

The Attraction of the Kampung Inggris for Students as Target Areas Improves English Speaking Skills

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Abstract

Proficiency in speaking is considered the most crucial among the four language skills, demanding the full attention and concentration of students. This study aims to assess the perceptions of EFL undergraduate students at Universitas Syiah Kuala regarding the impact of English Camp on their speaking skills. Employing qualitative research methods, the research involved seven undergraduate students selected through purposive sampling. Interviews were utilized to gather data from participants who had attended Kampung Inggris Pare, an English Camp Program. The findings indicate that Kampung Inggris Pare contributes significantly to the enhancement of students' speaking skills. Notable improvements were observed in vocabulary mastery, pronunciation, speech fluency, grammar proficiency, and overall comprehension abilities, leading to increased self-confidence. These elements collaboratively play a role in assisting students in overcoming challenges they encounter during verbal communication. The research underscores the pivotal role of English camps in elevating speaking skills, encompassing the introduction of new vocabulary, enhanced pronunciation, increased fluency, heightened self-confidence, improved comprehension, and refined grammar. Consequently, these advancements reflect positively on students' academic performance and their communicative abilities in daily life.

Keywords: English Camp, Perception, Speaking Skill

INTRODUCTION

Within the realm of foreign language learning, EFL (English as a Foreign Language) students strive to master four fundamental skills, with speaking being the most pivotal. This skill demands the utmost attention and concentration from students as it serves as the cornerstone of effective communication. The ability to express ideas, beliefs, and feelings through spoken interactions is crucial for fostering meaningful dialogue and facilitating interaction among individuals. (Muklas, 2017) defines speaking as a dynamic process involving both productive and receptive skills, constituting a two-way exchange between the speaker and the listener. (Pratiwi & Ayu, 2020) emphasize that speaking is the capacity to generate language and effectively communicate ideas, with the success of language learning often gauged by one's oral expression of thoughts and feelings.

In the context of Indonesia, where English is learned as a foreign language (EFL), challenges persist in developing proficient speaking skills, impacting overall English proficiency. Foreign language anxiety, particularly about speaking, has been a focal point in research, as it is deemed a provocative aspect of language acquisition (Al-Shboul et al., 2013). Recognizing the significance of effective speaking strategies, numerous English courses, including the specific focus of this study, Kampung Inggris in Pare, East Java, have emerged. This study explores the impact of English Camp participation at Kampung Inggris on students' speaking skills, aiming to shed light on the positive effects experienced by participants, thus providing valuable insights for those seeking to enhance their English proficiency through practical engagement. English language skills. The students receive instruction and training to make practicing English entertaining and straightforward. The EFL students who participate in the camp should become more courageous and confident speakers, as a result, improving their communication skills.

The current research aims to address the following problem statement: Despite the acknowledged significance of speaking skills in English as a Foreign Language (EFL) acquisition, many students encounter challenges in mastering effective communication. The existing literature underscores the pivotal role of speaking skills as the foundation for successful language communication. Previous studies have explored various interventions, including English Camp

programs, to enhance students' speaking abilities. However, these studies exhibit limitations in terms of scope, methods, and focus, necessitating a more comprehensive investigation. There is a need to delve deeper into the undergraduate students' perceptions of their speaking skills and evaluate the perceived impact of participating in the English Camp program in Kampung Inggris Pare. By understanding these perspectives, educators and language practitioners can tailor interventions more effectively to address the specific needs and challenges faced by students in their journey to proficiency in English speaking skills. The research seeks to bridge existing gaps in the literature and contribute valuable insights to the ongoing discourse on strategies for enhancing English-speaking proficiency in EFL settings.

