

The Role of English Training Camp in Improving Students' Speaking Skill

¹ Sukma Rahmadiani, ² Mahyuni, ³ Lalu Thohir

¹Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram, Jl. Majapahit No. 62 Mataram, Indonesia

*Corresponding Author e-mail: sukmaditayy@gmail.com

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Abstract

This study aims to identify specific activities within the English Training Camp that contribute to improving students' speaking skills and to explore students' perceptions regarding the effectiveness of these activities at the Nurul Haramain Islamic Boarding School. A descriptive qualitative research design was employed. The participants consisted of three tutors and 15 students actively participating in the English Training Camp program, selected from a total population of 200 students. Data were collected through observation, interviews, and questionnaires, and subsequently analyzed using the stages of data reduction, data display, and conclusion drawing. The results indicate that the English Training Camp positively contributes to enhancing students' speaking skills through the various activities organized, with "Tick Talk" identified as the most effective activity. These activities help students improve their English speaking abilities through daily speaking practice, competitions, and the "Super Camp" program. Furthermore, students held positive perceptions of the English Training Camp—with 84.67% of responses categorized as positive—attributing this to the program's supportive learning environment, tutor guidance, and opportunities for active English practice in daily communication. Among the activities conducted, "Tick Talk"—part of the Super Camp program—was deemed the most effective for boosting students' speaking skills and self-confidence. The study implies that non-formal language programs featuring structured communicative activities can serve as an effective model for developing speaking skills within an Islamic boarding school setting.

Keywords: English Training Camp, Speaking Skill, Students' Perception

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INTRODUCTION

In the English teaching and learning process, the four core language skills listening, speaking, reading, and writing play essential roles. Among these, speaking is often regarded as the most crucial skill. This is because speaking enables students to express their ideas, feelings, and thoughts orally, which is integral to effective communication. Speaking skills are often recognized as the most challenging aspect of language acquisition for students. A good speaking skill allow student to communicate effectively and help student throughout their life. The purpose of teaching speaking is to help learners communicate effectively and make themselves understood in various communication situations (Hasibuan & Ansyari, 2007). According to Richard (2008) the purpose of speaking is to talk as interaction, talk as interaction is referred to as what we normally mean by conversation and describe an

interaction that serves a primarily social function. Bailey (2000) stated that speaking is a process of interaction where speakers intend to build meaning through produced, received and processed information. From those theories, it can be concluded that speaking skill is related to communication.

The importance of speaking is underscored by its interdependence with other language skills. Mastery in speaking typically requires proficiency in listening, reading, and writing (Ur, 1996). Additionally, many language learners evaluate their success in acquiring a new language based on their speaking skill (Prasad et al., 2023; Nunan, 2003). Hence, a high level of proficiency in spoken English can significantly enhance learners' opportunities and effectiveness in various contexts. Despite its importance, developing speaking skills poses significant challenges for many students. One of the most common obstacles is the difficulty in expressing thoughts clearly and fluently, which often results in students feeling hesitant or shy about speaking. Mwamba (2005) observed that secondary school students frequently exhibit reluctance to speak in class because of their perceived inability to articulate their ideas adequately. This hesitation is often accompanied by a fear of making mistakes or being judged by their peers. Additionally, a lack of confidence and insufficient motivation to engage in speaking activities can further hinder the development of speaking skills. As Thohir (2017) points out, motivation plays a critical role and is one of the main determining factors in achieving success in foreign language learning. It is defined as an internal drive that pushes individuals to take action in order to achieve their goals. Without sufficient motivation, success in language learning is difficult to attain. These challenges highlight the need for alternative teaching methods and environments that can provide students with safe, supportive, and motivating spaces to practice their speaking skills without fear of failure. Young learners acquire language more effectively when learning activities are meaningful, interactive, and related to their experiences (Cameron, 2001). Therefore, learning programs that emphasize authentic communication and active participation can provide valuable opportunities for students to develop their speaking skills.

