

# English Camp Assistance Using Need Analysis to Strengthen Students' Speaking Skill at SMA Muhammadiyah 1 Gresik

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## Abstract

Community service activities are carried out at SMA Muhammadiyah 1 Gresik which is located on JL. Dr. Wahidin Sudirohusodo No. 162, Setigi, Randuagung, Gresik. The form of this activity is an outdoor activity of an English Camp which was held for two days from October 17-18, 2021. This activity aims to improve students' speaking skills. The implementation of this English Camp assistance was carried out using need analysis activity by conducting interviews with English teachers at the school. The results show that students want a form of English learning that is different from what they receive in class and can implement in daily activities, especially during school hours. Furthermore, it is hoped that the output of the activity will make students more motivated to improve their speaking skills. In addition, teachers can also facilitate with various interactive learning media so that they can create fun learning activities.

**Keywords:** Need analysis; English camp; Speaking

## 1. Introduction

English is one of the international languages in our lives today. However, along with these needs, the current conventional education system with the method of teaching and learning activities in the classroom is not enough to build English language skills for students, there are even some students who still consider English as a subject that is very important. Therefore, we need a way to make English lessons a fun lesson. One of the efforts to stimulate students in building an English-speaking culture is to organize English Camp activities.

English camp is an outdoor learning activity that involves learning in an interesting, innovative, and fun way. In this activity, students are invited to learn English by playing, moving, and doing activities that are self-confident, creative, and innovative, as well as communicative programs, so that participants can implement the English they learn in English Camp directly. Without neglecting the spiritual side as a standard of basic values in creating community.

SMA Muhammadiyah 1 Gresik is one of the private high schools in Gresik City and located on JL. Dr. Wahidin Sudirohusodo No. 162, Setigi, Randuagung, Gresik District. SMA Muhammadiyah 1 Gresik has a unique learning system and focuses more on output and implementation in everyday life. They do not rely solely on conventional textbooks and exams.

To find out the needs of students, especially in English, a need analysis was carried out by conducting interviews with English teachers. The results of the needs analysis show that students want a form of English learning that is different from what they receive in class and can implement in daily activities, especially during school hours, and an English Camp activity initiated which prioritizes comfort in learning English.

Needs analysis is the basic principle that underlies a program based on the needs of students (Richard 2001). Needs analysis can be used to identify the language that students should use in real communication situations. Needs analysis can also be defined as the needs of learners as individuals in learning situations, which consider affective and

cognitive variables in learning, such as student attitudes, motivation, personality, expectations, awareness, and others. (Richards, 2001). A more comprehensive definition of needs analysis refers to the systematic collection and analysis of all subjective and objective information needed to define and validate the objectives of the curriculum that can be maintained in language fulfillment. (Brown, 1995) to collaborate further, objective needs are information about learners, including their real-life language use, language proficiency, and language difficulties while affective and cognitive needs are learners' needs in learning situations (Brindley, 1989).

From the description above, it can be concluded that some of the problem formulations in SMA Muhammadiyah 1 Gresik are as follows:

1. Students get bored easily if learning English is done only in class.
2. The need for renewal by conducting fun English learning outside the classroom by optimizing the students' affective and cognitive functions.

According to the Association of Education and Communication Technology (1997), media is a tool to carry out communication activities and convey messages, either directly or indirectly. Meanwhile, according to Munadi (2012: 8), messages can be conveyed through media to create an effective and conducive learning atmosphere. In particular, the media used in the teaching and learning process is more specifically graphic, photographic, and electronic tools used to capture, process, and rearrange information both verbally and visually (Arsyad: 1997).

Learning media is needed to achieve the desired goal (Shalahuddin: 1986). The learning process will take place effectively and be conducive if accompanied by media that can increase the spirit of learning. English is one of the subjects that requires concentration and intensive practice so that students can become fluent and can practice the skills learned in everyday life.

With the problems mentioned above, an idea was obtained to carry out learning outside the classroom, with the themes they had previously studied in English Camp activities.

English camp is an outdoor activity that aims to improve hard skills and soft skills such as communication, critical thinking, and the ability to solve problems. In addition, by conducting English camp activities, students can stimulate the ability to cooperate, teamwork, and leadership (Ismail: 2011).

Holding outdoor activities such as English camp is a new and innovative activity for students to learn new things and motivates them to be more enthusiastic about learning English. This method is based on the concept of learning English easily and helps educators break down barriers in language learning. In this English camp, there are many activities that can be done to make learning English fun. When students feel that English is fun, they will begin to be encouraged to use it naturally (Ismail: 2011).

In addition, the use of English in Indonesia is still categorized as a foreign language (Foreign Language). It means it only used by some groups. Compared to other countries such as India, Malaysia, and Singapore, they use English more intensely in their daily life. Therefore, more immersion and habituation in the use of language are needed. English camp can be a solution to provide a lot of habituation to communicating in English so that students can practice their communication skills better.

Several studies have shown the benefits of outdoor activities such as English camps. According to Chang and Shu (2000), there is a good relationship between the learning environment and student motivation. Their learning outcomes will increase, and their enthusiasm for learning will also be higher if they are in a good learning environment. In addition, White (1989) stated that it is essential to consider habitual learning styles that focus more on a communicative approach to encourage students to learn English. One way is by teaching English through English Camp or other enrichment programs.

In sum, this community service's purposes are to Boost the enthusiasm of students in learning English in the classroom and as the innovation in teaching English so that students can learn comfortably and learn new things through innovative activities that are made.

## 2. Method

To provide more innovative and creative English teaching and improve the ability to communicate in English. An observation was held in the form of need analysis and observation. This activity aims to determine the needs of students in learning English and determine the appropriate method to teach English in a fun way.

