Mustakim, Mustakim, and Ismail Ismail. "The influence of English camp in improving speaking skill of English House Course students in Maroangin Kabupaten Enrekang." *Edumaspul: Jurnal Pendidikan* 2.2 (2018): 61-70.

²² Sobur, Alex. "Psikologi umum." (2003).

²³ KBBI V

²⁴ Shaleh, Abdul Rahman. *Psikologi Suatu Pengantar Dalam Prespektif Islam*. 2008.

an independent reality.²⁵ In addition, Walgito stated that perception refers to one's perspective on something that will determine how and by what person would act.²⁶ Furthermore, Stephen Robbins defined perception as a process by which individuals organize and interpret their sensory impressions of their environment.²⁷ Based on the definitions above, it can be concluded that perception is an individual process to organize and give response to information based on their sense and view of a particular object that someone acquires in their environment.

2. Types of Perception

According to Loeb et al. Descriptive research involves collecting data to test a hypothesis or answer questions regarding the current status of a research subject.²⁸ Descriptive research explains and reports what it is. Descriptive research is scientific research that systematically describes events, phenomena, or facts related to a particular region or population. When approaching descriptive work, a researcher must first attempt to recognize the phenomenon of interest (something that occurs in the real world). Respondents are needed in this research to completely describe the phenomenon.

²⁵ Gusmuliana, Paidi, and Melinda Atika. "Students' Perception of English Club Extracurricular Activities in Learning English"(A Descriptive Study Of Junior High School in Rejang Lebong and Lebong District). Diss. Institut Agama Islam Negeri Curup, 2024.

²⁶ Walgito, Bimo. "Pengantar psikologi umum." (2010).

²⁷ Manaroinsong, Johny. "Analysis of Organizational Behaviour Interaction on Human Resources Performance in University of Manado." *European Journal of Business and Management* 6.3 (2014): 204-214.

²⁸ Loeb, Susanna, et al. "Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023." *National Center for Education Evaluation and Regional Assistance* (2017).

The respondents are students majoring in TBI themselves who experience English language learning activities in the program. Studying students' perceptions during English camp activities is critical to understanding their experiences and identifying areas for improvement. This information can be used to refine and tailor future camp experiences to better meet the needs and preferences of the participants.

3. Forms of Perception

A person tends to evaluate an object by considering whether the object is in accordance with his rational and emotional appreciation and acceptance. In other cases, a person will perceive an object negatively when it is accepted by their mentor according to their personal understanding, and they will tend to reject it. That statement is in line with Walgito's, who divided perception into two forms:

a. Positive perception

It is the perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal.

b. Negative perception

It is the perception of an object and refers to circumstances in which the subject perceives the object captured and tends to reject it because it does not correspond to his personal.²⁹

C. Students' experience on attending Outside classroom Activities

The term "out-of-class activities" refers to educational activities that take place outside the traditional classroom environment, often in natural settings such as parks, forests, or even just the school playground. E - Camp is an outdoor learning program based on constructivism theory and sociocultural learning theory.³⁰ By taking advantage of the nearby natural and cultural environment, students gain more opportunities for hands-on experience and multimodal learning. From a constructivist perspective, embodied and multisensory experiences are believed to foster powerful long-term knowledge and understanding. This can be achieved in a traditional classroom but the large outdoor environment allows many opportunities for cooperative learning in concrete situations. Because the social dimension of learning is often emphasized in outdoor learning research,³¹ student-centered and cooperative learning will be briefly discussed.

²⁹ Setyowati, Maya Sari, Jumatul Hidayah, and Eka Apriani. *Students' Perception Toward English Zone In English Study Program of Iain Curup*. Diss. IAIN Curup, 2019.

³⁰ Jordet, AN (2010). The classroom outside. *Adapted training in an extended learning space*, 1.

³¹ Amos, Ruth, and Michael Reiss. "The benefits of residential fieldwork for school science: Insights from a five-year initiative for inner-city students in the UK." *International Journal of Science Education* 34.4 (2012): 485-511.

These activities aim to engage students in experiential learning, promoting a deeper understanding of various subjects while fostering a connection with nature and the world around them. One of the fun activities for learning English is attending an E-Camp outdoor classroom activities, where the students will participate in English lessons with other students and the balance of the time participating in fun activities and excursions. E-Camp or outdoor classroom activity is an English activity that aims to create a new atmosphere in learning English through various types of activities. According to Aswad, using an E-Camp to study English as a second language is an excellent technique to boost students' interest and abilities because an E-Camp possible to create the learning becomes more varied and vivid, feels the strain while learning can be decreased, establishing familiar communication, stretching the anxious stressed into relax, and generating the attractiveness of learning.³² The academic and social experiences students have are also important. More specifically, university-level students are highly influenced by their peers because, during adolescence, students are often reluctant to do anything that will make them stand out from the group, and many of them are self-conscious and hesitant to express their thoughts to others. Peer pressure is intense, and the desire to conform is paramount.³³

³² Aswad, Muhammad. "The Effectiveness English Camp (A Model in Learning English as the Second Language)." *ASEAN/Asian Academic Society International Conference Proceeding Series*. 2017.

³³ Principles, N. C. T. M. "Standards for school mathematics." *Reston, VA: National Council of Teachers of Mathematics* (2000).

Traditionally, formal learning is taught in a solitary form. while informal learning is brimming with chances to connect and intermingle with peers.³⁴ The experience of attending an English language camp involves assessing various aspects to gain a comprehensive understanding of its effectiveness and impact after attending the training. Researchers and organizers can conduct comprehensive evaluations of the experience of attending an English language camp, providing valuable insights for future improvement and development.

Supported by previous theoretical sources and the researcher's experience, it can be concluded that several experiences were experienced by the participants during the E-Camp activities:³⁵

- a) Cultural Exchange: Interacting with people from different cultural backgrounds is a valuable aspect of E-Camp. This exposure allows participants to learn about different customs, traditions, and perspectives.
- b) Team Building: Engaging in group activities and team challenges fosters teamwork and cooperation. Participants learn to collaborate effectively, which can be a valuable life skill.

³⁴ Denson, Cameron, et al. "Benefits of informal learning environments: A focused examination of STEM-based program environments." *Journal of STEM Education* 16.1 (2015).

³⁵ Daud, Afrianto, and Puji Astuti. "Beyond the Mainstream: English Camp's Strategies for Enhancing English Proficiency of High School Students in Indonesia." *European Journal of English Language Studies* 3.issue-1-june-2023 (1970): 1-11.

- c) **Confidence Building:** Engaging in activities like presentations, debates, or performing in skits helps participants gain confidence in using English, especially if it's not their first language.
- d) **Outdoor Adventures:** Some E-Camp may include outdoor activities like hiking, camping, or water sports. These adventures provide opportunities for physical activity and exploration while using English in real-life situations.
- e) **Cultural Excursions:** Many English camps organize trips to local landmarks, museums, or historical sites. These excursions allow participants to learn about the local culture and history while using English for practical purposes.
- f) **Creative Expression:** Participating in art, music, or drama activities allows participants to express themselves creatively using English.
- g) **Personal Growth and Independence:** Being away from home and navigating new environments can lead to personal growth, independence, and a sense of self-reliance.
- h) **Friendship and Networking:** English camps provide an opportunity to make new friends and build valuable connections with people who share a common interest in language learning.
- i) **Problem Solving and Critical Thinking:** Engaging in group discussions or solving language-related challenges can enhance problem-solving and critical thinking skills.

Remember, the specific experiences can vary depending on the type and focus of the English camp. Overall, participating in an English camp can be a fun, educational, and enriching experience that contributes to personal and linguistic growth.³⁶

D. Benefit and Challenges in Attending Outside Classroom Activities

1. Benefit

In some cases, One of the main outcomes of outdoor learning is students' experience of its potential in helping them understand the benefits of applying textbook knowledge to other contexts. Some students recalled how applying practice during outdoor learning really helped them solve problems. Benefit According to Istiarni, that perceived usefulness is the level to which users believe that by using a product offered, they will feel the benefits obtained from using the product. Perceived benefit is the monetary value obtained from the collection of economic, functional, and psychological benefits that customers expect from a market offering caused by the products, services, personnel and image involved.³⁷ Chaabane and Pierre stated that the hedonic

³⁶ Aliakbari, Mohammad, and Behroz Jamalvandi. "The Impact of" Role Play" on Fostering EFL Learners' Speaking Ability: A Task-Based Approach." *Journal of Pan-Pacific Association of Applied Linguistics* 14.1 (2010): 15-29.

³⁷ RUMINTA, DARKIMAN. "BERKAS BKD SEMESTER GANJIL 2223." 164-174.

value of benefits is experience, emotions, and personally satisfying benefits in shopping. Media use can increase a person's loyalty.³⁸

Benefits, according to Mangkoesoebroto, can be divided into three categories: direct benefits, indirect benefits, and intangible benefits.³⁹ The benefit of E-Camp is to build meaning (input), then process it through cognitive structures so that it lasts a long time in memory (reconstruction occurs). Direct observational activities can strengthen knowledge retention when compared to just listening, thereby improving cognitive learning outcomes. Outdoor learning is learning for students. According to Kertamuda's statement, learning that is disliked and unpleasant makes students feel stressed, and do not enjoy the learning that is followed, and causes the learning outcomes obtained to also decrease.

According to Canosa, the E-Camp benefits from achievement-based learning. These benefits include a wider range of activities and lessons carried out throughout the academic year.⁴⁰ According to Harmer, speaking is one of four demanding English skills that require considerable language activation. For that, activities in English camp in the context of this research use English as the language introduction to daily activities.⁴¹

³⁸ Mimouni-Chaabane, Aïda, and Pierre Volle. "Perceived benefits of loyalty programs: Scale development and implications for relational strategies." *Journal of business research* 63.1 (2010): 32-37.

³⁹Djamali, Saif Khalik M., and Andi Chairil Furqan. "The Influence of Regional Head Characteristics on Regional Government Investment & Level of Regional Independence (Study of Provincial Governments in Indonesia)." *8th International Conference on Accounting, Management, and Economics (ICAME 2023)*. Atlantis Press, 2024.

⁴⁰ Canosa, Miquel Àngel Alegre. "3May, 2016."

⁴¹ Harmer, J. "How to teach English", Essex, Pearson Education Limited." (2007).

Attending an E-Camp can offer a range of benefits for participants. Here are some of the key advantages:⁴²

- 1) **Language Immersion:** Exposure to an immersive English-speaking environment enhances language acquisition and proficiency. Constant exposure to English helps improve listening, speaking, reading, and writing skills.
- 2) **Cultural Exposure:** Participants have the opportunity to experience the culture associated with the English language, gaining insights into customs, traditions, and societal norms.
- 3) **Increased Confidence:** Engaging in conversations and activities in English boosts participants' confidence in using the language, both in academic and real-world contexts.
- 4) **Enhanced Communication Skills:** Practice in an English-speaking environment hones participants' ability to communicate effectively, improving fluency, pronunciation, and vocabulary.
- 5) **Interactive Learning:** Camp activities often involve interactive learning methods, such as group discussions, games, and collaborative projects, which make the learning process engaging and enjoyable.
- 6) **Cultural Sensitivity and Global Awareness:** Exposure to diverse perspectives and cultures fosters tolerance, empathy, and an understanding of global issues.

⁴² Aswad, Muhammad. "The Effectiveness English Camp (A Model in Learning English as the Second Language)." *ASEAN/Asian Academic Society International Conference Proceeding Series*. 2017.

- 7) **Networking Opportunities:** Participants have the chance to connect with peers from different backgrounds and establish international friendships, potentially leading to future collaborations and opportunities.
- 8) **Personal Growth and Independence:** Attending a camp, especially if it involves travel or residence away from home, promotes self-reliance, adaptability, and independence.
- 9) **Experiential Learning:** Hands-on activities, field trips, and practical exercises provide a dynamic learning experience that complements traditional classroom education.
- 10) **Motivation and Inspiration:** Immersion in an English-speaking environment can inspire a deeper passion for language learning and create a desire to explore new cultures and experiences.
- 11) **Exposure to Different Accents and Dialects:** Interacting with native speakers and participants from various regions exposes learners to different accents and dialects, improving their comprehension and adaptability to diverse linguistic styles.
- 12) **Preparation for Academic and Professional Success:** Improved English proficiency can enhance academic performance, open up opportunities for further education, and increase employability in global job markets.
- 13) **Memorable Experiences and Lasting Memories:** Engaging and enjoyable camp activities create lasting memories, fostering a positive attitude towards language learning.

