



A Needs-Based English Camp Handbook for EFL Boarding School Students Using 4-D Model

Husnaini¹, Abdul Muthalib²

husnaini@iainpalopo.ac.id

^{1,2} Pendidikan Bahasa Inggris, Institut Agama Islam Negeri Palopo, Palopo

Received: 2023-01-01 Accepted: 2023-01-30

DOI: 10.2456/ideas.v13i1.11289

Abstract

This study aimed to develop a needs-based English Camp handbook for EFL boarding school students at Muhammadiyah Boarding School Palopo using the 4-D model. The study was conducted in response to the limited effectiveness of the previous English Camp materials, which were considered less practical, less structured, difficult to use, and insufficiently aligned with students' learning needs. This research employed a Research and Development design by adapting the 4-D model consisting of Define, Design, Develop, and Disseminate. The participants were 15 students who joined the English Camp program. Data were collected through needs-analysis questionnaires, interviews, field observations, expert validation sheets, and students' responses. The data were analyzed using qualitative descriptive analysis and percentage-based quantitative analysis. The needs analysis revealed that students needed materials that emphasized speaking practice, vocabulary enrichment, communicative expressions, familiar topics, interactive activities, and visually supported learning resources. Based on these findings, the handbook was developed into five units: Self-Introduction, Daily Routine, Asking and Giving Directions, Describing People, and My Family. Each unit consisted of vocabulary enrichment, useful expressions, main materials, basic grammar, and interactive tasks. The expert validation results showed that the material aspect reached 97.5%, the language aspect reached 97%, and the design and layout aspect reached 88.75%, indicating that the handbook was feasible for use. Students' responses were also generally positive, as they considered the handbook attractive, understandable, relevant, and helpful for English Camp activities. Therefore, the developed handbook is suitable as a supporting learning medium to strengthen students' speaking practice and vocabulary mastery in EFL boarding school contexts.

Keywords: *4D Model; English Camp; Handbook Development; Need Analysis; Speaking Skill*

Introduction

English Camp is widely recognized as an alternative learning program that supports English as a Foreign Language (EFL) learners in developing communicative competence through interactive and contextual activities (Manan, 2018; Syahidah et al., 2019). In boarding school settings, English Camp plays a strategic role in creating immersive learning environments where students can practice English beyond the classroom (Rachmawati et al., 2020). However, the effectiveness of such programs is highly dependent on the availability of appropriate instructional materials that align with students' learning needs.

In the context of Muhammadiyah Boarding School Palopo, the implementation of English Camp still relies on handouts and worksheets as the primary learning media (Hadi & Maesarah, 2020; Wibowo, 2015). Based on preliminary observations and interviews, these materials are considered ineffective due to unclear structure, impractical usage, limited readability, and grammatical inaccuracies. More importantly, the materials do not adequately reflect students' needs, preferences, and learning challenges, which reduces their engagement and limits the effectiveness of the English Camp program.

Previous studies have emphasized the importance of needs-based material development in English language teaching. Sahraini and Hartina (2020) highlighted that instructional materials designed based on learners' needs can significantly improve learning relevance and effectiveness. Similarly, Sari, A. (2021) demonstrated that a well-structured handbook developed through systematic instructional design can enhance students' vocabulary mastery and engagement. In addition, Susanto et al. (2021) showed that handbook-based learning resources can function as effective instructional guides when they are systematically designed and validated.

Furthermore, research on English learning programs in non-formal settings, such as English Camp, indicates that interactive and enjoyable learning approaches can significantly improve students' motivation and language skills (Iksan et al., 2022). These programs create meaningful learning experiences by enabling students to actively engage in authentic communication, collaborative tasks, and experiential activities, which are essential for developing communicative competence in EFL contexts.

