DEVELOPING ENGLISH CAMP HANDBOOK FOR STUDENTS AT MUHAMMADIYAH BOARDING SCHOOL PALOPO

A Thesis

Submitted to fulfill one of the requirements to obtain an S.Pd. degree in English Language Education Study Program of the Faculty of Education and Teacher Training of the State Islamic University of Palopo



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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC UNIVERSITY OF PALOPO

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TEMPEL

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ABSTRACT

Abdul Muthalib, 2025. "Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo." Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Husnaini and Fadhliyah Rahmah Muin.

This research was motivated by the lack of effective and engaging English learning materials used during the English Camp at Muhammadiyah Boarding School Palopo. The primary issue identified was the ineffectiveness of handouts and worksheets, which were difficult to use and lacked clear structure. Therefore, the objective of this study was to develop an appropriate English Camp handbook that supports English language learning particularly speaking skills and vocabulary acquisition while integrating Islamic values to reflect the institution's identity. The research employed a Research and Development (R&D) approach using the 4-D model (Define, Design, Develop, and Disseminate) proposed by Thiagarajan, Semmel, and Semmel. The study was conducted at Muhammadiyah Boarding School Palopo from June 20 to 22, 2024, involving 15 student participants in the English Camp program. Data were collected through questionnaires, interviews, field observations, and expert validation. The instruments were designed to assess students' needs and evaluate the quality of the developed handbook. Data analysis combined qualitative (descriptive) and quantitative methods to evaluate responses and validation scores. The final product was a handbook comprising five units, including vocabulary enrichment, expressions, core materials, and interactive tasks. Expert validation indicated a high level of feasibility with an average score of 97%. Student responses during the dissemination phase were highly positive, indicating that the handbook was engaging, well-structured, and effective in improving their English proficiency. Thus, the product is considered suitable for implementation in future English Camp programs.

Keywords: English Camp, Handbook Development, Speaking Skills, 4-D Model

Verified by UPB

ABSTRAK

Abdul Muthalib, 2025. "Pengembangan Buku Panduan English Camp untuk Siswa di Muhammadiyah Boarding School Palopo." Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Husnaini and Fadhliyah Rahmah Muin.

Penelitian ini dilatarbelakangi oleh kurangnya media pembelajaran bahasa Inggris yang efektif dan menarik yang digunakan selama kegiatan English Camp di Muhammadiyah Boarding School Palopo. Permasalahan utama yang ditemukan adalah ketidakefektifan penggunaan *handout* dan lembar kerja yang sulit digunakan serta tidak memiliki struktur yang jelas. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengembangkan buku panduan English Camp yang sesuai dan dapat mendukung pembelajaran bahasa Inggris, khususnya dalam keterampilan berbicara dan penguasaan kosakata dengan mengintegrasikan nilai-nilai Islam untuk mencerminkan identitas lembaga. Penelitian ini menggunakan metode Research and Development (R&D) dengan model 4-D (Define, Design, Develop, dan Disseminate) yang dikemukakan oleh Thiagarajan, dan Semmel. Penelitian dilaksanakan di Muhammadiyah Boarding School Palopo pada tanggal 20 hingga 22 Juni 2024. Subjek penelitian adalah 15 siswa yang mengikuti kegiatan English Camp. Data dikumpulkan melalui angket, wawancara, observasi lapangan, dan validasi ahli. Instrumen dirancang untuk menganalisis kebutuhan siswa serta menilai kualitas buku panduan yang dikembangkan. Teknik analisis data menggabungkan metode kualitatif (deskriptif) dan kuantitatif untuk mengevaluasi tanggapan serta skor validasi. Hasil dari penelitian ini adalah sebuah buku panduan yang terdiri dari lima unit, dengan isi mencakup pengayaan kosakata, ungkapan, materi utama, dan tugas interaktif. Validasi ahli menunjukkan kelayakan yang sangat baik dengan persentase rata-rata sebesar 97%. Siswa memberikan tanggapan yang positif selama tahap penyebaran yang menunjukkan bahwa buku panduan tersebut menarik, terstruktur dengan baik, dan bermanfaat dalam meningkatkan kemampuan bahasa Inggris mereka. Oleh karena itu, produk ini layak untuk diimplementasikan dalam program English Camp di masa mendatang.

Kata Kunci: English Camp, Pengembangan Handbook, Keterampilan Berbicara, Model 4-D

Diverifikasi oleh UPB

الملخص

عبد المطلب، 2025. "تطوير دليل معسكر اللغة الإنجليزية لطلبة المدرسة الداخلية المحمدية بالوبو". بحث في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. تحت إشراف: حسنيني، وفضلية رحمة مُعين.

انبنقت هذه الدراسة من قلة الوسائل التعليمية الفعالة والجذابة المستخدمة خلال أنشطة معسكر اللغة الإنجليزية في المدرسة الداخلية المحمدية ببالوبو. وتمثلت المشكلة الرئيسة في عدم فاعلية استخدام النشرات وأوراق العمل التي كانت صعبة الفهم وتفتقر إلى هيكل تنظيمي واضح. ومن هنا، هدفت الدراسة إلى تطوير دليل مناسب لمعسكر اللغة الإنجليزية يدعم تعلم اللغة، وخصوصًا في مهارتي المحادثة واكتساب المفردات، مع دمج القيم الإسلامية لتعكس هوية المؤسسة. اعتمدت الدراسة على منهج البحث والتطوير (R&D) باستخدام نموذج ط1 الذي يتضمن أربع مراحل: التحديد، التصميم، التطوير، والنشر، كما اقترحه كل من ثياغاراجان وسيميل. وقد أُجريت الدراسة في المدرسة الداخلية المحمدية بفالوفو في الفترة ما بين 20 إلى 22 يونيو 2024، وشملت العينة 15 طالبًا شاركوا في معسكر اللغة الإنجليزية. تم جمع البيانات باستخدام الاستبيانات، والمقابلات، والملاحظة الميدانية، وتقييم الخبراء. وقد صُممت أدوات البحث لتحليل احتياجات الطلاب وتقييم جودة الدليل المطور. واستُخدمت تقنيات تحليل البيانات الكيفية (الوصفية) والكمية لتقييم ردود الفعل ودرجات التحقق. وأسفر البحث عن إنتاج دليل يتكون من خمس وحدات تتضمن إثراءً للمفردات، وتعبيرات شائعة، ومحتوى رئيستًا، ومهام تفاعلية. وأظهرت نتائج تقييم الخبراء أن الدليل مرحلة النشر، مما يدل على أن الدليل كان ممتعًا، ومنظمًا جيدًا، وذا فائدة واضحة في تحسين مهاراتهم في اللغة مرحلة النشر، مما يدل على أن الدليل كان ممتعًا، ومنظمًا جيدًا، وذا فائدة واضحة في تحسين مهاراتهم في اللغة الإنجليزية، وبناءً عليه، فإن هذا المنتج مناسب للتطبيق في برامج معسكر اللغة الإنجليزية المستقبلية.

الكلمات المفتاحية :معسكر اللغة الإنجليزية، تطوير الدليل، مهارات المحادثة، نموذج 4D

تم التحقق من قبل وحدة تطوير اللغة

CHAPTER I

INTRODUCTION

A. Background

English Camp is one of the alternative way for an educational institution to improve students' English skills. According to Mustakim and Ismail English Camp is an effective method to enhance students' speaking skills. ¹Through this activity students are taught several materials that can improve English skills such as speaking skills, listening skills, reading skills, and writing skills. English camp will be a good activity that can effectively develop students' language learning. English camps provide a unique opportunity for participants to use English authentically. ² This activity provides a good opportunity for students to use English in several situations.

In the learning process, English camp is commonly done outdoors in order to create a more diverse and fun learning atmosphere.³ English is taught through various activities, games, singing, etc. If students learn with games, have fun, feel happy and free, it means you have achieved the goal. In addition, games also strengthen language skills, students develop social skills and good relationships as they interact with each other, students can gain new knowledge and experience.

¹ Mustakim and Ismail, 'The Influence Of English Camp In Improving Speaking Skill Of English House Course Students In Maroangin Kabupaten Enrekang', 2018, Volume 2 – Nomor 2, pp.62.

² Fussalam, Yahfenel Evi. "Meningkatkan Kemampuan Berbicara Bahasa Inggris Dasar melalui Kegiatan English Camp." *Jurnal Muara Pendidikan* 5.2 (2020): 752-756.

³ Ahmed, Ziyad. 'Using Games to Promote Students' Motivation towards Learning English', 2014, Vol. 2 - No. 5.

Another thing that is very important in English camp activities is learning media which is an important element in English Camp activities to support an effective and fun teaching and learning process. One of the commonly used learning media is handouts and worksheets. Handouts generally contain data for specific areas or specialized techniques.⁴ Handouts contain learning materials that are concise and easy to understand, while worksheets contain practice questions or activities to apply the material that has been learned. Although handouts and worksheets have their own benefits, the use of handbooks is more essential in English Camp. The handbook serves as the main guide for students, containing complete information about the program, learning materials, activity schedules, and applicable rules.

In the English camp held by Muhammadiyah Boarding School Palopo in collaboration with the English Education Study Program of IAIN Palopo which was held from June 20 to June 22, 2024 at Labombo Beach and this activity was attended by all levels of students at the Muhammadiyah Boarding School Palopo, namely the Junior High School and Senior High School levels. Researcher conducted observations and interviews with students about the learning media used during the activities. From the results of observations and interviews, researcher knows that the media used during the learning process are handouts and worksheets. In the observation process, researcher saw the ineffectiveness of using handouts and worksheets to survive the learning process. Some of the reasons that researcher

⁴ Murphy, Redding, and Twyman, "Handbook on Personalized Learning for States, Districts and Schools.", 2016.

knows based on the results of observations and interviews are; the display of handouts and worksheets is very small so it is difficult for students to pay attention to the handouts provided. The handouts provided by the English camp committee are still in a form that cannot be used immediately, where tutors must first cut the papers that become handouts and worksheets so that the process of providing material is slow and some material is not given to students. There are also some grammatical errors in some materials on handouts and worksheets.

Based on the observation, the researcher wants to develop a handbook that will be used in the next English Camp activities of Muhammadiyah Boarding School Palopo where the author wants to develop existing material and also add new material where the handbook that the author developed focus on improving speaking skills and increasing the vocabulary of students who take part in English Camp activities. And also the researcher designed this handbook as an implementation of the collaboration of the English Education study program of IAIN Palopo with Muhammadiyah Boarding School Palopo to develop students' English development programs.

To be more detailed, each handbook material can be relevant to the topic. It is important that the handbook materials integrate the four English skills into each topic. Referring to this explanation and realizing the facts above, the researcher wants to conduct a research entitled Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo.

B. Research Question

Based on the background above, the main problem is the development of a handbook for English camp in developing students' English language ability. For this reason, the researcher needs to elaborate on the main problem. The research problems formulated as follow:

"What is the appropriate of English camp handbook for students of Muhammadiyah Boarding School Palopo?"

C. Research Objective

This research aim at developing English Camp handbook for students at Muhammadiyah Boarding School Palopo. The specific objective of this research is to develop the appropriate English camp handbook for students of Muhammadiyah Boarding School Palopo.

D. Research Significances

1. Theoretically

The theoretical significance of this research is to support Murphy's, Redding and Twyman theory stated that a handbook is a collection of information covering specific subjects in a particular field.⁵ Based on the theory Researcher can develop an English camp handbook that can be used by students of Muhammadiyah Boarding School Palopo so that in the next English camp activities the material and learning process can run well and fun.

 $^{^5}$ Murphy, M., Redding, S., & Twyman, J. (Eds.). (2016). Handbook on personalized learning for states, districts, and schools. IAP.

2. Practically

This research is very useful for students of Muhammadiyah Boarding School Palopo students and tutors who would present material in English camp activities. Firstly, for the students who will take part in the english camp activities later, in the future the results of this research can help and facilitate students who take part in the english camp in understanding the material, especially the materials that would be in the english camp handbook. In the future, researcher hope that the results of this research in the form of a handbook can be very useful for the English camp of Muhammadiyah Boarding School Palopo.

Secondly, for tutors; the product developed in this research is a handbook that can facilitate tutors in presenting materials for students who participate in the English camp. Third, the researcher hopes that the products from this study can be used by Muhammadiyah Boarding School Palopo for sustainable English camp activities.

E. Product Specification

A handbook is a collection of diverse information organized in a concise and practical format, typically focused on a specific field—for example, a physics handbook.⁶ The handbook developed by the researcher aims to help students to more easily understand the material that presented by the tutor. The handbook

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⁶ Abdul Hakim Sudarnoto, (2006), "*Pengantar Manajemen Perpustakaan Madrasah*", Jakarta: UIN Syahid Jakarta.

would be used by students during the English camp. As for the contents of the hanbook that would be developed by researcher in the form of English learning materials.

The handbook developed by the researcher is based on the needs analysis that has been conducted. The content of the handbook includes learning materials, relevant expressions, and various tasks designed to enhance student engagement. In addition to focusing on language development, the handbook also integrates Islamic themes, considering that the research was conducted in an Islamic educational institution. This integration aims to align the language learning process with the values and identity of the institution. A handbook for an English camp can be effective in improving students' English language skills, particularly in speaking and reading.

F. Research Delimitation

Delimitation helps researcher limit the scope of the research, so that the focus becomes clear and in-depth. With proper delimitation, researcher can avoid duplicating other studies and discover new, more useful breakthroughs. Delimitation of this research were:

- The researcher chose the development of the English Camp Handbook as the focus of the study.
- 2. The material used in the English Camp handbook that would be made is the basics in English.
- 3. Students' learning outcomes would be evaluated through the use of the handbook

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This research would present a review of related research that has been conducted, detailing the results obtained in the context of this research as follows:

The first research is by Sahraini and Hartina in her article entitled "Developing English Material for Early Childhood Education Students at the Faculty of Education and Teacher Training in Islamic Higher Education, Indonesia". This research used an R&D design, integrating analyzed knowledge into a practical product for school implementation (Borg and Gall). It followed the Hannifen and Peck Design Model and the ESP curriculum design model. This research focused on the development of English language materials suitable for Early Childhood Education Program students. The development process involved needs analysis, material grid development, material organization, expert assessment, second draft trial, material evaluation and revision, and final draft writing. The developed materials were found to be suitable for the students' needs and approved for use in the program. This study emphasizes the importance of tailoring English materials to the specific needs of students in different study programs. This research is in accordance with the focus of the researcher's research which wants to develop the material in the English camp handbook based on the results of the student needs analysis.

⁷ Sahraini, Hartina "Developing English Material for Early Childhood Education Students at the Faculty of Education and Teacher Training in Islamic Higher Education, Indonesia", 2020, Vol. 27 Issue No. 4.1, pp: 309-320.

The second research are Susanto, Hobri, and Nugrahaningsih in their article entitled "Developing a Handbook on Multimedia Integration in Mathematics Teaching for Indonesian Primary School Students". This study used the R&D approach. The handbook in this study serves as a guide that provides information and instructions on teaching mathematics, as well as a reference source for classroom interaction. The handbook also integrates multimedia content that emphasizes technology, science, and engineering as the basis of expertise. The validation results from the expert panel showed that the multimedia materials developed by the researcher were valid in terms of content and functionality. In addition, the handbook was also used as a tool to collect data from mathematics teachers and elementary school students.

The third is by Anggaraeni in her article entitled "Developing Vocabulary Handbook for the Eighth Grade Students of Junior High School". The study focused on developing a comprehensive vocabulary handbook for eighth-grade students at a junior high school using the ADDIE model and Task-Based Language Teaching (TBLT) approach, aiming to create a pedagogically sound, engaging, and effective resource. Comprising three units of vocabulary material with various activities designed to reinforce vocabulary in context, the handbook catered to different learning styles and encouraged interaction, critical thinking, and practical application. It was rigorously validated by a panel of education and linguistics

⁸ Susanto, Hobri, and Nurhaningsih, "Developing a Handbook on Multimedia Integration in Mathematics Teaching for Indonesian Primary School Students", 2021, Vol.9 Issue No 2, pp. 236-251.

⁹ Anggraeni, Salsabila, et al. "Developing Vocabulary Handbook for the Eighth Grade Students of Junior High School." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12.1 (2024): 296-312.

experts, whose feedback helped refine its content and structure. Subsequent classroom testing with students and teachers yielded overwhelmingly positive results, showing significant improvements in vocabulary acquisition and engagement. Teachers appreciated the structured yet flexible framework, while students enjoyed the stimulating activities that increased their motivation to learn. Overall, the study demonstrated that the ADDIE model and TBLT approach combined to produce a valuable resource for enhancing vocabulary learning in junior high school settings.

The next research is by Ikhsan, Husnaini, and Masruddin in their article entitled "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students". ¹⁰ This research is a descriptive qualitative research. This article discusses the implementation of a weekly English program with a fun learning method for Pesantren students in Indonesia. The program aims to improve human resources and the competitiveness of the people of Morowali Regency through mastery of foreign languages. The article describes the preparation, implementation, and monitoring of the program, as well as the training provided to teachers. The results show that the program is helpful for teachers and supports the English learning of the students. The article emphasizes the importance of creating a fun and enjoyable learning atmosphere for students.

The last research is by Andini in her thesis entitled "Developing Students

Basic English Handbook for Freshmen English Language Education Study

¹⁰ Iksan, Husnaini, and Masruddin, "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students", 2022, Vol. 9, No. 2, pp: 872-879.

Program of IAIN Palopo". This research focuses on developing a Basic English Handbook for freshmen in the English Language Education Study Program at IAIN Palopo. English Language Education students require resources to enhance their English skills. The goal of this research is to create a suitable Basic English Handbook for freshmen and to assess their response to it. The research follows the R&D method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Conducted at IAIN Palopo on August 23, 2023, the study involved 15 students from the BIG B class of 2022. Quantitative data were gathered from questionnaires, while qualitative data were obtained from documentation and student observations. A needs analysis and perception survey regarding the handbook were conducted by the researcher. The students' perception score was 4.5, categorized as "very good." The try-out involved 15 respondents. Expert validation and student feedback indicated that the handbook's content, design, and layout were engaging and met the students' needs, wants, and lacks. This suggests the developed Basic English Handbook is suitable for freshmen.

Based on the previous research above, this research has similarities in developing materials, handbooks and fun learning of English camp. The difference is that the material developed by researcher is material that would be give to all students levels at Muhammadiyah boarding school Palopo while in previous studies developing materials for early childhood education and developing handbooks for Multimedia Integration in Mathematics Teaching. Furthermore, in

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¹¹ Andini, N. (2023). "Developing Students' basic English Handbook For Freshmen English Language Education Study Program Of Iain Palopo" (Doctoral dissertation, Institut Agama Islam Negeri (IAIN) Palopo).

this study researcher developed a handbook for the English camp SMA Muhammadiyah Boarding School Palopo which used in developing students' English language skills

B. Some Pertinent Ideas

1. Handbook

a. Definition of Handbook

A handbook is a type of reference work that provides ready-to-use information. It may contain facts about a subject, guidance on a job, instructions for operating a machine, or information for travelers. A handbook can be considered equivalent to a guidebook or what is often called a manual, which focuses on conveying information about a particular subject or topic 12. According to Mustafa and Saleh, they argue that a handbook is a collection of factual information on a particular issue or subject. 13 Sulistiyo-Basuki explains that a handbook can be considered as a collection of various types of information summarized in a comprehensive and ready-to-use manner, especially in one particular field. 14

¹² Lasa HS, "Kamus Istilah Perpustakaan". 1993. Yogyakarta: Kanisius.

 $^{^{13}}$ Mustafa, Saleh, "Bahan Rujukan Umum". 1994, Jakarta: Universitas Terbuka, Depdikbud.

