A THESIS

**THE STUDENTS' PERCEPTIONS TOWARD ENGLISH CAMP
ACTIVITIES OF ENGLISH EDUCATION PROGRAM
AT IAIN PAREPARE**

BY

**ALIA WAHID
REG.NUM. 18.1300.123**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
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for the Degree of Sarjana Pendidikan (S.Pd.)

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A Part of Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by:

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Reg. Number: 18.1300.123

To

ENGLISH EDUCATION PROGRAM
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PAREPARE

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بِسْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

اَلْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ

وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَبِهِ أَجْمَعِيْنَ.

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Stated this thesis was her own and if it can be proved that is was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Alia Wahid. *The Students' Perceptions Toward English Camp Activities of English Education Program at IAIN Parepare* (Supervised by Zulfah and Nur Asiza).

English Camp is an English learning activity that creates a new atmosphere in learning through various types of interesting and fun activities because it is designed to stimulate students' motivation in learning English and practicing in their daily communication, with an innovative approach to learning and teaching students outside of the classroom. The aims of this research is to describe the students' perceptions toward English Camp activities of English Education Program at IAIN Parepare.

The type of research used descriptive quantitative methods. The population in this research was students of English Education Program at IAIN Parepare, the total of population are 20 students, sample in this research used total sampling technique, so the researcher took all the population as the sample of this research with a total of 19 questions items inform of Google Form. The data analyze simple descriptive statistic percentage and mean score to analyze students' perceptions.
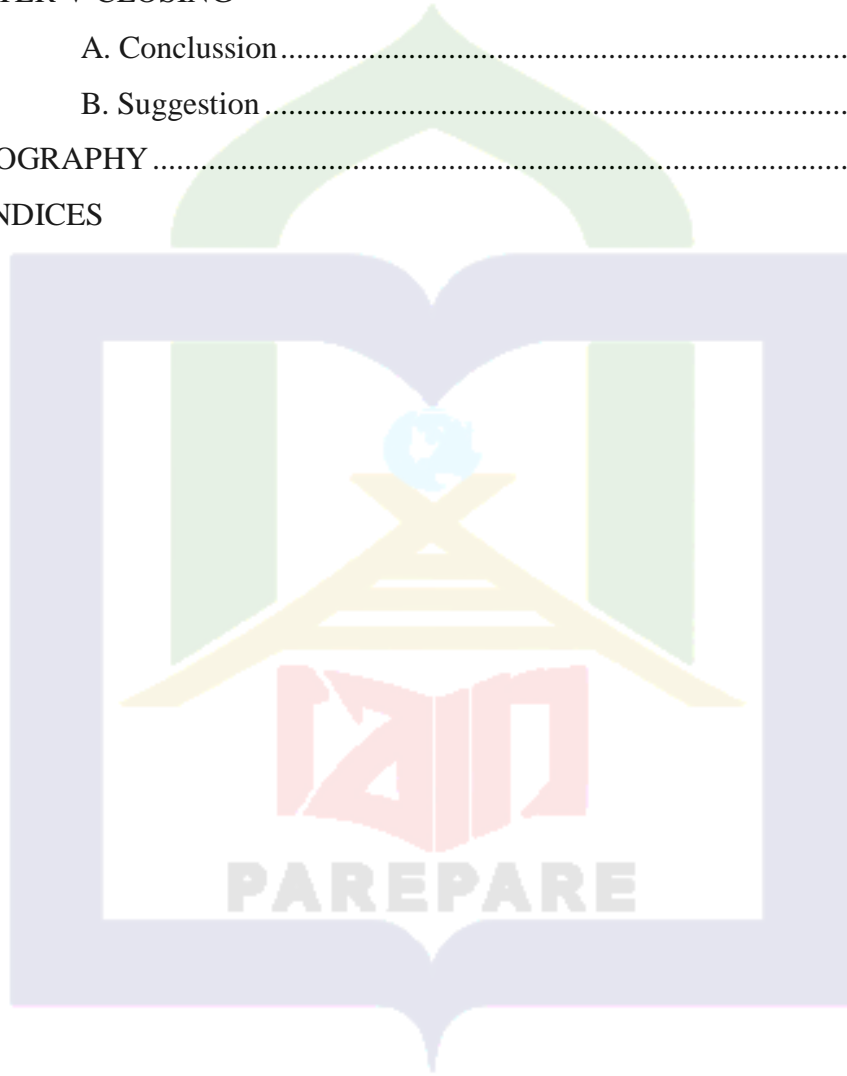
The result analysis data show that 65,8% of students had positive perceptions, 14,4% of students had neutral perceptions and 35.0% of students had negative perceptions. The findings show the most of students have positive perceptions toward English Camp, because from students' perceptions, students' agreed with almost all 19 questionnaire statements. Positive response come from their experiences in the learning process. They enjoy because they can share their knowledge and experiences with other friends

Keyword : *Students' Perceptions, English Camp*

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective the research and the significance of the research.

A. Background

The English Education Study Program of Tarbiyah Faculty is an implementing unit for English education learning activities that aims to create competent English teachers. This includes helping students overcome problems while studying. Students admit that it is difficult to remember new vocabulary. In addition, lack of confidence when speaking English due to shyness and fear of making mistakes when expressing sentences. Not having a friend to practice with is also one of the problems often faced. The absence of friends can hinder the learning process and reduce the enthusiasm for learning. Finally, the difficulty of pronunciation in reading because of the difference in articulation between reading and pronunciation.

For help students Several programs and strategies are implemented in the study program, one of which is English camp, English camp is an innovation of the study program in meeting the needs of students. In its implementation, the English camp organizers are lecturers and some appointed students. This activity is carried out in groups or through teamwork to build intimacy between fellow students and students with lecturers.

The English camp program is designed for students to master English in a natural learning environment that they cannot get during their normal learning duration. The activities are carried out for three days, and the camp program is filled

with fun activities. On the first day, the participants were given material about self-introduction and welcoming speeches. The activities were interspersed with games and dance. The activity continued with free talk about COVID and gender. then on the second day, the material was given about describing people or items and interspersed with brain games. On the last day, the activity was closed with the implementation of speech and picture competitions.

This competition was carried out to increase the motivation of the participants. In academic programs, it is important to know the level of satisfaction of the participants. Satisfaction is a barometer that predicts future behavior. This also applies to English camp learning activities; evaluation is carried out as a guide and reference in assessing success and further improvement. One way to measure the success or evaluation of this activity is to involve students who participate in English camp activities, but so far the level of student satisfaction has not been known in the form of research describing their perceptions.

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to people. In addition, Robbins defines that perception is the process take by individuals to govern and to interpret perception of sensory to give significance in their environment.

According to Kumar the important to know the students perception is because perception as the process of how the information is acquired through sensory receptor (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we

think, see, hear, smell, taste or touch.[1] So that's the way perception being an important thing to be evaluated for activities that will be carried out in the future.

Based on the problem above, the researcher will find out what the perspective of students who participated in these activities. the researcher chose this university with a descriptive qualitative research design and is conducted to determine students' perceptions toward english camp activities of English Education Program at IAIN Parepare.

B. Problem Statement

Based on the background of the problem above, the researcher formulates the problem as What is students' perceptions toward English camp activities of English Education Program at IAIN Parepare?

C. Objectives of Study

The aim of this research is to describe out the students' perceptions towards English camp activities of English Education Program at IAIN Parepare.

D. Significance of the Research

This study is significant for identifying that students get after joining the English Camp program. By conducting this study, it is important to know the students' perspectives on what activities/ways they have gained so that they can improve this command of English.

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[1] Rahul Kumar, The Consept of Perception. http://id.scribd.com/doc/25022575/The-Consept-of-Perception (3 juni 2023).

CHAPTER II

REVIEW AND RELATE LITERATURE

In this chapter will discuss some related theories to support this study. The theories will be use for the underlying requirement to solve the problems. This study will present some theories about the definition of english canp, some theories about Perception, and conceptual framework.

