

**A DESCRIPTIVE STUDY OF TEACHING AND  
LEARNING AS PRE-SERVICE ENGLISH TEACHER OF  
CAMP EPIC 2016 IN BUKITTINGGI, WEST SUMATERA**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
For the Degree of Bachelor of Education  
In English Language Education



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SEMARANG  
2016**



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**Assalamu'alaikum Wr. Wb.**

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**Wassalamu'alaikum Wr. Wb.**

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (۵) إِنَّ مَعَ الْعُسْرِ يُسْرًا

So verily, with every difficulty there is relief (5) Verily,  
with every difficulty there is relief (6).<sup>1</sup>

“Do your best and God will take care of the rest”

---

<sup>1</sup> Ali, A Yusuf, *The Holy Qur'an: Text, Translation and Commentary* (USA: Amana Corp, 1983), P.1755



## ABSTRACT

Title : **A Descriptive Study of Teaching and Learning as Pre-service English Teacher of Camp EPIC 2016 in Bukittinggi, West Sumatera**  
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Teaching English as foreign language is something challenging. Many students consider that English is difficult and confusing. When they study English, they have to face grammar moreover about tenses. Therefore it needs a hard work of teacher how to make students like and enjoy studying English lesson. Teacher is not only become the one who transfer material based on syllabus or curriculum, but also how teacher is able to be creative in delivering materials. English teachers must have variety strategies to make the lesson more interesting. Through Camp EPIC; the program of RELO US Embassy, the pre-service English teachers of all over Indonesia and Timor Leste prepare how to be great English teachers.

The objectives of this study are: 1) To know the camp EPIC. 2) To describe management of the camp EPIC 2016.

This study used qualitative approach. It was conducted in Bukittinggi, West Sumatera. The data were collected by some techniques: observation, interview, documentation.

The result of this study can be stated as follows: camp EPIC is program of empowering pre-service English teachers. It is integrative training program which has been planed, organized and evaluated. The teaching learning process during the camp combine both theory and practice. The agenda of the camp was conducted in the class and out of classroom. The pre-service English teachers were taught how to teach all language skill

competences. Based on the schedule arranged the activities there consist of structured and unstructured session.

*Keywords: Pre-service English teacher (Candidate of English Teacher), Teaching Learning, Camp EPIC.*

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*Bismillahirrahmanirrahim,*

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The writer realizes that he could not complete this thesis without support , cooperation, help, and encouragement from many people. Therefore, by the honor of this, the writer wants to say grateful to the honorable:

1. Dr. H. Raharjo, M.Ed. St. is the Dean of Education and Teacher Training Faculty and as my advisor.
2. Dr. H. Ikhrom Muhammadun, M.Ag. is the Head of English Language Education Department,
3. Dra. Hj. Ma'rifah Fadlilah M.Ed is the guardian lecturer during I study in UIN Walisongo Semarang.
4. All of my lecturers of English Language Education Department of Walisongo State Islamic University Semarang, who have given insight and experience during my study.
5. RELO US Embassy for giving me chance to be one of participants of Camp EPIC 2016.
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7. All of the campers of Camp EPIC 2016 who have shared the positive energy and inspired me during the camp.
8. My beloved father (Sartono) and mother (Khumaidah) who always give me love and support in every situation.
9. My beloved brother (Mohammad Noor Afiffudin) and my brother (Siti Saidatun Nikmah) who always support me to finish this thesis.
10. All my friends, especially my classmates of TBI B '12.

Finally, the researcher realizes that this thesis is still far from being perfect, therefore, the researcher will happily constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amin.

Semarang, 10<sup>th</sup> of June, 2016

Researcher,



**Hanik Nurul Faizah**

NIM. 123411045

## TABLE OF CONTENT

<b>PAGE OF TITTLE .....</b>	<b>i</b>
<b>THESIS STATEMENT .....</b>	<b>ii</b>
<b>RATIFICATION .....</b>	<b>iii</b>
<b>ADVISOR NOTE .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENT .....</b>	<b>ix</b>
<b>LIST OF APPENDIXES.....</b>	<b>xi</b>
<b>LIST OF TABLE .....</b>	<b>xii</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of Study .....	1
B. Research Questions.....	5
C. Objectives of Study.....	5
D. Significances of Study .....	6
<b>CHAPTER II: EFFECTIVE TEACHING AND LEARNING ENGLISH</b>	
A. Previous Research.....	7
B. Theoritical Framework .....	10
1. English Language .....	10
2. Transferring English .....	12
3. Model of Learning English.....	27
4. Theory of Learning English .....	27

5. Aspect of Teaching English .....	30
6. Teacher of English.....	32
7. Camp .....	38
8. Management .....	40
<b>CHAPTER III: RESEARCH METHOD</b>	
A. Research Design .....	42
B. Time and Place .....	43
C. Subject .....	43
D. Focus of Research .....	43
E. Technique of Data Collection.....	44
F. Technique of Data Analysis .....	47
<b>CHAPTER IV: RESULT AND DISCUSSION</b>	
A. Profile Camp EPIC .....	50
B. Management of Camp .....	59
C. Analysis .....	75
D. Discussion .....	89
E. Limitation .....	96
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	97
B. Recommendation.....	98
<b>BIBLIOGRAPHY</b>	
<b>APPENDIXES</b>	
<b>CURRICULUM VITAE</b>	



## **LIST OF APPENDIXES**

Appendix 1	Table of Research Schedule
Appendix 2	Table of Observation Lattice
Appendix 3	Table of Observation Guideline of Teaching Session
Appendix 4	Table of Observation Guideline of Non-Teaching Session
Appendix 5	Documentation Guideline
Appendix 6	Observation Guideline of Teaching Listening
Appendix 7	Observation Guideline of Teaching Reading
Appendix 8	Observation Guideline of Teaching Grammar
Appendix 9	Observation Guideline of Idiom of the Day
Appendix 10	Observation Guideline of American Moment
Appendix 11	Observation Guideline of Talent/No Talent Show
Appendix 12	Interview Guideline
Appendix 13	Schedule of Camp EPIC
Appendix 14	Name of Participants of Camp EPIC 2016
Appendix 15	Name of Facilitators and Counselors of Camp EPIC 2016
Appendix 16	Form of Camp EPIC Application
Appendix 17	Pictures of Teaching Session
Appendix 18	Pictures of Non-Teaching Session
Appendix 19	Pictures of Classroom of Camp EPIC
Appendix 20	Camp EPIC Pre-survey
Appendix 21	Camp EPIC Post Survey



## **LIST OF TABLE**

Table 3.1	The List of Documentation
Table 4.1	Cognitive, Affective, Psychomotor Aspects during the Camp
Table 4.2	Cognitive, Affective, Psychomotor aspect got after teaching learning process
Table 4.3	Summary of schedule of two-weeks Camp EPIC
Table 4.4	Variations grouping
Table 4.5	List of Facilitators' names both team A and team B
Table 4.6	Material taught in first and second week
Table 4.7	List of Songs and Games
Table 4.8	List of Something embedded in Classroom's wall
Table 4.9	Cognitive, Affective, Psychomotor aspects got after Camp EPIC

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Language is a means for communication used by man.<sup>1</sup> By language people are able to convey their idea, introduce themselves and express their feeling to others. According to H. Douglas Brown language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.<sup>2</sup>

When people master in many languages they can see the world from many directions. Then we call that language is the window of knowledge. That is why it is important for people to learn other languages especially English.

English has been an international language which is used as a global means of communication in numerous dialects and also the movement towards an international standard for the language. It is spoken all over the world.<sup>3</sup>

Although English is still being the foreign language in Indonesia, the government has implemented English as a high

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<sup>1</sup>Ramelan, *Introduction to Linguistic Analysis*, (Semarang : IKIP Semarang Press, 1992), P.9

<sup>2</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*, (New York : Pearson Education, 2007), P.5

<sup>3</sup>Patel, M.F and Praveen M. Jain, *English Language Teaching*, (Jalpur : Sunrises Publisher & Distributors, 2008) , P.6

priority lesson of educational curriculum. It is showed by involving English as national examination lesson. This lesson obligates to master in four skills, they are listening, speaking, reading and writing.

Surely, students feel difficult to master the four skills of English because some reasons, *first*; English is foreign language. They are seldom to use it in daily activities. *Second*; students are lack of vocabulary. Vocabulary is one of important aspect in learning foreign language, it has been explained by a linguist David Wilkins that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".<sup>4</sup> It means that although we have no knowledge about grammar, we are still able to speak, but if we have no vocabulary in our mind, we can't speak in the certain foreign language. *Third*; students' mindset, they think that learning English means that they have to learn about grammar especially tenses which we know it be very difficult to understand.

Therefore, the solutions of the problems above should be faced from internal and external side. The internal side can be solved by; *first*; students should think that English is interesting. They need to be custom in listening English song or watching English movies. Guide them to read an English passage before class and use English during lesson. *Second*; have them memorize

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<sup>4</sup> Thornbury, Scott , *How to Teach Vocab* (England:Bluestone Press, 2013) , P.13-14

certain number of vocabulary in every week. By mastering vocabulary, it will make students able to develop their skills of reading, writing, listening & speaking easily. *Third*; their mindset of considering that English is difficult should be changed. They have to think that English is easy and fun.

For the second problem solving is from external side. The external side is related to teaching learning process, such as teaching method used by teacher, media and facilities of teaching learning process. Teacher is a facilitator in teaching. He or she must know and be able to use many kind of methods in teaching English. Besides knowing them, a teacher must know the condition of students taught in order that she/he can use appropriate methods for her/his students. One thing should be noticed for a teacher is not only use appropriate method but also fun that can encourage the motivation of students for learning English. Media and facilities are important and really helpful in teaching learning process as well, because media can support the implementation of a method and facilities can support how media is provided.

This is really a hard work for English teacher to make students like and enjoy English lesson. Teacher should increase their consciousness that they learn English is not only to face national examination, but also to face the global world which needs English in every situation.

In this case a big role of English teacher is needed. Teacher is not only become the one who transfer materials based on syllabus or curriculum, but also how teacher is able to be creative in delivering materials. English teachers must have variety methods or strategies to make the lesson more interesting. Through fun strategies provided during the class, it can conquer students and change their mindset. While they enjoy it they will like it.

The development of culture, science and technology guides teacher to always improve her/his competence. She/he is not only update the development of newest curriculum and teaching learning methods but also able to implement teacher's code of ethics in her/his daily life, so that the aim of Indonesia education which exist in the opening of national regulation (UUD) 1994 "*mencerdaskan kehidupan bangsa*" can be achieved.

There are four competences should have by teacher; pedagogic, personality, social and professional. One of the most important of the four competences is professional competence. Professional competence is mastering learning material deeply, which includes mastering curriculum of subject, structure and its methods. Continuing professional development is a must by teachers, they can join training English programs, English workshop, doing research or having round table discussion with other English teachers. So, becoming a teacher doesn't mean that she/he can stop to study. Teachers have to always study and

update many kinds of information because science and information are always developed. In Islam, seeking of science is obligation for everyone as stated in hadist as follow:

طلب العلم فرضة على كل مسلم ومسلمة (رواه ابن عبد البر)

Seek of science is obligatory for man and woman of moslem (quoted by Ibnu Abdil Bari)<sup>5</sup>

Based on the background above, there was a pre-service English teacher hold by RELO US Embassy which named is camp EPIC. A training program to make pre-service English teachers become empowered, prepared, inspired and connected. The writer would describe the program with the title “*A Descriptive Study of Camp EPIC 2016 in Bukittinggi, West Sumatera*” in order the knowledge got during the program could be useful for everyone, especially for English teachers.

## **B. Research Questions**

1. What is Camp EPIC?
2. How is the management of the Camp EPIC?

## **C. Objectives of Study :**

Based on the research questions, these are the objectives of this study:

1. To know the Camp EPIC.
2. To describe management of the Camp EPIC 2016.

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<sup>5</sup> Khon, Abdul Majid *Hadis-Hadis Pendidikan*, (Jakarta: Kencana, 2012), P.141



#### **D. Significances of Study**

The descriptive study of teaching and learning as pre-service English teacher of camp EPIC in Bukittinggi, West Sumatera hopefully it gave some contributions, they are:

1. Theoretically

From this research, it enhanced information about an empowering program of Regional English Language Office (RELO) US Embassy for pre-service English teachers in Camp EPIC 2016.

2. Practically

- a. For teacher

The result of this research was expected to be reference for English teachers in implementing newest and engaging methods which could make teaching and learning process more interesting and enjoyable.

- b. For the reader

By reading this research, the readers could get information, motivation and inspiration how engaging teaching looks like. The result of this research is expected to be a reference for next researchers as well.

- c. For the researcher

The researcher got precious knowledge and experiences of powerful teaching training of Camp EPIC as continuing professional development.

## **CHAPTER II**

### **EFFECTIVE TEACHING AND LEARNING ENGLISH**

#### **A. Previous Research**

Considering the topic discussed in this thesis, there are some research have been done related to this topic are:

Taufiqur Rahman, 2010, '*Studi Pengembangan Kualitas Pendidik dan Tenaga Kependidikan melalui Pendidikan dan Pelatihan di MA Darun Najah Ngemplak Pati*' the research questions of this research are; a) how is the condition of educators' and education administrators' quality objective in MA Darun Najah Ngemplak Pati? b) how is the strategy of educators' and education administrators' through education and training in MA Darun Najah Pati? In addition, the aims of this research are; a) to know the condition of educators' and education administrators' quality objective in MA Darun Najah Ngemplak Pati. b) to know the strategy of educators' and education administrators' through education and training in MA Darun Najah Pati. The writer used qualitative method in this research. The result of this research is educators and education administrators of MA Darun Najah Pati have been competence enough based on standard they are mastered. Meanwhile strategies used in educators' quality development through education and training which was done by MA Darun Najah Pati are; a) make them involve in education and training, workshop, upgrading, and

seminar, which aims are to master materials, teaching aids, learning methodologies and strategies, school management, etc. b) Review and give a training every week, weekly coordination, the similarity duties of committee.

The similarity between my research and this research is descriptive research and study about teacher training. The difference is the scope of the research. In this research the scope of training which is include educators and education administrators meanwhile in my research is only for pre English teacher.

Muhammad Ahbar, 2011, 'Teaching and Learning Process of Speaking Skill (A Descriptive Study at the Fourth Graders of SD Hj. Isriati 1 Semarang in the Academic Year 2010/2011)' the research questions of this research is; How is the implementation of English language teaching learning of speaking class in terms of teaching materials, teaching methods, and learning assessment to the students at fourth grade students in SD Hj. Isriati 1 Semarang? Meanwhile, the aim of the research is to investigate the application of English language teaching learning of speaking class in terms of teaching materials, teaching methods, and learning assessment to the students at fourth grade students in SD Hj. Isriati 1 Semarang. The writer used qualitative study in this research.

The similarity of this research with my research is that the method used in the research is descriptive research and the aim of

the research is to investigate the English teaching and learning. The differences of the research with my research that the research is only focused on speaking class, meanwhile on my research is on some skills of teaching English. The object of this research is students of Elementary school, and in my research is concern of pre-service English teachers.

Yuslimu Ilmi, 2015, 'Pre-Service English Teachers' Techniques in Adapting Materials from Textbook of Curriculum 2013' The research question of this research are; a) what are the pre-service English teachers' techniques in adapting material from textbook of curriculum 2013? b) what are the pre-service English teachers' reasons for adapting materials from textbook of curriculum 2013? Meanwhile, the aims of this research are; a) to describe the pre-service English teachers' techniques in adapting material fom textbook of curriculum 2013 b) to describe the pre-service English teacher reasons for adapting materials from text book of Curriculum 2013. The researcher use qualitative research in this research. The findings of this research are; a) there were six techniques that had been applied by pre-service English teachers in their practice teaching PPL 1 course. Those six techniques were; adding, omitting, combining, changing, rearranging, modifying. In addition to pre-service English teachers' reasons for adapting materials from textbook of curriculum 2013 were; limited time, inspiration/stimulation, material enrichment, unsuitable content, unbalanced skill, unbalanced content.

The similarity between this research and my research is the method used descriptive qualitative research. The differences are the objective and focus of study.

From three of the previous researches above, one which is nearest to my study is the research of Taufiqur Rahman, 2010, '*Studi Pengembangan Kualitas Pendidik dan Tenaga Kependidikan melalui Pendidikan dan Pelatihan di MA Darun Najah Ngemplak Pati*'. Both of the researches use descriptive qualitative method and study about teacher training.

## **B. Theoretical Framework**

### **1. English Language**

Language according to Wardhaugh is a system of arbitrary vocal symbol used for human communication.<sup>1</sup>

Ramelan states that language is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which is used rather exhaustively catalogs things processes, and events in the human environment.<sup>2</sup>

From these above definitions the writer concludes that language is an arbitrary system used by human for communication.