In addition, the use of varied instructional strategies, such as games, role-plays, and group discussions, has been shown to enhance students' confidence and reduce anxiety in using English, particularly in speaking activities (Muslem & Abbas, 2017; Ready & Indrayani, 2021). Such approaches also support the development of social interaction skills and foster a more student-centered learning environment, which is especially important in boarding school settings

where learners spend extended time in immersive educational contexts (Jalleh et al., 2021; Syafryadin & Boulahnane, 2021). Therefore, integrating interactive learning approaches with well-structured instructional materials is essential to maximize the effectiveness of English Camp programs, as these elements collectively contribute to more effective and engaging language learning.

However, despite these advancements, most previous studies focus on classroom-based materials or general handbook development. There is still limited research that integrates needs-based material development, English Camp context, and boarding school environments into a single instructional product. In addition, the application of a systematic development model such as the 4-D model in designing English Camp handbooks remains underexplored. This indicates a gap in the development of context-specific, needs-based instructional materials for EFL learners in boarding schools.

Based on the empirical condition and previous studies, a gap can be identified between existing instructional materials used in English Camp and the need for a structured, needs-based handbook tailored to EFL boarding school students. The current materials do not adequately address learners' necessities, lacks, and wants, which are essential components in needs-based language learning.

Moreover, there is a lack of instructional materials that systematically integrate needs analysis results into the development process using a well-established model such as the 4-D model. Therefore, developing a needs-based English Camp handbook that is contextually relevant, structured, and aligned with students' learning needs is essential to enhance the effectiveness of English Camp programs in boarding school settings.

Based on the identified gap, this study aims to develop a needs-based English Camp handbook for EFL boarding school students using the 4-D model. The research question addressed in this study is: What is an appropriate needs-based English Camp handbook for EFL boarding school students at Muhammadiyah Boarding School Palopo? The objective of this research is to produce a structured and contextually relevant handbook that supports students' English learning, particularly in speaking skills and vocabulary development, based on their identified needs. The novelty of this study lies in the integration of needs analysis (necessities, lacks, and wants) with the 4-D development model to produce a context-specific English Camp handbook tailored for EFL boarding school students.

Method

This study used Research and Development (R&D) because the main purpose was to produce and validate an instructional product. The product developed in this study was an English Camp handbook for students at Muhammadiyah Boarding School Palopo. The development process followed the 4-D model proposed by Thiagarajan, Semmel, and Semmel (1974), which consists of Define, Design, Develop, and Disseminate. This model was selected because its procedures

are systematic and suitable for developing instructional materials.

The study was conducted at Muhammadiyah Boarding School Palopo, South Sulawesi. The participants were 15 students who joined the English Camp program. The research object was the development of an English Camp handbook that could support students' English learning, especially speaking skills and vocabulary acquisition.

The Define stage involved problem identification, field observation, interviews, and needs analysis. The needs analysis was based on the framework of Hutchinson and Waters (1987), which distinguishes between target needs and learning needs. Target needs covered necessities, lacks, and wants, while learning needs were related to students' preferred ways of learning. The questionnaire consisted of 16 items. The researcher also used interviews to clarify students' responses and obtain deeper information about their needs and preferences. Since the researcher was involved as a tutor during the English Camp, field observation was used to directly examine how students used the existing handouts and worksheets.

The Design stage focused on preparing the structure, content, and visual concept of the handbook. The unit topics were selected based on the needs analysis, and the handbook was designed to include vocabulary enrichment, useful expressions, main material, basic grammar, and tasks or activities. The Develop stage involved producing the first draft with Canva, validating the product through experts, and revising the product based on expert suggestions. Three experts assessed the product: a material expert, a language expert, and a design-layout expert. The Disseminate stage was carried out by introducing and socializing the handbook to students and related users. Product feedback was collected through discussion and brief interviews with students.

The data were analyzed using qualitative descriptive and quantitative techniques. Qualitative data from interviews, field observation, expert comments, and student feedback were described narratively. Quantitative data from questionnaires and expert validation were calculated in percentages. The expert validation results were interpreted using four categories: excellent, good, fairly, and poor. A product was considered feasible when the validation results showed good or excellent quality and when the student responses indicated that the handbook was useful and appropriate for the English Camp context.

