

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theoretical basis of this study. It discusses the relevant theories related to English grammar, with a particular focus on active and passive voice. The concept and application of the English camp will also be discussed. This chapter also reviews previous research that supports the use of English language camps as an effective strategy for improving students' grammar acquisition. Additionally, this discussion provides a basis to determine whether participation in an intensive English camp can significantly improve students' mastery of English grammar, aligning with the objectives of this study.

2.1. Theoretical Framework

In this section, the discussion focuses on the elaboration of the literature related to the topic. This includes a brief overview of grammar, English camp, and grammar mastery in the Intensive English Camp.

2.1.1 An Overview of Grammar in the EFL Context

a. Definition of Grammar

Grammar is one of the language elements that EFL students should study and master in the context of language learning. Grammar is defined as a systematic structure of language, or simply as a rule that composes a language (Cowan, 2008; Kroeger, 2005, as cited in Komara & Tiarsiwi, 2021). It encompasses the sentence structure, word formation, and meaning of a language. According to Bouchenine and Boukenicha (2019), grammar is a set of linguistic structural rules that influence how words, clauses, and phrases are inserted together in an English context. In line with this, Sorohiti et al. (2024) revealed that grammar is a set of organized rules that govern the structure of sentences, phrases, and words in a specific language. Related to this, Ur (2012) defined grammar as a way in which words are combined to form a correct

sentence. From the definitions above, it can be known that grammar is a tool to arrange words into phrases, phrases into a sentence, to become a meaningful sentence.

b. The Importance of Grammar in EFL Learning

Grammar plays a crucial part in enhancing one's language knowledge and skills (Amalia et al., 2021; Lin et al., 2020 as cited in Andriani et al., 2021) since it is considered to be a necessary component of good communication (Dalil & Harrizi, 2013). These findings highlight that mastering grammar is not merely about knowing rules, but about using language effectively in real situations. It is in line with Ruzmetova (2024), who revealed that grammar works as a protective strategy against misconceptions and misinterpretations. This means that without a solid understanding of grammar, speakers are at greater risk of being misunderstood. Furthermore, Dalil and Harrizi (2013) mentioned that a requirement for communicative competence is grammatical competence because, without this fundamental competence, communication will be fraught with mistakes and misinterpretation. Based on the statements above, it can be concluded that grammar leads the speakers to have clear communication to avoid misunderstanding of what is said. This conclusion underlines the essential role of grammar not just as a linguistic component but as a bridge to mutual understanding.

Besides, grammar is crucial to good communication; it also helps to improve and evolve other skills of a language. According to Savage et al. (2010), he expressed that although grammar is a skill in itself, it can also be considered as a necessary "master" skill that facilitates the development of competence in speaking, listening, reading, and writing. This idea shows that grammar does not stand alone in language learning, but supports the development of the four major skills. Moreover, Syvak (2018) mentioned that in ESP instruction, the capacity to apply

grammatical knowledge to language skills such as reading, speaking, listening, and writing is required. In other words, grammar is a foundational knowledge that supports the improvement of English skill proficiency. These insights make it clear that improving grammatical ability will likely contribute to overall language proficiency.

c. Challenges in Grammar Learning

Grammar is one of the most challenging components in English language teaching, and several linguistic factors contribute to students' difficulties in learning it. This difficulty often arises from both linguistic and non-linguistic aspects that hinder the learning process.

1) Linguistic Factors

Listia and Febriyanti (2020) revealed one of the problems, mentioning that the differences in tense form and aspect between English and Indonesian languages, as well as the interference from the students' first language, are the most significant factors contributing to their problems. Such linguistic interference can cause students to apply structures from their native language when using English, leading to frequent errors. A study by Haryudin and Syhrizal (2018) also revealed that students encounter two linguistic issues when learning grammar, such as struggling to understand the difference between the function and form of words, as well as having difficulties in comprehending the grammar rules.

2) Non-Linguistic Factors

In addition to the structural aspects of language, non-linguistic elements also play a significant role in grammar learning. Haryudin and Syhrizal (2018) noted other contributing issues, such as a lack of curiosity, a gap between highly motivated students and

those who are not, limited interaction with teachers and peers, reluctance to participate in the learning process and low motivation in learning English. These challenges show that grammar learning is not solely a matter of language rules but is also closely linked with learners' motivation, interaction, and engagement.

