FACILITATING STUDENTS' VOCABULARY LEARNING

USING ENGLISH CAMP PROGRAM AT MTsN 2 KEDIRI

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English

By

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ABSTRACT

Larassati, Dewi. (2022). *Facilitating Students' Vocabulary Learning Using English Camp Program At Mtsn 2 Kediri.* Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Siti Asmiyah, S.Pd, M. TESOL Dr. and Hilda Izzati Madjid, M.A

Key Words: *implementation, english camp program, vocabulary learning, students responses*

Vocabulary is the most important language aspect in English teaching and learning which connects the four basic skills such as listening, speaking, reading, and writing. As a result, vocabulary shows as being the most crucial part because without vocabulary the students can't structure their sentences. PRORINMADU (Program Rintisan Madrasah Unggul) as a part of MtsN 2 Kediri offers a fun English learning atmosphere outside their regular classes namely the English camp program. The purpose of this study is to find out the implementation of an English camp program to facilitate students' vocabulary learning and to identify the students' responses toward this program. This research uses a qualitative research design which are observation, interview, and questionnaire as data resources. Next, the subject of this research are 50 students (26 students of 8th grade and 24 students of 9th grade), 2 English teachers, and the head of PRORINMADU. The result shows there are 5 important aspects that influence the students' vocabulary learning. These are materials, media, teaching strategies that support indoor and outdoor learning styles, assessment, and class management. The most activity offered by this program is an outdoor activity. This program also includes the pre-test and post-test as the measure tolls of students' vocabulary development. Further, the students' responses collected from the questionnaire data indicate that 99.5% give positive responses. Meanwhile, the small percentage of them counted 0.5% responds negatively. It means that the majority of students were satisfied with this program, which provided an effective and efficient way of learning new vocabulary

ABSTRAK

Larassati, Dewi. (2022). *Facilitating Students' Vocabulary Learning Using English Camp Program At Mtsn 2 Kediri.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negri Sunan Ampel Surabaya. Pembimbing : Siti Asmiyah, S.Pd, M. TESOL Dr. and Hilda Izzati Madjid, M.A

Kata Kunci: *Penerapan, perkemahan bahasa inggris, pembelajaran kosa kata, respon siswa*

Kosakata adalah aspek bahasa yang paling penting dalam pengajaran dan pembelajaran bahasa Inggris yang menghubungkan empat keterampilan dasar seperti mendengarkan, berbicara, membaca, dan menulis. Akibatnya, kosakata menjadi bagian yang paling penting karena tanpa kosakata siswa tidak dapat menyusun kalimatnya. PRORINMADU (Program Rintisan Madrasah Unggul) sebagai bagian dari MTsN 2 Kediri menawarkan suasana belajar bahasa Inggris yang menyenangkan di luar kelas reguler mereka yaitu program English camp. Tujuan dari penelitian ini adalah untuk mengetahui implementasi program English camp untuk memfasilitasi pembelajaran kosakata siswa dan untuk mengidentifikasi tanggapan siswa terhadap program ini. Penelitian ini menggunakan desain penelitian kualitatif yaitu observasi, wawancara, dan kuesioner sebagai sumber data. Subjek penelitian ini adalah 50 siswa (26 siswa kelas 8 dan 24 siswa kelas 9), 2 guru bahasa Inggris, dan ketua PRORINMADU. Hasil penelitian menunjukkan ada 5 aspek penting yang mempengaruhi pembelajaran kosakata siswa. Mereka adalah materi, media, strategi pengajaran yang mendukung gaya belajar indoor dan outdoor, penilaian, dan manajemen kelas. Kegiatan yang paling banyak ditawarkan oleh program ini adalah kegiatan outdoor. Program ini juga memberikan pre-test dan post-test sebagai tolak ukur perkembangan kosa kata siswa. Selanjutnya, respon siswa yang dikumpulkan dari data angket menunjukkan bahwa 99,5% memberikan tanggapan positif. Sedangkan sebagian kecil dari mereka sebanyak 0,5% merespon negatif. Ini berarti bahwa sebagian besar siswa puas dengan program ini, yang menyediakan cara yang efektif dan efisien untuk belajar kosa kata baru

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LIST OF ABBREVIATION

1. ELT   : English Language Teaching

2. ESP   : English For Specific Purpose

3. EFL   : English as a Foreign Language

4. L2   : Second Language

5. PRORINMADU   : Program Rintisan Madrasah Unggul

6. MTsN   : Madrasah Tsanawiyah Negeri

CHAPTER I

INTRODUCTION

The first part contains the introduction, which summarizes the research topics. These include the study's background, problem statement, and objectives, as well as the study's significance, scope and limitations, and key term definitions.

A. Background of the Study

Vocabulary increasingly becomes a vital factor in ELT. The development of teaching and learning vocabulary has become one of the base aspects to improve all areas in mastering the English language and it is one of the elements that connect the 4 key abilities to learn English such as speaking, listening, writing and reading.[1] Concerning communicating skillfully in a native tongue, learners must understand a sufficient number of words and know how to practice them correctly. According to Fardhani, if students do not have sufficient vocabulary, they will have difficulty expressing and transforming their ideas in both spoken and written forms.[2] Hence comprehending vocabularies are the core to success in mastering the English language.

In the research review on vocabulary teaching and learning across disciplines, the National Middle School Association of the United States claims that vocabulary is at the center of general language development and

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[1]Dewi Nur Asyiah, *The Vocabulary Teaching and Vocabulary Learning; Perception, Strategies, and Influences On Students' Vocabulary Mastery*, (Indonesia: University of Education, 2017)1-26
[2] Ibid.

conceptual growth.[3]In this study review the required studies that support many primary vocabulary learning and teaching understandings in the English language. It emphasizes in its overview that knowledge of words is important for learning. It also emphasizes that metacognition is an essential component of effective vocabulary instruction that goes beyond the definitional level of definitions of the word, and it also reflects on the fact that vocabulary learning occurs implicitly through disciplines in schools, and it also happens through direct learning.

Additionally, vocabulary mastery becomes a notable aspect for foreign language learners indicated by the fluctuating number of research concerns exploring vocabulary mastery for a decade. The studies on ELT (English Language Teaching) keep continuing with a focus on vocabulary mastery by 2009 up to 2019 and became the most popular in 2017. The research by Asyiah[4], Bakti, Yavaşlar[5], Demirci[6], Hua-Ai focused on teaching vocabulary strategy and others research conducted by Octaviana[7], Hanifia[8], Manik[9], Jing

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[3] Iman Alizadeh, *Vocabulary Teaching Techniques: A Review of Common Practices,* (Iran: Islamic Azad University,2016)1-9

[4]Dewi Nur Asyiah, *The Vocabulary Teaching and Vocabulary Learning; Perception, Strategies, and Influences on Students' Vocabulary Mastery. (*Indonesia University of Education. 2017)1-26

[5] Erhan Yavaşlar, Cavite Demirci, *Vocabulary Role Play:An Active Learning Strategy For Vocabulary Teaching*, (Turkey:Lecturer, School of Foreign Languages, Anadolu University, 2018)1-9

[6] Ibid

[7]Octaviana, *The Use of Codenames Game to Help Students in Learning Vocabulary*,(IAIN Pekalongan, 2019)

[8]Hanifia, *the use of vocabulary journal in enriching students vocabulary mastery and the students' attitudes toward its use,* (The Journal of English and Education 2013)1-8

[9]SondangManik, May Christiani, *Teaching Vocabulary Using Matching Word On Computer Assisted, Language Learning,*(UK: European Centre for Research Training and Development UK,2016) 1-26

Wu[10], Nguyen[11], Thu Nga[12], Zainuddin.[13], Antoniosyola[14], Fadhilawati[15]focused on manual and also technology media who build students vocabulary enrichment. Moreover, studies on vocabulary are also carried out in many countries in Asia such as Indonesia, Malaysia, Vietnam, Turkey, China, and Taiwan. The vocabulary field has become an interesting part to investigate over time. This study has the various ranges, start from elementary school up to university level and some studies took place on ESP (English for specific purposes) to understand how English language teaching can be tolerated to the needs of learners who intend to use language in a specific context such as vocabulary for business, vocabulary for agricultural, and vocabulary for management. In the ELT field, the most popular research conducted is to enrich students' vocabulary through media and strategy.

Furthermore, the need to be proficient in the use of English starting from enriching vocabulary among EFL has become a global phenomenon in many levels of education. Due to that kind of problem, there is a very broad range of ideas for the researcher to explore more on the variation method to enrich

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[10] Jing Wu, *Effects of CALL on Self-directed FL Vocabulary Learning,* (College of Foreign Languages and Literatures, Fudan University, Shanghai, China, 2015) 1-26.

[11] Nguyen, *The Effectiveness of Learning Vocabulary Through Games,* (ASEAN ELF Journal)1-15

[12] Nguyen Thi Thanh Huyen, Khuat Thi Thu Nga, *The Effectiveness of Learning Vocabulary Through Games,* (Asian EFL Journal)1-15

[13] Amalia Marpaung, Zainuddin, *Improving Students' Achievement In Vocabulary By Using Flashcard,*(Indonesia: English Department, Faculty of Languages and Arts State University of Medan)1-7

[14]HendriAntoniosyola, MusliAriani, Sudarsono, *Improving The Tenth Grade Students' Vocabulary Achievement And Students' Active Participation By Using Personal Vocabulary Notes (Pvn) At Ma Al-Falah Kajar Bondowoso In The 2012/2013 Academic Year,* (Indonesia: 2013) 1-10

[15] Dian Fadhilawati, *Learning And Reviewing Vocabulary Through Memrise To Improve Students' Vocabulary Achievement*, (Indonesia: UINSA 2016)1-14

students' vocabulary mastery. This context of the way to enrich vocabulary still leaves many areas for further exploration of how vocabulary mastery is conducted in different ELT contexts.

Several previous studies have explored English day and English camp programs in ELT conducted by Nurcholilah[16], Prancisca[17], and Manan[18]. And The improvement of students' speaking skills became the focus of the discussion, demonstrating the positive outcome of the implementation. This takes the opportunity for future research to explore more about the English camp program implemented in Islamic Junior High School 02 of Kediri and take a focus on how English camp programs facilitate students' vocabulary learning. English camp program is the program that is implemented by PRORINMADU (Program Rintisan Madrasah Unggul) of Islamic Junior High School 02 of Kediri. And executed every 6 months followed by all of the acceleration and Excellent classes of PRORINMADU PROGRAM. The primary purpose of this camp is to provide students with an enjoyable environment in which to learn English outside of their normal classes. This means it emphasizes having fun while learning English through real-life

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[16]Nurcholilah, *The Implementation of English Day Program on Students' Speaking Improvement*, (Indonesia, Faculty Of Education And Teacher Training The State Islamic University Sultan Maulana Hasanuddin Banten) 1-75.

[17] Stella Prancisca, *Fun Meets Knowledge: English Enrichment through Camp America,* (Indonesia, UPT Bahasa, Tanjungpura University) 1-5.

