Creating realistic scenarios in teaching speaking skill through virtual English camp Covid 19

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A B S T R A C T

The purpose of this study is to determine whether creating realistic scenarios (CRS) for teaching speaking skills through a Virtual English Camp is beneficial in improving students' speaking skills (VEC). Determine the impact of generating a realistic scenario through VEC on improving the capacity of English major students to deliver speeches, participate in public speaking events, participate in discussions, and participate in the debate. This study is an experiment involving a one-group pre-test and post-test design, as well as a survey design to determine the overall average of the scores. The participant of this study is 145 college students of English Majors from South Kalimantan, Indonesia. They put out a significant effort to improve their communication skills. Their trainer trained them and compelled them to refrain from acting as a language instructor during the discussion program, and instead to speak in the target language, which was English, throughout the program. During this study, it was found that students who were taught with VEC thereafter had higher post-test scores than students who were taught before they were tested for their communicative competence. Students' communicative competence increases significantly when they participate in the VEC model program to teach them speaking abilities.

1. INTRODUCTION

English Camp or English community is an intensive English language skill learning program in which all teachers and students must use English during the activity. The activity lasts at least 7 days and up to 14 days, and all teachers and students must live in the English Community area. Learning to speak takes a long time, requiring students to study from morning to night.

Learning certain skills, such as English language skills, through training courses is recognized and approved by many experts as a highly productive activity. Students who are actively involved in a series of skills training activities, as have been done by many educational institutions, both formal and non-formal, will make remarkable progress. The Department of English Education at the Islamic University of Kalimantan in Indonesia is one of the universities that actively participated in the English Community program prior to COVID-19, so this activity takes place offline.

Many linguists believe that learning a language is best done in the country where it is spoken and that children and adolescents can learn foreign languages much more quickly than adults. Therefore, junior summer camps in the United Kingdom are an excellent way for young people to learn English while also having fun. Twin Summer Canters runs several summer camps in the

United Kingdom for young people who want to improve their English while also having a fun and memorable vacation in England.

In organizing a workshop or camp program that can add to the pedagogy of the trainees, the main consideration should be interesting teaching materials or themes. Learner-interested topics should be thoughtfully designed to pique participants' interest in learning while also combating boredom or laziness.

Summer Camps are rarely held or conducted by people because these programs always take place offline. Summer Camp is like training in the form of workshops that have been recognized by many for their success in that one's skills will improve quickly which is not as fast as learning non-workshop skills. The question is "whether is it feasible to hold this online program?". According to the author, all learning and teaching processes can now be done online. Internet and teaching materials are the most important things to have. The sophistication of online technology applications allows activities such as summer camps to be carried out online.

Several research findings demonstrate the advantages of online education over traditional education. By comparing the control group's face-to-face instruction to the experimental group's use of the social networking site Facebook, this study discovered substantial differences in terms of learning, engagement, and motivation between the two groups (Akbari et al., 2016). The Facebook group scored higher on the post-TOEFL test than the face-to-face group, whereas the baseline test indicated no change. Following the training, the Facebook group reported much higher levels of involvement and motivation than the in-person group. Most teachers will be encouraged to adopt online instruction. Thus, whether online learning alters students' study habits or completely replaces traditional physical teaching techniques, the subject of online learning has become fascinating(Lin et al., 2021).

Some research findings on online English learning are favorable to apply, such as the substantial but variable impact of digital on language learning. Extrinsic motivation, task value, and elaboration all influence students' digital narrative creativity. Rather than internal motivation, the proposed digital storytelling strategy improves students' extrinsic goal orientation and elaboration(Liu et al., 2018).

