

Total Physical Response In English Camp For New Students Of Lombok Business Academy

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Abstract

One of the innovative approaches to enhance students' confidence in communicating using English is through English Camp activities. This research is an effort the director of the Lombok Business Academy (AKBIL) and Lecturers of the Faculty of Culture, Management, and Business (FBMB), especially Lecturers in the English Education Study Program. This research is also a form of follow-up to the collaboration carried out by AKBIL and FBMB. AKBIL New Students need to be given motivation and confidence in speaking English through English Camp activities. English Camp is intended as a fun learning activity that is carried out indoors/outdoors which lasts for 3 days. Through these activities, students have gained an understanding of basic theories in communicating using English. The method used in this study is a qualitative method, a data collection technique carried out by the author through literature studies, observations, interviews, and questionnaires. Literature studies are used to help authors find relevant information related to English Camp. Observation is used to directly observe the participants' activities and dynamics during the English camp. Interviews were conducted by the author to participants to find out the success of event planning. The analysis of this interview data includes three activity flows, namely data reduction, data presentation, and conclusion drawn. The questionnaire was used to determine the success of the English Camp 2024 event planning, in collecting data through the dissemination of the author's questionnaire using the Likert Scale.

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1. INTRODUCTION

Students should be able to communicate in English so that they can succeed in today's millennial era. This is in line with Suharti Sirajuddin that we need to prepare human resources as soon as possible so that they have high competitiveness in terms of attitude intelligence, computer operation, and English language skills in facing the ASEAN Economic Community (AEC) (Sirajuddin & Yahrif, 2021). The Lombok Business Academy (AKBIL) through the UKM AKBIL English Zone Community (AEZC) initiated a creative activity called *English Camp* AEZC as one of the campuses that cares about the development of students' *soft skills*. Through the concept of *Learning While Having Fun* or learning while playing, this activity makes a new innovation in English language learning. In line with the above, Mustakim said that *English Camp* is a very good strategy to learn English. This has a good impact on students' speaking ability (Mustakim & Ismail, 2018). Furthermore, Sirajuddin & Yahrif, (2020) argue that *English Camp* is an English learning activity carried out by several institutions or organizations to improve students' *speaking skills* both in terms of speaking skills and writing skills.

Despite the importance of speaking skills, many students of the Lombok Business Academy (AKBIL), especially new students, have low English skills and lack of enthusiasm to develop themselves. One of the main benefits of using actual language in this exercise is that it allows students from different majors to form relationships with people they have never met before. *This English Camp* will encourage students to use the English skills they have learned in the classroom to interact naturally. In line with that, Vivit Rosmayanti stated that students are very enthusiastic and participate well in every activity, so practicing speaking English through

the role-play method or the role-playing method is considered to have great benefits to train them to speak more. They also have a better understanding of English instruction and improve practice in terms of *speaking* (Rosmayanti & Yahrif, 2018).

Zhou, (2008) stated that English teaching using role players can be obtained through *the English Camp* program. The *English Camp* UKM AESC activity was chosen as an activity that can enhance students' confidence in speaking English and also motivate them to be enthusiastic about learning English. This research aims to provide a new experience for students in learning English outside the classroom, based on the concept of learning while playing or playing while learning, where the material is arranged and the final goal is clear, and supported by a learning location that is a tourist attraction, as well as instructors who are experienced in *English Camp* activities and English lecturers. This is in line with the concept of *edutainment* (*education and entertainment*) or learning and playing can enhance students' motivation to learn English so that students have the confidence to speak in English (Kurniawan & Fussalam, 2020).

This research was carried out to enhance students' motivation and confidence in learning English by developing new breakthroughs based on data from *English Indoor/outdoor*, exercises with shorter durations. The material is carefully prepared before the start of *the English Camp*. It is hoped that this activity will have a big impact on the English language skills of the *AKBIL English Zone Community* UKM Management and provide incentives by providing an ideal place to learn and also reliable field instructors. Suharti Sirajuddin added that the context chosen in this study was the administrators of *the AKBIL English Zone Community* (AEZC) at the Lombok Business Academy.