To address these issues, many schools implement supplementary programs like English camps. According to Ministry of Education and Culture data (2021), only 35% of Indonesian high school graduates achieve adequate English communicative competence. Nurul Haramain Islamic Boarding School in Lombok has prioritized language development through an English Camp program established in 2013, operating in a conservation forest setting and offering a three-month immersive learning experience.

This study is grounded in Vygotsky's Sociocultural Theory (SCT) (1978), emphasizing social interaction and cultural context in learning. In the English Camp context, ZPD application is evident through tutor scaffolding, where tutors guide students toward independent speaking. Lantolf and Thorne (2006) extended this view, emphasizing language as a psychological tool. Communicative Language Teaching (CLT) also provides theoretical foundation, emphasizing communicative competence through meaningful communication (Richards & Rodgers, 2014; Savignon, 2002).

Several previous studies have highlighted the effectiveness of English Camp programs in improving students' speaking abilities. Aswad (2017) found that English Camps provide an interactive and low-stress learning environment that enhances students' speaking fluency and confidence. Similarly, Salina (2011) reported that

immersive activities such as role-plays, public speaking, and group discussions help students develop oral communication skills through authentic language use. Damayanti et al (2026) further revealed that non-formal learning environments encourage students to overcome barriers to speaking, including shyness and fear of making mistakes.

In addition, Ready and Indrayani (2021) emphasized that the systematic use of English throughout camp activities contributes significantly to students' language mastery, fluency, and accuracy. Wahyudi (2016) also found that task-based activities, such as debates and simulations, effectively improve students' speaking skills, confidence, and communicative competence. These studies demonstrate that English Camp programs play an important role in supporting speaking development through immersive and communicative learning experiences.

Although previous studies have examined the effectiveness of English Camp programs, most of them focused on their immediate impact on students' speaking performance while the present study differs by investigating the role of English Training Camp activities at Nurul Haramain Islamic Boarding School and exploring students' perceptions of their effectiveness in improving speaking skills within the unique context of an Islamic boarding school.

METHODS

This study used descriptive qualitative design. Qualitative research focuses on understanding participants' experiences and meanings within their natural settings (Creswell, 2014). Furthermore, Sugiyono (2013) states that descriptive qualitative research aims to describe and interpret phenomena naturally based on the data obtained from participants. Therefore, the data in this study were collected and interpreted in the form of words. The study used descriptive method because the researcher intended to describe how the English training camp help the student in improving their speaking skill and how students perceive those activities in their learning experience at Nurul Haramain Islamic Boarding School.

Population and Sample

This study focusesd on English tutors and students from Nurul Haramain Islamic Boarding School, who were actively participating the English Training Camp. The target population consisted of second year students in the academic year 2025. There were 9 classes with a total of 200 students. This research employed the purposive sampling technique. English camp tutors served as a companions and supervisors for English camp activities so it is considered capable to provide a lot of information need by researcher to explore the English camp activities, 3 tutors were chosen as a sample. Students became a research subject because they were active participants in English camp activities. A total of 15 students were selected as the sample from 200 participant

Data Collection Techniques

The data were collected through observation, interviews, and questionnaires. Observation was conducted to capture real-life interactions and behaviors during English Training Camp activities. The researcher used non-participant observation, focusing on tutors' management of speaking activities, students' participation, and

the use of English in daily camp communication. In addition, semi-structured interviews were conducted with students and tutors to explore the role of English Training Camp activities in improving students' speaking skills. The interview questions focused on the types of camp activities, their perceived benefits, and changes in students' speaking skill and confidence. Interviews with tutors were conducted in English, while interviews with students used a combination of English and Indonesian to ensure clarity. All interviews were audio-recorded and transcribed for analysis. To support and triangulate the findings, a closed-ended questionnaire adapted from Atashinsadaf et al (2024) was administered to the same student participants. The questionnaire covered five indicators: preference, feeling, frequency, facility, and learning method, and employed a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire provided supplementary data regarding students' perceptions of English Training Camp activities. And

Research Procedures

This research was conducted through four stages: preparation, data collection, data validation, and data analysis. In the preparation stage, the researcher identified the research problem, reviewed relevant literature, determined the participants, and prepared the research instruments, including observation sheets, interview guidelines, and questionnaires. The participants were selected using purposive sampling and consisted of three English Training Camp tutors and fifteen students who actively participated in the program.