Several studies related to the perceived influence of English Camp have been conducted previously. Like the study by Garhani et al. entitled "EFL students' motivation in setting: Self-determination theory perspective" delves into the perceived motivation of EFL students in the English Camp Program using the Self-determination theory (Garhani et al., 2021). The results of this study showed that the English Camp Program unearthed students' persistence in learning English, the congruency between English and the student, inherent satisfaction emanating from the student, interest in learning in the English Camp Program, and enjoyment during the learning process. Furthermore, another research conducted by Mustakim & Ismail aimed to improve the speaking skills of English House Course students through an English camp strategy (Mustakim & Ismail, 2018). This 5-day pre-experimental study's data analysis results revealed that the English camp is a suitable method for English learning for students of English House Course Maroangin based on their performance on the pre-test. The study found a significant influence and a positive effect on students' speaking skills. An additional study on English camps by Ketamon et al. (2020) examined junior high school students' attitudes toward English learning after attending Princess Ubolratana Rajakanya's College Phatthalung's English Language Camp. Students provided favorable feedback through content analysis, indicating that the English Camp facilitated faster English learning and emphasized the importance of the language. Another study conducted (Manan, 2018) aimed to explore English speaking skills through the English Camp Program (ECP), focusing on three ECP activities: commitment, community, and bravery. The research revealed a high level of achievement in English speaking skills, indicating that the English camp program significantly aids students in improving their speaking abilities. The English camp has been instrumental in fostering a shared goal, dedication, community spirit, and bravery among participants. Additionally, Erawati et al. (2019) researched to understand students' perceptions of the English learning program at the Euroweek Foundation in Poland. The findings indicated positive perceptions among students, particularly in the improvement of speaking and listening skills through integrated activities. The English learning program at Euroweek was found to provide rich opportunities for exchanging worldviews, enhancing cultural understanding, fostering personal growth, and addressing Poland's need for improved English proficiency. The preceding five studies focused on student motivation, perceptions, attitudes, and English camp activities. While these studies contributed valuable insights, they had limited scopes, warranting further research. Given the variations in methods, focus, locations, and subjects, the current research aims to address these gaps by investigating undergraduate students' perceptions of their speaking skills in Kampung Inggris Pare and understanding the perceived importance of participating in the English Camp program. This research is crucial for enhancing English speaking skills by identifying the impact of the English Camp program on students. Through this study, gaining insights into students' perspectives on activities that strengthen their English proficiency becomes imperative.

Speaking

Speaking, as defined by various researchers in the field of language learning, encompasses both accuracy and fluency. According to (Derakhshan et al., 2016), fluency involves the ability to speak spontaneously and continuously, while accuracy involves the use of vocabulary, grammar, and pronunciation in various tasks. (Fadil et al., 2018) describe speaking as a communicative action that facilitates information exchange, breaking down barriers, self-expression, and cultural learning. In

essence, speaking is viewed as a communicative activity that enables individuals to engage in conversations, address others verbally, and express themselves in a specific language. This study focuses on assessing students' speaking skills, considering their participation in an English camp.

Components of Speaking

Speaking involves several components, as highlighted by (Fernandes Arung & Jumardin, 2016). These components include grammar, pronunciation, fluency, vocabulary, and comprehension, all of which play vital roles in developing effective speech.

1. Grammar:
Grammar, as described by Laksana (2016), is the process of organizing words into correct sentences. It involves understanding the patterns and structures of words (phonology) and the conventional arrangements in phrases and sentences (syntax).
2. Pronunciation:
Pronunciation, emphasized by Boyer (2002) and cited in Erdiana et al. (2019), is a crucial aspect of spoken communication. It entails producing the correct sounds of a language and combining them fluently to enhance communication and understanding.
3. Fluency:
Fluency, as explained by Syukri and Mardiana (2016), refers to the ability to communicate meaning rapidly, efficiently, and accurately. It is distinct from accuracy and involves developing a contextual understanding to convey intended meanings.
4. Vocabulary:
Vocabulary is the number of words needed to express meaning and communicate ideas (Alqahtani, 2015). Acquiring a rich vocabulary is essential before engaging in speaking practice, as it forms the basis for organized and understandable communication.
5. Comprehension:
Comprehension is the skill of understanding a subject and knowing the true nature of a situation (Iman, 2017). It requires individuals to respond to and initiate speech, ensuring that their communication is easily understood by others or inviting further conversation.

English Camp

Kampung Inggris Pare, a renowned English camp and village in Indonesia, hosts over a hundred English institutions, fostering an environment conducive to English practice in daily interactions. The facilities and instructional designs within the village are tailored for experiential English learning, aligning with Morris and Lankshear's (2015) perspective on English villages as rich environments for simulated language tasks and cultural integration. The establishment of the English course, BEC (Basic English Course), by resident KalendOsein marked the beginning of Kampung Inggris Pare. Mr. Kalend, originating from Kutai, East Kalimantan, initiated a well-run course recognized for producing qualified graduates. This success led to the invitation of EFL students from across Indonesia to participate in the English Village Pare program.

