



Nursing Students' POV toward the English Camp Program at Kampung Inggris Pare to Improve English Skills

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ABSTRACT

To achieve the vision of globalized graduates, Poltekkes Kemenkes Malang has a strategy to prepare the students to be more skillful in English communication. The strategy is to encourage the nursing students of the International Class to join the English Camp Program in Pare, Kediri, East Java. This study aimed to discover their perceptions regarding the results of the English Camp Program. 38 students of the Nursing International Class who were selected to be the respondents of this study, and their perceptions were collected through a questionnaire and interview and then analyzed descriptively. The findings showed that the Nursing students had a positive point of view regarding the English Camp Program to improve their English skills. In conclusion, this program is considered beneficial for students and can be continued as an alternative strategy for enhancing the English competencies of nursing students at Poltekkes Kemenkes Malang

Keywords: [english camp](#), [english skills](#), [nursing students](#), [point of view](#)

INTRODUCTION

The importance of English proficiency among nursing students has increased dramatically in recent years as healthcare has become more globalized. It is in line with the statement that communicating effectively in English is critical for nurses who want to work internationally, engage in global health projects, or gain access to cutting-edge scientific research [1]. To meet this demand, new techniques for English language learning have been investigated, such as the development of English Camp programs. English Camps are immersive programs that aim to improve students' language skills via interactive and practical activities in a supportive setting. A study reported that joining an English Camp promoted a positive and involved learning atmosphere, which led to the use of English in daily life [2]. This article explores nursing students' perceptions of English Camp programs and their efficacy in developing English proficiency. The significance of this study lies in its potential to contribute to the development of tailored English learning strategies for nursing students. Previous studies have highlighted the challenges faced by non-native English-speaking nursing students, such as limited vocabulary, pronunciation difficulties, and a lack of confidence in speaking [3] [4]. By understanding students' viewpoints on English Camps, educators can refine these programs to address specific needs, ultimately leading to better communication skills and enhanced career opportunities. Furthermore, this

research aligns with the growing emphasis on equipping healthcare professionals with 21st-century skills, including effective communication and cultural competence [5].

This study answered the research question: "What are nursing students' perceptions of the English Camp program as a means of improving their English skills?" The study employs Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction in language learning [6]. According to this theory, language development occurs most effectively when learners engage in meaningful communication within a supportive community. English Camps provide an ideal setting for such interactions, fostering both linguistic and interpersonal skills. In addition to that, research has shown that participating in an English camp helped the students in higher education to enhance and master sufficient vocabulary, grammar, proper pronunciation, fluency, as well as self-confidence [7] [8], [9].

Historically, language immersion programs such as English Camps have proven to be useful in a variety of educational settings. For example, it studied second language learning and revealed that immersive surroundings can considerably improve language memory and fluency [10] and explored English Enhancement Program for global nurse mobility [11], there remains a critical intersection that has yet to be explored: the specific psychological and linguistic transition of nursing students within a community-ecosystem. Similarly, recent research shows that

experiential learning activities like role-playing and group discussions can enhance learners' confidence and motivation [12]. Unlike previous research that concerns general EFL students, this study focuses on the perspective of Nursing Students at Poltekkes Kemenkes Malang who must integrate their professional self-concept with the informal, intensive learning setting of Kampus Inggris Pare. This meets the gap between general immersion theory and specific ESP needs of the Indonesian nursing workforce.

In conclusion, this paper intends to investigate nursing students' attitudes toward English Camp programs and their impact on language skill development. Understanding students' experiences and obstacles will allow for the creation of more successful English language programs, ultimately contributing to nursing students' professional development in a worldwide healthcare context.

