



**ENGLISH CAMP FOR SPEAKING SKILL
DEVELOPMENT: THAI STUDENTS' PERSPECTIVE**

SKRIPSI

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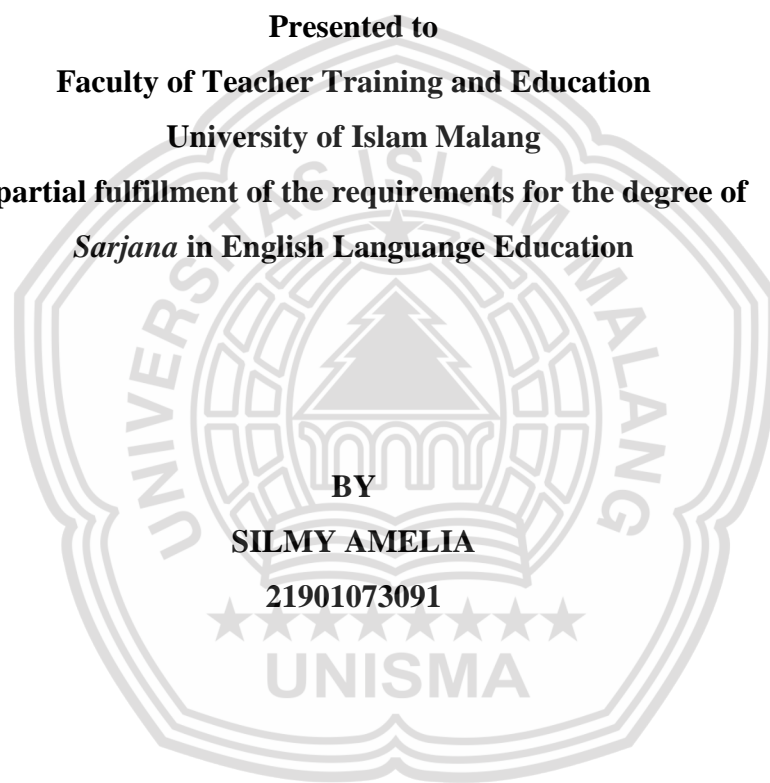
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ABSTRACT

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Key Terms: *English Camp, Speaking skill, Students' Perspective.*

English camp or outdoor classroom activity is an English activity that aims to create a new atmosphere in learning English through various types of activities. This study aims to investigate Thai students' perspectives of English camp which was to develop students' speaking ability.

The method in this study was descriptive quantitative. The participants involved in this study were 50 students at Eakkapapsasanawich Islamic School, Krabi, Thailand who joined the English camp. The instrument used by the researcher in this study was a questionnaire that was adapted from (Asmara, 2016) by considering two aspects which include: students' perspective on the English camp, and the English camp for speaking skill development. The process of data analysis used Microsoft Excel.

The study's findings showed that the students have positive perspective on the activities of the English Camp. It is proven by more than 50% of students stated that they understand the flow, instructions, and objectives of the English Camp. Students also got benefits from English camp such as learning a new culture, so that it makes them happy and not bored with the English Camp activities. And this way, they are also motivated to learn English. Not only in the aspect of English camp activity get positive result, but also in the aspect of developing students speaking skills also got positif result. 94% of students stated that they could improve their speaking skill by joining the English camp. It could be proven that students are confident to always practice their public speaking both inside and outside of the classroom. In fact, they are also confident and feel happy when they get the opportunity to practice speaking with native speakers.

Based on the finding, Thai students perceived that English camp activities could help develop their speaking skill. In this case, this study is anticipated to be helpful to other researchers and may serve as a source of information or inspiration for other researchers who are interested in the subject on the effect of English Camp on speaking skill development. As the limitation of the instrument



used by the researcher, therefore, it is recommended for future researchers to add instruments and raise different topics about the English camp especially in speaking skill development.



CHAPTER I

INTRODUCTION

1.1 Background of the Study

The most widely used language, English, plays a significant role in education and is taught as one of the topics in schools. Along with technological developments in the global era, the need for mastery of English as an international language is increasing. Currently, English is a bridge to the international world in various fields such as education, science, trade, politics, tourism, and other fields (Edge, J., 1999).

People are feeling a greater need for English language skills in daily life, particularly in the current global society. Preparing human resources for a young age in a global world requires not only the mastery of information and skill but also the capacity to communicate in different languages, one of which is English. Indeed, being able to speak clearly in English is necessary for academic achievement. English speakers have a better chance of obtaining well-paying positions in both public and commercial companies, which gives fluent English speakers preferential treatment (Kashmiri, 2020).