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<sup>1</sup> Wardaugh, Ronal, *Introduction to Linguistic*, (New York: McGraw-Hill Companies, 1977), P.3

<sup>2</sup>Ramelan, *Introduction to Linguistic Analysis*...P.10

English according to Jeremy Harmer has been a lingua franca. A lingua franca is a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a second language. Like Latin in Europe in the middle Ages, English seems to be one of the main languages of International communication.<sup>3</sup>

Historical background is the reason why English has been a lingua franca, however other factors influence and cause English to be lingua franca as well; Economic, travel, information exchange, popular culture.<sup>4</sup>

United states are countries which have Economic power in the world. Sure there have been many countries that cooperated with them. Here throughout commerce, English has been spread to whole world easily.

Travel and visit somewhere will always make us find many languages. Beside language of place we are visiting, there is English used to show signs, to give service in certain public places and to communicate with foreign language.

Most of academic discourse and much kind of information in internet are in the form of English. It showed that information exchange is taking place in English.

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<sup>3</sup>Harmer, Jeremy, *The Practice of English Language Teaching*, (Cambridge: Pearson Education Limited,tt ), P.1

<sup>4</sup> Harmer, Jeremy, *The Practice of English Language Teaching* ..... P. 2-3

Songs and Hollywood movies are very well-known in the world. It gives influence of netizen to know English of the popular culture. They can imitate English speaker through their favorite song or movie.

Knowing the explanation above the writer concludes that Nowadays, English has been global language spoken whole the world. The spread of English is not only because of historical background but also English is used for giving and getting information in some fields such as economics, travel, academic discourse and popular culture.

## **2. Transferring English at Classroom**

Transfer is a general term describing the carryover of precious performance or knowledge to subsequent learning.<sup>5</sup> There are something related with transferring English that we need to notice; source, objective, media, strategy, technique and tactic.

### **a. Source**

Source is place, person or thing that you get something from or where something starts.<sup>6</sup> Source in transferring English it can be a teacher who becoming the facilitator in English teaching learning process. The other

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<sup>5</sup>Brown, H. Douglas, *Principles of Language Learning and Teaching*..... P.102

<sup>6</sup>*Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2009), P. 424.

sources are where materials from such as book, internet, radio, video, and etc.

**b. Objective**

Objective according to R.Robert is Short-term goals (immediate lesson goal), such as many reasonably be achieved in a classroom or sequence of lessons. Patel and Jain state the general and specific objective in teaching English. General objectives are global and long term goals. General objectives state what to achieve at the end of the course of the year. They are:

- 1) To enable students to understand spoken or written language.
- 2) To enable students to speak simple English correct language.
- 3) To enable the student to write the language properly.
- 4) To enable the students to read the language with ease.

Meanwhile definition of specific objectives of teaching English is what to achieve at the end of the unit.<sup>7</sup>

From these definitions the writer concludes that objective is the aims that will be achieved of teaching learning process. So, determine the objective before teaching is important to make the successful of teaching learning process.

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<sup>7</sup>Patel M.F & Preveen M. Jain, *English Language Teaching*..... P.53



### c. Media

Media according to Gerlach and Ely is human, materials, or events which build a condition or able to acquire knowledge, skill and behaviour. Whereas AECT (Association of Education and Communication Technology, 1977) explain that media is all of form and channel used to convey message and information.<sup>8</sup>

The characteristics of teaching learning media are; fixative property, manipulative property, distributive property.

Fixative property; this media is able to record, save, preserve and reconstruction an event or object. The examples of these are photos, video tape, audio tape, computer diskette, compact disk and film.

Manipulative property; transformation of an event or object caused media has manipulative characteristic. A long event which happen in many days is able to present to students for two or three minutes by technique of taking picture; time-lapse recording. Examples; the process of big wave or chemical reaction which can be observed through manipulative capacity of media.

Distributive property; the characteristic of distributive property is an object or event is transformed

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<sup>8</sup>Kustandi,Cecep & Bambang Sutjipto, *Media Pembelajaran manual dan digital*, (Bogor: Ghalia Indonesia ,2011), P.7-8

through room, and in the same time the event is presented to big whole students with experience stimulus which is relative same as the event.<sup>9</sup>

From the explanation above, the writer concludes that media make the process of teaching learning process easier because media can be provided in visual, audio or even audio visual. Then it can make teaching learning process is more interesting.

#### **d. Ways of Teaching**

There are some aspects related with the ways of teaching as stated follow; approach, method, strategy, model, technique and tactic.

##### **1) Approach**

Adapted from Killen (1998) *Effective Teaching Strategies* there are two kinds of approach in teaching, they are teacher centred and student centred approaches.<sup>10</sup>

Teacher centred approaches are more traditional in nature, focusing on the teacher as instructor. They are sometimes referred as direct instruction, deductive teaching or expository teaching,

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<sup>9</sup>Kustandi,Cecep & Bambang Sutjipto, *Media Pembelajaran* .....P.14-15

<sup>10</sup> <https://education.gov.pg/TISER/documents/pastep/pd-tm-7-1-teacher-student-centred-approach-student.pdf>. accessed on February 15<sup>th</sup>,2016

and are typed by the lecture type presentation. In these methods of teaching, the teacher controls what is to be taught and how students are presented with the information that they are learned.

Students centred approaches (sometimes referred to as discovery learning, inductive learning or inquiry learning) place a much stronger emphasis on the learner's role in the learning process. When you are using student-centred approach to teach, you still set the learning agenda but you have much less direct control over what and how students learn.

## 2) Method

Method is a way in achieving something (Wina Senjaya (2008)).<sup>11</sup> Whereas Rogova defines method of foreign language teaching is a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions.<sup>12</sup>

There are language teaching methods, they are:

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<sup>11</sup>Mulyono, *Strategi Pembelajaran*, (Malang: UIN Maliki Press, 2012), P.16

<sup>12</sup>G.V. Rogova, *Methods of Teaching English*, (Moscow: Prosveshcheniye, 1983), P.5

a) Grammar-Translation Method

According to the teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their mind.

b) Direct Method

Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students learn to think in the target language.

c) The Audio-Lingual Method

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

d) The Silent Way

The goal of use the silent way is students should be able to use the language for self-expression to express their taught, perceptions, and feelings. In order to do this, they need to develop independence from the teacher, to develop their own inner criteria for correctness.

Students become independent by relying on themselves. The teacher, therefore, should give them only what they absolutely need to promote their learning.

e) Suggestopedia

The goal to use this method is teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do this, more of students' mental power must be tapped. This is accomplished by desuggesting the psychological barriers learners bring with them to the learning situation and using techniques to activate the 'paraconscious' part of the mind, just below the fully-conscious mind.

f) Community Language Learning

Teachers who use the Community Language Learning Method want their students to

learn how to use the target language communicatively. In addition, they want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another. All of these objectives can be accomplished in a non defensive manner if a teacher and learner(s) treat each other as whole persons, valuing both thoughts and feelings.

g) Total Physical Response

Teachers who use TPR believe in the importance of having students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when studying foreign language and thereby encourage students to persist in their study beyond a beginning level of proficiency.

The way to do this, Asher believes, is to base foreign language learning upon the way children learn their native language.

h) Communicative Language Teaching

The goal of this method is to enable students to communicate in the target language.

To do this students need knowledge of the linguistic forms, meanings, and functions.<sup>13</sup>

### 3) Strategy

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.<sup>14</sup>

Oxford & Ehrman define second language learning strategies as specific actions, behaviours, steps, and techniques used by students to enhance their own learning.

Brown explains there are 3 types of learning strategy:<sup>15</sup>

#### a) Metacognitive strategy

There are many activities include in metocognitive strategy:

##### (1) Advance organizer

Making a general but comprehension preview of the organizing concept or principle in an anticipated learning activity.

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<sup>13</sup> Freeman, Diane Larsen, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2000),P.11-128

<sup>14</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*.....P.119

<sup>15</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*, .....P.133-137

(2) Directed attention

Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.

(3) Selective Attention

Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input

(4) Self-management

Understanding the conditions that help one learn and arranging for the presence of those conditions

(5) Functional planning

Planning for and rehearsing linguistic components necessary to carry out an upcoming language task

(6) Self-monitoring

Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present



(7) Delayed production

Consciously deciding to postpone speaking in order to learn initially through listening comprehension

(8) Self-evaluation

Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

b) Cognitive Strategies

(1) Repetition

Imitating a language model, including overt practice and silent rehearsal

(2) Resourcing

Using target language reference materials

(3) Translation

Using the first language as a base for understanding and/or producing the second language

(4) Grouping

Reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes.

(5) Note taking

Writing down the main idea, important points, outline, or summary of information presented orally or in writing.

(6) Deduction

Consciously applying rules to produce or understand the second language.

(7) Recombination

Constructing a meaningful sentence or larger language sequence by combining known elements in a new way

(8) Imagery

Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.

(9) Auditory representation

Retention of the sound or a similar sound for a word, phrase, or longer language sequence.

(10) Keyword

Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some

relationship between the new word and the familiar word.

(11) Contextualization

Placing a word or phrase in a meaningful language sequence

(12) Transfer

Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task

(13) Inferencing

Using available information to guess meanings of new items, predict outcomes, or fill in missing information

c) Socioaffective Strategies

The activities including Socioaffective strategies are:

(1) Cooperation

Working with one or more peers to obtain feedback, pool information, or model a language activity.

(2) Question for clarification

Asking a teacher or other native speakers for repetition, paraphrasing, explanation, and/or examples.

Strategy is needed to achieve certain aims, include the successful in teaching learning process. Strategy is like art in teaching. So as English teacher we can used three strategies above and decide which activities are appropriate with material we teach. We can also look for other references to reach the strategy in teaching. Then the teaching strategies will be variety.

#### **4) Model**

Model, Based on *Kamus Besar Bahasa Indonesia* defined as follows:<sup>16</sup>

- a) Pattern which becomes example, reference and style.
- b) Man who becomes as an example to be painted.
- c) People whose jobs are to visualize example of clothes product.
- d) Small imitate goods whose form are same as the real goods, example is the form of airplane.

Udin S. Winataputra in book *Strategi Pembelajaran* quotes that learning model is conceptual framework which describe systematic procedure in arranging learning experience to achieve

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<sup>16</sup> Alwi, Hasan dkk, *Kamus Besar Bahasa Indonesia* (Jakarta : Balai pustaka, 2002), P.751

learning aims which is able to be reference in making learning plans for teachers.<sup>17</sup>

Novan Ardy Wiyani explains that model of learning design is system of learning which becomes example and reference by teacher as professional teacher in designing teaching learning process will be achieved.<sup>18</sup>

### **5) Technique**

Technique is the way of teacher in implementing a method specifically.<sup>19</sup> The use of technique in teaching is necessary in order materials or learning process can be understood by students. Technique is part of method. It supports the successful method used by teacher in a teaching learning process.

### **6) Tactic**

Tactic is a personal style in implementing a method or technique of learning.<sup>20</sup> For example is there are two teachers who use lecturing method in

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<sup>17</sup> Mulyono, *Strategi Pembelajaran* ..... p. 25

<sup>18</sup> Wiyani, Novan Ardy, *Desain Pembelajaran Pendidikan*, (Yogyakarta: Ar-Ruzz Media, 2014), P.35

<sup>19</sup> Mulyono, *Strategi Pembelajaran* .....P. 16

<sup>20</sup> Mulyono, *Strategi Pembelajaran* .....P. 17

teaching learning process, but surely the tactic used by both teacher are different from each other.

### **3. Model of Learning English**

There are six type models of teaching learning English. They are categorized into two classification based on teacher-centered approach and student-centered approach.<sup>21</sup>

Three models which include in teacher-centered approach are presenting and explaining, direct instruction, concept and inquiry-based teaching. Presentation is more suited for helping students for helping students acquire declarative knowledge, whereas direct instruction is best for acquiring procedural knowledge or skills. Concept and inquiry-based teaching aim at helping students develop conceptual knowledge and higher-level thinking skills.

Meanwhile models of teaching which include in student-centered approach are cooperative learning, problem-based learning and classroom discussion. These models will encourage students' interaction between teacher and among students. Each encourages student inquiry and exploration of ideas.

### **4. Theory of Learning English**

Theory is a hypothesis or concept that generalizes; it may cover a set of practice (heterogeneous classes learn better

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<sup>21</sup> Arends, Richard I, *Learning to Teach*, (Singapore: McGraw-Hill, 2012), P.259

from open-ended tasks than from closed-ended ones’); or it can describe phenomena in general terms (‘language is used for communication’); or it can express a personal belief (‘language learning is of intrinsic value’).<sup>22</sup>

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Meanwhile oddly, an educational psychologist defined learning even more succinctly as a change in an individual caused by experience.

The definition of learning above came up the definition learning bellow:

- a. Learning is acquisition or “getting”
- b. Learning is retention of information or skill
- c. Retention implies storage system, memory, cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside or inside organism
- e. Learning is relatively permanent but subject for forgetting.
- f. Learning involves some form of practice, perhaps, reinforced practice.
- g. Learning is a change in behaviour.

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<sup>22</sup>Ur Penny, *A Course in Language Teaching- Practice and Theory*, (New York : 1991, Cambridge University Presss), P.3

There are four theories of learning which mentioned by Arends. They are behaviorism, socio cognitive theory, cognitive and information processing theories, sociocultural and constructivist theories.<sup>23</sup>

Behaviorism focuses on observable behaviours and how learning is the consequence of external events, such as reinforcement, conditioning, rewards and punishment. The theorist of behaviorism is skinner. The concept of this theory explains that knowledge is fixed, and learning is affected mainly by external events.

Social cognitive theory posits that most human learning is the result of observing others and is influenced by the expectations and beliefs of the learner. Bandura is the theorist of social cognitive theory. The concept of this theory is learning result from observation and is influenced by environment, beliefs, and expectations.

Bruner, Gagne and Anderson came up cognitive and information processing theories. These theories concerned with how the mind works and how the memory system affects knowledge acquisition, transfer, and retention for later retrieval. It has concept that knowledge is mainly fixed. Learning consist of acquisitions and retention of accurate information through the use of cognitive and mental process.

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<sup>23</sup> Richard I. Arends, *Learning to Teach*, (Singapore: McGraw-Hill, 2012), P.260-261



The four theories which has been formulated by Dewey, Piaget and Vygotsky are Sociocultural and Constructivist theories. These theories mention that hold that knowledge, rather than being fixed, is flexible and is constructed by learners as a result of interaction with the environment. They are also concerned with social and cultural aspects of learning. The concepts of these theories are knowledge is flexible. Cognitive and social learning consist of active construction of knowledge through interactions with others.

## **5. Aspect of Teaching English**

Some aspects in teaching English that need to be noticed are; student or learner, teacher, curriculum, media, and strategy.

Learners are community members who are trying to develop their potential through a learning process that is available on the stripe, level, and a certain type of education.<sup>24</sup> Meanwhile teacher is someone whose job is to teach in a school or collage.<sup>25</sup> Both aspects should stand together, because when there are only students without teacher, a teaching learning process will not run well, and it will happen too when there is only a teacher without student.

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<sup>24</sup> Suwarno, Wiji, *Dasar-Dasar Ilmu Pendidikan*, (Jogjakarta: A-RUZZ MEDIA GROUP, 2009), P.35

<sup>25</sup> *Cambridge Advanced Learner's Dictionary*, (Cambridge: Cambridge University Press, 2008), P.1493

In the process of learning process there are certain aims and objective that need to be achieved, therefore the government arrange curriculum to make the aims of education is clear. J. Galen Saylor & William M. Alexander in his book *Curriculum Planning for Better Teaching and Learning* define curriculum as the sum total of school's effort to influence learning, whether in the classroom, on the playground, or out of school.

The existence of media will make the teaching learning process is more interesting, teacher have to use media which is appropriate with the subject. Choose the media that can make the process of learning as interesting as possible.

There are three strategies which mentioned of Brown in the previous explanation. Teacher is able to decide which activity of that strategy which is suitable with the subject, skill of the subject or the condition of class. Then the learning process will be fun. There are five key factors a foundation for a good teaching:

- a. Teacher knowledge, enthusiasm and responsibility for learning.
- b. Classroom activities that encourage learning.
- c. Assessment activities that encourages learning through experience.
- d. Effective feedback that establishes the learning processes in the classroom.

- e. Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.<sup>26</sup>

## 6. Teacher of English

### a. Teacher

There are some metaphors of describing a teacher. Some of them say that teacher is an actor, orchestral and gardener.<sup>27</sup> For them who have thought that teacher is like an actor because teacher is always on the stage, become central of attention and seen by audiences of all direction. Others think that teacher is like orchestral conductors because they can set the pace and tone by direct conversation. Teacher is like a gardener, because they plant seeds, watch them row, and harvest in the end. The result of harvest is not for himself but for people or society around him.

Brown defines teaching as guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>28</sup>

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<sup>26</sup> Gurney, Philip, *New Zealand Journal of Teachers' Work* Vol.4 No.2, *Five Factors for Effective Teaching*, 2007.