¹⁴ Sulistyo Basuki, "Materi Pokok Pengantar Ilmu Perpustakaan" 1993. Jakarta: Universitas Terbuka, Depdikbud.

a. Kinds of Handbook

Handbooks has many kinds which are commonly used as guides for certain scientific fields, some kinds of handbooks are as follows:

1. General Handbook

The first handbook is U.S. Children's Bureau. Handbook For Recreation.¹⁵ This book contains various games, dances, music, and stories for storytelling, among other things. It is particularly useful for non-professional recreation leaders responsible for group activities. The book also includes an index for titles and

Last is Handbook Of Adult Education In The United States. Chicago, Adult Education Association of the USA. 16 This book contains survey articles by specialists in various aspects and fields of adult education. It includes a directory of institutions and organizations, with detailed informati an index for games and activities.

2. Specialized Handbook

The first is American Institute of Architects. Handbook Of Architectural Practice.¹⁷ This book includes sections on buildings and architecture (elements, qualifications, organizations, ethics, laws, and other issues related to the profession). It covers office procedures, project procedures, and appendices (with various forms, a list of building organizations, and a bibliography).

¹⁵ U.S. Children's Bureau. Handbook For Recreation. Washington, 1960.

¹⁶ Knowles, Malcolm S. Handbook Of Adult Education In The United States. Chicago, Adult Education Association of the USA, 1960.

¹⁷ American Institute of Architects. Handbook Of Architectural Practice. Washington, 1958.

The last is Handbook Standar Nasional Indonesia: Analisa Biaya Konstruksi. 18 This book, titled Handbook SNI Analisa Biaya Konstruksi, was published by the National Standardization Agency in 2008 and spans 197 pages. It is a compilation of nine Indonesian National Standards on Construction Cost Analysis for earthworks, concrete, foundations, walls, plastering, woodwork, ceilings, floor and wall coverings, and iron and aluminum works. All the SNI Construction Cost Analyses included in this handbook establish the building material indexes and labor indexes required for each unit of construction work, providing a uniform reference for building and housing developers in calculating the unit price of construction work.

b. Purposes of Handbook

According to Tarigan the function of hand book is as a guide to information or aspects related to a problem or subject. ¹⁹ While according to Tambusai Handbook is a reference collection that contains of information that centered on a particular subject or subject, which is used as a guide for doing something. ²⁰ Both experts agree that handbooks function as a source of information and guidance, but with a slight difference in emphasis. Tarigan focuses more on the information aspect, while Tambusai emphasizes its function as a guide to action.

c. Developing Handbook

M.Winchell in his book Guide to Referencebook. A handbook is a compilation of a wide range of information that, in some fields, is essential as a

²⁰ Tambusai, A. (2007). Koleksi Rujukan di Perpustakaan. *Jurnal Ragam*, 11(25), 41-48.

¹⁸ Badan Standarisasi Nasional, Handbook Standar Nasional Indonesia: Analisa Biaya Konstruksi, 2008, pp:1-197.

¹⁹ Tarigan, "Hanbook", 2018, pp:7.

reference aid. Handbook development refers to the process of creating a book of instruction, guidance, or information for a specific purpose, such as for an occupation, travel, or reference.²¹ It involves compiling and organizing relevant information to provide a comprehensive resource for the intended audience. This can include company policies and procedures, instructional guides, or reference materials. The development of a handbook typically involves research, writing, and review to ensure the accuracy and comprehensiveness of the information.

d. Material Development

Developing materials, as described by Tomlinson as cited in his second edition, is both an area of study and a practical effort. As a field, materials development involves understanding its principles and procedures. In other words, materials development encompasses all actions taken by writers, teachers or learners to provide sources of language input, and to optimize the use of those sources in a way that maximizes the potential of the input and stimulates purposeful output.²² A materials developer may write a textbook, tell a story, bring an advertisement into the classroom, express an opinion, give an example of language use, or read a poem aloud.

Experiential Learning Theory, proposed by Kolb, emphasizes learning through direct experience. This theory outlines four cyclical stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active

²¹ Winchell, C. M. (1956). *Guide to reference books*. American Library Association.

²² Brian Tomlinson, 'Materials Development' in R. Carter and D. Nunan (eds), The Cambridge Guide to Teaching English to Speaker of Other Languages (Cambridge: Cambridge University Press, 2001), pp.66.

Experimentation.²³ Learners engage in hands-on activities, reflect on their experiences, develop new concepts based on reflection, and apply them in future situations. In an English camp setting, this model is highly relevant as students participate in various language-rich, real-life activities that allow them to practice English in an immersive environment. The handbook, therefore, should be designed to guide and facilitate such experiential learning opportunities.

2. English Camp

a. Definition of English Camp

English Camp is an English language education program or activity designed to improve participants' English language skills through practical and interactive experiences. English Camp participants are usually involved in various activities such as language games, role plays, simulation of real situations, and discussions, which aim to improve their speaking, listening, reading, and writing skills in English.²⁴ Recent research shows that English Camp can be considered effective as a method of teaching English as a foreign language. Foreign language teachers need to seek innovative and creative teaching models, both inside and outside the classroom. In addition, a creative learning approach can be achieved through selective application of methods, innovative use of media, application of interesting techniques, and adjustment to a fun learning style.²⁵ And the English

²³ Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Prentice Hall.

²⁴Aswad, "The Effectiness English Camp (A Model in Learning English as the Second Language)" *The 5th AASIC 2017*. ²⁵ Ibid.

camp agenda was closed with performances by English camp participants and then continued by giving awards to the most active participants.

b. Purposes of English Camp

The function of English camp is to provide a fun and interesting way to stimulate students to learn English. It aims to improve students' English ability through various activities, games, and experiences, allowing them to use English in different situations and develop language skills such as listening, speaking, reading, and writing. ²⁶ In addition, English camp promotes feelings of understanding, helps maintain students' attention and concentration, and encourages the formation of friendships, creating a comfortable and pleasant learning atmosphere. In addition, it serves as an effective method to increase students' interest and ability in learning English as a second language.

c. Communicative Language Teaching (CLT) in English Camp

H. Douglas Brown is an English linguist famous for his work "Teaching by Principles: An Interactive Approach to Language Pedagogy". ²⁷ In his book, Brown discusses effective approaches to learning English, including Communicative Language Teaching (CLT). Brown considers CLT as an effective approach in developing students' communication skills in English. The role of Communicative Language Teaching (CLT) is pivotal for students involved in English Camp.

²⁶ Liu, M., Yang Hu, Y. and Peng, Y. 2017. "Changes in University Students' Perceptions towards a Two-Week Summer English Immersion Program", International Journal of Applied Linguistics and English Literature, Vol. 6, No. 2. Hal. 127-137.

²⁷ Douglas, D. A. N., & Frazier, S. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* .: H. Douglas Brown.

CLT underscores the significance of communication and interaction in the process of language acquisition. In the setting of English Camp, CLT serves as a facilitator for immersive language practice, enabling students to participate in authentic communication scenarios. This, in turn, contributes to the improvement of their English speaking, listening, and overall communication skills. The participation of proficient English language tutors and consultants in English Camps, as exemplified in the instances mentioned, reinforces the application of CLT principles, fostering an interactive and communicative learning environment.

Implementing CLT in English Camps corresponds with research findings indicating that students view English Camps favorably for enhancing their cognitive, affective, and psychomotor skills. Additionally, they report positive impacts on their speaking, reading, and writing abilities. Therefore, the application of CLT in English Camp can contribute to the holistic development of students' English proficiency and communication skills.

3. Research and Development

a. Definition of R&D

Research and Development (R&D) is a research method that produces a particular product, and tests the effectiveness of that product.²⁸ R&D research is a complex process and takes a long time, but it can provide good benefits to society, such as improving product quality and increasing productivity and effectiveness in various fields, including education.

²⁸ Sugiyono Sugiyono, S. (2010). Metode penelitian kuantitatif dan kualitatif dan R&D. Penan Bandung: Alfabeta, 2012). 407

b. Kinds of R&D

In academic literature, researcher commonly employ several instructional design handbooks, such as the 4D Models, Borg and Gall models, and the ADDIE models.

1. 4D Models

The Four-Door (4D) is a straightforward instructional design model that assists researcher in creating a product through four key steps: Defining, Designing, Developing, and Disseminating.²⁹ In the defining phase, a learner's needs analysis is conducted. The subsequent design phase involves creating a product based on the results of the learner's needs analysis. Following that, the development phase includes refining the product with input from expert judgments, lecturers, and learners to ensure its validity. The final step, the dissemination phase, involves sharing the product through various channels such as seminars, social media, journals, and more.

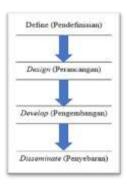


Figure 2.1 4D Model³⁰

²⁹ Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, 'Designing English Syllabus for Islamic Education Study Program at IAIN Palopo', FOSTER: *Journal of English Language Teaching*, 1.1 (2020), 15–28

Pembelajaran Model 4D" (2022). https://lp2m.uma.ac.id/2022/03/04/mengenal-metode-pengembangan-perangkat-pembelajaran-model-4d/

2. Borg and Gall Models

This development model comprises ten implementation steps, which include (1) research and information collecting, (2) planning, (3) developing a preliminary form of the product, (4) conducting preliminary field testing, (5) revising the main product, (6) conducting main field testing, (7) revising the operational product, (8) conducting operational field testing, (9) making final revisions to the product, and (10) disseminating and implementing it.³¹

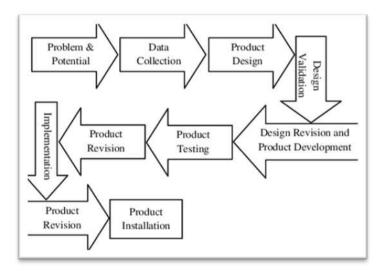


Figure 2.2 Borg and Gall Model³²

³¹ Zhafira Dwi Oktavia, Trias Setyowati, and Wahyu Eko Setyaningsih, 'Pengaruh Iklan, Kualitas Produk, Dan Harga Terhadap Keputusan Pembelian Pada Susu Kental Manis Frisian Flag', Doctoral Dissertation, Universitas Muhammadiyah Jember, July, 2020, 1–23.

³² Dalle, Juhriyansyah. "Interactive Courseware for Supporting Learners Competency in Practical Skills." *Turkish Online Journal of Educational Technology-TOJET* 16.3 (2017): 88-99.

c. ADDIE Models

ADDIE stands for *Analysis, Design, Development, Implementation* and *Evaluation*. The model can be applied in a variety of product development contexts, including models, learning strategies, learning methods, and teaching media and materials. The ADDIE model, designed by Dick and Carey, is a framework for designing learning systems.³³ ADDIE emerged in the 1990s and was developed by Reiser and Mollenda. One of its roles is to guide the development of training program tools and infrastructure that are effective, dynamic and supportive of training performance.³⁴

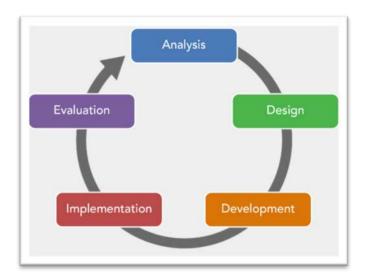


Figure 2.3 ADDIE Model³⁵

33 Endang Mulyatiningsih. Riset Terapan (Yogyakarta: UNY Press, 2012), h. 183-184

³⁴ Vulpen, Erik. "The ADDIE Model for Instructional Design Explained - AIHR." AIHR, https://www.facebook.com/analyticsinhr/, 2 Nov. 2020, https://www.aihr.com/blog/addiemodel/.

Branch. "Instructional Design: The ADDIE approach.\ (2009). https://www.coursesidekick.com/management/study-guides/wmopen-humanresourcesmgmt/the-addie-model

C. Theoritical Framework

This is the theoritical framework of this research as follows:

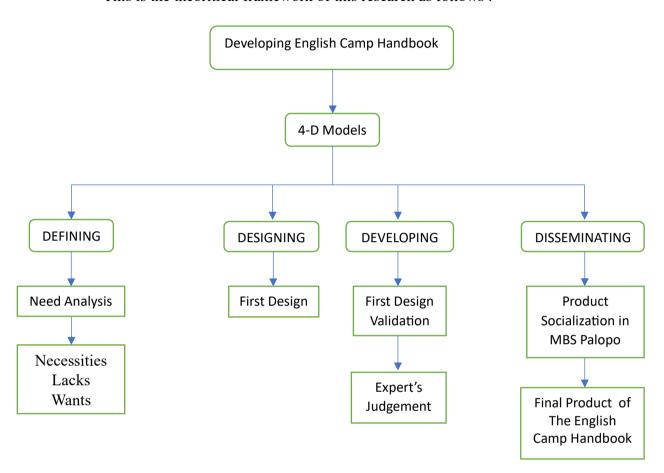


Figure 2.4 Theoritical Framework

Initially, the researcher must engage with students of Muhammadiyah Boarding School in Palopo to gather accurate information. Subsequently, data was gathered through the administration of questionnaires and conducting interviews. Following that, the researcher formulated a design by choosing appropriate media. The next step involved developing the product with input from experts through their evaluations. Upon receiving expert opinions on the product, the researcher conducted a reassessment and subsequently promoted the product by disseminating it through socialization.

CHAPTER III

RESEARCH METHOD

A. Reseach Design

This study adopts the development research method, which is often known as Research and Development (R&D). This method aims to create a specific product and evaluate the effectiveness of the product.³⁶

In this study, the product development followed a four-step process adapted from the 4-D model developed by Thiagarajan and Semmel.³⁷ The four stages include: Define, Design, Develop, and Disseminate. This model was chosen because its procedures are systematically organized, making it easy to apply and effective in guiding the creation of instructional materials.

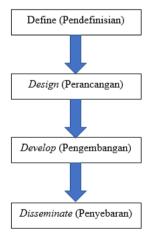


Figure 3.1 4-D Model³⁸

³⁶ Sugiyono, Metode Penelitian Dan PenAn Bandung: Alfabeta, 2012). 407

³⁷ Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional development for training teachers of exceptional children: A sourcebook*. Bloomington, IN: Indiana University.

³⁸ Mengenal Metode Pengembangan Perangkat Belajar Model 4-D https://www.lp2m.uma.ac.id/

B. Research Setting

The research location in this study is located at Mumammadiyah Boarding School Palopo. This school is located in Palopo, South Sulawesi. Researcher conducted research on June 20, 2024 to June 22, 2024.

C. Research Subject and Object

The subjects of this study were students of Muhammadiyah Boarding School Palopo who participated in English camp activities.

D. Development Procedure

In this study, researcher go through four procedures based on the 4-D model as follows:

a) Define

In the define stage, needs analysis, problem identification, and task analysis are conducted. In developing the handbook for the English Camp, reseacher applied the need analysis framework by Hutchinson and Waters, which distinguishes between target needs and learning needs.³⁹ Target needs include necessities is the essential English skills needed for camp activities, lacks is the gap between current abilities and required skills, and wants is the learners' personal goals and interests. Researcher gathered this information through surveys and assessments. Meanwhile, focus on how learners prefer to study, including their learning styles and motivations. By addressing both types of needs, the handbook is designed to support participants' effective learning

³⁹ Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press.

during the camp. This involves the process of determining what the English camp participants need to learn, including conducting a needs assessment, identifying problems, and conducting a task analysis. Therefore, the output that researcher produce is in the form of characteristics or profile, gap identification, needs identification and detailed task analysis based on needs.

b) Design

The development of the handbook was to realize the design that had previously been validated by the supervisor. In the development stage, researcher focus on developing existing materials and adding new materials to the handbook. The materials to be developed by the researcher are self introduction, daily routine and asking and giving direction. The materials to be added are describing person, telling time and unforgettable experience. Researcher hope that the materials developed and added can develop the English language skills of students who are participants in the next English camp at Muhammadiyah Boarding School Palopo.

c) Develop

In designing a handbook for the English camp of Muhammadiyah Boarding School Palopo through R&D research, researcher focused on design using the Canva platform. The main purpose of this design is to create a product that is attractive, informative, and easy to understand for English camp participants. The researcher chose Canva because of its diverse graphic design features that are easy to use, allowing effective visual organization without the need for an

indepth design background. Canva excels in providing customizable templates, ready-to-use design elements, and online collaboration capabilities.

In developing the design, researcher determined the theme and visual style that supports the atmosphere of the English camp, considering structure, layout, and visual consistency. Researcher also utilized Canva's interactive features to increase reader engagement, such as the use of links and clickable elements. Responsive design for various devices as well as printing possibilities were also our focus. Team collaboration on Canva makes it easy to work together on design development, while internal testing and improvements based on feedback ensure visual success and design effectiveness before final publication. By using Canva, researcher can optimize the design process to achieve research objectives and meet user needs efficiently.

d) Disseminate

The 4D design model concludes with the dissemination stage, This stage was carried out to socialize the develop products to be accepted by individuals and groups. The researcher disseminated or promoted the product to teacher at Muhammadiyah Boarding School Palopo

E. Research Instruments

The research instruments in this study consisted of questionnaires and interviews.

1. Questionnaries of Need Analysis

The content of the questionnaire in this study may vary, depending on the specific objectives of the study, but in general it aims to gather information about students' needs for the English camp handbook that the researcher wants to develop. This questionnaire help researcher understand what students need and want so that the handbook can be more effective and in line with students expectations. This research needs analysis questionnaire consists of 16 questions where this questionnaire is adapted from previous research by Andini with a research entitled Developing Students'basic English Handbook For Freshmen English Language Education Study Program Of IAIN Palopo.

2. Interviews

The interview in this study serves as an instrument to verify the results obtained from the questionnaire used in the needs analysis for the development of the English camp handbook. The interview would clarify unclear or ambiguous responses from the questionnaire, as well as provide deeper insights into students' needs and preferences. By conducting interviews, the researcher can ensure that the data collected is accurate and reliable.

In addition, the interviews allowed participants to express additional needs that may not have been captured in the questionnaire. This helped in creating a more comprehensive and inclusive handbook. Interviews also provided context

to the responses given, allowing the researcher to understand the reasons behind certain needs or preferences. Interviews are thus an important tool for developing relevant and effective handbooks that meet students' expectations.

F. Techniques of Data Collection

Data collection techniques in this study consisted of; interviews, field observations, need analysis and expert assessments.

1. Questionnaires

The initial stage involves a needs analysis, which includes all decisions related to conducting the analysis and developing the handbook. This covers the needs assessment (goals), performance analysis (instructional needs), and context analysis (limitations, available resources, and learner profiles).

2. Interview

Researcher interviewed students at English camp activities to obtain data information that would help researcher in determining handbook development for English camp at Muhammadiyah Boarding School Palopo.

3. Field Observation

In the English camp activities of Muhammadiyah Boarding School palopo, the researcher also became a tutor so that researcher could directly make observations in the field by seeing how students use handout and worksheet. From this field observation, the researcher can see directly how the process of understanding the material contained in handout and worksheet because the researcher was involved as a tutor in the English camp activities. Data from the results of field observations helped researcher in developing handbooks.

4. Expert Assessment

After the product is finished, the expert assess it and provide some suggestions to ensure the content's quality, accuracy, and relevance. The purpose of this expert validation is to confirm that the handbook effectively meets the learners' needs, aligns with educational standards, and supports the objectives of the English Camp program.

G. Technique of Data Analysis

This research employed two primary techniques for data analysis: descriptive qualitative and quantitative. Descriptive quantitative analysis involves processing data gathered through questionnaires. Qualitative data analysis includes insights from interviews and observations conducted with students participating in English Camp activities at Muhammadiyah Boarding School Palopo.

1. Analyzing the result of questionnaire

Student responses from all organized classes are accurately represented in the questionnaire data. 40

$$X = \frac{\sum x}{N} X 100\%$$

Figure 3.2 The formula of analyzing the result of questionnaire

Where:

X = Value

 $\sum x = Aggregate Answer$

N = Total students

The option with the highest percentage is the most preferred by students.