The problem that occurs among Thai students is a lack of knowledge of English, many of them still do not understand the basic knowledge of English. Such as when they were asked how their condition was, they did not know to answer or were even confused due to a lack of English vocabulary. Such as

stated by (Noom-ura, 2013) the level of English proficiency among Thai students is poor. The 2010 Test of English as a Foreign Language (TOEFL) ranked Thailand 116th out of 163 countries. This data is also reinforced by (*EF EPI 2022*) that Thailand is ranked 97th out of 111 countries and provinces as of 2022. Thus, Thai students need more attention in learning English which is not only in school but also in outdoor learning activities. According to (Kayi, 2006), some activities can be used by the teacher such as discussion, role-play, simulations, information gaps, brainstorming, storytelling, interviews, story completion, reporting, playing cards, image description, and identifying the difference are some learning activities that encourage speaking. While (Anh, 2020) explained methods that can be used in teaching speaking skills are singing songs and chants method, communicative games, storytelling, presentation, and debate.

One of the fun activities for learning English is attending an English 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. According to (Aswad, 2017), using an English camp to study English as a second language is an excellent technique to boost students' interest and abilities because an English 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.

An English camp is conducted by Thai students, especially where the research took place, at Eakkapapsasanawich Islamic School, which provides students with fun activities such as singing English songs, playing games, and practicing speaking English with other friends. At the end of the agenda, the students practiced their speaking directly to the tourist they met at one of the most tourist attractions, namely *Ao-Nang*. And the English camp agenda was closed with performances by English camp participants and then continued by giving awards to the most active participants.

A previous study by (Batu & Cahyaningrum, 2020) shows that there are two factors in learning a foreign language that is internal and external factors. According to research, providing learners with an atmosphere where English is used constantly might help them develop a positive mindset and desire for learning or learning English. Additionally, it has been discovered that a supportive setting that offers feedback and exposure in the form of enjoyable outdoor activities influences students to see the program favorably. Therefore, it is acceptable to say that the availability of external factors, such as input and exposure, helps learners feel less anxious and enables them to effectively learn a foreign language through enjoyable activities.

In addition, a study by (Hengki, 2021) focused on the teaching method as a tool for implementing the teaching and learning process. It's found that using a cooperative teaching methods for speaking ability through an English camp is effective, give better achievement, and build self-confidence in the

students. It shows many ways to increase students' interest in developing speaking skills through English camps.

Despite many earlier studies, the subjects of the previous study conducted by (Batu & Cahyaningrum, 2020) were final-year cadet students, in Indonesia. While in this study is Thai students. This study reveals the perspective of Thai students on their English-speaking development in the English camp. The subject of this study were Thai high school students or commonly called the *Matthayom* level at Eakkapapsasanawich Islamic School.

Based on the previous explanation, the researcher assumed that an English camp is the best choice for students in increasing their speaking skills. So that students also can talk to foreigners or even to native speakers even if only with basic statements.

1.2 Research Problems

Based on what the researcher states in the background of the study about English Camp for Speaking Skill Development: Thai Students' Perspective, the researcher involves the research problem as follows;

1. How are Thai students' perspectives about English camp?
2. How do Thai students' perceive the English camp to develop their speaking skills?

1.3 Objectives of the Study

In accordance with the research question above, this research aims to figure out two main cases as follows:

1. To investigate Thai students' perspective on English camp.

2. To investigate how Thai students' perceive the English camp to develop their speaking skill.

1.4 Significance of the Study

The result of this study are expected to provide useful information and suggestion for three aspects, they are;

1. School

The results of this study are anticipated to motivate schools/universities to provide English Camp programs that can increase students' speaking skills.

2. Students

With the existence of the English Camp, students can have a chance to improve their speaking skills by practicing and communicating with their friends during the activity.

3. Teachers

The results of this research about English Camp can help teachers to be more active in teaching speaking and to improve the learning activity in speaking classes and increase students' speaking skills.

4. Future Researcher

Finally, the findings of this study can be a reference for future researchers who feel interested in researching English Camp's effect on speaking skills.