The main purpose of this community service activities is to assist the implementation of an English camp using a needs analysis. The implementation of community service involves partners in carrying out community service. This English Camp activity was held at SMA Muhammadiyah 1 Gresik which was attended by 42 participants of class XII International Class.

SMA Muhammadiyah 1 was established in 1965 without a building of its own and still has to borrow the building belonging to SMP Negeri 2 Gresik. On September 1, 1965, SMA Muhammadiyah 1 Gresik received a permit to stand by decree number 10/A-2/1965. The big family of SMA Muhammadiyah seeks the establishment of the Muhammadiyah 1 Gresik college complex in stages on JL. KH. Kholil 90 Gresik which then moved to Jl. DR. Wahidin Sudiro Husodo No. 162.

The English Camp mentoring activity was carried out by 2 (two) lecturers from the English Education Study Program, FKIP, University of Muhammadiyah Gresik. The scientific background is in accordance with the community

service theme. Therefore, it is hoped that this activity will be able to expedite this activity, and there will be no significant obstacles during the implementation of community service activities.

### 3. Findings and Discussion

This English Camp activity was held in collaboration with students of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. This activity prioritizes Speaking ability by taking the theme of Introduction, asking for personal information, and Describing people. The flow of English Camp activities on the first day is to divide students into 8 small groups consisting of 5 to 6 people, and they are required to follow the activities in the 3 (three) posts that have been provided. For the second day's activities, the participants performed a role-play or mini drama, according to the theme of the material they had received on the first day.

The benefits of this activity are to provide more innovative and creative English teaching, improve the ability to communicate in English, increase students' confidence in speaking English, build a sense of kinship and togetherness among students and with program companion students, and increase competence. In addition, to increase the ability of the students of SMA Muhammadiyah 1 Gresik as future assets on the global stage.

Thn this English Camp activity is carried out in 2 days on weekends, so it does not interfere with the learning process in other subjects in the class. In addition, this activity can also be an alternative for refreshing on the weekends for students. The participants of this activity were 42 students of class XII from the International class at SMA Muhammadiyah 1 Gresik. Meanwhile, this activity's target is to improve students' English speaking abilities and skills by applying the Cooperation method within a group and between individuals and to generate a spirit of competition between groups in applying English in communication during the English Camp.

On the first day, the students were divided into several groups consisting of 8-9 people. They are grouped from different classes to mingle and make new friends. Each team must work together to complete the game in each post in English. In addition, English camp participants are required to use English to communicate both among participants and the committee. It is intended that they can use English naturally and practice it in various contexts.

This is following research from Rugasken and Harris (2009) who found that English Camps that made students "involved" themselves in the use of English brought many benefits. Not only in terms of language acquisition but also in the context of understanding each other's culture.

The first day is busier and has more activities. Each group should be working together and has good communication among each member. On that day, there were four posts that contain different games. The first post is about ball relay where each member should pass the ball to other while listening to the music. When the music stopped, they have to take one card from the committee. Each card contains different field (e.g. education, art, politics, etc.) and mention famous people from that field. Once they had mentioned the famous people, they should remember the name and try to describe their physical appearance.

The second post is about mini-interview. Each group should conduct an interview with some committee that pretends to have a certain job. The group must collect as many information as they can. At the end of the interview, the group will guess their occupation. Then, after doing interview, they should present the result in front of other members. If their guess is correct, they will get some candies as the score. The more candies they get, the bigger score it will be.

The third post is about finding famous people images. The group had to find five famous people that they are familiar with or know well. Then, they should present each image in a form of description. They presented the physical looks, their occupation, and what makes them famous. If the group could explain it well, they will get more candies. Therefore, they will get more score. After finishing this post, the students will go to the last post for the game of "Ranking 1".

In the last post, they will go inside the school building and the committee will ask them to sit by themselves and will be given some paper with marker. Then, the committee will ask some questions about famous people and each member should answer the question on the paper. They have 10 seconds to answer the question and show it to the committee. If the answer is correct, the students will stay on their seat. Meanwhile, they should leave the room if their answer is wrong. This post take longer than others since they should do the game again if both of the group are even.



Figure 1. Students' activity in English camp day 1

On the second day, students had more relaxing and entertaining activities. They had several initial games in the morning such as guessing picture game related to famous people. Each group sent one representation to guess the name of the famous people by saying possible clues, while others will answer it by "yes" or "no". Then, the representative tries to guess the name of each famous people. If the answer is correct, they can choose the next picture and guess it. However, if they cannot answer the name, the group still can skip the picture and guess the next picture, but they will not get any score. Each group can change the representative up to three times, so they can give chance to other members.

Once they have finished the game, the committee will give them some time to break and prepare the performance. The group will present a Role-Play, where they will mime various inspiring Indonesian figures such as Najwa Shihab, RA. Kartini, and others. The participants brought dramas in English to practice their speaking skills and confidence to speak in public. In addition, with the "Role Play" art performance, the participants can use their imagination and creativity as much as possible.

At the end of the event, the committee gave awards to the participants according to their respective categories. The aim is to appreciate the hard work of the English Camp participants and to cherish the event. Each group will get different category reward and it is based on the judgement for the whole activities during two days duration.



Figure 2. Students' activity in English camp day 2



Figure 3. Reward for the champion in different categories

#### 4. Conclusion

Community service activities at SMA Muhammadiyah 1 Gresik aimed to improve students' speaking skills using need analysis. It is to identify the needs of students and adjust the method to be used. English camp activities were held for two consecutive days. The first day agenda was to complete missions in several game posts in English, while the second day is a Role Play art performance and awards for English camp participants.

The output of this community service is the students are able to speak English confidently and improve their vocabularies through different educative and engaging games during the event. In addition, English camp also encourages the students to be creative and teamwork by performing role play in the second day.

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