<sup>27</sup> Harmer, Jeremy, *The practice of English Language teaching*.....P.56

<sup>28</sup> Brown, H. Douglas, *Principles of Language Learning* .....P.8

Patel and Jain state that to be English in a satisfactory manner good teacher of English is required. So a good English teacher must possess some qualities:<sup>29</sup>

- 1) He must be lover of English.
- 2) He must have sound knowledge of English language as well as literature.
- 3) He must know different methods of teaching English.
- 4) He must have an ability and skill to teach methodically and systematically
- 5) He must know how to use different audio visual aids.
- 6) He must be able to pronounce English responsible correctly.
- 7) He must have ability to speak English correctly.
- 8) He must know the techniques of writing.
- 9) He must know and speak observing correct intonation and stress pattern.
- 10) He must be able to speak with correct phrases.
- 11) He must have an ability to understand his students.
- 12) He should always take interest in his students and become soft toward his students.
- 13) He must have an ability to identify the mistakes of his students.
- 14) He must have an ability of thinking power.

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<sup>29</sup>Patel, M.F & Preveen M. Jain, *English Language Teaching*  
.....P.145-147

- 15) He must have an ability to adopt necessary remedial measurements
- 16) He should have good hand writing.
- 17) He must have the knowledge of different types of activities and how to organize all activities.

They also explain the characteristic of good English teacher are; have personal attribute, personality traits, professional skills, good attitude, knowledge of teaching English, be professional expertise, English language teacher is as Facilitator not as a Conventional teacher, English language teacher as facilitator not as a Preacher, English language teacher as Content and Material developer, and English language teacher as Classroom Manager.<sup>30</sup>

By knowing the qualities and characteristic of good English teacher the writer concludes that being English teacher is not only able to understand materials of English deeply but also know ways, methods, strategies and everything related with teaching English. Teaching is not only transferring knowledge of teacher to students but also the way of implementing values. So that having good personality is really needed as an English teacher.

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<sup>30</sup> Patel, M.F & Preveen M. Jain, *English Language Teaching*, .....P. 146

## **b. Competence of Teacher**

Based on regulation number 14 year 2005 about teacher and lecturer, on chapter IV section 10 verse 91 state that; “teacher must have 4 competences; pedagogic, personality, social and professional competence which are acquired through professional education.”<sup>31</sup>

Pedagogic competence is the competence to understand on students, plan, implementation and evaluation of learning and students’ improvement to actualize their skills. So, in this competence teacher must be able to know the characteristic of students, master of learning theories and its principles, develop curriculum, provide educational teaching learning process, know and develop students’ potential and assess and evaluate the teaching learning process.

Personality competence is personal a competence which reflect of teacher’s confident, stable, adult and wise. Teacher should have good attitude and able to be an example for students.

Professional competence is the competence of teacher in mastering learning material deeply, which is include of mastering curriculum of subject, structure and its methodology. Therefore, a teacher has to always

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<sup>31</sup>Sudarman, Momon, *Profesi Guru: Dipuji, Dikritisi dan Dicaci* , (Jakarta: PT RajaGrafindo Persada, 2013), P.132-133

update the development of science and information, because both of them are always develop.

Social competence is the competence of teacher to communicate and socialize with students, other teachers, students' parents and society around them effectively. This competence is includes communication orally or written, using technology functionally, act based on religion, law, social and national culture, and etc.

Becoming a teacher is not enough only to have pedagogic competence, however a teacher should have other competence; personality, professional and social to make him be Empower teacher and balance as part of society.

### **c. Continuing Professional Development**

Information is always new and developed. It is include information of teaching; strategies, methods and medias. That is way continuing professional development is needed to make the teaching learning is qualified.

There are some teacher organizations in Indonesia; PGRI, MGMP and ISPI.<sup>32</sup>

PGRI is *Persatuan Guru Republik Indonesia*. This is the only one teachers' organization which admitted by Indonesian government.

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<sup>32</sup>Soetjipto & Rafli Kosasi, *Profesi Keguruan*, (Jakarta: 2009, Rineka Cipta), P. 36

MGMP is *Musyawarah Guru Mata Pelajaran*. It is one of organization for teacher which is build by education and culture department. The aim of the organization is to improve the qualities and professionalism of teacher in their own groups.

ISPI (*Ikatan Sarjana Pendidikan Indonesia*), this organization has many devisions, they are; *IPBI*(*Ikatan Petugas Bimbingan Indonesia*. *HISAPIN* (*Himpunan Sarjana Administrasi Pendidikan Indonesia*. *HSPBI* (*Himpunan Sarjana Pendidikan Bahasa Indonesia*.

According to Jennifer Uhler there are many ways as the program of Continuing Professional Development (CPD), some of them are; joining training English program, such as the program that the writer has ben researched; Camp EPIC, joining English workshop, doing research and having table discussion with other English teachers.

From the explanations above the writer concludes that the teacher organizations and programs of CPD are ways to make teacher to always improve and develop their skills. Update the information related with the field they taught and keep sharing with other teachers around them.



## 7. Camp

Camp according to Oxford Dictionary is place where people live in tents or huts for a short time or group of people with the same, especially political, ideas.<sup>33</sup>

The aims of camp are first; build consciousness to keep environment and develop responsibility to respect with nature. Second; develop self ability in facing many kinds of challenge, refind a nice and simple way in a life. Third; build cooperation with others.

There some many benefits of doing camp, they are:<sup>34</sup>

### a. The fresh air

When you spend time near a lot of trees, you take in more oxygen. That feeling of happiness that you get when you take your first breath of air at the camp ground isn't all in your head-well, technically it is, but it's a release of serotonin from the extra oxygen. Your body can function with less strain when there's plenty of oxygen.

### b. Socialization

Camping alone is plenty of fun, but if you bring along a friend or family member, you'll enjoy a unique experience together that will help you keep a healthy, happy relationship.

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<sup>33</sup> Oxford Learner's Pocket Dictionary..... P.58

<sup>34</sup> <http://blog.eurekatent.com/10-health-benefits-of-camping/>.

Accessed April 12<sup>th</sup>, 2016 at 12.04 PM

c. New Challenges

No two camping trip are exactly the same, and that's a good thing. Studies from the University of Texas and University of Michigan show that new experiences help to keep brains healthy.

In this camp taught five pillar of learning according to UNESCO which include learn to know, learn to do, learn to be and learn to live together, lerning how to learn.<sup>35</sup>

1) Learning to know

Learning to know is not only learn to know and have materials as much as possible, save and remember but also the ability of understanding behind material which have been taught.

2) Learning to do

Learning to do mean that how learners are not only develops skill to do mechanical without ability of thinking but also it encourages learners to always learn to grow the ability and how to develop theory or concept.

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<sup>35</sup> Kadir, Abdul, *Dasar Dasar Pendidikan*, (Jakarta: Kencana, 2012), P.144

3) Learning to be

Learning to be will guide learners to be scientist then they can work and decide their own life among society as the result of their study.

4) Learning to live together

Learning to live together teaches learners to live together and become educated human that can be useful for themselves and people around them.

5) Learning how to learn

Learn how to learn means that learners are forbidden to stop studying although they have finished their formal education. Learning to learn brings learners to be able to develop strategies in learning to be more independent, creative, innovative, effective, efficient, and full of confident.

## **8. Management**

Management is all efforts of cooperation between two people or more to achieve aims which have been decided.<sup>36</sup>

There are some functions of management; planning, organizing, actuating, controlling, evaluating.<sup>37</sup>

Planning is an activity to determine the goal aims to achieve, and to find a way using the facilities effectively. In

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<sup>36</sup> Arikunto, Suharsimi & Lia Yuliana, *Manajemen Pendidikan*, (Yogyakarta: Aditya Media, 2008), P.3

<sup>37</sup> Wall, A. E. Ted., *Manajemen Perguruan Tinggi*, (Jakarta: Kencana, 2009) , P.16-18

the arrangement of planning should be decided what will be done, how to do and who will do the agenda in the certain organization. Determine technique, economics, social and service are arranged in planning in order the aim of organization can be achieved.

Organizing is the arrangement of existence resources in organization either human resources or material resources. Actuating is an activity which moves and manages all resources the organization has to achieve the goal. Controlling took place to measure the result of work to avoid deviation. Evaluating is review and control the program done based on standard that has been arranged in the planning. There are two kind of evaluating; evaluating during the program run and evaluating after program in the certain organization.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.<sup>1</sup>

There are two kinds of research namely Qualitative and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers.<sup>2</sup>

This researcher uses qualitative research, because the data is in the forms of written and there is no treatment in this research. The qualitative used is descriptive qualitative. According to Arikunto descriptive research is not aimed at testing a certain hypothesis, but it describes the phenomenon, situation, and condition that happen during the research.<sup>3</sup>

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<sup>1</sup> Nunan, David, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), P.23

<sup>2</sup> Nunan, David, *Research Method in Language Learning* .....P.23

<sup>3</sup> Arikunto, Suharsimi, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 1996), P.10

Moh Nazir states that descriptive method is a research method to make describing of situation and event, then this research is only provide data. This research is also called by survey method.<sup>4</sup>

## **B. Time and Place**

The study was conducted on Camp EPIC in Bukittinggi, West Sumatera on January 18-30<sup>th</sup>, 2016.

## **C. Subject**

The subjects of this research were 42 participants, 6 counselors and 15 facilitators of the Camp EPIC 2016.

## **D. Focus of Research**

The focuses of this research were:

1. What is Camp EPIC; visions and missions of camp, Camp EPIC history. Teaching session; teaching listening, teaching reading, teaching grammar and non teaching session; photo scavenger hunt, Idiom of the day, American moment, talent/no talent show.
2. The management of Camp EPIC in terms of planning, organizing of teaching learning process while camping, and evaluating of the advantages in joining the camp.

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<sup>4</sup> Nazir, Moh, *Metode Penelitian*, (Bogor: Ghalia Indonesia, 2005), P.55

## E. Technique of Data Collection

To collect the data in this study the writer used observation, interview, and documentation.

### 1. Observation

Observation is the activity giving total concern to research object using all senses.<sup>5</sup>

According to Sugiyono there are two kinds of observations based on the process of data collection; participant observation and non participant observation.<sup>6</sup>

- a. Participant observation means that a researcher involves in a daily activities of people which is observed or made as a source of research.
- b. Non participant observation means that a researcher doesn't involve in activity which is observed, so she/he is only be an independent researcher.

Sugiyono also states there are two kinds of observations based on instrument used; structural observation and non structural observation.<sup>7</sup>

- a. Structural observation is an observation which arrange systematically, what will be observed, when and where

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<sup>5</sup> Arikunto, Suharsimi, *Prosedur Penelitian* ..... P. 149

<sup>6</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2008), P.204

<sup>7</sup> Sugiyono, *Metode Penelitian Pendidikan*: ..... P.205

the place is. This observation is done if the researcher knew what variable will be observed.

- b. Non structural observation is an observation which doesn't arrange yet systematically about what will be observed. This observation is done because the researcher doesn't know exactly what will be observed. He/she doesn't use standard instrument, but she/he only uses an outline of the observation.

In this observation, the researcher used participant observation because the researcher involved in the event observed. The researcher did structural observation in teaching learning session of listening, grammar, reading, and non teaching learning session; photo scavenger hunt, Idiom of the day, American moment, talent/no talent show. Meanwhile, the researcher did non-structural observation to observe implementation of rules; negotiable and non-negotiable, managements of camp; planning, organizing, evaluating.

## 2. Interview

Interview has been defined as two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by the interviewer on content specified by research



objectives of systematic, description, prediction and explanation.<sup>8</sup>

The aims of doing interview were to construct about people, events, organization, feeling, motivation, demand, and care.<sup>9</sup> The researcher did interview to the RELO Officer about Camp EPIC profile, did interview to facilitator and counselor about advantages Camp EPIC programs for Pre service English teacher, and did interview to camper about advantages of joining camp and opinion about the training of teaching English while camp.

### 3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures, and electronic.<sup>10</sup> The researcher used this technique to obtain documents which is related with the research. In this documentation the researcher obtains data such as learning schedule, pre and post survey, photos, application form participants' name, counselors' name, facilitators' name.

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<sup>8</sup> Cohen, Louis, *Research Method in Education*, (New York: Routledge Falmer, 2005), P. 269

<sup>9</sup> Moleong, Ixey J, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), P.186

<sup>10</sup> Dinata, Nana Syaahid Sukma *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004), P.221.

**Table 3.1**  
**The List of Documentation**

No	Data
1.	Learning schedule
2.	Pre and Post Survey
3.	Photos
4.	Application Form
5.	Participants' name
6.	Counselors' name
7.	Facilitators' name

#### **F. Technique of Data Analysis**

In analyzing data that had been collected, the researcher uses descriptive qualitative research. As using this technique the researcher collects data, arrange data and present data. The qualitative method is kind of research without using any calculation or statistic procedure.<sup>11</sup> To know about Camp EPIC and how its management steps done are as follow:

1. Data reduction. Reducing data means that summarize and chose things that are basic, focusing on things that are important, sought themes, pattern and remove the unnecessary.

All the data that have been collected through observation, interview and documentation is categorized to be as follows:

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<sup>11</sup>Sugiyono, *Metode Penelitian Pendidikan.....*, P. 338

- a. What is Camp EPIC; Camp EPIC history, vision and mission of camp. Teaching session; teaching listening, teaching reading, teaching grammar and non teaching session; photo scavenger hunt, Idiom of the day, American moment, talent/no talent show.
  - b. The management of Camp EPIC in terms of planning; process recruitment of participants, organizing teaching learning process while camp, and evaluating; advantages of joining the camp.
2. Data Display, the data have been reduced and then made the presentation of data can be done in the form of brief description, chart, relationship between categories and so on. The most frequent form of data display for qualitative research data is in the past narrative. By data display, then the data is organized, arranged in pattern of relationship that would be easily understood.<sup>12</sup>
  3. Conclusion drawing/verification

Conclusion drawing and verification presented preliminary conclusion will still be tentative and will change if evidences are not found that support strong data collection on the next stage.<sup>13</sup>

The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from

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<sup>12</sup>Sugiyono, *Metode Penelitian Pendidikan*....., P. 341

<sup>13</sup>Sugiyono, *Metode Penelitian Pendidikan*....., P.345

the beginning but maybe not, because as has been stated, issues and problems in the qualitative research are still tentative and will be developed after research in the field.

## **CHAPTER IV**

### **RESULT & DISCUSSION**

#### **A. Profile Camp EPIC**

According to Oxford dictionary camp means place where people live in tents or huts for a short time.<sup>1</sup> Camp is a classroom without walls.<sup>2</sup> Camp EPIC is the program of RELO US Embassy in training pre-service English teachers whom are in the fourth year of their study.

##### **1. Vision and Mission**

The vision of Camp EPIC is to give teaching training for pre-service English teachers.

Meanwhile the mission of Camp EPIC is to create pre-service English become Empowered, Prepared, Inspired and Connected. Empowered and prepared mean that camp EPIC prepared the pre service English teachers to be professional English teacher by giving modal and intensive training about newest methods in teaching English by the experts and professionals of fellows RELO US Embassy and Universitas Indonesia. Inspired; camp EPIC simply inspires all the pre-service English teachers to be better teachers. The facilitators and counselors inspired the pre-service English

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<sup>1</sup> Oxford Learner's Pocket Dictionary, fourth edition P.58

<sup>2</sup> <http://www.statesidecamp.com/what-is-camp>. Accessed May 27<sup>th</sup>, 2016 at 14.11 PM

teachers, while one pre-service English teacher might also inspire the others. So the camp is a camp of inspiration when a lot of people with the same mission gather to encourage each other. Connected; camp EPIC builds a solid connection among all pre-service English teachers, counselors, facilitators among Indonesia, Timor Leste and America. Therefore, it is hoped that after finishing the program of camp, all of them will still connect each other and always sharing new information.

So here the Camp EPIC aims to supply a foundation of practical, applied methodology and a sense of enthusiasm and passion for the teaching of English.

## **2. History**

The history of Camp was begun by conversation among Sisilia (lecturer of Universitas Indonesia), Samar (Fellow of RELO) and Jennifer (Regional English Language Officer) about English teachers training in Indonesia and Timor Leste. They had an idea to make a teaching training for candidates of English teacher.

It was prefer used “Camp” rather than “training” because for people who were used to do adventure in nature with team, friends and family, camp has certain value and deep meaning in family relation. So, the aim of this camp is not to supply a foundation of practical, applied methodology and a sense of enthusiasm and passion for the teaching of

English but also to connect emotional relation among participants, counselors and facilitators.

This Camp is sponsored by RELO (Regional English Language Office) Jakarta. RELO is one of department which concern in English teaching and development. The mission of RELO is supports English language teaching and training in Indonesia and East Timor. RELO Indonesia cooperates with ministries of education, teachers' associations, universities, schools, and English Language Teaching (ELT) professionals on a variety of educational and culture exchange programs and projects in order to enhance mutual understanding between Indonesia and the United States.

Camp EPIC is annual program of RELO Jakarta. The current Camp EPIC is the second Camp EPIC which was conducted in Bukittinggi, West Sumatra. There were 42 pre-service English teachers chosen of all over Indonesia and Timor Leste. In the Acceptance letter the chief of RELO Jennifer Uhler said that there were over 300 applicants and the acceptance was only 15%. So here there were 38 delegations from Indonesia and 4 delegations from Timor Leste.

