

EXPLORING THE PRACTICE OF MADANI SUPER CAMP (MSC) TO FOSTER ENGLISH SPEAKING SKILL

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Abstract

This study was located at *Madani Super Camp (MSC)*. This research was conducted for the purpose of *Exploring the Practice of Madani Super Camp (MS) to foster English Speaking Skill*. This study employed descriptive qualitative method. The data were collected from observation, interview and documentation. The findings of this study revealed the learning outcomes, the activities to promote speaking skill, the activities to enrich the vocabularies and the learning assessment of the MSC program. The learning outcomes were based on the students' entrance level of English. The activities to promote speaking skill included English day program, role play (through daily conversation, daily expression and morning puzzle), simulation (English speech, English contest, art show and master ceremony), storytelling and reporting. The activities to enrich the vocabularies were morning vocabularies, memorizing vocabularies and phrase, pamphlet and listening. The students' progress were assessed through pair dialogue performance, and other mode of spoken test. Based on the findings of this study we suggest that the MSC should vary the speaking activities. It is also important to make the more specific learning outcomes for different level, so that the tutors could prepare the lesson more easily. Furthermore, the assessment should be integrated with that of international standard to ensure the test credibility.

Keywords : Madani Super Camp, Learning Outcomes and assessment.

INTRODUCTION

English is one of the international languages spoken by many countries. Even some countries in Asia have positioned it as the second language for its people because of its vital role as the means of international communication in various sectors. Despite this, the status of English in Indonesia remains a foreign language due to pros and cons regarding its impact to the national language.

With regards to the practice of teaching English as a foreign language (TEFL) in Indonesia, a number of issues

were encountered by both the learners and instructors and one of which is the low level of students' speaking skill. According to Dewi, Kultsum & Armadi (2016), the causes of the students' low speaking skill are as follows: (1) not having enough time in practicing speaking, (2) having insufficient vocabulary, (3) lack of interest in speaking because of not appealing teaching methods and (4) not being able to relate the speaking content to their real life. Such an issue is becoming more problematic for language teaching

particularly after the implementation of the latest curriculum, the 2013 curriculum.

Having studied this curriculum, we found a number of challenges which students and teachers might encounter to promote the mastery of productive skill, speaking. First, the curriculum allocate quite limited duration to learning English which is less than four hours per week. Secondly, English teachers are to work on demanding administrative works, making the teachers to have less time to prepare their teaching materials. Adding to this, we observe that students apparently are not having high motivation to learning English which is mainly caused by the uninteresting learning activities. Also, the students have limited time to do speaking rehearsal.

In response to such situations, there have been a number of schools that have implemented alternative approaches to teaching English, for instance by running intensive English course out of school program. This mainly aim to improve students' language skills mainly speaking. In Lombok west Nusa Tenggara, today we could find many Islamic boarding schools which has implemented English camp as their method to reach this aim. One of the popular program has been organized by Nurul Haramain Islamic Boarding School which applied English camp. This program is well known in the Island and many schools have resorted to its approach to enhance speaking skills. The popular name of this program is Madani Super Camp (MSC).

According to the initiator of this program, MSC specifically designed to prepare new students of the boarding school with English language skills. It is called super camp as it give super intensive program for the students in order that

they have certain level of English which allows them to meet the minimum requirement of the boarding school language skill. This program was conducted out of the boarding school area. it is situated in an open space which could be reached in 20 minutes drive from the boarding school. Madani Super Camp is located in the Conservation Forest belonging to the Nurul Haramain Islamic Boarding School, precisely in Kampung Madani, Hamlet of Lebah Suren, Sedau village, Narmada District, West Lombok regence, West Nusa Tenggara. The program has been open since September 2013, and will be carried out continuously.

Despite its success in promoting language skills to the boarding school students, a study which uncovered its real practice is hardly available. For this reason, this study was conducted. Hence, the aim of this study is to explore the practice of Madani Super camp to foster English speaking skill.

LITERATURE REVIEWS

Existing Studies

A few existing findings were presented in relation to this study. Noguchi's study (2019) explores how students' anxiety and their perception of their English communicative competence change through participating in a five-day English Camp. This study indicated that some of the students' anxiety factors could be reduced even only participating in a relatively short time (five days). Their participation in the English camp also increases their perception of English communicative competence. Another study on the impact of English camp was carried out by Aswad (2017). His study on a control and experimental group suggest that there was a significant different

between those taught in an English camp mode with those of taught by formal communication. This study also reveals that students felt more enjoyable and participated more actively in class.

The Nature of Speaking

Speaking is one of the productive language skills other than writing. It is the ability which allows us to communicate effectively. Speakers of a language are required to poses other sub skills in order to speak communicatively and to get the ideas understood (Harris, 1974). Speaking is also an oral language proficiency and a complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involve different skill. Richard (in Nunan, 1999:226) also provides characteristic of communicative competence including knowledge of grammar and vocabulary of the language, Knowledge of rule of speaking, knowledge of how to use and respond to different types of speech act such as a request, apologize, thanks and invitations. Knowledge of how to use language appropriately.