[18] Abdul Manan, *Commitment, Community And Bravery: The Core Activities In Endorsing Speaking Skill By English Camp Program*, (Elementary Teacher Education, Teacher Training And Education Stkip Muhammadiyah Kuningan,
Indonesia), 1-9.

activities like games, seminars, sports, and outdoor activities, as well as encounters with native volunteers from the west.

The vocabulary area in ELT has been investigated using all available data collection methods, and this research is done qualitatively. Further, The researcher will make use of a variety of data sources collecting techniques to complete this thesis such as observation, interviewing the institutions and sharing the questionnaire to see the students' attitudes through the implementation of this program. Even though this program has already been introduced at Islamic Junior High School of 2 Kediri the researcher will describe and explore how the implementation of this program in adding students' vocabulary learning.

B. Research Questions

Established on the background of research already outlined, The bellow are some research questions:

1. How is the implementation of English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri?
2. What are the students' responses toward the implementation of an English camp program to facilitate students' vocabulary learning at MTsN Kediri?

C. Objective of the Study

In the report of the issues statement, the analyst will do a deep exploration about how this program facilitates student's vocabulary learning. The objectives of this study are formulated bellow:

1. To describe the implementation of an English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri.

2. To describe the students' responses toward the implementation of English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri.

D. Significance of the Study

According to the purpose previously outlined, this research aims to Investigate the use of an English camp to help learners get new vocabulary at MTsN 2 Kediri. The researcher expected that the outcome of this research will grant a valuable contribution for the institution/teacher, students and also for the future research.

1. The institution/teacher

The finding of this research is predicted to become useful for the institutions or teachers who conduct this program, in other word is PRORINMADU (Program Rintisan Madrasah Unggul) of MTsN 2 Kediri. By this research, the institution or teacher will know the students' responses and challenge toward this program. So, further the

institution/teacher will be able to evaluate and find the solution to conduct the better English camp program.

2. **The students**

The goal of this research is to gather as much information as possible about the advantages of English Camp Program to the students, especially how the way English camp influences their vocabulary mastery. Further this research is initiated to motivate the students to excite and to participate in this program. Hence, this program promotes fun, interactive and meaningful English learning with valuable lessons.

3. **Further researcher**

This study is expected to give an extended reference or resource for future research related to students' vocabulary learning. It also might give information about how English camp programs can help students learn new vocabulary.

E. **Scope and Limitation**

The participants of the camp program are the students who registered as students in PRORINMADU (Program Rintisan Madrasah Unggul) of MTsN 2 Kediri during the school year 2020/2021. PRORINMADU covers the students in excellent classes starting from seventh up to ninth grade. As a result of this situation, the researcher uses proportionately Stratified Random

Sampling from Sugiyono[19] due to the population under study has heterogeneous members. However the researcher limited the sample from one class in 8th and 9th grade as representative samples of students to collect the data. The researcher doesn't take the samples from 7th grade due to them not following this program during the pandemic. This is in line with Warren's statement that particular qualitative research interviews are at least 20-30 participants.

The limit of this study is about using English camp programs to facilitate students' vocabulary learning. There are 2 main aspects to discuss. First, is about the implementation of English camp program as a strategy to enrich students' vocabulary mastery. Then it's discussed using Totten's theory[20] which stated that when students take part in discussing, arguing, and they share opinions within their groups., their enthusiasm to study increases and gives a positive impact on their study. It's also supported by previous research conducted by park talk about English camp in Korean-Japanese students

The 2nd element is an exploration of students' responses to the program's implementation and the way how this program can facilitate students in vocabulary learning. Further for students' responses followed the

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[19]Arining Wibowo, *Kampung Inggris di LingkupSekolahSebagaiPrasaranaAlternatifPembelajaran Bahasa InggrisIntensif*, (Indonesia: Fakultas Bahasa dan Sastra Universitas Kanjuruhan Malang, 2015)1-9

[20] Fatehi Rad, Neda, et al. :*Participatory approach from both teachers and EFL learners' perspective*. (Iranian journal of educational Sociology, 2017): 157-175.

theory from Ahmadi and Harvey Smith[21] and the treat of the data guided by eni ernawati's[22] research related to categorizing positive and negative attitudes. So, positive or negative responses can be drawn out by this research

F. Definition of Key Term

1. Vocabulary

Burn describes the term "vocabulary" as a bunch of words used by a person, a profession, or a class.[23] In this study, vocabulary is defined as a group of words taught by a teacher to English language learners that includes speech, meaning of a word, and the creation of an element of voice in English to form a group of meaning learned by PRORINMADU members at MTsN 2 Kediri.

2. The implementation of the program

According to the definition of implementation, it is the application of learning for educational objectives during the teaching and learning activities.[24] Usman stated that Implementation is a process that guides a series of activities, actions that are carried out in a methodical and mechanism-bound manner. As a result, the Implementation is more than

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[21] Laily Nur Rosyadah, *Students' Responses Toward The Implementation Of UP-U (UnggulanPrestasi-Prestasi) Program At SMPN 19 Surabaya*, (Surabaya: UINSA, 2019) 1- 52

[22] br Pane, Eni Erawati, Rahayu Apriliaswati, and Urai Salam. *"Students' perceptions on English learning through the Euroweek program."* Jurnal Pendidikan dan Pembelajaran Khatulistiwa 10.7 (2019).

[23] Dian Fadhilawati, *Learning and Reviewing Vocabulary Through Memrise To Improve Students' Vocabulary Achievement*, (Blitar: Universitas Islam Balitar,2016)1-14

[24] QhoirezaArdilla, *The Implementation Of Games To Facilitate Students' English Communicative Ability At SMAN 1 Balongpanggang Gresik*, (Surabaya:UINAS, 2019)1-91.

just an action; it is also a prepared activity to achieve the activity's goals.[25] Meanwhile, the planned activity will be further discussing the English Camp Program and how it will facilitate students' vocabulary learning.

3. **English camp program**

This program is managed by PRORINMADU (Program Rintisan Madrasah Unggul) of MTsN 2 Kediri. The main aim of the program is to deliver an enjoyable learning environment for the participants outside their normal classes. In this research the researcher will explore how English programs can facilitate students' vocabulary learning.

4. **Students' responses**

A response, according to Berube in Ihwanudin, is the action of reacting, while an answer is the act of responding.[26] In this thesis, the term of responses deals with any behavior and response of students while joining this English camp program at MTsN 2 Kediri.

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[25]BerlianAprilianaRachmatillah*, Facilitating Students' English Vocabulary Learning Using Make A Match Technique; A Case Study At The Eighth Grade SMP Negeri 1 Prigen*, (Surabaya: UINSA, 2019)1-74.

[26] .M Ihwanudin, *The Types of Students' Responses to The English Teaching and Learning Process by Using Multimedia in Grade X of SMA 2 Kebumen in the Academic Year of 2009/2010* (Indonesia: Universitas Negeri Yogyakarta, 2012)

CHAPTER II

LITERATURE REVIEW

This part discusses a number of relevant theories and past studies that hold up this paper. These consist of a number of subtopics; the first is discussed regarding the theoretical framework which consists of five items. The second is to discuss seven previous studies as essential literature for this research.

A. **Theoretical Framework**

1. **Vocabulary**

   a. **Definition of vocabulary**

   Furthermore, Vocabulary as stated by Richards and Renandya is a vital part in foreign language learning and competency since it influences how good students listen, read, speak and write.[27]This is supported by Tnanh Huyen & Thi Thu Nga vocabulary is represented as a language element that connects the four core English competencies of hearing, speaking, reading, and writing.[28] It gives the information that the amount of words mastered by the students can influence their language skill.

   Mastering vocabulary also gives the understanding to the people while they do the listening and reading activity. Further the communication will run successfully when they understand the meaning. When students lack vocabulary knowledge, they quickly

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[27]QhoirezaArdilla, *The Implementation Of Games To Facilitate Students' English Communicative Ability At SMAN 1 Balongpanggang Gresik,* (Indonesia:UINAS, 2019)1-91
[28] Nguyen Thi Thanh Huyen, KhuatThi Thu Nga, (ASIAN ELF JOURNAL) 1-15

realize that their ability to comprehend and express themselves clearly is limited.[29] One of the main challenges in helping students develop their vocabulary is discovering effective ways to help them recall words they have encountered.

Furthermore, Richards and Renandya believe that vocabulary takes an important role in foreign language learning and proficiency since it influences how good students speak, listen, read, and write. Brown however, highlights the importance of vocabulary in communication by claiming that survival-level communication can be highly intelligible when people merely link words together—without using any grammatical rules. In this regard, vocabulary is regarded as one of the most important variables affecting people's communication.

The simple definition made by Brown is that a collection or group of words is referred to as vocabulary that everyone uses for a particular language. Furthermore, Hornby characterized vocabulary in three ways: a) the cumulative number of words that comprise language; b) all the words recognized to a person or used in a specific book, subject, etc.; and c) a collection of words with their meanings.[30] In other words, vocabulary plays a vital role in understanding foreign language learning and links the four language skills all together.

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[29]Alpino Susanto, *The Teaching Of Vocabulary; A Perspective*, (Indonesia: UniversitasPuteraBatam, 2017)1-10
[30] Ibid

Vocabulary, based on Fauziati, is important to language and crucial to a typical language student.[31] It gives the clear explanation that vocabulary takes a crucial part in successful communication. The students can bring up a new word while speaking by knowing the vocabulary. Next, the learners can transfer their ideas when they have a bank of vocabulary.

Cameron also stated that the creation of vocabulary is an ongoing process, not only introducing new terms but also building up knowledge of terms that are already partially established. Furthermore, developing vocabulary comprehension can assist learners in their language learning process by providing a fundamental foundation for acquiring the four language abilities.[32] Vocabulary helps the growth of reading, speaking, and writing and improves understanding. Students with low vocabulary ratings appear to have low understanding, whereas students with acceptable or high vocabulary ratings appear to have acceptable or high understanding ratings.

In conclusion, vocabulary is a bank of words which is combined by the rules to accomplish a language. It is utilized by people all over the word to communicate whether it is in oral or written expression. By having a bank of vocabulary, students can easily

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[31]EndangFauziati, *Teaching of English as A Foreign Language (TEFL)*, (Indonesia: Era Pustaka Utama 2010)

[32]BerlianAprilianaRachmatillah*, Facilitating Students' English Vocabulary Learning Using Make A Match Technique; A Case Study At The Eighth Grade SMP Negeri 1 Prigen*, (Indonesia: UINSA, 2019)1-74

understand the teacher's explanation and have the possibility to give brief responses. This is the opposite of the students who have a limited vocabulary, they will struggle to catch the teacher's explanations and the rest of the responses.

b. **Kinds of vocabulary**

Based to Scrivener[33] has two different types. Those are productive vocabulary and receptive vocabulary.

1) Productive vocabulary

Students develop words to reflect their ideas, therefore productive vocabulary can be defined as an active process.[34] Productive Vocabulary is called active vocabulary. Particularly, the term "active vocabulary" belongs to a collection of terms that students can utilize. While they do the speaking activity, they easily pronounce it correctly. The learner also can easily use this kind of vocabulary in writing form. As a consequence, productive vocabulary is an engaged process of producing and expressing the student's ideas.