The 42 pre-service English teachers chosen consist of 18 male and 24 female. During the teaching learning there was guided by counselors and facilitators. Counselors were the alumni of Camp EPIC 2015, they were 6 people; 2 male and 4 female. Then 15 facilitators are the expert and

professionals in teaching English. They are fellows of Regional English Language Office (RELO) and some of them are from Universitas Indonesia.

### **3. Teaching Session**

There were teaching session and non-teaching session during the camp as the explanation bellow:

There were many teaching session, but here the researcher took three sample to be observed; teaching listening teaching reading, and teaching

#### **a. Teaching Listening**

It was handled by Jeremy Beal and Casey Moorman. They used P-W-P (Pre-While-Post) format lesson plan.

The activities in the pre-listening were; preview vocabulary, discuss the topic, give background information, predict the content based on the title/ key word/ pictures, anticipation guide. The aims of all activities in the pre listening was to activate students' background knowledge or to introduce topic of the audio would be played.

The activities in while listening were; comprehension questions, fill-in-the-blank, dictation, respond to instructions, draw based on a description, do an action when you hear a key word, take notes, complete an outline or chart, put pictures in sequence. Most of



activities provided in the while listening were new and these could be references in teaching listening in fun ways.

The activities in the post listening were; discussion questions, grammar or vocabulary focus, speaking, reading, or writing activities related to topic, retell the story, create a new ending or verse.

The aids used in teaching listening were pictures, projector, speaker, and worksheet. So, they gave example if teacher taught students in the school which had minimum facilities, so she/he could use pictures and worksheet to help the successful of teaching listening.

b. Teaching Reading

In was handled by Alicia Brill and Sultan Stover. In this teaching reading used P-W-P format lesson plan. In pre reading they gave eyes exercise. It was kind of eyes activity before starting reading. It continued by giving explanation of skimming and scanning.

In while reading Alicia and Sultan gave skimming and scanning activity, the aim of this activity was to check students' understanding about the differences of skimming and scanning. Then, it continued with skimming and scanning info hunt, Alicia divided a long passage to every campers. Then Sultan read a sentence of it. It was nice activity, because Alicia gave a present for

the one who answer the question correctly. After that, they gave the next activity, it was reading for vocabulary. Reading for vocabulary made students focus on certain vocabulary provide by teacher. Here, Sultan read a passage, he asked students to make certain movement when listened words; mount, visit and read. Campers looked so enthusiastic doing this activity. Then, Alicia and Sultan asked campers to do the same things in groups and presented the result in front of the class. The last activity in the while reading was matching descriptive paragraph. Alicia and Sultan provided pictures and short description, they asked campers to match the pictures and the description of it.

In the post reading they gave reading reflection. So, in this case teacher gave question of the reading text. The examples of the question as follows:

What are the main points of this reading?

Was anything unclear or confusing to you?

What was new to you?

Meanwhile, the aid used in this teaching reading were laptop, projector, sheet of reading guide o roma, sheet of skimming and scanning info hunt, sheet of long passage, big paper.

c. Teaching Grammar

It was handled by Joanie Andruss and Grace Tiwon Wirasastra. In this teaching grammar Joanie and Grace used PPP (Presentation, Practice, Production) format lesson plan.

In the presentation Joanie didn't directly tell about the material or the pattern. But, she provided some questions and asked students to answer it. After that provided some true statements and asked campers guessed what tense was that and how the pattern was. It meant that in this case, Joanie taught used inductive teaching grammar.

If usually teacher directly gave pattern in positive, negative and interrogative sentence, here Joanie explained step by step. Every explanation she always checked campers' understanding by giving exercise. To make the teaching learning grammar more interesting, Joanie applied many games such as domino, have you ever been, board game, ping game. Besides she used many media as well; Matching Verb Cards, Garfield Worksheet, Role Play Script, Question/Answer Cards, Role Play Prompt Cards, Exit Ticket.

There were many inspirations how to teach grammar in the nice ways. Then the image that learning grammar was something difficult could be broken.

#### **4. Non-Teaching Session**

The activities in non-teaching session included photo scavenger hunt, idiom of the day, song, American moment, games, outdoor activity, and talent show. Here the researcher took 4 activities as sample of observation.

##### **a. Photo Scavenger Hunt**

In the first night, the agenda for campers was photo scavenger hunt. So campers gathered in “I TEACH” group accompanied by a counselor and facilitator. They had to take pictures based on the script given by the committee. The committee gave time to finish photo scavenger hunt around 3 hours. It was started at 7 pm until 10 pm, and every group had to upload the pictures into Google drive then the committee decided the winner of the agenda.

It was really good chance for everyone to know each other. It built cooperation of every member in group. This activity was competition as well, then it increased spirit of every group to do all out.

##### **b. Idiom of the day**

Before starting lesson in the morning there was idiom of the day session. Every room got a turn to handle it. The way used to give idiom was by modeling. So it looked more interesting rather than teacher only get the idiom directly.

Handling idiom of the day taught about leadership because it made every camper became responsible of duty they got. They also learned how to cooperate with his/her partner to make others caught up their modeling well.

c. American moment

In this moment the facilitators shared about American cultures, foods or their personal life. It was very interesting because the campers learned about America directly to the American. So their curiosity can be answered.

In this American moment, campers did American games, tasted American food and discussed American culture nicely.

d. Talent/No Talent Show

Talent/no talent show was the moment for individual or group to show up the culture of their regions. From this event hoped that everyone in the camp could learn many cultures from different province or country.

Some of people did talent/no talent show with variation performance such as; singing, dancing, presenting and doing magic. Most of them presented and performed culture of their religion. In this case, everyone there could learn culture of each other. Although they came from different religion of all over Indonesia, Timor

Leste even America and had different culture but they could show unity in diversity.

## **B. Management of Camp**

### **1. Planning of Camp EPIC 2016**

Planning is a process of preparing sequences decision in taking actions in the future to achieve optimal aims. Planning is include what agenda will be conducted, when it is conducted, who is the conductor, where and how it is implemented.<sup>3</sup> The planning of Camp EPIC 2016 which sponsored by Regional English Language Office (RELO) Embassy of The United States of America was begun by arranging time and place of conducting the camp in January 18-30<sup>th</sup>, 2016 in Bukittinggi, West Sumatera. Regional English Language Officer Jennifer Uhler chose one of fellows as a director and other fellows of Indonesia and Timor Leste to be facilitators of this camp.

After the arrangement was done, RELO shared information of the opening Camp EPIC 2016 application through a valid blog and spread the information to Fellows of RELO in all of universities in Indonesia in order they could share this information to students where they teach. The opening of the camp EPIC 2016 application was done in

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<sup>3</sup> Arikunto, Suharsimi & Lia Yuliana, *Manajemen Pendidikan*, (Yogyakarta: Aditya Media, 2008), P.9

November 2015 meanwhile the deadline was December 1<sup>st</sup>, 2015.

The requirements of the camp are:

- a. Be a citizen of and reside in Indonesia or Timor L'este at the time of the camp
- b. Be a final year student currently enrolled in a university English Department
- c. Be motivated and committed to becoming an English teacher
- d. Have permission from parent(s)/guardian(s) and Head of English Department to participate in the camp

Upon completion of the camp, pre-service teacher is required to share their learning in a discussion, roundtable, or presentation at their home institution.

After considering that requirements were appropriate, the applicant Fill in the Pre-Service English Teacher EPIC Camp Application form and send a complete application to [RELOCAMPEPIC@gmail.com](mailto:RELOCAMPEPIC@gmail.com)

After sending the application, RELO assistant gave confirmation that the application was received by them and they would announce the result in 25 December 2015. However the result of the application was announced earlier, in December 21<sup>st</sup>, 2015. Jennifer Uhler sent an acceptance letter for the applicants chosen. In the acceptance letter she explained that there were over 300 applications of all over

Indonesia and Timor Leste, but they only accepted 15% of the number of applications. They chose the best application among the best.

Jennifer Uhler also explained that there would be committee of Universitas Indonesia who would contact the pre-service English teachers chosen to give information about travel, accommodation and program.

Then in the closing of the letter of acceptance Jennifer asked the pre-service English teachers chosen to reply whether they were ready or not to join Camp EPIC before 25<sup>th</sup> December 2015.

The committee arranged the schedule of activities during the camp well. . There were no much free time, because they considered if there were many free time it would made campers did something which not useful. The activity of teaching learning process started at 8 am. And it was end by teaching reflection or mentoring time at 8 pm.

In the first week there were 1 session of need analysis rules, 1 session of photo scavenger hunt, 3 session of teaching listening, 2 session of listening micro-teaching, 3 session of teaching speaking, 2 session of speaking micro-teaching, 2 session of teaching grammar, 4 session of group lesson planning, 2 session of mentoring, 1 session of teaching managing large class, 1 session of teaching scaffolding/differentiating instruction, 2 session of American



moment, 2 session of outdoor activity, 1 session of question answer panel team facilitator 1/ meeting team facilitator 2, 1 session outing, 1 session of talent/No-talent show.

Meanwhile in the second week there were 3 session of teaching reading, 2 session of reading micro-teaching, 4 session of group lesson planning, 3 session of teaching writing, 2 session of writing micro-teaching, 1 session of teaching vocabulary, 1 session of teaching pronunciation, 2 session of American moment, 2 session of outdoor activity, 2 session of mentoring, 4 session of reflection, 1 session question and answer team facilitator 2, 2 session huddle with RELO, 1 session goal reflection, 1 session dinner off site.

## 2. Organizing Teaching Learning of Camp EPIC 2016

Organizing is an effort of cooperating among people involved.<sup>4</sup> The pre-service English teachers during the camp were grouping into some categories. Grouping based on the word “I TEACH”, “Land & Water”, “Name of Planets”, “Name of Fruits” and “Numbers”. So, the pre-service English teachers gathered with different other pre-service English teachers in every different groups. It made them able to have deep relation with every pre-service English teacher there.

Facilitators which consist of 15 people were divided into two team; team A and team B. Team A taught there in the

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<sup>4</sup> Arikunto, Suharsimi & Lia Yuliana, *Manajemen Pendidikan* ..... , P.10

first week and Team B taught in the second week. The facilitators of team A were Jeremy Beal, Casey Moorman, Joanie Andrus, Alfredo Gaona, Nila Ayunda & Ayunda, Grace Wiradisastra. The facilitators of team B were Sultan stover, Leah Karels, Sean Stellfox, Endang Nandiasari, Andriana Rahajeng, Sisilia, Alicia Brill.

The materials given during Camp EPIC were methodologies in teaching listening, speaking, grammar, reading, vocabulary, writing, pronunciation, the way of managing large classes, the way of scaffolding/differentiating instruction, mentoring of how to make a good application Camp EPIC, how a good teacher looks like, how could be teacher/lecturer, how to face scholarship interview, and American cultures.

The facilitators used students-centre approach during teaching learning process. They invited students to be active and involved in every activity of the teaching learning. There were various media used by them; projector, laptop, paper, picture, cards and worksheet. The pre-service English teachers were given example how they can teach with limited media.

The committee arranged the position of seat for teaching learning process as bellow:



The position of chairs designed like on the picture above aimed to make the pre-service English teachers easy worked in pairs or groups because there were many times where campers should work in pairs, groups without changing the position of the chairs.

The walls of the classroom full of colour, there were maps of Indonesia, Timor Leste and America with certain pictures that describe where everyone came from. The aims of having maps on the wall of the classroom were to make everyone learned about cultures of others. The committee expected that when everyone there had a free time they could use to see the maps and learn cultures or certain region of others.

Besides maps there were also product as result of teaching learning writing, it was story cycle. Mail letter, kudos and lesson plan which made the walls of the classroom

colourful. Rules of negotiable and non-negotiable are also stuck in the wall. In order students always remembered about the regulation while camp.

The committee provided many kind media needed for teaching leaning process, such as sticky notes, markers, pencil colour, rulers, scissors, glue, papers, paper knives, big papers, projector, laptop, printer.

### **Rules of Camp EPIC**

When arriving Camp, all of campers, counselors and facilitators group gather in the meeting room to have an opening. In the opening they discuss rules will be implemented during the camp. It consists of negotiable and non negotiable rules.

Negotiable rules are rules of camp that can be arranged between facilitators and campers. The negotiable rules were:

- a. Use English as a common language during camp.

This camp consist of people from three country Indonesia, Timor Leste and America, it must be everyone has different language with others. Then to get an agreement about what language will be used during the camp, facilitators did modeling when there were 3 people who having conversation, but two of them directly spoke each other used Spanish which language that another one didn't understand with. All the campers could see that

there would be confusing condition there. Then the facilitators asked to the pre-service English teachers/campers,

Facilitators : “What would happen if you in the same condition?

Campers : “Confused”

Facilitators : “How to avoid it? What language should we use?”

Campers : “English”

From that rule bargained, everyone there agreed to use English as the language of the camp.

Although the rule of the camp should use English, but sometimes there were some pre-service English teachers who still spoke in bahasa. It happened in the certain situation for example when they were in restaurant “*Ambil dimana makanan itu?*”, or when they wanted to make a lesson plan after reflection time “*Gimana nih lesson plan kita? Mau di buat dimana?*”. There was no punishment in this case, so the pre-service English teachers or counselors who spoke in bahasa didn’t really felt guilty.

b. Respect Privacy

Respect privacy means that everyone was forbidden to disturb other pre-service English teachers’ time.

It run well because when they wanted to do something that created noise, they would go from their room and look for another place. In order they wouldn't disturb their roommate.

c. Focus/be present

Every activity needed a concentration, especially in teaching learning process. Campers must be focus and do every instruction.

They were focused in every activity during teaching learning process.

d. Use the technology wisely

During the camp the pre-service English teachers were demanded to use technology wisely. The facilitators did modeling of the using mobile phone while teaching learning process in class. From that modeling the pre-service English teachers could see that the using of mobile phone would disturb the pre-service English teachers concentration while lesson.

It worked well, the pre-service English teachers didn't use mobile phone during teaching session or non-teaching session. Then the pre-service English teachers could be focused in every activity during camp.

e. Be on time/ stick to the schedule

The schedule has been arranged well. Facilitators hoped that the pre-service English teachers could be

responsible for coming to the class on time. If one of the pre-service English teachers came late to the class, so people in the class would sing a song “better late than never, better never late, you’re late, you’re late, but we love you.”

Some the pre-service English teachers came late in the first and second day of camp. Because when they coming late there would be song for them, they felt shy then made them came on time in the next days.

f. Be nice

Everyone there were expected to be nice and friendly, then it could create a good condition during the camp. There was reward to be campers of the day for them who become nice by making network and connection with others.

So camper of the day was not for camper who has been active during teaching learning process, but for them who were very active in making connection with other outside class.

g. Speak and let other speak.

There would be chance for everyone to give opinion or idea during teaching learning process. Besides giving idea, the pre-service English teachers should let other to give their opinion as well. So everyone could be a good speaker and a good listener.

They did the rule well. When they conveyed their opinion, other pre-service English teachers listened and gave chance for other pre-service English teachers to give their opinion as well.

h. Don't be picture crazy

The pre-service English teachers were forbidden to take a picture during teaching learning process, because the facilitators would take the pictures and the pre-service English teachers could find the pictures in EPIC Google drive.

This rule run well, the pre-service English teachers focused with their activity without being picture crazy.

Meanwhile non-negotiable rules were rules that had to be obeyed by the pre-service English teachers no matter what happen. The non-negotiable rules were:

a. Leaving hotel accompanied.

When the pre-service English teachers wanted to leave hotel, she/he should go by accompanied by others. They had to sign before going out and sign back when they arrived hotel. They had to back to hotel before 11.00 PM.

Usually the pre-service English teachers went outside after reflection times or after finishing their lesson plan. They had no much time to take a walk in the night, so if they had free time, they could go outside and buy



some souvenirs or foods. Besides, the pre-service English teachers who leave hotel had to know the number of one the facilitators, if something might be happen they could call her/him. In this case, the pre-service English teachers obeyed the rule well and back to the hotel on time.

b. Being on time

This rule was very important then it could be negotiable and non-negotiable rule. So, in every activity the pre-service English teachers were demanded to be on time. Then the running of teaching learning process or other activity would not disturbed.

It worked well, because everyone conscious their responsibility to be on time.

c. Shared language : English

It has been agreement that the language used during the camp was English. As the explanation above that some of them spoke in bahasa in certain situation.

d. Medical needs

It means that when the pre-service English teachers felt unwell and they have to take some medicine for themselves. The committees have provided much medicine in classroom, so if the the pre-service English teachers needed they could take it directly.

This rule worked well, because the pre-service English teachers would take what medicine that they

needed, for example when they were getting catch cold so they would take *tolak angin* or *antangan* for themselves.

e. Alcohol drugs

Sure, it has been banned because alcohol and drugs are dangerous. No one smoked or drinking

f. Open attitude

Open attitude mean that everyone there should be honest about something that they like or something that dislike because they just known each other. So, everyone would understand and be careful in doing something to not disturb others.

g. Using common areas vs rooms

Because the place of the camp EPIC was in hotel the pre-service English teachers should know which place that include in camp area and which places were not.