A. Some Pertinent Ideas

1. Perception

a. Definition of Perception

The most reliable source of information concerning dependent facts is perception. We are able to perceive our surroundings through perception, and we are aware of scientific phenomena because we have witnessed them. Because the sensory nervous system must register information about occurrences in the world before it can be perceived, perception is a biological process.[2]

According to Akrim & Sulasmi, perception is the process by which a person makes meaning of the items in his or her immediate surroundings through the five senses, influenced by experience, and becomes conscious of what has been seen, which in turn influences his attitudes and conduct. In philosophy, psychology, and cognitive science, Qiong claims that perception is the process of being aware of or comprehending sensory data. The Latin roots of the term "perception" are perceptio

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[2] Randolph Blake, at al., *Perception, Fifth Edition*, (New York: Mc-Graw-Hill Companies, 2006), p.02

and percipio, which translate to mean "receiving, collecting, action of taking possession, and apprehension with the mind or senses.[3]

conscious perception that is brought on by sense stimuli. Knowing the mechanics of perception is fascinating in and of itself because it is something you encounter regularly. Think on what you are going through today in order to understand why. It's possible to have the impression that you are seeing exactly what is "out there" in the environment if you touch a page in this book or look about you. But when you study perception, you'll discover, among other things, that your nervous system's activity and the wisdom you've received through experience determine everything you see, hear, taste, feel, or smell.[4]

The researcher came to the conclusion that perception is people's comprehension of what they see, hear, feel, and experience as a result of events in their surroundings.

So, according to all definitions, perception is the process through which a person receives information through their sense organs. To create perception, external stimuli interact with the brain's memory of previously processed information. It is the method through which a person processes the many stimuli they encounter and creates a mental image of the outside world. The brain organizes the inputs after they are processed by the sense organs, which include the skin, ears, nose, and mouth. After then, it is kept as data. As it does so, the person's brain annotates and categorizes the data according to its own logic and, if any, prior memories and experiences.

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[3] Ou Qiong, '*A Brief Introduction to Perception' Studies in Literature and Language,* 15(4), 2017 , p. 18.

[4] E. Bruce Goldstein and James R. Brockmole *Sensation and perception Tenth Edition,* (Cengange Learning products, represented in Canada by Nelson Education, Ltd. 2017), p. 04

b. Indicators of Perception

According to Robbin There are three kinds of perception indicators,[5] namely:

1) Acceptance

The process of acceptance or reabsorption, which refers to the role of the five senses in perceiving external stimuli, is a physiological sign of perception. This indicates that the five senses—sight, hearing, smell, and taste—either individually or collectively will absorb or accept the information communicated by one person to another.

2) Understanding

It describes the findings of an analysis as being subjective or unique to each person.

3) Evaluation

Evaluation is the process of people taking in external stimuli with their senses and then evaluating them. This assessment is highly subjective. Everybody's perspective of their surroundings will be unique. When compared to how other people perceive the identical stimulus, some people may find it challenging and dull while others may find it enjoyable and good.

Another research from Bimo Walgito[6]

1) Internalization of external stimuli or things

The five senses—vision, hearing, touch, smell, and taste—either alone or collectively take in or receive these stimuli or objects. A mental image, reaction, or impression would be formed in the brain from the outcomes of absorption or

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[5] Robbins, S. P, *Organizational behaviour*, (New Jersey: Prentice Hall, 2003), p. 124
[6] Bimo Walgito, *Pengantar Psikologi Umum, (*Yogyakarta: Andi Offest, 2004)

reception by sensory devices. Depending on the perceived item being observed, these images may be singular or numerous. There are both recently created and ingrained images or impressions inside the brain. Whether or if the picture is clear relies on the sensory normalcy, clarity of the stimuli, and the recent or distant past.

2) Understanding

After the images or impressions have occurred in the brain, the picture is structured, classified (classified), compared, and evaluated in order to develop an understanding or comprehension. The process of understanding or understanding is very unique and fast. The old pictures that a person previously had (what's known as their apperception) play a role in the definition that is established.

3) Assessment or evaluation

A person's assessment occurs after understanding or formation. People contrast their newly acquired knowledge or understanding with the standards or norms they have developed subjectively. Despite the fact that the item is the same, individual evaluations vary. As a result, perception is personal.

c. Component of Perception

Organization, spotting, and interpretation of sensory inputs are all steps in the process of perception, which is used to represent and comprehend the environment. Perceiver, target, and situation are the components of perception, according to Robbins. Following is a description of perception's several components:[7]

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7 Robbins, Stepen P, Perilaku Organisasi: Konsep, Konstroversi dan Aplikasi. Terjemahan, (Jakarta : Pt. Prenhallindo, 1996), p. 122

1) The perceiver

       A perceiver is someone who first becomes aware of the stimulus before starting to perceive it. The perceiver's perceptions may be influenced by a variety of variables. The three main components are experience, emotional state, and motivational state. All of these elements, notably motivation and emotion, have a significant impact on how a person interprets events. Even when the stimulation engages their senses, it means that they only perceive what they want to notice.

2) The Target

       The subject of perception is the target. Someone or something is being perceived. The amount of data acquired by the perceiver's 13 sensory organs has an impact on how they interpret and comprehend the target.

3) The Situation

       The timing, intensity, and contextual elements all have an impact on how we perceive things. Due to these circumstances, a single stimulus can be reduced to nothing more than a stimulus and not be interpreted by the brain as a percept.

       One of the mental processes in the human brain is perception, which has multiple parts. Lewis argues that there are basic components of perception, such as the experiencing person or perceiver, the thing being perceived (which can be an object, an event, a person, a situation, or a relationship), the context of the situation in which the thing, the event, or the person is perceived, and the

procedural nature of perceptions, which begins with the experience of multiple stimuli by the senses and ends with the formation of the percept.

    d. Process of Perception

The four steps of the perception process are stimulation, registration, organization, and interpretation. Miftah Toha asserts that the formation of perceptions involves numerous stages, including:[8]

1. Stimulus or stimulation

When a person is exposed to a stimulus that is present in their surroundings, perception can start to happen.

2. Registration

A visible symptom in the registration process is a physical mechanism that allows a person's condition to be influenced by their sense organs. A person can list all the information that has been sent to him after listening to or viewing it.

3. Interpretation

The process of assigning meaning to the stimuli it receives is known as interpretation, and it is a crucial cognitive component of perception. The degree, motive, and personality of an individual influence the interpretation process.

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[8] Miftah Toha, *Perilaku Organisasi Konsep Dasar dan Aplikasi*. (Jakarta : Rajawali, 2003), p. 145

e. Types of Perception

According to Zaden, there are numerous sorts of perception, including situational perception, social perception, and person perception.[9]

1) Person Perception

Person perception refers to the methods by which we learn about and form opinions about other people, as well as their traits, qualities, and emotional state. The more we assign stable circumstances and enduring disposition to other individuals, the more we build an image of other ways that serve to stabilize, make predictable, and render our controllable perspective of the social world. We utilize their nations to direct our interactions with them because we believe that we can better comprehend their behavior and forecast their future course of action.

A person without sight could experience sound differently from someone who can see. As a result, no two people's perceptions of the same scenario are likely to be exactly the same. Each person's individual perception is dependent on how they perceive their own life experience.

It has a connection to students who have own perspective or own perception in these categories. Every student has a unique perspective on the qualities of the instructor, the manner in which the teacher teaches, the quality of the teacher, and even the instructional material used by the teacher during the teaching and learning process. Each student interprets the information that the teacher teaches in a unique way. In light of this, it can be said that person perception refers to a general propensity to develop impressions of other people

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[9] Zaden. *Social Psychology*. (New Yrk: Rndom House, 1984)

and the many judgments we draw about other individuals based on those impressions.

2) Situation Perception

A circumstance, in the eyes of social psycholinguistics, consists of all the social elements that affect a person's experience or behavior at a certain moment and location. Our behavior is a product of the interaction between time and space. It follows that how stimuli are interpreted will depend on the situational struggle in which they arise. Many different words could appear at once. based on the inputs we take in. the associations we draw between various stimuli while interpreting them.

This often means that perceptions vary depending on the circumstances. The attitude of students today differs from that of students in the past. Due to societal influences on behavior and the varying levels of student understanding that affect how information and technology are transmitted and used, students' mental processes are affected.

3) Social Perception

Due to social perspective, it might be difficult to understand people, regardless of their status as professional sports, politicians, criminals, leaders, entertainers, or loved ones who are closer to home. Understanding that other people have feelings, motives, and desires; being able to infer others' interior states from their words, actions, and facial expressions. It takes close observation of other people's behavior for people to fully understand the person, circumstance, and behavior in question. This implies that how well something is

seen by people depends on its quality. They have the capacity to discern how others view various activities.

    f.   Factors Influencing Perception

According to Jalaludin Rahmat, there are two things that affect how people perceive things[10]:

1) Functional Factor

Functional factors are derived from wants, prior experiences, and other elements that make up personal factors; these elements, rather than the type or shape of the stimulus, determine how the stimulus is seen.