Another problem was also revealed by Ajaj (2022); he conveyed that one of the students' problems in studying grammar is their lack of motivation, which is caused by an inappropriate environment and material sources. The learning environment and teaching resources play an essential role in shaping students' attitudes toward grammar. In addition, Syafryadin et al. (2022) found that time allocation is also one of the problems in grammar learning. Time constraints may limit students' opportunities to fully absorb complex grammar concepts, making it harder for them to gain mastery.

From the statement above, it can be concluded that multiple problems are faced by students in learning grammar, such as the differences in tense as well as the form between English and their native language, lack of motivation, insufficient interaction with the teacher and peers, and also inadequate time allocation for grammar lessons. These factors highlight the need for a supportive learning environment and an effective teaching approach to address these difficulties and improve grammar proficiency. Thus, the writer tries to find a suitable program as an approach and strategy to be applied in teaching grammar. The author is interested in examining the role of English camps in improving students' grammar mastery, particularly in the use of active and passive sentences. This interest is based on the assumption that English camps can provide a conducive learning environment to overcome various obstacles in English learning, both linguistic and non-linguistic.

2.1.2 Active and Passive Voice in English Grammar

a. Definition and Function

According to Batubara and Mahardhika (2020), they defined active voice as a sentence where the subject does the task, while passive voice is a sentence where the subject is subjected to the task. This indicates a shift in sentence focus, from the doer in active voice to the receiver in passive voice. Related to this, Gunderman and Steinmeyer (2015) said that in an active sentence, the actor serves as the subject. While in a passive sentence, the subject is acted on. From those definitions, it can be known that the active voice is a sentence construction where the subject acts as a verb, whereas the passive voice is a sentence construction where the subject is affected by the action of a verb. Understanding the difference between these two voices is essential for producing varied and precise written or spoken English.

Based on the definition above, the active voice is a sentence in which the subject acts. This structure highlights the agent of the action, making the sentence more direct and clearer. Therefore, the use of the active voice is appropriate when the speaker wants to emphasize who or what is acting as the subject, since without the subject, the action may lack clarity or meaning. This is especially useful in writing that requires precision and responsibility, such as scientific or argumentative texts. Meanwhile, according to Moaddab (2014), the passive voice is used when the speaker does not know who acted, wants to emphasize the person or thing acted on, wants to be unclear about who is responsible, or when there is no obvious actor to mention. Thus, passive voice becomes a strategic choice to shift focus away from the agent and toward the receiver of the action.

b. Usage in Different Tenses

1) Form of Active and Passive Voice

The following is the common form of transforming an active sentence into a passive sentence.

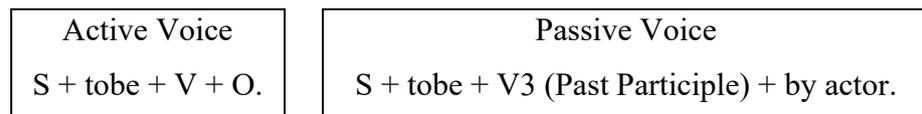


Figure 2. 1. Pattern of Active and Passive Voice

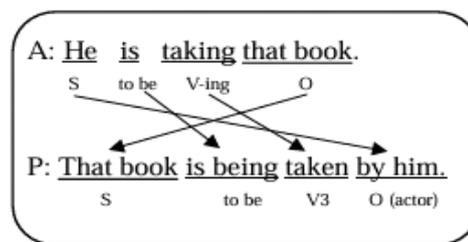


Figure 2. 2. Transformation of Active Voice into Passive Voice

The subject in the passive is the object in the active voice, and the object (actor) in the passive is the subject in the active voice.

According to Azar (2002) the continuous forms of present perfect, past perfect, future, and future perfect are rarely used in passive sentence. It means that 8 tenses which are usually used in the passive form namely, simple present, present continuous, present perfect, simple past, past continuous, past perfect, simple future, future perfect.

a) Simple Present Tense

The following is the pattern of how to transform an active sentence into passive using the simple present tense.