Overall, attending an English camp can be a transformative and enriching experience that provides participants with valuable language skills, cultural awareness, and personal development opportunities.

In this research, we can see what benefits TBI at IAIN Curup students get from attending the E-Camp. Are there direct benefits, indirect benefits, and intangible benefits from several activities in the E-Camp.

2. Challenges

One of the challenges in an outdoor learning environment is the guide's ability to supervise the group. guides need to monitor the class adequately to achieve a good outdoor learning environment. Besides the benefit of the activity, there are also challenges. Challenges According to Arnold J. Toynbee, humans in social life face many challenges. Each of these challenges will definitely give rise to a response, both positive and negative.⁴³ An English camp is an immersive educational program or event designed to provide participants with an intensive and engaging environment for learning and practicing the English language. It typically involves a combination of structured language lessons, interactive activities, and cultural experiences, all conducted in English.

Overall, an E-Camp provides a unique and immersive learning experience, offering participants the opportunity to develop their language skills in a dynamic and supportive setting. According Aswad stated that

⁴³ Kearney, H. F. "Arnold Toynbee; Challenge and Response." *University Review* (1955): 33-41.

impact The positive aspects of this activity are proficiency and motivation language can arise from synergistic interactions of the three elements in the E-Camp, namely context tabernacle; interactive nature of learning activities teach; and opportunity to use spoken English for authentic purposes.⁴⁴

Despite its challenges, attending E-Camp is also an opportunity to grow and learn. Participants can overcome many of these challenges with support from instructors, group mates, and a passion for learning and growing. Organizing an E-Camp can be a rewarding but challenging endeavor. Here are some common challenges you might face and suggestions on how to overcome them.⁴⁵

1) Language Proficiency Levels:

Challenge: Participants may have varying levels of English proficiency.

Solution: Plan activities that cater to different proficiency levels. Group participants accordingly, and design tasks that are challenging yet achievable for each group.

2) Engagement and Motivation:

Challenge: Keeping participants engaged and motivated can be difficult, especially if the camp is of an extended duration.

⁴⁴ Aswad, Muhammad. "The Effectiveness English Camp (A Model in Learning English as the Second Language)." *ASEAN/Asian Academic Society International Conference Proceeding Series*. 2017.

⁴⁵ Ajibola, M. A. "Confronting the challenges of teaching English language as a second language in Nigeria." *Journal of the Nigeria English Studies Association* 13.2 (2010): 95-105.

Solution: Incorporate interactive and dynamic activities such as games, role-plays, and team challenges. Ensure a balance between educational content and fun, so participants stay motivated throughout the camp.

3) Limited Resources:

Challenge: Limited access to resources like technology, books, or materials.

Solution: Plan activities that require minimal resources or use easily accessible materials. Focus on interactive and experiential learning rather than relying heavily on resources.

4) Cultural Differences:

Challenge: Participants may come from diverse cultural backgrounds, leading to potential misunderstandings.

Solution: Foster a culturally sensitive and inclusive environment. Encourage participants to share aspects of their culture and include activities that promote cultural exchange and understanding.

5) Time Constraints:

Challenge: Limited time for planning and executing the camp.

Solution: Prioritize activities that align with the camp's objectives. Plan well in advance, delegate responsibilities, and create a realistic schedule to ensure that all planned activities can be accomplished within the given time frame.

6) Logistical Challenges:

Challenge: Dealing with logistical issues such as transportation, accommodation, and catering.

Solution: Plan logistics meticulously. Communicate clearly with participants and staff, provide detailed information, and have contingency plans in place for unexpected situations.

7) Assessment and feedback:

Challenge: Effectively assessing participants' progress and providing constructive feedback.

Solution: Design assessment methods that align with the camp's learning goals. Provide timely and specific feedback to help participants understand their strengths and areas for improvement.

8) Safety Concerns:

Challenge: ensuring the safety and well-being of participants.

Solution: Implement safety protocols and procedures. Conduct thorough risk assessments and have trained staff available to handle emergencies. Communicate safety measures to participants and staff.

9) Sustainability:

Challenge: ensuring the impact of the camp extends beyond its duration.

Solution: Foster a sense of community among participants, provide resources for continued learning, and encourage ongoing communication. Consider follow-up activities or an online platform for participants to stay connected and continue practicing English.

After overcoming these challenges, participants are expected to be able to be more proactive and creative. With this research, we can see to what extent the experience and effectiveness have increased for TBI students at IAIN Curup.

The specific experiences can vary depending on the type and focus of the E-Camp. Overall, participating in an E-Camp can be a fun, educational, and enriching experience that contributes to personal and linguistic growth.⁴⁶

E. Review of Related Findings

There are several studies that have been conducted by some previous scholars that focus on E-Camp activities. In this study, there are some similarities and differences between this research and previous studies.

The first research was conducted by Arining Wibowo, *Kampung Inggris di Lingkup Sekolah Sebagai Prasarana Alternatif Pembelajaran Bahasa Inggris Intensif (English Village in School as an Alternative to Intensive English Learning)*.⁴⁷ The result of this research is that English Camp has a very big influence on improving students' skills. The similarity between Wibowo's research and this research is to research English camp as a learning strategy. The differences between both of them are: Arining's focus on

⁴⁶ Aliakbari, Mohammad, and Behroz Jamalvandi. "The Impact of" Role Play" on Fostering EFL Learners' Speaking Ability: A Task-Based Approach." *Journal of Pan-Pacific Association of Applied Linguistics* 14.1 (2010): 15-29.

⁴⁷ Wibowo, Arining. "Kampung Inggris di lingkup sekolah sebagai prasarana alternatif pembelajaran bahasa Inggris Intensif School-based English Camp as an Alternative Means on Learning English Intensively." *Jurnal Ilmiah Bahasa dan Sastra* 2.1 (2015): 13-21.

research To examine the correlation between English camp activity and students' interest in learning English, M.A. Al-Itihad Poncokusumo-Malang used correlational descriptive. Meanwhile, this research to figure out learning strategies in English camp was held at the English Student Association State Institute of Islamic Studies (IAIN) Jember and used a case study.⁴⁸

The second research is conducted by Muhammad Aswad, entitled The Effectiveness of English Camp (A Model for Learning English as the Second Language). The result of this research is that the mean score of the post-test in the experimental group is higher than that in the control group (80.66>66.14). So it is concluded that the use of English camp in learning English was effective in improving the students English achievement in the first semester. The similarity between Aswad's research and this research is to research English camp as a learning strategy. The difference between both is that Aswad's research aimed to find out the students' interest and ability in English, was held in the English Education Department, Faculty of Social and Political Science, West Sulawesi University, and used a quasi-experimental design. Meanwhile, this research is to figure out the learning strategy in the English camp, held at the English Student Association State Institute of Islamic Studies (IAIN) Jember, and used a case study with a qualitative approach.⁴⁹

⁴⁸ Rachmawati, Meida, et al. "The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia." *Tapis: Jurnal Penelitian Ilmiah* 4.2 (2020): 174-182.

⁴⁹ Rachmawati, Meida, et al. "The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia." *Tapis: Jurnal Penelitian Ilmiah* 4.2 (2020): 174-182.

The third research is conducted by Nur Salina Ismail and Izah Mohd Tahir, entitled *English Camp Activities: A Strategy to Enhance Students' English Proficiency*. English camp as a learning strategy to improve students' skills..⁵⁰ The result of this research is that the findings clearly show that the students have positive perceptions of the EC activities. The students have gained a lot of benefits and are very satisfied with the programs, especially the facilitators and lecturers. The similarity between Salina Ismail's research and this research is to research English camp as a learning strategy. The difference between both is that Nur Salima's research examines the benefits, types of improvement to be considered, and satisfaction level. It is held in the Faculty of Languages and Communication, University Sultan Zainal Abidin, Terengganu, Malaysia.

This study aims to determine learning strategies in English language camps and is held in *Student Camp Activities About the Use of English to Improve Students' Education Skills in the IAIN Curriculum*. Meanwhile, the difference between my research and previous research is that my research was conducted at IAIN Curup, and this research focuses on students of the English study program, what is their perception after attending the English camp, and is there a difference between before and after attending the English camp activities? In the English camp, which is carried out in the English study program, it focuses more on students' speaking skills compared to other skills, so this English camp can evaluate students experiences.

⁵⁰ Ismail, Nur Salina, and Izah Mohd Tahir. "English camp activities: A strategy to enhance students' English proficiency." *Studies in Literature and Language* 2.3 (2011): 61.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This was a descriptive research study organized in a descriptive-quantitative way. According to Creswell, a quantitative study was a type of study that explained phenomena by collecting numerical data and analyzing it using a mathematically based method.⁵¹ Hence, Gay stated that a descriptive study determined and described the way things were. It meant that the data from quantitative research was presented statistically and described phenomena. Hancock confirmed that a descriptive quantitative study was research that was concerned with developing explanations of phenomena.⁵² Accordingly, descriptive research was suitable to investigate many problems in the educational field. Hence, the design of this was a research survey. The survey design was considered appropriate with the quantitative method to collect the information of the students. The survey designed for this research was to obtain data evaluating students' experiences in E-Camp, including an overview of participation, benefits, and challenges.

⁵¹ Creswell, John W. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson, 2015.

⁵² Saks, Mike, Martin Williams, and Beverley Hancock, eds. *Developing research in primary care*. Radcliffe Medical, 2000.

B. Populations And Sample

1. Populations of the research

A population was a set (or collection) of all elements that possessed one or more attributes of interest.⁵³ According to Gay, the population was the group in which the researcher wanted the result of the study to be generalized.⁵⁴ In addition, Nana Sudjana stated that the population was a whole object sample taken from this population. Hence, Frankel said that a population was a group to which the researcher of the study indeed applied.⁵⁵ In this research, the population was all of the students at IAIN Curup who joined the E-camp in semesters 2, 4, and 6 of the academic year 2024.

TABLE 3.1 Total Participants took part in The English Camp

No	Semester	Total Population
1	Semester 2	62 Student
2	Semester 4	57 Student
3	Semester 6	35 Student
Total		154 Students

⁵³ Creswell, John W., and Jonathan Crowther. "Adnan Latief, Mohammad. Research Methods on Language Learning. Malang: Universitas Negeri Malang, 2015. Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013.

⁵⁴ Gay, Lorraine R., Geoffrey E. Mills, and Peter W. Airasian. *Educational research: Competencies for analysis and applications*. Pearson, 2012.

⁵⁵ Ramadani, Elza, Jumatul Hidayah, and Melli Kusmaningrum. *Improving The Students Reading Comprehension by Using Reciprocal Teaching Technique (An Action Research at seconds Year Students in MTsN 2 Kepahiang Academic Year 2018/2019)*. Diss. IAIN Curup, 2019.

2. Sample of the research

The sample is a portion taken from the entire object under study and is considered to represent the entire population.⁵⁶ The sampling technique in this research is total sampling. Total sampling is a collection technique where the number of samples is the same as the population.⁵⁷ Because the population is more than 100, namely 150 people, in this research, the technique used was the Cluster Area Sampling technique. The population was all English Tadris students who took part in E-camp from semesters 2, 4, and 6, there were 154 students in total, 121 students were willing to fill out the research questionnaire.

According to Sugiyono, in this research, the author also uses the community as a supporting sample for research. This technique is called Sampling Incidental is a sampling technique based on chance, or anyone who coincidentally/incidentally meets a researcher who can be used as a sample, if the person they meet is deemed suitable as a data source.⁵⁸

⁵⁶ Notoatmodjo, Soekidjo. "Promosi kesehatan teori dan aplikasi." (2022).

⁵⁷ Pertama, Yuliana Adhetia, Rusdiono Rusdiono, And Indah Suliasdiani. "Implementasi Kebijakan Pendidikan Karakter Dan Akhlak Mulia Di Sma Santun Untan Pontianak." *Publika Jurnal Ilmu Administrasi Negara (E-Journal)* 10.4 (2021).