2. Analyzing the validation of the product by the expert

Expert analysis of the results from product validation by experts represents a central tendency. Use the formula below to conduct the analysis.⁴¹

$$M = \frac{B}{N}$$

Figure 3.3 The formula of analyzing the validation of the product by the expert

Where:

M = Mean score

B = Total scores

N = Total numbers of material topics

41 ibid

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⁴⁰ Gay, L. R. (1981). *Educational research: Competencies for analysis and application*. Columbus, OH: Charles E. Merrill Publishing Company.

After calculating the average value, then the researcher continued to calculate the value using the following formula.⁴²

$$X = \frac{M}{N}100\%$$

Figure 3.4 The formula to calculate the value

X = The value

M = Average score

N = Total number of values

After calculating the average score for each source, the researcher would define it as a suitable English camp handbook for students at Muhammadiyah Boarding School Palopo.

Table 3.1 Data Conversion Table⁴³

Score	Percentage	Qualification	Categories	
3,6 – 4	90% - 100%	Excellent	Can be utilized without revision	
2,6 – 3,5	65% - 89%	Good	Can be utilized by a little bit revision	
1,6 – 2,5	40% - 64%	Fairly	Can be utilized by much revision	
0 – 1,5	0% - 39%	Poor	Cannot be utilized	

⁴² Gay, L. R. (1981). *Educational research: Competencies for analysis and application*. Columbus, OH: Charles E. Merrill Publishing Company.

⁴³ Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2006). *Multivariate data analysis* (6th ed.). Upper Saddle River, NJ: Pearson Education.

Table 3.2 The example of expert's validation table

No	Indicators	Average Score	Qualification	Categories	Expert's Suggestion

BAB IV

FINDING AND DISCUSSION

A. Research Findings

At this point, the researcher presents the step-by-step process involved in creating the English Camp handbook for students of Muhammadiyah Boarding School Palopo. As described in Chapter Three, the instructional materials were designed using the 4-D model of Research and Development. The subsequent section elaborates on each phase of the model in detail.

1. Define

At this stage the researcher distributes a needs analysis questionnaire via google form to find out the needs, desires, and shortcomings of students. This questionnaire consist of 16 questions wich have been filled in by 15 students of Muhammadiyah Boarding School Palopo. From the result of the questionnaire the researcher got the data needed.

Before distributing the questionnaire, the researcher first validated the questionnaire to an expert. Then as for the result of the validation of the questionnaire intruments as follows.

Table 4.1 The result of the instrument's validation by the expert

Aspects	Score	
Contents	4.2	
Scope of the Content	3.55	
Language	3.37	
Average Score	3.70	

The average score above achieves 3.70, it can be concluded that the instrument categorized as "Good" wich can be utilized with a little bit revision.

After the validator gave the validation, the researcher wentto the next stage namely distributing questionnaires through google form. There are 15 students from Muhammdiyah Boarding School Palopo who have filled out the questionnaire.

a. Necessity

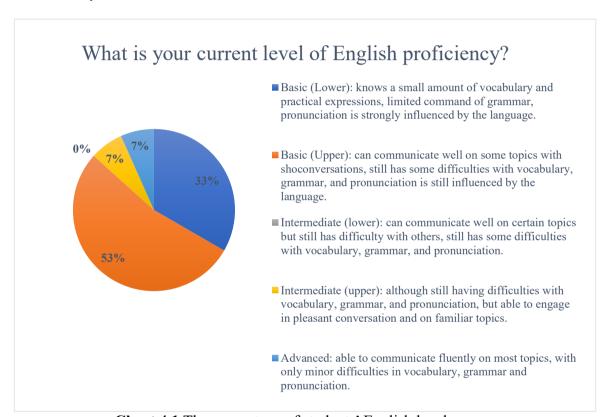


Chart 4.1 The percentage of students' English level

The researcher's purpose in the question which can be seen in the chart 4.1 was to find out the students' English level. The researcher gave 5 choices and choice B basic (upper) was the most chosen choice with 53% of the score.

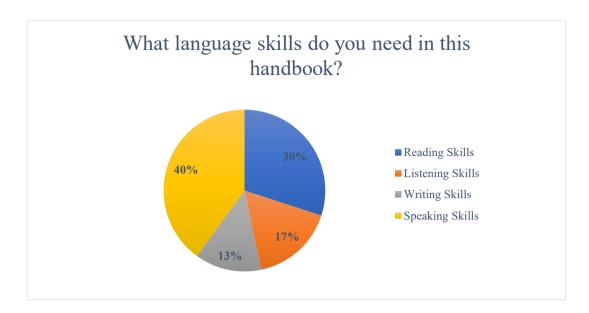


Chart 4.2 The precentage of language skills that support students' language skills

The researcher's aim in the chart 4.2 is to find out the aspect of language skills that need to be strengthened in handbook for English camp. Based on the chart above 40% of 15 students chose for speaking skills, 30% of 15 students chose reading skills, 17% of 15 students chose for listening skills and 13% of students choose for writing skills.

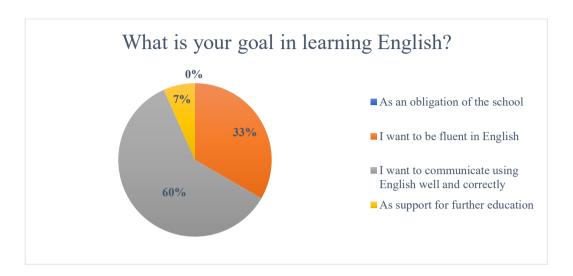


Chart 4.3 The precentage of students' goals in learning English

Chart 4.3 displays that 60% students chose to learning English to communicate using English well and correctly, 33% students chose to learning english to be fluent in English, 7% students chose to learning English to support for further education and no students chose that learning English as an obligation of the school (0%).

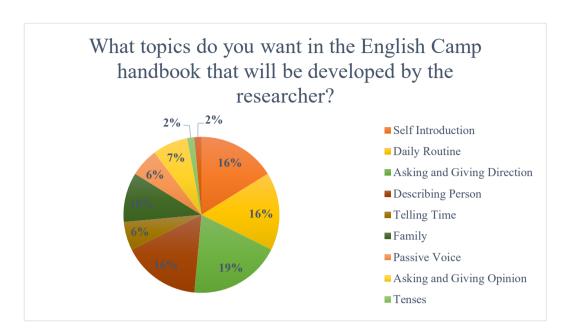


Chart 4.4 The percentage of topics students' want

Chart 4.4 illustrates the distribution of students' topic preferences. It reveals that 19% of students selected the topic of asking and giving directions, while 16% chose self-introduction, daily routines, and describing a person, respectively. Additionally, 10% of students preferred the family topic, 7% selected asking and giving opinions, 6% chose telling time and passive voice, and only 2% opted for tenses and narrative text topics.

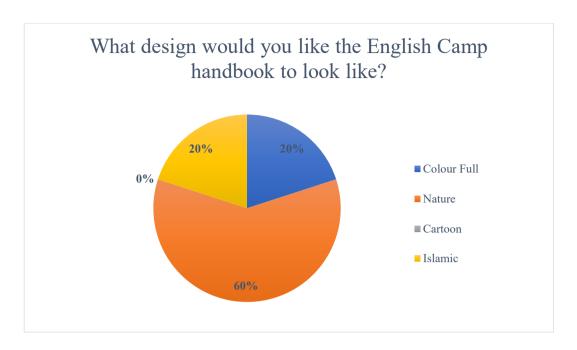


Chart 4.5 The precentage of design of students' wants

Chart 4.5 illustrates the preferred design for the English camp handbook based on students responses. The majority, 60%, chose the "Nature" design, making it the most popular option. Both the "Colour Full" and "Islamic" designs were selected by 20% of students each. Interestingly, the "Cartoon" design received no votes, indicating the least preference among strudents. This data suggests that a nature-inspired design aligns best with students preferences for the handbook's visual style.

b. Lacks

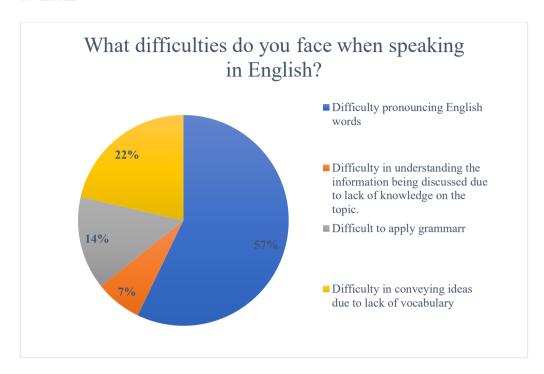


Chart 4.6 The precentage of students' difficulties in speaking

Chart 4.6 illustrates the challenges faced by students when speaking in English. The most significant difficulty, experienced by 57% of students, is pronouncing English words correctly. Meanwhile, 22% of students struggle to express their ideas due to a limited vocabulary. Another 14% find it difficult to apply grammar rules accurately. Lastly, 7% of students report difficulty understanding discussions because of a lack of knowledge on the topic.

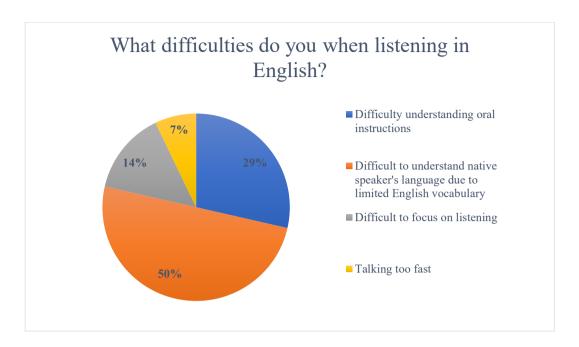


Chart 4.7 The precentage of students' difficulties in listening

Chart 4.7 shows the problems students face when listening to English. The biggest problem, for 50% of students, is understanding native speakers because they do not know enough English words. Another 29% have trouble understanding spoken instructions. About 14% of students find it hard to pay attention while listening, and 7% say that students speak too fast.

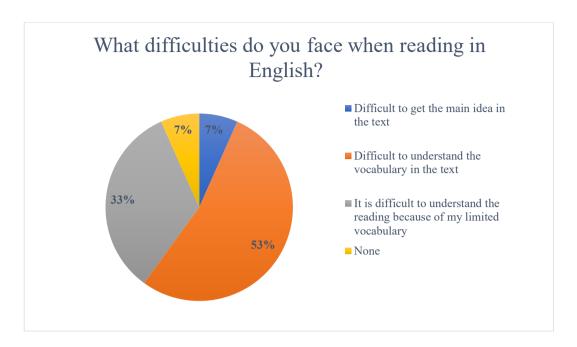


Chart 4.8 The percentage students' difficulties in reading

Chart 4.8 shows the difficulties students face when reading in English. The most common problem, reported by 53% of respondents, is understanding the vocabulary in the text. Another 33% of participants find it hard to understand the reading because of their limited vocabulary. Meanwhile, 7% of respondents struggle to identify the main idea of the text, and another 7% report having no difficulties.

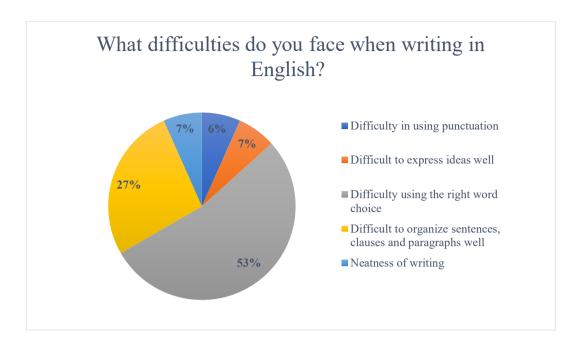


Chart 4.9 The percentage of students' difficulties in writing

Chart 4.9 shows the difficulties students face when writing in English. The biggest problem, experienced by 53% of students, is choosing the right words. Another 27% find it hard to organize sentences, clauses, and paragraphs clearly. Meanwhile, 7% of students struggle with punctuation, and another 7% have difficulty expressing their ideas clearly. Only 6% of students mention neatness as a challenge.

c. Wants



Chart 4.10 The percentage of activities of speaking that students' prefer

Chart 4.10 illustrates the activities students prefer to improve their speaking skills. The majority of students 64% choose games as their preferred activity, suggesting they find interactive and fun methods more engaging for learning. Meanwhile, 25% of students prefer to conduct interviews in pairs, indicating that practicing with a partner helps them improve their speaking abilities. Only 11% of students choose dialog as their preferred activity.

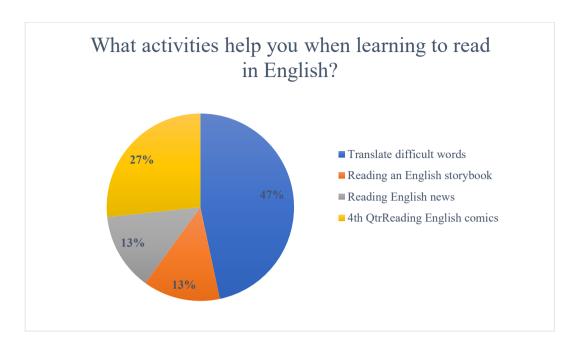


Chart 4.11 The percentage of activities of reading that students' prefer

Chart 4.11 illustrates the activities that help students when learning to read in English. The most common activity, chosen by 47% of students, is translating difficult words. This suggests that many students struggle with understanding unfamiliar vocabulary and find translation helpful in improving their reading comprehension. 27% of students prefer reading English comics, indicating that the combination of images and simple language makes reading easier and more enjoyable. 13% of students find reading an English storybook helpful, which may suggest that engaging narratives can support their understanding of the text. Another 13% choose reading English news, showing that some students benefit from exposure to real-life topics and practical language use.

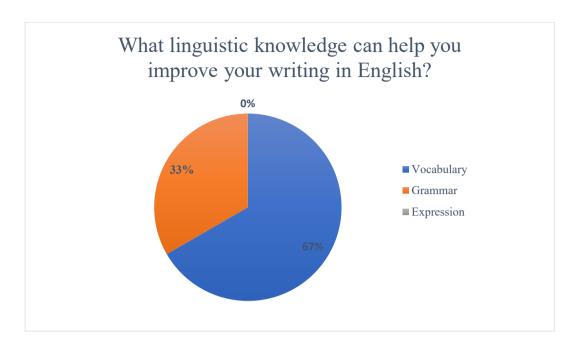


Chart 4.12 The percentage of linguistic knowledge in writing that students' prefer

Chart 4.12 shows students' opinions on which Knowledge in linguistics supports the development of writing in English. The majority of students 67% believe that vocabulary plays the most important role in enhancing their writing skills, as a broader vocabulary allows them to express ideas clearly and accurately. Meanwhile, grammar is considered crucial by 33% of the students, as it helps them write correct and well-structured sentences. Interestingly, expression was not selected by any student (0%), indicating that they may not view writing style or the use of natural phrases as a significant factor in improving their writing abilities.

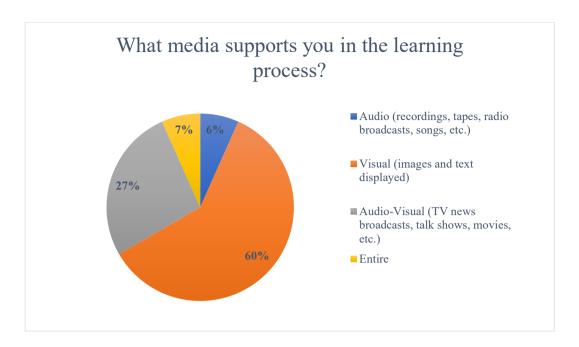


Chart 4.13 The percentage of media in learning process that students' prefer

Chart 4.13 shows the types of media that support students in the learning process. The majority of students (60%) prefer visual media, such as images and text, indicating that visual aids play a significant role in helping them understand and retain information. Audio-visual media, like TV broadcasts and movies, support 27% of students, suggesting that combining sound and visuals enhances their learning. Only 6% of students find audio media (recordings and radio) helpful, indicating it may be less effective when used alone. Meanwhile, 7% of students benefit from using all types of media, showing that a comprehensive approach may work best for some learners.

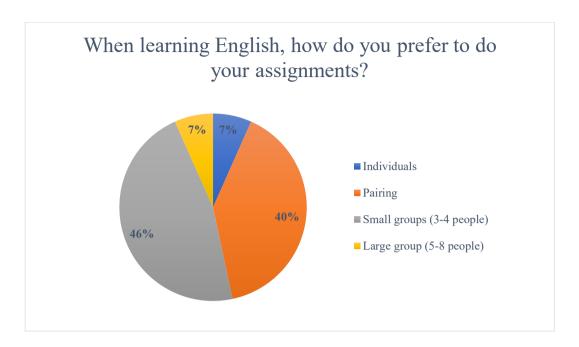


Chart 4.14 The percentage of students' preferences for completing assignments

Chart 4.14 illustrates students' preferences for completing assignments when learning English. The largest portion, 46%, prefers working in small groups (3-4 people), suggesting that collaborative learning in smaller groups may provide better communication and understanding. 40% of students prefer pairing, indicating that working with a partner allows for focused collaboration and idea-sharing. Only 7% prefer working individually, which may reflect a desire for independence or personal learning styles. Another 7% choose large groups (5-8 people), showing that a smaller number of students find value in broader group discussions.

The results of the needs analysis reveal that the students at Muhammadiyah Boarding School Palopo strongly desire an English learning process that is enjoyable, interactive, and relevant to their daily lives. In terms of learning activities, most students prefer engaging and fun methods such as games (64%) to improve their speaking skills, translating difficult words (47%), and reading

English comics (27%) to enhance their reading comprehension. For writing, they emphasize the importance of vocabulary mastery (67%) over grammar or expressions. Visual media, such as images and texts, are the most preferred (60%), as they are seen as more effective in helping students understand and retain information. Additionally, students feel more comfortable working in small groups (46%) or pairs (40%), indicating that collaborative learning promotes better participation and understanding. These preferences highlight the importance of developing a handbook that not only provides level-appropriate content but also includes visually appealing design, interactive and enjoyable activities, and supports active, collaborative learning during the English Camp program.

2. Design

In the design stage of the English Camp handbook, The researcher developed five units with English lessons selected based on the results of a needs analysis. This handbook also includes Islamic values to match the school's identity as an Islamic school. By including Islamic elements, the handbook aims to make learning more meaningful and familiar for the students while improving their English skills.

Each unit in the handbook consists of four main parts. The vocabulary section introduces new words along with their meanings to help students expand their English knowledge. The expressions section provides useful phrases and sentences that students can use in daily conversations, making it easier for them to communicate. The main material section delivers the core English lesson, which is designed to strengthen students' understanding of the language through clear

explanations and practical examples. Lastly, the tasks and activities section includes interactive exercises that allow students to practice what they have learned in a fun and engaging way. The following of the English Camp handbook can be seen in the table bellow.

Table 4.2 The blue print of the English Camp handbook

No.	Topic	Element	Content
1	Self	Vocabulary	The vocabulary section introduces new
_	Introduction	enrichment	words along with their meanings to help students expand their English knowledge.
		Expression	Providing useful phrases and sentences that students can use in daily
			conversations, making it easier for them to communicate.
		Main material	The main material section teaches students how to introduce themselves and ask
			others about personal information like names, ages, and hobbies. It provides clear explanations and practical examples to
		D	help students communicate confidently in daily situations.
		Basic Grammar	Students are able to identify and correctly use personal pronouns (I, you, he, she, it,
			we, they) in simple sentences when introducing themselves.
		Tasks and activities	Interactive exercises that allow students to practice what they have learned
2	Daily	Vocabulary	The vocabulary section introduces new
	Rouitine	enrichment	words along with their meanings to help students expand their English knowledge.
		Expression	Providing useful phrases and sentences that students can use in daily
			conversations, making it easier for them to
		Main material	communicate. The main material section focuses on daily
		Maiii iiiateriai	routines, teaching students how to
			describe their everyday activities using
			simple sentences. It includes clear
			explanations and practical examples to
			help students talk about their daily
			schedules confidently.