2) Structural Factor

Only the kind of physical stimuli and their neurological consequences on the individual nervous system are the source of structural factors. The key takeaway is that in order to understand an event, it is not enough to study the facts alone; instead, one must consider how they relate to one another overall and take into account their context. the issues people encounter in their surroundings. The study's perception-influencing factors are essential to use as the starting point for implementation in order to understand how students view online learning.

    g. Factors affecting perception

The following, according to Miftah Toha, are some of the elements influencing someone's perception:

 1. Internal factors

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[10] Jalaludin Rahmat, *Psikologi Komunikasi,* (Bandung : PT Remaja Rosda Karya, 1996), p. 58

Feelings, attitudes, and personality of individuals, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, psychiatric disorders, values and needs, interests, and motivations.

2. External factors

Family background, information obtained knowledge and needs around, intensity, size, resistance, repetition of motion, new things and familiar or unfamiliar objects.

Despite the fact that an object may be the same, these elements affect how each person perceives it and cause differences in perception between individuals. As a result of individual differences, personality differences, attitude differences, or motivation differences, there may be variations in perceptions. Fundamentally, a person's perception is formed during the perception-forming process, although information, experience, and learning all have an impact on perception.

h. Positive and Negative Perception

A positive reaction, according to Ahmadi, is any action or attitude that demonstrates acceptance of, acknowledgement of, approval of, and compliance with local norms. A negative reaction is any type of reaction, action, or attitude that expresses rejection or disapproval of the local norms.

favorable perception, according to Robbins, is when a person evaluates something or information with a favorable viewpoint or in conformity with what is expected of the thing being observed or with existing rules. Negative perceptions, on the other hand, are personal judgments about specific things or information that are at odds with what is normal for the object or with accepted norms. People's individual dissatisfaction with the object that is the source of their perception, their ignorance,

and their lack of personal experience with the object they are perceiving can all be contributing factors to their negative perceptions. In contrast, people's individual satisfaction with the object that is the source of their perception, their individual knowledge, and their personal experience with the object they are perceiving can all be contributing factors to their positive perceptions.

2. English Camp

A "camp" is a collective of people who hold similar beliefs, generally speaking. As Mustakim and Ismail explained, attending an English camp might be a useful approach to sharpen your speaking abilities because the majority of the activities focus on this. The students are encouraged to put all of their newly acquired abilities to use during the English camp. Dwi, Saptanto, and Wahyu claim that English Camp is a learning exercise for the language with the goal of fostering a fresh learning environment through a variety of engaging and enjoyable activities. The objective of this exercise is to give participants opportunity to practice speaking and writing English.[11]

In essence, the goal of English Camp is to teach kids English so they can communicate in the target language. Therefore, instruction should be provided to students, especially in speaking techniques. This English camp's main focus is on speaking abilities, specifically on being able to communicate.

The ability to articulate meaning in transactional and interpersonal discussions in the context of daily life is demanded of English language learners in order to meet the standards of competence and basic competence. A variety of simple spoken languages are used in both official and informal tractional and interpersonal

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[11] Dwi Rahayu, et al., eds., *'English Camp, Membangun Kepercayaan Diri anak-anak Dalam Berbahasa Inggris', Seminar Nasional Hasil Penelitian dan Abdimas*, (2021).

(socializing) dialogues, and students are expected to be able to react appropriately and fluently to the meaning conveyed within.[12]

The best technique to increase student speaking abilities is through English-Camp. Naturally, speaking skills make up the majority of the activities at English-Camp because it was designed as a prime opportunity for students to put their newly learned knowledge into practice. The activities of English-Camp are designed to be similar to those in a remote area..

All communication is done in English, therefore this setting forced the participants to talk and work on their vocabulary and sentence structure. In order to support the preceding research's premise, Moody advised that students should develop their own learning strategies that are based on their interests and needs if they want to increase their proficiency in learning English, particularly in speaking. Given this information, the lecturer should provide direction and encouragement to encourage the students to develop their own strategies..

The effectiveness of English Camp in improving students' proficiency in foreign languages, especially English as a world language. According to research, English Camp is a good opportunity and activity for enhancing students' speaking skills. This case clearly demonstrates the excellent level of speaking ability in the English Camp, where many kids participated. Success in English Camp is a result of the welcoming environment, ample speaking time for students, the availability of a free-speaking zone, and the employment of a variety of teaching methods and strategies.

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[12] Nunan D., *Practical English Language Teaching*, (Oxford: Mc Graw Hill 2003), P. 35.

There are some activities used to English Camp as follows:

1) Discussions

A discussion can be held after a class that is content-based for a variety of reasons. In their discussion groups, the students can seek to draw a conclusion, exchange thoughts on a situation, or identify a solution. It is crucial that the teacher establishes the goal of the discussion activity prior to the discussion. So that students don't waste time chit-chatting about things that aren't important, the discussion points are pertinent to this goal in this way. Students may participate in conversations about points of agreement and disagreement, for instance. In these debates, the teacher can divide the class into groups of four or five students each and present contentious statements such "people learn best when they read vs. people learn best when they travel." After spending a certain amount of time working on their subject, each group then presents their findings to the class.

2) Picture describing

Another option to incorporate images into a speaking exercise is to show students just one image and ask them to describe what they see. Students can form groups for this task, and various pictures are supplied to each group. Following group discussion, a representative from each group speaks to the class to describe the image. The practice helps the students' imagination and creativity, as well as their public speaking abilities.

3) Story completion

This method of tale completion is quite enjoyable since it involves a group, unstructured speaking exercise where students sit in a circle. For this exercise, a teacher begins by telling a story, then after a few sentences.

4) Information gap

   According to Brown, there are a huge variety of approaches used in information gap activities, all with the goal of providing or requesting information. Information gap approaches' two defining traits are (a) their emphasis on information rather than language structures, and (b) the requirement for communicative contact in order to achieve the goal.

   A common sort of communicative task is the information gap. Students are expected to work in pairs on this project. One student will know information that the other student in the partnership does not, and the partners will exchange information. Activities that fill in information gaps have a variety of uses, including information gathering and problem solving. Additionally, each partner is crucial to the task's success since without their cooperation, the other partners will not be able to finish it. Because everyone has the chance to converse extensively in the target language during these activities, they are successful.

   According to Halvorsen, who was referenced by Jalaluddin, there are three primary factors that contribute to English camps' beneficial effects on students.;

1. It is enjoyable for both the student and the teacher to learn, which is a key factor in boosting motivation and encouraging English learning

2. Use instructors who are qualified, creative, and knowledgeable in their field. The tutors at English camp might either focus on one component of language acquisition, like writing or pronunciation, or they can incorporate all four specialties into a single activity.

3. An informal learning environment encourages students to take their time and study. Due to the non-formal education style that it is built on, the academic

environment is strict but adaptable. According to Mustakim and Ismail, the camp is designed with a welcoming and intellectually engaging atmosphere that encourages cooperative effort and encourages students to take ownership of their accomplishment. The environment helps pupils experience what it's like to live overseas.

Canosa demonstrates how English Camp enhances students' academic performance. These advantages outweigh those of other educational initiatives carried out throughout the school year.[13] According to Liu et al., the English Camp program increased students' general English competency as well as their ability to study, speak, read, and write the language. Additionally, English camp activities enhance students' communication abilities, self-assurance when speaking English, cultural familiarity with English-speaking nations, as well as enthusiasm and motivation in learning English.[14] According to Manan (2018), English Camp improves students' speaking abilities. Noguchi (2019) contends that attending an English camp has a positive impact on students' anxiety levels and assessments of their communicative skills in English..

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[13] Miquel Angel Alegre Canosa, 'Are Summer Effective in Improving Learning and Educational Outcomes in Students'?', (2016), p. 4

[14] Meihua Liu, et al., eds., 'Changes in University students perceptions Towards a Two-Week s\Summer English Immersion Program', *International Journal of Applied Linguistics and English Literature*, 6(2), (2017), p. 135.

B. Previous Related Research Finding

Three research have researched English Camp to improve student's speaking skill :

According to Ridho Kurniawan and Yahfenel Evi Fussalam, their study "Improving basic English speaking skills through English camp activities" focuses on enhancing English speaking abilities of STKIP MB students majoring in elementary education who take English courses.