Additionally, some data indicate that most students who study online are less motivated, have a weaker grasp of the subject matter, and have less intense communication with teachers. The findings of this study were used as a focal point by the teaching staff at the English super camp as something that must receive special attention for all participants to be motivated during the speaking skills teaching process by presenting material that interests them in all series. English super camp activities, particularly debates, discussions, games, and speeches. Similarly (American Camp Association, 2011), reveals a great deal about camps in America, notably the summer camps that serve over 14 million students in 14,000 day and night camps across the country, giving them a diverse and critical environment for youth learning and development. The University of Maryland, College Park, has a long-standing commitment to the development of electronic classrooms and the study of their impact on teaching and learning across a broad range of disciplines. The ultimate goal is to foster an atmosphere in which professors may leverage technology and support personnel to enhance and alter education, shifting away from the traditional one-way flow of information and toward a more collaborative teaching and learning process. Shneiderman et al. (1998) recognized three broad patterns of electronic teaching: (a) active individual learning, (b) small group collaborative learning, and (c) whole class collaborative learning.

Following COVID-19, many people gained new insights that inform their teaching even in traditional classrooms, while others eagerly refuse to teach in traditional classrooms. Not surprisingly, most professors have developed their own methods of using the classroom. While these styles reflect individual subject matter and personality, they all share a shift toward a more collaborative approach. Learning patterns emerge as a result of this faculty's use of classrooms. Teachers become mentors and coaches, while students take on a more active role in the classroom (Shneiderman et al, 1998). This research, to find out the participants' responses to all the speaking skills programs that are held for a week in the form of a virtual English camp and to investigate the progress of students' speaking fluency after and before joining the virtual English Camp.

2. METHOD

This study is a quantitative reseach using experimental research. This study is an experiment involving a one-group pre-test and post-test design, as well as a survey design to determine the overall average of the scores. The participant of this study is 145 college students of English Majors from South Kalimantan, Indonesia. So, the researchers conducted on South Kalimantan, Indonesia. The data collect by questionnaire that be analyzing based on the findings of the data collect. the questionnaire was given to some college students after doing Virtual English Camp. The data would be analyzed based on the findings and the result of SPSS.

3. RESULTS AND DISCUSSION

Practice makes perfect, but bad practice makes someone utterly imperfect. If one's career involves dealing with crowds or co-workers, role playing can be understood as practicing talking to other people, and role playing becomes a valuable practice when that person or we concentrate on specific things.

Role play in the professional meeting program in teaching speaking skills through Virtual English Camp activities managed to attract high attention for almost all VEC participants. Several accumulated techniques whose purpose is to suppress the boredom of participants who study at a very high time frequency. The technique is to use synchronous and asynchronous methods. In this VEC activity, research data was obtained which could improve the English-speaking skills of all participants. In the 'professional meeting' program, teaching is designed in the form of a simulation which is called a 'professional meeting' program. Each student is responsible for every activity by acting like a real officer. All participants have an important role in this program, which includes being a master of ceremony (MC), delivering professional opening speeches, introducing themselves professionally and answering questions from the audience, team competition in guest mystery games, building vocabulary, and delivering closing speeches, all of which are items from within a professional meeting that is carried out as a realistic scenario.

This program is broken down into multiple sessions, with three people serving as MC and other duties such as presenting opening speeches, telling anecdotes, and introducing themselves and their experiences every day for 90 minutes. The MC then encourages all attendees to ask questions or calls out participants' names to ask questions; this is a strong approach to push each student to speak English, even with simple inquiries like, "What is your favorite food and drink?". This goes on until the scheduled finish time arrives, and the last event of each chat session is completed? The following is the MC material that must be delivered smoothly, with each word, phrase, sentence, or expression properly and correctly mentioned, as demonstrated by the lecturer in the form of videos and voice messages sent at night to all prospective WA Group MCs before they appear as MCs in the WA Group. The following chart shows that the students' opinion of VEC.
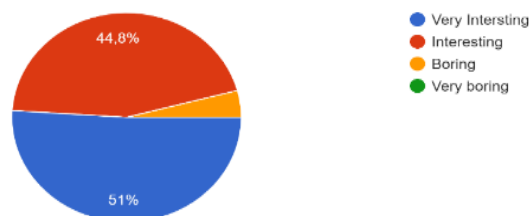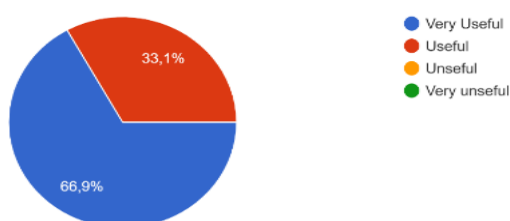
Figure 1. The findings of student opinions on virtual English camp

