

REFERENCES

- Adi, S. S., & Wijaya, R. A. (2022). University Students's Perception About Extracurricular English Camp In Improving English Skills. *Inovasi-Jurnal Diklat Keagamaan*, 16(1). <https://doi.org/10.52048/inovasi.v16i1.253>
- Adib, A., 1, L., Sutopo, D., Rukmini, D., Smp Negeri, 1, Jepara, K., & Jepara, I. (2018). English Education Journal the Effectiveness of Simulation and Role-Play in Teaching Speaking for Students with Different Levels of Motivation. *EEJ*, 8(4).
- Ahmad Latif Mahruf, & Sari, D. K. (2022). Teachers' Strategies in Teaching Speaking at English Courses as a Foreign Language in Kampung Inggris. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(1). <https://doi.org/10.21460/saga.2022.31.89>
- Ambarita, R., Kristiana, V., & Sari Dewi, R. (2022). Improving Students' Ability in Speaking Trough Animation Movie. *PHILOLOGY Journal of English Language and Literature*, 2(2). <https://doi.org/10.32696/pjell.v2i2.1351>
- Andriani Putri, S., Amri, S., & Ahmad, A. (2020). The Students' Difficulties Factors in Speaking. *J-SHELVES OF INDRAGIRI (JSI)*, 1(2), 115–129. <https://doi.org/10.32520/jsi.v1i2.1059>
- Aras, A. W., Hamid, R., & Mannong, A. B. M. (2022). The Psycholinguistic Analysis of Student Problems In Speaking English. *Indonesian Journal of Psycholinguistics*, 1(1). <https://doi.org/10.56983/ijp.v1i1.137>
- Arini, M., & Wahyudin, A. Y. (2022). Students' Perception on Questioning Technique in Improving Speaking Skill Ability at English Education Study Program. *Journal of Arts and Education*, 2(1). <https://doi.org/10.33365/jae.v2i1.70>
- Ary, D. (2010). *Introduction to Educational Research* (8th Edition). Wadsworth Cengage Learning.
- Astari, A. M., & Hadi, M. S. (2023). Creating English Environment at School Through English Club Extracurricular. *Jurnal Studi Guru Dan Pembelajaran*, 5(2). <https://doi.org/10.30605/jsgp.5.2.2022.1663>
- Aswad, M. (2017). The Effectiveness English Camp (A Model in Learning English as the Second Language). *ASEAN/Asian Academic Society International Conference Proceeding Series*, May.

- Asworo, C. W. (2019). The Analysis of Students' Difficulties in Speaking English at the Tenth Grade of SMK N 2 Purworejo. *Journal of English Education and Teaching*, 3(4), 533–538. <https://doi.org/10.33369/jeet.3.4.533-538>
- Auliyah, Z., & Sujannah, W. D. (2023). Factors Contributing to Students' Willingness to Communicate during English Day Program. *SALEE: Study of Applied Linguistics and English Education*, 4(2). <https://doi.org/10.35961/salee.v4i2.845>
- Azwardi, A. (2021). Application of Rewards and Punishments in Improving Learning Outcomes of Islamic Religious Education In State Middle School 1 Tembilahan. *Ta Dib : Jurnal Pendidikan Islam*, 10(2). <https://doi.org/10.29313/tjpi.v10i2.8497>
- Beay, S., Batau, Hj. S. H., & Syam, U. (2023). The Implementation of English Day Program in The Student's Speaking Skill at The Eleventh Grade of Sman 18 Makassar. *THE ACADEMIC: ENGLISH LANGUAGE LEARNING JOURNAL*, 8(1). <https://doi.org/10.52208/aellj.v8i1.407>
- Brown, H. D. (2001). *Teaching by Principles; An Interactive Approach to Language Pedagogy*. Pearson Education.
- Brown, H. D. (2004). *Language Assessment; Principle and Classroom Practice* (2nd edition). Pearson Education.
- Candraloka, O. R., & Rosdiana, A. (2019). Investigating problems and difficulties of speaking that encounter English language speaking students of junior high school. *Journal of English Language and Education*, 5(2).
- Chand, G. B. (2021). Challenges Faced by Bachelor Level Students While Speaking English. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 45–60.
- Chen, Y. (2006). The influence of partial English immersion programs in Taiwan on kindergartners' perceptions of Chinese and English languages and cultures. *Asian EFL Journal*, 7–40. http://www.asian-efl-journal.com/March_06.pdf#page=7
- Creswell, J. W. (2012). *Educational Research Fourth Edition* (Fourth Edition). Pearson Education.
- Davies, P. P. (2000). *Success in English Teaching*. Oxford University Press.

