

**STUDENTS' PERCEPTION ON ENGLISH CAMP PROGRAM  
IN MA FEMALE AR- RISALAH ISLAMIC BOARDING SCHOOL  
TOWARD THEIR SPEAKING SKILL DEVELOPMENT**

**Thesis**

*Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of Education  
(B.Ed) in English Language Education*



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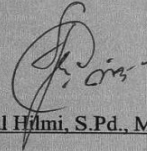
## HALAMAN PERSETUJUAN SKRIPSI

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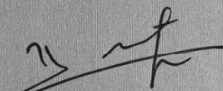
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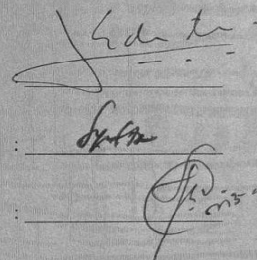
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Finally, the author is completely aware of the numerous weaknesses in this study. In order to improve the quality of the thesis, the author wants feedback and suggestions from the readers.

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## LIST OF TABLE

<b>HALAMAN PERSETUJUAN SKRIPSI</b> .....	<b>II</b>
<b>HALAMAN PENGESAHAN SKRIPSI</b> .....	<b>III</b>
<b>SURAT PERNYATAAN TIDAK PLAGIAT</b> .....	<b>IV</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>VIII</b>
<b>LIST OF TABLE</b> .....	<b>IX</b>
<b>LIST OF FIGURE</b> .....	<b>X</b>
<b>LIST OF APPENDICES</b> .....	<b>XI</b>
<b>ABSTRACT</b> .....	<b>XII</b>
<b>ABSTRAK</b> .....	<b>XIII</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the problem .....	1
B. Focus of the Research .....	3
C. Formulation of the problem .....	4
D. Objectives of the research .....	4
E. Significance of the research .....	4
F. Definitions of Key terms .....	4
<b>CHAPTER II</b> .....	<b>6</b>
<b>REVIEW OF LITERATURE</b> .....	<b>6</b>
A. Review of Related Theories .....	6
B. Relevant research .....	13
C. Conceptual framework .....	15
<b>CHAPTER III</b> .....	<b>16</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>16</b>
A. Research design .....	16
B. Data and source of data .....	16
C. Instrumentation .....	17
D. Technique of Data Collection .....	19
E. Technique of Data Validation .....	19
F. Technique of Data Analysis .....	19
<b>CHAPTER IV</b> .....	<b>22</b>

**FINDINGS AND DISCUSSION..... 22**  
    A. Findings ..... 22  
    B. Discussion ..... 37  
**CHAPTER V ..... 39**  
**CONCLUSION AND SUGGESTION ..... 39**  
    A. Conclusion ..... 39  
    B. Suggestions ..... 39  
**REFERENCES ..... 41**  
**APPENDIXES ..... 44**



## LIST OF TABLE

Table 1. Blueprint indicator of students' perception based on Goldstain theory ..	18
Table 2. Likert scale .....	20
Table 3. Students' perception of English camp program viewed from perceiver dimension .....	24
Table 4. Students' perception of English camp program viewed from target dimension .....	29
Table 5. Students' perception on English camp viewed from situation dimension .....	31

## **LIST OF FIGURE**

Figure 1 . The conceptual framework of the research .....	15
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## LIST OF APPENDICES

Appendix 1 . Surat Permohonan Izin Penelitian dari Departemen .....	44
Appendix 2 . Surat Permohonan Izin Penelitian dari Fakultas .....	45
Appendix 3 . Surat Validasi Angket dan Interview .....	46
Appendix 4 . Angket Penelitian .....	50
Appendix 5 . Pertanyaan Interview .....	55
Appendix 6 . Sampel jawaban siswa.....	56

## ABSTRACT

**Fikra, Wildatul.** 2023. *Students' Perception on English Camp Program in MA Female Ar-Risalah Islamic Boarding School toward Their Speaking Skill Development.* A Thesis of English Department, Faculty of Language and Arts, Universitas Negeri Padang.