Kampung Inggris Pare offers students unique learning methods, engaging material presentations, English support areas, expert teachers, dormitory tutors, certificates, T-shirts, and a sense of community and belonging. The village is home to numerous English courses and camps, lining the streets and providing options for students seeking to enhance their English skills. The term "Kampung Inggris" reflects the abundance of English courses in the area. This community boasts a wide array of choices, allowing participants to opt for English camps provided by institutions or rent boarding houses from the local community. In just one year since its establishment, the number of institutions in English Village Pare has grown to 150, accommodating over 3000 participants.

The Advantages of Joining the English Camp

In Kampung Inggris Pare, where numerous course institutes thrive, students must align their chosen institute with their intended course program. The impact of Kampung Inggris Pare on students' speaking skills is noteworthy for several reasons. The learning environment within the village is characterized by a relaxed atmosphere, fostering an enjoyable learning process and alleviating concerns about effectiveness. Despite the informal setting, the teachers, being experts in English language teaching, employ effective strategies to achieve the course goals.

The effectiveness of English camps as an alternative approach to English-speaking learning (Ahsanu et al., 2014). Typically supervised by a single tutor residing with the campers, these camps follow a structured learning schedule. Kampung Inggris Pare, in particular, stands out for its unique teaching methods, emphasizing practical speaking skills rather than traditional textbook instruction. Strategies such as introduction, description, storytelling, discussion, and speech are employed, ensuring a dynamic and engaging learning process. The emphasis on creating a fun learning environment contributes to the success of spoken English acquisition, transforming the classroom into a space where students feel confident making communicative mistakes. Furthermore, Kampung Inggris Pare enforces a 24-hour English-speaking rule both inside and outside the classroom, solidifying its position as a valuable alternative for English-speaking learning.

The Activities of English Camp

Teaching speaking skills requires engaging and communicative exercises. (Mustakim & Ismail, 2018) highlight various courses in training that include both generic and specialized materials, incorporating diverse activities such as:

1. Discussion:
Conducting discussion groups allows students to deliberate, share thoughts on events, or find solutions. The topics in discussions are aligned with the learning objectives, ensuring relevance and avoiding unnecessary conversations.
2. Professional Meeting:
This activity introduces formal meeting types, practices formal meetings, and involves participants in roles like the Master of Ceremonies (MC), Speaker for the Opening Ceremony, and Speaker for the Closing Ceremony.
3. Free Talking:
Free talking involves paired conversations with topics determined by the instructor. Participants freely converse with their partners using English, and instructors play a role in supervising and assisting participants facing vocabulary difficulties.
4. Role Play:
Role-playing is an effective method to encourage students to speak. It involves acting out various social situations and assuming different roles. Teachers provide information about the characters, including their beliefs and feelings.
5. Interviews:
Students conduct interviews with various people on specific topics, practicing public speaking skills not only in class but also outside, contributing to their socialization.
6. Games:
Games related to reasoning and language mastery, such as brainstorming, zip zap, board games, and picture cards, help participants enhance memory and serve as a reminder for language skills.
7. Nicknames:
English camps often involve assigning nicknames to participants, requiring them to use these names instead of their original ones. This practice, incorporating English words as nicknames, encourages participants to expand their vocabulary.

Concept of Perception

The concept of perception, as outlined by Efron (1969) and (Walgito, 2015), emphasizes its fundamental role as humanity's primary cognitive connection with the surrounding world. Perception serves as the foundation for all conceptual knowledge, making its study of special significance in philosophy and science. (Walgito, 2015) defines perception as a sequential process that follows the sensing process, where individuals receive stimuli through their senses. In essence, perception involves the selection and interpretation of sensory stimuli to derive meaningful information. It is a cognitive process wherein individuals, with full awareness, receive external stimuli through their senses, aiming to comprehend and interpret these stimuli into understandable meanings.

METHODOLOGY

In the execution of this study, the researcher employed a qualitative descriptive method, aligning with Cresswell's (2012) perspective, which emphasizes the exploration and understanding of a phenomenon. This approach was chosen to delve into students' speaking skills and their perceptions of English Camp. The research utilized interviews as the primary data collection instrument. Adopting a semi-structured interview technique, the researcher posed a series of predefined yet open-ended questions to the participants, maintaining some control over the interview process (Wishkoski, 2020). To ensure clarity and avoid misunderstandings, the interviews were conducted in Bahasa Indonesia. The researcher sought participants' permission through online communication, explained the interview's purpose, and scheduled convenient times. The interviews were recorded using a telephone recorder for accurate transcription. Data compilation involved a systematic process. Participants' answers were transcribed, labeled, and coded for organization and ease of handling. Thematic analysis, following the (Braun & Clarke, 2021) methodology, was applied. This method aids in identifying, analyzing, and reporting data patterns or themes. The analysis involved multiple coding and categorization, allowing for the discovery of inductive patterns from raw qualitative data, aligning with the study's objectives.