- Dewi, D. S., & Putri, A. (2016). The Influence of Jigsaw Technique and Speaking Anxiety Toward Student's Speaking Competence. *CAHAYA PENDIDIKAN*, 2(2). <https://doi.org/10.33373/chypend.v2i2.644>
- Dewi, N., & Jimmi, J. (2018). The Correlation Between Vocabulary Mastery and Self Esteem on Students' Speaking Skill. *Wanastra: Jurnal Bahasa Dan Sastra*, 10(1). <https://doi.org/10.31294/w.v10i1.2998>
- Echiverri, L. L., Shang, H., & Li, Y. (2022). Correlates of English Immersion Program: A Study of Academic Performance and Gender Differences among ESL Chinese Students. *The Educational Review, USA*, 6(1), 10–21. <https://doi.org/10.26855/er.2022.01.002>
- Purwanti, Eka. (2022). Group Discussion as a Technique for teaching speaking for the tenth-grade students in MAN Pinrang. *Journal of Applied Linguistics*, 2(1). <https://doi.org/10.52622/joal.v2i1.46>
- Fachrunnisa, N., & Nuraeni, N. (2022). Speaking Interaction Problems Among Indonesian EFL Students. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 8(1). <https://doi.org/10.24252/eternal.v8i1.2022.a7>
- Fadil, M., Sumardi, S., & Ngadiso, N. (2018). Students' Speaking Skill in English Immersion School. *Pancaran Pendidikan*, 7(1). <https://doi.org/10.25037/pancaran.v7i1.138>
- Faizah, C., & Fitria, N. (2021). An Exploration on Students' Problems in Speaking English at the English Department of Serambi Mekkah Banda Aceh. *Jurnal Serambi Akademica*, 9(7).
- Farizi, F., & Herwiana, S. (2022). A Study of Teaching Speaking Techniques Used at Peace English Course Pare, Kediri. *Pioneer: Journal of Language and Literature*, 14(1). <https://doi.org/10.36841/pioneer.v14i1.1382>
- Garhani, B.C., & Yusup, S. (2021). Efl Learners' Motivation in English Camp Setting: Self-Determination Theory Perspective. *Journal of Teaching & Learning English in Multicultural Contexts (Tlemc)*, 5(1).
- Genesee, F. (1985). Second Language Learning Through Immersion: A Review of U.S. Programs. *Review of Educational Research*, 55(4), 541–561. <https://doi.org/10.3102/00346543055004541>
- Hadi, M. J., & Maesarah, M. (2020). Exploring the Practice of Madani Super Camp (MSC) to Foster English Speaking Skill. *Linguistic and Language Teaching Studies*, 01(01), 26–35.

- Hadryanti, F., & Narius, D. (2016). Teaching Speaking By Using Short Cartoon Movies To Senior High School Students. *Journal of English Language Teaching*, 5(1).
- Hafidz, M., & Aditya, M. Y. (2019). Learning of Cross-Cultural Based Writing Skill in The English Camp Program (ECP) of English Education Department. *Tell: Teaching of English Language and Literature Journal*, 7(2). <https://doi.org/10.30651/tell.v7i2.3409>
- Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501–1505. <https://doi.org/10.13189/ujer.2016.040701>
- Harmer, J. (2007). *The Practice of English Language Teaching* (Fourth Edition). Longman.
- Hasim, F. (2018). English Environment Programs at Polytechnic of National Informatics. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(1). <https://doi.org/10.34050/els-jish.v1i1.4081>
- Hasim, F., Machmoed, H., & Nasmilah, N. (2018). English Environment Programs At Polytechnic Of National Informatics. *JURNAL ILMU BUDAYA*, 6(1). <https://doi.org/10.34050/jib.v6i1.4304>
- Hendriani, L. (2018). Three Steps Interview in Teaching Speaking Skill for EFL Learners. *VELES Voices of English Language Education Society*, 2(1). <https://doi.org/10.29408/veles.v2i1.607>
- Hengki, H., & Ratna, R. (2022). Creating Realistic Scenarios in Teaching Speaking Skill Through Virtual English Camp During Covid-19. *Journal of English Language Teaching and Learning (JETLE)*, 4(1), 38–49. <https://doi.org/10.18860/jetle.v4i1.17983>
- Huwari, I. F. (2019). Problems faced by Jordanian undergraduate students in speaking english. *International Journal of Innovation, Creativity and Change*, 8(9).
- Indari, A. (2020). The Problems in Speaking for English Department Student in STKIP BUDIDAYA – BINJAI. *Jurnal Serunai Bahasa Inggris*, 12(1). <https://doi.org/10.37755/jsbi.v12i1.272>
- Irmayani, I. (2021). The Effectiveness of Animation Movie Through Retelling Technique to Improve The Students' Speaking Ability. *JLE: Journal of*

Literate of English Education Study Program, 1(2).
<https://doi.org/10.47435/jle.v1i2.514>

Islam, W., Ahmad, S., & Islam, Md. D. (2022). Investigating the Problems Faced by the University EFL Learners in Speaking English Language. *International Journal of TESOL & Education*, 2(2), 47–65.
<https://doi.org/10.54855/ijte.22223>

Jeon, M. (2012). English immersion and educational inequality in South Korea. *Journal of Multilingual and Multicultural Development*, 33(4), 395–408.
<https://doi.org/10.1080/01434632.2012.661438>

Jumaroh, J. (2020). “English Day” sebagai Upaya Meningkatkan English Exposure bagi Siswa-Siswi SMPN 2 Ulujami, Pemalang. *Prosiding University Research Colloquium*.

Kansil, V. E., Tuna, J. R., & Liando, N. V. F. (2022). Analysis of The Effect of Students Self-Confidence on Speaking Skills. *JoTELL Journal of Teaching English*, 1(5).

Katayama, K., & Hashimoto, K. (2019). What Makes Students Speak Japanese in Immersion Programs? State Policy, School Curriculum and Individual Learners in Australia. *Australian Journal of Applied Linguistics*, 2(3), 104–120.