⁵⁸ Ibid

According to Husein Umar, "To find out how many samples are used in the author's research, the Slovin formula is used as follows:⁵⁹

$$\frac{N}{1 + N \cdot e^2}$$

Information :

n : Number of Samples

N: Number of Population

e : Constant 10%

(percent inaccuracy due to sampling error)

C. Technique of Data Collection

In this research, researchers used questionnaire techniques to obtain the required data. A questionnaire is a technique for obtaining data; A questionnaire is a list of questions that respondents can answer themselves. These are questions written in groups and provide respondents with independent answers. In general, questionnaires have two parts, namely closed questionnaires and open questionnaires. In this research, we used a closed questionnaire to determine students' perceptions of the use of E-Camp activities to improve students' speaking skills.

⁵⁹ Husein, Umar, and Risman F. Sikumbang. "Metode Riset Perilaku Konsumen Jasa: Cara mudah melaksanakan riset perilaku konsumen jasa, dilengkapi dengan contoh riset kecemasan, kepuasan, loyalitas, kinerja, serta sikap dan perilaku konsumen." (2003).

This research uses a closed questionnaire because it looks at the percentage of student perceptions, and the questions given to students are only answered using a checklist and do not have to have a specific reason. Moral intensity is a measure of how big and strong a person's urge is to take actions that are in accordance with morals whenever faced with various moral problems.⁶⁰

The question instrument used to measure this variable was developed from research by Dewi and in Lumanto with a Likert scale such as:

- a. Strongly Agree = 5
- b. Agree = 4
- c. Neutral = 3
- d. Disagree = 2
- e. Strongly Disagree = 1⁶¹

Likert scale is used to calculate the attitudes, perceptions or opinions of a person or group towards social phenomena. The greater the score indicates the higher the moral intensity.

In this research, the questionnaire was given to evaluate students' perceptions in E-Camp: an overview of experiences, benefits, and challenges. The result of the questionnaire was the score.

⁶⁰ Lumanto, Tan, and Tania Joviani. *Pengaruh Locus of Control, Kinerja, Turnover Intention, dan Intensitas Moral terhadap Perilaku Disfungsional Auditor*. Diss. Prodi Akuntansi Unika Soegijapranata, 2014.

⁶¹ Ibid.

D. Instrument of Research

Questionnaire

Designed in an integrated manner with several outdoor English learning concepts in terms of experience, benefits and challenges. Respondents provide written responses to questions or marked items indicating that their responses were used. It is a list of questions that must be answered to obtain information. In this research, the questionnaire used was in the form of closed questions. This questionnaire was constructed by combining the theory of English camp thinking skills with the theory of learning English.

E. Technique of Data Analysis

After getting the data, the researcher continued to analyze the data. In this study, the research used a descriptive analysis method to evaluate students' perceptions in English camps: an overview of experiences, benefits, and challenges. The steps were as follows:

1. The researcher collected all of the questionnaire sheets, analyzed them, and gave scores from 1 to 5 for each statement according to the options.
2. Methodology research suggests that the importance of the direction of the scale (positive to negative or vice versa) may matter depending on (1) how the scales are displayed on the screen (vertically or horizontally) and (2) what kind of judgements/information are in use (absolute judgements or relative judgements). The Likert scale was divided into five options

with two kinds of statements: positive and negative.⁶² The categories of Likert scale options were as follows:

TABLE 3.2 Likert's Scale

Positive statement and score	Category of attitude
5	Strongly agree(SA)
4	Agree (A)
3	Neutral
2	Disagree(D)
1	Strongly Disagree (SDA)

Where: SA : Strongly Angree
 A : Agree
 N : Neutral
 D : Disagree
 SDA : Strongly Agree

- a. To find out each statement, the researcher used the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where :

P : Percentagie

F :Frequency

N : The total number of student

- b. After getting the data from the questionnaire, to get the scores, the researcher analyzed it by using the following formula:⁶³

$$\bar{x} = \frac{\sum x}{N}$$

⁶² Maeda, Hotaka. "Response option configuration of online administered Likert scales." *International Journal of Social Research Methodology* 18.1 (2015): 15-26.

⁶³ Weijters, Bert, Elke Cabooter, and Niels Schillewaert. "The effect of rating scale format on response styles: The number of response categories and response category labels." *International Journal of Research in Marketing* 27.3 (2010): 236-247.

Where :

TABLE 3. 3 The Category of Student's Attitudes

NO	Category of attitude	Score
1	Very positive	85-100
2	Positive	69-84
3	Neutral	53-68
4	Negative	37-52
5	Very negative	20-36

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDING

This chapter presents the findings and discussion of research regarding the Student Perception Questionnaire. This research aims to find out: What are the perceptions of students who have taken part in the E-Camp Training Program. The results of data analysis collected using a questionnaire are presented in the following table.

1. Students Experience in Participating in E - Camps

The specific experiences can vary depending on the type and focus of the E-Camp. Overall, participating in an E-Camp can be a fun, educational, and enriching experience that contributes to personal and linguistic growth. The table below describes the percentages of students' perception toward the experiences on E-Camp Activity.

TABLE 4.1 The Questionnaire Results of Experiences Aspect of English Camp Activity

	Sub Indicator	Score	%
1	Cultural Exchange	509	11%
2	Team Building	515	12%
3	Confidence Building	468	10%
4	Outdoor Adventures	468	10%
5	Creative Expression	474	11%
6	Personal Growth and Independence	499	11%
7	Friendship and Networking	532	12%
8	Problem Solving and Critical Thinking	506	11%
9	Culinary Experiences	509	11%
	Total and Average	4480	100%

Based on the table above, researchers can conclude that the majority of students have a positive perception of their experiences in English camps. From 9 sub-indicators with 17 questions, the results of the study score showed up to 4480 with a percentage of 100%. Before getting the overall data results for each indicator, researcher have calculated the overall percentage per indicator as follows:

1. Cultural Exchange

Interacting with people from different cultural backgrounds is a valuable aspect of E-Camp. This exposure allows participants to learn about different customs, traditions, and perspectives. In improving the ability, the researcher has distributed several questions to the respondents and the researcher found the following results:

Table 4.1.1 Cultural Exchange

Indicator	Cultural Exchange Statment	Total	
		Score	%
1. Experiences at the English Camp	1. The opportunity to interact with different people by interacting in different cultures	535	35%
	2. The Opportunity to learn about various cultural customs.	530	35%
	3. The opportunity at the English Camp to learn about various cultural perspectives.	461	30%
Total Average		1526	100%

Based on the table above, the experience of cultural exchange participation shows that 100% of students or English camp training program participants strongly agree, and this data shows that cultural exchange in

English camp training is very positive. So it can be concluded that the level of experience in this training activity is very positive.

2. Team Building

Engaging in group activities and team challenges fosters teamwork and cooperation. Participants learn to collaborate effectively, which can be a valuable life skill. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.1 2 Team Building

Indicator	Team Building Statements	Total	
		Score	Score
	4. Join participated in group activities and team challenges at the English Camp to foster teamwork and cooperation.	515	85%

Based on the table above, team building experience shows that 85% of students or participants in the English camp training program strongly agree, and this data shows that the level of teamwork in English camp training is very positive. So it can be concluded that the level of experience in this training activity is very positive.

3. Confidence Building

Engaging in activities like presentations, debates, or performing in skits helps participants gain confidence in using English, especially if it's not their first language. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.13 Confidence Building

Indicator	Confidence Building Statements	Total	
		Score	Score
	5. Have the courage to present at an English Language Camp to gain confidence in using English.	497	35%
	6. Have the debates at the English Camp to gain confidence in using English.	450	32%
	7. Have to in skits performance at the English Camp to gain confidence in using English.	457	33%
Total		1404	100%

Based on the table above, the experience of building self-confidence shows that 100% of students or participants in the E-Camp training program strongly agree, and these results indicate that the level of building self-confidence in the E-Camp training is positive. So it can be concluded that the level of experience in this training activity is very positive.

4. Outdoor Adventures

Some E-Camps may include outdoor activities like hiking, camping, or water sports. These adventures provide opportunities for physical activity and exploration while using English in real-life situations. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.14 Outdoor Adventure

Indicator	Outdoor Adventure Statements	Total	
		Score	Score
	8. Experience hiking while using English in real-life situations at the English Camp.	473	34%
	9. Experience camping while using English in real-life situations at the English Camp.	512	36%
	10. Experience water sports while using English in real-life situations at the English Camp.	420	30%
Average		1405	100%

Based on the table above, the experience of outdoor adventure shows that an average of 100% of students or participants in the E-Camp training program strongly agree, and these results indicate that outdoor adventure in English camp training is positive. So it can be concluded that the level of experience in this training activity is very positive.

5. Creative Expression

Participating in art, music, or drama activities allows participants to express themselves creatively using English. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.1 5 Creative Expression

Indicator	Creative Expression Statements	Total	
		Score	Score
	11. The participated in art activities at the English Camp to express myself creatively using English.	520	37%
	12. Join participated in music activities at the English Camp to express myself creatively using English.	463	33%
	13. Participated in drama activities at the English Camp to express myself creatively using English.	438	31%
Average		1421	100%

Based on the table above, the experience of creative expression shows that an average of 100% of students or participants in the E-Camp training program strongly agree, and these results show that creative expression in E-Camp training is positive. So it can be concluded that the level of experience in this training activity is very positive.

6. Personal Growth and Independence

Being away from home and navigating new environments can lead to personal growth, independence, and a sense of self-reliance. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.1.6 Personal Growth and Independence

Indicator	Personal Growth and Independence Statements	Total	
		Score	Score
	14. away from home and navigating new environments at the English Camp contributed to my independence and sense of self-reliance.	499	82%

Based on the table above, Personal Growth and Independence shows that an average of 82% of students or E-Camp training program participants agree, and these results show that growth and independence in E-Camp training is positive. So it can be concluded that the level of experience in this training activity is positive.

7. Friendship and Networking

E-Camp provide an opportunity to make new friends and build valuable connections with people who share a common interest in language learning. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.1.7 Friendship and Networking

Indicator	Friendship and Networking Statements	Total	
		Score	Score
	15. The English Camp provided me with the opportunity to build connections with people who share a common interest in language learning.	532	88%

Based on the table above during the training, the increase in Friendship and Network shows that an average of 88% of students or participants in the E-Camp training program strongly agree, and these results show that Friendship and Network in E-Camp training are very positive. So it can be concluded that the level of experience in this training activity is very positive.

8. Problem Solving and Critical Thinking

Engaging in group discussions or solving language-related challenges can enhance problem-solving and critical thinking skills. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.1 8 Problem Solving and Critical thinking

Indicator	Problem Solving and Critical thinking Statements	Total	
		Score	Score
	16. Problem solving language-related challenges at the English Camp to improve my problem-solving and critical thinking skills.	506	84%

Based on the table above, during the Problem Solving and Critical Thinking training, an average of 84% of students or participants in the E-Camp training program agree, and these results show that Problem Solving and Critical Thinking in the English camp training was positive. So it can be concluded that the level of experience in this training activity is positive.

9. Culinary Experiences

E-Camp may to include cooking of food – related activities, providing a fun way to learn and practice English while local cuisine. In increasing experience, researchers have distributed questions to respondents and researchers found the following results:

Table 4.1.9 Culinary Experiences

Indicator	Culinary Experiences Statements	Total	
		Score	Score
	17. The participating in cooking or food-related activities at the English Camp to learn and practice English while exploring local cuisine.	509	84%

Based on the table above during the training, the average culinary experience of 84% of students or participants in the E-Camp training program stated that they agree, and these results indicate that the culinary experience in the E-Camp training was good. So it can be concluded that the level of experience in this training activity is positive.

Based on the table above, researchers can conclude that the majority of students have very positive perceptions of their experience at E-Camp. This can be seen from the total score which reached 4480 with an average percentage reaching 100% of students in the English camp training program stated that they strongly agree. Judging from the statement 15 with a percentage score of 88%, This means that E-Camp provides students with the opportunity to interact with people who have different cultural backgrounds so that they can build a sense of solidarity within themselves. In this way, a sense of independence and confidence will be formed in using English during English camp.

2. The Benefit Students in Participating in E - Camps

E-Camp is a program which held by English Tadris Study Program at IAIN Curup. This program is intended to develop and demonstrate the English language abilities of students in English study program. Therefore, in this section, researcher focused on students' perceptions of the benefits of participating in the E-Camp. The data is obtained by administering questionnaires to the students who joined E-Camp program. The table below describes the percentages of students' perception toward higher order thinking skill in indicator of Benefits on E-Camp Activity.