According to the findings of a survey of 145 participants, 44.8 percent said the program was very interesting, 51 percent said interesting, none said the event was boring, and none said it was extremely dull.


Figure 2. The findings of beneficial on virtual english camp

This program was found to be very useful by 66.9 percent of participants, useful by 33.1 percent, not useful by none of the participants, and very not useful by none of the participants, according to the data. The data show that the students' interests and opinions about the benefits of VEC to English education students were gathered from 145 responses.
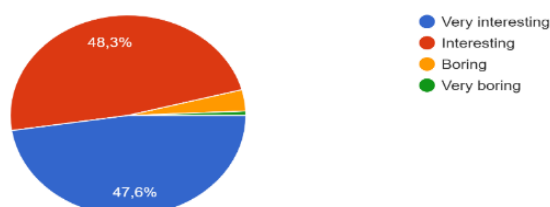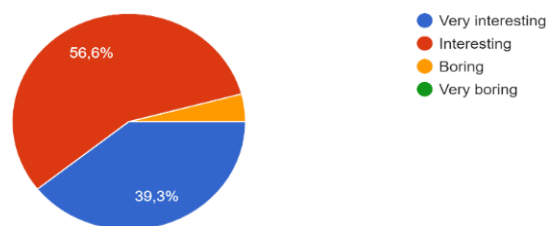

Figure 3. The findings of participant's opinion on profesional meeting program

According to the 145 responses, 47.6 percent of participants said the program was very interesting, 48.3 percent said it was interesting, and none of the participants said it was very boring or that it was boring. The results show that students' interests and opinions about the professional meeting program was diverse.
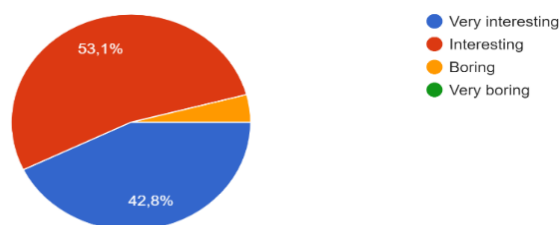
Figure 4. The findings of participant's opinion on game program

It demonstrates that students' interests and opinions about the game program were reflected in 145 responses, with 56.6 percent of participants responding that the program was very interesting, 39.3 percent responding interesting, none of the participants responding that the program was boring, and none of the participants responding that the program was very boring

Figure 5. The findings of participant's opinion on speech program

The figure above shows that, based on 145 responses, the university students' speaking program received a rating of 53.1 percent very engaging, 42.8 percent intriguing, none of them found it boring, and none of them said it was extremely boring.
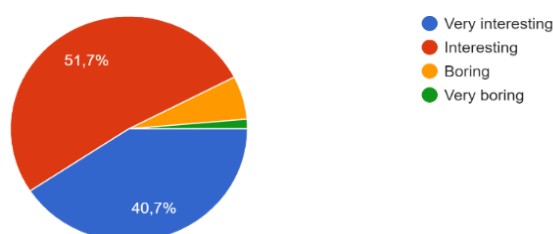
Figure 6. The findings of participant's opinion on seminar program

Based on 145 replies, 51.7 percent of students found the seminar program to be highly engaging, while 40.7 percent found it engaging.