1.5 Scope and Limitation of the Study

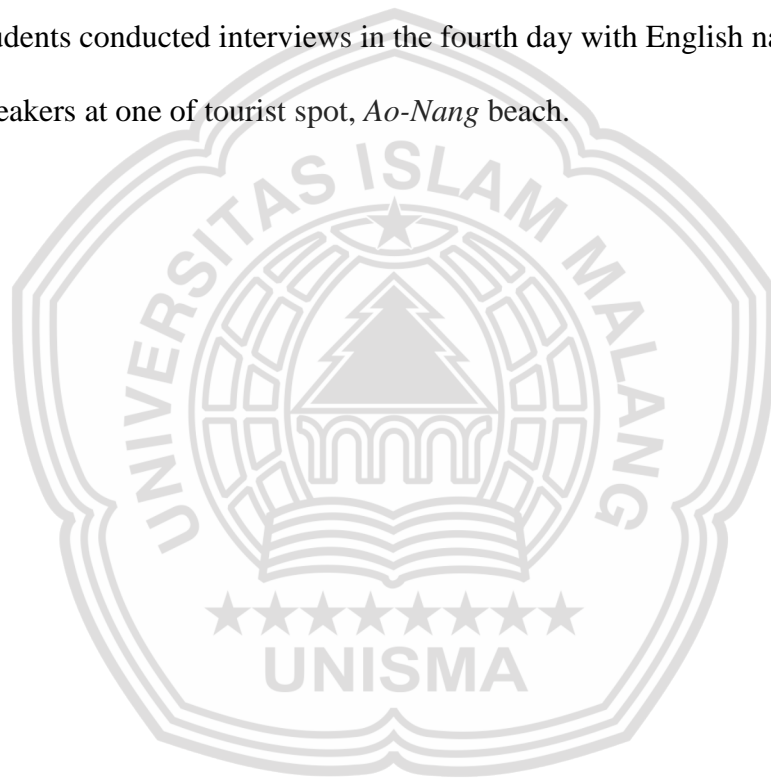
In this study, the researcher limits the scope of English Camp for Thai students in increasing students' speaking skills at the level of *Matthayom* or Junior-Senior High School. This study is conducted at Eakkapapsasanawich Islamic School, Khlong Thom District, Krabi Province, Thailand. Limitations in this research are in the process of data collection. This study only used a questionnaire instrument without any clarification to the students due to limited time in Thailand. Therefore, it is hoped that future researchers can complete it by adding instruments such as interview to clarify the research about students' perspective on English camp, if they are indeed conducting research on a similar topic.

1.6 Definition of Key Terms

To prevent misunderstanding with some of the terminologies used in this study, the research would like to define the terms of :

1. Speaking is an activity outside the classroom, which is carried out in the school yard which lasts for five days by being given basic English speaking lesson. Then on the fourth day, the students had a conversation with native English speakers which was held at one of the tourist spot in Krabi – Thailand, namely Ao-Nang beach
2. A perspective is Thai students' opinion about English camp they have attended for five days in aims of English skill development.
3. English Camp is an English learning activity out of the classroom hat aims to create a new atmosphere in learning through various types of interesting and fun activities. In this case, the English camp has been

attended by Thai students is a series of activities where students were given English lesson about speaking such as how to greet acquainted, how to greet foreigners, studied new vocabularies, and giving material about pronunciation. Then, students are trained to practice speaking to their friends and to the instructor of English camp. After three days of giving material and speaking practice to their friends and instructor, students conducted interviews in the fourth day with English native speakers at one of tourist spot, *Ao-Nang* beach.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from the research. The conclusion consists of research findings and discussion from the previous chapter, while suggestions directed to English teachers and future researcher with an interest in the subject of students' perceptions on English camp.

5.1 Conclusion

Considering what was discovered in the prior chapter, more than 50% of the students demonstrate a high perspective on the activities of the English camp. Students perceive that the purpose of the English camp is clear, so they could understand the means and the purpose of the English camp. By knowing the intent and purpose of the English camp, they also get a lot of benefits. They also assumed that they could enjoy the activities, which could make students feel fun and motivate students to learn English. And it shows that English camp was an effective outdoor learning activity to learn English.

Moreover, students also demonstrated that they could increase their speaking skills. Students felt more confident practicing speaking in class with their friends, such as doing a conversation. Not only that, they were even confident to practice speaking with tourists and native speakers that they met during the activity. In addition, students also stated that they learn more

vocabularies and even had better pronunciation in English by joining the English Camp.

5.2 Suggestion

In relation to this research, the researcher makes a number of recommendations. The first suggestion is for English teachers. The second suggestion for students, and the third suggestion for the future researcher.

5.2.1 English Teacher

The teacher should provide more learning activities rather than in class, such as English camps or outdoor activities. So that the students will not get bored and not feel monotonous with conventional learning in the classroom. This way to attract students' attention to be more active and enthusiastic in learning English and to be able to increase their speaking skills.

5.2.2 Students

Through the existence of the English camp, students have a chance to improve their speaking skills by practicing speaking English with their friends during the activities. With an English camp, students are expected to be more active in practicing speaking English not only in class, but also outside of class, so that their speaking skills are more fluent.

5.2.3 Future Researcher

This study is anticipated to be beneficial to other studies, as well as a source of information or motivation for others interested in the topic of English camp effect on Speaking skill development. As the limitation of the instrument

used by the researcher, therefore, it is recommended for future researchers to conduct qualitative research and add instruments such as interview and raise different topics about the English camp, i.e.: Study the Effectiveness of English Camp Program for Speaking Skills.



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