After conducting classroom action research by holding English Camp activities, it was observed that students' speaking abilities had improved. The goal of this study was to help students speak English more fluently. According to the study's findings, there were 7 students who met the standard in the first cycle, 12 students in the second, and 23 students overall.[15]

The study "The Influence of English Camp in Improving Speaking Ability" by Kurniati Z discovered that teaching English through method has a substantial impact on students' speaking abilities. The findings of this study show that using an English camp to learn speaking can improve students' accuracy in vocabulary and pronunciation in the eleventh grade of the Islamic School SMA Darul Abrar kab. Bones, as well as fluency, which deals with self-confidence and smoothness.[16]

The usage of English camps in learning English was effective to improve the first semester students of Universitas Sulawesi Barat after receiving treatment, according to Muhammad Aswad's research, "The Effectiness English Camp (A Model in Learning English as the Second Language)". The experimental group's post-

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[15] Ridho Kurniawan and Yahfenel Evi Fussalam, 'Meningkatkan Kemampuan Berbicara Bahasa Inggris Dasar Melalui Kegiatan English Camp', *Jurnal Muara Pendidikan*, 5(2), (2020), p. 756

[16] Kurniati. Z, "The influence of english camp in imroving speaking ability" (Skripsi Sarjana: Teachers Training and Education. Makassar, 2014), p. 40.

test mean score was significantly different from the control group's. Kanuengnut supports the idea that while English teaching methods are regularly improved in the classroom, the students may not find them effective enough. It's not a good approach to teach English because it can't help kids learn well. The development of pupils' literacy, speaking, reading, and writing skills is essential for effective learning. In order to motivate pupils' learning, it must also be entertaining and engaging. English camp is a beneficial exercise that can enhance kids' language development. It gives pupils a chance to use English in a variety of contexts.[17]
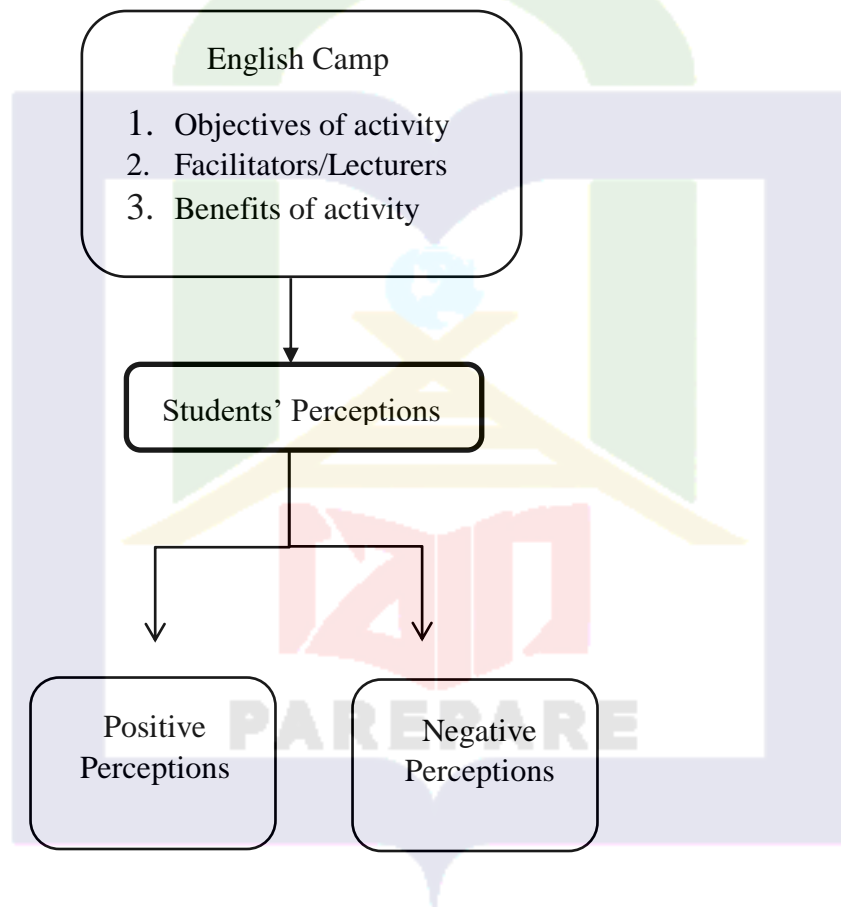
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[17] Muhammad Aswad, 'The Effectiness English Camp (A Model in Learning English as the Second Language)', *AASIC*, (2017), p. 238.

C. Conceptual Framework

This conceptual framework is the representation of this research. This research would conduct in State Islamic Institute (IAIN) of Parepare the seventh semester. The researcher would focus on the students' perceptions of the English Camp activities held. The students would be asked about their perception after join English Camp through questionnaire.

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┌─────────────────────────────┐
│         English Camp        │
│  1. Objectives of activity  │
│  2. Facilitators/Lecturers  │
│  3. Benefits of activity    │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│    Students' Perceptions    │
└─────────────────────────────┘
         │           │
         ▼           ▼
┌───────────┐   ┌───────────┐
│ Positive  │   │ Negative  │
│Perceptions│   │Perceptions│
└───────────┘   └───────────┘
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CHAPTER III

METHOD OF THE RESEARCH

This chapter presents research design, location and duration of the research, population and sample, procedure of collecting data, research instrument and technique of data analysis:

A. Design of the Research

Researchers used descriptive-quantitative methods in this study. The qualitative descriptive method is used to find out and describe by means of test analysis. It is used to identify, analyze, and explore in depth students' perceptions of English camp activities, and the results of this study would be presented and interpreted in sentence form.

B. Location and Time of Research

The location of this research in Tarbiyah Faculty and would focus on the students of English program education at IAIN Parepare who have participated in english camp activities and the research time is two months.

English Camp is filled with interesting activities to improve students' competence by providing materials and games. after the implementation of the english camp activities. One way to measure the success or evaluation of activities is to involve students who participate in these activities, it is very important to know whether the program has proven to help students in their English proficiency because the data collected can be a guide for the next camp plan.

This attracted the attention of the researcher to conduct research on the students perceptions who had participated in the english camp activities in Tarbiyah Faculty.

C. Population and Sample

   a. Population

   The population in this research was the students of English Education Program at IAIN Parepare who had attended the English Camp. The total number of population is 20 students.

   b. Sample

   The research used the total population sampling technique. According to Sugiono (2014:68), total population sampling is a sampling technique where the whole members of population are treated as sample. The total population technique is used when the population members are less then 30 people. So the researcher took all the population as the sample of this research.

D. Procedure of Collecting Data

   The data collection technique used in this research is a questionnaire. Researchers would distribute questionnaires to students. This questionnaire contains statements made with Google Forms. The distribution of this Google Form link can be done Students who have answered or filled out the questionnaire and become respondents will then have their answers inputted into the Google Drive.

E. Instrument of the Research

   The researcher used questionnaire as the instrument of this research. The Questionnaire was used to find out students' perception toward English Camp. The Questionnaire consists of 19 items which is modified from Salina. They are:

a. Four items are related to the Objectives of activity

b. Five items are related to the Facilitators/Lecturers

c. Ten items are related to the Benefits of activity

The questionnaire was scored by employing Likert scale ranging from strongly agree to strongly disagree. To assess the items as follows:

3.1 Likert Scale

No.	Items	Score	
		Positive	Negative
1.	Strongly Agree	5	1
2.	Agree	4	2
3.	Partially Agree	3	3
4.	Disagree	2	4
5.	Strong Disagree	1	5

(Sugiyono, 2017)

F. Technique of Data Analysis

a) To know the mean score of the students, the researcher applied the formula as follows:

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$ = Mean Score

$\sum x$ = Total Row Score

N = The total number of sample

b) In calculating the frequency and percentage of the students' score, the researcher applied the formula as follows:
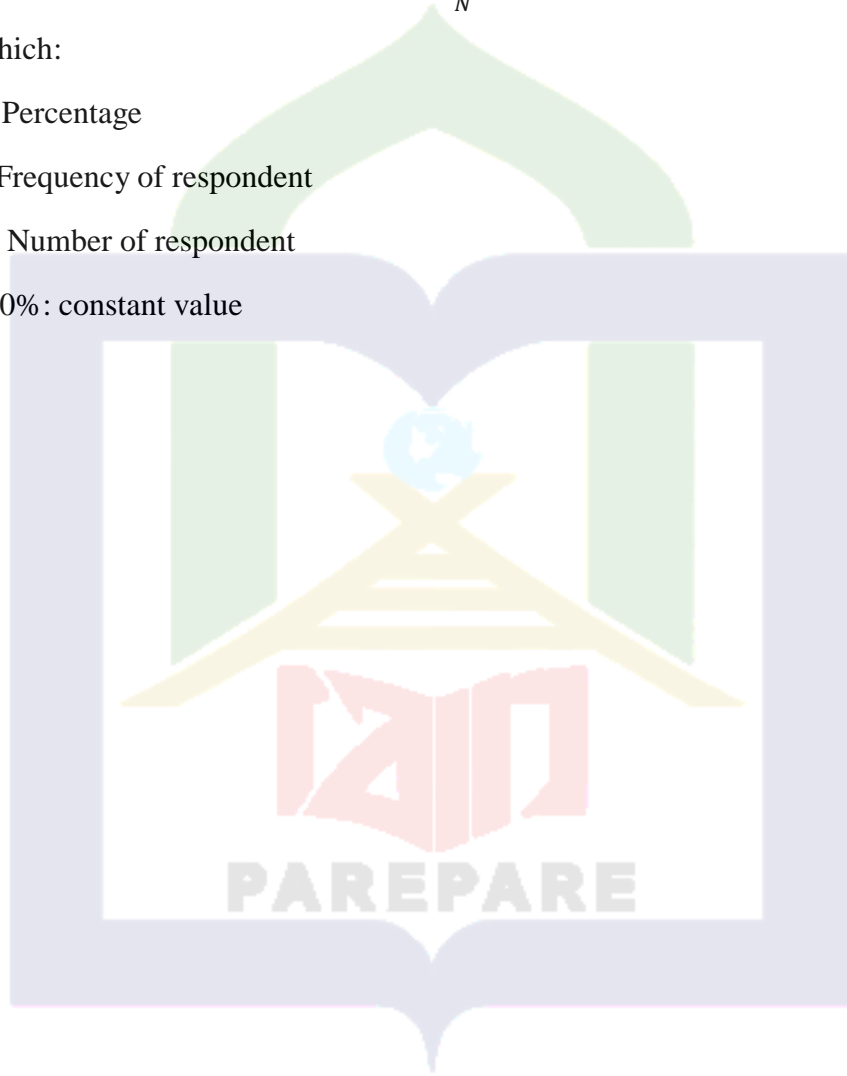
$$P = \frac{F}{N} \times 100\%$$

Which:

P: Percentage

f: Frequency of respondent

N: Number of respondent

100%: constant value

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the research. The finding of the research presents the result of students' questionnaire on the students' perception toward English Camp. The discussion of the research is further explanation of the findings.

A. Findings

In this part, the researcher described the result of data analysis based on the problem statement. In this research the researcher used questionnaire to obtain more accurate and valid data:

Table 4.1 Mean Score

STATEMENT	POSITIVE	NEUTRAL	NEGATIVE
1	80%	10%	10%
2	10%	25%	65%
3	80%	10%	10%
4	75%	25%	-
5	90%	10%	-
6	15%	5%	80%
7	100%	-	-
8	85%	15%	-
9	85%	5%	10%
10	95%	5%	-

STATEMENT	POSITIVE	NEUTRAL	NEGATIVE
11	25%	5%	70%
12	75%	15%	10%
13	80%	20%	-
14	80%	15%	5%
15	65%	25%	10%
16	10%	10%	80%
17	65%	15%	20%
18	70%	15%	15%
19	-	30%	70%
AVERAGE	**65.8%**	**14.4%**	**35.0%**

Based on the data analysis of the questionnaires, it is found that the average of the students' perception toward English Camp activities in positive category is 65.8%, the neutrall category is 14.4% and the negative category is 35.0% it shows that the most of students have positive perceptions toward English Camp activities.

Table 4.2 I was given sufficient information about the objectives of the activities before the English camp was held

No.	Items	Frequency	Percentage %
1	Strongly Agree	6	30%
2	Agree	10	50%
3	Undecided	2	10%

No.	Items	Frequency	Percentage %
4	Disagree	2	10%
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 6 (30%) students chose Strongly Agree, 10 (50%) students chose agree, 2 (10%) students chose undecided, 2 (10%) students chose disagree and none students chose strong disagree. Based on percentage, the most students were agreed that they are given sufficient information about the objectives of the activities before the English camp was held.

Table 4.3 English camp didn't live up to my expectations

No.	Items	Frequency	Percentage %
1	Strongly Agree	2	10%
2	Agree	0	-
3	Undecided	5	25%
4	Disagree	11	55%
5	Strong Disagree	2	10%
	Total	**20**	**100%**

The table show that among 20 students, 2 (10%) students chose Strongly Agree, none students chose agree, 5 (25%) students chose undecided, 11 (55%) students chose disagree and 2 (10%) students chose strong disagree. Based on the

percentage, most students were disagreed with English camp didn't live up to my expectations. It means the English camp lived up to their expectations.

Table 4.4 English camp covered the skills I needed to master

No.	Items	Frequency	Percentage %
1	Strongly Agree	5	25%
2	Agree	11	55%
3	Undecided	2	10%
4	Disagree	1	5%
5	Strong Disagree	1	5%
	Total	**20**	**100%**

The table show that among 20 students, 5 (25%%) students chose Strongly Agree, 11 (55%) students chose agree, 2 (10%) students chose undecided, 1 (5%) students chose disagree and 1 (5%) students chose strong disagree. Based on percentage, most students agreed English camp covered the skills they needed to master.

Table 4.5 The objectives of English camp activities were achieved

No.	Items	Frequency	Percentage %
1	Strongly Agree	3	15%
2	Agree	12	60%
3	Undecided	5	25%
4	Disagree	0	-

No.	Items	Frequency	Percentage %
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 3 (15%) students chose Strongly Agree, 12 (60%) students chose agree, 5 (20%) students chose undecided and none students chose disagree and strong disagree. Based on the percentage, most students agreed that objectives of English camp activities were achieved.

Table 4.6 Presenters have sufficient knowledge

No.	Items	Frequency	Percentage %
1	Strongly Agree	9	45%
2	Agree	9	45%
3	Undecided	2	10%
4	Disagree	0	-
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 9 (45%) students chose Strongly Agree, 9 (45%) students chose agree, 2 (10%) students chose undecided and none students chose disagree and strong disagree. Based on the percentage, most students agreed that presenters have sufficient knowledge.

Table 4.7 Presenters do not help participation increase interest during the activity

No.	Items	Frequency	Percentage %
1	Strongly Agree	1	5%
2	Agree	2	10%
3	Undecided	1	5%
4	Disagree	7	35%
5	Strong Disagree	9	45%
	Total	**20**	

The table show that among 20 students, 1 (5%) students chose Strongly Agree, 2 (10%) students chose agree, 1 (5%) students chose undecided and 7 (35%) students chose disagree and 9 (45%) chose strong disagree. Based on the percentage, most students disagreed, it means, Presenters are able to help participation increase their interest.

Table 4.8 Presenters have communicate well in English

No.	Items	Frequency	Percentage %
1	Strongly Agree	7	35%
2	Agree	13	65%
3	Undecided	0	-
4	Disagree	0	-
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 7 (35%) students chose Strongly Agree, 13 (65%) students chose agree, and none students chose undecided, disagree and strong disagree. Based on the percentage, most students agreed Presenters have communicated well in English.

Table 4.9 The material presented to participants is appropriate and clear

No.	Items	Frequency	Percentage %
1	Strongly Agree	6	30%
2	Agree	11	55%
3	Undecided	3	15%
4	Disagree	0	-
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 6 (30%) students chose Strongly Agree, 11 (55%) students chose agree, 3 (15%) students chose undecided and none students chose disagree and strong disagree. Based on the percentage, the students agreed that Presenters delivered material clearly and appropriately.

Table 4.10 I acceptance the material delivered by the lecture properly when join English camp

No.	Items	Frequency	Percentage %
1	Strongly Agree	6	30%
2	Agree	11	55%

No.	Items	Frequency	Percentage %
3	Undecided	1	5%
4	Disagree	2	10%
5	Strong Disagree	0	-
	Total	**20**	**100&**

The table show that among 20 students, 6 (30%) students chose Strongly Agree, 11 (55%) students chose agree, 1 (5%) students chose undecided, 2 (10%) students chose disagree and none students chose strong disagree. Based on percentage, the students agreed that they received the material well.