2) Passive vocabulary

Based on Stuart web, students determine vocabulary when they notice or encounter it in a reading text but don't use it when

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[33] Ibid

[34] BerlianAprilianaRachmatillah*, Facilitating Students' English Vocabulary Learning Using Make A Match Technique; A Case Study At The Eighth Grade SMP Negeri 1 Prigen*, (Indonesia: UINSA, 2019)1-74

talking or writing.[35] Words that students remember and understand are referred to as passive vocabulary. When they are used in context, the student can grasp them. Nonetheless, they are unable to deliver the message.

As a result, the students recognize the word but do not utilize it in speech or writing. Occasionally, students find vocabulary to be a challenging aspect of the comprehension process. The students are quick to grasp concepts, but they forget them quickly. Repetition, cognitive depth, pacing, picturing, motivation, and attention, according to Thornbury, are all relevant to the issue of word learning.

Rehearsal is the process of memorizing new information by rehearsing it repeatedly while it's still fresh in your mind. The greater the students' cognitive intensity, the more actions about a word he or she makes, and the more difficult these selections are to make, the better the word will be remembered. [36] Combining those concepts would make it effective to acquire students.

2. **Student's Vocabulary Learning**

Learning is an essential that no one can avoid. Based on KBBI Learning refers to the outcome of something that has been done as far as it has been accomplished. Learning is a process in which an organism's

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[35] Ibid
[36] Ibid

behavior changes as a result of experience, according to Gage. Learning experiences in a person's life that lead them to do something or take action are the result of the learning process.[37] Regardless of the number of years spent studying English as a foreign language (EFL), generally Indonesian students lack vocabulary mastery which influences another skill of English proficiency.

Due to the problem, learning vocabulary is an important part for the students. Cameron stated that, "Foundation to learn foreign language is by building up a useful vocabulary."[38] Vocabulary is a word that should be memorized. There are several techniques provided by the expert to enrich students' vocabulary. It is particularly beneficial in foreign language instruction to detect students' vocabulary acquisition and motivation to utilize ways to increase their L2 achievement.

3. **Strategies for Teaching and Learning Vocabulary**

In English teaching and learning, both teachers and learners would try a lot of possible strategies to master the L2 as efficiently as possible. The majority of the strategies are usually centered on vocabulary acquisition. Hence, vocabulary is the base unit that links another skill altogether to use L2 properly. According to Ngan-ha, In order to understand the target language's written and spoken forms, learners must have a certain level of

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[37] Education Article, *Understand According To Experts Learn,* http://educations-article.blogspot.com/2016/10/understand-learning-according-to-experts.html, (Accessed October 23, 2020 at 7.29 AM)

[38] Scott Thornbury. *How to Teach Vocabulary*. (England: Longman 2002), 1-24

word recognition.[39] In addition, Schiefele also stated that in order to achieve a certain level of vocabulary acquisition, learners must utilize a number of techniques in order to be successful in their learning process.[40] According to Scott and Ytreberg, effective learning necessitates adequate supporting teaching materials in order to maximize learners' ability and achievement.

This is backed by James' assertion that teachers have a significant role to play in determining the sustainability of student acquisition. [41] This is due to the fact that students are particularly interested in receiving vocabulary instruction. Teachers or tutors play an important role and bear a great deal of responsibility for ensuring the success of language learners through vocabulary mastery. Thus, a successful vocabulary Learners are influenced not just by how they learn, but also by how they are perceived. There are ten concepts identified by Richards and Renandya as ensuring vocabulary learning. include selecting suitable words, focusing on various aspects of words, progressing from easier to more difficult vocabulary-related activities, limiting forced During the early stages of learning unfamiliar words, semantic elaboration occurs, encouraging student's attention during the classroom activities, accommodating cues from the environment, exposing students to the function of dictionaries, and exercising repetition through use of words as a result, the researcher

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[39] Ismail, Zaid, Mohamed &Rouyan, *Vocabulary Teaching and Learning Principles In Classroom Practices*, (Arab World English Journal (AWEJ): 2017) 1-17
[40] Ibid
[41] Ibid

underlined the significance of using these concepts on a regular basis to guarantee that all students participated in vocabulary activities and retained their knowledge.

According to Rifkin, the A community is a group of individuals who share the same basic principles, organization, and interests and live in the same designated region.[42] Supported by Costello define community as a group of individuals who have the same cultural and historical history and live in the same area.[43] It means that the community is conducted by a group of people in a particular area which is characterized by a sense of identity. A community is a place to share a common interest and frequently communicate. According to Boothroyd, a human system of more than two individuals in which members interact intimately over time, conduct and activity are governed by collectively-evolved norms or collective decisions, and members can freely secede. There are numerous communities which have different interests all over the world. One of them is the English community. It is an educational community consisting of a group of people that have the same interest and desire for learning English. The English community can be in or outside the school environment which is guided by a teacher or tutor to give additional knowledge about English proficiency.

Furthermore, the teacher will supply information, role models, and a range of speaking practice chances; these activities are critical to the

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[42] William R. Brieger, *Definitions Of Community*, (The Johns Hopkins University, 2006)1-68

[43] Nurul Laila Farid, *Practice of English Community To Facilitate The Students At MAN 2 Tulungagung,* (Indonesia: IAIN Tulungaggun, 2018)1-54

students' success. Morley states that the role of the teacher is viewed as one of assisting learners, something like a coach; a speech coach People usually join the English community to improve their English ability in a particular area. According to Yanti[44], it is beneficial to form a group where students can meet on a regular basis to practice their English. A club can also be characterized as a community. Hence, by this community learners can meet others with the same interest to rebuild their motivation and get a good atmosphere to practice their English.

4. **English Camp Program**

   a. **The definition of English camp program**

   Due to the conventional language teaching by most of the English teachers in Indonesia, the English class' scene seems. Consequently, the Students do not have the opportunity to practice their English knowledge and vocabulary; they tend to keep language knowledge as a hidden gem. PRORINMADU (Program Rintisan Madrasah Unggul) of MTsN 2 Kediri initiated a fun learning program named Language camp program. In line with the argument from Mahmoud and Tanni[45] that having fun and playing games while learning a foreign language was crucial. Enjoyable practice can boost students' enthusiasm to study, especially in the English language.

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[44] Kusumadewi, Hermariyanti., *The Effects of Using Duo lingo Towards Student's Vocabulary Mastery (An Experiment of Junior High School Students at Omega Saints Institute)*. (Indonesian Journal of English Teaching) 7.2 (2018): 172-186.

[45] Meida Rachmawati, *The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia*, (Indonesia, Universitas Ngudi Waluyo,2020)1-9.

Moreover, language camp offers 3 different languages to develop such as English, Arabic, and Javanese.

One of the favorable programs is English camp. This program has been implemented since 2010 until today. This program runs every 6 months in every academic year. Ismail and Tahir highly recommend that English camp activities be used to improve and increase students' English skills. Supported by park[46] research who deeply study English camp as a method in Korean-Japanese students. The findings show that the Korean-Japanese English Community is a successful program for improving English teaching in Korea. For a longer period, he studied the deepening of English in Korea and realized that English Camp takes a unique approach to student learning and teaching outside of the classroom.

In this thesis, the researcher will focus on the English camp program. English camp program is a program to support students' learning process through informal cases. PRORINMADU (Program Rintisan Madrasah Unggul) tries to facilitate the students with a fun, active, and creative learning atmosphere outside of the formal classes.

b. **The aim of English camp program**

This program's main goal is to provide a fun learning environment for participants outside of their normal classes. That is to assume that it emphasizes enjoyment and fun in practicing English through real-life

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[46] Meida Rachmawati, *The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia*, (Indonesia, Universitas Ngudi Waluyo,2020)1-9.

activities such as games, sports, seminars, and outdoor activities, as well as encounters with fluent speakers. This event is also expected to increase students' enthusiasm for learning English. Further they get abundant opportunities to enrich their vocabulary and practice the language.

5. **Students' Responses**

A response is an action or feeling triggered by a stimulus. Response, according to McKechnie, is "an behavior or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation."[47] According to John H. Harvey, One of the main souls' feedback can be perceived as an observational memory image, which has stopped, leaving only an impression. Steven M. Chaffe in Subandi separated the response into three sections. First is cognitive, it is a respond that is closely linked to a person's expertise and awareness. This response occurs when the audience's understanding or perception changes. The second type is effective, which is concerned with emotions. This respond occurs when the audience's opinion of something changes.

The last is cognitive. It refers to responses to actions, including action or habits. As previously stated, Action occurs only once in a while, whereas habits occur on a regular basis. [48]According to Soenarjo, the phrase "response" refers

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[47]BerlianAprilianaRachmatillah*, Facilitating Students' English Vocabulary Learning Using Make A Match Technique; A Case Study At The Eighth Grade SMP Negeri 1 Prigen*, (Indonesia: UINSA, 2019)1-74

[48]Laily Nur Rosyadah, *Students' Responses Toward The Implementation Of UP-U (Unggulan Prestasi -Prestasi) Program At SMPN 19 Surabaya*, (Indonesia: UINSA, 2019) 1- 52

to the activity of communicating. And this activity was expected to have results and called as an effect. Communication activity offers the effect of response by the speakers.[49] It refers to the answers to the communication. There are 2 types of communication: verbal and nonverbal. Agus M Hardjana stated that the use of words in communication, whether spoken or written, is referred to as verbal communication.[50] However, most people use the word to represent only the spoken language. The verbal aspect of communication is all about the words that you choose, and how they are understood and interpreted.

Susanto defines response as a reaction that includes acceptance or rejection, as well as an apathetic attitude toward what the communicator is conveying in his message. Opinion and attitude are two types of responses. The difference between an opinion and an attitude is that an opinion is an overt response to an issue communicated through words, spoken or written, but an attitude is a concentrated emotional and personal response. It is the proclivity to respond positively or negatively to people, objects, or situations.[51] Response was described by Harvey Smith in Ahmadi journal as a state of readiness for selecting a positive or negative attitude to an object or situation. Ahmadi[52] said that positive and negative responses should be separated into two categories. A positive respond, behavior, or attitude is one that accepts, demonstrates,

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[49]Soenarjo dan Djoenarsih S. Soenajo, *Himpunan Istilah Komunikasi*, (Indonesia: Liberty Yogyakarta, 1983), 1-25

[50]Agus M. Hardjana. *Komunikasi intrapersonal & Komunikasi Interpersonal*. (Indonesia: Penerbit Kanisius Yogyakarta, 2003), 1-23

[51]Laily Nur Rosyadah, *Students' Responses Toward The Implementation Of UP-U (UnggulanPrestasi-Prestasi) Program At SMPN 19 Surabaya*, (Surabaya: UINSA, 2019) 1- 52

[52] Laily Nur Rosyadah, *Students' Responses Toward The Implementation Of UP-U (UnggulanPrestasi-Prestasi) Program At SMPN 19 Surabaya*, (Surabaya: UINSA, 2019) 1- 52

suggests, approves, admits, and applies the standards in the environment in which the individual is situated. Meanwhile, a negative response is a response, action, or attitude that demonstrates or indicates rejection or disapproval of the norms in the environment in which the individual is located. Those are two responses commonly used by people in their everyday lives.