Results

Needs Analysis

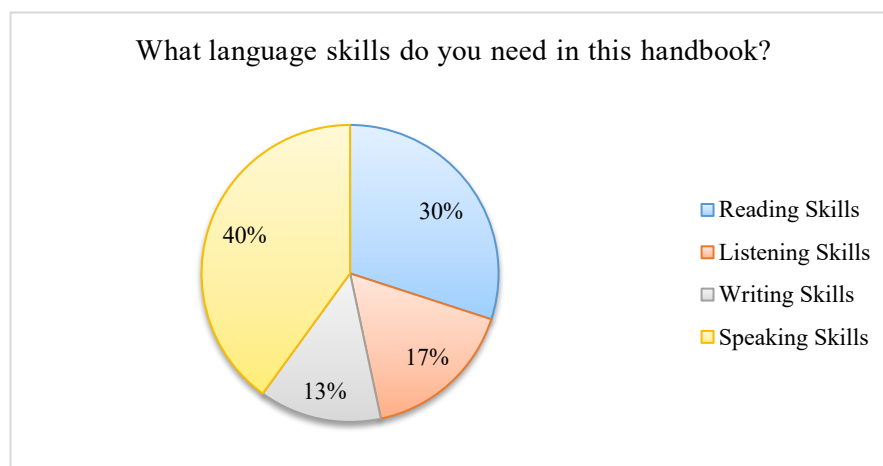


Figure 1. The percentage of language skills that support students' language skills

The needs analysis identified students' language priorities, learning goals, preferred topics, and learning preferences for the English Camp program. As shown in Figure 1, speaking was the most needed language skill, selected by 40% of the students, followed by reading (30%), listening (17%), and writing (13%). This result indicates that students placed greater emphasis on productive language use, particularly oral communication, during English Camp activities. It also shows that students expected English Camp to provide more opportunities for direct language practice. Therefore, speaking skill development should be prioritized in the design of the English Camp handbook.

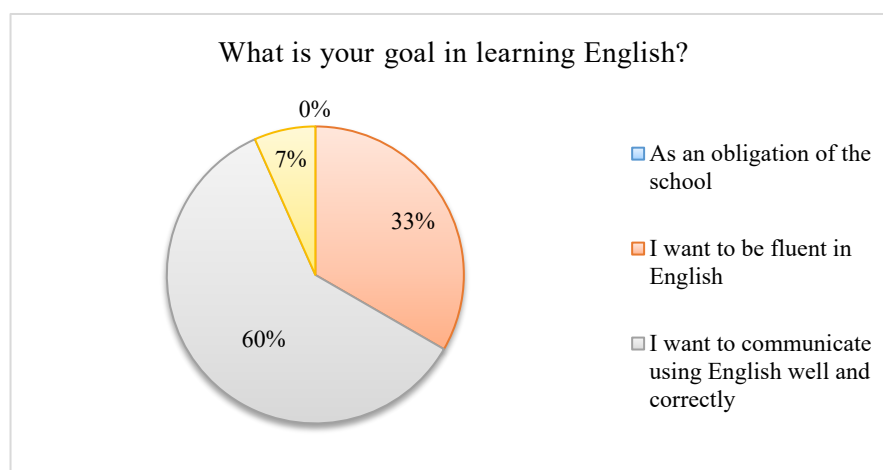


Figure 2. The percentage of students' goals in learning English

In terms of learning goals, Figure 2 shows that most students learned English for effective communication (60%), while 33% aimed to achieve fluency and 7% considered English as support for further study. These findings indicate that students expected English learning to be practical and communicative rather than mainly academic. In other words, they were more interested in using English for real interaction than for theoretical purposes alone. This tendency supports the role of English Camp as a functional and activity-based learning program. Thus, the handbook should emphasize communicative and functional language use to meet students' expectations.