Khaerana, A. S. A., & Nurdin, N. N. (2018). The Effectiveness of Story Telling and Story Reading Methods In Teaching Speaking. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(2).
<https://doi.org/10.24252/eternal.v4i2.2018.a4>

Khasanova, M. Sh., & Mirzayeva, N. B. (2023). Importance of CLT in teaching vocabulary to adult learners. *E3S Web of Conferences*, 413.
<https://doi.org/10.1051/e3sconf/202341303017>

Kiuk, Y., Suputra, I. G. W., & Adnyani, L. D. S. (2021). Using Jigsaw Strategies to Improve Participation and English Speaking Skills. *Indonesian Journal Of Educational Research and Review*, 4(2).
<https://doi.org/10.23887/ijerr.v4i2.39935>

Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for efl college students. *Journal of Language Teaching and Research*, 8(5). <https://doi.org/10.17507/jltr.0805.04>

- Kurniawan, R., & Fussalam, Y. E. (2020). Meningkatkan Kemampuan Berbicara Bahasa Inggris Dasar Melalui Kegiatan English Camp. *Jurnal Muara Pendidikan*, 5(2), 752–756. <https://doi.org/10.52060/mp.v5i2.413>
- Lailia Ningsih, J., Ni, atun, Hamdani. (2022). The Effectiveness of English Day Program to Improve the Students Speaking Ability at Senior High School Zainul Hasan 1 Genggong. *Jurnal Kewarganegaraan*, 6(2).
- Lobanova, O., Fedorova, E., Vobolevich, A., Minakova, P., & Rybakova, L. (2022). Exploring the relationship between English speaking skills and the learning environment. *World Journal on Educational Technology: Current Issues*, 14(6). <https://doi.org/10.18844/wjet.v14i6.8361>
- Lockwood, J. (2017). The English Immersion Program: Measuring the Communication Outcomes. *Indonesian EFL Journal*, 1(1), 98. <https://doi.org/10.25134/ieflj.v1i1.619>
- Mafuudloh, N. (2020). The Implementation of Jigsaw in Teaching Esp Speaking for Accounting Departement In University Of Muhammadiyah Lamongan. *Journal of Research on Language Education*, 1(1). <https://doi.org/10.33365/jorle.v1i1.724>
- Mahbub, Moh. A., Nugraheni, D. A., Bulqiyah, S., & Sari, D. N. I. (2021). Pelatihan Bahasa Inggris Komunikatif melalui Program English Day Pada Madrasah Aliyah. *Jurnal Pengabdian Kepada Masyarakat*, 5(2).
- Manan, N. A. (2018). Commitment, Community and Bravery: The Core Activities In Endorsing Speaking Skill By English Camp Program. *English Review: Journal of English Education*, 6(2), 77. <https://doi.org/10.25134/erjee.v6i2.1255>
- Manguntungi Andi, S. (2019). High School Students' Problems in Speaking Related papers. *International Journal of Research in English Education Ijreeonline*, September.
- Mido, L. (2019). Students' Problem in Speaking English at Second Grade of SMA Negeri 1 Siompu Barat. *English Education Journal*. <https://doi.org/10.55340/e2j.v5i2.275>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2012). *Qualitative Data Analysis* (Third Edition). Saga.
- Miolo, S. T., Emzir, E., & Rasyid, Y. (2017). English Speaking Learning through The “English Area” Program in Smk Negeri I Gorontalo. *JETL (Journal Of*

Education, Teaching and Learning), 2(2).
<https://doi.org/10.26737/jetl.v2i2.276>

- Moulidya, A., Misnawati, & Zuraini. (2022). An analysis of non-english foreign language students' problem in speaking. *Cendikia : Media Jurnal Ilmiah Pendidikan*, 13(2).
- Muamaroh, M., & Rahayu, K. S. (2022). Students' Problems in Learning English-Speaking Skills at Fastco English Course Blora. *Proceedings of the International Conference of Learning on Advance Education (ICOLAE 2021)*, 662. <https://doi.org/10.2991/assehr.k.220503.101>
- Mulia, Y. (2022). The Analysis of "English Camp" toward the Students' Vocabulary and Speaking Ability. *Roceeding of International Conference on Language Pedagogy (ICOLP)*, 438–444.
- Munawwarah, S. (2019). *A Learning Strategy in Teaching Speaking through English Camp 2019 (Case Study of English Student Association State Institute of Islamic Studies Jember)*. UIN Khas Jember.
- Murtiningsih, T., & Lisnawati, I. (2022). Creating English Environment at Elementary School in Barito Kuala, south Kalimantan. *OMNICODE Journal (Omnicompetence Community Developement Journal)*, 1(1).
<https://doi.org/10.55756/omnicode.v1i1.82>
- Mustakim, M., & Ismail, I. (2018). The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang. *Edumaspul: Jurnal Pendidikan*, 2(2), 61–70.
<https://doi.org/10.33487/edumaspul.v2i2.10>
- Nunan, D. (1999a). *Second Language Teaching and Learning*. Heinle & Heinle Publishers.
- Nunan, D. (1999b). *Second Language Teaching and Learning*. Heinle & Heinle Publishers.
- Nurdin, J. (2021). Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa. *JADEs Journal of Academia in English Education*, 2(1), 44–70. <https://doi.org/10.32505/jades.v2i1.3220>
- Nurohman, E. (2020). The Implementation Of Teaching Speaking Program At Language Center English Course Pare Kediri. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 2(1). <https://doi.org/10.32503/proficiency.v2i1.1380>