B. **Previous Studies**

Thus, several studies have been conducted that are linked to this research. First, the research managed by Rosyadah.[53] This research aimed to learn how pupils respond through the use of the UP-P *(UnggulanPrestasi-Prestasi)* program at *SMPN 19 Surabaya.* The method of analysis utilizes descriptive qualitative methods by asking 6 pupils in the 1st grade. The objective of this research was to find out the students' responses and challenges toward this program. As a result, the Students' responses are mixed, ranging from good to negative. However, the majority give the statement that the application of this Program was beneficial for them.

The second previous study also related to students' responses carried out by Rahmawati[54], and focused on students' responses and challenges towards the use of a theme-based approach to teaching in the EYL class. The subject of this investigation was the subject of this investigation was the third graders in a Bandung primary school. The method used was action research which data

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[53]Ibid.

[54]RismaRahmawati, *Students' Responses toward the Implementation of Theme-Based Teaching in EYL Class*, (Indonesia: Universitas Indonesia, 2014)

collection techniques were observation and interview. The result revealed that the Responses of students to the reading exercises were positive by energetically experiencing each agenda.

The third was from Ismail[55]. The data for the study comes from English camp activities held by the University Sultan Zainal Abidin's Faculty of Languages and Communication in Terengganu, Malaysia. This research used a quantitative method which detailed questionnaires as a data collection technique. This research explores students' impressions of camp activities. Next, the results indicate that students have optimistic opinions on the activities of the EC. The students gained many advantages and were extremely pleased with the programs, notably the facilitators.

By similarities, a study by Stella Prancisca[56] focused on an English camp program. This program offers a fun learning atmosphere which has various activities such as singing, games, and seminars. The participant of this research was a member of Camp America community learning. The method used by this research was qualitative, with a questionnaire and observation as data collection techniques. Further, the finding showed that this camp was very beneficial. Participants will be immersed in the target language and Western culture, as well as media that can then be adapted to real-life practices to improve their comprehension.

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[55] Nur Salina Ismail, *English Camp Activities: A Strategy to Enhance Students' English Proficiency,* (Malaysia : University Darul Iman, 2011)1-12

[56] Stella Prancisca , *Fun Meets Knowledge: English Enrichment through Camp America,* (Indonesia : UPT Bahasa, Tanjungpura University, 2019) 1-5

Fifth,the scientific research was conducted by Agustina[57] from UINSA. This research was aimed to measure the effectiveness of English video songs in teaching English vocabulary which was observed and analyzed from the student of 7th grade of MTs ManbailFutuhTuban. And taking 60 students as a sample, the approach of this study was quasi-experimental with pretest and posttest. The overall finding showed that English video songs were quite effective to enrich students' vocabulary mastery.

Next, the research related to vocabulary mastery by Hakim[58]. This research aimed to decide the way how Telegram can facilitate students' vocabulary mastery and know-how the responses of the use of it. The data was gathered utilizing B. Miles and Michael Huberman's interview and observation standards. The respondents of this research were 1 English teacher and 5 students of SMPN 1 Surabaya. These studies suggest that Telegram has a positive impact on students' learning development. The learners do the discussion of a particular subject through a telegram group and give each other feedback. On the basis of these activities, students can acquire new words and Produce both orally and in writing products.

The last research was written by Eni Ernawati research on students' perceptions of English learning through the euro week program. This research used descriptive qualitative method. The result shows that the total scores determine that the English learning program in Euroweek was significantly

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[57] Nur Halisa Agustina, *Usingenglish video songs to improve the students' vocabulary mastery at mts manbail futuh tuban ,* (Indonesia: UINSA, 2019)1-60

[58]Farkhi Faishol Hakim, *The Use Of Telegram To Facilitate Students' Vocabulary Learning At SMPN 1 Surabaya*, (Surabaya: UINSA, 2019) 1-85

impactful for the students, mostly in improving their speaking and listening skill through its integrated activities.

Based on previous study mentioned earlier, which is concerned about several different subjects, such as students' responses to farious programs, English camp, and students' vocabulary mastery is very useful as an extended reference or resource of this research. The previous study will be linked to this study due to they have the same similarity of the topic.

CHAPTER III

RESEARCH METHOD

This chapter examines the characteristics of the researcher's primary approaches. This section covers the study design, research environment, data and data sources, research instrument, data collection technique, data analysis technique, and research stage.

A. Research Design

The study's objective is to explain the program promoted by the school to facilitate students' vocabulary learning. Qualitative research method is a research method for describing and analyzing phenomena, events, social activity, attitude, and individual and group perception. This research described the English camp program as a program to facilitate students' vocabulary learning. According to some qualitative theory outlined there are several ways to gather information such as the result of observation, document, and interviews in order to understand and explain the objectives of the study. Considering this purpose, this research used the data in the style of words, phrases, or sentences collected from observation of the English camp program, interviewing teachers, and also sharing the questioner to know the students' responses toward this program.

B. Research Setting

This research was conducted in MTsN 2 Kediri which is located in Jl. Kanigoro Kras Kediri. This school pointed as the strategies place to

collect the data due to the program offered by this school. Further, this school has been already applying for an English camp program which runs every 6 months. In this case, it will be possible to do a deep exploration about how this program influences their students' vocabulary mastery.

C. Subject of The Research

The participants of this program are the students who registered as students in PRORINMADU (Program Rintisan Madrasah Unggul) of MTsN 2 Kediri during the educational year 2020-2021. PRORINMADU covers the students in excellent classes starting from seventh up to ninth grade. According to Warren, qualitative research interviews are at least 20-30 participants.[59] However, for this study, the researcher limited the sample from 8th and 9th grade students as representative samples and did not take students from grade seven because they have not attended the English camp program. The total population was 50 students with 26 students in 8th grade and 24 students in 9th grade. In addition, the researcher also interviewed 3 different teachers, they are teacher 2, as the head of PRORINMADU, teacher 1 and teacher 3 as the tutors of the English camp.

D. Data and Source of Data

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[59]Gde Indra Bhaskara, Penggunaan Metodologi Studi Kasus *; Filosofi, Metodologi Dan Metode,* (Indonesia: Program StudiDestinasiPariwisataFakultasPariwisataUniversitasUdayana, 2017) 1-31

Relating to the primary research questions of (1) how is the implementation of English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri? To respond to the research question, the data needs to be collected to show how the English camp program can support students' vocabulary learning. The second (2) What are the students' responses to the adoption of an English camp program at MTsN 2 Kediri to help students learn vocabulary?. The information is based on student responses to English camp programs. Data on the implementation and responses toward this program at excellent classes of MTsN 2 Kediri was collected from the institution which is PRORINMADU (Program Rintisan Madrasah Unggul), tutor/English teacher, the student and the actual process of the English camp program. The source of information on students' responses to the implementation of English camp program is one class in every grade of students in excellent class who join the English camp program.

E. Data Collection Technique

According to Creswell, the problem, context, issues, and lessons learned should be the structure of a study. Data is gathered from a variety of sources, Interviews, archival records or papers, physical objects, and audiovisual elements are all examples of direct or participant observations. The researcher must spend time with the persons who are being studied

on-site.[60] To collect the data on the types of observation result and students' responses through English camp conducted by PRORINMADU (Program Rintisan Madrasah Unggul) of MTsN 2 Kediri. The data was gathered by the researcher through interviews and observation.

1. **Observation**

   Observation was managed regarding the implementation of the English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri. According to the website of the St John's University of Tanzania, observational research entails observing or seeing behavior and in the systematic way keeping track of the observations. It means that acts like watching, viewing, and paying attention to the object of study include observation. The researcher can use recording to supplement their observation, allowing them to not only observe but also analyze in depth.[61]

   Due to the pandemic, the researcher could not follow this program. However, she did the observation through the documentation in the form of images and videos which are archives from school. The researcher has two ways to observe this program. First, she asked for the school permission to access the documentation of the program and observe the teacher and student's activity at the same time as the interview moment. Second, the researcher

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[60] Carrie Williams, Research Method, (Journal of Business & Economic Research: 2007), 1-8

[61] BerlianAprilianaRachmatillah, *Facilitating Students' English Vocabulary Learning Using Make A Match Technique; A Case Study At The Eighth Grade SMP Negeri 1 Prigen*, (Surabaya: UINSA, 2019)1-74

memorized this program due to the fact that she has already been a part of this program three times.

Further, the researcher observed the situation; condition, and how vocabulary is enriched by this program. The researcher observed the students' activity through photos and videos shown by the head of PRORINMADU. It's supported by the active participation of the researcher as an alumnus who has participated in the program three times. Further, the teacher also gives the detailed information through interviews related to the student's activity in this camp. In this study, the response and process of students' learning were significant.

2. **Interview**

The focus of the interview was to gather information. about the implementation of an English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri. The researcher interviewed the committee of the program which is an English teacher and the head of PRORINMADU. The data for the study was gathered through semi-structured interviews. Rubin & Rubin[62] She adds that the semi-structured interview is a more adaptive variant of the structured interview since it allows the interviewer to explore and expand on the interviewee's comments, providing for additional depth of information.

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[62]Hamza Alshenqeeti, *Interviewing as a Data Collection Method: A Critical Review*, (United Kingdom: Newcastle upon Tyne, 2014)1-7

The interview took place at MTsN 02 Kediri, which is located in Kanigoro, Kras, Kediri. The time is based on participants' convenience.The researcher used interview guidelines . Furthermore, they prepared questions and created good conditions to form a conversation with the interviewer. The activity covered the first research question about how English Camp Program facilitates students' vocabulary learning.

3. **Questionnaire**

This Questionnaire is used as a self-report data collection instrument which has several lists of questions filled out by research participants and appropriate with the research problem. The questionnaire answered the second question related to the students' responses and feelings toward the implementation of this program.

The function of the questioner is to obtain the information related to the Participants' thoughts, feelings, attitudes, beliefs, values, and perceptions. In this research, the questionnaire using Google form was distributed online through a class group after getting permission from the school. This is because students already use online class mode. After two days of collecting data, the researcher had comprehensive information from 50 students.

F. **Research Instrument**

The researcher utilized the instrument to collect all of the data needed for this investigation in this area. Sugiyono theory described that

in qualitative research; the instrument is the analyzer themselves.[63] Due to this, the researcher should be validated by themselves about their capacity to engage the research. The researcher can get these data by adopting the following instruments:

1. **The documentation of the program**

    Program documentations were in forms of video and photos. The researcher looked at the activity notes which are at the school archives related to English camp activities and how this program enriches the vocabulary of students. The videos and photos have been used as additional data in answering research questions(RQ 1) related to the implementation of this program.

2. **Field note**

    In this study, the researcher took notebooks. The researcher writes each and every activity in a systematic way which is the result of interviews and viewing videos. Field note supported to answer the research questions (RQ 1).