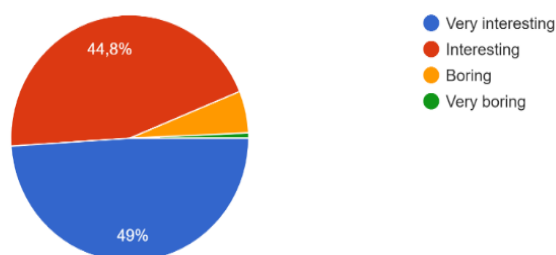**Figure 7.** The findings of participant's opinion on debate program

Based on 145 responses, it appears that 44.8 percent of participants regarded the students' speaking program to be extremely engaging, 49 percent found it to be intriguing, none of them found it to be dull, and none of them described it as very boring.

It demonstrates that students' opinions regarding organizing a 7-day virtual English camp are divided as follows: 57.2 percent of participants strongly agree, 36.6 percent agree, none disagree, and none strongly disagree. There were 145 responses, and 57.2 percent of participants strongly agree

In principle, they already know how to become an MC or presenter, particularly those who have completed public speaking classes. They have been meticulously taught and programmed, first to develop self-confidence, then to master the sphere of events, and last to remain calm and cheerful. They were able to implement these ideas effectively even though everyone on duty that day appeared frightened and was unable to fully understand the field of the event on the first day, but gradually improved until the event concluded. The next day, Wednesday, 2021, the VEC hosted the second professional meeting event. All of those who took on the position of MC immediately improved their performances. They are more equipped to communicate in English. They talk much more confidently than previously, have a strong sense of self-worth, command the field of events, and deliver events in a calm and authoritative manner. They can demonstrate for themselves that the preparations undertaken before under the leadership of the teachers and committee were a success. Additionally, it will serve as a reminder to other participants who have not before performed that preparation in the form of practice prior to performance is a necessary for an MC. The MC material, in the form of lecturer voice recordings, is trained at the lecturers' respective residences prior to their appearance as MC through VEC.

Table 1. The indicates of sample statistics
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	82.26	145	2.930	.243
	Pretest	73.04	145	3.037	.252

The table indicates that the mean score for the pre-test was 73.04, while the mean score for the post-test was 82.26 for the study project's 145 participants. Additionally, it says that the protest's standard deviation is 3.037 and the post-standard test's deviation is 2.930.

Table 2. The indicates of sample test

Paired Samples Test

| | | | Paired Differences | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Posttest - Pretest	9.221	1.808	.150	8.924	9.518	61.397	144	.000

t-value is 61.3 while the required critical t-value is at p<.001 of one-tailed was 11.770. It shows that obtained t-value exceeds the critical t-value. The alternative hypothesis is accepted and null hypothesis is rejected. This indicates that creating realistic scenarios in teaching speaking skill through a virtual English camp during covid 19 turns out to be more effective to improve the students' speaking ability.
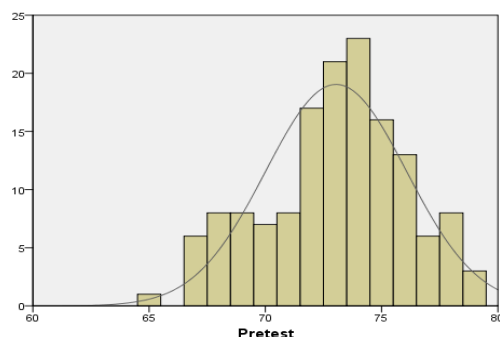
Figure 8. Graph of Pretest score on Creating Realistic Scenarios in Teaching Speaking Skill through a Virtual English Camp During Covid 19
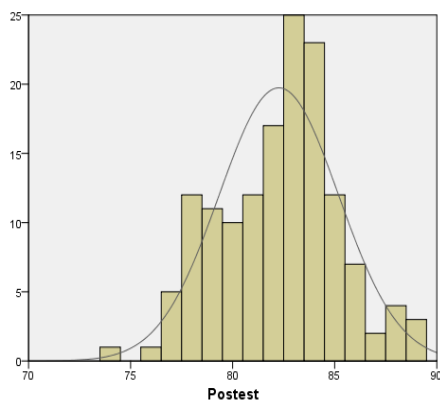
Figure 9. Graph of posttest score on Creating Realistic Scenarios in Teaching Speaking Skill through a Virtual English Camp During Covid 19

The two graphs above, the pre-test and post-test, demonstrate that students' post-tests outcomes are significantly better than their pre-test scores. As a result of this data, it can be explained that by utilizing realistic scenarios to teach speaking skills via the Virtual English Camp during the COVID-19 pandemic, it produces learners who are proficient in English and have a high level of enthusiasm for learning, which is comparable to an offline English camp.