The pre-service English teachers understood about the rule, so they would only come to camp EPIC area, such as meeting room, hall, restaurant, printing room and their own bedrooms.

h. Lights out

The pre-service English teachers had time to do the activity and time to sleep. So, they had to sleep in the time that time schedule determined. In order they could follow the next day activities with enough energy and spirit.

However, sometimes some of the pre-service English teachers slept in midnight because their lesson plans haven't finished yet or they might talk with others.

i. Tech use

During the camp the pre-service English teachers could bring gadget but they had to use it wisely. It was expected that they could be focused with the activity there and did not ignore people around them because of playing gadget.

It worked well, because everyone tended to make connection with others and used the technology properly.

3. Evaluating of Camp EPIC 2016

Evaluation according to Blom is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students.<sup>5</sup>

The evaluating of Camp EPIC 2016 was given by describing the cognitive, affective and psychomotor domains which were taught during the camp.

Cognitive domain deals with how a student acquires processes and utilizes the knowledge. It is the "thinking"

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<sup>5</sup> Daryanto, *Evaluasi Pendidikan* (Jakarta: PT Rineka Cipta, 2010),

domain. This domain focuses on intellectual skills and is familiar to educators. Affective domain is critical for learning, but is often not specifically addressed. This domain focuses on attitude, motivation, willingness to participate, valuing what is being learned and ultimately incorporating the discipline values into real life. Meanwhile psychomotor focuses on performing sequences of motor activities to a specified level accuracy, smoothness, rapidity, or force.<sup>6</sup> The data bellow shows the cognitive, affective and psychomotor domains which were taught during the camp.

**Table 4.1**  
**Cognitive, Affective, Psychomotor Aspects during the Camp**

<b>Domain</b>	<b>During the Camp</b>
<b>Cognitive</b>	Pre-service English teachers taught many strategies in teaching, how to make own lesson plan, to do scaffolding, to give clear instruction, to give assessment, to make teaching learning process focus on student-centered, and to make engaging teaching learning process.
<b>Affective</b>	Pre-service English teachers were demanded to obey the rules of the camp

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<sup>6</sup> Ramalingam, Journal of Young Pharmacists Vol 6 Issue 4, *Assesment of learning domains to improve students' learning in higher education*, 2014, Kedah: AIMST University.

<b>Psychomotor</b>	Pre-service English teachers had micro-teaching practice and got a turn lead a game or song with clear instruction.
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During the camp the the pre-service English teachers were very enthusiastic, because there were many people who gathered in one place with same missions to be an English teacher. The pre-service English teachers not only learn to know but also learn to do and learn to be. Learning to do is not only develop ability to do mechanics without thinking but also encourage the pre-service English teachers to always learn how to develop work and theory or concept. Learning to be demand pre-service English teachers to be a scientist then they will be able to develop and determine their life value in society as the result of their study. In this case the process of teaching learning process will lead them to be a teacher.

قال عليه صلاة واسلام كن عالما او متعلما او مستمعا او محبا ولا تكن  
الخامس فتهلك

Be people who teach, or people who study, or people who listen to, or people who love in, and don't become the fifth so that you will destroy.<sup>7</sup>

The mental as a teacher already built through microteaching they did, leading idiom of the day and shake it

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<sup>7</sup> Fakhrurozi, *Mafatihul Ghoib*, (Bairut: daar ihya' atturats al-arabi) juz 2 P.409

off. Every pre-service English teacher did microteaching and got feedback from facilitators and counselors. Besides microteaching, they got turn to lead idiom of the day and shake it off so they have been prepared to be confident and responsible in leading activity in front of class.

## **C. Analysis**

### **1. Camp EPIC**

Camp EPIC is a program of empowering pre-service English teachers. It was appropriate with the abbreviation of EPIC itself Empowered, Prepared, Inspired and Connected.

Empowered and prepared mean that camp EPIC prepared the pre service English teachers to be professional English teacher by giving modal and intensive training about newest methods in teaching English by the experts and professionals of fellows RELO US Embassy and Universitas Indonesia. During the camp the pre-service English teachers were given newest methodologies in teaching listening, speaking, grammar, reading, vocabulary, writing, pronunciation, the way of managing large classes, the way of scaffolding/differentiating instruction, mentoring of how to make a good application Camp EPIC, how a good teacher looks like, how could be teacher/lecturer, how to face scholarship interview, and American cultures. It showed that the pre-service English teachers were preparing to be great English teacher in future.

Inspired; camp EPIC simply inspires all the pre-service English teachers to be better teachers. The facilitators and counselors inspired the pre-service English teachers, while one pre-service English teacher might also inspire the others. Everyone there was inspired each other. Through this Camp, they believed that they could be expert or professional in teaching English as like as the facilitators.

Connected; camp EPIC builds a solid connection among all the pre-service English teachers, counselors, facilitators among Indonesia, Timor Leste and America. Although the camp has ended it didn't mean that their relation ended too. They kept their connection and relation through social media like facebook, whatsapp or email. They could share whatever experience in teaching in the facebook group and asked solution when there was something difficult in teaching.

This program was really good for the pre-service English teachers because there were taught many things which could increase confidence and mental as a teacher. The impact of the teaching learning process during the camp is the pre-service English teachers know what they haven't known yet. The table bellow showed what the pre-service English teachers got after teaching learning process.

**Table 4.2**  
**Cognitive, Affective, Psychomotor aspect got after**  
**teaching learning process**

<b>Domain</b>	<b>During the Camp</b>
<b>Cognitive</b>	Pre-service English teachers know many strategies in teaching, know how to make own lesson plan, to do scaffolding, to give clear instruction, to give assessment, to make teaching learning process focus on student-centered, and to make engaging teaching learning process.
<b>Affective</b>	Pre-service English teachers were discipline
<b>Psychomotor</b>	Pre-service English teachers practiced how to teach and got a turn to lead a game or song with clear instruction.

## **2. Management of The Camp**

Camp EPIC was an integrative training program for pre-service English teachers which has been planned, organized, and evaluated. During the camp, the pre-service English teachers were not only given theory of teaching but also practiced in microteaching after the teaching learning process in every skill.

The activities in the camp were not only full in the class but some of the activities were out of classroom. During



the teaching learning process the pre-service English teachers were taught how to teach all language skills competencies.

The session of the camp consist of teaching and non-teaching session. Both of the sessions were arranged by the committee. It meant that it was include in structured agenda. However, there was unstructured agenda such as in the free time, the pre-service English teachers could use the time for taking a walk or taking a rest at the hotel. For the further explanation of the management of camp EPIC has been stated as follow:

a. Planning

The planning of Camp EPIC was really good. It could be seen from the spreading information the opening of Camp EPIC 2016. The information was not only through blog but also fellows conveyed Camp EPIC information to students where they were teaching at.

The length between deadline of registration and announcement was good. The committee announced earlier than the time that has been considered then it made the pre-service English teachers chosen could prepare everything needed to face the camp better. They could directly communicated with other pre-service English teachers chosen through sort message sending or social media because they have been given the list of participants with full of their identity by the committee.

The committee arranged the schedule very well. Therefore it gave benefit such as there was no much free time to do useless thing then the pre-service English teachers got precious knowledge or advantages of every second they had during the camp. Here is the display of schedule of two-weeks Camp EPIC:

**Table 4.3**  
**Summary of schedule of two-weeks Camp EPIC**

	<b>Teaching Session</b>	<b>Non-Teaching Session</b>
First Week	3 session of teaching listening	1 session of need analysis rules
	2 session of listening micro-teaching	1 session photo scavenger hunt
	3 session of teaching speaking	2 session of American Moment
	2 session of speaking micro-teaching	2 session of outdoor activity
	2 session of teaching grammar	1 session of question answer panel team facilitator 1/meeting team facilitator 2
	4 session of group lesson planning	1 session outing
	2 session of mentoring	1 session of talent/No-talent show.
	1 session of teaching managing large class	
	1 session of teaching scaffolding/differentiating instruction	
Second Week	3 session of teaching reading	2 session of American moment

	2 session of reading micro-teaching	2 session of outdoor activity
	4 session of group lesson planning	4 session of reflection
	3 session of teaching writing	1 session question and answer team facilitator 2
	2 session of writing micro-teaching	2 session huddle with RELO
	1 session of teaching vocabulary	1 session goal reflection
	1 session of teaching pronunciation	1 session dinner off site.
	2 session of mentoring	

b. Organizing

The grouping used for the pre-service English teachers during the Camp was really unique. The grouping of 42 pre-service English teacher into some categories gave benefit to make every pre-service English teacher could close each other.

**Table 4.4**  
**Variations grouping**

Category	Name
Land/Water	Land
	Water
Fruits	Orange
	Apple
	Grape
Word "I TEACH"	I
	T
	E
	A

	C
	H
Planets	Mercury
	Venus
	Earth
	Mars
	Jupiter
	Saturn
Number	1
	2
	3
	4
	5
	6
	7

There were 7 facilitators of team A, who taught the pre-service English teachers in the teaching learning process, but they didn't teach until the end of the camp. They were replaced by the other facilitators of team B. The changing facilitators gave some benefits such the pre-service English teachers got many references in teaching because actually every facilitator had different teaching style from others that made her/him was special. Meeting new people would make the pre-service English teacher found new idea, experience and wide the connection.

**Table 4.5**  
**List of Facilitators' names both team A and team B**

<b>Facilitator</b>	<b>Name</b>
Camp Director	Fabio Coelho
Team A	Jeremy Beal

	Casey Moorman
	Joanie Andrus
	Alfredo Gaona
	Grace Wiradisastra
	Nila Ayu Utami
	Ayunda
Team B	Sultan Stover
	Leah Karels
	Alicia Brill
	Sean Stelfox
	Endang Nandiasari
	Andriana Rahajeng
	Sisilia

Material conveyed in the teaching learning process was good and appropriate for the pre-service English teachers. They were not only given theories but also they had to practice how to teach in microteaching practice. Their performance were monitored by the facilitator and given feedback then.

**Table 4.6**

**Material taught in first and second week**

<b>First Week</b>	Teaching Listening
	Teaching Speaking
	How to manage large class
	Teaching Grammar
	How to do scaffolding/differentiating instruction
<b>Second Week</b>	Teaching Reading
	Teaching Vocabulary
	Teaching Writing
	Teaching Pronunciation

Strategy used during in the teaching learning process was engaging. So here teacher was demanded to be able to give educational and enjoyable strategy in teaching learning process. The pre-service English teachers were given a lot of games and songs that could be given for their students.

**Table 4.7**  
**List of Songs and Games**

<b>Songs</b>	<b>Games</b>
Bazooka bubble Gum	Fruit Basket
Hokey Pokey	Word race
Row row your boat	Bang
Brown Squirrel	Singing bee
Pizza Hut	Wink games
Friend are nothing	I have never
Singing in the rain	Gorilla man cage
Bananas	Run rabbit run
B-I-N-G-O	Adjective Games
Hi My name is Joe	Bob the weasel
Everywhere we Go	Line-ups
With you in My vessel	Zip zap
Announcement	Number Grouping
Black Sock Song	Electricity

The committee prepared media for teaching learning during the Camp well. The facilitators showed how to used media, except electronic in order the pre-service English teachers ready in every condition without always using electronic. So, during their micro-teaching practice they were forbidden to use projector. Then it

taught them how to be able to use minimum media in teaching.

The place of Camp EPIC 2016 was in Bukittinggi, West Sumatera exactly in Novotel Hotel. The meeting room of the hotel was used for teaching learning process during the camp. The chairs of the room have been designed into six round in order make pre-service English teacher easy when they were asked to gather in group. Meanwhile, the walls of the room was full of picture embedded that made the walls was colourful.

**Table 4.8**

**List of Something embedded in Classroom's wall**

1.	Map of Indonesia
2.	Map of Timor Leste
3.	Map of America
4.	Box of Lesson Plan
5.	Kudos
6.	Question & Answer Place
7.	Camp EPIC Mail
8.	Production of pre-service English teacher in teaching learning writing
9.	Negotiable & Non-negotiable rules

The benefits of things embedded on the walls were through maps the pre-service were able to learn about culture of other pre-service English teachers or counselors or facilitators and where region they were coming from. The pre-service English teachers were able

to express their feeling to others by writing kudos and EPIC mail. They also free to write a question without feeling shy. When the pre-service English teachers forgot the rules of the camp they could see the negotiable and non-negotiable rules. When they wanted to get references in making lesson plan they could see the lesson plans in the box which has provided in the walls. And when they wanted to read the result of their story they could read their production that has been embedded. So everything embedded in the walls has its own advantage that could be read by the pre-service English teacher before and after class.

c. Evaluating

The result of this evaluation was taken from interview was done by the researcher with other pre-service English teacher and their report of the replica workshop they conducted in their universities.

**Table 4.9**  
**Cognitive, Affective, Psychomotor aspects got after**  
**Camp EPIC**

<b>Domain</b>	<b>Before</b>	<b>During</b>	<b>After</b>
Cognitive	Pre-service English teachers only know some strategies in teaching, still confusing in	Pre-service English teachers know many strategies	Pre-service English teachers able to implement many strategies in teaching, able



Domain	Before	During	After
	making own lesson plan, to do scaffolding, to give instruction, to give assessment , to make teaching learning process focus on student-centered, to make engaging teaching learning process.	in teaching, know how to make own lesson plan, to do scaffolding, to give clear instruction, to give assessment, to make teaching learning process focus on student-centered, and to make engaging teaching learning process.	to make own lesson plan, to do scaffolding, to give clear instruction, to give assessment, to make teaching learning process focus on student-centered, and to make engaging teaching learning process.
Affective	1. Pre-service English teachers still unconfident to be engaging teacher.	1. Pre-service English teachers were very enthusiastic in receiving	1. Pre-service English teachers feel more confident in becoming engaging English teacher.

Domain	Before	During	After
	2. Pre-service English teachers still had habit to break a rule	material of facilitators.  2. Pre-service English teacher were discipline	2. Pre-service English teachers know how to make their students discipline
Psychomotor	Pre-service English teachers didn't know how to provide engaging strategies in teaching learning process in the classroom, such as: leading variation games and giving songs.	Pre-service English teachers did micro-teaching and got a turn to lead a game or song with clear instruction.	Pre-service English teachers are able to provide engaging strategies in teaching learning process and able to give games and songs to their students with clear instruction.

### 3. Results

By joining Camp EPIC the pre-service English teachers got the positive energy and knowledge that could be

implemented in teaching and shared with other pre-service English teachers of English teachers even for them who have been lecturer and teachers.

After teaching learning in Camp EPIC the pre-service English teachers know many engaging and newest strategies in teaching listening, speaking, reading, writing, grammar, vocabulary, pronunciation, how to manage large classes, how to make own lesson plan, how to do scaffolding/ differentiating instruction, how to give assessment, how to make teaching learning process focus on student-centered, how to be a good teachers, and how to do reflection. It was about cognitive aspect as the benefit of joining the camp.

The benefits of joining camp EPIC from affective point of you were; through rules of the camp the pre-service English teachers were demanded to be discipline. They could be discipline teachers that could be a good example for their students. They also feel more confident to be a teacher because during the camp they have been trained by the expert and professionals.

The benefit of psychomotor aspect was the pre-service English teachers were able to provide engaging strategies in teaching learning process and able to give games and songs to their students with clear instruction.

## D. Discussion

### 1. Camp EPIC

Camp EPIC was a good teaching training program for the candidate of English teachers. It is kind of continuing professional development which should be gained to achieve professional competence of becoming a teacher. Professional competence is the competence of teacher in mastering learning material deeply, which is include of mastering curriculum of subject, structure and its methodology.<sup>8</sup>

This camp taught the pillar of learning which were recommended by UNESCO:<sup>9</sup>

#### a. Learning to know

In this camp the pre-service English teacher taught methodologies in teaching and anything about teaching. However in this camp the pre-service English teacher demanded how they could share what they learned during the camp to others, in order other people would get the knowledge about teaching as well. So the pre-service English teachers were not only save the knowledge for themselves but they could make what they have known to be useful for others.

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<sup>8</sup> Sudarman, Momon, *Profesi Guru: Dipuji, Dikritisi dan Dicaci* .....P.133

<sup>9</sup> Kadir, Abdul, *Dasar Dasar Pendidikan*, (Jakarta: Kencana, 2012), P.144

b. Learning to do

Here the pre-service English teachers have been trained how to make own lesson plan, how to scaffolding/differentiating instruction, etc. It means that the pre-service English have to be able to develop theory that they got based on situation they will be faced later.

c. Learning to be

During the camp the pre-service English teachers have been prepared to be qualified English teachers through two-weeks training. They have been given example by facilitators how to be an expert and professional in teaching.

d. Learning to live together

In this camp the pre-service English teachers have been given chance to live with other pre-service English teachers who have different characters, cultures, religions, languages, regions even country. The pre-service English teacher were demanded to be respect and tolerant each others. Create unity in differences.

e. Learning how to learn

It means although during the camp the pre-service English teacher have taught a lot of thing about teaching, but they have to keep studying to enrich knowledge and find new information related with teaching.