Table 4.11 The language used was appropriate and easy to understand

No.	Items	Frequency	Percentage %
1	Strongly Agree	5	25%
2	Agree	14	70%
3	Undecided	1	5%
4	Disagree	0	-
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 5 (25%) students chose Strongly Agree, 14 (70%) students chose agree, 1 (5%) students chose undecided and none students chose disagree and strong disagree. Based on the percentage, the students agreed that Presenters delivered material clearly and appropriately.

Table 4.12 The outdoor activities do not help the learning process

No.	Items	Frequency	Percentage %
1	Strongly Agree	1	5%
2	Agree	4	20%
3	Undecided	1	5%
4	Disagree	14	70%
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 1 (5%) students chose Strongly Agree, 4 (20%) students chose agree, 1 (5%) students chose undecided, 14 (70%) students chose disagree and none students chose strong disagree. Based on percentage, the students disagreed with the outdoor activities do not help the learning process. It means they enjoy outdoor activities.

Table 4.13 I found that English is fun through activities in the camp

No.	Items	Frequency	Percentage %
1	Strongly Agree	6	30%
2	Agree	9	45%
3	Undecided	3	15%
4	Disagree	2	10%
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 6 (30%) students chose Strongly Agree, 9 (45%) students chose agree, 3 (15%) students chose undecided, 2 (10%) students chose disagree and none students chose strong disagree. Based on percentage, it means with the English camp activities, the process of learning activities becomes fun.

Table 4.14 English Camp stimulates to be active participants in the learning process.

No.	Items	Frequency	Percentage %
1	Strongly Agree	5	25%
2	Agree	11	55%
3	Undecided	4	20%
4	Disagree	0	-
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 5 (25%) students chose Strongly Agree, 11 (55%) students chose agree, 4 (20%) students chose undecided and none students chose disagree and strong disagree. Based on the percentage, the researcher concludes that the English Camp can bring positive impact for students' to be active in the learning process.

Table 4.15 Enough time was devoted to each activity session.

No.	Items	Frequency	Percentage %
1	Strongly Agree	2	10%
2	Agree	14	70%
3	Undecided	3	15%
4	Disagree	1	5%
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 2 (10%) students chose Strongly Agree, 14 (70%) students chose agree, 3 (15%) students chose undecided, 1 (5%) students chose disagree and none students chose strong disagree. Based on percentage, it means that time management for each activity session is good.

Table 4.16 After join English Camp the participants feel motivated to memorize more vocabulary

No.	Items	Frequency	Percentage %
1	Strongly Agree	4	20%
2	Agree	9	45%
3	Undecided	5	25%
4	Disagree	2	10%
5	Strong Disagree	0	-
	Total	**20**	**100%**

The table show that among 20 students, 4 (20%) students chose Strongly Agree, 9 (45%) students chose agree, 5 (25%) students chose undecided, 2 (10%) students chose disagree and none students chose strong disagree. Based on percentage, it means that after join English Camp the participants motivated to memorize more vocabulary.

Table 4.17 I am not motivated to speak in English after the camp

No.	Items	Frequency	Percentage %
1	Strongly Agree	2	10%
2	Agree	0	-
3	Undecided	2	10%
4	Disagree	12	60%
5	Strong Disagree	4	20%
	Total	**20**	**100%**

The table show that among 20 students, 2 (10%) students chose Strongly Agree, none students chose agree, 2 (10%) students chose undecided, 12 (60%) students chose disagree and 4 (20%) students chose strong disagree. Based on the percentage, the students disagreed with statement students are not motivated speak English. It means after join English camp, students are motivated to speak English.

Table 4.18 I have gained confidence to speak in English after the camp

No.	Items	Frequency	Percentage %
1	Strongly Agree	2	10%
2	Agree	11	55%
3	Undecided	3	15%
4	Disagree	2	10%
5	Strong Disagree	2	10%
	Total	**20**	

The table show that among 20 students, 2 (10%) students chose Strongly Agree, 11 (55%) students chose agree, 3 (15%) students chose undecided, 2 (10%) students chose disagree and 2 (10%) students chose strong disagree. Based on percentage, it means that students are more confident in speaking English after camp.

Table 4.19 English Camp provides an opportunity for participants to speak

No.	Items	Frequency	Percentage %
1	Strongly Agree	2	10%
2	Agree	12	60%
3	Undecided	3	15%
4	Disagree	0	-
5	Strong Disagree	3	15%
	Total	**20**	**100%**

The table show that among 20 students, 2 (10%) students chose Strongly Agree, 12 (60%) students chose agree, 3 (15%) students chose undecided, Na one students chose disagree and 3 (15%) students chose strong disagree. Based on percentage, it means that English Camp can improve student' speaking skill.

Table 4.20 I am unable to use and apply what I learned in this English camp outside class

No.	Items	Frequency	Percentage %
1	Strongly Agree	0	-
2	Agree	0	-
3	Undecided	6	30%
4	Disagree	11	55%
5	Strong Disagree	3	15%
	Total	**20**	**100%**

The table shows that among 20 students, none students chose strongly agree and agree, 6 (30%) students chose undecided, 11 (55%) students chose disagree and 3 (15%) students chose strong disagree. Based on percentage, the students disagreed with statement unable to use and apply what I learned in this English camp outside class. It means after join English camp, students are motivated to speak English.

B. Discussion

This study aims to determine the students' perceptions towards English Camp of Elisha Education Program at IAIN Parepare. The researcher use a questionnaire to collect the data from the respondents. All respondents gave responses by answering questions from the questionnaire provided using the Google form.

Data were obtained from respondents consist of 20 students, selected using a sampling technique, namely total sampling. To collect data, researchers used a research instrument in the form of a questionnaire. This questionnaire consists of 19 statements grouped into 4 statement items for Objectives of activity, 6 statement items for Facilitator/lecturers and 9 statement items for Benefits of activity. Data obtained through questionnaires can be analyzed using statistics with a quantification process, using a scoring according to a Likert scale (table 3.1).

Every students has a different perception toward English camp activities, there are three aspects can influence the students to make perception with the object that explained in this research, they are Objectives of activity, Facilitator/lecturers and Benefits of activity. Based on data processing the results found on each question indicator are as follows:

a. Objectives of activity

In this indicator there are 6 statements, 1 negative statements and 5 positive statements. This can be seen from the students' answers to the questionnaire item "English camp covered the skills I needed to master" in this statement, 80% of students had a positive perception, then 10% of students had a

neutral perception and 10% of students had a negative perception. English Camp is an English learning activity that is carried out indoors and outdoors, in an easy and fun way. The purpose of implementing this activity is to help improve students' English and cover the skills that need to be mastered. according to Liu et al., the English camp program enhances students' general English competence and their listening, speaking, reading, and writing skills. [18]

b. Facilitator/lecturers

Facilitators have an important role in English camp activities. The facilitator is responsible for overseeing and maximizing learning outcomes and improving students' English language skills. In this indicator there are 6 statements, 1 negative statements and 5 positive statements. This can be seen from the students' answers to the questionnaire item "Presenters do not help participation increase interest during the activity" can be seen from the percentage results of 80% having a negative perception or disagree with this statement, then 5% student have a neutral perception and 15% of students have a negative perception or agree with the statement. Then seen from the statement "I accepted the material delivered by the lecture properly when joining English camp" 85% of students had positive perceptions, 5% were neutral and 10% were negative.

However, it can be concluded that presenters on English camp provide material that is appropriate, clear and easy to understand so that students can

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[18] Liu, Meihua, et al., eds., *Changes in University students perceptions Towards a Two-Week s\Summer English Immersion Program*, *International Journal of Applied Linguistics and English Literature*, 6(2), (2017). p.

receive the material well. The English camp also helps students increase their understanding and confidence in communicating in English. Noguchi examined the impact of the intensive English Camp program on reducing students' fear of English. The results of his research show that participating in the English Camp has an impact on reducing the embarrassment factor for some participants and increasing their understanding of the fear of communicating in English.[19]

c. Benefits of activity

English camp is a fun learning activity. This shows that almost all students agree that the English camp can improve their English skills. Students feel happy when they join the English camp. They are more interested, more motivated and more enthusiastic about learning English after joining this program. In this indicator there are 9 statements, 3 negative statements and 6 positive statements. This can be seen from the students' answers to the questionnaire item. "I have gained confidence to speak in English after the camp" can be seen from the percentage results that 65% of students have a positive perception of the statement, then 15% neutral perceptions and 20% of students have a negative perception. Then seen from the statement "I found that English is fun through activities in the camp" in this statement, 75% of students had a positive perception, then 15% of students had a neutral perception and 10% of students had a negative perception. Canosa explains that English camp provides benefits to the

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[19] Tomoka Nagochi, The Influence of English Camp on English Language Anxiety and Perceived English Competence in the Japanese EFL Context, Journal of Pan-PacificAssociation of Applied Linguistics, 23(1), (2019), p. 47.

learning outcomes of students. These benefits are more far-reaching than other learning activities implemented throughout the academic year.[20]

During camp activities, the teaching and learning experience is characterized by engagement and interaction. Because students and lecturers are in the same place, share food, and are involved in various activities and teaching and learning experiences from morning to evening, the opportunity to practice speaking English is maximized. students agree that they can follow the instructions of the English camp committee. In each activity, students can follow instructions in both English and Indonesian, verbal and non-verbal. Students can do physical activities well such as games and according to the direction of the committee.