		Basic Grammar Tasks and activities	Students are able to understand and apply the simple present tense to describe daily activities using different subjects (I/You/We/They vs. He/She/It). Interactive exercises that allow students to
			practice what they have learned
3	Asking and Giving Dorection	Vocabulary enrichment	The vocabulary section introduces new words along with their meanings to help students expand their English knowledge.
		Expression	Providing useful phrases and sentences that students can use in daily conversations, making it easier for them to communicate.
		Main material	The main material section covers asking and giving directions, helping students learn how to ask for and provide directions clearly. It includes simple explanations and practical examples to guide students in giving and understanding location instructions.
		Basic Grammar	Students are able to use imperative sentences and prepositions of place correctly to ask for and give directions.
		Tasks and activities	Interactive exercises that allow students to practice what they have learned
4	Describing	Vocabulary	The vocabulary section introduces new
•	People	enrichment	words along with their meanings to help
	reopie	Expression	students expand their English knowledge. Providing useful phrases and sentences that students can use in daily conversations, making it easier for them to
		Main material	communicate. The main material section focuses on describing people, helping students learn how to describe someone's appearance, personality, and characteristics. It provides clear explanations and practical examples to improve their ability to talk about others in detail.
		Basic Grammar	Students are able to describe physical appearance and personality by using to be + adjectives and have/has + nouns in basic
		Tasks and activities	descriptive sentences. Interactive exercises that allow students to practice what they have learned

The vocabulary section introduces new
words along with their meanings to help students expand their English knowledge.
Providing useful phrases and sentences
that students can use in daily conversations, making it easier for them to
communicate.
The main material section focuses on my
family, teaching students how to describe
family members and their relationships. It
includes clear explanations and practical
examples on how to introduce family members, talk about their names, ages,
and characteristics, and create a family
tree to visually represent their family
structure. This helps students describe
their families clearly and understand
family relationships.
Students are able to recognize and use
possessive adjectives (my, your, his, her,
etc.) and the correct form of to be to
describe family members and
relationships. Interactive exercises that allow students to
practice what they have learned
practice what they have learned

3. Develop

During thi stage, researcher develop the content of the English Camp handbook based on the result of need analysis.

- a. The first draft of the English Camp handbook
- 1) The English Camp handbook content

The content of the English Camp handbook are composed of 5 units of material where each unit would consist of four elements, namely vocabulary enrichment, expression, main material, and tasks and activities.

a) Vocabulary enrichment

In this section, the researcher provides vocabulary words related to the material of each unit that would help students to enrich their vocabulary during the English Camp activities. These vocabulary words are available in English followed by their translations in Indonesian.

b) Expression

This section, researcher provide some expressions used in English Camp activities, these expressions are available based on the material in each unit. The phrases are available in English followed by their translations in Indonesian.

c) Main Material

This section, contains the main material supporting material in each unit where the material provided can develop the English language skills of students who take part in English Camp activities.

d) Task and activities

In this section there are tasks for each unit of material, this task helps students to repeat and know the material that has been learned before. In this section the task can be a learning activity in order to make students more interested in the learning process.

2) The Englsih Camp handbook design

After defining the content of the English Camp handbook, the researcher designed the handbook. The following are the steps involved in developing the English Camp handbook design.

a) The handbook design was created in the Canva application. The researcher use canva application as a tool to design the English Camp Handbook.



Figure 4.1 Home view of the canva application

b) The first step is to create a potret image as the background of material content using element feature provided in the application.

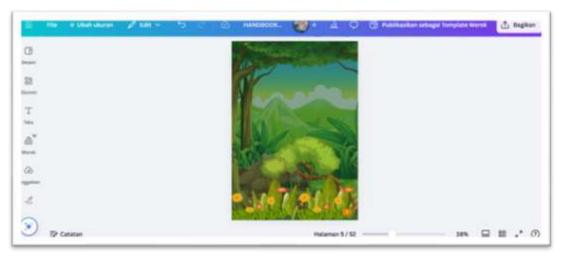


Figure 4.2 a potret image as the background

c) Furthermore, the second steps added some brown wooden boards as a base for the material content so that the material content can be read and seen easily.

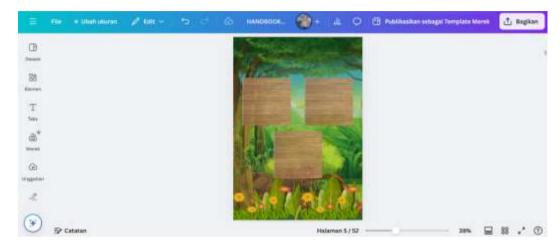


Figure 4.3 View of added brown wooden boards

d) The next step is to add the material content to the the brown wooden boards and also the researcher added some element to the design to make it look more attractive when the book is read.

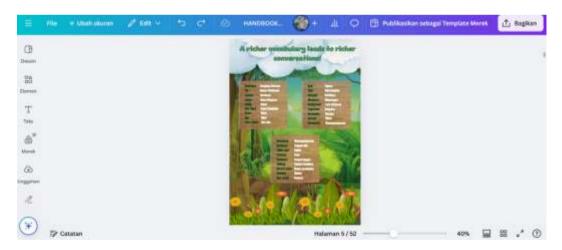


Figure 4.4 Final look of material content

b. The result of experts' validation

The English Camp Handbook was reviewed and validated by three experts specializing in materials, language, and design layout. A summary of their evaluation results is presented below.

1. Material Expert

Table 4.3 The recapitulation of material expert

No	Indicators	Average	Categories	Expertise
110	maleutors	Score	Categories	Suggestion
1.	The title aligns with the content of	4	Excellent	It can be used
1.	the material.	•	Execution	without revision
2.	The suitability of the material with			It can be used
۷.	illustrations in the English Camp	3	Good	follow by a little
	Handbook is appropriate	3	Good	revision
3.	The authenticity of the materials in			It can be used
٥.	the Handbook for English Camp to	4	Excellent	without revision
	students is appropriate.	т	LACCHCIII	without ievision
4.	Materials foster student motivation	4	Excellent	It can be used
	in speaking & reading			without revision
5.	The materials used in the			It can be used
	Handbook for English Camp are	4	Excellent	without revision
	appropriate.			
6.	Materials presented are easy to	4	Excellent	It can be used
	understand.			without revision
7.	The material input in the Handbook	4	Excellent	It can be used
	for English Camp is interesting.			without revision
8.	The material input in the Handbook			It can be used
	for English Camp can increase	4	Excellent	without revision
	students' knowledge.			
9.	The material presented in the			
	Handbook for English Camp is in	4	Excellent	It can be used
	accordance with the students'			without revision
	cognitive development level.			
10.	The overall material is appropriate	4	Excellent	It can be used
	for students' abilities.			without revision
	Total Score	39		

Based on the data, the average score (M) from the validation conducted by the experts is shown below:

$$M = \frac{B}{N} = \frac{39}{10} = 3.9$$

From this mean score, it can be formulated to the percentage below.

$$x = \frac{3.9}{4} X 100\% = 97.5\%$$

Based on the data, the average score reaches 3,9 point and 97,5% percentaged categorized as "Excellent". The score indicates that the product can be used without revision.

2) Language Expert

Table 4.4 The recapitulation of language expert

No	Indicators	Average	Categories	Expertise
1.	English Camp handbook is presented with proper sentence structure	Score 4	Excellent	Suggestion It can be used without revision
2.	English Camp handbook uses effective sentences	4	Excellent	It can be used without revision
3.	The English Camp handbook is presented using a language style that is easy for students to understand.	3	Good	It can be used follow by a little revision
4.	Vocabulary in the English Camp handbook is appropriate for students	4	Excellent	It can be used without revision
5.	Handbook for English Camp according to students' language proficiency	4	Excellent	It can be used without revision
6.	Handbook for English Camp can increase students' knowledge.	4	Excellent	It can be used without revision
7.	The materials use correct grammar	4	Excellent	It can be used without revision

8.	Materials increase students'	4	Excellent	It can be used
	motivation to learn English			without revision
9.	Accuracy in the use of grammar in	4	Excellent	It can be used
	the material			without revision
	Total Score	35		

Based on the data, the average score (M) from the validation conducted by the experts is shown below:

$$M = \frac{B}{N} = \frac{35}{9} = 3,88$$

From this mean score, it can be formulated to the percentage below.

$$x = \frac{3,88}{4} X 100\% = 97\%$$

Based on the data, the average score reaches 3,88 point and 97% percentaged categorized as "Excellent". The score indicates that the product can be used without revision.

3) Desing and Layout Expert

Table 4.5 The recapitulation of design and layout experts'

No	Indicators	Average	Categories	Expertise
		Score		Suggestion
1.	The selection of illustrative images	3	Good	It can be used
	can represent the existing material.			follow by a little
				revision
2.	The choice of images in the	3	Good	It can be used
	material is suitable for students.			follow by a little
				revision
3.	The color selection on the English	4	Excellent	It can be used
	Camp handbook is attractive			without revision
4.	The cover of the English Camp	4	Excellent	It can be used
	handbook is interesting			without revision
5.	English Camp handbook display is	4	Excellent	It can be used
	clear			without revision
6.	Use of punctuation is correct	4	Excellent	It can be used
				without revision

7.	The arrangement of materials in the			It can be used
	English Camp handbook is	4	Excellent	without revision
	systematic			
8.	The sources in the English Camp			It can be used
	handbook are clear	3	Good	follow by a little
				revision
9.	The spacing in the English Camp			It can be used
	handbook is appropriate.	3	Good	follow by a little
	-			revision
	Total Score	32		

Based on the data, the average score (M) from the validation conducted by the experts is shown below:

$$M = \frac{B}{N} = \frac{32}{9} = 3,55$$

From this mean score, it can be formulated to the percentage below.

$$x = \frac{3,55}{4} \times 100\% = 88,75\%$$

Based on the data, the average score reaches 3,55 point and 88,75% percentaged categorized as "Good". The score indicates that the product can be used with a little revision.

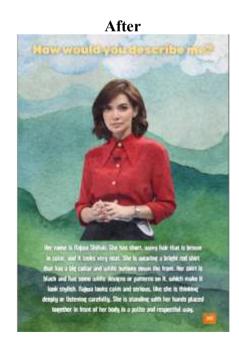
c. The revision draft of the English Camp handbook

After completing expert validation, the researcher received additional suggestions. Several aspects required revision, and the following are the revised results.

1) Material

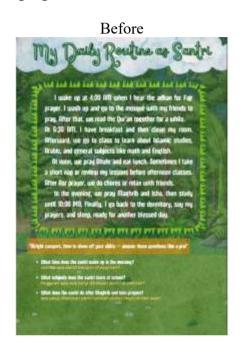
Material expert suggested adding more clarity to the discussion on Describing People material.





2) Language

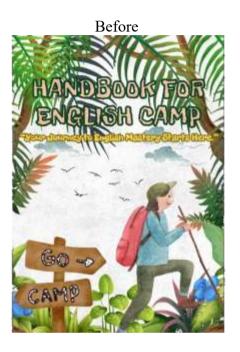
Language expert suggested Improve some vocabulary that is written correctly in the target language.

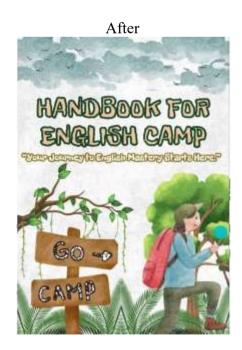




3) Design

Design and layout expert suggested for the title on the cover to have more space and less crowded elements.





4. Disseminate

At this stage, the researcher conducted product socialization and explained the objectives and contents of the English Camp Handbook used for English Camp activities. This activity was carried out on April 21, 2025, in the student classroom. In addition, during this stage, the researcher also explained the components of the English Camp Handbook, clarified the specific objectives of each section, and provided guidance on how to effectively use the handbook as a teaching tool during the camp activities. This ensured that students and instructors understood not only the purpose of the handbook but also how to implement it properly to maximize learning outcomes. Furthermore, to broaden the impact and academic contribution of the developed product, the researcher also conducted a national dissemination through a Zoom meeting, which was attended by participants from four universities: UIN Alauddin Makassar, UIN Mataram, UIN Syarif Hidayatullah Jakarta, and UIN Palopo. The main purpose of this national dissemination was to introduce and share the results of the research and development process, promote the English Camp Handbook as an innovative teaching material, and gather wider feedback from academics and practitioners across institutions to assess its relevance and potential application in different educational contexts.

The researcher also conducted brief interviews in Indonesian to gather feedback from ten student representatives regarding the English Camp Handbook that had been developed. From the interview results, it can be concluded that seven out of the ten students felt the handbook met their needs in terms of material selection, learning activities, and overall design. Meanwhile, the other three

students mentioned that while the story in the handbook was very engaging, some of the material elements could be presented in a more appealing way to better suit the age group of the intended users. Based on the dissemination results, students generally responded positively to the English Camp Handbook. Students 1, 2, and 3 highlighted that the handbook's design was attractive and that the materials were easy to understand and aligned with their learning needs. Student 1 specifically appreciated the self-introduction material, mentioning that it helped expand their vocabulary. Student 2 emphasized that the materials were not only interesting and unique but also suitable for their level of proficiency. Meanwhile, Student 3 pointed out that the nature-themed design made the handbook even more appealing, as it matched their personal interests, and the content helped improve their English skills. Similarly, Students 4 and 5 gave positive feedback, particularly regarding the visual design of the handbook. Student 4 noted that the creative layout of each page maintained their interest and encouraged them to continue reading. Student 5 added that the variety and abundance of images in the handbook contributed to its appeal, making it more engaging for learners.

Overall, the feedback indicated that both the content and design of the handbook successfully captured students' attention and supported their language development.

B. Discussion

The researcher wrote this thesis as a response to solve the problem of English language skills of Muhammadiyah Boarding School Palopo students in English Camp activities. In connection with this, this research aims to create a

feasible and attractive English teaching material for Muhammadiyah Boarding School Palopo students. The teaching material developed is the English Camp Handbook which contains several materials that have been determined by the researcher based on the results of the student needs analysis where each material can improve the English language skills of Muhammadiyah Boarding School Palopo students, especially for speaking and reading skills.

This study used the 4-D model (define, design, develop, and disseminate) developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I.⁴⁴ First, at the defining stage, researcher analyzed the needs of Muhammadiyah Boarding School Palopo students using the theory of Hutchinson and Waters (1987) which consists of 2 things, namely target needs and learning needs. The results of the needs analysis showed that students need a handbook for English Camp activities that is interesting and can improve their English language skills. Based on the results of the needs analysis, students want a handbook with a nature theme and material that focuses on improving speaking and reading skills. Therefore, the researcher carefully selected the materials and design elements for the developed book.

After completing the define stage, the researcher stepped into the next stage, namely the design stage. In this stage, researcher began to develop several elements in the book such as book titles, color selection and several supporting elements. This English Camp Handbook consists of 5 units where each unit has one material. Not only that, in each material, researcher also added fun activities according to the

⁴⁴ Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional development for training teachers of exceptional children: A sourcebook.* Bloomington, IN: Indiana University.

existing material and several tasks that can be done by students in order to improve their English skills.

The third stage of 4D is the development stage. Researcher develop materials that have been compiled at the design stage. Researcher used the Canva application for further development of this product. This development was carried out by researcher for several weeks. After the first draft was completed by the researcher, this product was then submitted to expert validators to validate the product. There were three expert validators who validated this product, namely material experts, language experts, and design experts. From the three expert validators, the researcher's product received a score of 97% and was included in the "Very Good" category with detailed calculations can be seen in table 4.4.

The final stage of the development process carried out by researcher is the disseminate stage. At this stage, the researcher held a try-out meeting with Muhammadiyah Boarding School Palopo students to introduce the product that had been developed. In this activity, the researcher explained the contents of the product in detail. In addition, the researcher also collected input from the students through direct discussion to assess the effectiveness of the product. Based on the responses and opinions expressed by the students, it can be concluded that the product received a positive response and was well received.

However, despite its strengths, the handbook still has a notable limitation it lacks technological features such as QR codes, barcodes, or integrated digital tools. This shortcoming may reduce its accessibility and usability for a wider aud. Therefore, the researcher suggests that future researchers consider integrating

technological components into the handbook to enhance its functionality, expand its reach, and make it easier to access by both educators and students in various educational settings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results indicate that development process of the English Camp handbook for students at Muhammadiyah Boarding School Palopo, It is evident that the product developed is considered viable and effective as a learning media to support English Camp activities. The handbook was designed based on a comprehensive needs analysis conducted through questionnaires and interviews involving students. The results showed that students need interesting and contextually relevant materials, especially to incraise their speaking skill and vocabulary. The handbook consists of five units: Self-Introduction, Daily Routine, Asking and Giving Directions, Describing People, and My Family. Each unit includes vocabulary enrichment, useful expressions, main materials, and interactive tasks and activities. The integration of Islamic values into the content further aligns the material with the school's identity and values.

The product was developed using the 4-D model comprising Define, Design, Develop, and Disseminate phases to guarantee a well-organized and methodical process. The product was validated by three experts in content, language, and design. The validation results indicated that the English Camp Handbook meets the criteria of being good to excellent in all assessed aspects. Revisions were made according to the suggestions provided by the experts.

Furthermore, student responses during the dissemination stage showed a positive reception of the handbook, as it was found helpful, engaging, and appropriate for their language level. Thus, the developed English Camp Handbook

can be used as a suitable teaching and learning medium to improve students' English proficiency during English Camp activities.

B. Suggestions

As a continuation of this research, several recommendations were offered for students, teachers, and future researcher to encourage the utilization and further enhancement of the handbook.

1. For the students

Students are expected to use this English Camp handbook actively and follow all activities enthusiastically to improve their English language skills, especially in speaking and enriching vocabulary.

2. For the teachers/tutors

Teachers or tutors are advised to use this handbook as a structured guide in delivering materials and creating a fun and communicative learning atmosphere during English Camp activities.

3. For the future researcher

Future researcher are advised to further develop this handbook by adding more diverse materials or digital features to make it more effective and accessible.

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APPENDIX 1 SURAT IZIN MENELITI DAN SETELAH MENELITI



PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODALDAN PELAYANAN TERPADU SATU PINTU

J. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921 Tep-Fax.: (0471) 325048, Email: domotopic@pakopokota.go.id, Website: http://dpmptop.pekopokota.go.id

SURAT KETERANGAN PENELITIAN NOMOR: 500.16.7.2/2025.0308/P/DPMPTSP

DASAR HUKUM:

- DASAR HUKUM:

 1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Taknologi;

 2. Undang-Undang Nomor 11 Tahun 2020 tentang Opto Kerje;

 3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitan;

 4. Peraturan Wali Kota Polopo Nomor 23 Tahun 2018 tentang Penyedderhansan Penticinan dan Non Pertiman di Kota Palopo;

 5. Peraturan Wali Kota Palopo Nomor 33 Tahun 2023 tentang Pelingahan Kewentangan Pertiman dan Non Pertiman Yang Diberikan Wali Kota Palopo Kepada Kepata Dinas Pensanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

: ABDUL MUTHALIB Nama

Jenis Kelamin

: Dsn. Labuaja, Kec. Belopa Utara, Kab. Luwu Alamat

: Mahasiswa Pekerjaan : 2102020055

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo

: Muhammadiyah Boarding School Kota Palopo : 26 Maret 2025 s.d. 26 Juni 2025 Lokasi Penelitian Lamanya Penelitian

DENGAN KETENTUAN SEBAGAI BERIKUT:

- Sebelum dan sesudah melaksanakan kepiatan penelifan kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 Menasti semua peraturan perundang-undangan yang berlaku, serta menghormati Adal Istiadat setempat.
- 3. Penelitan tidak menyimpang dari maksud izin yang diberikan.
- 4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
- 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang Izin ternyata tidak menaati ketentuan-ketentuan tersebut

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo Pada tanggal : 27 Maret 2025



Ditandatangeni secara elektrunik oleh : Kepala DPMPTSP Kota Palepo SYAMSURIADI NUR. S.STP Pangkat : Pembina IV/a NIP : 19850211 200312 1 002

Tembolan, Tepaca Yh.