This research intended to know students' perception on English camp program in MA female Ar-Risalah Islamic boarding school toward their speaking skill development. This program is implemented especially for grade tenth, that carried out for three days in first semester. This program already conducted for six years in the school, so the researcher believed it was important to analyze how the students' perception toward the activities. This study employed a qualitative methodology. The data were collected through questionnaire and interview. The questionnaire consisted 30 statements given to 110 students and interview consisted 3 questions given to 8 students. As a result of the study, most of the students gave positive responses toward English camp program in developing their speaking skill. Students found a place to thoroughly practice English at the English camp. It also had a great power to encourage students' motivation to often practice speaking English with friends. They were more interested in practicing English in the English camp, because of many attractive and interesting learning activities.

**Key words:** *Students' perception, English camp, Islamic Boarding School, Speaking skill.*

## ABSTRAK

**Fikra, Wildatul.** 2023. *Persepsi siswa pada program English camp di MA putri pendidikan Islam Ar-Risalah terhadap perkembangan keterampilan berbicara bahasa Inggris.* Skripsi Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui persepsi siswa MA putri pendidikan Islam Ar-Risalah pada program English camp terhadap perkembangan keterampilan berbicara bahasa Inggris. Program ini dilaksanakan khusus untuk siswa kelas sepuluh yang diadakan selama tiga hari pada semester pertama. Program ini sudah dilaksanakan selama enam tahun di Ar-Risalah, sehingga peneliti percaya bahwa ini penting untuk mengetahui persepsi siswa terhadap kegiatan tersebut. Penelitian ini menggunakan metode kualitatif. Data penelitian ini didapatkan menggunakan angket and wawancara. Angketnya berjumlah 30 pernyataan yang diberikan pada 110 siswi, sedangkan pertanyaan wawancara berjumlah 3 yang diberikan pada 8 siswi. Berdasarkan hasil penelitian, hampir semua siswi memberikan respon positif pada program English camp terhadap perkembangan keterampilan berbicara bahasa Inggris mereka. Para siswa menemukan tempat untuk berlatih bicara bahasa Inggris selama program English camp. Selain itu, program English camp juga mendorong motivasi siswa untuk sering berlatih berbicara bahasa Inggris dengan teman. Para siswa lebih tertarik untuk berlatih bahasa Inggris di English camp, karena aktivitas belajar yang lebih menarik dan menyenangkan.

**Kata kunci:** *Persepsi siswa, English camp, sekolah asrama Islam, kemampuan berbicara.*

## CHAPTER I

### INTRODUCTION

#### A. Background of the problem

Language is a tool that people use in communicating ideas, opinions, and researches to others. According to Siahaan (2007), language is a unique human heritage that plays a very important role in human life, such as thinking, exchanging ideas, and negotiating. When communicating with someone, language is the most effective medium for conveying information, desires, and arguments.

English becomes the universal language that most of people all around the world intend to learn and master as their second or foreign language. Indonesia is one of the nations that speaks English as the foreign language. People that can speak in English have a smart and international personal image, so the use of English continues to increase (Alrajafi, 2021). This statement supported by Professor of the State University of Medan (Unimed) Prof. Amrin Saragih who said that currently English seems to be the second language in Indonesia considering that immediately there are increasing number of English speakers, and there are even schools that make it as the language of instruction in education.

English slowly attracts Indonesian society to use it on many occasions and functions it as a medium of self-expression. In line with that, Alrajafi (2021) stated that International school in Indonesia use it as the language of instruction for various subjects. Additionally, English in Indonesia has played a role in society at large, particularly in business, politics, education, media and increasingly used as medium of instruction in schools including Islamic boarding school (Allan, 2008).

Nowadays, significant numbers of modern Islamic boarding schools have recognized the necessity of general knowledge and eventually adapted to the modern educational system. It has started combining religious and general knowledge including foreign languages for the students. In line with that, Ulya, et al (2020) stated that almost all the modern Islamic Boarding school or *Pesantren* in Indonesia obliged the students to master foreign languages and required them to use it as daily

communication. The term of Islamic Boarding School refers to a place where *santri* (students) learn religious teaching (KBBI, 2016). Additionally, Hidayat (2007) stated that in Islamic boarding school students usually live in the school areas to learn Islamic teaching from the teachers.