In the data collection stage, the researcher employed observation, interviews, and questionnaires. Observation was conducted during English Training Camp activities to examine tutors' management of speaking activities, students' participation, and the use of English in daily communication. The researcher used non-participant observation and recorded field notes regarding activity types, interaction patterns, and students' engagement. Semi-structured interviews were conducted with tutors and students to obtain in-depth information about the types of English Training Camp activities, their perceived benefits, and their contribution to students' speaking skills. In addition, a questionnaire was administered to gather supporting data regarding students' perceptions of the program.

The next stage was data validation. To ensure the credibility and accuracy of the findings, the researcher employed member checking. Participants were asked to review and confirm the interview results and the researcher's interpretations to ensure that the data accurately reflected their experiences and perspectives.

The final stage was data analysis. The collected data from observations, interviews, and questionnaires were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), consisting of data reduction, data display, and conclusion drawing and verification. Through this process, the researcher identified recurring themes and patterns related to the role of English Training Camp activities in improving students' speaking skills and students' perceptions of the program.

Criteria of Trustworthiness

To ensure the trustworthiness of the data, this study employed member checking and data triangulation. Member checking was conducted by asking participants to review and confirm the accuracy of the interview transcripts and the researcher's

interpretations, ensuring that the findings accurately reflected their experiences and perspectives. In addition, data triangulation was applied by comparing information obtained from observations, interviews, and questionnaires to examine the consistency of findings across different data sources. Through these procedures, the researcher was able to identify recurring themes and strengthen the credibility of the findings, thereby enhancing the overall trustworthiness of the study.

Data Analysis

The interview data were analyzed using the flow model proposed by Miles and Huberman (2020). This model consisted of several components, including data reduction, data display, and drawing conclusions. In the first step, data reduction will involve selecting, focusing, and summarizing the raw interview data. The researcher carefully selected which segments to include in the interview transcripts. The second step, data display, involved presenting the selected data in various formats such as essays, tables, graphics, or categorizations. The purpose of this stage will be to help the researcher understand the content of the data and determine the next steps. In this study, the interview data were presented in narrative form. Finally, the researcher drew conclusions based on the research questions after displaying the data.

The questionnaire data were organized into a table and presented using frequency and percentage calculations. These results were obtained directly from the responses collected through printed questionnaire. Subsequently, the data will be interpreted and presented in the form of a table. The data from the questionnaire were analyzed descriptively to determine the frequency of perceptions. The descriptive result did not include the primary data source. They were used as triangulation to support the result of the observation and interview which were the primary source of the data.

FINDINGS AND DISCUSSION

Activities In the English Camp That Improve Students' Speaking Skill

Tabel 1. English Camp Observation

No	Observation Aspect	Evidence	Frequency
1	Student Participation	Students actively joined activities	High (10/12 sessions)
2	Use of English	Students used English spontaneously	Moderate-High (increased 4 to 8 sessions)
3	Confidence	Students showed confidence speaking publicly	Moderate (7/12 sessions)
4	Tutor Support	Tutors encouraged and guided students	Consistent (12/12 sessions)
5	Learning Environment	Camp atmosphere supported communication	Positive (12/12 sessions)

English Camp Programs

The findings revealed that the English Training Camp played an important role in improving students' speaking skills through a variety of communicative and

interactive activities. Based on observation data, students actively participated in English Camp activities, used English spontaneously in interactions with tutors and peers, demonstrated increasing confidence when speaking in front of groups, and received continuous support from tutors. The camp atmosphere also created a learning environment that encouraged English communication and active participation.