- Omar, S. F., Nawi, H. S. A., Shahdan, T. S. T., Mee, R. W. M., Pek, L. S., & Yob, F. S. C. (2020). Interactive language learning activities for learners' communicative ability. *International Journal of Evaluation and Research in Education*, 9(4). <https://doi.org/10.11591/ijere.v9i4.20605>
- Park, J. (2006). Korea-Japan English Camp : A Case Study of English Immersion Program in Korea. *영 어 어 문 교 육* 12, 12(4), 91–115.
- Pradana, S. A. (2017). Using debate to enhance students ' speaking ability as their character building. *English Education: Jurnal Tadris Bahasa Inggris*, 10(1).
- Prasetyaningrum, A., Fikni, Z., & Wati, L. (2020). English Foreign Language Students' Strategies in Overcoming Speaking Problems. *VELES Voices of English Language Education Society*, 4(1), 94–103. <https://doi.org/10.29408/veles.v4i1.1914>
- Pratiwi, D. S., & Candraning Prihatini. (2021). Problems And Difficulties Of Speaking At Muhammadiyah Lampung University Students In Covid Pandemic. *Journal of English Education and Linguistics*, 2(1), 40–49. <https://doi.org/10.56874/jeel.v2i1.404>
- Putera Jaya, H., Petrus, I., & Lingga Pitaloka, N. (2022). Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra. *South Sumatera. Indonesian EFL Journal*, 8(1).
- Putri, N., & Refnaldi, R. (2020). Rewards And Punishments Given By The Teacher In Teaching English As Foreign Language In Indonesian Context. *Journal of English Language Teaching*, 9(1). <https://doi.org/10.24036/jelt.v9i1.107819>
- Rachmawati, I. (2019). Cross Culture Understanding in English Camp Program 2019: An Islamic Perspective from Madurese College Students. *Sosial Budaya*, 16(2). <https://doi.org/10.24014/sb.v16i2.6908>
- Rachmawati, M., Widjajanti, S., Ahmad, A., & Aslan, A. (2020). The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia. *Tapis : Jurnal Penelitian Ilmiah*, 4(2). <https://doi.org/10.32332/tapis.v4i2.2563>
- Rezeki, R., & Ibrahim, M. (2022). Education , Language , and Culture (EDULEC) The Teacher's Strategies in Overcoming Speaking Problems at SMAN 1 Selayar. *Education, Language, and Culture (EDULEC)*, 2(1).

- Riadil, I. G. (2020a). A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill. *International Journal of Education, Language, and Religion*, 2(1), 31. <https://doi.org/10.35308/ijelr.v2i1.2256>
- Riadil, I. G. (2020b). EFL Students in Speaking Skill: Identifying English Education Students' Perceptions of the Psychological Problems in Speaking. *JETAL: Journal of English Teaching & Applied Linguistic*, 2(2). <https://doi.org/10.36655/jetal.v2i2.266>
- Richard, J. C. (2006). *Communicative Language Teaching Today* (1st Edition). Cambridge University Press.
- Roysmanto, R. (2018). A Correlation Between Self-Confidence And The Students' Speaking Skill. *Research and Innovation in Language Learning*, 1(1). <https://doi.org/10.33603/rill.v1i1.1076>
- Rozi, F. (2020). *Teacher's Efforts To Overcome The Students' Difficulties In Speaking (A Case Study at English Massive Program Kediri)* [Thesis]. IAIN Kediri.
- Rullu, ST. M., & Daburan, H. (2020). Speaking Problems of EFL Students at English Education Study Program in Muhammadiyah Luwuk University. *BABASAL English Education Journal*, 1(1). <https://doi.org/10.32529/beej.v1i1.529>
- Rumbouw, O. (2021). The Communicative Language Teaching and Students' Vocabulary Memorizing Improvement: A Library Research. *Langua: Journal of Linguistics, Literature, and Language Education*, 4(1).
- Rusdin, R., & Purwati, D. (2023). Speaking Up: A Comprehensive Investigation of EFL Secondary Students' Speaking Skill Problems in Indonesia's Islamic School Context. *Elsya: Journal of English Language Studies*, 5(2). <https://doi.org/10.31849/elsya.v5i2.11911>
- Sahara, S., & Bahasa Inggris STKIP Nurul Huda, P. (2021). Students' Speaking Problems In English Presentation. *Channing: English Language Education and Literature*, 6(1).
- Salim, A. (2022). General Self-Confidence and Its Implication On Students' Achievement In Oral Presentation. *JEELS (Journal of English Education and Linguistics Studies)*, 2(2). <https://doi.org/10.30762/jeels.v2i2.95>

