

Students' Perception toward English Camp of Cokroaminoto Palopo University

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Abstract

This research aimed to discover students' perceptions of the English camp of Cokroaminoto Palopo University. The research used a descriptive design and involved a sample of 23 students who took part in the camp. Data was gathered through a questionnaire with 10 positive statements rated on a Likert scale, where participants expressed their agreement from strongly agree to strongly disagree. The findings revealed that the English camp of Cokroaminoto Palopo University received very positive feedback from the students, with most affirming that the camp helped enhance their speaking skills.

Keywords: *students' perception, English camp, university*

Introduction

English is one of the most important languages in today's world. Despite this, the traditional classroom-based education system falls short in effectively developing students' English skills, often turning the subject into a challenge rather than an opportunity. Consequently, many individuals seek improvement through English courses outside the standard school environment. However, fostering a culture of English usage among students requires considerable time and effort.

Laila *et al.* (2023) emphasize that factors such as the environment, available facilities, and student motivation significantly impact the effectiveness of traditional classroom methods, which alone are insufficient for building language proficiency. Azahra *et al.* (2025) echo this view, highlighting issues like inadequate infrastructure, limited student engagement, and teacher-centered instructional approaches that undermine communication-focused learning and reduce student motivation, making English classes a daunting experience.

At Cokroaminoto Palopo University, the English Language Education Study Program within the Faculty of Teacher Training and Education aims to train skilled English teachers. One initiative is the UNCP English Camp, designed as an ideal setting for practicing English speaking skills. According to Adi & Wijaya (2022), English camps provide practical, enjoyable learning experiences with activities primarily focused on speaking. Mustakim and Ismail (2018) also note that these camps enhance speaking abilities by immersing students in speaking-centric exercises, offering an excellent opportunity to apply their language skills.

Assessing participants' satisfaction and perceptions is vital to evaluate the success of such programs and direct future improvements. Although the UNCP English Camp has been active since around 2005, research on student satisfaction or

perceptions related to this program is lacking. Therefore, this study investigates the students' perceptions of the English Camp at Cokroaminoto Palopo University.

Method

This research employed a descriptive research approach aimed at examining students' perceptions of the English camp at Cokroaminoto Palopo University. As Williams and Moser (2022) explain, descriptive research focuses on observing current events rather than investigating causes, providing researchers with a detailed understanding of ongoing situations. Furthermore, Creswell and Creswell (2021) highlight that this approach allows educators to collect and showcase participants' opinions or perspectives on educational programs, serving as an essential foundation for subsequent experimental or evaluative research.

In this research, a sample of 23 students who participated in the English camp was selected. Data collection was conducted using a questionnaire containing 10 positive statements rated on a Likert scale, where participants indicated their level of agreement, ranging from strongly agree to strongly disagree. The Likert scale enabled the quantification of responses, facilitating data analysis.

The responses were then converted into percentages to assess students' perceptions of the English camp. The questionnaire was distributed after the camp activities concluded to gather relevant feedback. To prepare the data for analysis, numerical values were assigned to each Likert scale response. According to Sugiyono (2023), the Likert scale is widely used for measuring attitudes, perceptions, beliefs, or social phenomena.

The questionnaire exclusively contained positive statements. Students' perceptions were evaluated and categorized using a Likert scale, as presented in the table below.

Table 1: Likert scale for students' perception questionnaire

Category	Positive Statement Score
Strongly Agree	5
Agree	4
Hesitated	3
Disagree	2
Strongly Disagree	1

Source: Sugiyono (2023)

The data obtained from students' perceptions were subsequently analyzed and expressed as percentages using the following formula:

$$P = \frac{Fq}{N} \times 100\%$$

In which:

P : Percentage from questionnaire

Fq : Number of frequencies

N : Number of sample

The interpretation of students' perceptions was conducted using the classification presented in Table 2. Given that this study included 5 statements and 10 items, the score range used to determine the students' perceptions spanned from 10 to

50. This range was divided by the number of perception categories (5), resulting in a value of 10 for each classification interval ($50:5=10$).

The students' perceptions were ultimately interpreted by applying the classification system presented in the subsequent table.