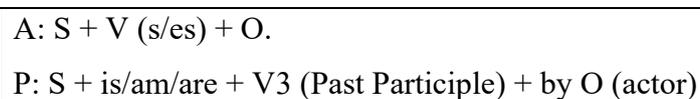


Figure 2. 3. Pattern of Active and Passive Voice in Simple Present

b) Present Continuous Tense

The following is the pattern of how to transform an active sentence into passive using the present continuous tense.

<p>A: S + is/am/are + V-ing + O. P: S + is/am/are + being + V3 (Past Participle) + by O (actor)</p>
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Figure 2. 4. Pattern of Active and Passive Voice in Present Continuous

c) Present Perfect Tense

The following is the pattern of how to transform an active sentence into passive using the present perfect tense.

<p>A: S + has/have + V3 + O. P: S + has/have + been + V3 (Past Participle) + by O (actor)</p>
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Figure 2. 5. Pattern of Active and Passive Voice in Present Perfect

d) Simple Past Tense

The following is the pattern of how to transform an active sentence into passive using the simple past tense.

<p>A: S + V2 + O. P: S + was/were + V3 (Past Participle) + by O (actor)</p>
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Figure 2. 6. Pattern of Active and Passive Voice in Simple Past

e) Past Continuous Tense

The following is the pattern of how to transform an active sentence into passive using the past continuous tense.

<p>A: S + was/were + V-ing + O. P: S + was/were + being + V3 (Past Participle) + by O (actor)</p>
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Figure 2. 7. Pattern of Active and Passive Voice in Past Continuous

f) Past Perfect Tense

The following is the pattern of how to transform an active sentence into passive using the past perfect tense.

<p>A: S + had + V3 + O.</p> <p>P: S + had + been + V3 (Past Participle) + by O (actor)</p>
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Figure 2. 8. Pattern of Active and Passive Voice in Past Perfect

g) Simple Future Tense

The following is the pattern of how to transform an active sentence into passive using the simple future tense.

<p>A: S + will/shall + V1 + O.</p> <p>P: S + will/shall + be + V3 (Past Participle) + by O (actor)</p>
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Figure 2. 9. Pattern of Active and Passive Voice in Simple Future

h) Future Perfect Tense

The following is the pattern of how to transform an active sentence into passive using the future perfect tense.

<p>A: S + will/shall + have + V3 + O.</p> <p>P: S + will/shall + have + been + V3 (Past Participle) + by O (actor)</p>
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Figure 2. 10. Pattern of Active and Passive Voice in Future Perfect

c. Common Errors in Active and Passive Voice

Mastering the transformation of active and passive sentences can be challenging for students, as it involves not only the changes in the verb forms but also the understanding of the structure contained in the active and passive voice itself. Several studies had highlighted the common errors that the students made in the transformation of active and passive sentences. A study by Yasim et al. (2018) found that the dominant errors that students made when transforming the active sentences into passive were in verb formation, particularly the incorrect use of the past

participle, pronouns, confusion in determining the subject and object, and errors in choosing the correct form of “be”.

Similarly, Darohim (2020) also identified several grammatical errors made by students when transforming active sentences into passive, including incorrect verb changes, inappropriate use of "to be", misplaced subjects and verbs, omission of verbs or "by", and errors in the use of "to be". The students also had difficulties in understanding passive voice, particularly in the simple present, simple past, present continuous, and past continuous tenses. The causes of these errors were due to the classroom atmosphere, lack of experience in using English, the teachers' explanation, which was not clear enough, and the differences between passive voice in Indonesian and English.

In addition, Tania et al. (2022) revealed the four types of errors that the students made when transforming active sentences to passive, such as the inappropriate use of structure (misformation), the inappropriate arrangement of word order or morphemes (misordering), omitting the important element in sentence structure (omission), and adding an unnecessary element in the sentence (addition). The source caused these errors was the influence of students' mother tongue (interlingual transfer), the incomplete knowledge of the target language (intralingual transfer), teaching approaches, as well as a lack of varied practice (communication strategy).

In summary, the transformation from active to passive sentences poses challenges for students, with the common errors that students make involving the verb formation, the use of to be, word arrangement, and the omission or addition of elements in the sentence structure of both active and passive voice.