Islamic Boarding Schools have developed some particular programs and rules to support foreign language used among students. Students are required to speak English and Arabic in order to help them accustomed in practicing foreign language in their daily live. The capability of speaking foreign language is obtained from various coaching programs and training agendas that applied not only in the school but also in the dormitory. One of the programs that had been implemented in Islamic Boarding School such as Daily Conversation Method or DCM. It is a method that encourages students' speaking improvement through daily communication. The materials of the lesson including vocabularies, grammars, and some examples of daily conversations that are taught in classroom and then the students practicing it outside the classroom which controlled by the teachers or guidance counselors (Nurmawati, 2018). Next activity is English Day. In this program students use English as the language of daily communication. They study English 3 times a week with various activities including: public speaking, speech and storytelling training (Muzayyanah, 2020). Another implemented program in Islamic boarding school is English camp. This program is held to increase students' speaking skill and self-confidence through immersive and engaging activities for several day. The participants required to join some activities such as dialog, discussion, role play, and games. According to Fawazien Ready (2021), English Camp activities include grammatical class, reading class, writing class, listening class, and speaking class.

Ar-Risalah Islamic Boarding School is one of Boarding Schools in West Sumatera which has implemented daily language activities in the process of foreign language learning. It provides an educative environment to support student's development in foreign language mastery. A set of regulation is employed, which the students should speak English and Arabic for two weeks of each month interchangeably. Students are forbidden to speak Indonesian and their mother tongue as long as they are in boarding school areas. English camp program is an annual program in Ar-Risalah Islamic Boarding School, in which first-grade junior and senior high school students enroll in English activities for three days. This program is guided by some tutors that will lead the participants to do various activities such as learning

daily expressions, grammars and speaking games. During the activities students are forced to speak in English and participate actively with other students.

In the way to discipline students in get used to speak foreign languages is not easy because some of them do not obey or even break the rule by using Bahasa or their mother tongue when communicating in the school areas. It happening because of some factors such as insecurity, anxious, little practice, lack of motivation, lack of confidence or lack of English knowledge. So that, In order to improve students' speaking ability, Ar-Risalah Islamic boarding school conducts English camp program, so the students will have a better English understanding especially in speaking ability.

Considering that the English Camp program has been already implemented for six years in Ar-Risalah. The researcher believe it is important to analyze how the students' perception toward the activity. Furthermore, a limited study on students' perception toward English Camp program is another rationale why this study needs to be conducted because most of the studies put their sharp focus on the implementation of English Camp program or the influence toward vocabulary mastery or students' anxiety. To fill this gap, this study is conducted specifically attempting to investigate MA Female students' perception on English Camp program in Ar-Risalah Islamic school toward their speaking skill development.

## **B. Focus of the Research**

According to the background of the problem, there are some programs that implemented to improve students' speaking skill such as: Daily Conversation Method (DCM), that encourage students' speaking improvement through daily communication. English Day Program, which students learn through public speaking, speech, and story telling training. And English Camp Program, which require students to speak in English during the camp through various activities. Therefore, this research will be focused on analyzing MA female students' perception on English Camp program in Ar-Risalah Islamic Boarding School toward their speaking skill development.



### **C. Formulation of the problem**

Regarding on the limitation of the problem, the researcher formulates the research question as follow: “What is the students’ perception on English Camp program in MA Female Ar-Risalah Islamic Boarding School toward their speaking skill development?”

### **D. Objectives of the research**

The study aims to find out the students’ perception on English Camp program in MA Female Ar-Risalah Islamic Boarding School toward their speaking skill development, hence the tutors can make it as a consideration or evaluation for the next activities in conducting English camp program in Ar-Risalah Islamic Boarding School.

### **E. Significance of the research**

The result of this research is fully expected to give some theoretical and practical knowledge for the following parties. Theoretically, this research provides beneficial and referential contributions in giving general knowledge of the students’ perception on English camp program in Ar-Risalah Islamic boarding school toward their speaking skill development. And practically, the result of this research is expected to be a consideration for the tutors of English Camp program in making the evaluation for further activities and also to be a reference source for advance study conducted by the next researcher.

### **F. Definitions of Key terms**

#### **Students’ perception**

Refers to how students perceive and interpret their experiences after participating in English camp program in Ar-Risalah Islamic boarding school.