1. Wuli Kota Palapo
2. Danden 1403 Shrib:
3. Kapoine Palapo
4. Kepida Badan Henbarry Frov. Sul-Set;
5. Kepida Badan Henbarry Frov. Sul-Set;
6. Kepida Badan Henbarry Rota Palapo;
6. Kepida Badan Henbarry Rota Palapo;
7. Instas terkal tempat diseksanskan penelitan.



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SURAT KETERANGAN SELESAI PENELITIAN No. 025 / III.4.AU/ F / IV / 2025

Yang bertanda tangan di bawah ini :

Nama Lengkap

: PAONCONGAN, S.Ag., M.Pd.I

NIP

: 19730715 200604 1 013

Jabatan

: KEPALA SEKOLAH

Dengan ini menerangkan bahwa:

Nama Mahasiswa

: ABDUL MUTHALIB

NIM

: 2102020055

Judul Skripsi

:"Developing English Camp Handbook for students at Muhammadiyah Boarding School Palopo".

Nama tersebut diatas telah menyelesaikan penelitian di SMP Muhammadiyah Boarding School (MBS) Palopo, sesuai Judul Skripsi diatas tahun ajaran 2024-2025.

Demikian surat keterangan ini di buut untuk digunakan semestinya.

Palopo, 21 April 2025 Kepala Sekoluh

PAGNCONGAN, S.Ag., M.Pd.I NIP 19730715 200604 1 013

APPENDIX 2 QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

QUESTIONNAIRE DEVELOPING ENGLISH CAMP HANDBOOK FOR STUDENTS AT MUHAMMADIYAH BOARDING SCHOOL PALOPO

Nama	:	

Kelas:

Umur:

Berilah tanda (centang) pada kolom yang sesuai dengan keadaan yang paling menggambarkan keadaan Anda saat ini, serta sesuai denga apa yang Anda butuhkan atau Anda inginkan terkait English Camp Handbook. Semua jawaban yang diisikan didalam lembar angket ini tidak mempengaruhi nilai pada mata pelajaran di sekolah anda. Jika anda memilih jawaban lain – lain, tuliskan jawaban tersebut dengan singkat dan jelas.

- 1. Tujuan Anda mempelajari bahasa Inggris?
 - a. Sebagai kewajiban dari sekolah
 - b. Saya ingin lancar berbahasa Inggris
 - c. Saya ingin berkomunikasi menggunakan Bahasa Inggris dengan baik dan benar
 - d. Sebagai penunjang untuk pendidikan selanjutnya
 - e. Lain-lainnya... (Tuliskan bila ada)
- 2. Keterampilan berbahasa apa yang Anda butuhkan dalam handbook ini? (siswa boleh memilih lebih dari 1 maksimal 2)
 - a. Keterampilan Mendengarkan (Listening)
 - b. Keterampilan Membaca (Reading)
 - c. Keterampilan Menulis (Writing)
 - d. Keterampilan Membaca (Speaking)

- 3. Bagaimana tingkat penguasaan Bahasa Inggris Anda saat ini?
 - a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh Bahasa itu
 - b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan masih dipengaruhi oleh Bahasa itu.
 - c. Intermediate (lower): dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topiktopik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan.
 - d. Intermediate (upper): walaupun masih mempunyai kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang di kenal.
 - e. Advanced: mampu berkomunikasi dengan lancer pada Sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan.
- 4. Topik-topik apa yang anda inginkan dalam handbook English Camp yang akan dikembangkan oleh peneliti? (siswa boleh memilih lebih dari 1 maksimal 3)
 - a. Perkenalan (Self Introduction)
 - b. Rutinitas Sehari-hari (Daily Routine)
 - c. Menanyakan dan Menunjukkan Arah (Asking and Giving Direction)
 - d. Mendeskripsikan Seseorang (Describing Person)
 - e. Penjelasan Tentang Waktu (Telling Time)

- 5. Desain yang anda inginkan untuk tampilan handbook English Camp?
 - a. Colour Full (Penuh Warna)
 - b. Nature (Alam)
 - c. Kartun
 - d. Lain-lain... (tuliskan bila ada)
- 6. Materi penunjang lainnya... (siswa boleh memilih lebih dari 1 maksimal 2)
 - a. Kosa kata
 - b. Giving suggestion (Memberikan saran)
 - c. Invitation (Mengundang)
 - d. Expression (Ungkapan-Ungkapan)
 - e. Lain-lain (tuliskan bila ada)
- 7. Apa kesulitan yang Anda hadapi saat berbicara (speaking) dalam Bahasa Inggris?
 - a. Sulit melafalkan kata kata dalam Bahasa Inggris
 - Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan yang cukup mengenai topik yang di bicarakan
 - c. Sulit dalam mengaplikasikan tata Bahasa
 - d. Sulit dalam menyampaikan ide karena kurang menguasai kosa kata
 - e. Lain-Lain... (tuliskan bila ada)
- 8. Menurut Anda, hal apa yang paling sulit dalam mendengarkan (Listening) dalam Bahasa inggris?
 - a. Sulit memahami instruksi lisan
 - Sulit memahami Bahasa native speaker karena keterbatasan kosa kata dalam Bahasa Inggris
 - c. Sulit untuk fokus dalam mendengarkan
 - d. Lain-lain... (tuliskan bila ada)

- 9. Kesulitan apa yang Anda hadapi Ketika membaca (Reading) dalam bahasa Inggris?
 - a. Sulit mendapatkan ide pokok dalam teks
 - b. Sulit memahami kosa kata dalam teks
 - Sulit memahami bacaan karena keterbatasan saya dalam penguasaan kosa kata
 - d. Lain-Lain... (tuliskan bila ada)
- 10. Kesulitan apa yang Anda temui dalam writing (menulis) dalam Bahasa Inggris?
 - a. Sulit dalam menggunakan tanda baca
 - b. Sulit mengungkapkan gagasan dengan baik
 - c. Sulit menggunakan pilihan kata yang tepat
 - d. sulit menyusun kalimat, klausa dan paragraf dengan baik
 - e. Lain-lain... (tuliskan bila ada)
- 11. Aktivitas apa Anda inginkan untuk meningkatkan keterampilann speaking (berbicara)?
 - a. Games
 - b. Melakukan interview secara berpasangan dalam Bahasa Inggris
 - c. Dialog
 - d. Lain-lain... (tuliskan bila ada)
- 12. Aktivitas apa yang membantu Anda Ketika belajar membaca (reading) dalam Bahasa Inggris?
 - a. Menerjemahkan kata-kata yang sulit
 - b. Membaca buku cerita bahasa Inggris
 - c. Membaca berita bahasa Inggris
 - d. Membaca komik bahasa Inggris
 - e. Lain-lain... (tuliskan bila ada)

- 13. Keterampilan bahasa inggris apa yang Anda butuhkan dalam meningkatkan kemampuan berbicara (speaking) dalam Bahasa Inggris?
 - a. Vocabulary
 - b. Expression
 - c. Pronunciation
 - d. Lain-lain... (tuliskan bila ada)
- 14. Pengetahuan kebahasaan apa yang dapat membantu Anda dalam peningkatan menulis dalam Bahasa Inggris?
 - a. Vocabulary
 - b. Grammar
 - c. Expression
 - d. Lain-lain...(Tuliskan bila ada)
- 15. Media yang mendukung anda dalam proses belajar adalah?
 - a. Audio (rekaman,kaset,siaran radio,lagu,dll)
 - b. Visual (gambar dan tulisan yang ditampilkan)
 - c. Audio-Visual (Siaran berita TV, Talk Show, film, dll)
 - d. Lain-lain...(tuliskan bila ada)
- 16. Dalam pembelajaran bahasa Inggris, anda lebih suka mengerjakan tugas dengan cara?
 - a. Individu
 - b. Berpasangan
 - c. Berkelompok kecil (3-4 orang)
 - d. Kelompok besar (5-8 orang)
 - e. Lain-Lain... (tuliskan bila ada)

APPENDIX 3 RESULT OF NEED ANALYSIS

(8. 16.11	Supplement Developing English Camp Hambook for Students at Multimonethy all Branching School Plategor	
3. Your current English level is? *		
Basic (Lower), mengetahui sedakt Bahasa du	kosakata dan ungkapun praktis, penguasaan grammar terbatas, pelahalan sangat dipengunuhi oleh	
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Mendeskilpskan Sessorang (Desc	citing Person)	
Penjelasan Tertang Waktu (Telling	Time)	
fishlangs (Family)		
Kalenat Paof (Passive Voice)		
Menanyakan dan Meroberkan Pen	dapet (Asking and Giving Opinion)	
Waktu (Tenses)		
Zeks Naratif (Narrative Text)		
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() (8)	Dalarn pembelajaran bahasa Inggris, anda labih suka mengeljekan bagas dengan cara? * Militeris	
© ®		
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APPENDIX 4 LIST OF INTERVIEW QUESTIONS

List pertanyaan interview siswa yang berpartisipasi dalam kegiatan English Camp

Muhammadiyah Boarding School Palopo

Pengalaman Umum

- 1. Kesan keseluruhan kamu tentang English Camp bagaimana?
- 2. Apa yang paling kamu nikmati dari kegiatan ini?
- 3. Apa saja tantangan yang kamu hadapi selama mengikuti English Camp?
- 4. Bagaimana kamu menilai keefektifan handout dan lembar kerja yang digunakan di English Camp?
- 5. Apa yang kamu anggap paling membantu dari handout dan lembar kerja tersebut?
- 6. Apa yang kamu anggap kurang membantu dari handout dan lembar kerja tersebut?
- 7. Saran apa yang kamu miliki untuk meningkatkan handout dan lembar kerja?

Handout dan Lembar Kerja

- 1. Bisakah kamu jelaskan jenis handout dan lembar kerja yang kamu gunakan di English Camp?
- 2. Seberapa sering kamu menggunakan handout dan lembar kerja tersebut?
- 3. Apa tujuan utama dari handout dan lembar kerja tersebut?
- 4. Apakah handout dan lembar kerja membantu kamu belajar bahasa Inggris?
- 5. Jika ya, bagaimana cara handout dan lembar kerja tersebut membantu kamu belajar?
- 6. Jika tidak, menurut kamu mengapa handout dan lembar kerja tersebut tidak membantu?
- 7. Aspek spesifik apa dari handout dan lembar kerja yang kamu anggap membantu atau tidak membantu?

Saran untuk Peningkatan

- 1. Perubahan apa yang akan kamu buat pada handout dan lembar kerja untuk membuatnya lebih efektif?
- 2. Jenis handout dan lembar kerja apa yang menurut kamu lebih bermanfaat?

- 3. Bagaimana handout dan lembar kerja dapat diintegrasikan dengan lebih baik ke dalam kegiatan English Camp?
- 4. Sumber lain apa yang ingin kamu lihat tersedia untuk membantu kamu belajar bahasa Inggris?

Pertanyaan Tambahan

- 1. Bagaimana tingkat kemampuan bahasa Inggris kamu?
- 2. Sudah berapa lama kamu belajar bahasa Inggris?
- 3. Apa tujuan kamu belajar bahasa Inggris?
- 4. Apa cara favorit kamu untuk belajar bahasa Inggris?
- 5. Tantangan apa yang biasanya kamu hadapi saat belajar bahasa Inggris?

APPENDIX 4 INSTRUMENT VALIDATION BY THE EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

DEVELOPING ENGLISH CAMP HANDBOOK FOR STUDENT AT MUHAMMADIYAH BOARDING SCHOOL PALOPO

A. Petunjuk Pengisian

- 1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
- Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
- 4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	Aspek Isi	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					
ь	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
с	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C.	Komentar
D.	Saran

E.	Ke	simpulan					
	Instrumen kuesioner ini (lingkari salah satu pilihan)						
	1.	Tidak dapat digunakan					
	2.	Dapat digunakan					
	3.	Dapat digunakan dengan perbaikan sebagai berikut.					
		Palopo,					
		Validator					

APPENDIX 5 THE RESULT OF THE INSTRUMENT'S VALIDATION BY EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

DEVELOPING ENGLISH CAMP HANDBOOK FOR STUDENT AT MUHAMMADIYAH BOARDING SCHOOL PALOPO

A. Petunjuk Pengisian

- Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
- Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
- Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	Aspek Isi		2	3	4	5
a	Tujuan penelitian dinyatakan jelas				V	
b	Tujuan kuesioner dinyatakan dengan jelas					/
c	Petunjuk pengisian kuesioner mudah dipahami				1	
П	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				1	

ь	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					J
ш	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				1	
ь	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					J
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				J	

C.	Komentar
	butter soul disamparken dengan jelas
	4
	+++++++++++++++++++++++++++++++++++++++
	1777

m	Saran
- 50	
	B444+104+1444444444444444444444444444444

E. Kesimpulan
Instrumen kuesioner ini (lingkari salah satu pilihan)
Tidak dapat digunakan
2 Dapat digunakan
Dapat digunakan dengan perbaikan sebagai berikut.
2. Open against 1979

Palopo,
Foul Links R MUM

APPENDIX 6 QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

KUISIONER EVALUASI UNTUK AHLI MATERI

"Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo"

	8 1				
A. Data Responden					
Nama	:				
Umur	:				
Jenis Kelamin	:				
Pendidikan	: S1 S2 S3 S	Pro	ofess	or	
Pengalaman Mengajar	: 0-2 tahun 2-4 tah	un 🗌	 4-	6 tah	ıun
	$\square \geq 6 \text{ tahun}$				
B. Tabel Evaluasi					
P	ernyataan	1	2	3	4
A. Materi				,	

No	Pernyataan		2	3	4			
	A. Materi							
1.	Judul pada English Camp handbook sesuai dengan isi							
	materi							
2.	Kesesuaian materi dengan ilustrasi pada English Camp							
	Handbook memadai							
3.	Keaslian materi dalam Handbook for English Camp							
	untuk siswa memadai.							
4.	Materi menumbuhkan motivasi siswa dalam berbicara							
	& membaca							
5.	Materi yang digunakan dalam Handbook for English							
	Camp sesuai dengan benar.							
6.	Materi yang disajikan mudah dipahami.							
7.	Input materi dalam Handbook for English Camp							
	menarik.							
8.	Input materi dalam Handbook for English Camp dapat							
	menambah wawasan siswa.							

9.	Materi yang disajikan Handbook for English Camp
	sesuai dengan tingkatan perkembangan kognitif siswa
10.	Keseluruhan materi sesuai dengan kemampuan siswa.
Ran	gkuman Kualitatif:
	Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom
	yang disediakan.
	Keterangan Poin Validitas:
	4: Sangat baik
	3: Baik
	2: Kurang baik
	1: Tidak baik
	C. Kesimpulan
	Secara umum, pendapat Bapak/Ibu terhadap English Camp Handbook
	yang dikembangkan:
	a. Layak
	b. Layak dengan perbaikan
	c. Tidak layak
	Palopo,
	Penilai Kelayakan

.....

KUISIONER EVALUASI UNTUK AHLI BAHASA

"Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo"

C.	Data Responden	
	Nama	:
	Umur	:
	Jenis Kelamin	:
	Pendidikan	: S1 S2 S3 Professor
	Pengalaman Mengajar	: 0-2 tahun 2-4 tahun 4-6 tahun
		$\square \geq 6$ tahun
D.	Tabel Evaluasi	
	Isilah tabel berikut denga	an memberikan tanda centang (✓) pada kolom
	yang disediakan.	
	Keterangan Poin Validi	itas:
	4: Sangat baik	
	3: Baik	
	2: Kurang baik	
	1: Tidak baik	

No	Pernyataan	1	2	3	4
	A. Bahasa	I		•	
1.	English Camp handbook disajikan dengan struktur				
	kalimat yang tepat				
2.	English Camp handbook menggunakan kalimat yang				
	efektif				
3.	English Camp handbook disajikan dengan menggunakan				
	gaya bahasa yang mudah dipahami oleh siswa				
4.	Kosakata pada English Camp handbook sesuai dengan				
	siswa				
5.	Handbook for English Camp sesuai dengan kemampuan				
	berbahasa siswa				

6.	Handbook for English Camp dapat menambah wawasan		
	siswa.		
7.	Materi menggunakan tata bahasa yang benar		
8.	Materi meningkatkan motivasi siswa untuk belajar		
	bahasa Inggris		
9.	Ketepatan penggunaan tata bahasa pada materi		
Rang	kuman Kualitatif:	•	

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap $English\ Camp\ Handbook$

yang dikembangkan:

- d. Layak
- e. Layak dengan perbaikan
- f. Tidak layak

Palopo,	
Penilai Kelayakan	

KUISIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT

"Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo"

E.	Data Responden	
	Nama	:
	Umur	:
	Jenis Kelamin	:
	Pendidikan	: S1 S2 S3 Professor
	Pengalaman Mengajar	: 0-2 tahun 2-4 tahun 4-6 tahun
		$\square \geq 6$ tahun
F.	Tabel Evaluasi	
	Isilah tabel berikut denga	n memberikan tanda centang (✓) pada kolom
	yang disediakan.	
	Keterangan Poin Validi	tas:
	4: Sangat baik	
	3: Baik	
	2: Kurang baik	
	1: Tidak baik	

No	Pernyataan	1	2	3	4
	A. Design and Layout		I		<u>, </u>
1.	Pemilihan gambar ilustrasi dapat merepresentasikan materi yang ada.				
2.	Pilihan gambar pada materi sesuai dengan siswa.				
3.	Pemilihan warna pada English Camp handbook menarik				
4.	Sampul English Camp handbook menarik				
5.	Tampilan English Camp handbook jelas				
6.	Penggunaan tanda baca sudah tepat				
7.	Susunan materi dalam English Camp handbook sistematis				
8.	Sumber dalam English Camp handbook jelas				

9.	Jarak spasi dalam I	English Camp handbook sudah sesuai	
Rang	kuman Kualitatif:		•
C. Ke	simpulan		
	Secara umum, per Handbook	ndapat Bapak/Ibu terhadap English Cam)p
	yang dikembangka	n:	
	g. Layak		
	h. Layak dengan	perbaikan	
	i. Tidak layak		
		Palopo,	
		Penilai Kelayakan	

APPENDIX 7 THE RESULT OF EXPERT' VALIDATION PRODUCT

KUISIONER EVALUASI UNTUK AHLI MATERI

"Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo"

G.	Data Responden	
	Nama	: Muhammad Darif Aziz
	Umur	: 23
	Jenis Kelamin	: L
	Pendidikan	: S1 S2 S3 Professor
	Pengalaman Mengajar	: 🗸 0-2 tahun 2-4 tahun 4-6
	tahun	
		≥ 6 tahun

H. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (\checkmark) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4: Sangat baik
- 3: Baik
- 2: Kurang baik
- 1: Tidak baik

No	Pernyataan	1	2	3	4
	A. Materi				
1.	Judul pada English Camp handbook sesuai dengan isi				✓
	materi				
2.	Kesesuaian materi dengan ilustrasi pada English Camp			✓	
	Handbook memadai				
3.	Keaslian materi dalam Handbook for English Camp				✓
	untuk siswa memadai.				
4.	Materi menumbuhkan motivasi siswa dalam berbicara				✓
	& membaca				

5.	Materi yang digunakan dalam Handbook for English		✓
	Camp sesuai dengan benar.		
6.	Materi yang disajikan mudah dipahami.		✓
7.	Input materi dalam Handbook for English Camp		✓
	menarik.		
8.	Input materi dalam Handbook for English Camp dapat		✓
	menambah wawasan siswa.		
9.	Materi yang disajikan Handbook for English Camp		✓
	sesuai dengan tingkatan perkembangan kognitif siswa		
10.	Keseluruhan materi sesuai dengan kemampuan siswa.		√

Rangkuman Kualitatif:

Gunakan ilustrasi/gambar yang sesuai, tambahkan materi

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap $English\ Camp\ Handbook$

yang dikembangkan:

- j. <u>Layak</u>
- k. Layak dengan perbaikan
- 1. Tidak layak

Palopo,.....