- Salmawati. (2020). "Analyzing The Students' Problems In Speaking As Performance At The English Education Department Of Universitas Islam Negeri (UIN) Alauddin Makassar. *Repository UIN Alauddin Makassar*.
- Sari, D. N. A. (2021). The Effect of Self- Confidence on The Students ' Speaking Skill of The Tenth Grade of Smk Purwosari Bojonegoro. *Language Learning*.
- Şeker, E., & Aydın, İ. (2011). Communicative approach as an English language teaching method: Van Atatürk Anatolian High School sample. *Pegem Eğitim ve Öğretim Dergisi*, 1(1). <https://doi.org/10.14527/c1s1m5>
- Selerang, E., Liando V.F, N., & Andries, F. (2023). The Correlation Between Students ' Self- Confidence And Their Speaking Skills. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 2(2).
- Setiawan, T., & Sulhan, M. (2021). The Effects Of Student's Self Confidence And Vocabulary Mastery Towards Speaking Skill. *INFERENCE: Journal of English Language Teaching*, 4(1). <https://doi.org/10.30998/inference.v4i1.6847>
- Soreh, R., Pelenkahu, N., & Muntuuntu, M. (2022). Problems encountered by the students' in speaking English at twelveth grade of SMAN 2 Gemeh. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 1(5).
- Souriyavongsa, T., Rany, S., Jafre Zainol Abidin, M., & Lai Mei, L. (2013). Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos. *International Journal of English Language Education*, 1(1). <https://doi.org/10.5296/ijelev.v1i1.3100>
- Suchona, I. J., & Shorna, S. A. (2019). Speaking Problems in English and Solutions: Scrutinizing Students' Perspective. *Shanlax International Journal of English*, 8(1). <https://doi.org/10.34293/english.v8i1.661>
- Supriyono, Y., Saputra, Y., & Dewi, N. S. N. (2022a). English Immersion Program in EFL Setting: A Modified Model, Implementation, and Effectiveness. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), 137–160. <https://doi.org/10.30762/jeels.v7i1.1767>
- Supriyono, Y., Saputra, Y., & Dewi, N. S. N. (2022b). English Immersion Program in EFL Setting: A Modified Model, Implementation, and Effectiveness. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), 137–160. <https://doi.org/10.30762/jeels.v7i1.209>

- Suryadi, S. (2018). The Effects of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill. *Journal of English Language Studies*, 3(2). <https://doi.org/10.30870/jels.v3i2.3158>
- Suryanto, B. T., Imron, A. A., & Prasetyo, D. A. R. (2021). The Correlation between Students' Vocabulary Mastery and Speaking Skill. *International Journal of English Education and Linguistics (IJoEEL)*, 3(1). <https://doi.org/10.33650/ijoeel.v3i1.2042>
- Syahidah, U., & Umasugi, F. (2021). A Design Of Speaking Assessment Rubric For English Immersion Camp. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 10(1), 31–46. <https://doi.org/10.26618/exposure.v10i1.4708>
- Syahidah, U., Umasugi, F., & Buamona, Z. (2019). A Design of English Immersion Camp for Supplementing English Teaching and Learning in Indonesia. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(1), 102–109. <https://doi.org/10.34050/els-jish.v2i1.6227>
- Tahe, A. (2021). The Problems Of Thai Students In Mastering English Speaking Skills In The Islamic University Of Lamongan. *E-Link Journal*, 7(2). <https://doi.org/10.30736/ej.v7i2.332>
- Tantri, Y. G., Romadlon, F. N., & Nurcahyo, A. D. (2023). The Problems Encountered by Non-English Department Students in Speaking English. *International Journal of Research in Education*, 3(1). <https://doi.org/10.26877/ijre.v3i1.12628>
- Taslim, T., Asrifan, A., Chen, Y., & NR, N. (2019). Correlation Between Student's Vocabulary Mastery and Speaking Skill. *Journal Of Advanced English Studies*, 2(2). <https://doi.org/10.47354/jaes.v2i2.64>
- The English Language Centre. (2023).
- Tran, T. T. (2013). Factors affecting teaching and learning English in Vietnamese universities. *The Internet Journal Language, Culture and Society*, 38(1).
- Turada, A. S. (2021). An Analysis of Student's Problems in Speaking At Eleventh Grade Of SMA Negeri 1 Sukodadi. *E-LINK JOURNAL*, 8(1). <https://doi.org/10.30736/ej.v8i1.426>
- Ubaedillah, U. (2019). Improving Students' English Speaking Ability Through Jigsaw. *Research and Innovation in Language Learning*, 2(3). <https://doi.org/10.33603/rill.v2i3.2127>

- Ur, P. (1991). *A Course in Language Teaching*. Cambridge University Press.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge University Press.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3). <https://doi.org/10.12973/EU-JER.9.3.967>
- Yulianingsih, W., Lestari, G. D., Dewi, U., & Zakariyah, M. F. (2019). Management of Learning Activities in Indonesia. *Proceedings of the 3rd International Conference on Education Innovation (ICEI 2019)*. <https://doi.org/10.2991/icei-19.2019.70>
- 한은희. (2016). Effects of a native English-speaking teacher's teaching: Elementary and middle school English camp. *Journal of the Korea English Education Society*, 15(2), 101–120. <https://doi.org/10.18649/jkees.2016.15.2.101>

APPENDIX

Appendix 1

Interview Sheet

Students' Problems on Speaking English

Interview with Lecturers (English Survival Lecture/Speaking)

A: Based on your experience during teaching the students' speaking in previous semester, what are the speaking problems encountered by the students?