#### **English camp**

English camp program is an annual program in Ar-Risalah Islamic Boarding School, in which first-grade junior and senior high school students enroll in English activities for three days.

### **Islamic Boarding School**

Islamic School also known as Islamic boarding school or madrasah, is an educational institution where students live in the school area and receive a comprehensive Islamic education alongside their academic studies.

### **Speaking skill**

Speaking skill is the ability to communicate in English effectively and fluently with daily expressions used in classroom, library and dormitory.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Review of Related Theories

##### 1. Perception

##### 1.1 The definition of perception

Generally, the term perception is used in the field of psychology. In terminology, the notion of perception is an immediate reaction to an absorption or process whereby someone gains knowledge of certain things by sensing. In contrast, a comprehensive psychology dictionary defines perception as the process of monitoring a person toward his or her environment while utilizing the senses that person possesses so that the individual becomes aware of all that is present in the environment.

Perception is a process of thinking or feeling about something (Unumeri, 2009). in addition, Walgito (2010) states that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through sensory devices or sensory processes. According to Robbins and Judge (2013) Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. While, Haryanto (2015) states that perception is the process where humans perceive what they see through their sensory receptors. Furthermore, to ease the understanding of perception, it can be simplified as the process in which people interpret something as a result that is affected by their own experience.

##### 1.2 The process of perception

As stated by Qiong (2017) the process of human perception is divided into three stages. stage one is selection, in which the stimulus will be shown through the human experience. It becomes the basis as a recognition process to gain the human perception. stage two is the organization in which the fundamental process of human perception. The information that they had based on their experience needs to be arranged in a certain way to find the meaningful pattern. The last stage is interpretation

that refers to the process of attaching meaning to what the stimulus decides. However, Each person will interpret the stimuli in different way even if they all receive the same stimulus.

According to Oktariyani and Juwita (2019) in teaching and learning process, the notion of perception was becoming the key of its success. Students would be highly motivated to participate and actively engage if they had a positive perception of what they would learn during their studies. In brief, it can be stated that the better the perception a student had, the faster the teaching and learning goal would be achieved.

### 1.3 Types of perception

Perception is one of the activities in the human mind that consists of several components. According to Robbins (2003), there are three types of perception including an experiencing person or perceiver. It is when a person is looking at the target and trying to interpret what he or she sees, the interpretation is strongly influenced by the characteristics of the person which involve the personalities, attitudes, interests, expectations and past experiences. The next component is target. The characteristics of target also affect what is perceived. Target is the object of perception; someone or something that is being perceived. Third, Perception of situation. Psycholinguistics view a situation as all the social factors that influence individual's experience or behavior in a particular time or place. It is an interaction within people act in specific ways. The situational context in which stimuli occur has consequences for people interpretation. The situation is the environmental factors, timing, and degree of stimulation that influence the process of perception.

In short, perception is influenced by several factors. These factors can emerge from the outside or within the individual itself. As a results, every person has a different perception about certain object.

### 1.4 Factor affecting perception

There are several factors that affect perception which come from each component of perception. These factors are categorized into internal and external factors.

The internal factors of perception come from the perceiver. According to Lewis (2001) some factors within the perceiver are includes what individual has learned, motivation,

the personality of the perceiver, physiological, gender, cognitive differences, attitudes, interests, motives, experience, expectations, cultural background, the impact of the perceiver's values, dynamics of person perception and lastly the perceptions of causality in social events.

The external factors of perception come from the target and the situational context in which objects or events are perceived also influences human perception. The aspects such as cultural context, the social situation as well as the location and time of an incident all have a profound influence on that which is being perceived (Lewis, 2001). Those all aspects are influenced the way of a person perceives a certain object or stimulus.

Therefore, every individual has a difference perception toward a particular object. It depends on their own views about the object influenced by several factors that come from the individual itself and also from the target and situational context. Therefore, in terms of students' perception, the internal factors come from the students themselves, and the external factors come from outside of the students including factors from the target and the situational context.

## **2. English Camp program**

### **2.1 The definition of English Camp**

English camp refers to a large area created for those who are interested in learning English. It is a location that provides a variety of training programs that can aid students in improving their English language abilities. As claimed by Cho (2004), English camp program is designed to increase the opportunity for students in communicating to one another in English, to promote self-confidence among the participants in speaking English, and to prepare them to live in global community.