2.2 An Overview of English Camp

a. Definition of English Camp

English camp is a language learning program designed to create an environment where the students are immersed in English, as all activities at the camp are conducted in English, from class activities to other exciting activities. This aligns with Ready (2021), who described English camp as an environment for learning English where students are required to follow the rules and participate in full-immersion English activities. It is supported by Azhari et al. (2023), who revealed that to improve English proficiency, students should be required to utilize English daily, as the English camp applies no English, no service. From the statement above, it can be concluded that the English camp program is an immersive language learning experience where students participate in a variety of activities that use only English, creating an environment that encourages consistent language use.

b. The Contribution of English Camp to Grammar Learning

An intensive English camp is a language program designed to increase students' knowledge and abilities through direct experience and full exposure to English. This approach is in line with the Input Hypothesis theory proposed by Krashen (1985), which states that language acquisition occurs when students receive comprehensible input that is slightly more challenging than their current ability level. In the context of grammar learning during an intensive English camp, students are provided with relevant materials or input that help improve their grammar mastery. The activities provide continuous exposure to correct grammatical structures in meaningful contexts, allowing students to notice the patterns, compare them with their existing knowledge, and gradually deepen their understanding of the rules. By encountering active and passive sentences repeatedly in a variety of communication situations, students are able to process the input given, test their assumptions about the patterns in the target language, and refine their grammatical accuracy. In

addition, this program is also supported by Experiential Learning Theory by Kolb (1984), which emphasizes that effective learning occurs when students are directly involved in practical experiences. According to the four-stage learning cycle proposed by Kolb, namely concrete experience, reflective observation, abstract conceptualization, and active experimentation, students engage in grammar learning through these sequential processes during English camp activities.

Thus, the combination of Krashen's Input Hypothesis and Kolb's Experiential Learning Theory creates an ideal learning environment, especially in enhancing students' mastery of active and passive voice. In practice, these theories were applied into structured English camp activities that provide students with comprehensible input through grammar materials, examples, explanations, and interactive activities before encouraging them to produce language output. Following Krashen's theory, the learning sessions ensured that students were exposed to meaningful input slightly above their current ability level during activities such as Chain Sentence and Whisper and Change. These activities required students to listen, comprehend, and then transform or reconstruct sentences actively, allowing input to become intake.

Meanwhile, Kolb's experiential learning cycle was implemented through the structured stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. For instance, students first experience the learning sessions through grammar materials, examples, explanations (concrete experience), analyzed or observed the sentence patterns based on the given example (reflective observation), formulated grammatical rules (abstract conceptualization), and applied them in interactive activities (active experimentation). Through this integration, students not only understand the grammar rules theoretically but also understand how to apply them. This process enables them to internalize grammatical structures more effectively and improve their overall accuracy in grammar use.

2.2.1 Approaches to Grammar Teaching in English Camp

Grammar is an essential element in teaching a language, which requires an effective approach so that students can understand and master the rules. The deductive and inductive approaches are two common techniques for teaching grammar. These two methods provide different approaches in teaching grammar where each of which has its advantages and disadvantages. In this part, how these two approaches are applied in teaching grammar will be described, as well as their advantages and disadvantages.

a. Deductive Approach to Grammar Teaching

The deductive approach is a method in which grammar rules are first presented to the students, followed by examples. According to Shirav and Nagai (2022), when teachers adopt this approach, grammatical structures are explicitly given at the beginning of the lesson. This technique allows students to clearly understand the rules before applying them in context. The deductive or rule-driven approach is commonly linked to the Grammar-Translation Method (Thornbury, 1999), a traditional approach that emphasizes direct instruction of grammar structures. As highlighted by Shirav and Nagai (2022), the concepts of this approach are typically used in classrooms where the main goal is to teach grammar forms directly. In addition, Benitez-Correa et al. (2019) explained that a typical deductive lesson involves three stages. First, the teacher presents the grammar rules. Second, the teacher presents the relevant examples that highlight the grammar structures. Last, students are asked to produce their sentences using the structures. This structure format ensures clarity and allows students to apply the learned concepts in controlled practice.

However, the use of a deductive approach presents both advantages and disadvantages. Thornbury (1999) highlighted several benefits of this approach. First, it is time-saving because it goes straight

to the point. Second, it acknowledges the importance of cognitive processes in language learning and respects the intelligence and maturity of students, especially adult learners. Third, it meets the expectations of students who prefer analytical learning styles. Lastly, it allows teachers to address language problems as they arise, instead of having to anticipate every issue beforehand. These strengths make the deductive method a practical option in various instructional settings.