One way to learn outside of the classroom is through English Camp. An environment for learning with fun and natural characteristics may be found at English Camp. According to the literature assessment that has been done on the efficiency of English Camp activities in different nations, it can be said that English Camp helps students, especially those from nations where English is spoken as a second language, learn the language. Since English Camp activities allow students freedom of expression and the ability to adapt to the learning environment, which is very different from the process of learning English in class, they also help students develop their multi-intelligence. This helps students become more fluent in speaking English and increases their confidence when speaking it.

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[20] Miquel Angel Alegre Canosa, 'Are Summer Effective in Improving Learning and Educational Outcomes in Students'?', (2016), p. 4.

Through English camp, students are interested in studying English, because when the participants attend an English Camp, they feel enjoyable and very fun joining an English Camp. This is related to Mahmoud & Tanni who argue that using games and having fun, in learning a foreign language is very important. Because through this fun activity, students can increase their learning motivation.[21]

The results of this study are in line with research conducted by Katamon students offered positive opinions, the English Camp emboldened them to learn English faster and perceive the importance of English.[22] Another research from Wijaya & Adi that almost all respondents gave a positive perception that English camp can improve students' English skills in three learning domains: cognitive, affective and psychomotor. The improved skills are integrated language skills including reading, listening, writing, and speaking.[23]

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[21] Mahmoud & Tanni, *Using Games to Promote students' Motivation Towards Learning English, Journal of Al-Quds Open University for Education and Psychological Research and Studies*, 335(2320), (2014), p. 4.

[22] Ketamon, Thitiphong, et., al., *Students' Attitudes Towards English Learning Through English Camp at Princess Ubolratana Rajakanya's College Phattahalung, Journal of Education Naresuan University*, 22(2), (2020), p. 19

[23] Wijaya, Rahmat Adi & Sugeng Susilo Adi, *University Students' Perception About Extracurricular English Camp in Improving English Skills, Jurnal Diklat Keagamaan,* 16(1), (2022), p. 1.

CHAPTER V
CLOSING

A. Conclusion

Based on the data analysis and finding in the previous chapter, it is found that 65,8% of students had positive perceptions, 14,4% of students had neutral perceptions and 35.0% of students had negative perceptions. So from the result data analysis it can be concluded that the majority of students have a positive perceptions toward English Camp activities of English Educational Program at IAIN Parepare.

B. Suggestion

Based on the findings and conclusion of this research, the writer gives some suggestions as follows:

1. Instructor in English Camp should be creative to choose materials that will be taught for participants of English Camp.

2. The students should join an organization or study club, especially in order to support their success in learning English.

3. It is suggested for next researcher who are interested in this field to do further research about the factors that influence the students in joining English Camp.

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Appendix 1. Research Instrument

<table>
<tr>
<td rowspan="2"></td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUTE AGAMA ISLAM NEGERI PAREPARE

FAKULTAS TARBIYAH

Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421) 21307</td>
</tr>
<tr>
<td>INSTRUMENT PENELITIAN SKRIPSI</td>
</tr>
</table>

NAMA MAHASISWA : ALIA WAHID

NIM : 18.1300.123

FAKULTAS : TARBIYAH

PRODI : PENDIDIKAN BAHASA INGGRIS

JUDUL : THE STUDENTS' PERCEPTIONS TOWARD ENGLISH CAMP ACTIVITIES OF ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE

I. Respondent Identity

Name :

Nim :

II. Instructions for Filling Out the Questionnaire

- Before you fill out this questions, write down your identity honestly.

- Please read all questions carefully before give your answer.

- Put a tick (✓) on one of the answers (SS, S, RR, TS, STS) that you think is correct and according to the actual situation.

I

III. Information

    SS   : Strongly Agree

    S   : Agree

    RR   : Undecided

    TS   : Disagree

    STS   : Strongly Disagree

No.	Statement	Answer				
		SS	S	RR	TS	STS
1.	I was given sufficient information about the objectives of the activities before the english camp was held					
2.	English camp didn't lived up to my expectations					
3.	English camp do not covered the skills I needed to master					
4.	The objectives of English camp activities were achieved					
5.	Presenters have sufficient knowledge					
6.	Presenters do not help participation increase interest during the activity					
7.	Presenters have communicate well in English					
8.	the material presented to participants is appropriate and clear					
9.	I acceptance the material delivered by the lecture properly when join English camp					
10.	The language used was appropriate and easy to understand					

No.	Statement	Answer				
		SS	S	RR	TS	STS
11.	The outdoor activities do not help the learning process					
12.	I found that English is fun through activities in the camp					
13.	English Camp stimulates to be active participants in the learning process					
14.	Enough time was devoted to each activity					
15.	After join English Camp the participants feel motivated to memorize more vocabulary					
16.	I am not motivated to speak in English after the camp					
17.	I have gained confidence to speak in English after the camp					
18.	English Camp provides an opportunity for participants to speak					
19.	I am unable to use and apply what I learned in this English camp outside class					

Parepare, 05 April 2023

Mengetahui,

Pembimbing Utama

Dr. Zulfah, M. Pd.
NIP. 198304202008012010

Pembimbing Pendamping

Nur Asiza, M. Pd.
NIDN. 2016098601

Appendix 2. Questionnaire Score

Subject	Questionnaire Item Number																			Score	Category
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	3	1	1	3	3	2	4	3	2	4	3	1	3	3	3	1	1	1	3	45	Neutral
2	2	1	2	3	3	2	4	3	4	4	4	1	3	4	3	1	4	1	3	52	Neutral
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76	Positive
4	4	3	5	3	5	1	4	4	5	4	4	5	5	4	4	4	3	4	3	74	Positive
5	4	4	4	4	5	5	5	4	4	4	1	4	5	3	3	4	4	4	3	74	Positive
6	4	4	4	4	5	5	5	4	4	4	5	4	4	5	5	5	5	4	5	85	Positive
7	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	3	4	4	78	Positive
8	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	72	Positive
9	5	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	82	Positive
10	4	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	92	Positive
11	4	4	4	4	5	5	5	5	4	5	4	5	5	4	4	5	4	4	4	84	Positive
12	5	5	5	4	4	5	4	4	4	4	4	5	4	4	5	5	4	4	4	83	Positive
13	5	4	3	4	4	5	5	5	5	5	4	5	4	4	4	4	3	4	4	81	Positive
14	5	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	3		74	Positive
15	3	3	4	4	5	4	5	4	3	4	5	3	3	2	2	4	2	3	4	67	Neutral
16	2	3	3	4	5	4	4	3	2	3	4	3	3	3	2	4	2	3	4	61	Neutral
17	5	3	4	4	4	5	4	5	5	5	4	4	4	4	4	4	4	4	3	79	Positive
18	5	4	4	5	5	5	5	5	4	4	5	4	4	5	5	4	4	5	4	86	Positive
19	4	3	4	4	4	3	4	4	4	5	4	4	4	4	3	3	1	1	4	67	Neutral
20	4	5	5	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	81	Positive
																	Total Score			1493	
																	Mean Score			74.65	

I

Appendix 3. Questionnaire Instrument

THE STUDENTS' PERCEPTIONS TOWARD ENGLISH CAMP ACTIVITIES OF ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE

I. Instructions for Filling Out the Questionnaire
• Before you fill out this questions, write down your identity honestly.
• Ple.ase read all questions carefully before give your answer.
• Put a tick (·) on one of the answers (SS, S, RR, TS, STS) that you think is correct and according to the actual situation.