During *this English Camp*, students have the opportunity to practice their language skills. For example, they can speak in English (speaking practice) without any internal or external pressure. In practicing speaking English, being brave enough to express yourself is the key to quickly mastering English teaching techniques and styles. Students can express themselves without feeling embarrassed. The same goes for listening skills; This skill can only be mastered by listening to English words regularly. At the *English Camp*, students are also facilitated to listen to the media that has been prepared. In addition, through the practice of speaking with tutors or partners, students automatically improve their listening competence. One of the methods applied is the *Total Physical Response* method, which emphasizes physical activity coordinated with commands, speech, and movements (Richard in Sugiono, 2006). In practice, this method can be implemented by combining various learning techniques, including games.

Mustakim & Ismail (2018) conducted a study on the extent of the impact of learning programs through *English Camp* activities to improve students' conversational skills in several English language development courses in Maroangin. His findings show that *the English Camp* strategy is very effective, showing that the method is very suitable for improving English learning outcomes, especially for beginners. Meanwhile, Noguchi (2019) investigated the impact of the intensive *English Camp* program on reducing students' fear of English and comprehension competencies in the context of foreign language learning. His research showed that attending *English Camp*, even if only for a while, resulted in a reduction in shyness factors for some participants and at the same time improved their understanding of the fear of communicating in English. Meanwhile, Mahmoud & Tanni (2014) argue that using games and having fun in learning a foreign language is very important. Through this fun activity, students can enhance their motivation to learn, especially in learning English which for Indonesian children is considered a foreign language and sometimes scary. This is especially true if the teaching is not done with excitement and natural nuances. Therefore, when considering the approach to learning through *English Camp*, there is no reason to refuse to help beginner English learners by including fun nuances, such as those given in *English Camp*. The objectives of this English Camp are:

1. Improve participants' English language skills. Whether it's in terms of speaking, listening, reading, or writing.
2. Enhance participants' confidence in using English. Especially in communicating with others.

3. Making learning English more fun and interactive. Through various activities that are interesting and involve participants directly.
4. Building a community of English lovers. Creating an atmosphere conducive to learning and sharing with each other.

2. RESEARCH METHODS

The method used in this study is a qualitative method, a data collection technique carried out by the author through literature studies, observations, interviews, and questionnaires. Literature studies are used to help authors find relevant information related to *English Camp*. Observation is used to directly observe the participants' activities and dynamics during the English camp. Interviews were conducted by the author to participants to find out the success of event planning. The analysis of this interview data includes three activity flows, namely data reduction, data presentation, and conclusion drawn. The questionnaire was used to determine the success of the *English Camp 2024* event planning, in collecting data through the dissemination of the author's questionnaire using the *Likert Scale*. The *Likert scale* used by the author in conducting the research is set at number one as the minimum score and number four as the maximum score with the aim of avoiding the respondents' doubts in answering the questionnaire so that the results of the respondents' answers are more relevant.

This research activity was carried out for 3 days. On October 2 - 4, 2024 and takes place on Wednesdays, Thursdays, and Fridays between 7.00 – 18.00 WITA. A total of 30 participants participated in this activity, of which 20 participants and 10 committee members. All participants (20 people) came from the Public Sector Financial Management undergraduate study program. Meanwhile, from the committee, 7 people from lecturers and 3 education staff.

3. RESEARCH RESULTS AND DISCUSSION

The technical implementation of this activity was carried out face-to-face for 3 days at the location of the Lombok Business Academy Campus. The activities carried out involved a series of events as follows: 1) Opening session; 2) Presentation of basic material regarding effective strategies in communicating in English; 3) *Speaking Practice* in English; 4) Motivation regarding increasing confidence in communicating in English; 5) Environmental observation followed by vocabulary memorization; 6) Drama performances; 7) *Games*, and 8) Providing feedback (evaluation) to *English Camp* participants.

The research in the form of an *English Camp* began with an opening session, as seen in figure 3.a below. This opening was carried out at the opening of the Introduction to New Student Campus Life (PKKMB) which was coupled with Research (*English Camp*) opened by the Director of AKBIL, Syahrir, M.Pd. The participants showed high enthusiasm in participating in the opening session.