Intensive offline English training, especially in the form of English camps, was not possible during the COVID-19 era. The participant from the English camp must be the MC of this simulation, i.e., the MC who mixes the ongoing event with the audience.

Student MCs face unique challenges. They must prepare well. The material must be organized. In other words, they must learn how to use high, medium and low voices in rhythm. Those who are not used to MC and do not prepare well enough will face challenges, usually nerves and lack of confidence.

Intensive offline English training was not possible during the COVID-19 era, particularly learning activities in the form of an English camp, which had been shown to significantly increase participants' speaking skills. The critical task in the English camp program is to serve as the MC of this simulation; specifically, the MC who connects the ongoing event with the audience is an English camp participant.

Becoming an MC presents unique difficulties for the students. They must prepare thoroughly before to performing. The presentation content must be well-organized. They must develop an understanding of vocal rhythm, i.e., when to use a high, medium, or low voice. Those who are unfamiliar with the role of MC and who do not prepare the content adequately to be psychologically strong will face several difficulties, most commonly anxiousness and lack of confidence.

Through the virtual English camp, the situation of teaching speaking skills during the Pandemic 19 period can be carried out easily. Using the experimental methodology, it was found that almost all the 145 students quickly adjusted to the situation of teaching speaking skills. The zoom platform has somewhat advanced features, such as the ability to organize participants into multiple courses to conduct successful study situations while remaining under the canopy of a virtual English camp. Scenario recall of content is reinforced, with each student being responsible for a specific course required to study or master the subject. teachers find it easy to guide participants because the zoom application has good features, especially in the division of discussion and debate groups, small groups in speech programs, and groups in professional meeting activities. All participants in the virtual English camp are required to memorize the primary materials used in English camp activities. This is a critical scenario for the English Camp's success. This scenario is implemented through a variety of realistic scenarios or role-playing techniques. The following items must be done by all participants prior to performance.

1. Master of Ceremony (MC)

The host (MC) began by thanking God Almighty for allowing us to be together on the ZOOM platform today. Let me explain today's professional meeting format. This program includes self-introduction, question and answer, telling an unforgettable experience, problem-solving discussion and closing speech.

2. Welcome Speech

The speaker begins with "good morning" or "good afternoon." Respect to all teachers, invited guests, and VEC participants. The host was instrumental in persuading all VEC participants that it was a great time to learn English. They encourage participants to participate in all English Camp events. They encourage their friends to speak English even if they are still hesitant. They remind

them not to be afraid of making mistakes, even if the expressions are simple and their grammar knowledge is limited, because everything must go through a good and intensive process. Here is the welcome material.

3. Self-Introduction

Good day. Afternoon First, I want to thank the MCs for this wonderful opportunity to introduce myself to you all. My full name is..., but my family calls me I am from South Kalimantan. My family and I currently reside in... My interests are music, travel, and soccer. I adore football. I aspire to be a great football player. I have two siblings. My parents are farmers and my mother is a housewife. I love fried rice. Let me return to the MC before asking questions.

4. Games

The games played at English Camp were enjoyed by the participants. There were two large groups. Each group was then subdivided into four. Each small group in the main group strives to win the game contest by correctly predicting the committee's mysterious guest. The winning group receives a prize from the committee. The group with the lowest score will be punished by singing western songs, reading poetry, and memorizing verbs and adjectives. This game competition is highly anticipated by all players. Popular English camp games include Mysterious Visitors and Alphabet Games.