3. **Interview guideline**

    The interview guideline includes a tool to answer the 1st research question about how the English camp program at MTsN2 Kediri helps students learn about vocabulary. An interview guide is a list of issues or questions that the interviewer desire to cover during the interview

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[63]Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung : ALFABETA, 2008)

process. This interview was followed by eni ernawati's[64] interview of English learning through the euro week program. The researcher observed how Eni Erawati handled her data when she used the Likert scale questionnaire There are 21 questions related to the general information (12 questions) of the English camp program and 5 aspects which build students' vocabulary acquisition related to the material (1 question), teacher strategy (4 questions), media(2 questions) , assessment (1 question), and class management (1 question).

4. **Questionnaire**

In this research questionnaire was used as a self-report data collection instrument which has several lists of questions filled out by research participants and appropriate with the students responses (RQ 2). The function of the questioner is to obtain the information related to the research participants' ideas, feelings, attitudes, beliefs, values, and perspectives.

Therefore, the researcher will use close-ended questions specifically Likert Scale Multiple Choice Questions from ResisLinkert.[65] This questionnaire gets effective when the sample population of respondents is from several levels and homogeneous.[66]This Question, normally are 5 pointers or above scale

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[64] br Pane, Eni Erawati, Rahayu Apriliaswati, and Urai Salam. *"students'perceptions on english learning through euroweek program*." Jurnal Pendidikan dan Pembelajaran Khatulistiwa 10.7 (2019).

[65] Linkert Rensis, "A technique for The Measurement of Attitudes" Archives of Psychology, 1-55

[66] Close Ended-Questions, (https://www.questionpro.com/close-ended questions.html#:~:text=1.,which%20they%20agree%20or%20disagree), (Accessed December 25,

questions where the respondent is required to fulfill the questionnaire that requires them to show the respondents' level of agreement. The questionnaire's test items were modified to form 17 questions. 5 items deal with Students feeling, 2 items deal with Students' attitudes, 3 items deal with beliefs and values and 7 items deal with perceptions of research participants captured by their responses in teacher strategy.

G. **Data Analysis Technique**

After getting the meaningful data in the field survey, the researcher will transcribe the data. The data were divided into three categories, which include observation data, interview data, and questionnaire data. The interview and observation data will be analyzed using a descriptive qualitative design by Creswell. Next, the questionnaire data will be analyzed using MohPabunduTika's theory.[67]

1. **Interview and observation data**

First, interviews and observation data analyzed using Creswell theory. According to Creswell, there are six processes to exploring data: managing and preparing data analyzing all data, coding data, developing

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[67]Anninta Muslimah, *a survey on the use of google classroom in english language education department of islamic university of indonesia*, (Indonesia: islamic university of indonesia yogyakarta, 2018)1-70

a report or theme for analysis, linking themes or descriptions, and diagnosing the meaning of themes or descriptions.[68]

a. **Data Organization and Preparation**

The researcher sorts out the data observation in the first phase, recording the raw data from personal interviews, observations, and other sources of qualitative data gathering on a recorded sheet. This is comparable to data documentation, which is the data collection's continuous level.

b. **Reading through all the data**

Second, the researcher used video to transcribe the observational data, and field notes. The content of the video was the teachers' strategy, and challenge while teaching in the English camp program. Then, All of the data results were read by the researcher.

c. **Coding the data**

Creswell defined coding as the procedure for dividing into segments and categorizing text in order to create explanations and comprehensive themes in data. It is the process through which the researcher gathers or 'tagged' content regarding a specific idea.[69] In a simple way, it can be defined as the process of changing the result of data into the script. In this case, the researcher sorted the data into

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[68]BerlianAprilianaRachmatillah*, Facilitating Students' English Vocabulary Learning Using Make A Match Technique; A Case Study At The Eighth Grade SMP Negeri 1 Prigen*, (Surabaya: UINSA, 2019)1-74

[69] Babatunde Femi Akinyode, Step by step approach for qualitative data analysis, (Malaysia: Faculty of Built Environment, UniversitiTeknologi Malaysia,2018)1-12

several facts related to the teachers' strategy, and challenge. Next, the coding process is accomplished by highlighting the main data which means giving multiple different signs for each main point. The researcher will identify and classify views expression that exists on the data collection instrument depending on the variable being studied.

Example:

Subject 1: Before starting the material in the camp class, I often give a game that can call back background knowledge of students so that they are more interested when they start to get into the material. For the challenge sometimes I feel students are a little less concentrated.

Subject 2: If in class students receive standard lessons but, in this camp the tutor try to put more emphasis on practical communication, besides that we provide games challenge to encourage their creativity. As a challenge, they still have difficulty in pronouncing sentences, but they can be learned slowly.

Subject 3: I usually play songs and give scripts of lyric for them to enrich their vocabulary. But sometimes the class becomes too noisy and disturbing another group

Further, the researcher will code the data about teachers'
responses into two. The first is the strategies they use while teaching
in English Camp Class. Expressions showing this are highlighted in
yellow. Second is a challenge they are faced with while enriching
students' vocabulary, these expressions are highlighted in blue. This
section is to know the true meaning or gather information related to
the implementation of this program because sometimes the video
doesn't give enough information related to the teaching strategies and
challenges. Then the researchers emphasized the necessary data to
concentrate on answering the research question.

d. **Coding process to generate a description or theme for analysis**

The investigator examines the outcome of observation and
interviews. Furthermore, the investigator used bold or code in every
meaningful statement. The function of this step is to make the
researcher easier to recognize to process the data's result. The fifth
step is Interrelating themes means that the researcher made a record
correlating between the result of interview and observation.

e. **Interpreting the meaning of themes or descriptions**

The data's output is translated into findings by the researcher.
Next, in the finding, the data was converted into detailed information
reports by the researcher. Information based on the results obtained.

[70] This research will figure out the implementation of the English camp program in facilitating students' vocabulary learning in MTsN 2 Kediri especially in the PRORINMADU program.

2. **Questionnaire data**

According to Moh Pabundu Tika's theory[71], there are four significant steps in analyzing the data such as editing, coding, tabulating, and interpreting.

a. **Editing**

Data editing is considered as the means of reviewing and adjusting the information gathered from the survey.[72] In other words, editing is the verification or correction of the data that has been collected, the aim of this is to minimize the errors contained in the field questionnaire and is corrective in nature.

b. **Coding**

Coding is a classification of the answers given to the respondent by type. The coding stage is carried out by the score and symbols in the respondent's answer.[73] It is used to mark each item of the student response to the implementation of the English camp program by providing a code in the form of a number for each answer in the questionnaire item. Next, the researcher will code the

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[70]BerlianAprilianaRachmatillah*, Facilitating Students' English Vocabulary Learning Using Make A Match Technique; A Case Study At The Eighth Grade SMP Negeri 1 Prigen*, (Surabaya: UINSA, 2019)1-7.

[71] Ahmad Rijali, *Analisis Data Kualitatif*, (Indonesia: UIN Antasari Banjarmasin, 2018) 1-15

[72] Ibid

[73] Ibid

questionnaire data using the SPSS program and transcript it into the form of a percentage. In this case, the researcher sorted the data into several facts related to the student's responses such as thoughts, feelings, attitudes, beliefs, values, perceptions of research participants.

Further, the researcher will code the data about thoughts and feelings into two. First is a positive feeling or thoughts such as enthusiasm, comfort, and confidence. Second is a negative feeling or thoughts for instance unwillingness and boredom. Dealing with attitudes, the researcher will ask the participants whether they have a good attitude or not while attending this program. Then related to the beliefs and values, the researcher will ask about the benefit or impacts that student's feel when joining the program. The last is about students' perception related to the teacher strategy used in this program. This move is to determine the true meaning or to look for information due to sometimes participants can say it implicitly.

c. **Tabulating**

Tabulation is a further step after giving code. Tabulation is a systematic and structured presentation of numeric data in columns and rows. In this stage, the data are entered in table form to make it easier to analyze. The table used in this study is a table frequency expressed in percent. Further, to quantify each student's responses, enter the score into the formula below:

M% = f/N x 100%

F   = the accumulation score of the students
N   = The Maximum score

Calculate the proportion of each statement using the following

formula:

$$\frac{students\ answer}{students\ number}X100\%$$

Finally, the researcher calculated the result of strongly agree, agree

and quite agree to become the positive perceptions. And the result

of disagree and strongly disagree as to the negative perceptions.

Then, further exploration will be analyzed in chapter 4.

d. **Interpreting**

Interpretation is the activity of drawing statistical inferences

collected after an analytical or experimental study.[74] This stage is

used to describe the data that is still in numerical form. This

explanation will support the researcher to describe the results of the

research.

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[74] Ibid

CHAPTER IV

FINDING AND DISCUSSION

The findings of the research were examined in this chapter. Findings and discussions cover all of the things that have been found throughout the observation by the researcher. It includes research. Those are: (1) How is the implementation of English camp program to make it easier for students to learn new words at MTsN two Kediri?, (2) What are the students' responses toward the implementation of English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri?

A. Research Findings

The research was run from June 16th – 26th 2021 to collect data on the English Camp Program's detailed implementation and students' responses toward this program. The total population was 50 students divided into 26 students of 8th grade and 24 students of 9th grade. In addition to supporting the data the researcher did the interview with 3 teachers. The outcome of the interview showed that teachers have a creative and conceptualized way on how to implement an English Camp program. They have interactive games and outdoor activities to enrich students' vocabulary. The detailed information of the English Camp implementation as follows:

1. The Implementation of English Camp Program

The early research question is 'How is the implementation of English camp program to facilitate students' vocabulary learning at MTsN 2 Kediri?. The data collected from observation checklist, questionnaire and

teachers interview. Further, the researcher found 5 crucial aspects that build the implementation of English camp program. Those are materials, teacher strategy, media, assessment, and class management.

a. Materials

The materials in this program were created based on the program's goals. One of the main goals were the students expected to improve their English language skills in four basic areas and gain additional experience learning English outside the classroom. So, to achieve all these targets the teacher also designs the proper module for this program which is useful in daily life but still guided by the curriculum. The material presented meets the requirements of three classes, particularly regarding grades 7, 8, and 9.

Based on interviews with three different teachers, information on the teachers preparing the module was collected. Teacher 1 stated that the *''teacher prepares a module containing material for students''* This statement by teacher 1 is confirmed by teacher 2 who mentioned that *''the teacher provides special material for the students.''* The materials, teacher 1 recalled

> ''*Consist of basic English such as basic conversation/speaking, vocabulary, grammar, pronunciation, telling picture, short dialogue, discussion instruction and game instructions''*

That statement from teacher 1 supported by the statement from teacher 2 and 3. The statement from teacher 2 recalled :

> *''Contents such as grammar and vocabulary as well as outdoor game and discussion instruction''*

Further the statement from teacher 3 recalled:

> *''Vocabulary, greetings, grammar, provided pictures, dialogues, and game instructions that will be played outside the room. And there are additional questions.''*

In addition, teacher 2 also gives additional information about the material guided by the curriculum *''in the module there are basic materials guide by the curriculum''*.