The teaching learning process in the camp EPIC was effective. It can be seen from five factors that support the teaching learning process there:<sup>10</sup>

- a. Teacher knowledge, enthusiasm and responsibility of learning

The facilitators of the camp were the experts and professional in teaching. It meant that they have been mastered in this field. The spirit and responsibility of becoming facilitators were shown by them, They always looked spirit so they could share the positive energy during the teaching learning process.

- b. Classroom activities that encourage learning

Facilitators always provided the activities that educational and fun. It made everyone was active and happy during the teaching learning process.

- c. Assessment activities that encourage learning through experience

The facilitators encouraged that everyone was involved in every activity. For example: when there was a group practiced or presented so the rest of pre-service English teacher should give assessment of the group who had practice or presentation.

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<sup>10</sup> Gurney, Philip, New Zealand Journal of Teachers' Work .....

- d. Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulated learning through experience.

During the teaching learning process there was a good interaction among facilitators, counselors and the pre-service English teachers. The facilitators always gave time for the pre-service English teacher to convey their ideas and to ask something they haven't understood yet. Meanwhile, the counselors always ready to help the facilitators and guide the pre-service English teachers during the teaching learning process. It created a good environment while studying because everyone encouraged and acted generously to others. Allah has stated in the holy Qur'an

فَبِمَا رَحْمَةٍ مِنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَأَقْبَضُوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَا وَرَهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

It is part of the Mercy of God that thou dost deal gently with them. Wert thou severe or harsh-hearted, they would have broken away from about thee: so pass over (Their faults), and ask for (God's) forgiveness for them; and consult them in affairs (of moment). Then, when thou hast taken a decision, put thy trust in God. (Ali Imron: 159)<sup>11</sup>

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<sup>11</sup> Ali, A Yusuf, *The Holy Qur'an: Text,.....*, P.164

Tafsir of Ibn Kathir about the verse above; This verse explains that Allah addresses His Messenger and reminds him and the believers of the favor that He has made his heart and words soft for his Ummah, those who follow his command and refrain from what he prohibits. The severe person is he who utters harsh words, and, (harsh-hearted) is the person whose hearth is hard. Had this been the Prophet's behavior, "They would have scattered from around you. However, Allah gathered them and made you kind and soft with them, so that their hearts congregate around you." 'Abdullah bin 'Amr said that he read the description of the Messenger of Allah in previous books, "He is not severe, harsh, obscene in the market place or dealing evil for evil. Rather, he forgives and pardons." The messenger of Allah used to ask his companions for advice about various matters, to comfort their hearts, and so they actively implement the decision they reach. "Then when you have taken a decision, put your trust in Allah,) means, if you conduct the required consultation and you then make a decision, trust in Allah over your decision, certainly Allah loves those who put their trust (in Him).

The research conducted by Taufiqur Rahman showed that the development of educator and education administrator's quality through education and training was



good. It can be seen of the spirit of the educators and education administrators to be better.<sup>12</sup>

## 2. Management of Camp EPIC

Camp EPIC is integrative training program which has been planned, organized and evaluated. In this planning was included the spreading information of the opening camp EPIC 2016, the announcement of participants chosen, and the arrangement of schedule. The planning done was good because in planning everything was considered of many sides such as the technique, economics, social, and the service would be achieved.<sup>13</sup>

The arrangement in organizing were include the grouping of the pre-service English teachers into some variation groups, the division of the facilitators into two teams, the material conveyed in the teaching learning process, the media used for teaching learning process, the design of classroom. All the arrangement was involved all the resources in the organization which consist of human and material resources.<sup>14</sup> All the organizing of Camp EPIC looked

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<sup>12</sup> Rahman, Taufiq (3105377) Tarbiyah Faculty, Study Pengembangan Kualitas Pendidik dan Tenaga Kependidikan melalui Pendidikan dan Pelatihan di MA. Darun Najah Ngemplak, Thesis (Semarang: Walisongo State Institue for Islamic Studies, 2010)

<sup>13</sup> Wall, A. E. Ted, *Manajemen Perguruan Tinggi* ..... P.16

<sup>14</sup> Wall, A, E. Ted *Manajemen Perguruan Tinggi*..... P.17

interesting because there was always something new and educated.

The evaluating was done by RELO US embassy by giving post test to the pre-service English teachers about camp in general and all things related with the camp. Unfortunately, the result of the evaluation was not for publishing, so the researchers found other ways to evaluate the program by having interview with some pre-service English teachers about the benefit of joining this program. Evaluation is reviewing or controlling duties, based on rules and standard which have been planned.<sup>15</sup> Enriching references in teaching English and being more confident were points that really showed the successful of this program.

The research conducted by Taufiqur Rahman the development of educator and through education and training was done first by identifying the problems in the school, then it continued by planning, actuating and evaluating. If in camp EPIC all language skills competences were taught to the pre-service English teachers, meanwhile in this training the educators were only taught how to arrange lesson plan. For the education administrators the materials in the training haven't arranged well.<sup>16</sup>

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<sup>15</sup> Wall, A. E. Ted, *Manajemen Perguruan Tinggi*.....P.18

<sup>16</sup> Rahman, Taufiq (3105377) Tarbiyah Faculty, Study Pengembangan Kualitas Pendidik dan Tenaga Kependidikan .....(Semarang: Walisongo State Institute for Islamic Studies, 2010)

## **E. Limitation**

Unfortunately, there were some lacks of this program such as the length of the time was only two weeks. If the program has been conducted one month the pre-service English teacher would have been mature of becoming a teacher or speaker. They could learn also a lot of things about English teaching and built deep relation with others.

There were some pre-service English teachers who were dominant during teaching learning in the class and some of them tend to be passive whereas everyone there were very welcomed and friendly. If every pre-service English teacher have been active, the teaching learning would have been engaging.

Another limitation was the way of the researcher used in this researcher. The researcher became a researcher and also as the participant of this agenda which is researched. Finally it was worried of making the result of this research was refraction.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this chapter, the researcher is going to draw the conclusion from the previous chapters that have been discussed.

##### **1. What is Camp EPIC**

Camp EPIC is a program of empowering pre-service English teachers. There were 42 participants chosen of all over Indonesia and Timor Leste. The vision of Camp EPIC is to give teaching training for pre-service English teachers. Meanwhile the mission of Camp EPIC is to create pre-service English become Empowered, Prepared, Inspired and Connected. There were teaching and non-teaching sessions in the camp. The teaching session consist of teaching listening, teaching speaking, teaching grammar, teaching reading, teaching writing, teaching pronunciation, teaching vocabulary, teaching scaffolding and differentiating, teaching classroom management, mentoring and reflection. Non-teaching session consist of photo scavenger hunt, idiom of the day, song, American moment, games, outdoor activity and talent show.

##### **2. Management of Camp EPIC**

Camp EPIC is integrative training program which has been planed, organized and evaluated. The teaching learning

process during the camp combined both theory and practice. The agenda of the camp was conducted in the classroom and out of classroom. The pre-service English teachers were taught how to teach all language skill competences. Based on the schedule arranged the activities there consist of structured and unstructured session.

## **B. Recommendation**

In order to make the next program of teaching and learning program for pre-service English teachers better there are some recommendation of the researcher:

1. The length of the program should be extended, then it can make the pre-service English teachers will be mature in becoming a great teacher who can inspire others.
2. Pre-service English teacher who got a chance for joining Camp EPIC should maximize their performance, they have to be active and show up their positive energy during the camp, because it is a precious chance for them to build relation and connection with everyone there.
3. The researcher of this study suggests for further researchers when doing a research it is better to be only a researcher without being a participant to avoid refraction result of the research they work on.

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## Appendix 1

### SCHEDULE OF OBSERVATIONS

No	Day and Date	Time	Observations
1.	Monday, January 18 <sup>th</sup> , 2016	7.00-9.00 AM	Photo Scavenger Hunt
2.	Tuesday, January 18 <sup>th</sup> , 2016	7.30-8.00 AM	Idiom of the Day
3.	Tuesday, January 19 <sup>th</sup> , 2016	10.30-11.30 AM	Teaching listening
4.	Thursday, January 21 <sup>st</sup> , 2016	4.00-5.00 PM	American Moment
5.	Saturday, January 23 <sup>nd</sup> , 2016	8.30-9.30 AM	Teaching Grammar
6.	Sunday, January 24 <sup>th</sup> , 2016	6.00-9.00 PM	Talent/No-talent show
7.	Monday, January 25 <sup>th</sup> , 2016	10.30-11.30 AM	Teaching Reading

## Appendix 2

### OBSERVATION LATTICE

Concept	Indicator
Teaching and Learning Session	Teaching Learning Process
	Classroom Management
Non-teaching Session	Leadership
	Togetherness
	Culture learning

### Interview Lattice of Camp Epic Profile to Leader of Relo US Embassy; Jennifer Uhler

Concept	Indicator
What is Camp EPIC	History of Camp EPIC
	Purpose of Camp EPIC
	Annual program
	EPIC 2016

### INTERVIEW LATTICE ABOUT TO CAMPER

Concept	Indicator
Camp EPIC	Advantages of Camp EPIC
	Opinion of the teaching learning while Camp EPIC
	Self Confident

**INTERVIEW LATTICE ABOUT CAMP EPIC PROFILE TO  
COUNSELOR**

<b>Concept</b>	<b>Indicator</b>
Camp EPIC	Advantages of Camp EPIC
	Counselors' Roles

**INTERVIEW LATTICE ABOUT CAMP EPIC PROFILE TO  
FACILITATOR**

<b>Concept</b>	<b>Indicator</b>
Camp EPIC	Advantages of Camp EPIC
	Preparation before teaching

### Appendix 3

#### OBSERVATION GUIDELINE OF TEACHING SESSION

No	Condition of Class	Fact		Note
		Yes	No	
Teaching Learning Process				
1.	Facilitators open class by greeting			
2.	Facilitators asks stimulating questions			
3.	Facilitators show a good lesson plan			
4.	Facilitators presents materials according to step planned			
5.	Facilitators master materials			
6.	Facilitators give teaching model accurately and clearly			
7.	Facilitators employ game properly			
8.	Contextual material of teaching model is connected with daily life			
9.	Facilitators give variations methods			
10.	Facilitators conduct teaching			

	learning process in the right order (well organizer)			
11.	Facilitators use variations teaching medias			
12.	Facilitators use spoken language clearly and fluently			
13.	Facilitators do modelling to give illustration of certain situation or problems usually happen during the class			
14.	Facilitators provide variations source of teaching material (authentic and created material)			
15.	Pre-service English teachers pay attention of facilitators' explanation			
16.	Pre-service English teachers participate actively in teaching learning process			
<b>Classroom Management</b>				
17.	Facilitators divide the pre-service English teachers into variation groups			
18.	Facilitators control the pre-			

	service English teachers well			
19.	Facilitators build interaction with the pre-service English teachers during teaching learning process			
20.	Facilitators give good examples of managing class			
21.	Facilitators find difficulties or obstacles when teaching and learning process are done.			

## Appendix 4

### OBSERVATION GUIDELINE OF NON-TEACHING SESSION

No	Indicators	Fact		Note
		Yes	No	
Leadership				
1.	This activity rehearses leadership for the pre-service English teachers			
2.	This activity gives turn to every pre-service English teacher to handle it			
Togetherness				
3.	This activity needs cooperation of every pre-service English teacher			
4.	This activity needs togetherness/solidarity among pre-service English teachers			
5.	This activity provides competition among pre-service English teachers' groups			
Culture learning				
6.	This activity provides chance to learn culture of everyone there			
7.	This activity reflects “unity in diversity”			



## Appendix 5

### DOCUMENTATION GUIDELINE

No	Data	Check List	
		Any	No
1.	Camp schedule	V	
2.	Pre and Post Survey	V	
3.	Photos	V	
4.	Application Form	V	
5.	Participants' name	V	
6.	Counselors' name	V	
7.	Facilitators' name	V	

## Appendix 6

### OBSERVATION GUIDELINE OF TEACHING LISTENING

No	Condition of Class	Fact		Note
		Yes	No	
Teaching Learning Process				
1.	Facilitators open class by greeting	V		Facilitators opened by greeting and spirit energy
2.	Facilitators asks stimulating questions	V		Facilitators asked campers to fill K-W-L chart. K(know) what campers know about teaching listening, W (want) what they wanna know about teaching listening and L (Learned) what they have learned. Fasilitators also

				have them give what point campers like teaching listening
3.	Facilitators show a good lesson plan	V		Facilitators showed PWP (Pre-While-Post) format lesson plan
4.	Facilitators presents materials according to step planned	V		Facilitators presented material based on lesson plan they arranged
5.	Facilitators master materials	V		Facilitators are the expert and professional, they have been expert with
6.	Facilitators give teaching model accurately and clearly	V		Facilitators gave activity appropriate with the skill they taught
7.	Facilitators employ game		V	Facilitator didn't

	properly			use a game, but they provide activity which was related in teaching listening
8.	Contextual material of teaching model is connected with daily life	V		Facilitators connected material with daily life and it was relevant and clear
9.	Facilitators give variations methods	V		Facilitators gave many methods that could be addapted by the pre-service English teachers for teaching listening
10.	Facilitators conduct teaching learning process in the right order (well organizer)	V		The facilitators organized their teaching learning process well, include how they collaborated in

				team teaching.
11.	Facilitators use variations teaching medias	V		Facilitators used worksheets, paper, printed pictures, oral intructions, laptop, and projector in conducting teaching listening
12.	Facilators use spoken language clearly and fluently	V		Facilitators used clear and understable language
13.	Facilitators provide variations source of teaching material (authentic and created material)	V		Facilitators used authentic and created material
14.	Pre-service English teachers pay attention of facilitators' explanation	V		Pre-service English teachers paid attention to campers expalanation
15.	Pre-service English teachers participate actively in	V		All of the pre-service English

	teaching learning process			teachers participated actively and looked enthusiastic in the teaching learning process
<b>Classroom Management</b>				
16.	Facilitators divide the pre-service English teachers into variation groups	V		Facilitators divided the pre-service English teachers into variation groups
17.	Facilitators control the pre-service English teachers well	V		Facilitators controlled the pre-service English teachers well during the teaching learning process
18.	Facilitators build interaction with the pre-service English teachers during teaching learning process	V		Facilitators had a good interaction with the pre-service English teachers; ask

				volunter to handle of playing video. Give chance for question answer
19.	Facilitators give good examples of managing class	V		Facilitators showed how to handle a classroom and managed time based on their lesson plan
20.	Facilitators find difficulties or obstacles when teaching and learning process are done.	V		Facilitators didn't find any obstacles, because they have prepared well

## Appendix 7

### OBSERVATION GUIDELINE OF TEACHING READING

No	Condition of Class	Fact		Note
		Yes	No	
Teaching Learning Process				
1.	Facilitators open class by greeting	V		Facilitators opened by greeting and spirit energy
2.	Facilitators asks stimulating questions	V		Facilitators asked the pre-service English teachers favorite reading
3.	Facilitators show a good lesson plan	V		Facilitators showed PWP (Pre-While-Post) format lesson plan
4.	Facilitators presents materials according to step planned	V		Facilitators presented material based on lesson plan they arranged
5.	Facilitators master materials	V		Facilitators are



				the expert and professional, they have been expert with
6.	Facilitators give teaching model accurately and clearly	V		Facilitators gave activity appropriate with the skill they taught
7.	Facilitators employ game properly	V		Facilitator employ game properly. They gave “Skimming and Scanning info hunt”
8.	Contextual material of teaching model is connected with daily life	V		Facilitators connected material with daily life and it was relevant and clear
9.	Facilitators give variations methods	V		Facilitators gave many methods that could be addapted by the

				pre-service English teachers for teaching reading
10.	Facilitators conduct teaching learning process in the right order (well organizer)	V		The facilitator organized their teaching learning process well, include how they collaborated in team teaching.
11.	Facilitators use variations teaching medias	V		Facilitators used worksheets, paper, laptop, and projector in conducting teaching reading
12.	Facilitators use spoken language clearly and fluently	V		Facilitators used clear and understandable language
13.	Facilitators provide variations source of teaching material (authentic and created material)	V		Facilitators used authentic and created material

14.	The pre-service English teachers pay attention of facilitators' explanation	V		the pre-service English teachers paid attention to facilitators' expalanation
15.	The pre-service English teachers participate actively in teaching learning process	V		All of the pre-service English teachers participated actively and look enthusiatistic in the teaching learning process
<b>Classroom Management</b>				
16.	Facilitators devide the pre-service English teachers into variation groups	V		There were seven variation groups, based on land and water, based on number, based on fruit, based on planets, based on word I TEACH. And for this teaching reading facilitators asked

				the pre-service English teachers to gather based on planets group
17.	Facilitators control the pre-service English teachers well	V		Facilitators controlled the pre-service English teachers well during the teaching learning process
18.	Facilitators build interaction with the pre-service English teachers during teaching learning process	V		Facilitators had a good interaction with the pre-service English teachers; giving reward for the fastest of the pre-service English teachers who could answer their question. Gave chance for question answer

19.	Facilitators give good examples of managing class	V		Facilitators showed how to handle a classroom and managed time based on their lesson plan
20.	Facilitators find difficulties or obstacles when teaching and learning process are done.	V		Facilitators didn't find any obstacles, because they have prepared well