The observation and interview data identified several speaking activities that contributed to the development of students' speaking skills, namely daily speaking activities, competitive activities, and the English Camp Super Program. Daily speaking activities encouraged students to communicate in English during both formal and informal situations. This finding supports Vygotsky's (1978) Sociocultural Theory, which emphasizes that language development occurs through social interaction and collaborative communication with others. Students shared stories, read daily diaries, and expressed opinions using English. These activities provided continuous speaking practice and gradually helped students become more comfortable using English in everyday communication. Observation findings showed that students who were initially hesitant became more willing to speak during subsequent sessions, indicating gradual improvement in confidence and speaking fluency. This finding is consistent with Aswad (2017), who found that English Camp activities provide a supportive learning environment that helps students improve speaking fluency and self-confidence.

In addition to daily speaking activities, competitive activities such as Master of Vocabulary and Master of Tenses also contributed to speaking development. These competitions motivated students to participate actively and use English in front of their peers. The activities not only strengthened vocabulary and grammatical knowledge but also increased students' confidence and enthusiasm. Observation results showed that students were highly motivated to perform well and actively engaged in the competitions. This finding suggests that competitive learning can encourage students to use English more frequently and confidently. Similar findings were reported by Wahyudi (2016), who found that task-based and competitive activities can enhance students' communicative competence, confidence, and speaking performance.

Furthermore, the English Camp Super Program consisting of Sing Song, Tick Talk, and Master of Ceremony (MC) activities was designed specifically to develop students' speaking skills. Among these activities, Tick Talk emerged as the most effective activity according to both tutors and students. In Tick Talk, students were required to speak spontaneously on a given topic for approximately three minutes. Observation results indicated that although students initially experienced vocabulary limitations and pauses, they gradually became more willing and able to express their ideas in English. Students also reported that Tick Talk forced them to think and speak directly in English, helping them overcome fear and hesitation. This finding aligns with Salina (2011), who reported that authentic speaking activities requiring active participation help learners develop oral communication skills through meaningful language use. The MC activity further developed students' skill to speak in formal contexts, while Sing Song improved pronunciation and confidence through repeated exposure to English lyrics.

The interview findings supported the observation results regarding the implementation of speaking activities in the English Training Camp. Tutor 01 explained that the primary objective of the Super Camp program was to improve students' speaking skill through various communicative materials and activities. He stated, "Here we are in Madani Super Camp, the main activities in Madani Super Camp is to train students' speaking skills, we set the learning materials such as invitation, asking opinion, and others. These activities are intended to help students improve their speaking skill." Similarly, Tutor 02 emphasized the role of Tick Talk as a speaking-focused activity, explaining that students were encouraged to speak for three minutes or more based on a particular vocabulary topic. Tutor 03 further explained that the camp implemented various speaking activities, including Tick Talk, storytelling, Sing Song, Master of Ceremony (MC), daily diary reading, and daily conversation activities, as well as competitions such as Master of Vocabulary and Master of Tenses to motivate students to use English actively.

Design and Implementation of Speaking Activities

The findings also revealed that the camp activities were carefully designed and managed by tutors. Learning materials were organized into weekly themes such as vocabulary week, speaking week, tenses week, and reading week. Tutors implemented communicative activities, group discussions, games, and competitions to maintain students' motivation and participation. However, tutors acknowledged several challenges, particularly students' low confidence, fear of making mistakes, and limited vocabulary. To address these issues, tutors continuously provided encouragement, feedback, and supportive learning experiences.