Aspects of Speaking Ability

As speaking is categorized one of the language arts which are most frequently used by people accross the globe. It is also a very complex skill which requires the simultaneous use of the number of abilities which often develop at different rates. Syakur (1987) mentioned at least four components of speaking skill namely comprehension, grammar, vocabulary, pronunciation and fluency.

Speaking Learning Outcome

One of the most vital aspects to take into account in teaching speaking is the

defining the learning outcomes. Any language course and instructor should have these outcomes clear before running a program. In the European countries, a set of standard which clearly state the learning outcomes of learning English has been issued. This is known as **Common European framework (CEFR)** which aims to improve the recognition of language qualifications and help teachers co-operate. This standard has developed language-level classifications for certification to be recognized across Europe.

The Common European CEFR divides general competences in knowledge, skills and existential competence with particular communicative competences in linguistic competence, sociolinguistic competence, and pragmatic competence. This division does not exactly match previously well-known notions of communicative, but correspondences among them can be made. The CEFR has three principal dimensions: language activities, the domains in which the language activities occur, and the competences on which we draw when we engage in them.

Common Reference Levels

The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing. The following table indicates these levels. A more thorough description of each level, with criteria for listening, reading, speaking, and writing, is available on the Internet.

Level group	Level	Description
A Basic user	A1 Breakthrough or beginner	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2 Waystage or elementary	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
B Independent user	B1 Threshold or intermediate	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2 Vantage or upper	• Can understand the main ideas of complex text on both concrete and abstract topics,

	intermediate	including technical discussions in their field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C Proficient user	C1 Effective operational proficiency or advanced	• Can understand a wide range of demanding, longer clauses, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
	C2 Mastery or proficiency	• Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

The Activities To Enrich Vocabulary

If you browse on the Internet and google activities to enrich vocabularies, you would found an array of them applicable in diverse language classes. A few of them are as follows. First, Exposure Rates Matter which require students need to be exposed to the

vocabulary over and over if they are to understand and use the words effortlessly. When stories or texts are repeated, students gain more word knowledge. Research shows that students hearing stories more than once have a 12% gain over their peers who only heard the story one time when tested on the

vocabulary in context (Biemiller and Boote, 2006).

Second is *Define The Words While You Read*. This would work better to share vocabulary in context, rather than just learning definitions. You're shocked, aren't you. It's also important to emphasize and practice pronunciation of new/unfamiliar words. Don't assume that regular decoding skills will work with academic vocabulary. Practice saying the words (Nash and Snowling, 2006). There are many more techniques to teaching vocabularies which are proven effective.

Assesing Speaking Skills

Students' learning program should be assessed throughout the program as it indicated the success of the program (Fulcher, 2003). Bachman (1990) argues that assessment is often considered as an important instructional step. The assessment results can also be resorted as an evaluation to teachers as well. The way learners are taught and activities carried out in the classroom are greatly influenced by assessment. In fact, many teachers were found reluctant to the quality of the assessment they employed. As knight(1992) suggest that the teachers are either reluctant to test oral ability or lack of confidence in the validity of their assessments. Consequently, lacking knowledge on how to assess their students speaking performance indicate that their competences in teaching are also far from effective.

Because of its powerful impact, teachers should be careful when designing an assessment. A number of consideration should be taken into account to build a fair and valid instrument. For speaking skill assessment, experts suggest the use of rubric as it provide more specific criterion of each speaking component being assessed. In general the rubric contains the components to

assess which include pronunciation, vocabulary, accuracy, communication, grammar, interaction, and fluency

This overarching aim of this study is to explore and uncover the practice of the Madani Super Camp in fostering the students' speaking skills. More specifically, this study seeks to investigate:

1. What were the speaking learning outcomes of MSC?
2. What were the learning activities to promote speaking skills?
3. How was vocabulary was enriched?
4. How oral proficiency were assesed?

RESEARCH METHODS

In relation to the aim of this study, a descriptive qualitative method was implemented as it allowed the researcher give detailed description on what actually happens in the research site (**Cresswell, 2012**) The study involved program coordinator, tutors and students as the participants. To collect data, we did participants observations, indepth interviews and documentation. Finally, collected data were analyzed qualitatively.

FINDINGS AND DISCUSSION

RQ1. What were the speaking learning outcomes of MSC?

Based on the result of interview and document analysis, the speaking learning Outcomes stated or set in this program are as follows: After completing the program, students are able to: (1) Understand and use familiar everyday expression and very basic phrases aimed at the satisfaction of needs of concentrate type; (2) Introduce themselves and others, ask and answer and question

about personal details such as where they live, people they know and things they have; (3) Interact in a simple way provided the other person talks slowly and clearly and is prepared to help; (4) Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); (5) Communicate in a simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (simple present, present continuous, and simple past); (6) Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need; (7) Understand the main points of clear standard input on familiar matter regularly encountered in work, school, leisure, etc.; (8) Deal with most situations likely to arise while travelling in an area where the language is spoken; (9) Produce simple connected texts on topics that are familiar or of a personal interest; (10) Describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinion and plans; (11) Understand the main idea of complex text on both concrete and abstract topics, including technical discussion in this field of specialization; (12) Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; and (13) Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

If we compare this learning outcomes of MSC with that of the 2013 curriculum, then these learning outcomes were for for the second grade of junior high school. However, from that of Common European framework (CEFR) we learned that MSC implemented the material based on the students level and

MSC level was between B2 or upper intermediate.