According to Jalaluddin (2015), students' interaction within the camp is classified into two types namely educational and social interaction. Educational interaction is practiced under the process of classroom activities because students implement the materials that they receive from the classrooms. In the social interactions, the students are also trained to establish strong cooperation through group activities that are enjoyable for them. Such conditions will guide them to be more motivated. During English camp, the students potentially show their improvement on

their English acquisition. In line with that, Aswad (2017) states that English camp is presented as a psychological and social benefit for the participants because it creates a comfortable learning environment, creates bonds between the learners, and increases their interest. While, Mustakim and Ismail (2018) explain that an English camp is one way to enhance speaking abilities where the majority of the activities focus on speaking abilities.

The existence of English camp is intended to create supportive environment for learning English. Moreover, Manan (2018) suggests that students' speaking abilities benefit from English camp by gaining new experiences and conquering challenges. They have a lot of options, unrestricted themes, and exploring chances. The goal of English camp is to provide students with an excellent opportunity to put their knowledge of the English language to use. Furthermore, English camp is an excellent solution in involving students with their friends to carry out various activities, because it can help students who are lack of interaction, motivation, and lack of exposure to language to be more active by engaging with the peers (Saeed Al-Sobhi and Preece, 2018). Additionally, Noguchi (2019) states that by participating in the English camp will increase students' perception toward communicative competence in English.

In conclusion, English camp program is a good activity for those who want to increase their English ability especially speaking through various activities, and create bonds between the participants, as well as increase their interest.

## 2.2 The advantages of joining English camp

Halvorsen (2005, as cited in Jalaludin, 2015) mentions that English camp have a positive influence to the participants in three main reasons; Firstly, it has pleasant learning environment both for the participant as well as the teacher. According to Oktavina (2018) English camp has routine activities such as memorizing vocabulary, idioms, short phrases, listening, pronunciation, and grammar. Those activity aims to improve students' skill who are taught through exciting and creative strategies and approaches.

Secondly, English camp employ instructors who are creative, qualified, and knowledgeable in their field. The tutors may concentrate on one aspect of language learning, such as grammar, pronunciation, vocabulary or they can accommodate all English skills in one activity. As Ismail and Tahir (2011) state that the English camp focuses on enhancing participants' essential English skills such as communicating

effectively, fostering a sense of responsibility, developing leadership skills, promoting creativity and critical thinking.

Thirdly, an informal learning environment makes the participants to be more relaxed in learning. The academic atmosphere is firm but flexible because it is based on a non-formal education approaches. Mustakim and Ismail (2018) indicate that the camp is built with a intellectually and friendly atmosphere that promotes cooperative work, which leads the participants to take responsibility for their success. Aswad (2017) back up this claim, saying that English camps may increase learning variety and vibrancy, lower stress levels while students are studying, foster strong relationships, and help tense nerves relax so that learning interest is increased. Every student studying in an English camp must use English as a communication tool in their daily lives. It is what makes or accelerates their fluency in English.

Additionally, English camp has given a new learning experience for the participants. In research conducted by Manan (2018) mentions that English camp provided new experiences for students such as a lot of opportunities, various discussions and experiential exploration. The participant may share their learning experience with others, they will also be more prepared to socialize in public after completing the English camp because they get used to be more independent, confident, and discipline.

### 2.3 English camp in Ar-Risalah Islamic Boarding School

Based on researcher's interview with one of student organizer member in Islamic School Ar-Risalah, English camp program is an annual activity for learning English skills that held at the beginning of the first or second semester in Islamic School Ar-Risalah. The program is held for the tenth grade of senior high school students. This three-days program is designed to encourage students' motivation and expand vocabulary and develop their English language proficiency. It encourages students to learn English more effectively through various activities. Additionally, the program involve teamwork, which help students improving their capacity to speak, share ideas, and ask questions to their peers (Yusuf, 2022).