The interview data also revealed how tutors managed and organized the camp activities. Tutor 01 explained that outdoor activities such as daily diary reading and storytelling competitions were intentionally designed to build students' confidence in speaking English. He stated, "Students read their daily diaries one by one in front of their friends. This activity is intended to train students to speak confidently." Meanwhile, Tutor 02 reported that Tick Talk was conducted in small groups consisting of two or three students to create a more comfortable speaking environment. Tutor 03 added that materials were arranged systematically through weekly themes, including vocabulary week, speaking week, tenses week, and reading week, to help students improve their language competence gradually.

The Use of English Language

Another significant finding was the intensive use of English throughout the camp. Students were encouraged to use English not only during structured activities but also in daily interactions with tutors and peers. Observation data showed that students gradually increased their use of English in everyday communication. Tutors reported improvements in students' fluency, confidence, vocabulary mastery, and pronunciation. The continuous exposure to English created an immersive learning environment that enabled students to practice the language naturally and meaningfully.

These findings support the principles of Communicative Language Teaching (CLT), which emphasize meaningful communication and active language use as the foundation of language learning (Richards, 2006). The organization of students into small groups, communicative tasks, role-plays, discussions, and spontaneous

speaking activities reflects the core principles of CLT. Tutors functioned as facilitators who encouraged communication rather than focusing solely on grammatical accuracy. According to Harmer and Brown (2007), such communicative environments promote speaking fluency and reduce learners' anxiety, allowing students to develop confidence in using the target language.

The effectiveness of the English-speaking environment was also confirmed through tutor interviews. Tutor 01 observed that students' confidence increased significantly during the program, stating that many students who were initially shy became more active in speaking English. Tutor 02 highlighted improvements in students' fluency, while Tutor 03 reported that students became more confident, more fluent, and more willing to express their ideas in English. According to Tutor 03, continuous exposure to English in daily communication helped students improve their vocabulary, pronunciation, and overall speaking confidence.

Moreover, the English Camp provided an immersive language-learning environment that encouraged students to communicate continuously in English. This finding is consistent with Aswad (2017), who argues that English camps create engaging learning environments that reduce learning stress, promote natural communication, and enhance speaking proficiency through real-life language practice.

Students' Perception Toward English Training Camp The Most Effective Activity

Interview findings further revealed that students considered Tick Talk the most effective activity for improving speaking skills. Students stated that Tick Talk encouraged them to speak spontaneously and helped them become more confident in expressing ideas. In addition, competitive activities such as Master of Vocabulary and Master of Tenses increased students' motivation and enthusiasm for learning English. These findings indicate that activities requiring active participation and spontaneous communication provide meaningful opportunities for speaking practice. This finding is consistent with the principles of communicative language teaching, which emphasize meaningful interaction and spontaneous communication as essential elements in developing speaking proficiency. According to Harmer and Brown (2007), speaking activities that encourage learners to use language freely in real communicative situations help improve fluency and confidence. Furthermore, communicative tasks provide opportunities for learners to negotiate meaning and practice authentic language use, which supports speaking development.

The interview findings confirmed that Tick Talk was perceived as the most effective activity for improving speaking skills. One student stated, "Tik-Talk is the most effective because we have to speak directly according to the theme, so we have no choice but to be brave and speak." This statement indicates that the activity encouraged students to overcome their fear of speaking and practice spontaneous communication. Another student highlighted the value of competitive activities, stating, "I like competitions the most because they make me more enthusiastic and challenged to perform and speak English." These findings suggest that communicative and competitive activities can increase students' motivation and willingness to use English actively.

Improvement of Speaking Skill and Confidence

Another important finding was the improvement of students' speaking skills and confidence. Before joining the camp, many students reported difficulties related to vocabulary limitations, pronunciation problems, fear of making mistakes, and lack of confidence. However, after participating in various camp activities, students reported feeling more confident and comfortable when speaking English. Observation results also showed that students who were initially shy gradually became more active during speaking activities and daily communication. These findings support the Social Cultural Theory proposed by Lev Vygotsky (1978), which emphasizes that learning occurs through social interaction and collaborative activities. Through continuous interaction with peers and instructors during the camp, students were able to practice speaking in meaningful contexts and gradually improve their language performance.