B: the first; lack of knowledge. This means that they have inadequate vocabularies. The second is environment, because environment supports on their use of English in their daily activity, they use Madura and Jawa and only in academic activity, they use English, that effects on their fluency. The third problem is about language anxiety. This effects on students' anxiety on performing their foreign English, thus, they are afraid to be judged in speaking English. That is the very dominant aspect on their problems of speaking English,

A: what about their pronunciation Ma'am?

B: some of them are good, yet there are several students are not good in terms that they are affected by their mother language such as Madura or Java. The Madura accent seems to be strong affecting their language. But they can understand one another and that is still in the objectives of the communication, sharing information and understanding it.

A: what if you order your students to explain a random topic in spontaneous way Ma'am?

B: in class, I always commit a presentation activity, games such as ordering them to get forward and speak (to stimulate them briefly speak English), practicing with their friends like an interview. After that, they will be ordered to get forward one by one and retell what they are getting in their interview.

Interview with Lecturer (Grammar Lecture)

A: in your view, during teaching grammar in the previous semester, what are the students' problems in speaking English?

B: because I taught PBI 3 that the students graduate in this university through last test (Mandiri), many of them are less understanding on grammar. I taught them grammar through presentation. I divided them to 10 groups and the 10 chapters should be presented. So, they try themselves to understand the material and share it to their friends. They are weak in the very basic English such as arranging a sentence.

A: do they require English when presentation Ma'am?

B: I stress them to use English, but if they really can't do it, they may mix it with Indonesia. Especially when Q and A forum, they are hard to explain it, so it is okay for them to mix it.

A: so, what are their problems when explaining the material using English?

B: there are mistakes on their pronunciation, error in grammar, their mother language affecting their English.

A: so, what are the factors of them Ma'am?

B: I think, they seldom use and Practice English. Their fluency and accuracy of their speaking is less.

Interview with Students (Forum 1)

A: in the previous semester, you have English Survival subject and you are obligated to speak using English, right. So, what are the difficulties that you feel when ordered to speak English?

B: I feel that my vocabulary is less, I feel nervous, and difficult to arrange the words to be a sentence.

C: lack of vocabularies and afraid to make a mistake.

D: I personally feel lack of vocabularies and less understanding of grammar.

E: Self-Confidence and grammar understanding

F: lack of vocabularies, self-confidence, and my mother language affects me when speaking English.

G: Pronunciation is not well, insecure, lack of vocabulary and I am not good at grammar also.

H: hard to arrange the words and my mother language also affects me when I speak English.

I: lack of vocabulary and its' pronunciation, and I feel hard to arrange the words to be a sentence.

Interview with Students (Forum 2)

A: in the previous semester, you have English Survival subject and you are obligated to speak using English, right. So, what are the difficulties that you feel when ordered to speak English?

B: I feel like lack of vocabularies, Anxiety (afraid of making a mistake), my mother language also affects me,

C: my problems in speaking English are lack of vocabularies and less of practicing my English

D: I feel lack of vocabularies and feeling nervous

E: when ordering to speak using English, my problems are lack of vocabularies and self-confidence

F: less understanding on grammar, lack of vocab, less of practicing, pronunciation problems

G: not fluent in speaking English because there is no support from the environment

H: My mother language affects me, I feel nervous, I do not know what to say in English, and I feel hard to speak English using the right grammar

I: I feel nervous when speaking English in front of my friends, I feel difficult to translate what I want to speak, lack of vocabularies, and I do not have a partner to practice my English.

English Camp Activities supporting the students' speaking skill

Interview with Students (Forum 1)

A: During the English Camp, you all are obligated to speak English right. Do you all do it or not? Fully a day?

B: the first day we are here, we still mix the language, Indonesia and English, but the second day to the last day, we fully speak English with our friends.

C: I try to speak English even though I still use Indonesia with my friends in many moments, but I try my best.

A: in this English Camp, you are supposed to speak English spontaneously. So, what happens on you on the moment?

B: at first, we keep silent and afraid of speaking English, but as the next day, we speak as usual although many words we do not know in English, so we need to find it in the dictionary first before speaking.

A: so, does this English are help you in English?

B: yes, it helps us boost our self-confident to speak English.

C: I think this English area is effective to make us better in English. At first, we are not able to train our English, but here we are forced to speak. So, little by little, we can practice our speaking skill. If we do not know the English word, we can directly ask to our guides (Pendamping Kelompok). And they can be our

partners to practice our English. Out of this English camp, we do not have this environment.

A: on the first day, what is the speaking activities?

C: we have follow-up forum, Introduction phase + Q and A forums around academic.

A: What is your class doing?

C: we introduce our identity in English. And we are asked around academic stuff, we should answer it using English. If we do not know a word in English, the tutor will help us. The tutor also corrects all our error including grammar and pronunciation. In the night, we are watching a movie, Encanto that is about family and magic power.

D: while watching movie, we are ordered to write the synopsis, opinion, and the moral value inside the movie.

E: after watching movie, we must submit our memorization. We submit our memorization to our PK and it ends on 23.00. if we do not yet submit it, we cannot go to our room.

F: the way we memorize the vocabularies is by mentioning all words to Pk, then we are asked every word, the Pk mentions Indonesia we have to mention the English. In the end of the memorization, we have to make three sentences that consist of the words we have memorized.

A: is there any other activities before sleeping?

B: ohhh we still have punishment program that is for those who break the rules of Ec.

A: how is it? What is it about?