From the interview and supported by the result of observation of the module, the researcher concluded that the material presented such as basic conversation/speaking about bargaining, vocabulary of daily activity and greetings, grammar, pronunciation, telling picture, short dialogue, discussion instruction and game instructions. This module also supports the students with synonyms and antonyms of the word. In addition, the module also supports indoor and outdoor learning activities. The material presented is up to date and relevant. The module is also equipped with questions that students must answer individually or in groups.

b. **Teacher strategies' in Teaching**

According to the interview result with 3 teachers who taught the English camp program, it was said that this program was a well-organized program. The strategy offered by this program were indoor and outdoor learning activities with the funniest atmosphere. This statement according to the interview result from teacher 2 *''there are two types of activities indoor and outdoor''* and dominate by outdoor activity based on the statement from teacher 1 *''there are lots of activities, and what dominates*

are outdoor activities.'' Further, there are many activity offered by this camp, the statement from teacher 1 recalled:

> *''Outdoor activities such as group discussions, role play by the teacher outside the room. The students are also allowed to talk with friends without having to be afraid when they make mistakes, mini outbound, sing a song, inauguration night.''*

This statement was supported by the teachers 2 and 3 by giving additional activity. The teacher 2 stated

> ''*outdoor activities, such as interacting with native speakers, inauguration nights, and lots of games''* and teacher 3 said *''there are many activities such as mini outbound, shopping games, inauguration night and some indoor activities''*

From the interview data and observation result we can conclude as follow:

1. Indoor Activity

Indoor activity is an activity that takes place within the confines of a room. Typically, they are made up of a small number of people. Follow are indoor activities promoted by the English camp of MTsN 2 Kediri:

a) Pre-test

Before the camp, the tutor gave the students a pre-test as an activity in the first meeting. The goal was to understand how far the students' English skills are up to now. The test was delivered by the tutor dealing with the given materials. Students are given 50 multiple choice questions related to Basic English such as grammar material. The purpose of delivering this material is to make the students know about the forms of basic tenses. Further there is also

material related to daily activities such as greetings, daily vocabulary, names of months, days, and daily conversation.

b) Class Meeting

The activities in the English camp are delivered as if they were in another country. All communication activities are always done in English, therefore this situation makes participants have to speak and practice their vocabularies and their sentences. In a class consisting of about 15 to 20 combined students from 8th - 9th grades with 2 tutors. The activities in the classroom are studying the modules that have been given, building closeness, and preparing for challenges outside the classroom.

c) Post Test

To understand the students' skill improvement in four aspects, the researcher used a post-test that had the same questions. Students should be expected to answer more questions correctly on the same test at the end of a program as a result of their increased knowledge and understanding. Based on table 4.1, the data for the pre-test and post-test scores of 20 students are presented. In addition, according to the findings of three tutor interviews, most of the camp participants improved their grades to a better level

Table 4.1 The Result of pre-test and post test

No	Name	Pre-Test score	Post-Test Score	Note
1	Student 1	75	85	Increase
2	Student 2	65	80	Increase
3	Student 3	80	80	Stagnant
4	Student 4	80	90	Increase
5	Student 5	70	85	Increase
6	Student 6	75	80	Increase
7	Student 7	50	75	Increase
8	Student 8	75	80	Increase
9	Student 9	70	70	Stagnant
10	Student 10	65	75	Increase
11	Student 11	70	80	Increase
12	Student 12	75	85	Increase
13	Student 13	60	80	Increase

14	Student 14	70	80	Increase
15	Student 15	65	75	Increase
16	Student 16	55	70	Increase
17	Student 17	50	75	Increase
18	Student 18	75	85	Increase
19	Student 19	80	90	Increase
20	Student 20	65	85	Increase

To make it clear, as shown by their pre-test and post-test results. It can be seen from the chart below:

Table 4.2 Students' Score Improvement
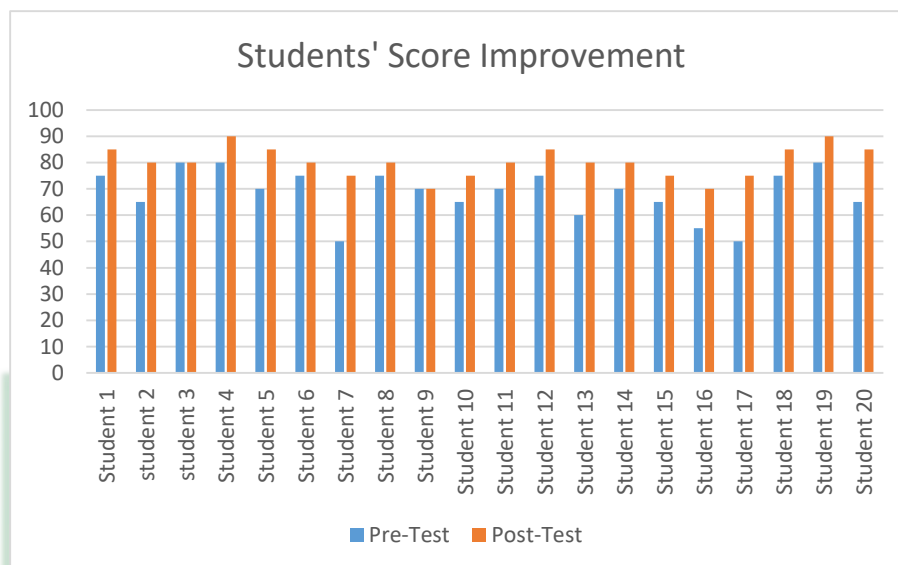
By knowing how far students have progressed on the test indicates that they have a better understanding of the questions. If students had previously struggled to interpret the questions and their meaning in Indonesian, by participating in this camp increased their vocabulary related to exam questions. This is what allows students to answer questions more easily. In other words, the implementation of an English camp program to facilitate students' vocabulary learning was successful in providing a good nuance of learning English.

2. Outdoor Activity

Outdoor activities take place in a natural setting. It could be green space or being close to nature. According to the interview result,

talk about the particular area used to conduct this program proved that this program offers an outdoor activity. Teacher 1 stated that *''this program was conducted inside and outside the classroom''*. This statement was confirmed by teacher 2 when answered the question related to the students' enthusiasm *''I think it's very interactive with various indoor and outdoor activities''.* Another confirmation comes from another topic asked by the researcher about the difference between the English camp program and regular classroom. Teacher 1 stated that ''*the English camp program students are allowed to study outside the room''.* These are some outdoor activities offered by English Camp Program:

a) Group Discussion

Picture 4.1 Outdoor Group Discussion

Having a group discussion is a two-way process that can be extremely beneficial. In this situation, the objective of the group discussion is to cover students' interaction using the vocabulary they have learned in modules and classes. In addition, a student who goes through the process gains a better understanding of their thoughts, ideas, and beliefs. They can learn from the process of

thinking through a problem and coming up with an appropriate solution or conclusion. Then, they can exchange their creative ideas of preparing the inauguration night and creative wall magazines.

b) Free talking

Picture 4.2 Free talking

Free talking is a form of communication between students in pairs who are given subjects to discuss by the educators. Students are free to speak with their partner in English. Teachers are responsible for supervising student conversations and assisting students who have problems with vocabulary.

c) Role play

Picture 4.3 Teacher's Role Play

Role-playing is another way for the students to speak and practice their new vocabulary. Students consider themselves in a range of social situations and playing various social roles. During role-playing, the teacher informs the students about themselves,

such as who they are and what they believe or feel. Then, "You are a shopper, go to the market," the teacher can tell the student. and buy some food. Then the other student will act as a seller who offers his basic needs. They will be given an example first by the teacher and then practice it in the schoolyard with their friends.

d) Outside Challenge

Picture 4.4 guessing word game

Outside challenge is one of the situations used in English camp to provide participants with a new atmosphere. As students spend so much time these days inside and mostly sitting down in the classroom, the English Camp provides an amazing chance to move around and play interactive games. This is an activity of entertaining games with educational content, which involves students. Games are held relating to vocabulary mastery, speaking, and writing activity which helps students to raise up memory and also serves as a refresher for the students. The most activity offered by this camp is an outdoor game which divides the students into groups of 10 up to 15 students. There are many games such as

whisper games, guessing word games, shopping games, outbound games, picture cards, singing a song together etc.

e) Inaugurations' night

Celebrate Inauguration Night with these entertaining performances and creative competitions. There are five groups, every group consists of ten up to fifteen members. Each group is given the opportunity to perform their best work, which must be in English. There are numerous performances available, including theatrical dramas, acoustic music groups, poetry readings, and stand-up comedy groups. They also displayed creative wall magazines that they had previously created in groups. It contains many imaginative works, such as short stories, poetry, rhymes, and various painting art. The raw material of wall magazines is also environmentally friendly; such as woven coconut leaves. This was a memorable moment for all of the students, and there was also a very entertaining drama performance by the tutors. They learned a lot of things in a fun and memorable way. One of the teachers gave a motivational speech at the end of the session.

f) Talk with Native

One of the most enjoyable and unforgettable activities is the representation of foreign speakers. According to PRORINMADU's head, teacher 2, they will invite different foreign speakers every year. She believes that students who learn a foreign language

should be concentrating on the details that are related to the native speakers. When interacting with a native speaker, students will not only have the opportunity to enhance their pronunciation and language learning skills, but they will also have the opportunity to learn much more about foreign culture. Students are given the opportunity to meet foreign speakers and ask a variety of questions, which are promptly answered by the native speaker.

c. Media

When it comes to teaching and learning, the teacher places more emphasis on the techniques used to support student activity rather than using a variety of media. It is supported by a statement from teacher 3 that use of modules for the teaching media *''we use the module as a learning media and media that we usually use in class, we just modify the learning activities''*. Further, the teacher uses the basic media supported by the statement from teacher 1 *''we use standard media such as whiteboards, markers, picture paper, flash cards and modules''*. The additional media the teacher takes from nature. It's according to the statement from teacher 2 :

> *''We use the media like the media in general learning in class. But there are also media that we take from nature when learning shopping material, we use leaf as money. One of the groups also uses coconut leaves as a wall magazine on the night of the inauguration''*

In summary, the researcher concluded that the teacher used simple media such as whiteboard, marker, paper, some printed paper, and flash

cards. In addition, the teacher uses various natural media such as leaves as

money in the shopping game. And from the observation result, the teacher

uses the speaker to play the music and sing a song together.

d. Assessment

For the assessment, the teacher assesses four aspects of students'

main abilities. According to the statement from teacher 1 *''There are four*

main aspects that are assessed, namely speaking, writing, reading, and

listening''. The teacher also uses the assessment rubric based on the teacher

2 statement *''We have an assessment rubric that is used to assess student*

learning progress such as speaking, reading, listening, and writing''. The

teacher 1 statement detail as follow:

> *There are four main aspects that are assessed, namely speaking,*
> *writing, reading, and listening. For speaking is assessed when they*
> *have conversations with friends or when speaking in front of the*
> *teacher. Writing is from pretest and post test*

This is also supported by teacher 2 statement related to the how teacher

Score the students. The detail statement as follow:

> *''We have assessment rubric that is used to assess student learning*
> *progress such as speaking, reading, listening, and writing. We*
> *assess students' listening and writing skills from the summaries they*
> *write during a seminar from native speakers. Besides that they are*
> *also asked to have a conversation with friends which will be*
> *assessed as speaking value. The score of writing can be seen from*
> *how they tell a picture in a group game, and reading can be assessed*
> *from their fluency when asked by the teacher to read in class''*

In addition, the teacher also score the students from their creativity, it's

Proven by the statement from teacher 3

''We score from every activity that students do, we assess student activity and creativity. But because of the pandemic we haven't held an English camp event for a long time''

As summarized, students' speaking skills were evaluated based on how engaged they were in speaking during group discussions and the activeness of students in asking questions during the program. Then, students' writing ability is assessed from the outside challenge which challenges the students to compose stories in groups and summarize the native speaker. From the listening ability, they evaluated based on how well they understand native speakers' discussions and their ability to listen to English music. Next reading ability is assessed from how the fluency of their reading in a class meeting. It is also provided with a pre-test and post-test in the assessment, which is a measure of the students' ability in English. According to the results of the pretest and posttest, shows good progress especially in acquiring new vocabulary during the program.

e. Class management

Because most activities take place outside the classroom, the teacher is unconcerned about the seating arrangement. On the other hand, even though there are many participants in this program, the instructor still pays attention to every stage of learning and the physical distance between students since they are separated into groups, and sets the number of students in a class of no more than 20 students making students more focused on the learning process. Related to time management, this

program prioritizes discipline so that activities do not exceed the estimated time.