Table 2: Classification score for the students' perception

Interval Range	Classification
41 – 50	Very positive
31 – 40	Positive
21 – 30	Moderate
11 – 20	Negative
0 – 10	Very negative

Source: Sugiyono (2023)

Results

A perception questionnaire was given to English students who participated in the English camp to explore their views on the program at Cokroaminoto Palopo University. The questionnaire consisted of 10 positively framed statements measured using a Likert scale. Students were asked to indicate their level of agreement with each statement, choosing from options such as strongly agree, agree, neutral, disagree, or strongly disagree.

In calculating and analyzing the data, the students' responses were calculated and analyzed per statement and represented through chart below:

Statement number 1: English camp of UNCP is very interesting and fun

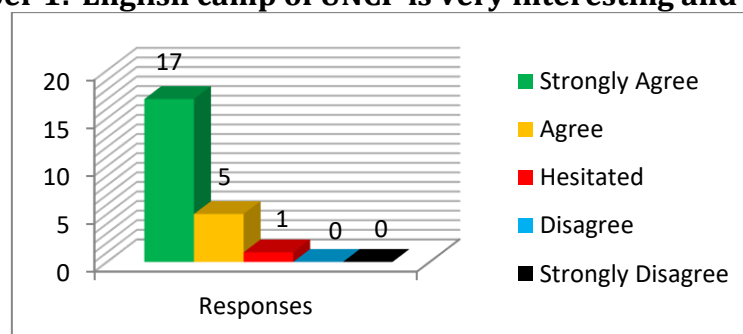


Chart 1. The frequency of statement number 1

Chart 1 illustrates that 17 students (74%) strongly agree that the UNCP English camp is both very enjoyable and interesting, while 5 students (22%) agree with this statement. This suggests that the English camp at UNCP is widely perceived as highly engaging and fun.

Statement number 2: I feel so happy learning English by joining English Camp of UNCP

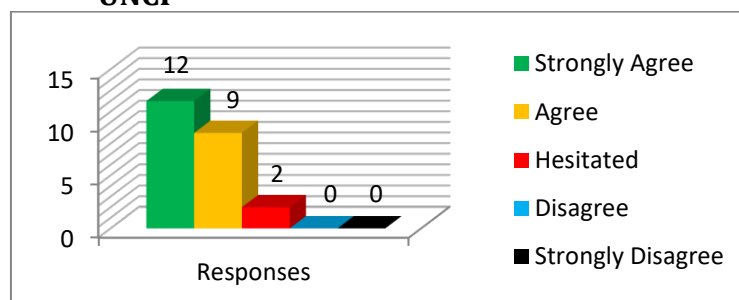


Chart 2. The frequency of statement number 2

Chart 2 reveals that 12 students (52%) strongly agreed that participating in the UNCP English Camp made them feel happy while learning English. Additionally, 9 students (39%) agreed with this statement. However, 2 students (9%) were uncertain or hesitant about their feelings toward the English Camp experience.

Statement number 3: English Camp of UNCP can motivate me to speak English fluently.

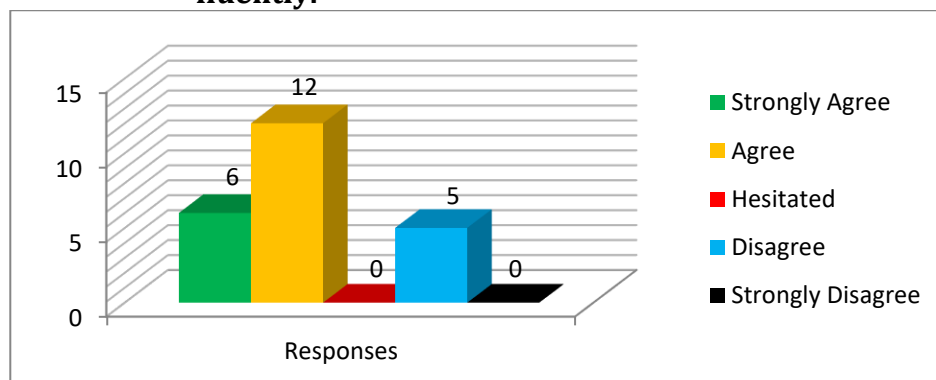


Chart 3. The frequency of statement number 3

Chart 3 reveals that 6 students (26%) strongly agree that participating in the UNCP English Camp motivates them to speak English fluently. Meanwhile, 12 students (52%) agree with this statement, and 5 students (22%) disagree.

Statement number 4: I feel more relax learning English by joining English Camp of UNCP.