## Appendix 8

### OBSERVATION GUIDELINE OF TEACHING GRAMMAR

No	Condition of Class	Fact		Note
		Yes	No	
Teaching Learning Process				
1.	Facilitators open class by greeting	V		Facilitators opened by greeting and spirit energy
2.	Facilitators asks stimulating questions	V		Facilitators asked the pre-service English teachers by stimulating questions
3.	Facilitators show a good lesson plan	V		Facilitators showed PPP (Pre-Present-Post) format lesson plan
4.	Facilitators presents materials according to step planned	V		Facilitators presented material based on lesson plan they arranged
5.	Facilitators master materials	V		Facilitators are the expert and professional, they have been expert with
6.	Facilitators give teaching model accurately and clearly	V		Facilitators gave activity appropriate with the skill they taught
7.	Facilitators employ		V	Facilitators employed

	game properly			many kinds games
8.	Contextual material of teaching model is connected with daily life	V		Facilitators connected material with daily life and it was relevant and clear
9.	Facilitators give variations methods	V		Facilitators gave many methods that could be addapted by the pre-service English teachers for teaching grammar
10.	Facilitators conduct teaching learning process in the right order (well organizer)	V		The facilitators organized teaching learning process well, include how they collaborated in team teaching.
11.	Facilitators use variations teaching medias	V		Facilitators used worksheets, domino cards, question answer cards, board cards, papers, laptop, and projector in conducting teaching grammar
12.	Facilators use spoken language clearly and fluently	V		Facilitators used clear and understable language

13.	Facilitators provide variations source of teaching material (authentic and created material)	V		Facilitators used authentic and created material
14.	The pre-service English teachers pay attention of facilitators' explanation	V		The pre-service English teachers paid attention to facilitators' explanation
15.	The pre-service English teachers participate actively in teaching learning process	V		All of the pre-service English teachers participated actively and looked enthusiastic in the teaching learning process
<b>Classroom Management</b>				
16.	Facilitators divide the pre-service English teachers into variation groups	V		Facilitators divided the pre-service English teachers into variation groups
17.	Facilitators control the pre-service English teachers well	V		Facilitators control the pre-service English teachers well during the teaching learning process
18.	Facilitators build	V		Facilitators had a good



	interaction with the pre-service English teachers during teaching learning process			interaction with the pre-service English teachers; asked volunteer to handle of playing video. Gave chance for questions answers
19.	Facilitators give good examples of managing class	V		Facilitators showed how to handle a classroom and managed time based on their lesson plan
20.	Facilitators find difficulties or obstacles when teaching and learning process are done.	V		Facilitators didn't find any obstacles, because they have prepared well

## Appendix 9

### OBSERVATION OF IDIOM OF THE DAY

No	Indicators	Fact		Note
		Yes	No	
Leadership				
1.	This activity rehearses leadership for the pre-service English teachers	V		
2.	This activity gives turn to every pre-service English teacher to handle it	V		
Togetherness				
3.	This activity needs cooperation of every pre-service English teacher		V	
4.	This activity needs togetherness/solidarity among the pre-service English teachers		V	
5.	This activity provides competition among the pre-service English teachers' groups		V	
Culture learning				
6.	This activity provides chance to learn culture of everyone there		V	
7.	This activity reflects “unity in diversity”		V	

## Appendix 10

### OBSERVATION OF AMERICAN MOMENT

No	Indicators	Fact		Note
		Yes	No	
Leadership				
1.	This activity rehearses leadership for the pre-service English teachers		V	This activity taught the American culture; food, habits, games.
2.	This activity gives turn to every camper to handle it		V	Every activity in American moment was handled by Facilitators
Gatherness				
3.	This activity needs cooperation of every pre-service English teachers		V	The pre-service English teachers just followed the instruction of the facilitators
4.	This activity needs gatherness/solidarity among the-pre service English teachers		V	The pre-service English teachers just followed the instruction of the facilitators
5.	This activity provides competition among pre-service English teachers' groups		V	The pre-service English teachers just followed the instruction of the facilitators
Culture learning				
6.	This activity provides chance to learn culture of everyone there	V		American moment gives chance for the pre-service English teachers to learn cross culture understanding

				directly to the native,
7.	This activity reflects “unity in diversity”	V		This activity shows that differences makes beautiful, and they still together in one family.

## Appendix 11

### OBSERVATION OF TALENT/NO TALENT SHOW

No	Indicators	Fact		Note
		Yes	No	
Leadership				
1.	This activity rehearses leadership for the pre-service English teachers	V		This activity gave responsible for the pre-service English teachers to have presentation or performance
Togetherness				
2.	This activity creates cooperation of every pre-service English teacher	V		Pre-service English teachers who did performance in a group, they had a good cooperation. It's proven although they haven't met yet before coming to the camp, but they could do a good performace with other the pre-service English teachers from other cities or provinces
3.	This activity creates togetherness/solidarity among the pre-service English teachers			In this activity, the solidarity was appear, they followed to sing or dance other groups who were performing.
4.	This activity provides competition among the		V	There is no competition in

	pre-service English teachers' groups			talent/no talent show, it was such a way to know others and learn about the region where they come from
<b>Culture learning</b>				
5.	This activity provides chance to learn culture of everyone there	V		This talent/no talent show was the way to learn about others' culture, where they come from and what something unique of their region
6.	This activity reflects "unity in diversity"	V		There were many cultures and everyone there come from different background but they have been unite in one family

## **Appendix 12**

### **INTERVIEW GUIDELINE**

1. What is the historical background of founding Camp EPIC?

Answer :

The history of Camp is began by conversation among Ibu Sisilia, Samar and I about English teachers training in Indonesia and Timor Leste. We had an idea to make a training for candidates of English teacher. We prefer used “Camp” rather than “training” because for people who were used to do adventure in nature with team, friends and family, camp has certain value and deep meaning in family relation. So, the aim of this camp is not only train how to be a great English teacher but also connect emmotional relation among participants, counselors and facilitators. Meanwhile the word training will look like as boring and serious agenda.

We tried by conducting Camp EPIC 2015 in Bandung, West Java with only 22 participants of whole Indonesia and Timor Leste as experimental project to know whether the program will be success or not. And the result was great, so we can conduct Camp EPIC 2016 which more participants; 42. Which the allocation 38 participants taken from Indonesia and 4 participants taken from Timor Leste.

2. What is the purpose of Camp EPIC?

Answer:

The purpose of Camp EPIC is to supply a foundation of practical, applied methodology and a sense of enthusiasm and passion for the teaching of English.

3. EPIC is the abbreviation of Empowerd, prepared, inspired and connected. Could you give the explanation of Empowered? Prepared? Inspired? And Connected it self?

Answer:

Empowered means that camp EPIC empowers pre service English teachers to make good choices and well prepared.

Prepared means that Camp EPIC prepares the best experience for pre service English teachers.

Inspired means that at Camp, Camp EPIC wants the pre service English teachers to be inspired both the people and places around them.

Connected means that being connected doesn't mean using technology, it also means building community. At camp, all the people there work to build a network of professional that will support one another for years to come.

4. Is Camp EPIC annual program of RELO U.S Embassy?

Answer:

Yes, it is the an annual program of us.

5. Why the requirement of Camp EPIC applicant should be students in the fourth year university?



Answer:

Because this program is for pre service English teacher, it means that it's not for a teacher but for the candidates of English teachers.

6. What are the characteristics of applicant choosen in the Camp EPIC?

Answer:

They who have best material of application.

### **Interview Guideline to the pre-service English teacher; Anam Fadlilah**

1. What are advantages of joining Camp EPIC?

Answer :

There are a lot advantages of joining Camp EPIC, first I could introduce my university among the participants. Second, I could learn a lot techniques in teaching English. Which more important I can share them to my friends, even to my lecturer. Third, I could have interaction with other participants from all over Indonesia and Timor Leste also the facilitators and counselors who include in this agenda, which give me benefit to improve my skills, especially speaking and listening, and I got some important information through this interaction. But the most important of thing among these is I can share my knowledge to other candidate of English teachers and implement them in my teaching.

2. How is the training of teaching English while the Camp?

Answer :

I think the training of teaching learning English there was very wonderful. Camp EPIC prepared the candidate of English teachers to be great teachers by giving newest methods, creative teaching models and example how to give fun and educational teaching learning English. Having teaching learning process with the experts and professionals were really inspired. It was really teaching English training which I've never met yet in other places. Everything is excellent.

3. How confident are you to be an English teacher after Camp EPIC?

I feel more confident after joining Camp EPIC. It was proven when I gave sharing session to other candidates of English teacher in my university I act like the expert and professional one. Yeah because I have been trained during the camp.

### **Interview with Counselor; Fazlur Rahman**

1. What are advantages of joining Camp EPIC for the pre service English teacher?

Answer :

The advantages of joining Camp EPIC of course expanding your horizon and admit your own limitation. The menacing problem in today's education is the generation gap between 20's teacher with 21's century students. In this camp, a good teacher believe that

teaching is science. In this camp, pre service English teachers were introduced to a whole packs of powerful ideas to be used in your classroom.

2. What were the roles of the counselors during the camp?

Answer :

The roles of counselors during the camp was to supervise rookie pre service English teachers for when the micro teaching session began, they could fully utilize the concept that had been being presented from day one. We get to be their mentor, which means a lot. We have the responsibility to let the camper be independent.

### **Interview with Facilitator; Alicia Brill**

1. What are advantages of joining Camp EPIC for the pre service English teacher?

Answer :

What are advantages of joining Camp EPIC for the pre service English teachers? A program of this caliber and experience is something that I wish I had been provided as a master's degree in Teaching English to Speakers of Other Languages (TESOL) program in the US. Camp EPIC campers were able to learn from the ideas, experience, and professionalism of their counselors, facilitators, and camp director. They were exposed to many new teaching methods, ideas, and ways of teaching that are not the more traditional, grammar based methods of teaching. One of the

best benefits of the camp is the friendships and bonds that were shared amongst the campers. It's a life changing experience for all of the campers and I hope provides lifelong friendships for them as well. The campers get the opportunity to learn from experts in the field of English language teaching, but equally important, they are able to practice the skills of what they learned in their microteaching lessons with feedback. The microteaching lessons are set up in an educational and supportive manner, where campers can challenge themselves but also learn and grow through the process. As a facilitator, I felt that Camp EPIC was one of the most empowering and rewarding experiences I have had so far in Indonesia, and I think it's owing to the caliber and inspired energy of all of the campers, counselors, facilitators, director, and entire EPIC experience. I loved being a part of it!

2. What kind of preparation did you do before giving teaching training for the campers?

Answer :

I met with my co-teacher Sultan to discuss our ideas for the presentation, how we would manage our time, and share our ideas. We met together and separately to come up with our ideas for the Teaching Reading skills lesson. I think a lot of the ideas came up naturally during Camp EPIC. For example, when I arrived at Camp, I had my Zendala coloring book with me....with really no idea what I wanted to do with it. Based on the high energy and receptivity I felt amongst the campers, I decided to try something

new, the Zendala reflection. I came prepared to teach, but because the campers were so great, I felt inspired to try new ideas to such a warmly receptive, intelligent, and thoughtful group. I also think that you can prepare all you want ahead of time, but in the moment of teaching, you have to respond to the needs of your students, the questions they ask, and getting a sense of what will work for each new group you are teaching. So yes, planning lessons ahead of time (especially as new teachers to feel more confident)...but in the moment of teaching, being flexible and responsive to the needs of your class or audience.

## Appendix 13

	Mon, Jan 18	Tues, Jan 19	Wed, Jan 20	Thurs, Jan 21	Friday, Jan 22	Sat, Jan 23	Sun, Jan 24
7:00	Team 1 Planning Meeting A (Sunday, 01/17 @ 1pm)	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30		Opening (45 min)	Opening (45 min)	Opening (45 min)	Opening (45 min)	Opening (45 min)	
8:00		Model Listening Class	Group Lesson Planning II / Prep for micro-teaching	Group Lesson Planning II / Prep for micro-teaching	Model Speaking Class	Group Lesson Planning II / Prep for micro-teaching	
8:30		Snack	Snack	Snack	Snack	Teaching Grammar	Outing
9:00							
10:00	Team 1 Planning Meeting B	Teaching Listening I	Listening Micro-teaching A	Teaching Speaking I	Speaking Micro-teaching A	Scaffolding / Differentiating Instruction	
10:30		Lunch/ Prayers	Lunch/ Prayers	Lunch/ Prayers	Lunch/ Prayers	Lunch/ Prayers	Lunch/ Prayers
11:00							
11:30	Lunch	Shake It Off!	Shake It Off!	Shake It Off!	Shake It Off!	Shake It Off!	Lunch/ Prayers
12:00							
12:30							
1:00							
1:30							
2:00	Students Arrive	Teaching Listening II	Micro-teaching B	Group Lesson Planning I	Speaking Micro-teaching B	Team 1	Camper Outing (Jul)/ Team 2 Planning Meeting B
2:30							
3:00							
3:30	Ice breakers/Songs Needs Analysis Rules (Negotiable and non-negotiable) Goal Making Groups	Snack	Snack	Snack	Snack	Snack	Snack
4:00							
4:30							
5:00							
5:30							
6:00	Photo/Video Scavenger Hunt (ALL)	Dinner/ Prayers	Dinner/ Prayers	Dinner/ Prayers	Dinner/ Prayers	Dinner/ Prayers	Ice-breakers + Revisiting Goals: Team 2
6:30							
7:00							
7:30							
8:00							
8:30	Dinner Included	Reflection	Mentoring Reflection	Reflection	Mentoring Reflection	Free Time	Talent/No-talent show
9:00							
9:30							
10:00	Free Time	Free Time	Free Time/Optional activities	Free Time	Free Time/Optional activities	Free Time	Free Time
10:30							
11:00							
	Lights Out!!	Lights Out!!	Lights Out!!	Lights Out!!	Lights Out!!	Lights Out!!	Lights Out!!

	Mon, Jan 25	Tues, Jan 26	Wed, Jan 27	Thurs, Jan 28	Friday, Jan 29	Sat, Jan 30
7:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30	Opening (45 min)	Opening (45 min)	Opening (45 min)	Opening (45 min)	Opening (45 min)	Everyone goes home
8:00	Model Reading Class	Group Lesson Planning II/Prep for micro-teaching	Model Writing Class	Group Lesson Planning II/Prep for micro-teaching	Huddle with RELO	
8:30						
9:00						
9:30						
10:00	Snack	Snack	Snack	Snack	Snack	
10:30	Teaching Reading I	Reading Micro-teaching A	Teaching Writing I	Writing Micro-teaching A	Huddle with RELO	
11:00						
11:30						
12:00	Lunch/ prayers	Lunch/prayers	Lunch/prayers	Lunch/prayers	Lunch/prayers	
12:30						
1:00	Shake it Off!	Shake it Off!	Shake it Off!	Shake it Off!		
1:30						
2:00	Teaching Reading II	Micro-teaching B	Teaching Writing II	Writing Micro-teaching B	Q and A panel: Team 2	
2:30	Group Lesson Planning I	Teaching Vocabulary	Group Lesson Planning I	Teaching Pronunciation	Goal Reflection	
3:00						
3:30	Snack	Snack	Snack	Snack	Snack	
4:00	American Moment + Outdoor Activity	Outdoor Activity	American Moment + Outdoor Activity	Outdoor Activity	Closing Ceremony	
4:30						
5:00						
5:30						
6:00	Dinner/prayers	Dinner/ prayers	Dinner/prayers	Dinner/prayers	Dinner (off site)	
6:30						
7:00	Reflection	Mentoring	Reflection	Mentoring	Free Time	
7:30		Reflection		Reflection		
8:00	Free Time		Free Time			
8:30						
9:00						
9:30						
10:00						
10:30						
11:00	Lights Out!!	Lights Out!!	Lights Out!!	Lights Out!!	Lights Out!!	Lights Out!!