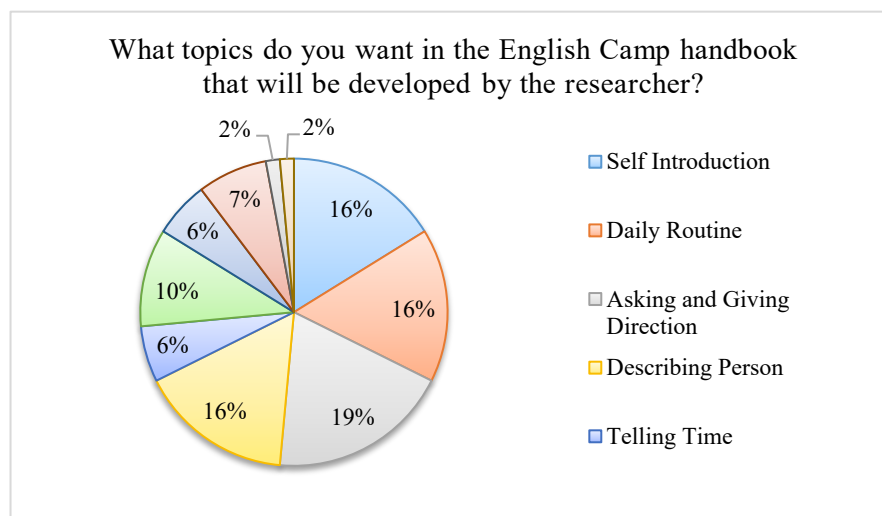


Figure 3. The percentage of topics students' want

Students also preferred familiar and functional topics for English Camp activities. As presented in Figure 3, the most preferred topic was asking for and giving directions (19%), followed by self-introduction, daily routine, and describing people (16% each). The remaining topics accounted for 33% in total. These results show that students tended to choose topics closely related to everyday communication and daily life situations. This indicates that the handbook content should focus on real-life topics that support daily communication.

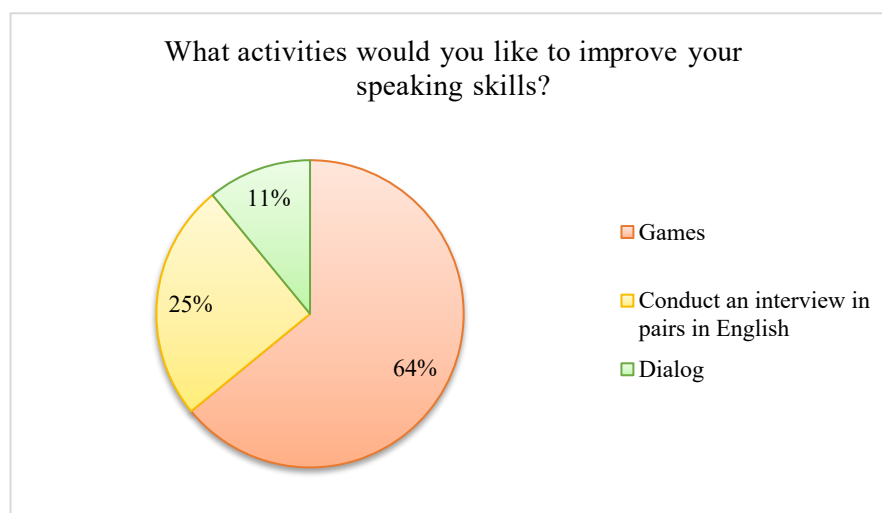


Figure 4. The percentage of activities of speaking that students' prefer

In addition, the needs analysis revealed that students preferred interactive learning activities such as games, pair work, and group work. They also favored visually supported materials that combined text, pictures, and a clear layout. These findings suggest that students were more engaged when learning activities were dynamic and visually appealing. Therefore, the results of the needs analysis became the basis for developing the English Camp handbook. Hence, the handbook should integrate interactive activities and visual elements to enhance student engagement.