Penilai Kelayakan

Muh Darif Aziz

KUISIONER EVALUASI UNTUK AHLI BAHASA

eve	loping	English Camp H	andbook for Students at Muhammadiy. Palopo"	nh E	Soar	ding	Schoo
A.	Nama Umur Jenis I Pendid	Kelamin	: Now turusure, S, Parl : 77 Tillion : Proven Puach : □ S1 ☑ S2 □ S3 □ Professor : □ 0-2 tahun □ 2-4 tahun □ 4-6 ta □ ≥ 6 tahun			60	
В.	Isilah Keter 4: Sar 3: Bai 2: Ku	angan Poin Valid igat baik	an memberikan tanda centang (√) pada k itas:	olor	n ya	ng d	sediak
	No		Pernyataan	1.	2	3	4
			A. Bahasa				
	1.	English Camp kalimat yang ter	handbook disajikan dengan struktur oat				1
	2.	English Camp efektif	handbook menggunakan kalimat yang				1
	3.	100	andbook disajikan dengan menggunakan ng mudah dipahami oleh siswa			J	

NO.	retuyatanı	 -		
	A. Bahasa			
1.	English Camp handbook disajikan dengan struktur kalimat yang tepat			1
2.	English Camp handbook menggunakan kalimat yang efektif			1
3.	English Camp handbook disajikan dengan menggunakan gaya bahasa yang mudah dipahami oleh siswa		~	
4.	Kosakata pada English Camp handbook sesuai dengan siswa			V
5.	Handbook for English Camp sesuai dengan kemampuan berbahasa siswa			~
6.	Handbook for English Camp dapat menambah wawasan siswa.			~
7.	Materi menggunakan tata bahasa yang benar			*

Materi meningkatkan motivasi siswa untuk belajar bahasa Inggris	
Ketepatan penggunaan tata bahasa pada materi	V
	bahasa Inggris Ketepatan penggunaan tata bahasa pada materi

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap English Camp Handbook yang dikembangkan:

(a.) Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, 17 Parel Joss Penilai Kelayakan

KUISIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT

"Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo"

> : Mustika : 35 Hun

A. Data Responden

Nama Umur

enis K	elamin	- Pareur puach				
endid	ikan	: S1 S2 S3 Professor				
Pengal	aman Mengajar	: ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 t	ahu	n.		
Tabel	Evaluasi					
Isilah I	tabel berikut deng	an memberikan tanda centang (🗸) pada k	colo	m ya	ng đ	isc
Keter	angan Poin Valid	litas:				
4: San	gat baik					
3: Bai	k					
2: Ku	rang baik					
I: Tid	ak baik					
No		Pernyataan	1	2	3	4
	A. De	sign and Layout				
1	Pemilihan gam materi yang ada	ibar ilustrasi dapat merepresentasikan			V	
2.	Dilibon openhar	pada materi sesuai dengan siswa.			V	
	Tittian gamour	parat materi sesoni dengan anasa			V	
3.		a pada English Camp handbook menarik				U
3.	Pemilihan warn					0
	Pemilihan warn Sampul English	a pada English Camp handbook menarik				2
4.	Pemilihan warn Sampul English Tampilan Engli	a pada English Camp handbook menarik a Camp handbook menarik				2
4.	Pemilihan warn Sampul English Tampilan English Penggunaan tar	a pada English Camp handbook menarik a Camp handbook menarik sh Camp handbook jelas				000
4. 5. 6.	Pemilihan warn Sampul English Tampilan Engli Penggunaan tar Susunan materi sistematis	a pada English Camp handbook menarik a Camp handbook menarik sh Camp handbook jelas ada baca sudah tepat				0000

Rangkuman Kualitatif

(D. Warna, Josef herry harry forsister.

(B. Mannankan Symbor day Jelas

(B. Edicard Picture

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap English Camp Handbook yang dikembangkan:

a. Layak

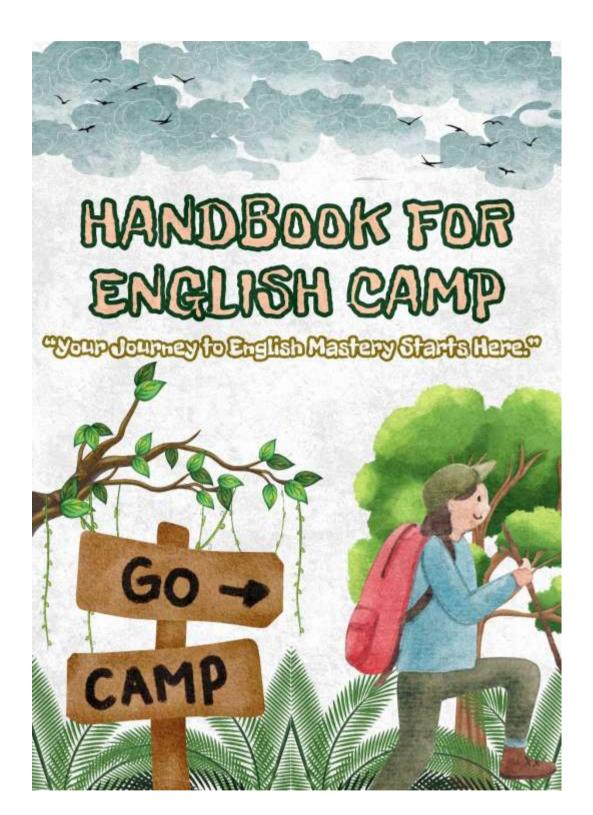
D Layak dengan perbaikan

c. Tidak layak

Palopo, 17. Uart 8015 Penilai Kelayakan

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APPENDIX 8 FINAL DRAFT OF ENGLISH CAMP HANDBOOK





Welcome to the English Camp Handbook!

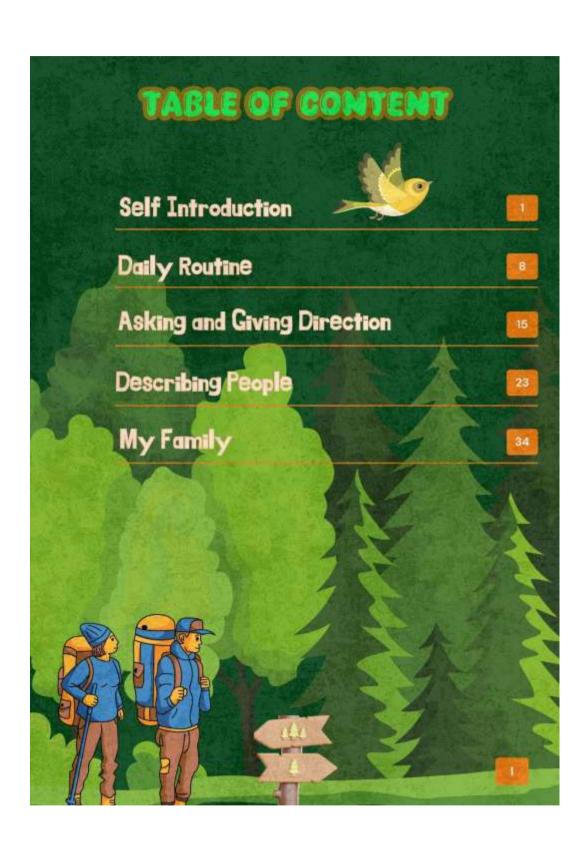
This handbook is designed to help participants learn English in a fun and interactive way. Through various activities, engaging lessons, and exciting challenges, you will have the opportunity to improve your speaking, listening, reading, and writing skills in a natural and enjoyable environment.

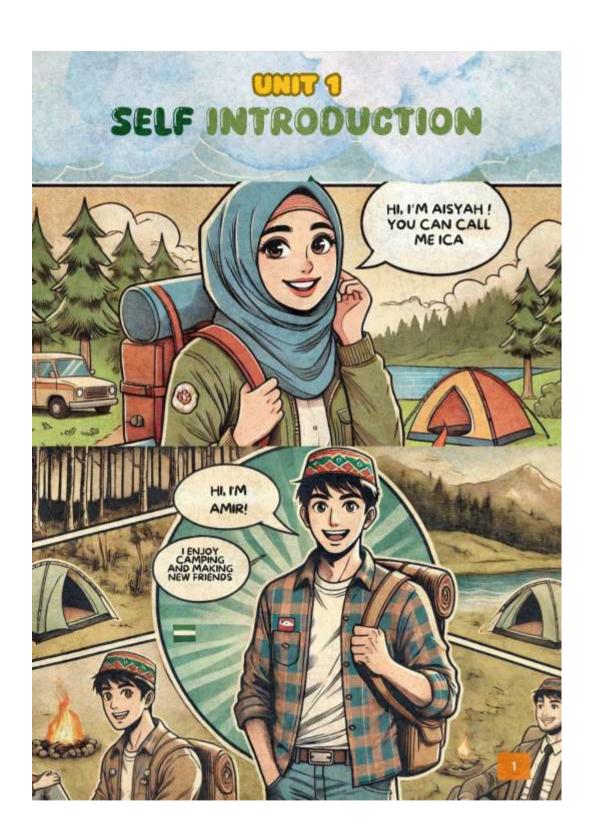
Each chapter in this handbook covers essential topics such as self-introduction, family, daily routines, describing people, asking and giving directions, and more. The activities are designed to encourage collaboration, creativity, and confidence in using English in real-life situations.

We hope this handbook will be a valuable resource for you throughout the camp and beyond. Enjoy the journey, make new friends, and most importantly—have fun while learning English! Happy learning!

Abdul Muthalib









How to Introduce Your Self?

				۰			
n	•	0	•	п	n	~	
0	ν	c	••	u		ч	

Good Morning/Noon/Afternoon/Evening everyone.

First of all, thank you so much for the time given to me,
I would like to introduce my self

- My name is

 Nama saya adalah.......

- I live at

 Saya tinggal di
- I am years old
 Saya berusia tahun

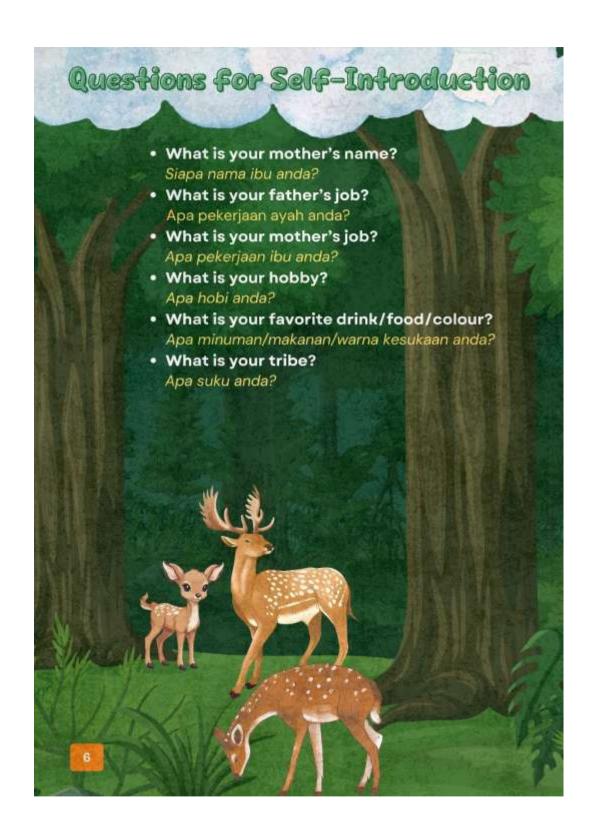
- I am in the grade

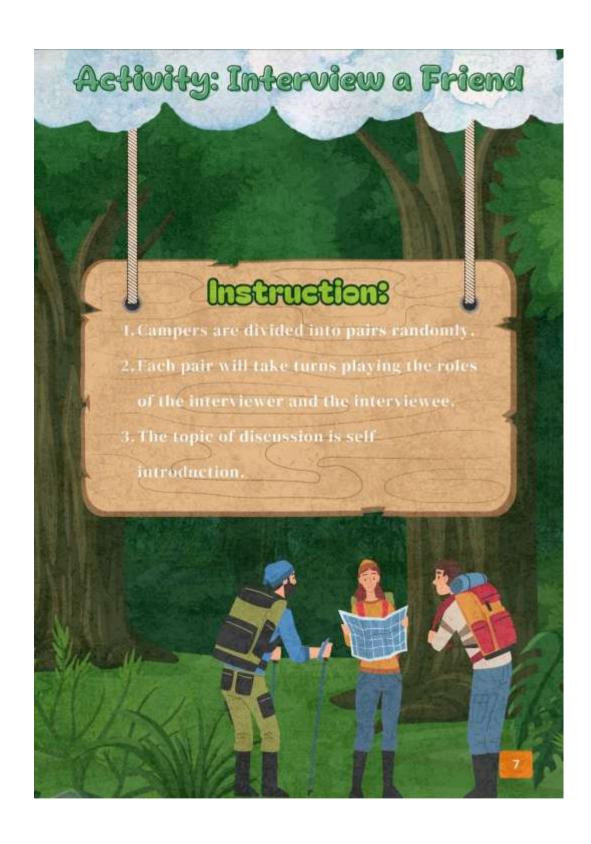
 Saya berada di kelas
- I have brother (s) and sister (s)
 Saya mempunyai saudara laki-laki dan saudara perempuan

How to Introduce Your Self? My father name is Nama ayah saya adalah My mother name is Nama ibu saya adalah My father job's is Pekerjaan ayah saya adalah My mother job's is Pekerjaan ibu saya adalah My hobby is /are Hobi saya adalah My favorite drink/food/colour is/are Minuman/Makanan/Warna kesukaan saya adalah My tribe is Suku saya adalah Closing: I think that's all and thank you very much Thank you for giving me this opportunity to introduce myself. Feel free to ask me anything you'd like to know about me.

Questions for Self-Introduction

- What is your name? Siapa nama anda?
- How can I call you?
 Bagaiman saya bisa memanggil anda?
- Where and when were you born?
 Dimana dan kapan anda lahir?
- Where do you live?
 Dimana kamu tinggal?
- How old are you?
 Berapa usia anda?
- Whom do you stay here with?
 Dengan siapa kamu tinggal disini?
- How long have you been here?
 Sudah berapa lama anda disini?
- Where did you graduate from?
 Dimana anda lulus?
- Where do you study?
 Dimana anda sekolah?
- What grade are you?
 Anda kelas berapa?
- How many brother and sister do you have?
 Berapa saudara laki-laki dan perempuan anda?
- What is your religion?
 Apa agama kamu?
- What is your father's name?
 Siapa nama ayah anda?























Wake up Bangun tidur Bangkit dari tempat tidur Get Up Take a shower Mandi Brush teeth Gosok gigi Get dressed Berpakalan Sarapan Have breakfast Go to school/work Pergi ke sekolah/kerja Naik bus Take the bus Makan siang Have tunch Istirahat sejenak Take a break Finish world/school : Selesal kerja/sekolah

Pulang kerumah

Go home



Do homework Mengerjakan PR Cook dinner Memasak makan matam Have dinner Makan malam Watch TV Menonton TV Beristirahat Take a rest Go to bed Pergi tidur Fall asleep Tertidur Make the bed Merapikan tempat tidur Menyisir rambut Comb hair Put-on makeup Berdandan Wash the dishes Mencuci piring Do the Laundry



Rise and shine

Hit the snooze button

I'm running late

Time to hit the road

Grab a bite to eat

Call it a day

Crash out early

Stay up late

Get a night's sleep

: Bangun dan bersiaplah!

Menunda Alarm

: Saya terlambat

Waktunya berangkat

Makan cepat

Selesai untuk hari ini

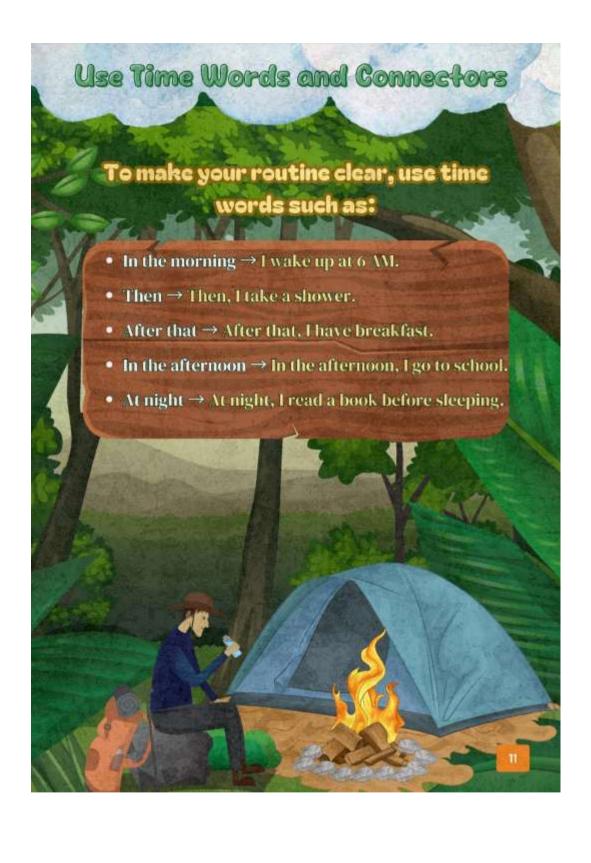
Wind down before bed : Bersantai sebelum tidur

Tidur lebih awal karena lelah

Begadang

Tidur nyenyak





My Daily Routine

خِيَا مِنْ مِنْدُ عِنْدُ مِنْدُ عِنْدُ مِنْدُ مِنْدُ مِنْدُ مِنْدُ مِنْدُ مِنْدُ مِنْدُ مِنْدُ مِنْدُ

Hello, I'm Julia. I get up early, at 7. I get dressed in the bedroom with my favourite green sweater. I have breakfast in the kitchen, I like orange juice and a sandwich for breakfast. I brush my teeth in the bathroom. My teeth are white! I go to school at 8. At school i have lunch with rice and tomatoes and some chicken and fish. After school I go to the park and play with my friends with Kate and Mary. I have dinner at 7. I eat salad. I go to bed at 8.

'Alright campers, time to show off your skills — answer these questions like a pro-

ARABARA ARRANA ARRANA ARRANA

- What does Julia wear in the morning?
 Apa yang Julia pakal di pagi hari?
- What does Julia eat for lunch at school?
 Apa yang Julia makan untuk makan siang di sekolah?
- What time does Julia go to bed?
 Jam berapa julia tidur?

My Daily Routine as Santri

I wake up at 4:00 AM when I hear the adzan for Fajr prayer. I wash up and go to the mosque with my friends to pray. After that, we read the Qur'an together for a while. At 6:30 AM, I have breakfast and then clean my room. Afterward, we go to class to learn about Islamic studies, Arabic, and general subjects like math and English.