II. Information
SS : Strongly Agree
S : Agree
RR : Uncertain
TS : Disagree
STS : Strongly Disagree

Name *

KADARUDDIN

Nim *

19.1300.082

1. I was given sufficient information about the objectives of the activities before the english camp was held *

○ SS
◉ S
○ RR
○ TS
○ STS

2. English camp didn't lived up to my expectations *

○ SS
○ S
○ RR
◉ TS
○ STS

3. English camp covered the skills I needed to master *

○ SS
◉ S
○ RR
○ TS
○ STS

4. The objectives of English camp activities were achieved *

◉ SS
○ S
○ RR
○ TS
○ STS

5. Presenters have sufficient knowledge *

◉ SS
○ S
○ RR
○ TS
○ STS

6. Presenters do not help participation *
increase interest during the activity

- ○ SS
- ○ S
- ○ RR
- ○ TS
- ● STS

7. Presenters have communicate well in *
English

- ● SS
- ○ S
- ○ RR
- ○ TS
- ○ STS

8. the material presented to participants *
is appropriate and clear

- ○ SS
- ● S
- ○ RR
- ○ TS
- ○ STS

9. I acceptance the material delivered *
by the lecture properly when join
English camp

- ○ SS
- ● S
- ○ RR
- ○ TS
- ○ STS

10. The language used was appropriate *
and easy to understand

- ○ SS
- ● S
- ○ RR
- ○ TS
- ○ STS

11. The outdoor activities do not help *
the learning process

- ● SS
- ○ S
- ○ RR
- ○ TS
- ○ STS

12. I found that English is fun through *
activities in the camp

- ○ SS
- ● S
- ○ RR
- ○ TS
- ○ STS

13. English Camp stimulates to be *
active participans in learning process

- ● SS
- ○ S
- ○ RR
- ○ TS
- ○ STS

14. Enough time was devoted to each *
activity

- ◯ SS
- ◯ S
- ⦿ RR
- ◯ TS
- ◯ STS

16. I am not motivated to speak in *
English after the camp

- ◯ SS
- ◯ S
- ◯ RR
- ⦿ TS
- ◯ STS

15. After jooin english camp I feel *
motivated to memorize to memorize
more vocabulary

- ◯ SS
- ◯ S
- ⦿ RR
- ◯ TS
- ◯ STS

17. I have gained confidence to speak in *
English after the camp

- ◯ SS
- ⦿ S
- ◯ RR
- ◯ TS
- ◯ STS

18. English camp provides an *
opportunity for participants to speak

- ◯ SS
- ⦿ S
- ◯ RR
- ◯ TS
- ◯ STS

19. I am unable to use and apply what I *
learned in this English camp outside
class

- ◯ SS
- ◯ S
- ⦿ RR
- ◯ TS
- ◯ STS
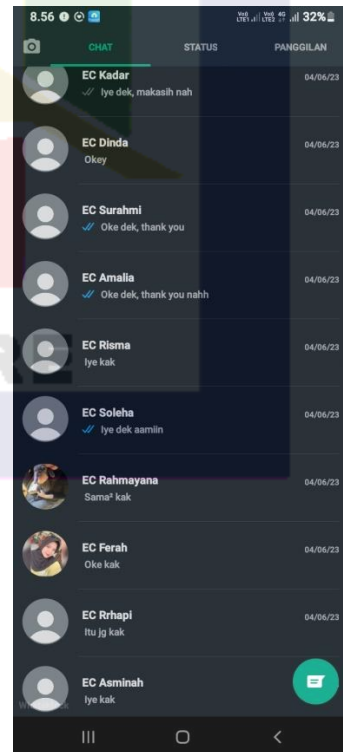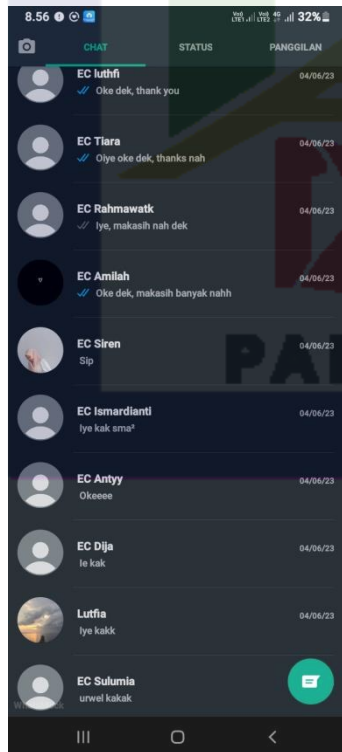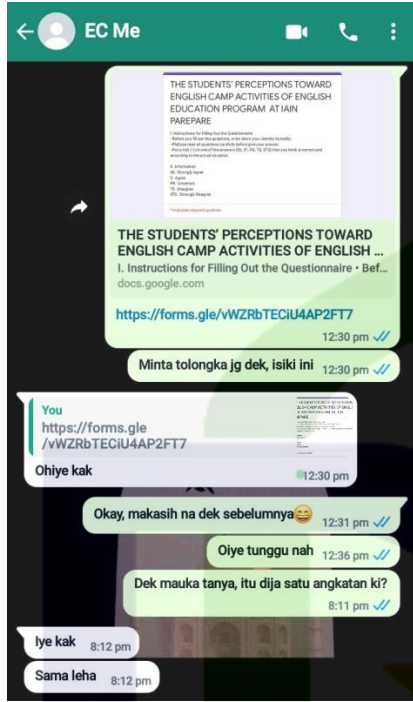
Appendix 4. Consultant Degree

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1197 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare.
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
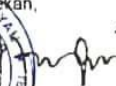
Kesatu :
Menunjuk saudara: 1. Dr. Zulfah, M.Pd.
2. Nur Asiza, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Alia Wahid
NIM : 18.1300.123
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Libam English Camp To Improve Students English At MAN 1 Parepare

Kedua :
Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga :
Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat :
Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya

Ditetapkan di : Parepare
Pada Tanggal : 05 Mei 2021
Dekan,

H. Saepudin

Appendix 5. Research Permit Recommendation from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor	: B.1616/In.39/FTAR.01/PP.00.9/04/2023	12 April 2023
Lampiran	: 1 Bundel Proposal Penelitian	
H a l	: Permohonan Rekomendasi Izin Penelitian	

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Alia Wahid
Tempat/Tgl. Lahir	: Pangkajene, 14 Desember 2000
NIM	: 18.1300.123
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: BTN Bungoro Indah Lama Blok A6/39, Desa Samalewa, Kec. Bungoro, Kab. Pangkep

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Students' Perceptions Toward English Camp Activities Of English Education Program At IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 6. Research Permit Recommendation from DPMPTSP Parepare

Appendix 7. Statement has carried out research from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website www.iainpare.ac.id, email mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.2643/In.39/FTAR.01/PP.00.9/05/2023

Yang bertanda tangan di bawah ini,

Nama	:	Dr. Zulfah, M.Pd.
NIP	:	19830420 200801 2 010
Pangkat / Golongan	:	Pembina / IV a
Jabatan	:	Dekan Fakultas Tarbiyah
Instansi	:	Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	:	Alia Wahid
NIM	:	18.1300.123
Fakultas/Prodi	:	Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	:	BTN Nugroho Indah Blok A6/39 Kab. Pangkep

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Mei 2023 sampai dengan bulan Juni 2023, dengan judul penelitian "The Students Perceptions Toward English Camp Activities Of English Education Program At IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 19 Juni 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP 19830420 200801 2 010

VIII

CURRICULUM VITAE

Alia Wahid. She was born on December 14, 2000 in Pangkep, South Sulawesi, she was the youngest of five children, having two sisters, and two brothers. Father's name is Abd Wahid and mother's name is Hanafia. Starting to claim the education level in 2005 at Taman Kanak-Kanak Pertiwi Bowong Cindea in pangkep. In 2006 she registered as a student in Elementary School at SDN 3 Sambung Jawa and graduated in 2012. In the same year, she registered as a student at SMPN 1 Bungoro and graduated in 2015. After graduated in Junior High School, she registered as a student at SMAS Semen Tonasa and graduated in 2018. Then she Continued her education at State Islamic Institute (IAIN) Pareare in 2018, taking the tarbiyah faculty and focusing on the English Language Education study program completed her study with her thesis with the tittle "The Students' Perceptions Toward English Camp Activities of English Education Program at IAIN Parepare".