The interview results showed that students experienced noticeable improvements in confidence after participating in the English Camp activities. One student explained, "At first, I was still nervous. But as time goes by, I became more confident." Another student similarly reported, "After I participated in many activities at the English Camp, I become more confident in speaking English in public." These responses indicate that continuous speaking practice and regular participation in communicative activities helped students gradually reduce anxiety and develop greater confidence in speaking English.

Also the interview findings further revealed students' perceptions of their speaking skills before and after joining the camp. Before participating in the program, students commonly reported difficulties related to vocabulary, pronunciation, and confidence. One student stated, "Before I joined English Camp, I still had great difficulty in pronunciation and vocabulary mastery." Another student admitted, "I want to speak, but I don't know the words and I'm afraid to make mistakes." However, after participating in the camp activities, students reported significant improvements. One student stated, "When I studied at the English Camp, my vocabulary knowledge increased and I became more fluent in speaking English." Another student explained, "Now I can speak more confidently because we practice every day." These findings demonstrate that intensive speaking practice and continuous exposure to English contributed positively to students' speaking development. The findings are also consistent with the study conducted by Manan (2018), which found that English Camp programs provide intensive language exposure and opportunities for authentic communication that contribute to improvements in students' speaking ability. Furthermore, Cameron (2001) argues that language learning develops more effectively when learners are exposed to meaningful and repeated language use in authentic contexts. Continuous exposure to English during camp activities therefore plays an important role in enhancing vocabulary mastery, pronunciation, and speaking fluency.

Tutor and Peers Support

Students further emphasized the important role of tutor and peer support throughout the learning process. Tutors provided explanations, feedback, corrections, and encouragement, while peers supported one another through discussions and collaborative learning activities. The interaction among tutors and students created a supportive learning atmosphere that reduced speaking anxiety and encouraged active

participation. This finding supports Vygotsky's (1978) Sociocultural Theory, which emphasizes that learning occurs through social interaction and scaffolding. Tutor guidance and peer collaboration functioned as scaffolding that helped students gradually improve their speaking skills and confidence.

Students also emphasized the importance of support from tutors and peers throughout the learning process. One student stated, "Because in English Camp, I and my friends help each other when we have some trouble in speaking. For example, if we make a mistake, we must correct each other or tell each other." Another student explained, "Tutors usually explain or tell us if we make mistakes in using English while at English Camp." These findings indicate that collaborative learning and constructive feedback contributed significantly to students' speaking development and confidence.

Supportive Learning Environment

The supportive learning environment also contributed significantly to students' positive perceptions. Students reported that outdoor learning activities and the English-speaking atmosphere made learning more enjoyable and less stressful. The environment encouraged students to use English regularly and reduced their fear of making mistakes. These findings are consistent with Harmer (2001), who argues that supportive and engaging learning environments increase students' motivation, participation, and willingness to communicate. Similarly, Manan (2018) argues that English Camp provides students with opportunities to practice speaking in a natural environment, which helps strengthen their speaking performance and confidence.

The learning environment was also perceived as a factor contributing to students' motivation and comfort. One student stated, "Because the environment is outside or in a valley, it makes me feel more refreshed when studying and doing activities at English Camp." Another student reported, "In the English Camp environment, everyone speak English, so it makes me feel embarrassed if I don't use it." These responses suggest that the immersive English-speaking environment encouraged students to practice English more frequently and created positive peer pressure that supported language learning.

Tabel 2. Questionnaire Results on Students' Perceptions toward English Camp Activities

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	-	-	1	6	8
2	-	-	4	8	3
3	-	-	-	8	7
4	-	-	4	8	3
5	-	-	4	7	4
6	-	-	5	6	4
7	-	-	2	12	1
8	-	-	2	7	6
9	-	-	-	5	10
10	-	-	1	7	7

AVERAGE	0	0	23	74	53
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The questionnaire results indicate that students generally had positive perceptions toward the English Training Camp activities. Overall, 84.67% of responses were categorized as positive, while 15.33% were neutral and none were negative. The findings suggest that students perceived the camp activities as effective in improving their speaking skills, confidence, vocabulary mastery, pronunciation, and communication ability.