Product Development

Based on the needs analysis, an English Camp handbook was developed as the main instructional material for the program. The handbook was designed to support students' speaking and vocabulary development through communicative and interactive activities. It consisted of five units, namely Self-Introduction, Daily Routine, Asking and Giving Directions, Describing People, and My Family. These units were selected based on students' needs and their relevance to daily communication. This shows that the product development was aligned with the results of the needs analysis.

Each unit was organized into several components: vocabulary enrichment, expressions, main material, grammar focus, objectives, and activities. As shown in Table 1, this structure was intended to provide students with contextual vocabulary, useful expressions, clear explanations, and opportunities to practice English in communicative situations. The organization of the unit content was designed to help students move gradually from understanding language items to using them in meaningful tasks. This structure also made the handbook easier for teachers and students to follow during English Camp activities. Thus, the structured design supports both comprehension and practical language use.

Table 1. The blue print of the English Camp handbook

No.	Topic	Element	Content
1	Self Introduction	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 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 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 Routine	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 focuses on daily 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	Students are able to understand and apply the simple present tense to describe daily activities using different subjects

No.	Topic	Element	Content
		Tasks and activities	(I/You/We/They vs. He/She/It). Interactive exercises that allow students to practice what they have learned
3	Asking and Giving Direction	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 People	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 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 descriptive sentences.

No.	Topic	Element	Content
		Tasks and activities	Interactive exercises that allow students to practice what they have learned
5	My Family	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 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.
		Basic Grammar	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.
		Tasks and activities	Interactive exercises that allow students to practice what they have learned

The handbook was also designed with visual elements, such as pictures, color composition, and organized layout, to make it more attractive and easier to use. This design was aligned with the needs analysis, which showed that students preferred visually supported learning materials. In addition, the handbook emphasized practical language use by integrating activities such as role-plays, pair work, and group discussions. Overall, the product development process resulted in a handbook that reflected students' needs, learning preferences, and everyday communication contexts. Therefore, the final product successfully integrates

content, design, and activity components based on students' needs.

Expert Validation

The developed handbook was evaluated by three experts in material, language, and design. The validation results showed that the handbook achieved a high level of feasibility in all aspects. As presented in Table 2, the material expert gave a score of 97.5%, the language expert 97.0%, and the design expert 88.75%. These scores indicate that the handbook was considered appropriate in terms of content, language, and visual presentation. This confirms that the handbook meets the required quality standards.

Table 2. Experts Validators' Score

Validator Aspect	Percentage	Category	Decision
Material	97.5%	Excellent	Can be used without revision
Language	97%	Excellent	Can be used without revision
Design and layout	88.75%	Good	Can be used with minor revision

The highest score was obtained from the material aspect, showing that the content was relevant to students' needs and appropriate for English Camp activities. The language aspect also received a very high score, indicating that the expressions, instructions, and explanations in the handbook were clear and suitable for students' level. Although the design aspect received the lowest score among the three, it still fell into a positive category. This result suggests that the handbook only required minor revisions in its visual presentation. Thus, the product is considered valid with only minor improvements needed.

The average score of all validation aspects was 94.42%, indicating that the handbook was highly feasible for use. The experts also provided several suggestions related to word choice, clarity, image selection, spacing, and source attribution. These suggestions were used to revise and finalize the handbook before implementation. Thus, the validation process helped ensure that the final product was both pedagogically appropriate and practically usable. Therefore, the validated handbook is ready for implementation in English Camp activities.

Students' Responses

In the dissemination stage, the handbook was introduced to students, and their responses were obtained through interviews and observations. Overall, the students responded positively to the developed product. They reported that the handbook was attractive, clearly organized, and easy to understand. These

responses indicate that the handbook was well received as a learning resource for English Camp activities. This shows that the handbook meets students' expectations in terms of usability and design.

Students also stated that the topics were relevant to their daily communication needs and that the vocabulary and expressions helped them use English more practically. In addition, they found the activities, such as role-plays, pair work, and group discussions, enjoyable and supportive of active participation during learning. These activities gave students more opportunities to practice speaking in meaningful contexts. As a result, the handbook was seen as helpful in supporting both language practice and classroom engagement. Thus, the handbook effectively supports communicative language learning.