RESEARCH METHODS

This study used a mixed-methods research design to investigate nursing students' attitudes toward the English Camp program and its effects on their language skills. According to Creswell and Plano Clark [13], A mixed-method approach allows researchers to combine quantitative and qualitative data to create a more complete picture of the research subject. The subjects of the study were 38 students of the Nursing Department, Poltekkes Kemenkes Malang, in the 3rd grade of the academic year 2022/2023. They are the students in the International Class, and the sampling technique used total sampling technique since it was the total number of students in the International Class of Nursing. According to the literature, the total sampling technique can be used if the population size is small, and to figure out the comprehensive and accurate data of the population [14], [15].

The research instrument of this study used a questionnaire and an interview. Based on the theory, in mix method design, the writer can use the two instruments to obtain the data [16]-[18]. The quantitative component included a survey administered to 38 nursing students participating in the English Camp program, while the qualitative component employed student interviews to obtain more detailed results regarding students' perceptions. The main data source was the questionnaire, and the secondary data was from the interview results.

The questionnaire was adopted from previous research on the same issue about finding the students' perceptions on the application of an immersion program, such as an English camp for English learning. The survey included closed-ended questions to measure participants' self-reported improvements in language skills and their satisfaction with the program. The questionnaire consisted of 3 questions representing

demographic information, 12 questions describing the students' perception regarding the English Camp, and 3 open-ended interviews to find out qualitative data. The qualitative component consisted of semi-structured interviews, which allowed for an in-depth exploration of their experiences and perspectives.

Data was analyzed using both statistical and thematic analysis methods. The quantitative data from the survey were examined using descriptive and inferential statistics to discover trends and significant variations in language skill progress. Thematic analysis was used to discover recurring themes and insights from the interviews. It argues that thematic analysis is especially successful in capturing nuanced perspectives and identifying patterns in qualitative datasets [19]. By combining findings from both data sources, the study aims to provide a comprehensive overview of nursing students' experiences with the English Camp program and its implications for language teaching.

The data collected from the questionnaire were distributed into the table and analyzed using a quantitative way, and explained descriptively to conclude. The explanation showed that the proportion of the population is one of the characteristics of this research [20].

RESULT AND DISCUSSION

In this part, the study presented the findings and discussions regarding the nursing students' point of view towards the English Camp Program organized by Poltekkes Kemenkes Malang for the students of the Nursing International Class to improve their English competency. The results were taken from the questionnaire and interview.

According to a previous study, perception involves organizing and interpreting sensory inputs to make sense of one's surroundings [21]. Perception is controlled by three key factors: perceiver, object, and context. Our understanding of a target is influenced by human factors such as attitudes, personality, intentions, interests, past experiences, and expectations. Perception is influenced by target characteristics such as novelty, motion, sound, size, background, proximity, and resemblance. Context also matters. Our attention can be influenced by various elements, including time, location, light, and heat.

In this section, the study reported the students' perception of the application of the English camp program as a means of improving their English skills. The table below gives information about the results of the questionnaire regarding the topic of this study. The data was displayed based on the frequency distribution of "Agree and Strongly Agree" responses and was analyzed using descriptive statistics.

Table 1. Students' Perception of the English Camp Program

Item	Result
Learning English at the English Camp is different from the Campus	94.7%
I learn lots of English vocabulary at the English Camp	97.3%
English Camp helps me to improve my English speaking and writing skills	100%

Item	Result
English Camp helps me to improve my English reading and listening skills	100%
I can understand the learning process easily at the English Camp	100%
At English Camp, I can actively participate in the learning process	100%
All the tutors at English Camp can make the lesson easily understood	97.2%
Learning at the English Camp is more enjoyable than at the campus	92.1%
I enjoy learning English in groups	100%
After joining the English Camp program, I feel more confident using English for communication	89.5%
I prefer learning English on campus to English Camp	78.9%
I think learning English in the morning is more effective than in the evening	89.5%