Overall, the findings demonstrate that students had positive perceptions toward the English Training Camp activities. The combination of communicative speaking activities, intensive English exposure, tutor guidance, peer support, and a supportive learning environment contributed significantly to the improvement of students' speaking skills. These findings confirm that the English Training Camp serves as an effective program for developing students' speaking skill.

Findings align with Sociocultural Theory (Vygotsky, 1978) through ZPD application via tutor scaffolding, social learning through collaboration, and mediation through language as a psychological tool (Lantolf & Thorne, 2006). Findings also support CLT principles of meaningful communication and authentic language use (Richards & Rodgers, 2014; Savignon, 2002).

This study extends previous research (Aswad, 2017; Wahyudi, 2016; Manan, 2018) by identifying Tick Talk as most effective and examining mechanisms in Islamic boarding school context. Small sample (15 students), short duration (four weeks), reliance on self-report, unique context limiting generalizability, no pre-post performance tests. Despite limitations, data triangulation strengthened credibility. For practice, structured speaking activities requiring spontaneous communication in supportive environments can effectively develop speaking skills. For policy, investment in non-formal language programs can complement formal instruction. For research, future studies could employ experimental designs with pre-post tests and explore long-term impacts.

CONCLUSION

Based on the findings and discussion, it can be concluded that the English Training Camp plays a significant role in improving students' speaking skills at Nurul Haramain Islamic Boarding School. The program provides meaningful learning experiences through various communicative activities, continuous speaking practice, and an immersive English-speaking environment that encourages students to actively use English in both formal and informal situations. Specific activities that contributed to speaking improvement include daily speaking activities (diary reading, storytelling, daily conversations), competitive activities (Master of Vocabulary, Master of Tenses), and Super Camp programs (Tick Talk, MC, Sing Song). Among these, Tick Talk was identified as the most effective activity for developing speaking skills, with 80% of students and all three tutors confirming its effectiveness. The supportive role of tutors, positive peer interaction, and outdoor learning activities help create a comfortable and non-threatening atmosphere, reducing students' anxiety and increasing their confidence and motivation to speak English. Furthermore, students' perceptions of the English Training Camp are predominantly positive, as

evidenced by the questionnaire results showing 84.67% positive responses, interview data consistently indicating satisfaction with the program, and observation data confirming active participation and engagement. Therefore, the English Training Camp can be considered an effective non-formal language learning program that supports both students' speaking development and their willingness to communicate in English. The findings contribute theoretically by providing empirical support for Sociocultural Theory and Communicative Language Teaching principles in the context of non-formal language learning. Practically, the study offers a model for implementing effective speaking activities in Islamic boarding schools and similar educational settings.

SUGGESTIONS

Based on the findings and conclusions of this study, several recommendations can be proposed for students, tutors, and future researchers. Students are encouraged to actively participate in all English Training Camp activities and consistently use English throughout the program, as continuous practice through activities such as Tick Talk, role-play, and public speaking can enhance their fluency, pronunciation, and self-confidence. Tutors and program organizers are recommended to maintain and further develop communicative and interactive activities, provide constructive feedback, and create a supportive learning environment that motivates students to speak English without fear of making mistakes. Additionally, activities should be managed in a balanced and structured manner to ensure active participation from all students. For future researchers, this study may serve as a reference for further investigations into English Camp programs or other non-formal language learning environments, particularly regarding their long-term impact on students' speaking skills. Future studies are also encouraged to employ different research designs and additional instruments, such as speaking performance assessments, to gain a more comprehensive understanding of students' speaking development.

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