TABLE 4. 2 The Questionnaire Results of Benefit Aspect of English Camp

	Sub – Indicator	Score	%
1	Language Immersion	509	8%
2	Cultural Exposure	496	8%
3	Increased Confidence	511	9%
4	Enhanced Communication Skills	512	9%
5	Interactive Learning	523	9%
6	Cultural Sensitivity and Global Awareness	468	8%
7	Networking Opportunities	510	8%
8	Personal Growth and Independence	493	8%
9	Experiential Learning	482	8%
10	Motivation and Inspiration	483	8%
11	Preparation for Academic and Professional Success	507	8%
12	Memorable Experiences and Lasting Memories	516	9%
	Total & Average	6010	100%

Based on the table above, researchers can conclude that the majority of students have a positive perception of their benefit in English camps. From 12 sub-indicators with 13 questions, the results of the study score showed up to 6010 with a percentage of 100%. Before getting the overall data results for each indicator, researcher have calculated the overall percentage per indicator as follows:

1. Language Immersion

Exposure to an immersive English-speaking environment enhances language acquisition and proficiency. Constant exposure to English helps improve listening, speaking, reading, and writing skills. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2.1 Language Immersion

Indicator	Language Immersion Statements	Total	
		Score	Score
Benefits of English Camp	18. The Participating in the English Camp has enhanced my language acquisition and proficiency.	509	84%

Based on the table above in terms of the benefits of language Immersion, 84% of students or participants in the E-camp training program agreed, and these results show that the benefits of language immersion in E-camp training are positive. So it can be concluded that the level of Benefit in this training activity is positive.

2. Cultural Exposure

Participants have the opportunity to experience the culture associated with the English language, gaining insights into customs, traditions, and societal norms. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2 2 Cultural Exposure

Indicator	Cultural Exposure Statements	Total	
		Score	Score
	19. The part of the English Camp has given me the opportunity to experience the culture associated with the English language.	496	82%

Based on the table above, in terms of cultural exposure, it provides benefits, 82% of students or participants in the E-Camp training program agree, and these results show that the benefits of Cultural Exposure in E-Camp training are positive. So it can be concluded that the level of usefulness in this training activity is positive.

3. Increased Confidence

Engaging in conversations and activities in English boosts participants' confidence in using the language, both in academic and real-world contexts. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2.3 Increased Confidence

Indicator	Increased Confidence Statements	Total	
		Score	Score
	20. Conversations and activities at the English camp has boosted my confidence in using English, both in academic and real-world contexts.	511	84%

Based on the table above, Increased Confidence it provides benefits, 84% of students or participants in the E-Camp training program agree, and these results show that the benefits Increased Confidence in E-Camp training are positive. So it can be concluded that the level of usefulness in this training activity is positive.

4. **Enhanced Communication Skills**

Practice in an English-speaking environment hones participants' ability to communicate effectively, improving fluency, pronunciation, and vocabulary. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2 4 Enhanced Communication skills

Indicator	Enhanced Communication skills Statements	Total	
		Score	Score
	21. The Practicing in an English-speaking environment at the English camp has improved my ability to communicate effectively by using English.	512	85%

Based on the table above, Enhanced Communication Skills provide benefits, 85 % of students or E-Camp training program participants strongly agree, and these results show that the benefits of Enhanced Communication Skills are positive. So it can be concluded that the level of usefulness of this training activity is very positive.

5. Interactive Learning

E-Camp activities often involve interactive learning methods, such as group discussions, games, and collaborative projects, which make the learning process engaging and enjoyable. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2.5 Interactive Learning

Indicator	Interactive Learning Statements	Total	
		Score	Score
	22. The interactive learning approaches at the English camp have made the English learning process engaging and enjoyable for me.	523	86%

Based on the table above, Interactive Learning provides benefits, 86% of students or participants in the E-Camp training program strongly agree, and these results show that the benefits of Interactive Learning are very positive. So it can be concluded that the level of usefulness of this training activity is very positive.

6. Cultural Sensitivity and Global Awareness

Exposure to diverse perspectives and cultures fosters tolerance, empathy, and an understanding of global issues. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2 6 Cultural sensitivity and Global Awareness

Indicator	Cultural sensitivity and Global Awareness Statements	Total	
		Score	Score
	23. Exposure to diverse perspectives and cultures at the English Camp has fostered tolerance and empathy within me.	483	52%
	24. Exposure to diverse perspectives and cultures at the English Camp has enhanced my knowledge of global issues.	443	48%
Average		926	100%

Based on the table above, Cultural Sensitivity and Global Awareness provides benefits, 100% of students or participants in the E-Camp training program strongly agree, and these results show that the benefits of Cultural Sensitivity and Global Awareness are positive. So it can be concluded that the level of usefulness of this training activity is strongly positive.

7. Networking Opportunities

Participants have the chance to connect with peers from different backgrounds and establish international friendships, potentially leading to future collaborations and opportunities. In increasing Benefit, researchers

have distributed questions to respondents and researchers found the following results:

Table 4.2.7 Networking Opportunities

Indicator	Networking Opportunities Statements	Total	
		Score	Score
	25. part of the English camp has allowed me to connect with peers from different backgrounds that may lead us to future collaborations and opportunities.	510	84%

Based on the table above, Networking Opportunities provides benefits, 84% of students or E-Camp training program participants agree, and these results show that the benefits of Networking Opportunities are positive. So it can be concluded that the level of usefulness of this training activity is positive.

8. Personal Growth and Independence

Attending a camp, especially if it involves travel or residence away from home, promotes self-reliance, adaptability, and independence. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2 8 Personal Growth and Independence

Indicator	Personal Growth and Independence Statements	Total	
		Score	Score
	26. The English camp has improved my self-reliance, adaptability, and independence.	493	81%

Based on the table above, Personal Growth and Independence provides benefits, 81% of students or E-Camp training program participants agree, and these results show that the benefits of Personal Growth and Independence are positive. So it can be concluded that the level of usefulness of this training activity is positive.

9. Experiential Learning

Hands-on activities, field trips, and practical exercises provide a dynamic learning experience that complements traditional classroom education. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2.9 Experiential Learning

Indicator	Experiential Learning Statements	Total	
		Score	Score
	27. The hands-on activities, field trips, and practical exercises at the English camp has provided me with a dynamic language learning experience.	482	80%

Based on the table above, Experiential Learning provides benefits, 80% of students or E-Camp training program participants agree, and these results show that the benefits of Experiential Learning are positive. So it can be concluded that the level of usefulness of this training activity is positive.

10. Motivation and Inspiration

Immersion in an English-speaking environment can inspire a deeper passion for language learning and create a desire to explore new cultures and

experiences. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2 10 Motivation and Inspiration

Indicator	Motivation and Inspiration Statements	Total	
		Score	Score
	28. Immersion in an English-speaking environment at the English camp has inspired a deeper passion for language learning within me.	483	80%

Based on the table above, Motivation and Inspiration provides benefits, 80% of students or English camp training program participants agree, and these results show that the benefits of Motivation and Inspiration are positive. So it can be concluded that the level of usefulness of this training activity is positive.

11. Preparation for Academic and Professional Success

Improved English proficiency can enhance academic performance, open up opportunities for further education, and increase employability in global job markets. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2 11 Preparation Academic and Profesional success

Indicator	Preparation Academic and Profesional success Statements	Total	
		Score	Score
	29. The improvement in my English proficiency through the English camp has enhanced my academic performance and opened up opportunities for further education.	507	84%

Based on the table above, Preparation Academic and Profesional success provides benefits, 84% of students or E-Camp training program participants agree, and these results show that the benefits of Preparation Academic and Profesional success are positive. So it can be concluded that the level of effectiveness of this training activity is positive.

12. Memorable Experiences and Lasting Memories

Engaging and enjoyable camp activities create lasting memories, fostering a positive attitude towards language learning. In increasing Benefit, researchers have distributed questions to respondents and researchers found the following results:

Table 4.2.12 Memorable experiences and lasting memories

Indicator	Memorable experiences and lasting memories Statements	Total	
		Score	Score
	30. Enjoyable activities at the English camp has created lasting memories and fostered positive attitude towards language learning within me.	516	85%

Based on the table above, the benefits Memorable Experience and Lasting Memories provide, 85% of students or participants in the E-Camp training program strongly agree, and these results show that Memorable Experience and Lasting Memories are very positive. So it can be concluded that the level of usefulness of this training activity is very positive.

Based on the overall data, researchers can conclude that the majority of students have a positive perception of the benefits of E-Camp. This can be

seen from the total score which reached 6010 with an average percentage reaching 100% of students in the E-Camp training program stated that they strongly agree. Judging from the statement 5 with a percentage score of 86%, This means that E-Camp can increase the knowledge of students from various backgrounds. Apart from that, the biggest benefit of E-Camp is that students can learn English in a fun environment. So that students gain insight into the customs, traditions and norms that exist in society while attending the E-Camp. Another advantage is that it makes students confident in speaking English, both in academic and real world contexts.

3. Students' Challenges in Participating in The E - Camp

Despite its challenges, attending E-Camp is also an opportunity to grow and learn. Participants can overcome many of these challenges with support from instructors, group mates, and a passion for learning and growing. Below is the table that describes the percentages of students' perception toward higher order thinking skill in indicator of Chalngges.

TABLE 4. 3 The Questionnaire Sub Indicator Results of Challenges Aspect of English Camp Activity

No	Sub – Indicator	Score	%
1	Language Proficiency Levels	470	11%
2	Engagement and Motivation	483	11%
3	Limited Resources	485	11%
4	Cultural Differences	467	11%
5	Time Constraints	457	11%
6	Logistical Challenges	475	11%
7	Assessment and Feedback	467	11%

8	Safety Concerns	482	11%
9	Sustainability	498	12%
Total And Average		4284	100%

Based on the table above, researchers can conclude that the majority of students have a positive perception of their challenge in English camps. From 9 sub-indicators with 10 questions, the results of the study score showed up to 4284 with a percentage of 100%. Before getting the overall data results for each indicator, researchers have calculated the overall percentage per indicator as follows:

1. Language Proficiency Levels

Plan activities that meet different levels of proficiency. Group participants according to need, and design tasks that are challenging but achievable for each group. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3.1 Language Proficiency levels

Indicator	Language Proficiency levels Statements	Total	
		Score	Score
Challenges at the English Camp	31. I found it challenging to navigate the varying levels of English proficiency among participants in the English camp.	470	78%

Based on the table above at the time of training, the Language Proficiency Level Challenge reached 78% of E-Camp training program students who agreed, and these results indicate that the Language Proficiency

Level Challenge in the E-Camp training was positive. So we can conclude that the level of challenge in this training activity is positive.

2. Engagement and Motivation

Keeping participants engaged and motivated can be difficult, especially if the camp is of an extended duration. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3.2 Engagement and Motivation

Indicator	Engagement and Motivation Statements	Total	
		Score	Score
	32. Maintaining my engagement and motivation sometimes became difficult when the English camp activities extended over the expected duration.	483	80%

From the data above, at the time of training, Engagement and Motivation became a challenge, reaching 80% of E-Camp training program students who agreed, and these results show that the Language Proficiency Level Challenge in E-Camp training is good. So it can be concluded that the level of challenge in this training activity is positive.

3. Limited Resources

Limited access to resources like technology, books, or materials. Plan activities that require minimal resources or use easily accessible materials. Focus on interactive and experiential learning rather than relying heavily on

resources. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3 3 Limited Resources

Indicator	Limited Resources Statements	Total	
		Score	Score
	33. Accessing necessary resources like technology was limited, making certain activities during the English camp challenging for me.	527	54%
	34. Accessing necessary resources like books was limited, making certain activities during the English camp challenging for me.	443	46%
Average		970	100%

According to the data above, during training, limited resources became a challenge, reaching 100% of E-Camp training program students who strongly agreed, and these results show that limited resources in E-Camp training are good. So it can be concluded that the level of challenge in this training activity is positive.