B: once we do not speak English, we will be punished in which we have to make a paragraph using English and the words consisted are from the module we got from committee. In the end, we have to retell what we write in spoken language. The keeper will correct our speaking, either pronunciation or grammar phase. That's is about the punishment. After all, we can go sleeping.

A: what about the next day? What are the activities?

C: We have follow-up forum. That is about reviewing the movie. We are appointed one by one by the tutor to explain about the movie. After all of us get the turn, we will be asked about our opinion and the moral value from what we watch.

A: in your opinion, how does the tutor teach the class?

F: it is good, fun and enjoy. The important thing is he helps us to improve our speaking such as if we do not know to speak what we are thinking, he will ask the sentences in Bahasa and he will help us to translate it and we should repeat it.

D: if our grammar is wrong, he will correct it.

A: what's next activity?

C: we have debate class. We learn the introduction of debate, how to share our arguments, how to revenge, and how to speak English in public.

A: what's next then?

B: we have follow-up forum that we have practice the debate. Our group is divided into two and we debate one another. Once, the tutor gives me the topic, that is about "Mobile Phone harms the students' studying". we are given ten minutes to prepare the material we are going to deliver. Then when the time is over, we get forward one by one to share our opinion, argue, and rebutted to the sided team. The tutor helps us once again like he does in the previous follow-up.

A: do you all have a chance to speak?

F: yes sure.

A: what about night activity? What is it?

D: we have discussion forum that we are given a text and should analyze the text. We should understand the text. We are given 15 minutes to understand the text and we should prepare the presentation. After the time is over, one of us should present the text to other groups. After presentation, there is the Q and A, so we have to answer it if we become the presenter. Once we become the listener, we should answer the questions.

A: what's other's speaking activity of English Camp?

D: after this Ec done, we are obligated to explain the topics given by the committee and we should get the signature to get the certificate of this event. There are three topics we should finish.

Students' Interview (Forum 2)

A: after staying here for three days, as I see, you all are obligated to fully speak English right. How do you do this?

B: all the participants commit to speak English, although there is no the committee who's watching us because we really want to know to speak English. Yet, sometimes we mix English and Indonesia in our communication. However, we still really force ourselves to speak using English.

C: because like this experience, we have never felt it before, it helps me a lot. Because, the more I practice my English, the more I can speak English. I feel familiar with English after joining this English camp. I get a lot of improvement from this program. I add many vocabularies and can directly practice it with my fellow friends.

D: this English area really helps my mental boost, and add many strange vocabularies. I have many partners to speak English. There are a lot of topics to speak in English because we are obligated fully in a day to only use English. But, sometime if it is hard words, we mix it to Indonesia, sometimes, we ask to PK about the words in English, the PK accompanied us to speak and train our English.

E: I personally feel that this obligation can make me willy-nilly speak English. As we don't, we will be punished. I have no this environment in my house, here, I can fill a day activity with learning English with my friends, Pk, committee, and the tutors. I get advantages from this program such as I little by little have self-confidence to speak English, adding many new words, and improving my pronunciations. All participants and seniors really help me much to be able to speak English.

A: alright, I think there are many activities in this English camp right. So, what is the speaking activity in the first day of this event?

B: the first activity is the follow up forum in which that we have to introduce our identity. And there would be the Q and A forum. The tutor asked us to answer it using English.

C: the tutor helps us to speak. Sometimes we do not know the meaning in English, he helps us and if we do wrong in the pronunciation and grammar, he also corrects us. The tutor appoints us one by one to introduce ourselves and have very little question and answer. If we really do not know the English. We can mix English and Indonesia.

A: what's next activity?

D: we watched English movie and are ordered to make a synopsis, opinion, and moral value of the movie we have watched. We make it in form of paragraph.

A: after watching movie, what are you doing?

E: after watching movie, we submit the memorizations. We mention the memorization words and after that we have to answer the English words that the Pk has said it in Bahasa. After all, we have to make up three sentences formed from what we have memorized before.

A: what's next activity before sleeping?

E: for us who do not speak English, we have to join the punishments. While standing up, we are ordered to make a paragraph consist of the vocabularies from the module. After doing it, we have to face the keeper. The keeper will correct our writing. In the end, we should be able to explain what we have written. After finishing it, we may come back to our room and sleep.

A: what's the activity in the next day?

C: we have follow-up forum that we have to retell the movie we watch. We tell the plots. After that we are asked one by one by the tutor about our opinion and the moral value we find in the movie. All of us have the turn and we have to use English. We do not know how to say it in English, the tutor will help us translating it into English.

A: what is after Dhuhur's activity?

D: we learn debate. We learn about how to share our arguments and how to rebuttal the opponents' opinion. We are also taught about how we should speak in front of public.

A: and in the next forum would be follow-up forum right, what is it about?

B: our group is divided to be two groups; pro and contra group. We have given a topic and a ten minutes preparation to debate with our opponents. After the time is up, the tutor will appoint one of us and we should share our opinion in accordance to the position of team. After that, the tutor will appoint other students to argue the opponents' opinion. While debating, the tutor helps our speaking as we have error in pronunciation, grammar, or we do not know the meaning a word.

A: and then, what is next activity?

E: in the afternoon after Isya', we are given a text-for every group of English camp, we are given 15 minutes preparation of presentation. One of us will be the presenter that should present the content of the text to other groups using English. Others except the presenter should have a question and there it is the Q and A.