Another positive response concerned the visual design of the handbook. Students considered the use of pictures and layout more interesting than the handouts and worksheets previously used in English Camp activities. However, a few students suggested improving several visual elements, especially image selection and presentation style, to better match their age and preferences. This indicates that the visual design is effective but still open for minor refinement.

Overall, the findings show that the English Camp handbook was positively received and considered appropriate to support learning activities in the English Camp program. The product was viewed as useful in terms of content, activity design, and visual presentation. Although a few minor suggestions were given, the general responses remained favorable. Therefore, the handbook is considered feasible and effective for use in English Camp learning.

Discussion

The findings of this study indicate that the developed English Camp handbook is appropriate for EFL boarding school students because it was designed based on students' needs, learning preferences, and the communicative context of English Camp. The needs analysis showed that speaking was the most needed language skill, while effective communication became the main goal of students in learning English. These findings confirm that English Camp should not merely provide general English materials, but should offer instructional resources that help students use English actively and meaningfully in daily communication. This is in line with Manan (2018) and Syahidah et al. (2019), who emphasize that English Camp is an alternative language learning program that supports communicative competence through interactive and contextual activities.

The importance of contextual learning is also reflected in the boarding school setting of this study. As stated by Rachmawati et al. (2020), English Camp can create an immersive learning environment where students practice English beyond the formal classroom. In this study, the developed handbook supports that purpose by

providing topics that are close to students' daily lives, such as self-introduction, daily routine, asking and giving directions, describing people, and family. These topics were selected based on students' preferences and their practical communication needs. Therefore, the handbook is not only a collection of learning materials, but also a contextual guide that helps students practice English in situations that are relevant to their real experiences.

The findings also support the argument that instructional materials must be developed based on learners' needs. The preliminary data showed that the previous handouts and worksheets were considered less practical, less structured, and difficult for students to use during English Camp activities. This condition is consistent with the problem discussed in the Introduction, where existing materials did not adequately reflect students' needs, preferences, and learning challenges. By conducting needs analysis, this study was able to identify students' necessities, lacks, and wants, which then became the foundation for developing the handbook. This supports Sahraini and Hartina (2020), who highlight that needs-based instructional materials can improve learning relevance and effectiveness.

In relation to handbook development, the results show that a well-structured handbook can serve as an effective instructional guide. The developed product consists of five units, and each unit includes vocabulary enrichment, useful expressions, main materials, basic grammar, and interactive tasks. This structure helps students move gradually from recognizing language input to using English in communicative activities. This finding is in line with Sari A. (2021), who demonstrated that a systematically developed handbook can enhance students' vocabulary mastery and engagement. It also supports Susanto et al. (2021), who argue that handbook-based learning resources are effective when they are systematically designed and validated.

The integration of interactive activities in the handbook also reflects the nature of English Camp as an active and enjoyable learning program. The needs analysis revealed that students preferred games, pair work, interviews, dialogues, and group activities. Therefore, the handbook was designed to include role-plays, pair work, group discussions, and other communicative tasks. This finding supports Iksan et al. (2022), who found that English programs using enjoyable learning methods can increase students' participation and involvement in language activities. It also corresponds with Muslem and Abbas (2017) and Ready and Indrayani (2021), who reported that interactive and supportive learning activities can strengthen students' confidence and reduce anxiety in speaking English.

The expert validation results further confirm the feasibility of the developed handbook. The material aspect received 97.5%, the language aspect reached 97%, and the design and layout aspect reached 88.75%. These results indicate that the handbook is appropriate in terms of content relevance, language clarity, and visual presentation. The high score in the material aspect shows that the content is

suitable for students' needs and English Camp objectives. Meanwhile, the strong language validation result indicates that the instructions, expressions, and explanations are understandable for the students' level. Although the design aspect received a slightly lower score, it was still categorized as good, meaning that the handbook only required minor visual revisions. This supports the view that instructional materials should be validated to ensure their pedagogical and practical quality before being implemented.