RQ2. What were the learning activities to promote speaking skills?

Based on my observation and interview with the tutor, there are some speaking learning activities to foster English speaking skill in MSC there are as follows:

a. English Day Program

English day was a program that applied to make students have time to practice English longer than the time they had from English subject. Because in English day students have to speak English in all of daily activities. it was controlled by language section of MSC students organization, and the tutor. it had some rules to make it runs well.

b. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. and this activities has been implemented in MSC . for example :daily expression, daily conversation and morning puzzle.

c. Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will

have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. and this activities has been implemented in MSC . for example : English Speech, master ceremony, English contest, and art show.

d. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

e. Reporting

MSC also has an activities that could help the students to be better in their speaking it is called Daily dairy. Each students have to write down their daily life or activities in the diary book every day. Then in the night after isya prayer the students should presents their daily diary in front of all the friends. And also the students given some tasks to make a handicraft for example then they should present it in. or they should make an advertisement to promote their agendas.

If we resort to the arguments of linguistics and ESL teachers we found that they are very likely to agree that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral

language. Based on our observation, we learned that MSC has implemented those various activities of speaking to promote speaking skill.

RQ3. How was vocabulary was enriched?

Vocabulary is the basic that must be learnt first by learners. It will help the learner in learning English language well. In this study, we found There are some activities that practiced by MSC to enrich the students vocabularies. They are as follows:

a. Morning Vocabularies

Morning after subuh prayer the students learn the vocabularies that given by the tutor based on their handbook. Then they asked to repeat after the teacher loudly, clearly and correctly. Then the tutor explained to the students the material that they have to memorize for one day.

b. Memorizing (vocabularies and phrase)

c. Pamphlet

Everything we found in MSC has named on a pamphlet. So that the students could be easy to remember and learned the vocabularies.

c. Listening

The material have given in the morning like vocabularies and phrase or daily conversation that will be played on the loudspeaker, so that the students will be very easy to memorize the vocabularies and also the phrase.

d. 30 vocabularies

The students have to memorize 30 vocabularies for regular and irregular verbs, then they have to present it on their mentor, every afternoon or in the night.

RQ4. How oral proficiency were assesed?

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, **Nunan (1999)** viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context. As Nunan (1999) suggested that the criteria of speaking assessment depend on the type of speaking are assessed there are: Grammar, Fluency, Vocabulary, Comprehension, Fluency and Task.

The last focus of this study is how the students speaking skill are assessed in order to measure program effectiveness. Based on the interview as reported by the tutors we found that the students speaking skill are assessed by a number of techniques there are: (1) Interview (questions), (2) Role play (performing the dialogue), and (3) Portfolio. MSC Implemented those techniques to assessed students speaking learning and it relevant with the theory of assessment and standard of assessment based on 2013 curriculum. The tutor employed both informal and formal assessment technique.

a. Informal Assessment Technique

For informal assessment the tutors techniques were: asking the students to mention some vocabulary item, using question, asking some students to come forward to answer the questions, and dictation. One of the

techniques Informal Assessment was held by asking the students to mention the vocabularies related to the topic that they have learned. I.e. Question, Performing the dialogue and task.

b. Formal Assessment Technique

According to the tutors, There are two kind of formal assessment in MSC. Oral Examination and Writing Test. For oral examination, students were asked to practice the material that taught for example about introduction, the students asked to introduce themselves. If conversation the students given the task by question and answer or sometimes they memorized it. While for the Writing Test, the students were assigned a task on the paper that prepare by by the tutors. comparing the model of assessment used by the MSC, we learned that the assessment have been suited with that of 2013 curriculum.

CONCLUSION AND IMPLICATIONS

This study was an exploration of how an intensive English program, Madani Super Camp (MSC) was carried out to enhance students' speaking skills. It sought to investigate the learning outcomes, speaking activities, vocabulary enrichment activities and oral proficiency assessment. The learning outcomes stated in this program has been adjusted with that of 2013 curriculum and met the standard of the second grade of junior high school. If compared to that of CEFR, the learning outcomes fall into the B2 level or upper intermediate. The activities to promote speaking skills include (a) English Day Program, (b) Role Play, (c) Simulation, (d) Storytelling, and (e) Reporting activities. For vocabulary enrichment, students were assigned with the following activities such as (a) Morning Vocabularies, (b) Memorizing (

vocabularies and phrase, (c) Pamphlet, (d) Listening, and (e) 30 vocabularies. Finally, the students' progress were assessed through both formal and informal method. Despite these findings, this study needs further investigation as it has yet to evaluate the validity of the test used, the response of the participants, and materials used by the programs.

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