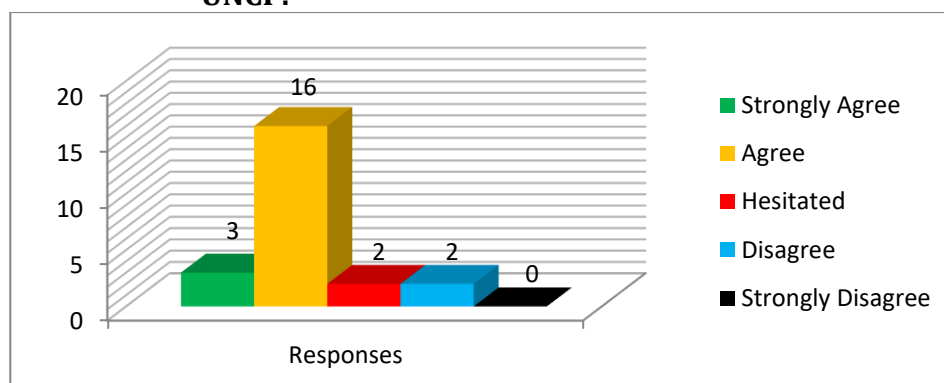


Chart 4. The frequency of statement number 4

Chart 4 indicates that 3 students (13%) strongly agree that participating in the UNCP English Camp helped them feel more relaxed while learning English. Additionally, 16 students (70%) agreed with this sentiment, 2 students (9%) were uncertain, and another 2 students (9%) disagreed. This suggests that the majority of students believe that joining the English Camp contributed to a more relaxed learning experience.

Statement number 5: English Camp of UNCP helps and trains me to speak English easily

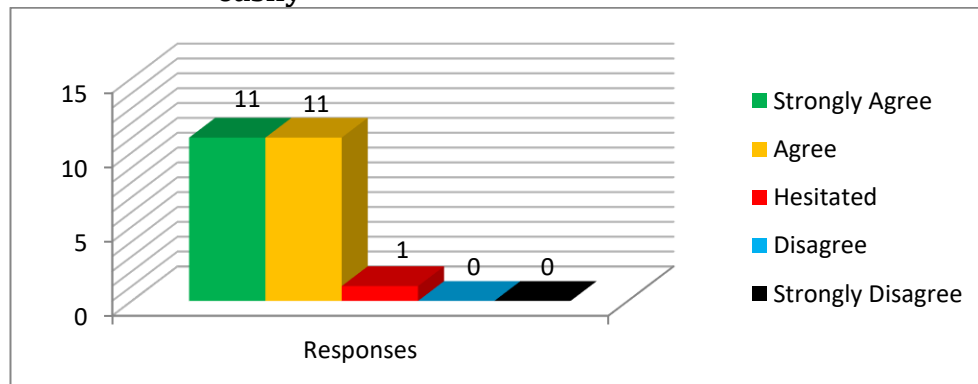


Chart 5. The frequency of statement number 5

Chart 5 shows that 11 students (48%) strongly agree that the UNCP English Camp helped train them to speak English with ease. An equal number of students (11 students or 48%) also agree with this statement, while only 1 student (4%) expressed hesitation. This indicates that the majority of students support the statement.

Statement number 6: The materials in English Camp of UNCP are 100% full of English materials.

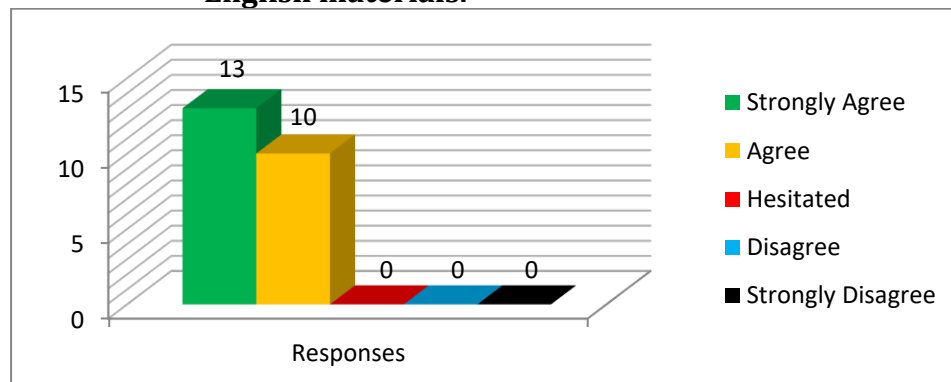


Chart 6. The frequency of statement number 6

Chart 6 illustrates that 13 students (57%) strongly agree that the UNCP English Camp materials are entirely composed of English content. Additionally, 10 students (43%) agree with this statement, indicating that the majority of students concur with this view.