4. Cultural Differences

Participants may come from diverse cultural backgrounds, leading to potential misunderstandings. Foster a culturally sensitive and inclusive environment. Encourage participants to share aspects of their culture and include activities that promote cultural exchange and understanding. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3 4 Cultural Defferences

Indicator	Cultural Defferences Statements	Total	
		Score	Score
	35. Navigating diverse cultural backgrounds among participants sometimes led me to misunderstandings during the English camp.	467	77%

Based on the data above, during the training, Cultural Differences were a challenge, reaching 77% of English language camp training program students who agreed, and these results show that Cultural Differences in English language camp training were positive. So it can be concluded that the level of challange in this training activity is positive.

5. Time Constraints

Limited time for planning and executing the camp. Prioritize activities that align with the camp's objectives. Plan well in advance, delegate responsibilities, and create a realistic schedule to ensure that all planned activities can be accomplished within the given time frame. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3.5 Time Constraints

Indicator	Time Constraints Statements	Total	
		Score	Score
	36. The limited time available for planning and executing the English camp activities triggered challenges for me.	457	76%

Based on the data above, when training for a time Constraints challenge, 76% of E-Camp training program students agreed, and these results show that the time limit in English is good. So it can be concluded that the level of challenge in this training activity is positive.

6. Logistical Challenges

Dealing with logistical issues such as transportation, accommodation, and catering. Plan logistics meticulously. Communicate clearly with participants and staff, provide detailed information, and have contingency plans in place for unexpected situations. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3.6 Logistical Challenges

Indicator	Logistical Challenges Statements	Total	
		Score	Score
	37. Managing logistical issues such as transportation, accommodation, and catering during the English camp was challenging for me.	475	79%

Based on the data above, when training for a logistical challenge, 79% of English camp training program students agreed, and these results show that logistical challenges in English is positive. So it can be concluded that the level of challenge in this training activity is positive.

7. Assessment and feedback

Effectively assessing participants' progress and providing constructive feedback. Design assessment methods that align with the camp's learning goals. Provide timely and specific feedback to help participants understand

their strengths and areas for improvement. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3 7 Assessment and Feedback

Indicator	Assessment and Feedback Statements	Total	
		Score	Score
	38. I encountered challenges in accurately evaluating my progress and obtaining constructive feedback during the English camp.	467	77%

Based on the data above, when training for a challenge Assessment and Feedback, 77% of E-Camp training program students agreed, and these results show that Assessment and Feedback in English is positive. So it can be concluded that the level of challenge in this training activity is positive.

8. Safety Concerns

Ensuring the safety and well-being of participants. Implement safety protocols and procedures. Conduct thorough risk assessments and have trained staff available to handle emergencies. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3.8 Safety Concerns

Indicator	Safety Concerns Statements	Total	
		Score	Score
	39. Ensuring my safety and well-being as a participant in the English camp was a critical challenge that needed to be addressed.	482	80%

Based on the data above, when training for a challenge Safety Concerns, 80% of E-Camp training program students agreed, and these results show that Safety Concerns in English is positive. So it can be concluded that the level of challenge in this training activity is positive.

9. Sustainability

Ensuring the impact of the camp extends beyond its duration. Foster a sense of community among participants, provide resources for continued learning, and encourage ongoing communication. Researchers have distributed questions to respondents and researchers found the following results:

Table 4.3.9 Sustainability

Indicator	Sustainability Statements	Total	
		Score	Score
	40. The English camp activities had a lasting impact for me.	498	82%

Based on the data above, when training for a challenge Sustainability, 82% of E-Camp training program students strongly agreed, and these results show that Sustainability in English is very positive. So it can be concluded that the level of challenge in this training activity is positive.

Based on the overall data, researchers can conclude that the majority of students have a positive perception of the challenge of E-Camp. This can be seen from the total score which reached 4284 with an average percentage reaching 100% of students in the E-Camp training program stated that they

agreed. Judging from the statement 10 with a percentage score of 82 %, English Camp provides a unique and immersive learning experience, giving participants the opportunity to develop their language skills in a dynamic and supportive atmosphere. Despite the challenges, attending an English camp is also an opportunity to grow and learn. Participants can overcome many of these challenges with support from instructors, group mates, and a passion for learning and growing.

TABLE 4. 4 The Average Total Indicator Results

Indicator	Total	
	Score	Score
1. Experience	4480	30%
2. Benefit	6010	41%
3. Challenge	4284	29%
Average	14774	100%

From the Table above, it can be seen that English camp activities have a positive impact. The average experience value obtained was 30%, the indicator Experience, In sub-indicators 7. Friendship and network, e-Camp provides the opportunity to get new friends and build valuable connections with people who have a shared interest in learning language. In improving experience, it shows that an average of 88% of students or participants in the electronic training program strongly agree, strongly agree. The average benefit value obtained was 41%, in subb -indicator Interactive Learning, E-Camp activities often involve interactive learning methods, such as group discussions, games, and collaborative projects, which make the learning

process engaging and enjoyable. Interactive Learning provides benefits, 86% of students or participants in the E-Camp training program strongly agree. the indicator Challenges averaged was 29%, In sub-indicators 9. Sustainability, Ensuring the impact of the camp extends beyond its duration. Foster a sense of community among participants, provide resources for continued learning, and encourage ongoing communication, when training for a challenge Sustainability, 82% of E-Camp training program students strongly agreed, and these results show that Sustainability in English is very positive. The total average score is 14774, and percentage assessments are 100%, and this indicates a positive assessment. Students are united in a forum where they have to interact with people who have different cultural backgrounds. So that over time English Camp activities can foster a high sense of solidarity.

Apart from that, it is proven that the challenges that arise during English Camp activities can be overcome well and make it a pleasant experience for students of the Tadris English Study Program. English camp activities are still classified as positive activities that have benefits for students and without them realizing they are able to overcome challenges during English Camp activities. experiences for students through various activities they take part in during the English camp and these experiences they have never had before.

B. Discussion

In the discussion section, the researcher discussed in more depth the English Camp program held by HMPS TBI. The researcher obtained the data after distributing questionnaires to students in semesters 2, 4 and 6. The researcher went directly into the field to collect the research data and assisted the students to fill out the questionnaire. In the questionnaire, the researcher provided a number of questions related to the experience, benefits and challenges of English Camp activities.

1. Students' Experience In English Camp

After administering a questionnaire regarding experience with 17 items, the researcher found that the average percentage was 100%. From this percentage, it can be concluded that the experience aspect of English camp activities has a positive impact on students. The experience offered in English camp activities is that students get the opportunity to interact with people from different backgrounds where they learn about customs and various cultural traditions.

Not only that, students also learn how to analyze from a different cultural perspective. This activity gives students new experiences that they have never had before. In English camp activities, students learn to participate in group activities and team challenges to foster cooperation and create a high sense of solidarity. Once cooperation within the team develops and a sense of solidarity is high, it will create trust within them so that they

can develop the innovations that exist within them. English camp activities are fun and interesting activities where students are free to express themselves and without any pressure from anyone.

This activity aims to train students' creativity and motivate students to learn English. English camp activities teach students to learn independently and think critically from the information they get while analyzing these activities so that they are able to solve the problems they face while attending English camp. Additionally, it also stated by Anderson that educators and teachers should teach analysis by using approaches that integrates differentiating, organizing, attributing (to break into constituent parts) and determine how these parts relate to one another and also to an overall structure and purpose.⁶⁴

Furthermore, Thamrin, Widodo and Magana state that, analyzing is going to break the information into parts to explore their understandings and the relationships of the information they received. This phase includes comparing, organizing, deconstructing, interrogating, and finding.⁶⁵ As stated by Thamrin et al., English Camp at IAIN Curup has provided students with understanding and information about different cultural customs and create new experiences for them. Due to the differences in customs, they are able to

⁶⁴ Anderson, Lorin W., and David R. Krathwohl. *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition*. Addison Wesley Longman, Inc., 2001.

⁶⁵ Thamrin, Nani Ronsani, and Silvia Agustin. "Conceptual variations on reading comprehension through higher order thinking skills (HOTS) strategy." *English Review: Journal of English Education* 7.2 (2019): 93-100.

build a sense of solidarity and self-confidence while participating in English camp activities. It means that the activities outside the classroom could give good experience for students to improve students cognitive skill, confidence, and motivation.

2. Benefit of English Camp for Students

The researcher also distributed the questionnaire regarding benefits of English Camp with a total of 13 items, the researcher found that the average percentage was 100%. From this percentage, it can be concluded that the benefit aspect of English camp activities has a positive impact on students. The benefits of participating in English camp activities can increase students' proficiency in using English.

The interactive learning approach at English camps makes the English learning process interesting and fun for students. Learning English in an open space also trains students to communicate effectively. Moreover, the experiences of culture associated with English can improve academic achievement thereby creating opportunities for further education. This activity also creates pleasant memories and fosters a positive attitude towards learning English. This means that English camp activities are interesting and fun activities for students. English camp activities can increase the knowledge of students from various different cultural backgrounds. In line with Thomas and Munge, they stated that the outdoor learning is a way to increase students' learning capacity and encourage students' motivation to bridge the theory in

books with reality in the field.⁶⁶ Additionally, the learning process carried out using nature as a medium is very effective in growing and developing the knowledge you have because you can feel it and see it directly and can even do it yourself. Thus, based on the results obtained by researchers and supported by expert statements, it can be said that learning or activities carried out outside the classroom can improve students' skills. This means that English Camp is a good place to improve the English skills of Tadris Study Program at IAIN Curup students.

Moreover, English camp activities trained students to learn to be confident when appearing in public and using English. In the English camp activities there are several activities where students are required to use English, such as Solo, song, story telling, debate, speech, etc. The benefit of this activity is that it fosters self-confidence in students so they are accustomed to using English in academic and non-academic activities. In the concept of higher order thinking skills, students must assess or evaluate their own products.

In line with Sulistyio, the use or application of outdoor learning can increase and encourage student learning motivation and make students more active.⁶⁷ Additionally, from English Camp activity, students can evaluate what they have done during the activities. After the activities, the students got

⁶⁶ Thomas, Glyn J., and Brendan Munge. "Innovative outdoor fieldwork pedagogies in the higher education sector: Optimising the use of technology." *Journal of Outdoor and Environmental Education* 20 (2017): 7-13.

⁶⁷ Sulistyio, Wahyu Djoko. "Study on Historical Sites: Pemanfaatan Situs Sejarah Masa Kolonial di Kota Batu sebagai sumber pembelajaran berbasis outdoor Learning." *Indonesian Journal of Social Science Education (IJSSE)* 1.2 (2019): 124-135.

a feedback from the lecturers or judges to improve their skill. It means that they know what they should do to accomplish the activity well or improve themselves. In line with Thamrin, Widodo and Magana said that evaluation can be useful in improving a decision or action which includes examining, hypothesizing, criticizing, experimenting, and assessing any information they receive from any source.⁶⁸ The assessment or evaluation itself can increase and encourage students' learning motivation to become more active in subsequent English camp activities.

As a result, it can be concluded that outdoor activities are effective activities because they can grow and develop the knowledge they experience during the English camp. English camp activities carried out outdoors can increase students' learning motivation. Apart from that, the highest benefit of English Camp is that students could learn English with enjoyable environment. So that, students gain insight into the customs, traditions and norms that exist in society while attending the English camp.

3. Challenges of English Camp for Students

The last questionnaire which distributed by the researcher was regarding the challenges in English Camp with a total of 10 items, the researcher found that the average percentage was 100%. From this percentage it can be concluded that the challenge aspect in English camp activities is very small so that students are able to overcome challenges during English

⁶⁸ Thamrin, Nani Ronsani, and Silvia Agustin. "Conceptual variations on reading comprehension through higher order thinking skills (HOTS) strategy." *English Review: Journal of English Education* 7.2 (2019): 93-100.

camp activities. There are many challenges they have to overcome during English camp activities. In English camp activities, the rest have their own difficulties in using English.

However, it does not reduce students' enthusiasm to improve their skills with limited time and technology, making them think more critically so that they can complete challenges well and achieve their goals with the various challenges they overcome in English game activities, making it a lesson for them to carry out evaluations within themselves so that in future activities they are able to face these challenges well.

In English camp activities, there are many challenges that students must complete in groups or independently. This challenge can train students' creativity and develop the ideas within students such as story telling activities where students must be able to master the story script that they present in front of the judges and embody it in every conversation they present. Then, each student's solo song must also master each verse of the song they sing and master the highs and lows in singing so that their performance is good and has its own assessment.