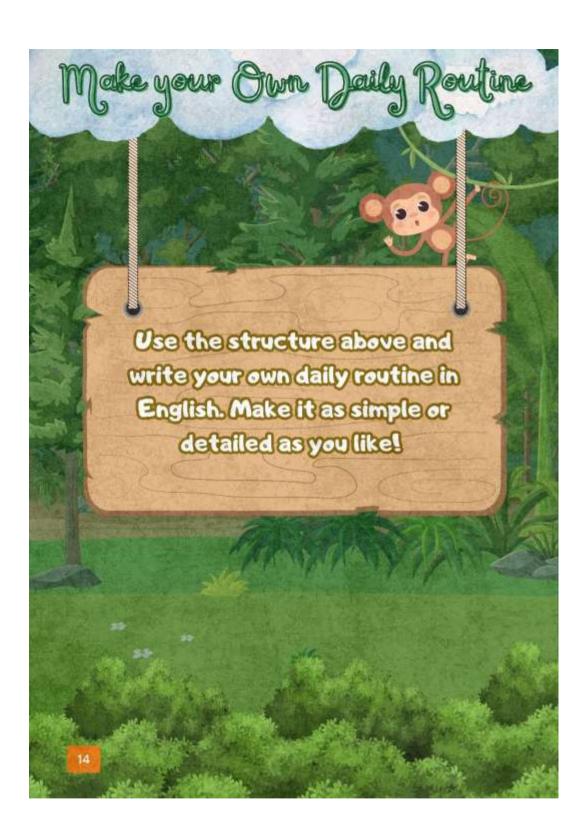
At noon, we pray Dhuhr and eat lunch. Sometimes I take a short nap or review my lessons before afternoon classes. After Asr prayer, we do chores or relax with friends.

In the evening, we pray Maghrib and Isha, then study until 10:00 PM. Finally, I go back to the dormitory, say my prayers, and sleep, ready for another blessed day.

MANAMARA ARA ARA ARA ARA MANAMANA

"Alright campers, time to show off your skills — answer these questions like a pro!"

- What time does the santri wake up in the morning?
 Jam berapa santri bangun di pagi hari?
- What subjects does the santri learn at school?
 Pelajaran apa saja yang dipelajari santri di sekolah?
- What does the santri do after Maghrib and Isha prayers?
 Apa yang dilakukan santri setelah shalat Maghrib dan Isya?

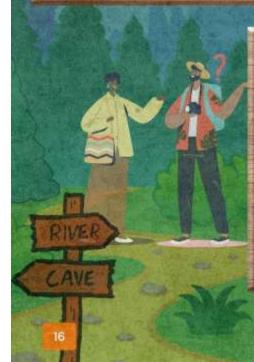




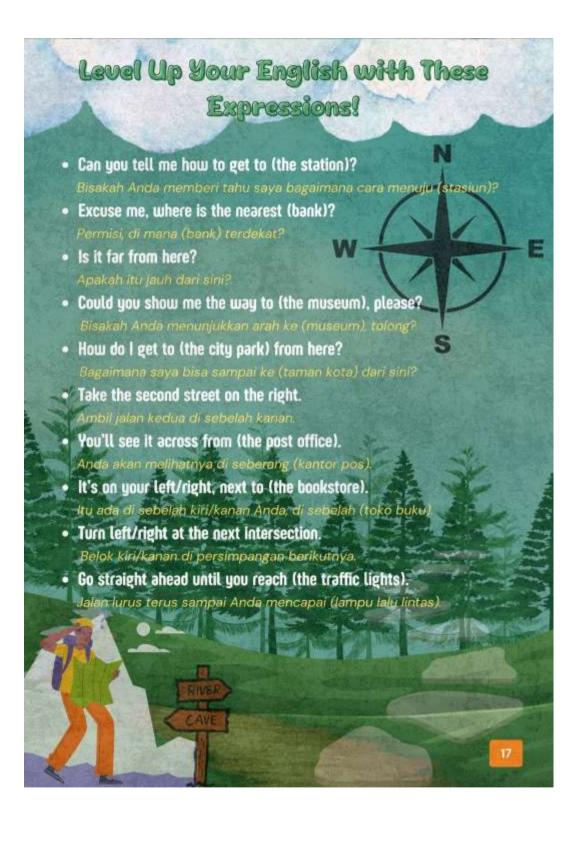


Lurus terus Go straight Belok kiri Turn left Belok kanan Turn right Intersection Persimpangan Bundaran Roundabout Traffic light Lampu talu tintas T-junction Pertigaan Go past Lewati Di seberang Opposite flext to Di sebelah Di antara Between Behind Di belakang





In front of Di depan Beside Di samping Dekat Rear Far from Jauh dari Acress from DI seberang At the corner of : Di sudut Sepanjang Along Go along Mengusuri Menyebrangi Go across Metalui Go through Take the first turning : Ambit beloken pertama





- I'm sorry, but I don't know that place or how to get there.
 Maai, retap; saya tidak tahu tempat itu atau bagaimana cara ke sana
- I'm not familiar with that place, so I'm not sure about the directions.
 Saya tidak mengenal tempet itu, jadi saya tidak yakin dengan arahnya.
- I have never heard of that place, so I don't know the way.
 Saya belum pernah mendengar tempat itu; jadi saya tidak tahu jelannya.
- Sorry, I don't know that location. You might want to check Google Maps.
 Meat, saye tidak tahu lokasi itu. Anda murigkin Ingin memeriksa Google Maps
- I'm sorry, I don't know where the place is.
 Maal, saya tidak tahu dimana tempatnya.
- Sorry, I'm in a hurry.
 Meaf, saya buru-buru
- Sorry, I'm traveler and not a local citizen.

 Maaf saya wisatawan bukan warga lokal
- I'm a stanger here myself, sorry.

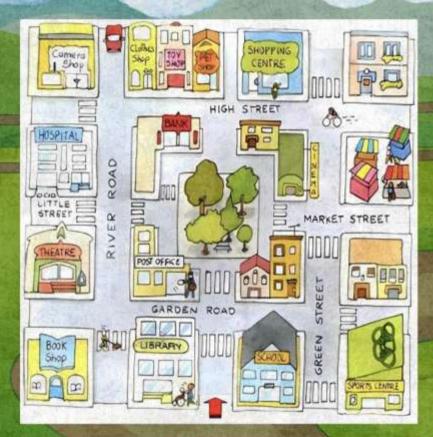
 Saya orang asing disini maat.
- Sorry, I don't know the place either, maybe you can ask someone else.
 Maal, aku tidak tahu tempat itu juga, mungkin kamu bisa bertanya di urang
- I wish I could help, but I don't know this area well.

 Saya ingin membantu, tetapi saya tidak terlalu mengenal daerah ini.



- WELCOME TO -





Conversation 1: Asking for Directions to the Post Office

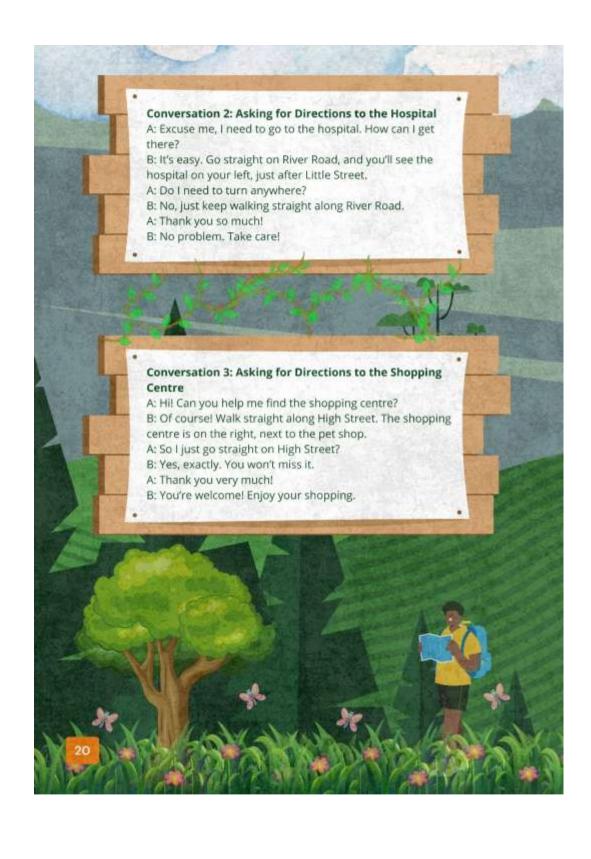
A: Excuse me, could you tell me how to get to the post office? B: Sure! Walk straight along Garden Road until you reach the park in the middle. The post office is on the left side of the park, next to the theatre.

A: Thank you! Is it far from here?

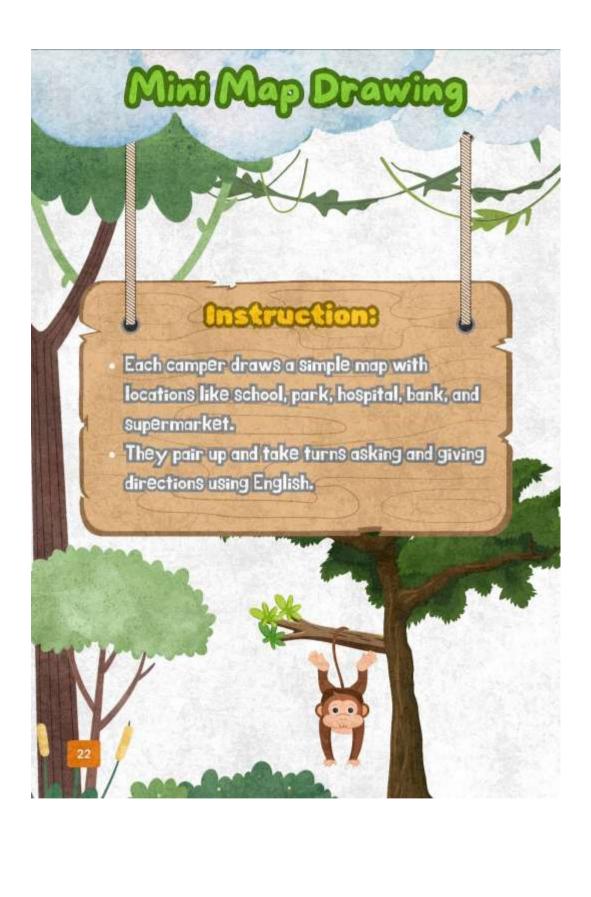
B: Not at all! It's just a short walk.

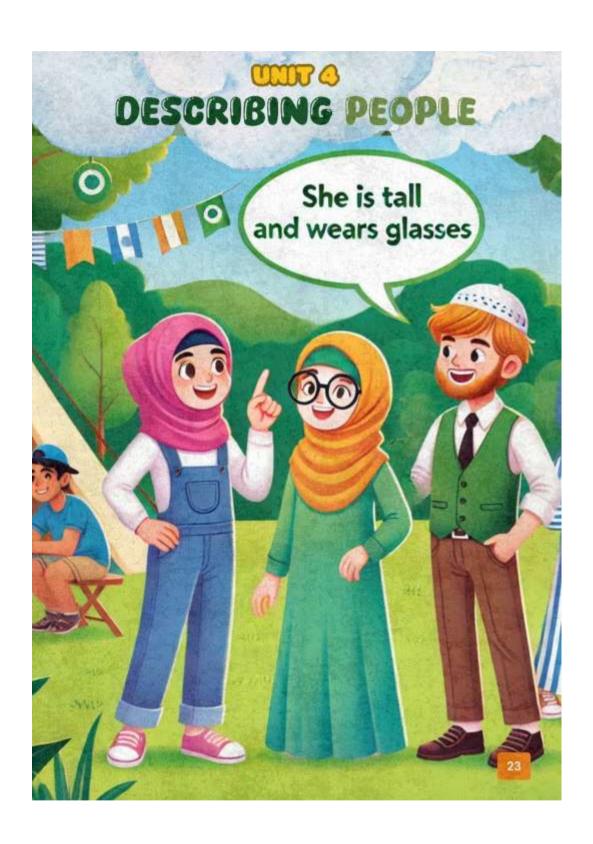
A: Great! Thanks for your help.

B: You're welcome!











Level Up Your English with These Expressions!

Physical Appearance (Penampilan Fisik)

- He/She is of average height and build.
 Dia memiliki tinggi dan bentuk tubuh rata-rata.
- He has broad shoulders and a strong jawline.
 Dia memiliki bahu lebar dan garis rahang yang kuat.
- She has long, wavy brown hair.

 Dia memiliki rambut panjang bergelombang berwarna cokelat.
- His eyes are deep blue and very expressive.
 Matanya berwarna biru tua dan sangat ekspresif.
- She wears glasses and has a friendly smile.

 Dia memakai kacamata dan memiliki senyum yang ramah.

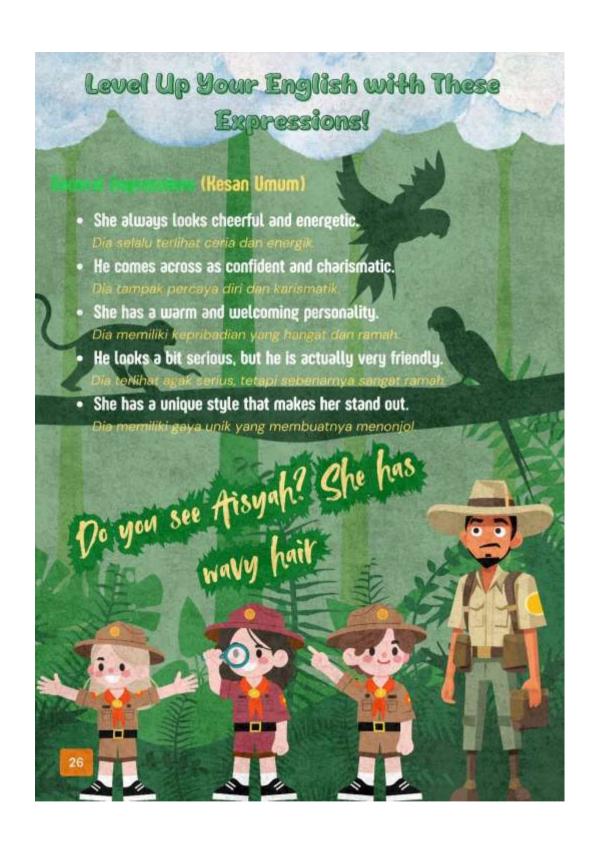
Personality (Kepribadian)

- He is outgoing and loves meeting new people.

 Dia ekstrovert dan suka bertemu orang baru.
- She is quite shy but very kind-hearted.
 Dia cukup pemalu tatapi berhati baik.
- He has a great sense of humor and makes everyone laugh.
 Dia punya selera humor yang bagus dan membuat semua orang tertawa.
- She is very creative and always full of new ideas.

 Dia sanget kreetif dan seleku penuh ide baru
- He is a hardworking and determined person.

 Dia adalah orang yang pekerja keras dan takun.



People Appearance You Have to





young, old, in his / her thirty, teenager, in his / her mid-forties, middleaged, forty-seven





thin, full, red, pink





big, small, hazel, blue, green, black, brown, dark, narrow, bright

HAIR



long, short, bald, spiky, fair, straight, dark, blond, brown, curly, wavy

FACE



round, oval, squared, freckled, long

NOSE



pointed, big, small, flat, large, hooked, straight

BUILD

thin, skinny, slim, fat, plump, well-built

HEIGHT

short, tall, medium height, of average height, dwarf

SKIN



tanned, pale, light, fair, dark

CAMP

Challenge sources the me to find words sou all ready know and share the mount cour friends. Who knows you might discover some new and cool ones!

Describe Personality

- Ambitious
- Amiable
- · Analytical
- Assertive
- Authentic
- . Bold
- · Colm
- · Charismatic
- · Charming
- · Cheerful
- Confident
- Considerate
- Creative
- Curious
- Dependable
- · Honest Humble · Innovative

Diligent

· Disciplined

· Easygoing

· Empathetic

· Enthusiastic

Extraverted

· Flexible

· Friendly

Genuine

· Gracious

· Generous

· Insightful

Describe Feelings

- + Sad
- Surprised · Disappointed
- · Angry
- Grateful Confused
- · Fearful Anxious
 - Content
- · Excited
- · Frustrated · Lonely · Loved
- Nostalgic
- · Hopeful
- · Envious
- Jealous Empathetic
- · Curious

Describe Emotions

- · Joyful
- Melancholic
- Irritated
- Apprehensive
- · Restless
- Ecstatic
- · Distrought
- · Panicked · Annoyed
- · Numb
- · Scared
- Enraged
- · Heartbroken
- Amused
- Overwhelmed

Describe Someone's Physical

- · Beautiful
- Handsome
- Attractive
- Stunning
- Striking · Gorgeous
- · Cute
- · Pretty
- Elegant
- Charming
- · Well-groomed
- Radiant
- Athletic

Describe Mental Ability

- · Intelligent
- · Smart
- · Brilliant
- · Wise · Sharp
- · Quick-witted
- Astute
- · Perceptive
- · Discerning
- · Insightful
- Knowledgeable Learned
- Educated
- · Intellectual

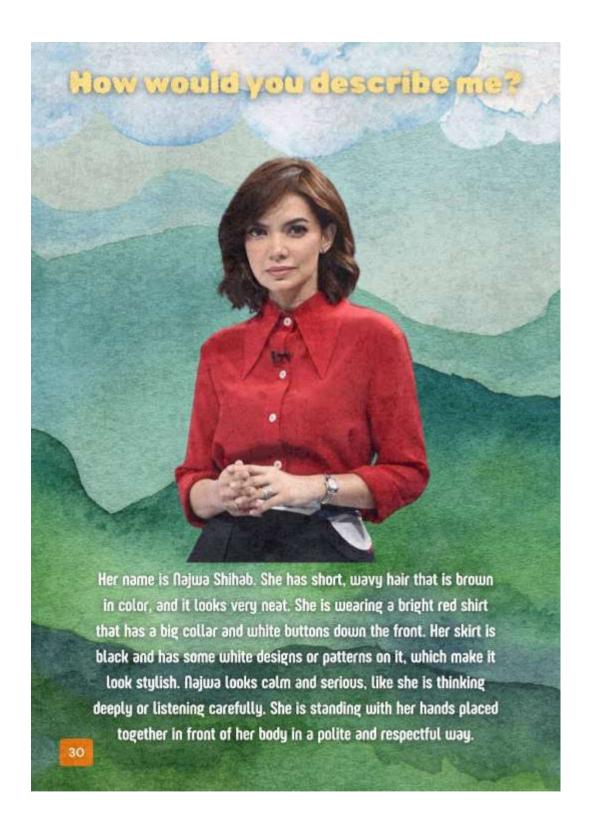
Describe **Personality Traits**

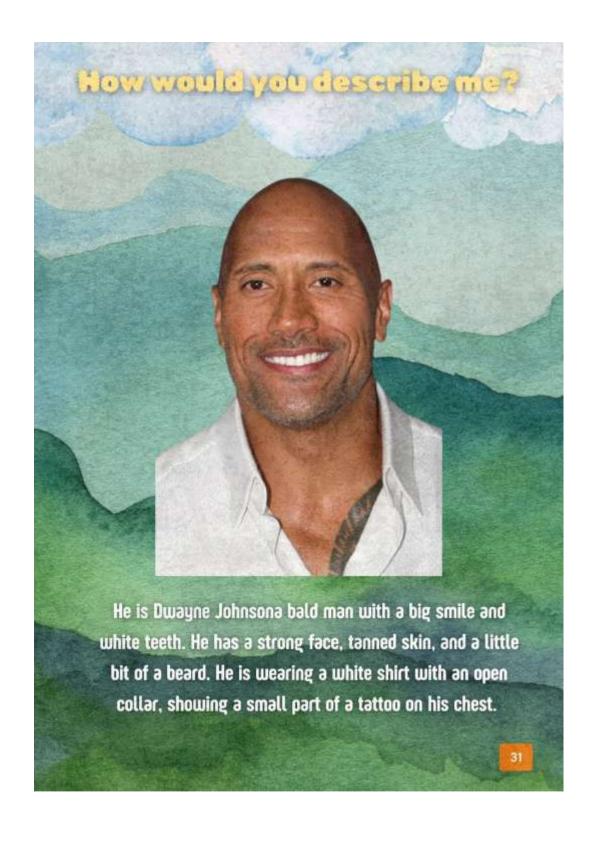
- Compassionate
- · Generous
- . Honest
- Humble
- · Brown
- Confident
- Optimistic
- Ambitious
- Creative
- · Curious
- Charismatic · Open-minded

Describe **Character Traits**

- Ambitious
- · Brave
- Caring
- Confident Creative
- · Curious
- · Determined
- Diligent
- Empathetic Enthusiastic
- Fearless
- · Friendly
- Generous
- Gracious

How would you describe m Her name is Laudiya Cintiya Bella. She is wearing a grey hijab that covers her hair nicely and matches her outfit well. Her clothes are black, and they look neat and elegant. She has soft makeup on her face, which makes her look fresh and natural. Laudiya is smiling warmly, and her face shows a friendly and kind expression, like someone who is easy to talk to and makes others feel comfortable.