RESULT AND DISCUSSION

Result

The researcher extracted diverse insights from the respondents' feedback, discerning distinct themes from the interview responses. The students' viewpoints on the impact of English Camp in Kampung Inggris Pare on enhancing their speaking skills can be categorized into five main topics: the influence of Kampung Inggris Pare on speaking skills, challenges faced by undergraduate USK students in speaking skills, reasons for students' participation in Kampung Inggris in Pare, the positive impact of Pare on students academically and environmentally, and the effectiveness of strategies in Pare for facilitating English learning. These outcomes have been transcribed into a detailed transcript for further analysis. The researcher has synthesized these findings to draw meaningful conclusions.

The experience at Kampung Inggris Pare
Can you share your experience and any improvements you noticed in your speaking skills during your time at Kampung Inggris Pare?
Participant 1: Attending the English camp significantly boosted my self-confidence. Mastering different aspects of speaking made me more comfortable expressing my ideas, even with tourists.
Participant 2: I gained the courage to approach tourists and engage in conversations. It's a notable shift from my previous hesitancy.
Participant 3: Definitely. One notable improvement was in my pronunciation. There were words I previously struggled with, but now, thanks to the camp, I can pronounce them correctly. It has made a difference in how I communicate.
Participant 4: I used to limit my interactions to neighbors, but now I confidently communicate with a wider range of people. Knowing grammar well also gives me a sense of superiority in my department.
Participant 5: The guidance to speak English daily, along with the consequences for using Indonesian, was effective. It created a habit of speaking fluently in English.
Participant 6: The guidance or habituation of speaking in English daily is one of the ways our fluency increases.
Participant 7: Knowing new vocabulary has enhanced my ability to construct sentences more creatively and engage in meaningful everyday conversations. It's a practical application of what I learned at the camp.
These responses showcase the diverse experiences and improvements in speaking skills reported by each participant.
Can you share some challenges or difficulties you faced in improving your speaking skills during the English camp?
Participant 1: Well, one of the challenges I encountered was choosing the right vocabulary. Sometimes, I struggled to find the appropriate words to convey my thoughts effectively.
Participant 2: Confidence was a significant hurdle for me. It's not just about knowing the material; you need the courage to speak up and express yourself in English.
Participant 3: Grammar has always been a tricky aspect for me. Constructing sentences with the proper grammar rules can be quite challenging.
Participant 4: I completely agree with the importance of courage. It's not just about knowing; you need the confidence to use it in real conversations.
Participant 5: Grammar and vocabulary were indeed challenging. Additionally, the environment played a role. In Pare, we had fellow campers as English conversation partners, but back in Aceh, finding such an environment was not as easy.
Participant 6: Grammar was a consistent difficulty for me. It's an aspect that demands continuous improvement.
Participant 7: Choosing vocabulary and using correct grammar were areas where I faced challenges. It's not just about knowing the words; it's about applying them in the right context.
These responses provide insights into the various difficulties participants faced during their efforts to enhance their speaking skills at the English camp.
What motivated you to choose Kampung Inggris Pare for your English learning experience?

Participant 1: My parents highly recommended Kampung Inggris Pare and their endorsement played a significant role in my decision to join.

Participant 2: For me, Pare is a perfect place for those lacking confidence in speaking English. The supportive environment here is judgment-free, which made it an ideal choice.

Participant 3: A relative recommended Pare to me, and based on their positive experience, I decided to give it a try.

Participant 4: The reputation of Pare as the oldest and most trusted English learning place influenced my decision to join.

Participant 5: Special classes and the obligation to speak English in Pare attracted me. It seemed like a unique and focused learning environment.

Participant 6: In Pare, I could concentrate more on learning English, and the obligation to speak the language helped me improve.

Participant 7: I have a genuine interest in English, and Pare seemed like the right place to nurture my skills and passion.

These responses highlight the diverse reasons participants had for choosing Kampung Inggris Pare, including recommendations, the supportive environment, special classes, and personal interests in English.