On the other hand, Thornbury (1999) also highlighted the drawbacks of this approach. For instance, some students, particularly younger ones, may struggle to begin a lesson with a grammatical explanation, especially when English is the language used to discuss the rules. This can hinder their understanding and make the material feel inaccessible. Another limitation is that it tends to foster a teacher-centered classroom, where explanation dominates rather than student interaction. Lastly, the deductive method may unintentionally suggest that language learning is merely about memorizing rules, rather than actively using the language in context.

b. Inductive Approach to Grammar Teaching

The inductive approach is the opposite of the deductive method. It begins by presenting examples, and then students are guided to analyze and discover the grammatical rules from those examples. According to Shirav and Nagai (2022), in this approach, teachers emphasize the grammar rules implicitly by providing examples rather than giving the rules directly. Thornbury (1999) also noted that the inductive approach is known as rule-discovery, in which students explore and analyze the patterns to understand the structure. This method encourages students to be active participants in the learning process, fostering deeper engagement. Additionally, Benitez-Correa et al. (2019) stated that once

students have identified the grammatical patterns, they are encouraged to create their examples to strengthen their understanding.

However, the use of the inductive approach also brings both advantages and disadvantages. Thornbury (1999) identified several key benefits of this method. First, rules discovered by students are more likely to align with their existing mental structures, making them more meaningful, memorable, and useful. Second, the mental effort involved leads to a deeper level of cognitive processing, which increases retention. Third, students are more actively involved in the learning process rather than being passive recipients of information. Fourth, this approach encourages pattern recognition and enhances problem-solving skills. Lastly, the process of discovering rules independently fosters self-reliance and learner autonomy. These characteristics make the inductive approach especially valuable in learner-centered classrooms.

On the other hand, Thornbury (1999) also highlighted several drawbacks of this approach. First, it can be time-consuming, particularly when students struggle to identify the correct rules. Second, students may arrive at inaccurate conclusions about the grammar structure. These risks require careful monitoring and guidance from the teacher to ensure accurate understanding.

2.2.2 Interactive Grammar Activities in English Camp

Classroom grammar activities play a crucial role in supporting students' understanding and application of grammatical structures. By providing attractive and engaging activities, students will be more engaged in the learning process. The activities, such as chain sentence as well as whisper and change, have proven effective in fostering students' grammatical competence. These methods not only encourage active participation but also help students internalize the complex forms of grammar.

a. Chain Sentence Activity

The chain sentence or chain story activity is a collaborative learning technique where students build a sentence from words one by one. This activity emphasizes collective sentence construction, requiring students to listen attentively to their peers while actively engaging in grammatical formation. According to Uktolseja and Gaspersz (2019), the chain sentence technique is designed in such a way that students are more active in constructing sentences and helping each other cooperatively. This activity also allows students to share, develop, and organize their ideas into a good sentence (Sari & Erawati, 2020). Moreover, the basic rules for this activity are very simple, where every student takes turns adding one word or phrase to continue the previous word given by the previous student to make a good sentence. For example, the first student mentions “I am”, the next student adds the word “learning”, and so on until they build a good sentence.

b. Whisper and Change Activity

Whisper and change are variations of the traditional “whisper game” or “telephone game”, which is commonly used to enhance listening comprehension skills. However, in this modified version, the activity will not only focus on listening comprehension, but it will also be designed to focus more on grammar practices, such as grammar transformations. The term “whisper” refers to an activity where a student is whispered a sentence by a teacher, while the term “change” refers to the transformation of the sentence. This activity will be conducted in a group, where the first student receives an original sentence from the teacher and must transform it into another form before whispering it to the next student. Each student in the group needs to listen carefully and apply a different transformation based on a predetermined grammatical target.

For example, if the original sentence is active in the simple present, the first student must transform it into a passive sentence with the same tense. The third student also has to convert the sentence he has received from the second student into a simple past in an active sentence, and so forth until the last student, who will transform it into the original form, which is simple present in an active sentence. The final sentence will then be compared with the original sentence from the teacher to evaluate the accuracy of both sentences.