Activity:



Who is who?

Read or listen and select the correct person



I have got brown hair.
I have got brown eyes. I have got a black hat.





I have got black hair. Is have got brown eyes. I have got straight hair. I have got glasses.







I have got brown hair. I have got long hair. I have got straight hair. I haven't got a ponytail.





I am blond, I have got long hair, I have got straight hair, I have got two ponytails.





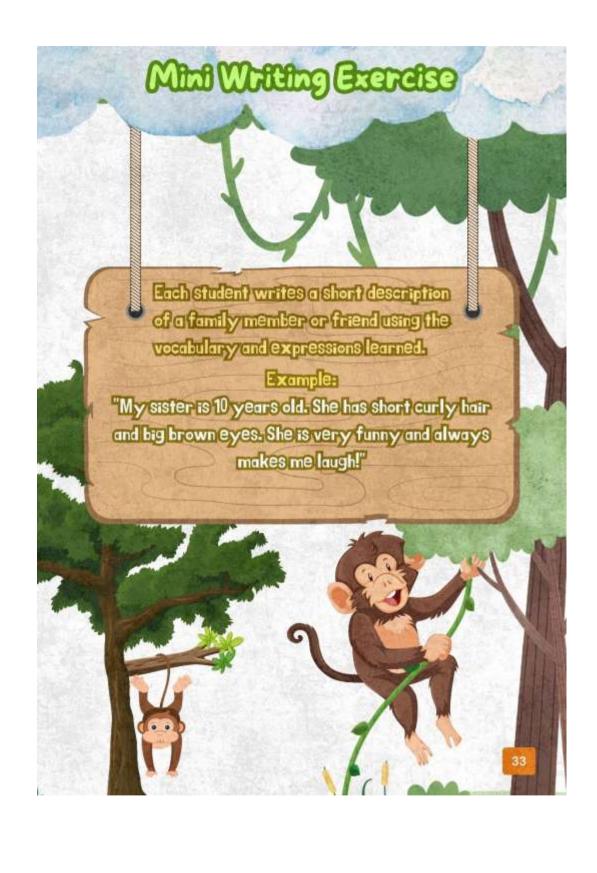


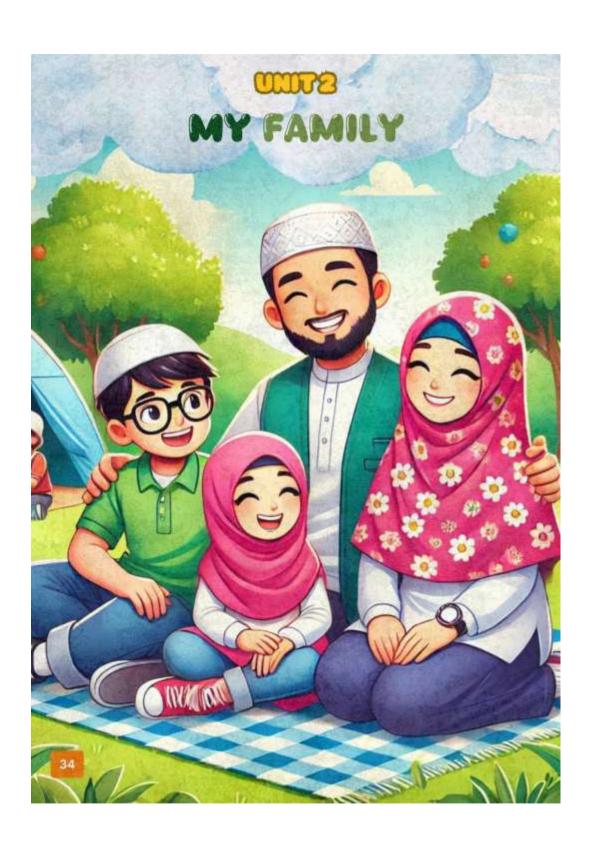
I have got short hair. I have got black eyes. I have got black hair. I have got curly hair. My skin is black,













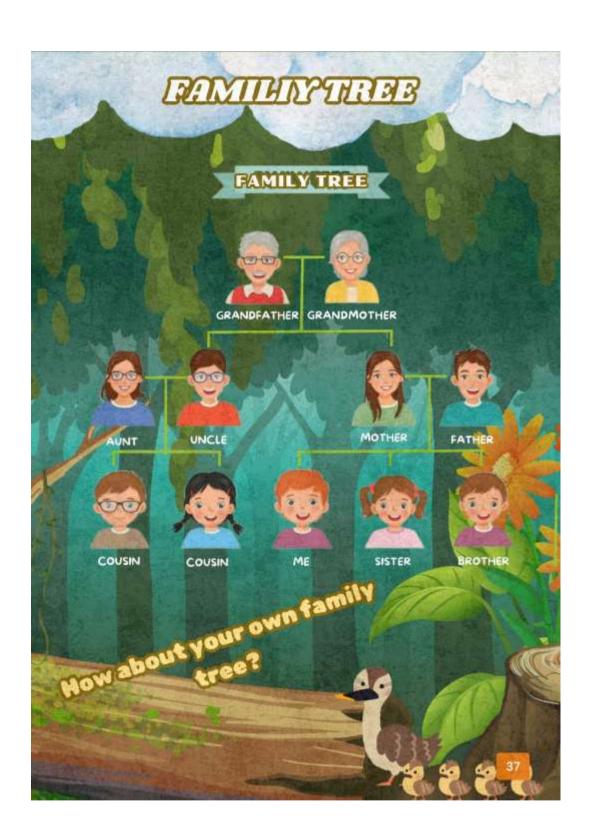
Level Up Your English with These Expressions!

- I have a big/small family.
 Saya memiliki keluarga yang besar/kecil.
- I am the oldest/youngest child in my family.
 Saya adalah anak tertua/termuda di keluarga saya.
- I have one brother and two sisters.
 Saya memiliki satu saudara laki-laki dan dua saudara perempuan.
- My father works as a (teacher/doctor/etc.). –
 Ayah saya bekerja sebagai (guru/dokter/dll.).
- My mother is a housewife/a businesswoman. –
 Ibu saya adalah ibu rumah tangga/pengusaha.
- I live with my parents and siblings.

 Saya tinggal dengan orang tua dan saudara saya.
- We like to spend time together on weekends.
 Kami suka menghabiskan waktu bersama di akhir pekan.
- Every Sunday, my family has lunch together.
 Setiap hari Minggu, keluarga saya makan siang bersama.
- I love my family because they always support me.
 Saya mencintai keluarga saya karena mereka selalu mendukung saya.
- My grandmother tells us interesting stories.

 Nenek saya menceritakan kisah-kisah menarik kepada kami.
- My family celebrates birthdays and special occasions together.

 Keluarga saya merayakan ulang tahun dan argamulan bersama-sama.
- Family is the most important thing in my life.
 Keluarga adalah hal terpenting dalam hidurgan



This is how you describe the family tree !!!!!!!

 At the top, we see Grandfather and Grandmother. They are the parents of the next generation.

Di bagian atas, kita melihat Kakek dan Nenek. Mereka adalah orang tua dari generasi berikutnya.

 In the middle, we have their children: Uncle and Mother. The mother is married to Father.

Di bagian tengah, ada anak-anak mereka: Paman dan Ibu. Ibu menikah dengan Ayah.

At the bottom, we see the children of this generation

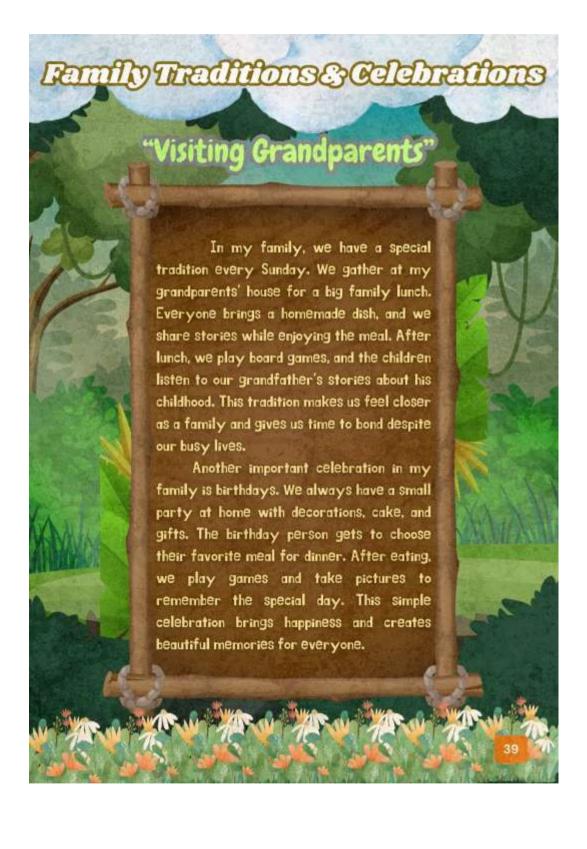
Di bagian bawah, kita melihat anak-anak dari generasi ini:

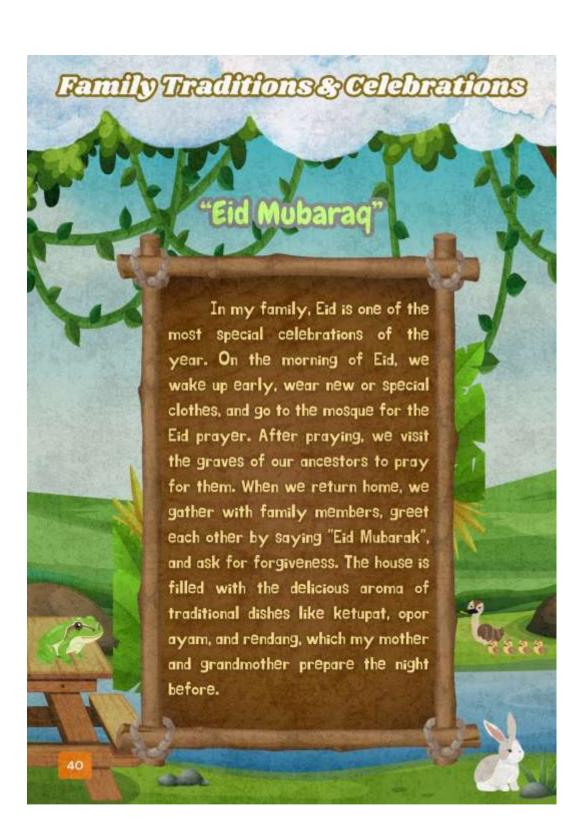
Me, Sister, and Brother are the children of Mother and
Father.

Saya, Kakak Perempuan, dan Kakak Laki-laki adalah anakanak dari Ibu dan Ayah.

Cousins are the children of Aunt and Uncle.

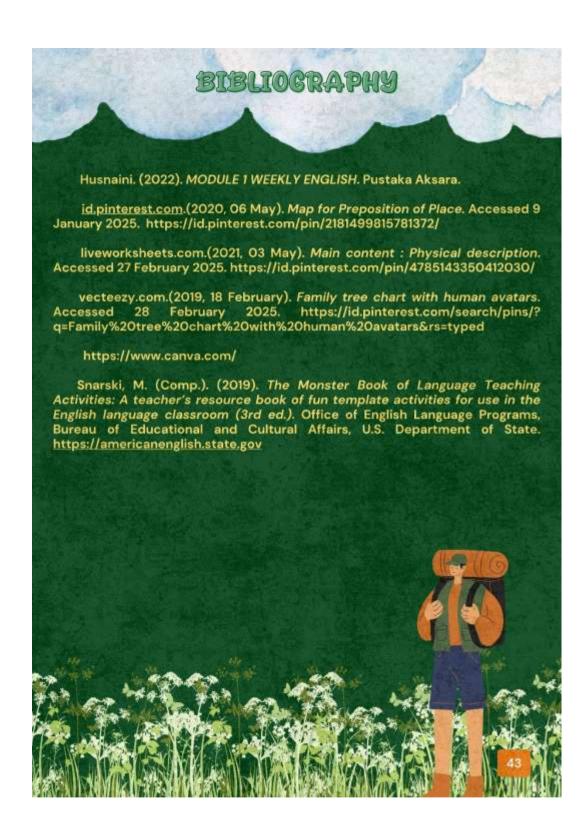
Sepupu adalah anak-anak dari Bibi dan Paman













Germebattentionismendsfreethe Campenbade

MENTOR/TUTOR	CAMPERS
Hocus Focus	Everybody focus!
Ready to rock	Ready to roll!
1,2,3 eyes on me	1,2,3 eyes on you!
Water fall	Shhhhhh!
Macaroni and cheese	Everybody freeze!
All set	You bet!
When I say freeze, you say	Please!
Eyes up!	Mouths shut!
Eyes like a hawk!	Mouth like a fish!
Time to shine?	Yes, it's mine!

FUN ACTIVITY:

Monster Identity Swap

- 1. Ask students to imagine they are unique monsters and think about details like their monster's name, age, favorite color, hobbies, and favorite food.
- Provide an example by introducing yourself as a monster to give students a clear idea of what to do.
- Give students a few minutes to prepare their monster identity, either by writing or rehearsing their ideas.
- 4. Have students take turns introducing their monsters to the class or in pairs, using full sentences.
- 5. Allow classmates to ask follow-up questions about each monster to make the activity more interactive.
- 6. Wrap up by reviewing some fun details about the monsters shared during the activity.

Objectives

- Practice speaking skills creatively by introducing themselves as a monster.
- Boost confidence in delivering simple information.

Duration (10 Minutes)

Skills Developed

- Speaking
- Listening
- Creativity

FUN ACTIVITY Daily Routine Chain 1. Sit in a circle. 2. Facilitator starts with a sentence: "Every morning, I wake up at 6 a.m." 3. The next participant repeats the sentence and adds their own routine. 4. Continue until everyone contributes or the story becomes too long. Objectives: Practice speaking skills by describing daily routines improve memory and active listening through. Skills Developed: Speaking Listening Memory Communication

FUN ACTIVITY:

THETHOU

- 1. Start saying This several times and make a different movement with your arm for each This said.
- 2. The children should copy the movements demonstrated.
- 3. After several arm movements with This, make a movement and say That. The children will follow your movement and you should point out that next time you say That they should not copy your movement. Once you have their attention, you can move on to the next activity.

- omplete sentences inprove decision-taking and quick ninking in English oster active articipation and peer

Duration (10 Minutes):

Skills Developed:

FUN ACTIVITY:

Cues Offon?

- 1.Pair Up Students: Ask participants to work in pairs
- 2. Think of a Person: Each participant chooses someone that everyone in the group knows (e.g., a classmate, a teacher, or a famous person).
- 3. Describe Without Saying the Name: One student starts describing the person using physical and personality traits, for example: "She has long curly hair and wears glasses. She is very kind and always helps us with homework."
- 4. Guess Who?: The partner must guess who is being described.
- 5. Switch Roles: After one round, participants switch roles.
- 6. Whole-Class Review: After a few rounds, the instructor can ask some students to share their best descriptions with the class.

- Objectives: inhance descriptive anguage skills by lescribing people using hysical and personality rairs
- traits.
 Develop active listening and inference skills.
 Foster collaborative communication through interactive guessing.

Duration (20 Minutes):

Skills Developed:

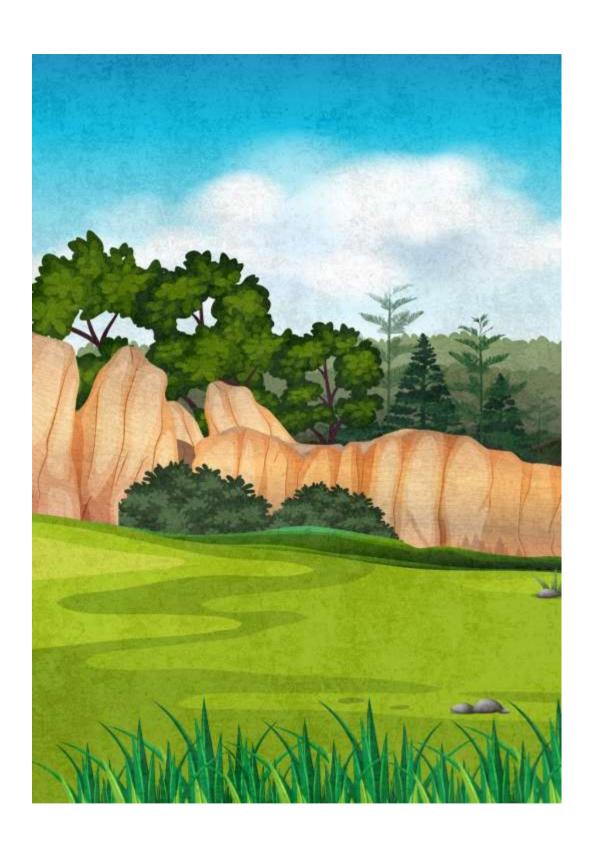


- 1. All participants stand in a circle.
- 2. The leader (teacher/facilitator) says a family member in English, e.g., "Father.".
- 3. The next participant repeats the previous word and adds another family member, e.g., "Father, Mother.".
- 4. Each participant repeats the previous list and adds a new family member: Participant 3: "Father, Mother, Brother.". Participant 4: "Father, Mother, Brother, Sister.", and so on.
- 5. If someone forgets or makes a mistake in the order, they must do a small challenge (e.g., describe three family members using adjectives: "My father is kind, my mother is smart, my brother is funny.).

- Reinforce vocabulary related to family members. Improve memory retention through repetition.
- Encourage sporitaneous speaking and descriptive

Skills Developed:

- Vocabulary
 Memory
 Speaking
 Listening



DOKUMENTASI



Observation of Englis Camp MBS Palopo activities at Labombo Beach





Observation on the Use of Worksheets, Handouts and Materials at English Camp MBS Palopo





Product Dissemination to MBS Palopo students





Dissemination and Submission of Products to Principals and English Teachers of MBS Palopo





Abdul Muthalib was born on December 8, 2003, in Lamunre. His father's name is Amirullah, and his mother's name is Hasmawati. He lives in Lamunre, North Belopa District, Luwu Regency. He began his education at Madhani Kindergarten (TK Madhani) in 2009. After that, he continued his elementary education at SDN 34 Paconne and graduated in 2015. He then attended junior high school

at MtsN 1 Luwu and graduated in 2018. Afterward, he continued his senior high school education at SMAN 7 Luwu in the science program and graduated in 2021. He pursued higher education at the State Islamic University of Palopo (UIN Palopo), majoring in English Education. He completed his undergraduate studies in 2025 with a thesis titled "Developing English Camp Handbook for Students at Muhammadiyah Boarding School Palopo," and earned a Bachelor of Education degree (S.Pd).