

ABSTRACT

Andi Muhammad Bangsawan, 2024. *“The Implementation of English Camp Activities to Improve the Students’ English Language Skills at SMPIT Insan Madani Palopo”* A thesis of English Language Education Study Program of Education and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Dewi Furwana and Fadhliyah R. Muin.

This research investigates the implementation of the English Camp program at SMPIT Insan Madani Palopo with two primary objectives: firstly, to comprehensively describe and interpret the process from initial planning through the learning activities to evaluation; and secondly, to analyze both supportive and inhibiting factors influencing the program. This research employed qualitative methods, the approach used in this research is a descriptive approach. The research subjects in this research include program, organizers, and educators at SMPIT Insan Madani, Palopo, South Sulawesi, Indonesia. This research data will be taken in classes VII, VIII, and IX at SMPIT Insan Madani Palopo. The instruments are observation and interview. The findings illustrate a well-structured approach to implementing the English Camp. Initial planning involved meticulous logistical arrangements and careful selection of participants, leveraging expertise from IAIN Palopo's language department for tutoring roles. Daily activities were strategically divided into gender-specific sessions, emphasizing interactive learning and recreational events to foster both language skills and social interaction among students. Tutors played a pivotal role in supporting teachers with dynamic teaching methods, which garnered positive feedback from students regarding enjoyable learning experiences and notable improvements in English proficiency. Post-program evaluation highlighted significant achievements in student confidence, alongside the identification of challenges such as limited indoor space for activities. Despite these constraints, the program benefited from supportive elements including parental permission, effective cooperation among supervisors, and the professionalism of student tutors. Adapting activities to outdoor settings proved crucial in overcoming spatial limitations and ensuring flexibility in program delivery. Moreover, support factors of the implementation of the English Camp Program are parental permission, effective cooperation, professionalism of tutors, role of tutors in collaboration, teacher support, and enjoyable learning. Whereas the hindering factor is insufficient indoor space. In conclusion, this study underscores the effectiveness of systematic planning, adaptive strategies, and collaborative efforts in successfully enhancing students' language skills and social interactions through the English Camp program at SMPIT Insan Madani Palopo.

Keywords: *Implementation, English Camp, English Language Skills*