5. Debating

The Professional Meeting Committee chooses debate topics based on current events in magazines and newspapers, or local social issues. Here are some interesting English debate approaches: No school orientation, no cell phones, no married teenagers, no cash financial aid, no school orientation. Prostitution must be localized and legalized to be effective.

6. Closing speech

Ladies and gentlemen, Before I begin, I'd like to thank the protocol for allowing me to close. Also, I want to thank everyone who has helped make this program a success. So, let's hope they're all useful. May God continue to bless us with long life, good health, and great encouragement so we can always be on time for every professional meeting. Finally, I apologize for any inappropriate remarks. Thank you for your time and consideration.

Researcher as a teacher in this teaching or treatment must find ways to do a good intervention so that debate activities stimulate all participants to issue their arguments when a debate session is held. researchers and several lecturers provide material about aspects of speaking. researchers always give them some treatment to make a role. playing is easier to do, so the researcher started to write some examples

The words that students can see and memorize, some tenses that are often used in everyday conversation and connect them to make sentences with correct grammar, after that invite the instructor who has good pronunciation to speak or read aloud in front of students with proper pronunciation. The teacher team observed what was said in the first cycle until the last cycle showed good progress, they did it in the right way although they did it step by step but in the end they did it well and got satisfactory results.

Researchers improve students' English skills based on students' posttest results. The score on the posttest when compared with the pretest score has a very significant difference. Results of data analysis using paired sample t-test where the t-test score was 61.3 while the t-table value was 11.77. So, it can be said that the virtual English Camp activity in this study was very effective in improving students' English skills.

Teaching speaking skills through a variety of programs at virtual English camp activities relies on four types of programs that are repeated but not monotonous for almost all participants. The

four programs are: professional meetings, speeches, debates, and games. Professional meetings are held every day with the same material, but they always bring the material from different students. Programs of speeches, debates, and games are held daily with a different theme every day of the dam movement. Even though the activities are the same every day, the themes and topics attract the hearts of all participants in the virtual English camp activities. Participants when participating in these activities on the first and second days said everything looked normal, but on the third day they saw the difference. They enjoy the activity and are eager to improve their communication skills. They found a new approach to learning speaking skills, and what was equally important was that, on average, they had better speak confidence than before. The graph above shows that there is progress in speaking skills. The process of education via virtual activities has accelerated (White & Rutherford, 2002). Through virtual English camp activities, speaking skills have improved, as indicated by an increase in the number of students who are classified as active in learning.

4. CONCLUSION

The impact of this teaching and learning process on the research process can be indicated by the achievement of excellent outcomes. Creating Representational Scenarios technique is quite helpful when it comes to developing speaking abilities via a virtual English camp. It enhances the enjoyment and affirmation of the scenario at the virtual English camp. On the third day, the teaching team gave it a try, and on the seventh day, the difficulties that students with limited English faced were transformed into amazing results. The teaching team decided to give it a try. Some maintenance to facilitate the execution of situations such as role acting. The learner's motivation to learn English has a significant impact on the process. The team of teachers must remain cognizant of the fact that students who struggle with English communication are not uncommon; they must be encouraged to continue being willing to talk. In general, persons who are just learning to talk believe that speaking skills are difficult and take a long time to acquire, even though many students, such as those who have been thoroughly trained through English Camp, may master speaking skills in a short amount of time.

The agenda for the VEC event, which attracted a total of 145 participants, was extremely motivating too almost all of them. Virtually all participants find professional meetings with the agenda of being an effective meeting host, being a good questioner and answering questions to be very challenging events that are also very interesting. This makes VEC successful and interesting because almost all participants find professional meetings to be very challenging and interesting. To be active every day during these activities is in the best interests of almost all of the people who are taking part in them. With this advanced zoom application, small groups can be created, allowing all 145 VEC participants to be divided into smaller groups, which is especially useful during small group discussions and small group oral presentations. Each one is overseen by a VEC teacher who is responsible for it.

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