Based on Table 2, the study revealed information on students' perceptions of the English Camp Program at Kampung Inggris Pare, organized by Poltekkes Kemenkes Malang. The first item compared learning English at the Campus and at Kampung Inggris Pare. 94.7% of respondents agreed that it was different, and 97.3% stated that they learnt lots of vocabulary. The second information reported, 100% students of the Nursing Department agreed that they could improve their English skills (listening, speaking, reading, writing), understand the learning easily, were actively

involved, and enjoyed the learning process. In addition to that information, the respondents (97.2%) said that the tutors could make the learning materials easier to understand, and 92.1% also stated that the English Camp was more enjoyable than regular activities at the Campus. At last, it was provided information that 89.5% the respondents felt more confident using English for communication after joining English Camp, 78.9% of students said that they preferred to learn English at the Campus, and 89.5% of them found that learning in the morning was more effective than in the evening.

Table 2. Interview Result

Item	Result
In your opinion, what are the benefits of the English Camp Program?	I can improve my English skills, and it seems more effective. I can upgrade my knowledge of English generally. I got a quicker understanding of learning vocabulary. I can practice pronunciation. It is a fun and easy learning method. I know different information about diphthongs and vowels.
In your opinion, what are the weaknesses of the English Camp Program?	I have to memorize lots of words in a short time. I have too many assignments and tough schedules. I cannot stand the hot weather. Some tutors are boring in teaching. I have less information about grammar. Memorizing words.
In your opinion, what are the challenges of joining the English Camp?	I have to build my confidence in speaking. Talking with people using English is really challenging for me.

According to Table 2, the additional information obtained through an interview presented the benefits, the weaknesses, and the challenges of the English Camp. The first opinion stated that English Camp improved the students' English Skills, upgraded their knowledge, gained a fast understanding, and provided new insight into English components. Dealing with the drawbacks, the respondents found about lots of words to be remembered, too many assignments, less information about grammar, some boring tutors, and the hot weather. Finally, one big challenge was the confidence and performance of speaking or communicating in English.

Survey Result

The survey findings showed that the English Camp program has an extremely positive impact on nursing students' language learning experiences. It can occur due to the nature of English camp learning process, where, during the process of English learning, they were given various interactive and focused

methods to enhance their learning experience [22] [23]. An astonishing 94.7% of respondents felt that learning English at the English Camp is quite different from learning on campus. This shows that the camp's immersive and engaging nature creates a unique atmosphere that promotes language acquisition. Furthermore, 97.3% of participants said they learnt a lot of English vocabulary during the program, highlighting the program's emphasis on practical and contextually appropriate language use. This result supported the previous findings that the English Camp Program had a significant impact on English competency or proficiency, particularly in speaking skills, vocabulary, and grammar [7], [24], [25], [26]. This result is in line with a previous research that gained positive perception regarding their learning experience from the students [27].

A particularly noteworthy finding is that all respondents agreed that the training improved their English speaking, writing, reading, and listening skills. This thorough skill development is consistent with the concepts of immersive language learning, which exposes

pupils to a variety of language activities. Furthermore, all respondents stated that they could readily grasp and actively participate in the learning process, demonstrating the success of the program's framework and teaching methods. This finding aligns with research [22] which stated that the English camp is able to expand the participants' English vocabulary and develop their listening and speaking skills.

The role of tutors in aiding learning was also highly lauded, with 97.2% of participants stating that the tutors made classes simple to comprehend. Furthermore, 92.1% of respondents said learning at the English Camp was more pleasurable than in college, implying that the program's engaging and encouraging environment develops a positive attitude toward language acquisition. Notably, after attending the camp, 100% of students reported feeling more confident in interacting in English in the classroom, demonstrating the program's success in developing students' self-esteem and practical language abilities. Students were also still actively using English to keep in touch with each other after the camp [28]. This statement was in line with the result of research that the English Camp Program was designed to be more active and confident in expressing their thought using English [29][30] [31].