In addition, the use of foreign languages in Ar-Risalah Islamic Boarding School has a particular schedule in which students should speak in Arabic and English interchangeably for every two weeks. English camp program in 2023 has several activities such as speak or sing English song, listen to English instruction during ice

breaking activities, learn vocabulary through scrabble, time bomb, treasure hunt and balloon snake game, talk to friends with daily expressions used in classroom, library and dormitory, describe pictures, read texts about someone's daily life, someone's past experience and someone's future plan, determine time signals for certain sentence, memorize the sentence correctly in whispering game, ask friends by using "Who" to find out certain information, pronounce alphabet and words correctly, determine shapes and colors, and write creative caption toward the pictures. All such activities are carried out in groups, where each group contains 14 to 15 students. The purpose of this grouping is to build a spirit of togetherness. It is hoped that students can develop their teamwork as well as improve their English language skills.

### **3. Speaking skill**

#### **3.1 Definition of speaking skill**

Most of experts define the term of speaking skill from different point of views. Cameron (2001) defines that speaking skill is the active use of language to express meanings so that other people can make sense of them. In addition, Thornburry (2005) considers speaking or oral communication as an activity that includes two or more people in which hearers and speakers have to react to what they listen and make their contribution at speed of high level. In addition, Harmer (2007) states that speaking skill is the ability to speak fluently and require both knowledge of language feature and the ability to process information.

Even the experts have different ideas on defining speaking skill, most of them agree that speaking skill is the ability to communicate and produce some words or sentences to express the feeling, idea, or information.

#### **3.2 Components of speaking**

According to Brown (2001), there are some components of speaking that can be used as a measurement whether someone's speaking is good or not.

First is fluency, it refers to someone's ability to speak accurately, readily, and smoothly. Fluency is the matter of the way people speak the language without any trouble. Lombardo (1984) defines fluency as the way of someone speaks with normal speed just like native speaker. It is one of the main elements of speaking ability in



order to make listener understand about the messages delivered by speakers. Second is comprehension. It is the ability to understand and be familiar with a situation when speaking. It is important to avoid misunderstanding between the listener and the speaker. Third is grammar. It is the way to form the words into the right sentence. Grammar is the set of formal pattern in which the words of language are arranged for delivering a larger meaning ( Norton, 2004. cited in Salma, 2018). in short, by having a good grammar, someone can speak or convey the information correctly. Fourth is vocabulary. It is the basic of language which appears in every language skill and very important because vocabulary is the choice of word that is used properly according to the context of speaking. Someone cannot make a communication or express his idea if does not have sufficient vocabulary. The last component is pronunciation. It is the way a language is spoken, a word is pronounced, or the way someone speaks the words of language. The pronunciation is the important component of language. Therefore, it is necessary if the people have a good pronunciation to make their speaking understandable by others.

In conclusion, every English language learner have to pay attention to the components of speaking skill in order to make the listener easy to catch the point when they are having a conversation.

### 3.3 Functions of speaking

People as human beings are in need of having interaction with other in their daily lives that can be carried out by using language as device of communication (Bahar, 2014. cited in Sudirman, 2022). People use language in different way based on their background, such as the place of origin, social group, education, generation and even occupation. People formulate their utterances with the goal of having the intentions recognized by the interlocutors. In social interaction, speaking is one of crucial element of a language usage which enable people to communicate and interact to each other. additionally, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact, share or communicate their ideas, feeling, thought, as well as their wishes to others.

Speaking skill is an instrument in expressing opinion, feeling, or sharing knowledge of social interaction. In order to speak well, right, and fluently, it needs more courses to practice. Speaking skill is different from the other three skills (writing, listening, and reading) because speaking is the most basic means of human

communication. In addition Baker and Westrup (2003) state that a student who can speak English well may have greater opportunity for further education, or to find employment. Moreover, speaking English will also help students to get up-to-date or current information of all fields such as in politics, economics, social, education and entertainment, because English is an international or global language. Finally, the functions of speaking help learner to express their feeling, opinions, or ideas.

Based on the statements above, it can be conclude that the function of speaking is the instrument to express the idea, opinion, and feeling. Also can use to share information, knowledge, and so forth.