Statement number 7: English Camp of UNCP can develop my speaking skill.

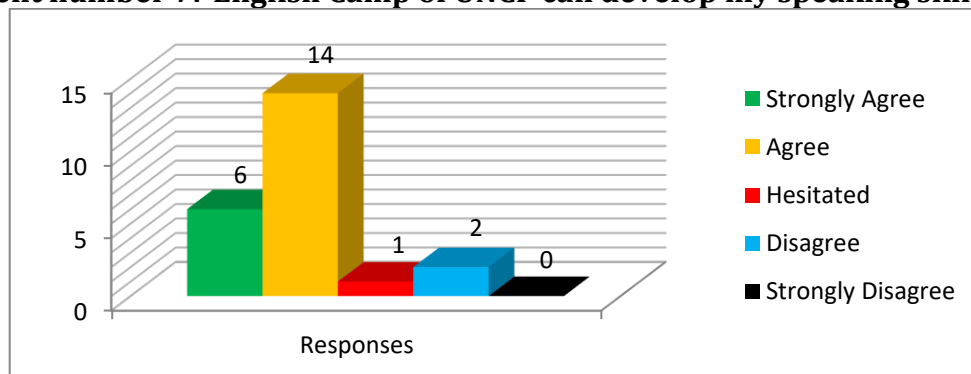


Chart 7. The frequency of statement number 7

Chart 7 indicates that 6 students (26%) strongly agree that participating in the UNCP English Camp has helped improve their speaking skills. Additionally, 14 students (61%) agree with this statement, while 1 student (4%) is uncertain, and 2 students (9%) disagree.

Statement number 8: The English Camp committees of UNCP are kind and friendly to participants

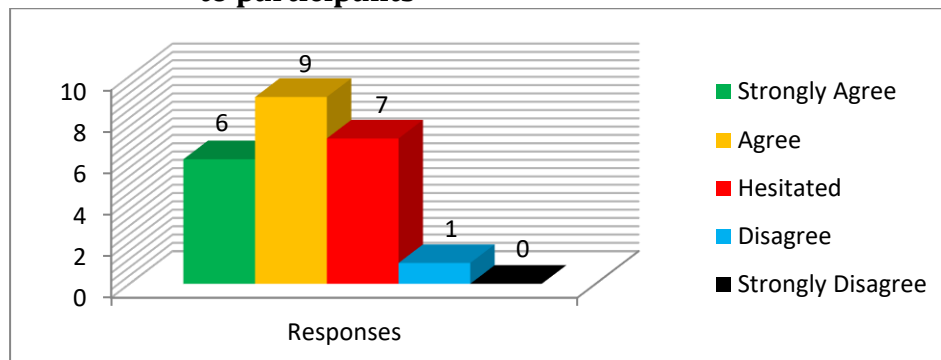


Chart 8. The frequency of statement number 8

Chart 8 shows that 6 students (26%) strongly agreed that the English Camp committees at UNCP were kind and friendly toward the participants. Additionally, 9 students (39%) agreed with this statement, while 7 students (30%) were uncertain, and 1 student (4%) disagreed.

Statement number 9: English Camp of UNCP is very effective for the improvement of my English.