**Appendix 14**

**CAMP EPIC 2016  
PARTICIPANTS**

<b>Province</b>	<b>City</b>	<b>Name</b>	<b>Gender</b>	<b>Institution</b>
Banda Aceh	Aceh	Pocut Shalihia Finzia Panglima Polem	F	UIN Ar-raniry
North Sumatera	Medan	Putra Thiop Nasution	M	UTN Sumatera Utara
West Sumatera	Padang	Rinia Zatalini	F	Universitas Negeri Padang
Riau	Pekanbaru	Holmes Siagian	M	Universitas Riau
Jambi	Jambi	Widodo	M	IAIN STS Jambi
West-Java	Bogor	Fibula Defuora	M	Universitas Pakuan
Central Java	Semarang	Gusti Ayu Tiara Narulita	F	Universitas Negeri Semarang
Central Java	Semarang	Hamik Nurul Faizah	F	UIN Walisongo
Central Java	Yogyakarta	Rahma Nuzulia	F	Universitas Islam Indonesia
East Java	Surabaya	Annishah	F	Universitas Erlangga
East Java	Malang	Nurlailatul Hidayah	F	Universitas Negeri Malang
East Java	Malang	Iline Megale	F	Universitas Ma Chung
East Java	Jember	Ade Septian Ridho	M	Universitas Muhammadiyah Jember
East Java	Jember	Anam Fadillah	M	Universitas Muhammadiyah Jember
Bali	Singaraja	Made Dewi Setyathi	F	Universitas Pendidikan Ganesha
West Nusa Tenggara	Mataram	Nadira Intan Octavira	F	Universitas Mataram
West Nusa Tenggara	Selong	Lalu Fathurrahman	M	STKIP Hamzanwadi Selong
East Nusa Tenggara	Kupang	Stefanus Noe Parera	M	Universitas Nusa Cendana
West Kalimantan	Pontianak	Irma Fitriani	F	Universitas Tanjungpura
West Kalimantan	Pontianak	Dwi Purwanto	M	Universitas Tanjungpura
South Kalimantan	Banjarmasin	Winda Ariani	F	IAIN Antasari
South Kalimantan	Banjarmasin	Nurul Hamdanah	F	IAIN Antasari
South Kalimantan	Banjarmasin	Nadya Isnani Furqoni	F	Universitas Lambungmangkurat
South Kalimantan	Banjarmasin	Fitriana Aulia	F	Universitas Lambungmangkurat
East Kalimantan	Samarinda	Kukuh Ichsanulkarim	M	Universitas Mulawarman



East Kalimantan	Samarinda	Muhammad Mursalin	M	Universitas Mulawarman
South Sulawesi	Makassar	Muhammad Fajar Shidiq Hikmawati	M	UIN Alaudin Makassar
South Sulawesi	Makassar	Muthia Muthmainnah	F	UIN Alaudin Makassar
South Sulawesi	Makassar		F	Universitas Muhammadiyah Makassar
South Sulawesi	Bone	Andi Imzakiah Ramadani	F	STAIN Watampone
South Sulawesi	Palopo	Indrawati	F	IAIN Palopo
South Sulawesi	Toraja	Hildayanti	F	Universitas Kristen Indonesia Toraja
South Sulawesi	Sidrap	Jasman Landa	M	STKIP Muhammadiyah Sidrap
South east Sulawesi	Kendari	I Made Rian Irwanto	M	Universitas Halu Oleo
North Sulawesi	Manado	Khoirul Umam Hambali	M	Universitas Sam Ratulangi
Maluku	Ambon	Ayu Aprilya Sari Abdullah	F	Universitas Pattimura
Maluku	Ambon	Yuliana Sayman	F	Universitas Pattimura
Maluku	Ambon	Astri Mardilla Ramli	F	Universitas Pattimura
Timor Leste	Dili	Marcelino	M	UNTL
Timor Leste	Dili	Venceslau Andre Viana	M	UNTL
Timor Leste	Dili	Frederico dos Santos Alves	M	UNTL
Timor Leste	Dili	Eufasia Vital Pereira	F	UNTL

## **Appendix 15**

### **FACILITATORS OF CAMP EPIC**

1. Fabio Coelho
2. Jeremy Beal
3. Sultan stover
4. Casey Moorman
5. Joanie Andrus
6. Leah Karels
7. Alfredo Gaona
8. Alicia Brill
9. Sean Stellfox
10. Grace Wiradisastra
11. Endang Nandiasari
12. Andriana Rahajeng
13. Nila Ayu Utami
14. Ayunda
15. Sisilia

### **COUNSELORS**

1. Uyun Nishar
2. Yanri Ramadhano
3. Maria Febriani Seran
4. Nurul Ubayah Namkatu
5. Muhammad Fazlur Rahman
6. Widia Fransiska

## Appendix 16



### **Application Form Pre-Service English Teacher EPIC Camp Regional English Language Office U.S. Embassy Jakarta**

#### **What is Pre-Service English Teacher EPIC Camp?**

This camp is for 42 talented 4<sup>th</sup> year university students who will be future teacher of English. In an engaging, interactive format with expert teachers and American professionals, selected participants will explore innovative teaching approaches and practice using effective English teaching tools. During the two week camp, participants will participate in seminars and experiential learning. The camp format also encourages reflection and interaction during informal activities such as games, songs, and hiking. Not only during class but also during meals and breaks, participants will have the opportunity to communicate with native speakers, expert teachers, and each other – enriching their English language proficiency and awareness of teaching practices.

## **Who is eligible?**

Candidates should be in their final year of study in a university English Department, highly motivated, and both dedicated to becoming an English teaching professional and willing to share knowledge with friends and community.

Qualified candidates should:

- Be a citizen of and reside in Indonesia or Timor L'este at the time of the camp
- Be a final year student currently enrolled in a university English Department
- Be motivated and committed to becoming an English teacher
- Have permission from parent(s)/guardian(s) and Head of English Department to participate in the camp

Upon completion of the camp, pre-service teacher is required to share their learning in a discussion, roundtable, or presentation at their home institution. Instructions and guidelines will be provided by Regional English Language Office (RELO), U.S. Embassy Jakarta.

## **When will the program be held?**

The camp is scheduled for January 18-30, 2016 in Bukittinggi, West Sumatera.

## **How to apply?**

Fill in the Pre-Service English Teacher EPIC Camp Application form and send a complete application to [RELOCAMPEPIC@gmail.com](mailto:RELOCAMPEPIC@gmail.com)

Please write on the email subject line: EPIC2016\_(Full Name)\_(Institution)\_(City)  
Example: EPIC2016\_Ayunda  
Siagian\_UniversitasIndonesia\_Depok

Incomplete or misfiled applications will not be considered.

**Application deadline is December 1, 2015.**

**About you**

Name (First, Middle, Last) :

Gender :

Place/Date of Birth :

Telephone/Cellphone Number :

Email Address :

Nationality :

Address :

City/Province/Postal Code :

**About your family**

**Guardian 1**

Name :

Relationship with you :

Address :

City/Province/Postal Code :

Telephone/Cellphone Number :

Nationality :

Occupation :

Guardian 2

Name :

Relationship with you :

Address :

City/Province/Postal Code :

Telephone/Cellphone Number :

Nationality :

Occupation :

## About your education

### Educational Background

University/College :  
Department :  
Batch :  
In what semester are you now :  
Are you working on thesis :  
If so, please state the title :

University/College Address :  
University/College Contacts :*List 3 names of  
people who can give a recommendation about you!*

Title	Name	Telephone/Cellphone Number
Your Friend		
Your Teacher		
Your Head of Department		

## About your academic interests

Academic subjects you are interested in:

Answer:

Please describe the activities (extracurricular, community outreach, hobby) in which you have participated, how long you

have been involved and awards or honors your have received in the past. (50-100 words maximum)

Answer:

Future studies and/or possible occupation you are considering:

Answer:

### **About your commitment**

Please respond to the following statements by Yes or No

<b>Candidate Eligibilities</b>	<b>Yes/No</b>
I am Indonesia citizen and reside in Indonesia at the time of the camp	
I am a final year of English Department student	
I am motivated and committed to becoming an English teacher	
I have permission from my parent(s)/guardian(s) and Head of English Department to participate in this camp	

### **Statement of Purpose**

*Please state why you are interested in participating in the Pre-Service English Teacher Camp program. Please indicate what impact your participation in this program would have at your university and community, and how you expect to put to good use in the short and long term, the knowledge acquired in this camp. (500 words maximum)*



I confirm that all information in this application is true and accurate.

Applicant's Name: University:

Applicant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Application deadline is December 1, 2015.**

**Send your complete application form to  
RELOCAMPEPIC@gmail.com**

**Write on the subject line: EPIC2016\_(Full  
Name)\_(Institution)\_(City)**

***Example: EPIC2016\_Ayunda***

***Siagian\_UniversitasIndonesia\_Depok***



## **Regional English Language Office**

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[jakarta.usembassy.gov/relo.html](http://jakarta.usembassy.gov/relo.html)



**Reference Form**  
**Pre-Service English Teacher EPIC Camp**  
**Bukittinggi, January 18-30, 2015**

Regional English Language Office  
U.S. Embassy Jakarta

**For the applicant:** Fill in your name below and give this form to your teacher and Head of English Department. Ask the reference to fill out the form and return it with your application form.

Applicant Name (write your name)

---

**For the reference:** The applicant named above is applying to take part in the Pre-Service English Teacher Camp, a two-week teacher camp sponsored and organized by Regional English Language Office, US Embassy Jakarta. The camp aims to supply a foundation of practical, applied methodology and a sense of enthusiasm and passion for the teaching of English. The program is designed in camp format to encourage formal training opportunities with our English Language Fellows in seminar formats but also to encourage reflection and interaction on the topic of language learning in informal activities such as games and hiking. Students participating in the camp will deepen their understanding of methodology - and more specifically - have a number of tools they can use to implement that methodology in classrooms. We value your honest assessment in helping us select the most appropriate participant. If you would like to add

additional comments, we encourage you to do so. Your answers will remain confidential.

Please indicate your opinion of this applicant's ability to meet the requirement of this program

\_\_\_\_\_ I strongly recommend this applicant

\_\_\_\_\_ I recommend this applicant

\_\_\_\_\_ I have minor reservations about recommending this applicant

\_\_\_\_\_ I have major reservations about recommending this applicant

\_\_\_\_\_ I do not recommend this applicant

How long, and in what context or capacity, have you known this applicant?

Answer:

What are the applicant's strengths?

Answer:

What is the academic area in which this applicant needs improvement?

Answer:

Please describe the applicant's attitude and behavior to authorities, peer relationships, responsibility and work activities.

Answer:

Do you think the applicant would adapt well to unfamiliar environment and new situation? Why or why not?

Answer:

I confirm that all information in this application is true and accurate.

Reference's Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Reference's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 17

### TEACHING SESSION

#### Teaching Grammar



## Teaching Reading



## Teaching Listening & Speaking





## Appendix 18

### NON-TEACHING SESSION



Talent/No Talent Show



Photo Scavenger Hunt



American Moment

## Appendix 19

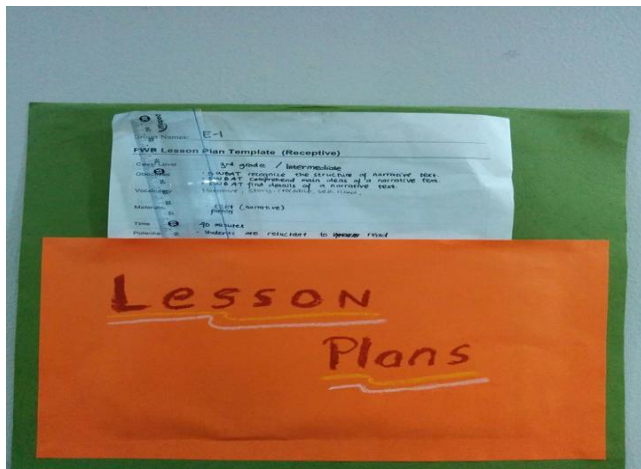
### WALL OF CAMP EPIC CLASSROOM



Map of Indonesia, Timor Leste and America with pictures that describes area of everyone



CAMP EPIC MAIL; Campers, Counselors and Facilitators are free to send mail to themselves or others but they are forbidden to read it before arriving home



Box of Lesson plan



Campers' production in teaching learning writing



Kudos and Question Answer Place

## Appendix 20

### Pre-camp survey - Camp EPIC 2

This survey contains questions about: a) you; b) your learning and teaching experiences; c) your professional and/or academic goals; d) your expectations about Camp EPIC 2. Please answer the questions carefully, for this info will help us make sure we put together the best camp experience for you!

\* Wajib

1- What is your full name? \*

Jawaban Anda

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2- What is your nickname? \*

What do you want us to call you? What do you want us to write on your name tag?

Jawaban Anda

---

3- Are you male or female? \*

☐ Female

☐ Male

4- What kind of university do you attend? \*

- ☐ Public
- ☐ Public and Islamic
- ☐ Private
- ☐ Private and Islamic
- ☐ Lainnya : \_\_\_\_\_

5- What is one fun fact about you? \*

For example: "I have twin brothers," "I was on TV when I was in high school," "I have a penguin collection," or "I have a room with sharks."

Jawaban Anda

6- How do you prefer to learn? Please rank the following methods in the order of your preference. \*

#1 should be your favorite; #4 should be your least favorite

	1 (favorite)	2	3	4 (least favorite)
Individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pair work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- How do you prefer to learn? Please rank the following methods in the order of your preference. \*

#1 indicates your favorite, #6 indicates your least favorite

	1 (favorite)	2	3	4	5	6 (least favorite)
Participating in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing workbook activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Researching on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8- Do you currently teach somewhere? \*

- ☐ Yes
- ☐ No

9- If you answered "yes" to the question above, where do you currently teach?

Jawaban Anda





12- Please tell us - on a scale of 1 (lowest) to 10 (highest) - how confident are you as a teacher? \*

☐ 10

☐ 9

☐ 8

☐ 7

☐ 6

☐ 5

☐ 4

☐ 3

☐ 2

☐ 1

### 13- How confident are you with the following? \*

	Very Confident	Confident	OK	A little Unsure	Very Unsure
Teaching Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Teaching Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting Teaching Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14- What is your favorite skill to teach? \*

- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing
- ☐ Grammar

15- What is your least favorite skill to teach? \*

- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing
- ☐ Grammar



17- What age groups do you want to teach in the future? \*

- ☐ Pre-school (under 5 years old)
- ☐ Elementary School (up to 5th grade)
- ☐ Middle School (6th to 8th grade)
- ☐ High School (9th to 12th grade)
- ☐ University Students
- ☐ Other Adults
- ☐ Yang lain: \_\_\_\_\_

## 18- What are your professional or academic goals and plans? \*

You can choose more than one

- ☐ Be a teacher
- ☐ Be a lecturer
- ☐ Get my MA (S2) in Indonesia
- ☐ Get my MA abroad
- ☐ Train future English teachers
- ☐ Write my own curriculum/books
- ☐ Start my own school or English program
- ☐ Be a tour guide
- ☐ Vann lain

**19- What do you want to learn the most at Camp EPIC?**

Jawaban Anda

---

**20- Is there anything we should know about you before you come to Camp EPIC? Tell us as many things as you want.**

For example: you are vegetarian; you have never stayed away from home very long; you are afraid of the dark; you have medicine you must take regularly; you are afraid to speak in public; etc.

Jawaban Anda

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**21- Are there any questions you have about the camp?**

Jawaban Anda

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**22- Are there any questions about teaching English that you would like answered at the camp?**



## Appendix 21

### 1- Post-camp Survey: Camp EPIC 2

\* Wajib

1- What did you think of the following at Camp EPIC? \*

	I didn't like it.	It was OK.	It was good.	It was very good.	It was perfect.
Travel arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hotel room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of Camp (2 weeks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule of activities at camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- How would you improve any of the above (comments)?

3- Please, let us know how you felt about the non-teaching sessions: \*

	It would be better to remove this from the next camp.	Good, but it should be done differently.	Good, but it should be done less.	Good, but I wanted more.	Perfect! Keep it this way for next year.
Photo Scavenger Hunt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idiom of the Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Moment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent Show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- How would you improve any of the above (comments)?

5- Please, let us know how you felt about the teaching sessions: \*

	I did not learn anything new.	I did not learn much.	It helped me review things that I already knew.	I learned a few things I can use in my classes.	I learned many things I can use in my classes.
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffolding and Differentiating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- How would you improve any of the above (comments)?

7- Now that you have attended camp, how confident do you feel as a teacher? (1=lowest; 10=highest) \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

8- How did camp EPIC change your confidence about the following? \*

	Still not confident	A little confident	OK	Confident	Very confident
Teaching Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffolding and differentiating instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating your own teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using pair and group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using songs in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using games in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9- Now that you have finished camp, how do you feel about using these strategies in your classroom? \*

	It is impossible to use it in my classes.	I can maybe use it in my classes.	I believe I can use it in my classes.	I can use a lot of it in my classes.	I can certainly implement it fully in my classes.
Pair and group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating your own materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffolding and differentiating instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving clear instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student reflection on learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10- How well do you feel you know the following terms and/or concepts? \*

	I cannot remember.	I have heard of it, but I am not really sure what it means.	I have heard of it, but I am not sure how to use it in my classes.	I know what it means, but I am not sure how to use it in my classes.	I know it very well and can use it in my classes.
Lesson Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffolding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiating instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11- What do you think was the greatest thing you learned about teaching English while at Camp EPIC? \*

Jawaban Anda

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12- What was your favorite thing in general about camp? \*

Jawaban Anda

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13- What was your least favorite thing about camp? \*

Jawaban Anda

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14- If you could change something about camp EPIC for next year, what would you change? Why? \*

Jawaban Anda





U. S. EMBASSY JAKARTA  
THE REGIONAL ENGLISH LANGUAGE OFFICE

*presents this*  
**Certificate of Completion**  
*to*

*Hanik Nurul Faizah*

for successfully completing the two-week intensive training Camp EPIC for pre-service teachers  
held in Bukittinggi, Indonesia

January 30, 2016

Jennifer L. Uhler  
Regional English Language Officer