2.3 Teaching Grammar in Intensive English Camp

The grammar teaching process in the Intensive English Camp was implemented through eight meetings that combined classroom learning with interactive grammar activities. This instructional design aimed to strengthen students' mastery of English grammar, particularly in constructing and transforming active and passive voice sentences. designed based on the concepts of common grammar teaching, namely deductive and inductive approaches, which were then combined with the interactive grammar activities such as chain sentence and whisper and change activities. The stages of the teaching were also designed based on the framework of Kolb's experiential learning cycle (1984), including concrete experience, reflective observation, abstract conceptualization, and active experimentation.

2.3.1 Concrete Experience

At the beginning of the lessons, the researcher first presented the material deductively or inductively. The deductive approach required the teacher to first present the rules of transforming an active sentence into passive form, followed by examples to highlight how sentences are transformed from active into passive. This stage directly addresses common mistakes such as incorrect use of verb forms, confusion about subject and object position, as well as omission of the word "to be". While the inductive approach required the teacher to first present examples, then students observed the patterns contained

in the sentences. This stage helps students discover and infer the grammatical rules through practice.

2.3.2 Reflective Observation

Having been presented with the rules or examples, students observed and reflected on the differences between active and passive sentences. They compared the sentence structures, noted the changes in the verb tense, and identified the changes in the positions of the subject and object. This activity helped students identify the common errors in the area of active and passive voice.

2.3.3 Abstract Conceptualization

Through guided discussions, students were then encouraged to conclude how active sentences were transformed into passive sentences. At this stage, they explained the rules in their own words, based on examples they had observed. This process helps them connect the patterns to gain a clearer understanding of the structure. By developing their own versions of the rules, students can truly understand and remember the principles of active and passive voice, rather than simply memorizing them.

2.3.4 Active Experimentation

In this stage, students were encouraged to produce a language output through interactive activities such as chain sentence and whisper and change activities. In the chain sentence activity, students took turns to construct correct grammatically sentences one word by one word. For instance, the first students gave a word “We”, then the next student gave a word “take” and so forth. While in the whisper and change activity, students would be divided into groups, and each member would get one different order to transform a sentence given by the teacher into another tense or form. For instance, the first student had to move the sentence given by the teacher into

an active form of present perfect tense, and the next student had to transform the sentence from the previous student into passive form, and so forth based on the predetermined rules

The teaching process designed in this study directly addressed the common errors students often face in transforming active and passive sentences. By combining deductive and inductive approaches, students were guided to understand verb formation, subject–object placement, and the correct use of “to be” more clearly. Furthermore, interactive activities such as Chain Sentence and Whisper and Change provided repeated practice in sentence construction and transformation across different tenses, which helped reduce common errors, including misordering, omission, and misuse of verb forms. Through these structured yet engaging steps, the treatment offered both clarity of rules and meaningful practice opportunities, allowing students to gradually overcome their difficulties with active and passive voice.

2.4 Study on the Relevant Research

This part serves to validate the original idea of this research by providing relevant previous research written by other researchers that has the same focus on the English camp. The first study was conducted by Jalaluddin (2015), which investigated the topic of participants' spoken expression in an English camp and how the topics were discussed. This study utilized a case study design, and the data were obtained through focus group interviews, observation, and a questionnaire. The results showed that the participants discussed a wide range of topics, which could be categorized into two groups, namely guided and situational topics. The participants discussed the guided topics under the guided conditions. While the situational topics appeared naturally based on the situations. The data also indicated that the participants' confidence and level of activity in speaking English gradually increased during the English camp. According to the data, the regular English camp could improve participants' speaking skills. The similarity of Jalaluddin's research and this research is that both researches have the same focus, that is, the English

camp program. The differences between the research are that Jalaluddin's research used a case study, and it focused on speaking skills. While this research will utilize a quantitative of one-group pretest-posttest design and the focus will be on the students' grammar mastery.

The second previous study was conducted by Noguchi (2019), which explored the students' anxiety in learning English and perceptions of their English communicative ability changes after attending a five-day English camp. The study found that engaging in an English camp, even for five days, reduced some students' anxiety. The findings suggest that learners' English competence level had a significant influence on how they approach English communication. The similarity between Noguchi's research and this research is that each research has the same focus on the English camp. The difference between the research studies is that Noguchi's research focused on exploring the students' anxiety and perceptions, while this research focuses on grammar.