Student responses during the dissemination stage also showed that the handbook was attractive, understandable, and relevant to their learning needs. Students responded positively to the use of visual elements, familiar topics, vocabulary support, expressions, and interactive tasks. This finding strengthens the idea that learning materials in English Camp should not only be academically appropriate, but also practical and engaging for students. In line with Jalleh et al. (2021) and Syafryadin and Boulahnane (2021), a supportive and student-centered learning environment is important in language immersion contexts, especially in boarding schools where students experience more continuous exposure to learning activities.

The use of the 4-D model also contributed significantly to the quality of the developed handbook. Through the Define stage, the researcher identified students' needs and problems with the previous materials. Through the Design stage, the handbook structure, topics, activities, and visual concept were prepared based on the needs analysis. Through the Develop stage, the product was validated by experts and revised based on their suggestions. Finally, through the Disseminate stage, the handbook was introduced to students and evaluated through their responses. This systematic process shows that the 4-D model is suitable for developing instructional materials because it allows the product to be designed, evaluated, and refined in a structured way.

Overall, the findings answer the research gap identified in the Introduction. Previous studies have discussed English Camp, handbook development, and needs-based material design separately. However, this study integrates those three aspects into one instructional product for EFL boarding school students. The developed handbook demonstrates that English Camp materials should be needs-based, communicative, contextual, visually clear, and systematically validated. Therefore, this study contributes to EFL material development by showing that a needs-based handbook developed through the 4-D model can support English Camp activities, especially in strengthening students' speaking ability and vocabulary mastery in a boarding school context.

These findings imply that English Camp programs require more than interactive activities; they also need structured and needs-based instructional materials. For teachers and tutors, the handbook can function as a practical guide for organizing English Camp activities. For students, it provides clear learning input, useful expressions, and meaningful opportunities to practice English. Therefore, the developed handbook can be considered a relevant supporting medium for improving the quality of English Camp implementation in EFL boarding school contexts.

Conclusion

This study aimed to develop a needs-based English Camp handbook for EFL boarding school students at Muhammadiyah Boarding School Palopo using the 4-D model. Based on the findings, the developed handbook can be considered appropriate and feasible as a supporting learning medium for English Camp activities. The product was developed through four systematic stages: Define, Design, Develop, and Disseminate. The Define stage revealed that students needed materials that emphasized speaking practice, vocabulary enrichment, communicative expressions, familiar topics, interactive activities, and visually supported learning resources. These needs became the foundation for designing the handbook.

The final product consisted of five units: Self-Introduction, Daily Routine, Asking and Giving Directions, Describing People, and My Family. Each unit was organized with vocabulary enrichment, useful expressions, main materials, basic grammar, and interactive tasks. This structure indicates that an appropriate English Camp handbook for EFL boarding school students should be needs-based, communicative, contextual, structured, visually clear, and easy to use during camp activities. Therefore, the handbook responds to the research question by offering a learning resource that is aligned with students' necessities, lacks, wants, and preferred ways of learning.

The expert validation results also confirmed the feasibility of the developed handbook. The material aspect reached 97.5%, the language aspect reached 97%, and the design and layout aspect reached 88.75%. These results show that the handbook met good quality standards in terms of content relevance, language clarity, and visual presentation. In addition, students' responses in the dissemination stage were generally positive. They considered the handbook attractive, understandable, relevant to their daily communication needs, and helpful for supporting speaking and vocabulary practice in English Camp activities.

However, this study has several limitations. The participants were limited to 15 students from one boarding school, so the findings cannot be generalized to all EFL boarding school contexts. In addition, this study focused on product development, expert validation, and students' responses, but did not measure the long-term effectiveness of the handbook on students' English proficiency.

Therefore, future research is recommended to involve larger and more diverse participants and to examine the effectiveness of the handbook through experimental or longitudinal studies. Further studies may also develop digital or multimedia versions of the handbook to make English Camp materials more interactive and accessible for students.