## **B. Relevant research**

There are some previous researches that are relevant to this study. The first research was conducted by Zulvy Melviza, Syamsul Bahri Ys, and Nira Erdiana (2017) entitled “Students’ perception toward English Club activities”. Based on the information gathered from the questionnaire and interviews, it was determined that students believed the English club was crucial to help them to practice speaking. The students believe that the English club is an excellent tool for boosting their desire to communicate with peers.

The second study conducted by Yeyen Armita (2019) entitled “Students’ perception toward English Club extracurricular activities in practicing speaking at SMAN 02 Kaur, Bengkulu”. According to the questionnaires and speaking test that used in this study, students had positive perception toward English Club extracurricular activities in practicing speaking.

The third study entitled “The impacts of an intensive English camp on English language anxiety and perceived English competence in the Japanese EFL context” by Tomoka Noguci (2019) at Aichi Gakuin University. The result of this quantitative research indicated that the living and learning in English Camp environment had a significant influence on students’ affective factor, even though the period at the camp was five days only.

The fourth study was conducted by Iffafti Chaira (2021) entitled “The perceived influence of English Camp towards EFL students’ speaking skill”. The result of her study showed that English Camp makes a significant contribution to improving

students' speaking abilities and self-confidence.

The fifth study was conducted by A Fawazien Ready (2021) with the title “The implementation of English Camp in teaching and learning of speaking ability at English area of Latee Annuqayah Islamic Boarding School”. The result of this research showed that English Camp is effective to do for students because the speaking activity is must be used in the English area, that caused them accustomed to communicate in foreign language for the daily life interaction.

Based on the previous studies it can be concluded that the studies were mostly focused on the implementation or the influence of English camp program on students' speaking skill or to the language anxiety. Meanwhile, the first two studies were focused on students' perception but to different programs namely English club. However, the focus of this study is specifically on Students' perception on English Camp program in MA Ar-Risalah Islamic boarding school toward their speaking skill development.

### C. Conceptual framework

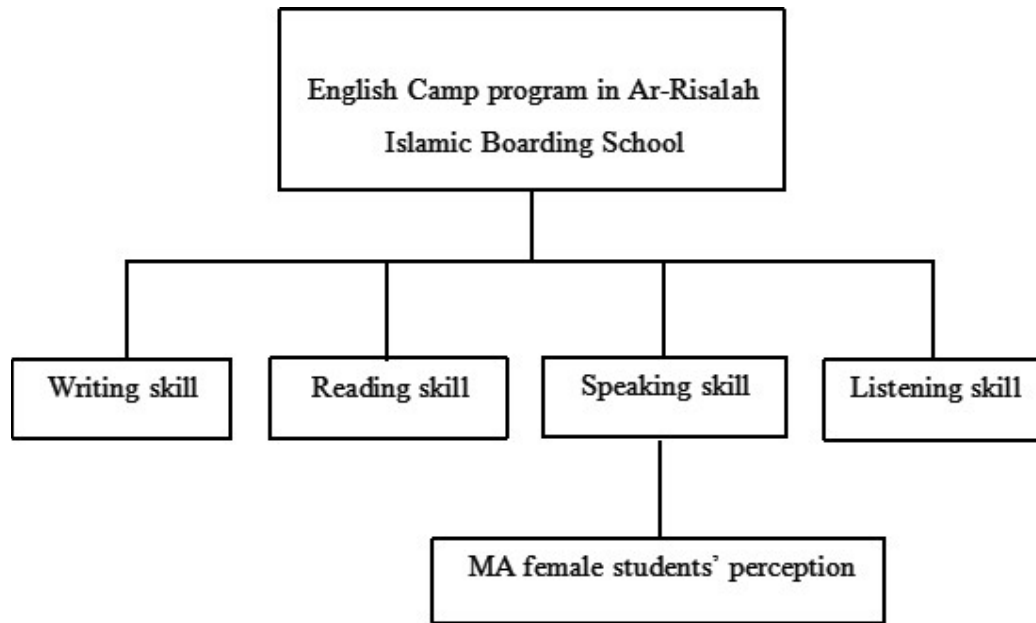


Figure 1. *The conceptual framework of the research*

The study that the researcher did is described in the conceptual framework above. In English camp program, there are some activities that train students' writing, reading, speaking and listening skill. In this study, the researcher intended to know specifically about the students' perception on English camp program toward their speaking skill development.