Not only that, to train their teamwork, they usually get creative to create the skills they have such as creating chants, where the chants would be displayed between groups and get an assessment from the judges or as entertainment during English camp activities. Besides, there is cooking activities, where the students have to be united in order to create delicious culinary creations and make the assessors feel amazed by the students'

creations. In this way, the participants will consciously show their best to compete with others.

Automatically, this will be a motivation for each participant to show their best. From these challenges, the students can use it as strong motivation and able to create opportunities in difficulties. This means that someone who has strong motivation would try to solve the difficulties by using all their abilities to achieve their goals. As stated by Stoltz , the adversity quotient is a person's intelligence in facing obstacles or difficulties regular. Adversity quotient tells how far we can survive facing difficulties and the ability to overcome them.⁶⁹

Moreover, adversity quotient helps individuals strengthen their abilities and perseverance in facing life's daily challenges while remaining true to principles and dreams without caring about what is happening.⁷⁰ It means that the English camp activity has a positive impact for students, especially students of the IAIN Curup English Study Program. In this activity, they come from various regions and brought together in one forum to train their creativity and create a sense of solidarity between students so that students are able to solve challenges in each activity while attending the English camp.

Therefore, the English Camp activities had reached three levels of skills from Bloom's taxonomy. The main goal of English camp is for students

⁶⁹ Purwasih, Ratni. "Kemampuan berpikir kreatif matematis siswa SMP dalam menyelesaikan soal pemecahan masalah di tinjau dari adversity quotient tipe climber." *AKSIOMA: Jurnal Program Studi Pendidikan Matematika* 8.2 (2019): 323-332.

⁷⁰ Ibid.,

to gather information, improve skills, and generate new ideas to apply in other situations they encounter from outside of class or on other occasions. Thus, students' perceptions of English camp continue to develop very good with the entire percentage of respondents pointing to a positive perception.

From the experiences and benefits indicators, the challenges indicator has very small challenges where students are able to overcome all challenges during English camp activities. Therefore, this English camp activity is very good for student development. From this activity, students are able to train themselves to be more active in studying and train students to get used to solving small problems that exist in their daily lives.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions for the research. The researcher concludes the findings of the research in the conclusion section. While in the suggestion section, the researcher suggests several matters for students, English lecturers, and further researchers who are interested in doing similar research

A. Conclusion

The learning strategies provided have a good impact on students where they have to speak English almost 24 hours and other strategies that improve their English. Apart from that, all students said that the natural atmosphere tended to be pleasant and comfortable. This makes the students even more enthusiastic about continuing to speak English. The E-Camp program is a place designed to support students who want to develop and improve their ability to master English. Unique and innovative strategies supported by the environment make many students from various semesters come there to learn and improve their English language skills.

Based on the research results, English camp activity had a positive impact to English Tadris Study Program students at IAIN Curup. It showed from three indicators, namely: Experience, Benefits and Challenges. The Experience indicator has an average of 82%. The benefit indicator has an average of 83%. Meanwhile, the Challenges indicator has an average of 77%.

This average shows that English camp activities are able to help students develop understanding and application in learning.

This also builds creativity in students, problem solving, develops innovation within students and also builds students' motivation. The research results also show that students are able to achieve three levels of development, namely, Experience, Benefits, and Challenges. It means that these three indicators have a positive perception, and the English camp activity gets a good response from students where English Camp can develop students' creativity, innovation, and motivation.

In light of these findings, students can get an idea of what difficulties they may face in learning English, especially in improving their speaking skills. It is hoped that through this research, students can find effective ways to help them overcome the problems or difficulties they face when learning to speak English.

B. Suggestion

The drawbacks of this research are limited because it is only conducted once a year, so the findings from this research may be limited to providing a general explanation of the English language camp program. Because this research is an initial research investigation into the impact that students feel about ongoing English.

The recommended that teachers be as attentive and sensitive to students' difficulties as possible so that students remain confident when speaking English even if they make mistakes. It is recommended for other researchers to carry out further analysis with a very wide range of respondents to see students' perceptions of English camp activities with other study programs. It is undeniable that this will be a solution for students who want to learn English in the form of a camp but not far from their home area. The researcher hopes that this research can be used as a reference for other parties who have the same topic and are related to this research.

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Apendix 1

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Nomor : 50 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.11/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan : 1. Permohonan Saudara Rizki Nurul Aini tanggal 8 Juli 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. SK Pembimbing Lama nomor 631 tahun 2023 tanggal 30 Oktober 2023

MEMUTUSKAN :

Menetapkan
Pertama : 1. **Dr. Prihantoro, SS., M.Pd** **19750820 200801 1 004**
2. **Henny Septia Utami, M.Pd** **19890916 202321 2 047**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
N A M A : Rizki Nurul Aini
N I M : 19551055
JUDUL SKRIPSI : English Camp; An Overview of Students' Experiences, Benefits and Challenges

Kedua : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;


Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

K keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;


Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;


Ditetapkan di Curup,
pada tanggal 8 Juli 2024
Dekan,
Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Apendix 2

 IAIN CURUP	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH	
	Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010 Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119	

Nomor	: 137 /In.34/FT/PP.00.9/02/2024	06 Februari 2024
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Rizki Nurul Aini
NIM	: 19551055
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: Evaluating Students' Experience in English Camp: an Overview of Preception, Benefits, and Challenges
Waktu Penelitian	: 06 Februari s.d 06 Mei 2024
Lokasi Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,




Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

Apendix 3

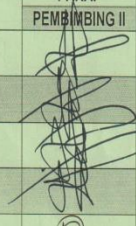


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gari No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

BELAKANG **KARTU BIMBINGAN SKRIPSI**

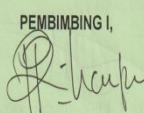
NAMA	: Rizki Nurul Aini
NIM	: 1955 1055
PROGRAM STUDI	: Tadris bahasa inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Prihantoro, SS., M.Pd
PEMBIMBING II	: Henry Septia Utami, M.Pd
JUDUL SKRIPSI	: English camp; An overview of Students' Experiences, Benefits, and challenges
MULAI BIMBINGANO	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	07/05/2024	Perbaikan judul	
2.	08/05/2024	Perbaikan BAB I	
3.	17/05/2024	Perbaikan BAB I	
4.	21/05/2024	Perbaikan BAB II	
5.	3/06/2024	Penambahan teori BAB 2	
6.	10/06/2024	Perbaikan BAB 3	
7.	18/06/2024	Perbaikan instrumen BABS	
8.	24/06/2024	Perbaikan BAB 4	
9.	28/06/2024	Revisi BAB 4	
10.	08/07/2024	Revisi BABS	
11.	11/07/2024	Revisi BAB 5	
12.	12/07/2024	Acc Sidang	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP


CURUP,2024

PEMBIMBING I,




Dr. Prihantoro, SS., M.Pd
NIP.

PEMBIMBING II,



Henry Septia Utami, M.Pd.
NIP.

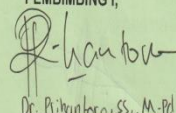


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gari No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

DEPAN **KARTU BIMBINGAN SKRIPSI**

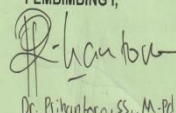
NAMA	: Rizki Nurul Aini
NIM	: 1955 1055
PROGRAM STUDI	: Tadris Bahasa inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Dr. Prihantoro, SS., M.Pd
DOSEN PEMBIMBING II	: Henry septia utami, M.Pd
JUDUL SKRIPSI	: English camp; An overview of Students' Experiences Benefits, challenges
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	2/06/2024	Perbaikan judul	
2.	8/05/2024	Perbaikan latar belakang Masalah	
3.	14/05/2024	Revisi bab II	
4.	20/05/2024	Revisi BAB 3	
5.	31/05/2024	Revisi instrumen penelitian	
6.	3/06/2024	Acc Penelitian	
7.	10/06/2024	Revisi BAB 3	
8.	18/06/2024	Perbaikan BAB 4	
9.	24/06/2024	Revisi Bab 4	
10.	28/06/2024	Perbaikan BABS	
11.	7/07/2024	Revisi Bab 5	
12.	12/07/2024	Acc usulan skripsi skripsi	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

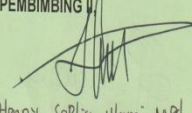
CURUP,2024

PEMBIMBING I,



Dr. Prihantoro, SS., M.Pd
NIP.

PEMBIMBING II,



Henry Septia Utami, M.Pd
NIP.

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

Apendix IV

**Table 3.4. Questionnaire Blueprint of the Perceived Benefits,
Challenges, and Experiences
of Students Participating in the English Camp
(VALIDATED)**

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
1	Benefits, Challenges, and Experiences of Attending the English Camp	1. Experiences at the English Camp (Aliakbari & Jamalvandi, 2010; Afrianto, 2020)	1. Cultural Exchange	1. I had the opportunity at the English Camp to interact with people from different cultural backgrounds.					
				2. I had the opportunity at the English Camp to learn about various cultural customs.					
				3. I had the opportunity at the English Camp to learn about various cultural					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				traditions.					
				4. I had the opportunity at the English Camp to learn about various cultural perspectives.					
			2. Team Building	5. I participated in group activities and team challenges at the English Camp to foster teamwork and cooperation.					
			3. Confidence Building	6. I engaged in presentations at the English Camp to gain confidence in using English.					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				7. I engaged in debates at the English Camp to gain confidence in using English.					
				8. I engaged in skits performance at the English Camp to gain confidence in using English.					
			4. Outdoor Adventures	9. I got to experience hiking while using English in real-life situations at the English Camp.					
				10. I got to experience camping while using English in real-life situations					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				at the English Camp.					
				11. I got to experience water sports while using English in real-life situations at the English Camp.					
			5. Cultural Excursions	12. I got to experience trips to local landmarks to learn about the local culture and history while using English for practical purposes.					
				13. I got to experience trips to museums to learn about the					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				local culture and history while using English for practical purposes.					
				14. I got to experience trips to historical sites to learn about the local culture and history while using English for practical purposes.					
			6. Creative Expression	15. I participated in art activities at the English Camp to express myself creatively using					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				English.					
				16. I participated in music activities at the English Camp to express myself creatively using English.					
				17. I participated in drama activities at the English Camp to express myself creatively using English.					
			7. Personal Growth and Independence	18. Being away from home and navigating new environments at the English Camp contributed to my independence					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				nce and sense of self-reliance.					
			8. Friends hip and Networ king	19. The English Camp provided me with the opportunit y to build connection s with people who share a common interest in language learning.					
			9. Problem Solving and Critical Thinkin g	20. I engaged in solving language-related challenges at the English Camp to improve my problem-solving and critical thinking skills.					
			10. Culinar y	21. I enjoyed participati					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
			Experiences	ng in cooking or food-related activities at the English Camp to learn and practice English while exploring local cuisine.					
		2. Benefits of the English Camp (Aswad, 2017)	1. Language Immersion	22. Participating in the English Camp has enhanced my language acquisition and proficiency.					
			2. Cultural Exposure	23. Being part of the English Camp has given me the opportunity to experience the culture associated with the					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				English language.					
			3. Increased Confidence	24. Engaging in conversations and activities at the English camp has boosted my confidence in using English, both in academic and real-world contexts.					
			4. Enhanced Communication Skills	25. Practicing in an English-speaking environment at the English camp has improved my ability to communicate effectively by using English.					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
			5. Interactive Learning	26. The interactive learning approaches at the English camp have made the English learning process engaging and enjoyable for me.					
			6. Cultural Sensitivity and Global Awareness	27. Exposure to diverse perspectives and cultures at the English Camp has fostered tolerance and empathy within me.					
				28. Exposure to diverse perspectives and cultures at the English Camp has enhanced my					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				knowledge of global issues.					
			7. Networking Opportunities	29. Being part of the English camp has allowed me to connect with peers from different backgrounds that may lead us to future collaborations and opportunities.					
			8. Personal Growth and Independence	30. Attending the English camp has improved my self-reliance, adaptability, and independence.					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
			9. Experiential Learning	31. Engaging in hands-on activities, field trips, and practical exercises at the English camp has provided me with a dynamic language learning experience .					
			10. Motivation and Inspiration	32. Immersion in an English-speaking environment at the English camp has inspired a deeper passion for language learning within me.					
			11. Exposure to Different Accents and	33. Interacting with participants from various regions at					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
			Dialects	the English camp has exposed me to diverse linguistic styles like accents and dialects.					
			12. Preparation for Academic and Professional Success	34. The improvement in my English proficiency through the English camp has enhanced my academic performance and opened up opportunities for further education.					
			13. Memorable Experiences and Lasting Memories	35. Engaging in enjoyable activities at the English camp has created					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				lasting memories and fostered positive attitude towards language learning within me.					
		3. Perceived challenges at the English Camp (Ajibola, 2010)	1. Language Proficiency Levels	36. I found it challenging to navigate the varying levels of English proficiency among participants in the English camp.					
			2. Engagement and Motivation	37. Maintaining my engagement and motivation sometimes became difficult when the English camp activities extended over the					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				expected duration.					
			3. Limited Resources	38. Accessing necessary resources like technology was limited, making certain activities during the English camp challenging for me.					
				39. Accessing necessary resources like books was limited, making certain activities during the English camp challenging for me.					
			4. Cultural Differences	40. Navigating diverse cultural					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				backgrounds among participants sometimes led me to misunderstandings during the English camp.					
			5. Time Constraints	41. The limited time available for planning and executing the English camp activities triggered challenges for me.					
			6. Logistical Challenges	42. Managing logistical issues such as transportation, accommodation, and catering during the English camp was					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				challenging for me.					
			7. Assessment and Feedback	43. I encountered challenges in accurately evaluating my progress and obtaining constructive feedback during the English camp.					
			8. Safety Concerns	44. Ensuring my safety and well-being as a participant in the English camp was a critical challenge that needed to be addressed.					
			9. Sustainability	45. I was aware of the challenges					

No	Aspect	Indicators	Sub-Indicators	Items	SA	A	N	D	SD
				of making sure the English camp activities had a lasting impact for me.					