Figure 3.a. Opening of PKKMB and English Camp

During the *English Camp* activities, various different materials were given to the participants. Presentation of material related to *English Camp*. The materials provided by the

speakers in this program include the following: 1) *how to introduce ourselves to others*, 2) *free talking*, 3) *morning speech*, 4) discussion in *English*, and 5) playing *games* in *English*). Then, the speaker delivered material on effective strategies to communicate in English in front of many people (*how to be a public speaker*).

The next activity showed the moment when participants were given material on the second day. During the material presentation session, participants showed high enthusiasm in listening. In addition to explaining the material, the presenter also provided games in participating in *English Camp activities*. The presenter chose to insert humor in the delivery of the material so that participants remained interested and did not feel bored while participating in *the English Camp*. This approach is in line with the findings of Yuliyanto (2016) which shows that humor strategies can help overcome dyscalculia and enhance student motivation, interest, and achievement.



Figure 3.b. Presentation of material

The next session was focused on practical practice of speaking in English. Participants are expected to practice speaking, and this activity consists of several parts. The first activity involves introducing yourself to others. In this exercise, each participant is asked to come forward and introduce himself to his peers. They are asked to talk about various aspects of themselves, such as their name, address, age, hobbies, majors, aspirations, and other things related to themselves. In addition, they are also asked to share information about their family, including parents, siblings, and other family members. After the participants introduce themselves, the second session will involve other participants who are invited to ask questions to the participants who have introduced themselves.

This aims to create a two-way dialogue between participants, so that more in-depth information about the status of participants can be revealed.



Figure 3.c. Practical practice of speaking

The next activity was the "*Free Talking*" session where participants were divided into pairs of groups. Each group consists of two people as partners. They were given a special theme and

were given about 20 to 30 minutes to speak freely. Participants are free to travel anywhere during the specified time period. After the time limit, each partner returns to the main room with their respective partners. The speaker then called each partner to come forward and recount what they discussed during the "Free Talking" session.



Figure 3.d. Free Talking

On the third day, *English Camp* participants carried out activities outside the campus or *outdoor learning* by identifying the vocabulary around them, as shown in figure 3.e.



Figure 3.e. Outdoor Learning

The Research Team also gave *feedback* on the level of confidence in speaking English after the completion of *the English Camp*. The following are the participants' responses based on the results of the feedback:

1. Participants felt confident in communicating in English because they had gained motivation and effective tricks in speaking English.
2. Participants who participated in the training stated that the relaxed approach to training was very beneficial, as it allowed them to stay focused and serious without feeling afraid.
3. Participants who participated in *the English Camp* activities were satisfied and happy with the results.
4. There is a view that *English Camp* activities should be held every semester, because participants believe that English language skills are very important to improve their soft skills.
5. Participants argued that training in *English Camp* activities should include all skills in English, such as writing, listening, and reading.

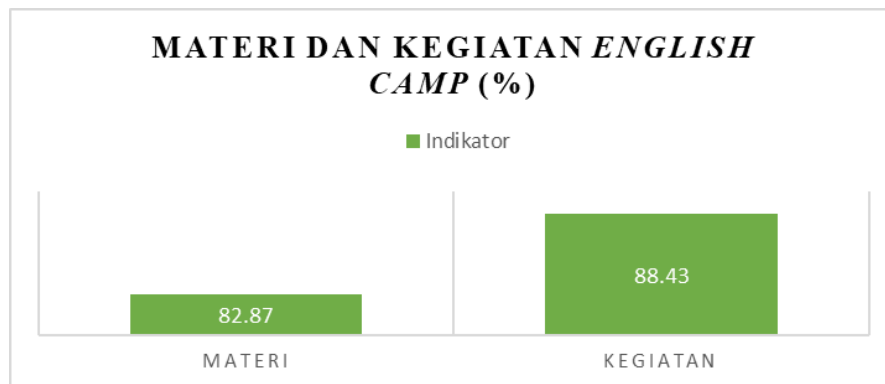


Figure 3.f. Feedback

This positive feedback reflects the success of *English Camp* in increasing participants' confidence in speaking English and showing their support for a relaxed and inclusive approach to training. In addition, the demand to schedule similar activities each semester and involve all English language skills shows that *English Camp* is considered an important necessity in the development of participants' English skills.

