

## CHAPTER 1

### INTRODUCTION

This chapter discuss about the background of study, the research problem, the objective of study, the significance of study, the scope and limitation, and the definition of key terms. These steps must be discussed earlier because this part will be the outline of the research.

#### **A. The Background of Study**

English language camp becomes an attractive and waited event for learners as the way to learn English as a foreign language with fun and engaging activities. Not only in Indonesia but English language camp has also been conducted in other countries with different purpose and design.<sup>1</sup> There were few differences between English language camp conducted in Indonesia and another country. In other countries, some English language camps conducted were supported by the government because that is a recommended program to improve students' ability in learning English as the second or foreign language.<sup>2</sup> Some institutions also get a lot of supports to invite a developer to create English language camp program.

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<sup>1</sup> Stella Francisca, "Fun Meets Knowledge: English Enrichment through Camp America", *Journal Of English Language Teaching*, Vol. 1 No. 1 (2019),25.

<sup>2</sup> Mohammad & N.Y.K,Zakaria, "Development of English Language Camp Module: Reception and Perception of Asnaf Pupils in Malaysia", *GJAT*, Vol.8 No.2, (2018), 31.

In Indonesia context, developing the activities for English language camp program is a challenge not only for the private schools but also the public schools. The challenge includes the support of the headmaster or the teachers create some activities of the program and the last is the finance. Surprisingly, MA Ar Rosyaad Balong as a private school with limited sources and facilities were able to conduct English language camp. The purpose of the program is to enhance the students' confidence related to the English language, increase motivation of the students and foster a sense of community among the students in the school, create opportunities for students to develop and recognize English as a means of communication.

This was a great accomplishment for the school because that school is the only one school that was able to conduct an English language camp program among the group of schools work in that area. Based on the need analysis there are three principles of this program. The first is the activities of the program should be creative, be fun, cover the varieties of the learner's background, and train four skills of English. The second is the program should be low budgeted, and the last the program should enhance the students' confidence and increase the ability of the participants who already joined English Camp last year so they will have different experience.

Generally the program was well planned and run really well for the two years. Everything was also well documented but there is not any module yet from

the activities. Developing tasked-based English language camp module is needed to facilitate the facilitator easier to held English language camp activities. Beside that the module can be used not only for MA Ar Rosyaad English teachers, but also teachers with such needs in general. The interesting thing of this English language camp module is using tasked-based activity and providing step by step guidance to any English facilitator so it will be able to be implemented in other similar context.

There were several perceptions about the implementation of English language camp in different areas. The students who joined the previous English language camp at MA Ar Rosyaad Balong Kediri mentioned that joining English language camp make them feel happy and enjoy learning English with some games. The result of the previous study conducted for *Asnaf* pupil in Malaysia showed the same perception that the participants of the program felt motivated during the camp and the activities were interactive.

In contrary, this program found a challenge that most of the students of MA Ar Rosyaad get financial difficulties, lack of support and motivation. In fact some students are not able to join the program because their parents do not have enough money to pay even that is not too much compared to the facilities that the participants have gotten. In this case the financial should be considered by the school to create the program. The improving educational productivity and the

school finance are related to each other.<sup>3</sup> Therefore, this program is designed with very low budget so students can join the program and the school can support.

Although it has limited sources the headmaster and teachers really support the program. English language camp in this school is begun since 2017 as the work plan of Peace Corp Volunteer and the Counter Part of the school. The program was well planned and run really well for the two years also everything were well documented but all the activities were separated from different files. So in this occasion is important to develop a task-based English language camp module at MA Ar Rosyaad Balong.

## **B. Research Question**

The research question of this research development is a gap between the reality and the expectation. The research problem here is:

“What kind of tasked-based English language camp module that fit students to learn English at MA Ar Rosyaad Balong?”

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<sup>3</sup> Allan Odden & William Clune, ” Improving Educational Productivity and School Finance”, *Educational Reseracher*, Vol.24 No.9 (2016), 6.

### **C. Objective of the Study**

Based on the research problem above, the research and development is intended to develop tasked-based English Language Camp Module that fit students to learn English at MA Ar Rosyaad Balong.

### **D. The Significance of the Study**

Hopefully, this research and development gives a significance implications in the future of English language camp at MA Ar Rosyaad Balong. This module provides some interesting and fun tasked-based activities that were developed to facilitate the participants to enhance their confidence and motivation in learning English. This research also gives a contribution to develop school curriculum for English subject friendlier for the students in learning English. Beside that it provides the guidance for the English language camp facilitator to deliver the language activities in easy ways. This task-based English language camp module is expected to help the other schools that were interested in conducting English language camp with the similar context and language level abilities.

### **E. Product Specification**

This study focuses on the developing tasked-based English language camp module. The researcher limits the scope of the area at MA Ar Rosyaad Balong and the types of the activities by tasked-based activities.

Tasked-based activities are appropriate to develop English language camp module because this module provide organized around activities, such as drawing maps, following the directions, and following the instructions. It focuses at MA Ar Rosyaad because this is the only school in Senior High School level in the area of work group school in districts Kandat which has conducted English language camp since 2017.

#### **F. Delimitation of the Study**

The study focuses on the development of tasked-based English language camp module at MA Ar Rosyaad Balong Kediri. This module consists of several tasked based activities for two days camp as guidance for the teachers to conduct English language camp. The activities are designed based on the need analysis of the school.

Furthermore, the activities have been tried out for the students in English camp program for the year before. The activities worked well for the students in the school although the activities are designed in low budget and limited resources. Therefore it is suggested that the tasked based English language camp module can be developed with different condition of the educational setting in the future. Measuring the students' achievement in task-based activity was challenging because task-based activities more focus on the process of learning rather than the subject. The assessment is the relationship to learners' criteria for

success. Because of that it is suggested to conduct a pre-test before the program and conduct a post-test after the program to see the students' progress.

### **G. Definition of Key Terms**

Task-based learning gives the teachers an opportunity to help learners to develop their language ability naturally through communication and interaction with others.<sup>4</sup> Task-based activity appears as the challenge of the traditional PPP model which stands for presentation, practice and product. The essence of task-based activity is learning by doing. It emphasizes on the importance of teacher organizing a class around communicative tasks and leading the students to complete them by using English so the students could acquire the language naturally.

Task-Based activity is a type of learning strategies that help learners perform tasks, solve specific problems, and compensate of learning deficits.<sup>5</sup> This type of activity is appropriate for camp activities because they do not only concern on the certain activities but the facilitator also provide various activities to make the English camp more exciting and engaging for the learners.

The activities on developing task-based English language camp module concerns on the learner and the teacher as joint decisions makers, the content is not what subject to the expert or a gift from instructor to the learners but the

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<sup>4</sup> Leon Townsend-Cartwright, *Analysis of the Task-Based Syllabus: Strength, Weakness, and the Case for its Implementation* (MA TEFL/TESL, 2014), 4.

<sup>5</sup> Mu-Hsuan Chou, "A Task-Based Language Teaching Approach to Developing Metacognitive Strategies for Listening Comprehension", *International Journal of Listening*, Vol.31 No. 1 (2017), 51.

subject is what the learners bring or want. It is emphasized on the process and doing things for or with the learners.<sup>6</sup> The National Indonesian dictionary gives a clear and simple definition of a module. The module is a set of teaching materials are presented systematically so that users can learn with or without a facilitator

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<sup>6</sup> R.V.White, *The ELT Curriculum: Design, Innovation and management. 1<sup>st</sup> edition.* (Oxford : Blackwell, 1998), 44.