Validation Notes:

1. The validated version of the instrument blueprint has an improvement in its structure by replacing the original table format with a new format that has clear columns labeled “Aspect,” “Indicators,” “Sub-Indicators,” and “Items.” This change makes the blueprint easier to navigate and understand.
2. The validated version of the instrument blueprint also includes the specific references to the relevant theories related to the indicators.
3. Overall, the validated version of the questionnaire blueprint improves the structure, language clarity, and includes specific indicators, sub-indicators, and statement items.

Validator,

Rizki Indra Guci, M.Pd.

Appendix V

Table 4.1. The Questionnaire Results of Experiences Aspect of English Camp Activity

Indicator	Statements	SA	A	N	D	SD	Total	
							Score	%
1) Experiences at the English Camp	1. I had the opportunity at the English Camp to interact with people from different cultural backgrounds.	63	48	8	2	0	535	88%
	2. I had the opportunity at the English Camp to learn about various cultural customs.	42	69	14	1	0	530	87%
	3. I had the opportunity at the English Camp to learn about various cultural perspectives.	9	75	37	2	1	461	76%
	4. I participated in group activities and team challenges at the English Camp to foster teamwork and cooperation.	49	50	20	5	0	515	85%
	5. I engaged in presentations at the English Camp to gain confidence in using English.	42	46	31	4	2	497	82%
	6. I engaged in debates at the English Camp to gain confidence in using English.	30	36	42	13	4	456	74%
	7. I engaged in skits performance at the English Camp to gain confidence in using English.	31	48	30	9	2	457	75%
	8. I got to experience hiking while using English in real-life situations at the English Camp.	26	58	29	11	2	473	78%
	9. I got to experience camping while using English in real-life	35	70	17	3	0	512	86%

situations at the English Camp.							
10. I got to experience water sports while using English in real-life situations at the English Camp.	26	30	40	21	8	414	68%
11. I participated in art activities at the English Camp to express myself creatively using English.	52	38	22	21	0	520	86%
12. I participated in music activities at the English Camp to express myself creatively using English.	32	48	22	22	1	463	77%
13. I participated in drama activities at the English Camp to express myself creatively using English.	21	41	43	20	0	438	72%
14. Being away from home and navigating new environments at the English Camp contributed to my independence and sense of self-reliance.	42	49	29	3	0	499	82%
15. The English Camp provided me with the opportunity to build connections with people who share a common interest in language learning.	51	56	17	1	0	532	88%
16. I engaged in solving language-related challenges at the English Camp to improve my problem-solving and critical thinking	37	58	29	1	0	506	84%
17. I enjoyed participating in cooking or food-related activities at the English Camp to learn and practice English while exploring local cuisine.	46	47	27	5	0	509	84%

Table 4.2. The Questionnaire Results of Benefit Aspect of English Camp

Indicator	Statements	SA	A	N	D	SD	Total	
							Score	%
2) Benefits of English Camp	18. Participating in the English Camp has enhanced my language acquisition and proficiency.	29	72	24	2	0	509	84%
	19. Being part of the English Camp has given me the opportunity to experience the culture associated with the English language.	31	66	25	1	0	499	82%
	20. Engaging in conversations and activities at the English camp has boosted my confidence in using English, both in academic and real-world contexts.	35	67	22	1	0	511	84%
	21. Practicing in an English-speaking environment at the English camp has improved my ability to communicate effectively by using English.	35	64	25	3	0	497	82%
	22. The interactive learning approaches at the English camp have made the English learning process engaging and enjoyable for me.	50	49	24	2	1	523	86%
	23. Exposure to diverse perspectives and cultures at the English Camp has	32	58	33	1	0	493	81%

	fostered tolerance and empathy within me.							
	24. Exposure to diverse perspectives and cultures at the English Camp has enhanced my knowledge of global issues.	21	55	45	3	1	467	77%
	25. Being part of the English camp has allowed me to connect with peers from different backgrounds that may lead us to future collaborations and opportunities.	39	54	32	1	1	510	84%
	26. Attending the English camp has improved my self-reliance, adaptability, and independence.	32	72	14	1	1	493	81%
	27. Engaging in hands-on activities, field trips, and practical exercises at the English camp has provided me with a dynamic language learning experience.	32	53	36	1	0	483	79%
	28. Immersion in an English-speaking environment at the English camp has inspired a deeper passion for language learning within me.	23	63	38	1	0	483	79%
	29. Interacting with participants from various regions at the English camp has exposed me to diverse linguistic styles like accents and dialects.	24	65	32	4	0	484	80%
	30. The improvement in my English proficiency through the English camp has enhanced my	34	60	31	2	0	507	83%

	academic performance and opened up opportunities for further education.							
	31. Engaging in enjoyable activities at the English camp has created lasting memories and fostered positive attitude towards language learning within me.	44	57	20	4	0	516	85%

Table 4.3. The Questionnaire Results of Challenges Aspect of English Camp Activity

Indicator	Statements	SA	A	N	D	SD	Total	
							Score	%
3) Perceived Challenges at the English Camp	32. I found it challenging to navigate the varying levels of English proficiency among participants in the English camp.	29	44	49	1	0	470	78%
	33. Maintaining my engagement and motivation sometimes became difficult when the English camp activities extended over the expected duration.	27	58	37	2	1	483	80%
	34. Accessing necessary resources like technology was limited, making certain activities during the English camp challenging for me.	35	59	31	9	0	522	86%
	35. Accessing necessary resources like books was limited, making certain activities during the English camp challenging for me.	24	55	33	2	0	443	73%

36. Navigating diverse cultural backgrounds among participants sometimes led me to misunderstandings during the English camp.	32	39	44	9	1	467	77%
37. The limited time available for planning and executing the English camp activities triggered challenges for me.	30	45	39	5	0	457	76%
38. Managing logistical issues such as transportation, accommodation, and catering during the English camp was challenging for me.	26	55	35	9	2	475	79%
39. I encountered challenges in accurately evaluating my progress and obtaining constructive feedback during the English camp.	22	55	43	4	0	467	77%
40. Ensuring my safety and well-being as a participant in the English camp was a critical challenge that needed to be addressed.	28	57	36	3	0	482	80%
41. I was aware of the challenges of making sure the English camp activities had a lasting impact for me.	39	49	34	2	1	498	82%

Appendix VI

Percentage per indicator E-Camp program

A. EXPERIENCE

Indicator	Cultural Exchange Statment	Total	
		Score	%
1. Experiences at the English Camp	<p>1. The opportunity to interact with different people by interacting in different cultures.</p> $(63 \times 5) + (48 \times 4) + (8 \times 3) + (2 \times 2) + (0 \times 1) = 535$ $\frac{535 \times 100}{(121 \times 5) \quad 605} = \frac{53.500}{605} = 88\%$	535	88%
	<p>2. The Opportunity to learn about various cultural customs.</p> $(42 \times 5) + (69 \times 4) + (14 \times 3) + (1 \times 2) + (0 \times 1) = 530$ $\frac{530 \times 100}{121 \times 5 \quad 605} = \frac{53.000}{605} = 88\%$	530	88%
	<p>3. The opportunity at the English Camp to learn about various cultural perspectives.</p> $(9 \times 5) + (75 \times 4) + (37 \times 3) + (2 \times 2) + (1 \times 1) = 461$ $\frac{461 \times 100}{121 \times 5 \quad 605} = \frac{46.100}{605} = 76\%$	461	76%
Average		503	84%

Indicator	Team Building Statements	Total	
		Score	Score
	<p>4. Join participated in group activities and team challenges at the English Camp to foster teamwork and cooperation.</p> $(49 \times 5) + (50 \times 4) + (20 \times 3) + (5 \times 2) + (0 \times 1) = 515$ $\frac{515 \times 100}{121 \times 5 \quad 605} = \frac{51.500}{605} = 85\%$	515	85%

Indicator	Confidence Building Statements	Total	
		Score	Score
	<p>5. Have the courage to present at an English Language Camp to gain confidence in using English.</p> $(42 \times 5) + (46 \times 4) + (31 \times 3) + (4 \times 2) + (2 \times 1) = 497$ $\frac{497 \times 100}{121 \times 5} = \frac{49.700}{605} = 82\%$	497	82%
	<p>6. Have the debates at the English Camp to gain confidence in using English.</p> $(30 \times 5) + (36 \times 4) + (42 \times 3) + (13 \times 2) + (4 \times 1) = 450$ $\frac{450 \times 100}{121 \times 5} = \frac{45.000}{605} = 74\%$	450	74%
	<p>7. Have to in skits performance at the English Camp to gain confidence in using English.</p> $(31 \times 5) + (48 \times 4) + (30 \times 3) + (9 \times 2) + (2 \times 1) = 457$ $\frac{457 \times 100}{121 \times 5} = \frac{45.700}{605} = 76\%$	457	76%
Average		468	77%

Indicator	Outdoor Adventure Statements	Total	
		Score	Score
	<p>8. Experience hiking while using English in real-life situations at the English Camp.</p> $(26 \times 5) + (58 \times 4) + (29 \times 3) + (11 \times 2) + (2 \times 1) = 473$ $\frac{473 * 100}{121 * 5} = \frac{47.300}{605} = 78\%$	473	78%
	<p>9. Experience camping while using English in real-life situations at the English Camp.</p>	512	86%

	$(35 \times 5) + (70 \times 4) + (17 \times 3) + (3 \times 2) + (0 \times 1) = 512$ $\frac{512 \times 100}{121 \times 5} = \frac{51.200}{605} = 86\%$		
	10. Experience water sports while using English in real-life situations at the English Camp. $(26 \times 5) + (30 \times 4) + (40 \times 3) + (21 \times 2) + (8 \times 1) = 414$ $\frac{414 \times 100}{121 \times 5} = \frac{41.400}{605} = 68\%$	414	68%
Average		466	77%

Indicator	Creative Expression Statements	Total	
		Score	Score
	11. The participated in art activities at the English Camp to express myself creatively using English. $(52 \times 5) + (38 \times 4) + (22 \times 3) + (21 \times 2) + (0 \times 1) = 520$ $\frac{520 \times 100}{121 \times 5} = \frac{52.000}{605} = 86\%$	520	86%
	12. Join participated in music activities at the English Camp to express myself creatively using English. $(32 \times 5) + (48 \times 4) + (22 \times 3) + (22 \times 2) + (1 \times 1) = 463$ $\frac{463 \times 100}{121 \times 5} = \frac{46.300}{605} = 77\%$	463	77%
	13. Participated in drama activities at the English Camp to express myself creatively using English. $(21 \times 5) + (41 \times 4) + (43 \times 3) + (20 \times 2) + (0 \times 1) = 438$ $\frac{438 \times 100}{121 \times 5} = \frac{43.800}{605} = 72\%$	438	72%
Average		474	78%