How has your experience in Kampung Inggris Pare positively impacted your academic skills?

Participant 1: My major is government science, and even though it's not directly related to English, I find many aspects that are connected, helping me understand it better.

Participant 2: Law is my major, and surprisingly, many things in my field involve English. My experience in Pare has enhanced my understanding and application of English in my academic studies.

Participant 3: Social media usage in English, such as understanding captions, watching movies, and listening to music, has improved my language skills. It's beneficial for my academic pursuits.

Participant 4: The impact goes beyond language skills. Pare has contributed to my self-confidence, understanding of grammar, and overall academic improvement. Additionally, having a mentor has been invaluable; they're like a second Google for English-related difficulties.

Participant 5: My major isn't directly related to English, but the skills I gained in Pare have proven beneficial, especially in understanding various academic materials.

Participant 6: Pare's impact on my academic skills is evident in my improved understanding of English, making it easier to navigate through academic content.

Participant 7: The exposure to English in Pare has extended to my academic life, making it easier to comprehend materials and engage with English-language resources.

These responses highlight how the participants perceive the positive impact of Kampung Inggris Pare on their academic skills, ranging from improved understanding of majors to enhanced language skills for various academic purposes.

Environment and Strategies in Kampung Inggris Pare

Can you share how the environment and strategies in Kampung Inggris Pare have significantly contributed to your learning of English?

Participant 1: There are conversation sessions in every class where we give speeches in front of classmates, enhancing our speaking skills. Punishments, like memorizing 100 vocabulary words in one night, serve as effective strategies for improvement.

Participant 2: Stage performances every week and speech sessions with campmates have boosted my confidence and familiarity with speaking in English.

Participant 3: Activities after dawn, where we memorize new vocabulary collectively, have been effective in expanding our word bank.

Participant 4: Weekly stage performances and speech rotations among campmates have made me more confident and accustomed to English speaking.

Participant 5: The post-dawn activities, particularly the vocabulary memorization, have proven to be an effective way to acquire new words.

Participant 6: Conversation sessions in class and the immersive environment have significantly improved my English-speaking abilities.

Participant 7: Engaging in activities after dawn, memorizing vocabulary collectively, and having conversation sessions in class have been crucial in enhancing my English skills.

These responses highlight the diverse strategies and immersive activities in Kampung Inggris Pare that have positively impacted the participants' English skills, fostering improvements in speaking, vocabulary, comprehension, and confidence.

Discussions

This research is aimed at understanding the perspectives of students who have participated in an English camp in Kampung Inggris Pare, specifically focusing on their English speaking skills. To gather data, the researchers conducted interviews with the participants, who shared their thoughts and experiences related to their time in Kampung Inggris Pare. The responses were diverse, with each participant offering insights based on their individual experiences, although there were commonalities. For instance, all respondents acknowledged the consequences of speaking Indonesian during the camp, which could vary from memorizing vocabulary to paying fines as per the agreed-upon terms.

The findings from the interviews reflected overwhelmingly positive perceptions among the respondents, indicating noticeable improvements in their English-speaking abilities. These improvements were attributed to both the structured coursework and the immersive environment provided by Kampung Inggris Pare. English camps have a positive impact on developing various skills, including vocabulary, motivation, pronunciation, and self-confidence (Noguchi, 2019). When asked about their English camp experiences, the participants expressed enthusiasm, highlighting the exciting and diverse nature of their encounters.

The transformative effects reported by the students after attending Kampung Inggris Pare were influenced by several factors that initially posed challenges to their English-speaking abilities. Issues such as insufficient vocabulary, lack of confidence, and fear of negative judgment affect students' oral performance (Urrutia & Vega, 2010). However, participants emphasized that the supportive environment, collaborative learning, vocabulary enhancement, and increased self-confidence contributed significantly to their improvement in speaking skills.

The benefits of Kampung Inggris Pare extend beyond academic aspects, demonstrating positive impacts in various areas. Even when English may not be directly related to their majors, students gain a competitive edge by comprehending English terms used in other disciplines. Social media also plays a role, in aiding students in understanding English captions, movies, and music. The similarity of English camp activities to those of other countries, such as conversation sessions, free talking, and interviews, while acknowledging unique elements like dawn activities for memorizing vocabulary and speech performance stages (Mustakim & Ismail, 2018).