However, preferences for learning settings and scheduling were also observed. While 78.9% of students preferred to learn at the English Camp over on-campus settings, 89.5% thought that learning English in the morning was more beneficial than at other times of day, as also suggested by a finding of the research which confirmed the recommendation that time management has a positive impact on academic performance [32] [33]. These findings imply that future versions of the program may consider modifying schedules to enhance learning outcomes while accommodating students' preferences. Dealing with this challenge, a study on the perception of English Camp Participation underlined the contrast in point of view regarding time management in participating in the English Camp Program [34].

Interview Result

To support the main data of the survey regarding the students' perception towards the English Camp Program to improve their English skills, the writer presented the results of the interview. Based on the data, we found that some big challenges faced by the students in joining the English Camp Program were memorizing words, building self-confidence in English speaking, talking with people outside the room using English, and the different weather. Even though the students of the Nursing Department of Poltekkes Kemenkes Malang faced a lot of challenges, they achieved their goals of becoming more confident in English speaking. According to them, the pressure allowed them to speak up without any burden and ignore if it was grammatically correct. A study suggested that having short and often presentations in small bites helped the students to be more confident in speaking [35]. Promoting self-efficacy, as naturally practiced in the English camp, has also proven to be able to enhance students' confidence [36].

Besides, the respondents also reported some benefits and drawbacks of participating in the English Camp Program in Kediri Regency for two weeks. According to the data, some benefits of joining the English Camp Program included improving English skills in general, especially speaking [37], [38]; having more vocabulary in English; practicing pronunciation more often; and the fun and easy learning methods. It was in line with the previous studies reported that English camps could significantly improve language skills by providing an immersive atmosphere where participants are encouraged to use English in various interactive activities [24], [39]. Another research also presented that after the camp, most of the participants gave positive comments on the camp in terms of their English speaking ability [40], [41]. Students also showed better confidence and speaking fluency after joining the English Camp program [42]. Not only that, but another study also showed students' positive perception of the capability of the English Camp to develop their speaking skills [43]. English camps contribute significantly to boosting pronunciation skills and construct a conducive environment for improving overall English proficiency [44] [22].

Along with the strengths, the weakness in the learning process usually comes. Based on the interview results, the students pointed out some boring learning activities due to personal issues of the tutors, too many assignments within a limited time, a tough schedule, and many memorization activities. In line with this, a study highlights various weaknesses faced by English camp programs, including the potential for apparent learning and the lack of continued language use after the camp ends [44]. Students who come from different places of origin also cause psychological challenges during learning process but it can be minimized through the employment of English camp activities [45]. It emphasizes that the English Camp might be useful if followed by continuous practice for a long period. Hence, the weaknesses or challenges in improving English skills at the English Camp can be minimized.

CONCLUSION

This study's findings emphasize the positives and disadvantages of the English Camp program in terms of improving nursing students' English ability. One of the program's main features is its immersive and participatory aspect, which is consistent with Vygotsky's Sociocultural Theory and promotes both linguistic and interpersonal abilities through meaningful social interactions. Furthermore, the mixed-methods approach provided a thorough knowledge of the students' experiences, including both quantitative patterns and qualitative insights. However, the study found some limitations, such as a limited sample size for the qualitative component, which may limit the findings' generalizability. Furthermore, relying on self-reported statistics may add bias, since participants may exaggerate their progress or satisfaction levels.

To address these limitations, future studies could expand the sample size and include participants from

diverse educational and cultural backgrounds to enhance the generalizability of the results. Using objective measures of language proficiency, such as standardized language tests, alongside self-reported data could provide a more accurate assessment of the program's impact. Longitudinal studies tracking students' progress over time would also offer valuable insight.

This study has important practical consequences for nursing educators and policymakers. Understanding the benefits and drawbacks of English Camp programs enables stakeholders to create more effective language learning interventions customized to nursing students' individual requirements. For example, implementing structured feedback sessions and offering additional help to students with lower competence levels may improve the program's overall success. Finally, boosting nursing students' English proficiency will benefit not only their academic and professional development but also contribute to greater communication and cultural competence in the global healthcare scene.

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