Indicator	Personal Growth and Independence Statements	Total	
		Score	Score
	<p>14. Away from home and navigating new environments at the English Camp contributed to my independence and sense of self-reliance.</p> $(42 \times 5) + (49 \times 4) + (29 \times 3) + (3 \times 2) + (0 \times 1) = 499$ $\frac{499 \times 100}{121 \times 5} = \frac{49.900}{605} = 82\%$	499	82%

Indicator	Friendship and Networking Statements	Total	
		Score	Score
	<p>15. The English Camp provided me with the opportunity to build connections with people who share a common interest in language learning.</p> $(51 \times 5) + (56 \times 4) + (17 \times 3) + (1 \times 2) + (0 \times 1) = 532$ $\frac{532 \times 100}{121 \times 5} = \frac{53.200}{605} = 88\%$	532	88%

Indicator	Problem Solving and Critical thinking Statements	Total	
		Score	Score
	<p>16. Problem solving language-related challenges at the English Camp to improve my problem-solving and critical thinking skills.</p> $(37 \times 5) + (58 \times 4) + (29 \times 3) + (1 \times 2) + (0 \times 1) = 506$ $\frac{506 \times 100}{121 \times 5} = \frac{50.600}{605} = 84\%$	506	84%

Indicator	Culinary Experiences Statements	Total	
		Score	Score
	<p>17. The participating in cooking or food-related activities at the English Camp to learn and practice English while exploring local cuisine.</p>	509	84%

	$(46 \times 5) + (47 \times 4) + (27 \times 3) + (5 \times 2) + (0 \times 1) = 509$ $\frac{509 \times 100}{121 \times 5} = \frac{50.900}{605} = 84\%$		
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B. BENEFIT

Indicator	Language Immersion Statements	Total	
		Score	Score
	<p>18. The Participating in the English Camp has enhanced my language acquisition and proficiency.</p> $(29 \times 5) + (72 \times 4) + (24 \times 3) + (2 \times 2) + (0 \times 1) = 509$ $\frac{509 \times 100}{121 \times 5} = \frac{50.900}{605} = 84\%$	509	84%

Indicator	Cultural Exposure Statements	Total	
		Score	Score
	<p>19. The part of the English Camp has given me the opportunity to experience the culture associated with the English language.</p> $(31 \times 5) + (66 \times 4) + (25 \times 3) + (1 \times 2) + (0 \times 1) = 496$ $\frac{496 \times 100}{121 \times 5} = \frac{49.600}{605} = 82\%$	496	82%

Indicator	Increased Confidence Statements	Total	
		Score	Score
	<p>20. Conversations and activities at the English camp has boosted my confidence in using English, both in academic and real-world contexts.</p> $(35 \times 5) + (67 \times 4) + (22 \times 3) + (1 \times 2) + (0 \times 1) = 511$ $\frac{511 \times 100}{121 \times 5} = \frac{51.100}{605} = 84\%$	511	84%

Indicator	Enhanced Communication skills Statements	Total	
		Score	Score
	21. The Practicing in an English-speaking environment at the English camp has improved my ability to communicate effectively by using English. $(35 \times 5) + (64 \times 4) + (25 \times 3) + (3 \times 2) + (0 \times 1) = 512$ $\frac{512 \times 100}{121 \times 5} = \frac{51.200}{605} = 85\%$	512	85%

Indicator	Interactive Learning Statements	Total	
		Score	Score
	22. The interactive learning approaches at the English camp have made the English learning process engaging and enjoyable for me. $(50 \times 5) + (49 \times 4) + (24 \times 3) + (2 \times 2) + (1 \times 1) = 523$ $\frac{523 \times 100}{121 \times 5} = \frac{52.300}{605} = 86\%$	523	86%

Indicator	Cultural sensitivity and Global Awareness Statements	Total	
		Score	Score
	23. Exposure to diverse perspectives and cultures at the English Camp has fostered tolerance and empathy within me. $(32 \times 5) + (58 \times 4) + (33 \times 3) + (1 \times 2) + (0 \times 1) = 493$ $\frac{3 \times 49100}{121 \times 5} = \frac{49.300}{605} = 81\%$	493	81%
	24. Exposure to diverse perspectives and cultures at the English Camp has enhanced my knowledge of global issues. $(21 \times 5) + (49 \times 4) + (45 \times 3) + (3 \times 2) + (1 \times 1) = 443$ $\frac{443 \times 100}{121 \times 5} = \frac{44.300}{605} = 73\%$	443	73%
	Average	468	77%

Indicator	Networking Opportunities Statements	Total	
		Score	Score
	<p>25. part of the English camp has allowed me to connect with peers from different backgrounds that may lead us to future collaborations and opportunities.</p> <p>$(39 \times 5) + (54 \times 4) + (32 \times 3) + (1 \times 2) + (1 \times 1) = 510$</p> <p>$\frac{510 \times 100}{121 \times 5} = \frac{51,000}{605} = 84\%$</p>	510	84%

Indicator	Personal Growth and Independence Statements	Total	
		Score	Score
	<p>26. The English camp has improved my self-reliance, adaptability, and independence.</p> <p>$(32 \times 5) + (72 \times 4) + (14 \times 3) + (1 \times 2) + (1 \times 1) = 493$</p> <p>$\frac{493 \times 100}{121 \times 5} = \frac{49,300}{605} = 81\%$</p>	493	81%

Indicator	Experiential Learning Statements	Total	
		Score	Score
	<p>27. The hands-on activities, field trips, and practical exercises at the English camp has provided me with a dynamic language learning experience.</p> <p>$(32 \times 5) + (53 \times 4) + (36 \times 3) + (1 \times 2) + (0 \times 1) = 482$</p> <p>$\frac{482 \times 100}{121 \times 5} = \frac{48,200}{605} = 80\%$</p>	482	80%

Indicator	Motivation and Inspiration Statements	Total	
		Score	Score
	<p>28. Immersion in an English-speaking environment at the English camp has inspired a deeper passion for language learning within me.</p> <p>$(23 \times 5) + (63 \times 4) + (38 \times 3) + (1 \times 2) + (0 \times 1) = 483$</p>	483	80%

	$\frac{483 \times 100}{121 \times 5} = \frac{48.300}{605} = 80\%$		
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Indicator	Preparation Academic and Profesional success Statements	Total	
		Score	Score
	29. The improvement in my English proficiency through the English camp has enhanced my academic performance and opened up opportunities for further education. $(34 \times 5) + (60 \times 4) + (31 \times 3) + (2 \times 2) + (0 \times 1) = 507$ $\frac{507 \times 100}{121 \times 5} = \frac{50.700}{605} = 84\%$	507	84%

Indicator	Memorable experiences and lasting memories Statements	Total	
		Score	Score
	30. Enjoyable activities at the English camp has created lasting memories and fostered positive attitude towards language learning within me. $(44 \times 5) + (57 \times 4) + (20 \times 3) + (4 \times 2) + (0 \times 1) = 516$ $\frac{516 \times 100}{121 \times 5} = \frac{51.600}{605} = 85\%$	516	85%

C. CHALLENGE

Indicator	Language Proficiency levels Statements	Total	
		Score	Score
	31. I found it challenging to navigate the varying levels of English proficiency among participants in the English camp. $(29 \times 5) + (44 \times 4) + (49 \times 3) + (1 \times 2) + (0 \times 1) = 470$ $\frac{470 \times 100}{121 \times 5} = \frac{47.000}{605} = 78\%$	470	78%

Indicator	Engagement and Motivation Statements	Total	
		Score	Score
	<p>32. Maintaining my engagement and motivation sometimes became difficult when the English camp activities extended over the expected duration.</p> <p>$(27 \times 5) + (58 \times 4) + (37 \times 3) + (2 \times 2) + (1 \times 1) = 483$</p> <p>$\frac{483 \times 100}{121 \times 5} = \frac{48.300}{605} = 80\%$</p>	483	80%

Indicator	Limited Resources Statements	Total	
		Score	Score
	<p>33. Accessing necessary resources like technology was limited, making certain activities during the English camp challenging for me.</p> <p>$(35 \times 5) + (59 \times 4) + (37 \times 3) + (2 \times 2) + (1 \times 1) = 527$</p> <p>$\frac{527 \times 100}{121 \times 5} = \frac{52.700}{605} = 87\%$</p>	527	87%
	<p>34. Accessing necessary resources like books was limited, making certain activities during the English camp challenging for me.</p> <p>$(24 \times 5) + (55 \times 4) + (33 \times 3) + (2 \times 2) + (0 \times 1) = 467$</p> <p>$\frac{443 \times 100}{121 \times 5} = \frac{44.300}{605} = 73\%$</p>	443	73%
	Average	485	80%

Indicator	Cultural Differences Statements	Total	
		Score	Score
	<p>35. Navigating diverse cultural backgrounds among participants sometimes led me to misunderstandings during the English camp.</p> <p>$(32 \times 5) + (39 \times 4) + (44 \times 3) + (9 \times 2) + (1 \times 1) = 467$</p> <p>$\frac{467 \times 100}{121 \times 5} = \frac{46.700}{605} = 77\%$</p>	467	77%

Indicator	Time Constraints Statements	Total	
		Score	Score
	<p>36. The limited time available for planning and executing the English camp activities triggered challenges for me.</p> $(30 \times 5) + (45 \times 4) + (39 \times 3) + (5 \times 2) + (0 \times 1) = 457$ $\frac{457 \times 100}{121 \times 5} = \frac{45.700}{605} = 76\%$	457	76%

Indicator	Logistical Challenges Statements	Total	
		Score	Score
	<p>37. Managing logistical issues such as transportation, accommodation, and catering during the English camp was challenging for me.</p> $(26 \times 5) + (55 \times 4) + (35 \times 3) + (9 \times 2) + (2 \times 1) = 475$ $\frac{475 \times 100}{121 \times 5} = \frac{47.500}{605} = 79\%$	475	79%

Indicator	Assessment and Feedback Statements	Total	
		Score	Score
	<p>38. I encountered challenges in accurately evaluating my progress and obtaining constructive feedback during the English camp.</p> $(22 \times 5) + (55 \times 4) + (43 \times 3) + (4 \times 2) + (0 \times 1) = 467$ $\frac{467 \times 100}{121 \times 5} = \frac{47.600}{605} = 77\%$	467	77%

Indicator	Safety Concerns Statements	Total	
		Score	Score
	<p>39. Ensuring my safety and well-being as a participant in the English camp was a critical challenge that needed to be addressed.</p> $(28 \times 5) + (57 \times 4) + (36 \times 3) + (3 \times 2) + (0 \times 1) = 482$	482	80%

	$\frac{482 \times 100}{121 \times 5} = \frac{48.200}{605} = 80\%$		
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Indicator	Sustainability Statements	Total	
		Score	Score
	40. The English camp activities had a lasting impact for me. $(39 \times 5) + (49 \times 4) + (34 \times 3) + (2 \times 2) + (1 \times 1) = 498$ $\frac{498 \times 100}{121 \times 5} = \frac{49.800}{605} = 82\%$	498	82%

Apendix VII

BIOGRAPHY



The researcher's full name is Rizki Nurul Aini. The following is Rizki's nickname. He was born in Wonosari, Musi Rawas on February 16 2001. He lives in Wonosari Village, Megang Sakti in Musi Rawas, South Sumatra. She is the first daughter of Mr Suradiyanto and Mrs Salimah Retno. He has a sister named Ayu Dwi Lestari. Rizki completed elementary school at SDN 01 Wonosari and continued to MTs School, Musi Rawas in 2019. Continued to enter IAIN Curup and chose the English Tadris Study Program, Faculty of Education (Tarbiyah). Active in several organizations both internal and external to the campus, such as the Islamic Students Association (HMI) in the Curup Branch and served as General Chair of KOHATI, both commissariat and branch. Being active in an organization does not make researchers neglect their academic obligations. Alhamdulillah hirabbil 'alamin, he has successfully completed his studies and has taken the final exam. In other words, he will complete his Bachelor's degree (S-1) this year (2024).