2. Students' Responses

This finding was obtained from questionnaire data collected from 50 students in grades 8A and 9A in the academic year 2020/2021. The researcher used three points of questioning to determine the students' attitudes toward participating in this camp. They are how students acquire the new vocabulary (Represent in questions number: 7, 9, 10, 11, 12), how they use vocabulary (represented in the questions number: 1, 3, 4, 6), and how teachers discipline the use of vocabulary (represented in the questions number: 5 and 8). Further, the researcher used a Likert scale questionnaire and obtain the following information:

The first group of the questionnaire which is numbers 7, 9, 10, 11, 12 was aimed to find out how students acquire the new vocabulary. The findings revealed that 88% of the 50 respondents strongly agree and 12% agree that indoor and outdoor activities help encourage interest among students during the learning process which is developing their input of new vocabulary. Regarding the students' vocabulary input supported by the habit of bringing a dictionary to every activity in this program showing the strongly agree (90%) and agree (2%). Another source of information came from Task Repetition, which consisted of regularly presenting words throughout the Module point strongly agree (70%), agree (18%), and quite agree (12%).

In addition, develop students' vocabulary by memorizing some of the vocabularies that have been provided in the module express strongly agree (84%), agree (8%), and quite agree (8%). Next, English camp helps the students to acquire new vocabulary by doing real situations like pair or group work rather than memorizing. they strongly agree (80%), agree (16%), and quite agree (4%).

The second consideration is how the students use the vocabulary (represented in the number of the questions: 1, 3, 4, 6). According to question 1 which stated that English camp helps them to select appropriate words to use when they speak or write in English, the responses strongly agree (80%), agree (10%), and quite agree (10%). In line with this statement, the other statement that English camp helped them to find out the synonym and antonym and used it in speaking and writing practice points out the responses of strongly agree (84%), agree (10%), and quite agree (12%). Next, in this camp, the students must speak in English and touch on the students' responses by 88% strongly agree and 12% agree. The last, regarding the statement that the tutors allow them to make grammatical mistakes and help me to correct them, points out the responses of strongly agree (82%), agree(6%), quite agree (10%) and disagree (2%).

The third section reveals the students' responses to how teachers discipline the use of vocabulary (represented in questions number: 5 and 8). Regarding the statement that the tutor provides punishment if the students are not speaking in English, point out the responses of strongly agree (60%),

agree (28%), and quite agree (8%). Next, the statement that the teacher allows the students to use the gesture when they have difficulties regarding the word choice in speaking context shows the response of strongly agree (74%), agree (20%), and quite agree (6%).

After gathering data from student responses through a questionnaire, the researcher entered the information into a formula. The total cumulative score treat using the formula represent below:

$$SA = \frac{F(The\ total\ score\ of\ the\ students)}{N\ (The\ maximum\ score)} \times 100\ \% = \frac{473}{600} \times 100\% = 78.8\ \%$$

$$A = \frac{F(The\ total\ score\ of\ the\ students)}{N\ (The\ maximum\ score)} \times 100\ \% = \frac{84}{600} \times 100\% = 14\ \%$$

$$QA = \frac{F(The\ total\ score\ of\ the\ students)}{N\ (The\ maximum\ score)} \times 100\ \% = \frac{40}{600} \times 100\% = 6.6\ \%$$

$$D = \frac{F(The\ total\ score\ of\ the\ students)}{N\ (The\ maximum\ score)} \times 100\ \% = \frac{3}{600} \times 100\% = 0.5\ \%$$

$$SD = \frac{F(The\ total\ score\ of\ the\ students)}{N\ (The\ maximum\ score)} \times 100\ \% = \frac{0}{600} \times 100\% = 0\ \%$$

As a concluding paragraph, most of the students who join this program responded positively, counted 99.5%, and responded negatively 0.5%. It is referred to as strongly agree, agree, and quite agree are considered good responses, and disagree, strongly disagree are considered negative responses. The English camp program is beneficial to their English learning and also their vocabulary acquisition. This is evidenced by the majority of the questionnaires distributed showing a positive response.

B. Discussion

This section's goal is to find out the implementation of the English Camp Program to facilitate students' vocabulary learning at MTsN 2 Kediri. The findings of this research approved the success of the English camp program. The members of this program improved according to the questionnaire and pre-test result. There are two topics discussed by the researcher. The first is about the implementation of an English camp program to improve students' vocabulary mastery. Then, the second is about the students' responses related to the program. Those two things are discussed as follow:

1. **The Implementation of English Camp program**

   This research revealed the implementation of the English camp program has a good impact for students' vocabulary development. According to Yanti's theory[75] she stated that having a group where the students are allowed to practice their English on a routine basis is beneficial. A club can be described as a community. In this research, PRORINMADU (Program Rintisan Madrasah Ungula) is a community where students from MTsN 2 Kediri can develop their English language abilities by participating in one of their programs named English camp. The study on the implementation of the English camp program focuses on five aspects which support students' vocabulary acquisition, those are materials, strategies, media, assessment, and class management.

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[75] Kusumadewi, Hermariyanti., *The Effects of Using Duo lingo Towards Student's Vocabulary Mastery (An Experiment of Junior High School Students at Omega Saints Institute)*. (Indonesian Journal of English Teaching) 7.2 (2018): 172-186.

First, the most basic important aspect to assist students' vocabulary acquisition is material. According to Scott and Ytreberg[76]effective learning necessitates adequate supporting teaching materials in order to maximize learners' ability and achievement. Comparatively with their theory, in terms of literacy skills, this camp also provides authentic and non-authentic teaching materials. Western music and native speakers are examples of authentic teaching materials. Next, the non-authentic materials provided such as modules created by the teachers to cover the needs of the students. According to the interview result, the material presented includes basic conversation/speaking about bargaining, the vocabulary of daily activity and greetings, grammar, pronunciation, telling pictures, short dialogue, discussion instruction, and game instructions.

Further, to attract the students' interest, which is young learners, the teacher should use interesting, practical, and applicable media. Suyanto[77] noted that the young learners liked to visualize the materials. In line with this research, two previous research conducted by Agustina[78] and Hakim[79] from UINSA which focuses on English video songs and telegram shows as a media in enriching students' vocabulary shows the positive result. Comparatively with their statement, the interview results of 3 different teachers, this program also uses

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[76] Artini, Luh Putu. "Rich language learning environment and young learners' literacy skills in English." *Lingua Cultura* 11.1 (2017): 19-24.

[77] Nurefendi, Eko Arizal. "Media in Teaching English to Young Learners." *SKRIPSI Jurusan Sastra Inggris-Fakultas Sastra UM* (2015).

[78] Nur Halisa Agustina, *Usingenglish video songs to improve the students' vocabulary mastery at mts manbail futuh tuban ,* (Indonesia: UINSA, 2019)1-60

[79] Farkhi Faishol Hakim, *The Use Of Telegram To Facilitate Students' Vocabulary Learning At SMPN 1 Surabaya*, (Surabaya: UINSA, 2019) 1-85

various media. This camp uses three different types of media: first is conventional media such as whiteboards, markers, picture paper, flashcards, and modules. The second is natural media, such as leaves used as money in practice shopping materials and coconut leaves used by the group as a background for their creation during the inaugural night. And the last which is found in the observation result is electronic media such as the speaker playing the music.

In addition, the teacher strategy deals with the theory from Schiefele[80] that to acquire a sufficient level of vocabulary acquisition, the teacher must apply a variety of strategies to be effective in their learning process. One of the strategies offered by this camp is indoor and outdoor learning activity. First, the indoor activity offered by this camp such as pre-testing, post-testing, and class meetings in order to rebuild student connections and provide input for future outdoor activities.

Second, related to the outdoor activity Yildirim and Zylmaz Akamca stated that outdoor school environments provide students with opportunities for practice and experience, as well as direct interaction with the content they learn. In line with this theory, the English camp program tries to represent the fun outdoor learning atmosphere by using English as a daily language which supports students' vocabulary development. The numerous outdoor activities offered by this camp such as group discussion, outdoor free talking, role play, outside game challenge, inauguration night, and talk with native.

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[80] Ismail, Zaid, Mohamed &Rouyan, *Vocabulary Teaching and Learning Principles In Classroom Practices*, (Arab World English Journal (AWEJ): 2017) 1-17

Confirm by previous research conducted by park[81], the most effective way to teach English to Korean-Japanese students was through English camp. For a long period, He researched the improvement of English in Korea. English Camp takes a unique strategy to student learning and teaching outside of the classroom. As park's statement, this camp adopted the strategy of fun learning. It is proven by numerous outdoor games such as whisper games, guessing word games, shopping games, outbound games, picture cards, singing a song together and doing interaction with native speakers.

The other important aspect of students' vocabulary development is assessment. Earl and Katz[82] describe that assessment as learning stems from the premise that learning is more than just the transfer of information from teachers to students. But this is an active process of cognitive restructuring when the students connect with the new concept. In other words, through the assessment, the teacher can gain the information which helps them make better decisions in developing this program. They can also use assessment data to better understand their students' performance and to improve the applicability and effectiveness of classroom instruction.

In comparison with Earl and Katz's theory[83], this program also includes an assessment criterion that includes four primary components: speaking, listening, writing, and reading (Based on Interview data). Further, to support the

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[81] Park, J.K. Korea-Japan English Camp: *A case study of English immersion program in Korea. English Language & Literature Teaching,* (Korea, Honan University, 2006) 91-115

[82] Wiliam, Dylan, and Marnie Thompson. *"Integrating assessment with learning: What will it take to make it work?."* Routledge, 2008. 53-82.