Acknowledgement

The authors would like to express appreciation to the English Education Study Program of the State Islamic Institute of Palopo, Muhammadiyah Boarding School Palopo, the expert validators, and the students who participated in the English Camp program and contributed to the development and evaluation of the handbook.

References

- Hadi, M. J., & Maesarah, M. (2020). Exploring the Practice of Madani Super Camp (MSC) to Foster English Speaking Skill. *Linguistic and Language Teaching Studies*, 01(01).
- Hidayat, N., & Setiawan, S. (2020). Developing Supporting Reading Materials for English Subject. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1). <https://doi.org/10.24256/ideas.v8i1.1335>
- Iksan, M., Husnaini, H., & Masruddin, M. (2022). Implementation of Weekly English Program with Fun Learning Method for Pesantren Students. *Ethical Lingua*, 9. <https://doi.org/10.30605/25409190.479>
- Jalleh, C. M., Mahfoodh, O. H. A., & Singh, M. K. M. (2021). Oral Communication Apprehension among Japanese EFL International Students in a Language Immersion Program in Malaysia. *International Journal of Instruction*, 14(2). <https://doi.org/10.29333/iji.2021.14210a>
- Manan, N. A. (2018). Commitment, Community And Bravery: The Core Activities In Endorsing Speaking Skill By English Camp Program. *English Review: Journal of English Education*, 6(2). <https://doi.org/10.25134/erjee.v6i2.1255>
- Muslem, A., & Abbas, M. (2017). The effectiveness of immersive multimedia learning with peer support on english speaking and reading aloud. *International Journal of Instruction*, 10(1). <https://doi.org/10.12973/iji.2017.10113a>
- Rachmawati, M., Widjajanti, S., Ahmad, A., & Aslan, A. (2020). The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia. *Tapis: Jurnal Penelitian Ilmiah*, 4(2). <https://doi.org/10.32332/tapis.v4i2.2563>
- Ready, A. F., & Indrayani, N. (2021). English Camp as Learning and Teaching Atmosphere of Speaking Ability Development. *Journal of Language*

- Intelligence and Culture*, 3(2). <https://doi.org/10.35719/jlic.v3i2.58>
- Sahraini, S., Hartina, St. (2020). Developing English Material For Early Childhood Education Students At The Faculty Of Education And Teacher Training In Islamic Higher Education Indonesia. *Asian EFL Journal*.
- Sari, A. (2021). *Developing a Handbook 'Principles of Translation' to Increase Non-Language Students' Skill in Translating Indonesian-English Text and English-Indonesian Text*. <https://doi.org/10.2991/assehr.k.201230.155>
- Sari, M. I., Triyogo, A., & Oktaviani, A. (2021). Developing English Textbook for Elementary school of the Sixth Grade Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2). <https://doi.org/10.24256/ideas.v9i2.2140>
- Susanto, H. A., Hobri, H., & Nugrahaningsih, T. K. (2021). Developing a Handbook on multimedia integration in Mathematics teaching for Indonesian Primary school students. *International Journal of Education in Mathematics, Science and Technology*, 9(2), 236-251.
- Syafryadin, S., & Boulahnane, S. (2021). Immersing Japanese Students Into English Language Learning: Songs, Games And Cultures. *Cakrawala Pendidikan*, 40(3). <https://doi.org/10.21831/cp.v40i3.37153>
- Syahidah, U., Umasugi, F., & Buamona, Z. (2019). A Design of English Immersion Camp for Supplementing English Teaching and Learning in Indonesia. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(1). <https://doi.org/10.34050/els-jish.v2i1.6227>
- Wibowo, A. (2015). Kampung Inggris Di Lingkup Sekolah Sebagai Prasarana Alternatif Pembelajaran Bahasa Inggris Intensif School-Based English Camp As An Alternative Means On Learning English Intensively. *Jurnal Ilmiah Bahasa Dan Sastra*, 2(1). <https://doi.org/10.21067/jibs.v2i1.847>