Based on the results of the feedback above, it can be concluded that *English Camp* activities are in great demand by the participants because they realize the importance of the training. Furthermore, they praised the relaxed but serious atmosphere of the training procedure. In comparison to other English language training activities, such as *weekly English meetings* and *English one day*, *English Camp* stands out because it is not limited to just one skill. This is in line with the view that active interaction in a context that requires students to use English as the main communication tool can improve their English skills unconsciously (*unconscious learning*). In addition, it can also enhance their motivation to continue their studies abroad (Muhfizaturrahmah & Hermaniar, 2018).

In the *post-event stage*, an event evaluation was carried out and feedback data was collected from participants and the committee. This feedback will be an important foundation for improving and improving the quality of the event in the coming year. The data collected from the feedback in the form of interviews and questionnaires will be analyzed to identify areas that need more attention and new innovations that can be implemented for the next event. According to Mair and



Weber (2019) who said that the evaluation of the event must include input from all parties involved, including participants and the committee, to understand the success and shortcomings of the event as a whole. However, what was found in the field, the evaluation of this event was only to collect opinions from participants without involving the committee. This results in incomplete evaluations and the potential loss of important insights from the event organizer's point of view. First, the perspective received is limited. Participants only see the event in terms of their experience, while the committee has insight into the implementation and obstacles that participants may not be aware of. Second, without input from the committee, some operational issues may be missed. The committee can provide important information about the logistics and implementation of the event. Although the conditions of the event were not all in accordance with the *rundown*, the results of the participant questionnaire showed a positive direction. Such as respondents' responses to materials and activities during the *English Camp 2024* event. This questionnaire and interview will be conducted from October 1, 2024, 18:00 WITA to October 04, 2024, 18:00 WITA.

Figure 4.g. Questionnaire Results (Teaching Material)

The conclusion that can be drawn from the image above is the participants' response to the material of 82.87% and the activity of 88.43% with the TCR index criterion of "Strongly Agree" which can be concluded that *the English Camp 2024* event is more fun. For respondents in improving participants' speaking skills and providing valuable experience.

The results of this interview and questionnaire show that *English Camp* 2024 achieved one of the desired goals, which is to improve English speaking skills and help many respondents in improving their confidence and communication skills. To see the overall percentage of responses to the *English Camp* 2024 event that has been held according to the respondents is as follows:

Figure 4.h. Respondents' responses to the English Camp 2024 event



Based on the results of the questionnaire above, 49% of respondents found *the English Camp event* very useful, and 51% would recommend the event to their school friends. Respondents also revealed the benefits felt in the interview results, namely:

“....dapat mengisi waktu luang daripada dirumah main HP dan bahasa Inggris saya juga meningkat serta lebih confident dalam berkomunikasi dalam bahasa inggris dengan teman- teman..”

Meanwhile, from the response of the Director as one of the committees after the implementation of *the English Camp* event, there are still several shortcomings, namely first, Communication and Coordination. The committee noted that coordination and communication between team members were less effective. This caused several obstacles during the event, especially *a sudden change in rundown*. Second, Logistics Preparation. Some logistical aspects such as venue preparation, equipment, and consumption did not go smoothly. Some essential supplies are not available on time.

4. CONCLUSION

The research in the form of *this English Camp* activity is aimed at increasing the interest and confidence of Lombok Business Academy students in learning English. This activity showed significant results that the *English Camp* was able to boost the students' interest in learning English and they were motivated to improve their language skills. By looking at the results of the activities carried out and seeing the response of the students as well as the response of the campus about *this English Camp*, the research team can suggest several things related to *English Camp* activities. First, During the *English Camp*, participants faced several obstacles during the practice. Even though they looked tired, their morale was still high. This can be attributed to the humorous atmosphere and fun training, which made participants feel comfortable and able to participate in the activity well. The participants' focus was also maintained because of their awareness of the importance of mastering English for their future. Second, *this English Camp* can be applied by anyone in agencies, campuses and schools by implementing an innovative and fun English learning system. *This English Camp* is very easy to apply for various levels of education

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