The interview process itself became a valuable learning experience for participants. Engaging in activities like interviewing foreign tourists for final exams and participating in discussion-like conversation sessions contributed to increased confidence and fluency in English. The environment and strategies employed, including speaking in front of an audience and regular opportunities for free

English communication, further reinforced self-confidence and enhanced their overall speaking skills.

A primary objective for teachers is to empower students to communicate effectively in English (Derakhshan et al., 2016). In Kampung Inggris Pare, mentors emphasize the use of English both within and outside the classroom, fostering an environment that encourages constant English communication. Engaging in activities like memorizing vocabulary after dawn serves as an effective method to enhance participants' word bank. The mandatory use of English is a crucial aspect of this strategy, contributing to the development of confident and articulate individuals. Punishments, such as memorizing vocabulary, prove to be beneficial for expanding participants' lexicon.

The findings of this study share commonalities with five prior research studies. Studies conducted by (Candra Garhani et al., 2021) and Erawati et al. (2019) highlight the persistence of students in learning English through the English Camp program, leading to increased confidence in speaking and presenting in public. Similarly, Kampung Inggris Pare instills confidence in students to express themselves in English. Notably, Erawati's research introduces drama performance activities, focusing on enhancing writing skills through dialogue creation in scripts, a component absent in the activities of Kampung Inggris Pare. Moreover, alignment is observed with the research (Mustakim & Ismail, 2018), indicating a significant positive impact on students' speaking skills.

In line with Ketamon et al.'s (2020) research, the outcomes of this study demonstrate that the English Camp program, specifically in Kampung Inggris Pare, accelerates English learning, emphasizing the recognition of English's importance. The participants in this study exhibited rapid improvement in their speaking skills, achieving noticeable progress within two weeks to a few months. Furthermore, (Manan, 2018) research indicated that English camps contribute to making students clear and well-articulated in their communication. However, distinctions exist in the specific approaches and activities employed, differentiating this research from the aforementioned studies.

Upon thorough analysis of the data, it can be deduced that a considerable number of students actively seek language courses, such as Kampung Inggris Pare, to enhance their English speaking abilities. This inclination is primarily driven by their perceived shortcomings in English proficiency, manifested in difficulties like a lack of fluency and confidence. Such challenges act as motivating factors, compelling students to seek effective solutions, and leading them to enroll in English camps like Pare. This aligns with the findings of Saeed's (Al-Shboul et al., 2013) study, emphasizing the establishment of English camps to assist less motivated students lacking language capabilities, often being introverted or shy, and experiencing challenges in socialization.

The students, reflecting on their decision to join an English camp, notably Pare, express a sense of validation, affirming that it was indeed the right choice. Their endorsement extends to individuals of all age groups, suggesting that anyone aspiring to learn English can benefit from such programs. The positive outcomes, particularly the notable improvement in their speaking skills, serve as a testament to the effectiveness of their chosen path. This improvement, acquired through the English camp experience, holds practical utility both within and beyond the confines of the academic campus. It equips individuals to engage in English conversations, navigate various English-related contexts, and enhance their overall proficiency in the language.

CONCLUSION

The study reveals that the learning strategies implemented in Kampung Inggris Pare have a positive impact on students, creating an immersive English-speaking environment for almost 24 hours. The atmosphere in Pare is described as fun and comfortable, fostering enthusiasm among students to actively engage in English communication. The unique and innovative strategies, coupled with the supportive environment, attract learners from various regions who aspire to enhance their English skills. The findings provide valuable insights into the challenges students face in improving their speaking skills and highlight the significance of effective strategies, such as those employed in Kampung Inggris

Pare. It is anticipated that this research will assist students in identifying and addressing obstacles encountered during their English language learning journey. For teachers, the study emphasizes the importance of attentiveness and sensitivity to students' difficulties. Creating an environment where students feel confident to speak English, even if they make mistakes, is crucial for their language development. This insight could guide educators in designing supportive and encouraging learning environments.

As a recommendation for future research, it is suggested to conduct more extensive analyses with a larger scope of respondents to explore students' perceptions of English camp activities, specifically in Aceh. With the increasing popularity of camps in Indonesia and Aceh, understanding local perspectives and needs can contribute to tailoring language learning solutions that are accessible and relevant to the student's home areas. The researcher encourages others in the field to use this study as a reference for related topics, fostering a collective understanding of effective language learning practices and contributing to the ongoing improvement of English language education.

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