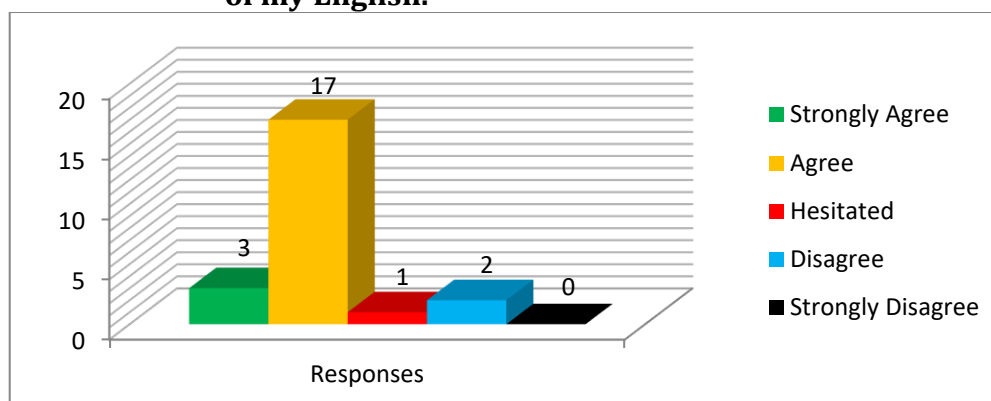


Chart 9. The frequency of statement number 9

The chart 9 indicates that 3 students (13%) strongly believe that UNCP's English Camp significantly enhances their English skills. Meanwhile, 17 students (74%) agree, 1 student (4%) is unsure, and 2 students (9%) disagree with this statement.

Statement number 10: After joining English Camp of UNCP makes me more confident in speaking English

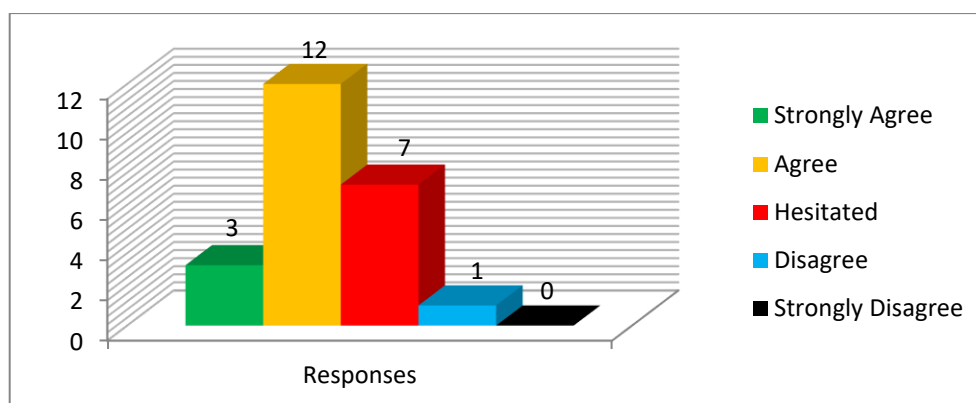


Chart 10. The frequency of statement number 10

The chart 10 indicates that 3 students (13%) strongly believe that after joining English Camp of UNCP they have become more confident in speaking English. Meanwhile, 12 students (52%) agree, 7 students (30%) are uncertain, and 1 student (4%) disagrees with the statement.

Discussion

This section provides a detailed explanation and interpretation of the findings to address the research question, which focused on understanding the students' perceptions of the English Camp of Cokroaminoto Palopo University. The description shows that most students had positive views, indicating strong support for the camp. Many students reported feeling more relaxed when learning English through the camp, finding the activities interesting, enjoyable, and helpful for improving their speaking skills effectively.

These results align with Manan's (2018) view that English camps are immersive language programs designed to enhance participants' English through interactive and communicative activities. Additionally, Rahmawati and Yusuf (2022) found that students who consistently practice real-life communication during English camps demonstrate improved speaking fluency and self-confidence. Similarly, Nguyen and Le (2021) stated that such immersive programs boost learners' confidence and motivation by providing a low-stress learning environment.

Therefore, the English Camp of Cokroaminoto Palopo University has a significant and positive impact on students' speaking abilities. This is supported by the questionnaire results, showing most students consider the camp very effective for improving their English. This finding is consistent with research by Mustakim & Ismail (2018), who reported that English camps positively influence speaking skills among English house course students in Maroangin, Kabupaten Enrekang. Their study used a t-test, where the value (11.86) exceeded the critical t-table value (2.093), confirming a significant effect of the English camp program on students' English learning achievements.

In conclusion, the researcher confirmed that the English Camp of Cokroaminoto Palopo University is beneficial, particularly for enhancing students' speaking skills.

Conclusion

This study examined the English camp at Cokroaminoto Palopo University and its role in enhancing students' speaking abilities. The results showed that students had very positive views of the English camp, with most agreeing that it helped improve their speaking skills.

The research findings highlighted that the English camp had a meaningful and beneficial impact on students' speaking proficiency. Therefore, the researcher suggests that English educators continue to develop the camp, as this study demonstrated its significant contribution to improving speaking skills. Additionally, future English camps should be designed to be more engaging and enjoyable, making the activities more appealing, comfortable, and fun for participants.

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