The third previous study was conducted by Areerak and Chomchom (2019), which had a focus on a survey investigation into the degree of satisfaction in the English camp. This study used both qualitative and quantitative methods, and the findings of this investigation revealed that the majority of students appeared to be highly satisfied with the varied activities of the English camp. Entertainment combined with activities resulted in higher levels of pleasure and attendance than solely academic events. This study's recommendation was to provide more entertainment and mixed activities to stimulate students to have a high degree of happiness. The similarity between Areerak's and Chomchom's studies and this study is that they have the same focus on the English camp. The difference between the two studies is that Areerak's and Chomchom's study investigated the students' satisfaction level during learning in the English camp, while this research will investigate the influence of the English camp on students' mastery of English grammar.

The fourth previous study was conducted by Ready and Indrayani (2021). This study aimed to describe the implementation of an English camp in the English Area of Latee as a learning and teaching approach for developing speaking skills. This study used a descriptive qualitative approach, and the data were obtained through observations, interviews, and documentation. The findings of this study revealed that the English camp is considered an effective environment for English learners and teachers to achieve their objectives. It can help students enhance their speaking skills because speaking is all about developing habits, which should be the emphasis of all learning activities. The similarity between Ready's and Indrayani's research and this research is that both research highlight the effectiveness and the influence of the English camp in enhancing language proficiency. Meanwhile, the difference between the research is that Ready's and Indrayani's research focused on investigating the English camp as a learning and teaching atmosphere for speaking ability development. Meanwhile, this study investigates the effect of the English camp on improving the students' understanding of English grammar.

The fifth previous study was conducted by Thahira et al. (2023). The purpose of this study was to determine students' perceptions of the English camp and its impact on EFL undergraduate USK students' speaking skills. The results indicated that Kampung Inggris Pare helped students enhance their speaking skills. The enhancements include acquiring a sufficient vocabulary, enhancing pronunciation and fluency in speech, boosting grammar and comprehension skills, and developing self-confidence. These components work together to assist students in improving their speaking skills and dealing with the various issues that arise when speaking. The similarity between Thahira's research and this research is that both research have the same focus on investigating the English camp. The difference between the research is that Thahira's research investigated the students' perceptions of the English camp in Kampung Inggris Pare on improving their speaking skills. Meanwhile, this research investigated the English camp's effect on students' grammar mastery.

The sixth previous study was conducted by Aini (2024), which investigated students' perceptions of an English camp on their English skills, including experience, benefits, and challenges through a quantitative research survey design. The result of the study found that the English camp helped improve students' English skills and understanding, such as improving students' grammar understanding, vocabulary, and pronunciation, as well as increasing self-confidence. The similarity between Aini's and this research is that both research have the same focus on the English camp. The difference between the research is that Aini's research utilized a survey design, while this study used a pre-experimental design.

The last previous study was conducted by Asroriyah et al. (2024). This study aimed to examine the effectiveness of an English camp on improving students' English language skills by focusing on vocabulary, grammar, listening, and speaking skills. The findings of the study revealed a significant increase in the students' English literacy. The similarity of Asroriyah's study and this study is that both studies have the same focus on the English camp and grammar. The difference between the two studies is that Asroriyah's study used a qualitative descriptive design, while this study used a quantitative pre-experimental design.

In summary, this study focuses on the effect of the English camp program, which aims to determine whether this program has an effect on students' understanding of English grammar at eL-BAS Islamic junior high school. Meanwhile, the previous studies focused on investigating the English camp and students' perceptions, anxiety, as well as students' speaking skill development.

2.5 Research Hypothesis

The writer has two hypotheses in this research, including the null hypothesis (Ho) and the alternative hypothesis (Ha).

2.4.1 Null Hypothesis (Ho)

There is no significant difference in students' mastery of English grammar, specifically on active and passive voice, before and after attending the English camp.

2.4.2 Alternative Hypothesis (Ha)

There is a significant difference in students' mastery of English grammar, specifically on active and passive voice, before and after attending the English camp.