[83] ibid

assessment data this program provided pre-test and post-test. Based on its results, the student made good development during the program, particularly in terms of learning new vocabulary. It's evidenced by the increase of 18 students' scores from a total 20 students.

Next, the other important point is class management which takes a crucial action in implementing the English camp program. According to Brophy, classroom management is creating a learning environment that supports effective instruction, establishing rules and procedures, and encouraging students' attention to lessons and participation in activities. In line with this theory, the English camp program also focuses on class management which groups the students into a group of 5 up to 10 to maximize the learning process and give the physical distance between them due to the numerous activity and body movements. Further, the teacher also limits the number of students in indoor learning to no more than 20 to keep students focused on the learning process. In terms of time management, this program emphasizes discipline so that activities do not take longer than expected.

As a summary, through this camp, the community tries to present a fun learning experience and tons of opportunities by engaging students in a variety of outdoor activities such as outside challenge, outside group discussion, free talking, interaction with native and inauguration night which encourage them to interact using English. In addition, this program also supports adequate material, numerous media, good strategy, class management, and assessment rubric. Consequently, PRORINMADU as a community expected that the students'

vocabulary mastering abilities improved after attending English camp. And it has been proven by students' improved communication skills as well as an increase in post-test scores.

The strange and weekness of this program

1. By joining this program, students get extra time to explore more of the material being taught compared to classes with limited time

2. students are taught by professional teachers with a qualified English educational background

3. English Camp provides foreign speakers so that students can interact directly and get new experiences

4. English camp Build the participants' english speaking confident through interactive games

5. students can present their learning outcomes through the work they made on the inauguration night and increase the spirit of competition and students' self-confidence

Weekness

1. Jumlah native speakers kurang banyak

2. Aktifitas yang disajikan tidak berbeda jauh dr aktifitas di kelas

3. Guru dituntut untuk lebih kreatif dalam membuat pre and post test dan tidak hanya memberikan soal yang sama kepada siswa

2. Students' responses

According to Loeb, gathering data to test hypotheses or answer questions regarding the current status of the research's subject is what descriptive research entails. In this research the data used to report the subject responses were obtained through evaluating qualitative data collected from participants' responses in a questionnaire. According to Ahmadi and Harvey Smith's theories[84], they divide the responses into two categories: positive and negative.

In line with their theory, this study was also influenced by eni ernawati's[85] research on students' perceptions of English learning through the euro week program. The researcher observed how Eni Erawati handled her data when she used the Likert scale questionnaire. Furthermore, Negative attitudes are classified as disagree and strongly disagree, whereas positive attitudes are classified as strongly agree, agree, and quite agree.

Furthermore, after entering the score into the formula presented in the findings the researcher follow the step by Eni Ernawati's[86] on how she treated her data of likert scale questionnaire using positive and negative attitude, as well

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[84] Laily Nur Rosyadah, *Students' Responses Toward The Implementation Of UP-U (UnggulanPrestasi-Prestasi) Program At SMPN 19 Surabaya*, (Surabaya: UINSA, 2019) 1- 52

[85] br Pane, Eni Erawati, Rahayu Apriliaswati, and Urai Salam. *"students'perceptions on english learning through euroweek program*." Jurnal Pendidikan dan Pembelajaran Khatulistiwa 10.7 (2019).

[86] br Pane, Eni Erawati, Rahayu Apriliaswati, and Urai Salam. *"students'perceptions on english learning through euroweek program*." Jurnal Pendidikan dan Pembelajaran Khatulistiwa 10.7 (2019).

as Ahmadi and Harvey Smith's theory[87], which divides responses into negative and positive categories.

a. Positive Responses

The researcher used three points of questioning to determine the students' attitudes toward participating in this camp. They are how students acquire the new vocabulary, how they use vocabulary, and how teachers discipline the use of vocabulary. Based on the 3 categories, most of the students give positive feedback. It is proven by the application of vocabulary development represented in questionnaires 1, 3, 4, and 6.

Through item 1 reported that 80% of students strongly agree, 10% of students agree, and no negative responses. Then, in item 3, 84% of students strongly agree, 10% agree, 6% students quite agree and no negative responses. It concludes that a high number of students give positive feedback and get better at vocabulary development. Next, item 4, 88% or 44 students strongly agree related to this statement. 12% agree and no negative responses. The last is item 6, 80% or 41 students are very much in agreement and 6% or 3 students from the overall population are in agreement.

In line with the first previous study conducted by Ismail[88] about the English camp program run by the Faculty of Languages and Communication, University Sultan Zainal Abidin, Terengganu,

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[87] Laily Nur Rosyadah, *Students' Responses Toward The Implementation Of UP-U (UnggulanPrestasi-Prestasi) Program At SMPN 19 Surabaya*, (Surabaya: UINSA, 2019) 1- 52

[88] Nur Salina Ismail, *English Camp Activities: A Strategy to Enhance Students' English Proficiency,* (Malaysia: University Darul Iman, 2011)1-12

Malaysia. Overall, the results present that students have optimistic opinions on the activities of the EC. In comparison with Ismail's research, the result of this analysis indicates that the students have the highest positive responses in all of the points of the questionnaire. As a percentage, this research shows 99% of the students respond positively.

The second similarity is the research conducted by Stella Prancisca[89] focused on an English camp program. The finding showed that this camp was very beneficial and got a bunch of enthusiasm from the participants. They also provide participants in the target language and Western culture, as well as media that can then be adapted to real-life practices to improve their comprehension. In comparison with Stella's research, this research also provides the supported environment to learn English such as giving the students real situations like pair or group work and doing interactions with a native speaker. According to the teachers' interview results about student enthusiasm, all the teachers said that the students were very enthusiastic and got support from parents.

Moreover, student enthusiasm is also proven by the response of item 12 related to the students' feeling of real situations of English learning rather than memorization. Most of the students feel capable and happy with real situations, 80 percent of the total population strongly agrees with this statement. Then 16 percent of the students, or 8 students, agree with this

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[89] Stella Prancisca, *Fun Meets Knowledge: English Enrichment through Camp America,* (Indonesia : UPT Bahasa, Tanjungpura University, 2019) 1-5

statement. Furthermore, less than 4% of students, or 2 students, agree. Meanwhile, no negative comments via this statement indicate that 0% of students disagree or strongly disagree.

This research is similar to the research conducted by Eni Erawati related to the students' perceptions on English learning through the Euro week program. From the total 100 participants, the researcher got the positive responses. It was proven by the percentage of Students' motivation was 92,04 percent, their interest in the program was 83,12 percent, and their happiness after joining the program was 87,32 percent.

In line with this previous research, this research shows the highest positive responses. For the accumulation of overall score the respondents counted 99% give positive feedback and less than 0.5% give negative feedback. It means that this program gives the students unforgettable learning experiences. Further, positive feedback is also accompanied by satisfactory learning outcomes. This can be proven through the results of the post-test of students who experienced a significant increase.

b. **Negative Responses**

In contrast to the positive responses, the negative response highlighted the students' lack of enthusiasm for the implementation of the English camp program. The minority of the students who gave negative responses counted 0.5% of the total population.

According to previous research conducted by Isnaini, she used the interview to know the student's responses. Several terms can be used to

identify negative responses, including no, I can't, I feel so confused, confused, I don't like, and others. In contrast to Isnaini's research[90], this research uses the Linkert scale questionnaire to identify students' responses. This research referred to as disagree, strongly disagree are considered negative responses.

Further, the negative responses were proved by items 5 and 6. Item 5 is related to how teachers discipline the use of vocabulary with the statement ''The tutor provides punishment if they are not speaking in English while attending the English camp program''. This statement indicates 2% or 1 of the 50 students are not in agreement.

The second negative response indicates in item 6 with the statement "The tutors allow them to make grammatical mistakes and help me to correct them". Through this statement, 2% or 1 of the 50 students are not in agreement.

In conclusion, the minority of the students give the negative responses indicated by questionnaire number 5 related to how teachers discipline the use of students' vocabulary, and the second is in item 6 related to how students acquire vocabulary learning. Further, it calculated that 0.5% is a negative response from the total population.

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[90] Isnaini Maulidiyah, *The effects of Classical Music on Students' Reading Comprehension at SMP Wachid Hasyi,* 4 Surabaya, (Surabaya : UINSA, 2018)

CHAPTER V

CONCLUSION AND SUGGESTION

The last section is split up into two parts: conclusion and discussion. The conclusion based on the finding and discussion. Moreover, the suggestion is meaningful for the English tutors, the further analyst and for the readers.

A. Conclusion

1. MtsN 2 Kanigoro has implemented a beneficial program known as the English camp program. This program is designed to increase students' English acquisition, particularly vocabulary mastery. The researcher analyzes the implementation of the English camp program and identifies five major aspects that aid in the development of students' vocabulary. These are materials, media, teaching strategies which support indoor and outdoor learning styles, assessment, and class management. Regarding the material, this camp offers authentic and non-authentic teaching materials. And supported with 3 different kinds of media such as basic media, nature media, and digital media. It also includes an assessment rubric for tracking student learning progress. Further, as an action, the teacher promotes good indoor and outdoor classroom management by forming small groups' discussion of students so that they can be more active in discussing, arguing, and developing themselves in indoor and outdoor class activities. This study also addresses Totten's theory, which provides the activities that encourage students to actively discuss, argue, and negotiate ideas within their groups. Further, as an extra opportunity,

this program also offers an inauguration night which is used to show students' talent and courage in English ability. Moreover, the teacher also monitors the students' progress which is indicated by the presence of pre-test and post-test. By observing the students' scores, the researcher discovered that this program was highly recommended for students' vocabulary development. According to 20 representative students, students got the stagnant score and the majority of the increase.

2. Further, related to the students' responses indicate that the majority of them, or 99.5% react positively. Meanwhile, the minority of the 0.5% give negative responses. It means that the majority of students were pleased with the English camp program, which provided an effective and efficient method of acquiring new vocabulary.

B. Suggestion

The researcher's recommendations will be offered below, based on the findings and discussion of this study:

a. Teacher

The English camp program should inspire the teacher as a student mentor in the classroom. Then they try to incorporate elements from the English camp that they believe can be implemented in the classroom. It is also critical to assess students' ability of vocabulary competence when studying English. In conclusion, the researcher highly recommends that the teacher give meaningful support to the students in learning English both inside and outside the classroom.

b. Students

Before attending this program, average students struggled with vocabulary development and had difficulty expressing their English skills. So, after holding this program the students expected to get a bunch of motivation, positive energy and get the improvement of English skill through this meaningful program. They can be aware that in language acquisition, the application is critical in determining the level of vocabulary gained.

c. Further Researcher

This research is initiated to present a comprehensive reference on the next researcher related to students' vocabulary development. To determine the students' vocabulary acquisition, the further researcher highly recommends doing a deep exploration related to the way students communicate using English by the right strategy. In addition, this research gives details on how English Camp helps the students to acquire their new vocabulary.

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