Interview with The committee (Group Company-Pendamping Kelompok)

A: You both are Pk of Group 1 and 10 Right. What is the rules of Ec as you know?

B: They have to speak English during the English Camp activity where ever they are, started from the opening ceremony and ended to the closing ceremony.

A: what are your jobs as PK?

C: our jobs as Pk are watching the participants such as on their obligation to speak English or when they do not know the meaning of words in English or in a sentence, we are telling them and then we accompany them to learn English like inviting them to talk in English

A: How both of you accompany them to submit their memorization?

C: when the participants only memorize the words, I think they would forget the words after, so, we ask them to make a sentence from what they memorize like the word “read” so they have to mention a sentence formed the word “read” like “I read this book”.

B: from my group, after the memorization, I ask them to tell whatever such as story or opinion from the words that they have just memorized. Moreover, we also correct their error either from pronunciation or their grammar when.

A: there are four follow-up forums right, can you tell them that relates on speaking performance?

B: the speaking activities in the follow-up forum are introduction, telling a movie, debate, and Q and A forum. The most forum of this forum is to make them speak.

A: after all the agenda done, can you tell how the students improve their speaking after joining this agenda

B: for my group, in the first day, they are really confused to speak and most of their time are silent because of being afraid of punishment. But the next day they started to speak with their friend actively and in the last day, they are showing that they are not shy anymore to speak English with their fellow friends.

C: there is significant improvement of the participants’ speaking. As the reason, the prior objective of this activity is to enhance the students’ speaking skill. What I see from their improvement is when the first day for example, in a sentence there are five words, the two words of them use English, others use Indonesia, but in 3rd and 4th day, they are really able to arrange the sentence using full English.

B: from what I see, because of the punishment created by the committee, the participants force themselves to willy nilly speak English. Thus, they really learn to speak English through practicing and inviting them to speak. Once they are shy, we boost them. As they are wrong in pronunciation, so we improve it.

Interview with The Committee (Event Organizer-Protokoler Acara)

A: what is the objective of English Camp?

B: the objective of English camp is actually to train the participants to be able presenting a material using English at least they can speak the daily conversation. Looking out the condition of the fresh-students of English department of Uin Jember who experience a culture shock when they are ordered to present the material in the class. So, we commit this English camp to provide them the environment to practice their English skills.

C: also, the participants of English camp this year will be the 3rd semester students. This activity presses the participants' speaking development. Next semester will need much more speaking ability to join the class, such as presentation of the material, discussion, or even if we see to the final exam of university is about presenting the thesis that means speaking skill is required.

A: who decides all the activities inside the English camp activity?

B: we discuss all activities based on our meeting, all committee's decision. We also discuss it with the head of English Education Department (Kaprodin).

A: what are the activities of English camp?

B: the major subjects of English camp are TOEFL, Critical Reading, and debate. All of them are chosen by Kaprodin.

A: as you have told that English camp objective is to enhance the students' speaking skill, but the three major material above is only one of them which relates to speaking performance. That is debate, how do you think?

C: after the material given, we have follow-up sections in which we design the follow-up forum to be speaking up forum that the participants are required to speak in the forum, such as the critical reading follow-up, we give the text to all groups, and we give them a text, every group should choose one person to be a presenter. The result of their discussion will be presented to other groups. We use jigsaw method in this forum.

B: although the material does not focus on speaking, but when it comes to the follow-up forum, the participants require to speak up.

A: so, what are the English camp that supports the students' speaking performance?

B: English area or English day that the participants are obligated to speak English, willy nilly even though it is not time of material or follow-up, they still have to speak English.

C: in the night, we give them punishment if they do not speak English. We do it to force them practice their English. The form of the punishment is in form of English speaking such as memorization of vocab or telling their daily vocabularies.

A: as you have told, there are four follow-up forums? Who taught the follow-up and how is the follow-up conducted?

B: the three major subjects are taught by the lectures and the follow-up forums are filled by the tutor that we choose from the 7th semester students. We divided the participants into ten groups and every group has a tutor. Before the follow-up

forum, we still brief the facilitators to make the same understanding on what they have to teach in the forum.

C: we also give them the assignment column in which that should be filled based on the participants' score in the class. That includes accuracy, fluency, and activeness.

B: there are four follow up, the first is about the introduction, the second is about the TOEFL, the third is about movie review, and the last is about debate.

A: what about the vocabularies list?

C: we have designed the module that also includes the vocabulary list. A day, they should memorize ten vocabularies. We select the vocabularies in accordance of the words that they usually use in everyday life, thus, they will always use it after memorizing it. The memorization is submitted to Pk.

A: what about the last duty of English camp?

C: we evaluate the participants by explaining some topics that we have prepared. There are three topics that they have to present. After doing all the presentations, they can get the certificate of this event.

Interview with The Tutor (Facilitator of Follow-up Forum)

A: as facilitator, how are both of you chosen?

B: the committee ask to the previous leader of HMPS to choose 10 people of us to be a facilitator. And I choose them in accordance with their speaking performance, we only find for about 9 people, and the committee is okay with that. They say one of the committees can add one more people to be.

A: what are the facilitator's jobs based on your experience?

B: we become facilitator that means we facilitate the participants on their understanding the previous material. So, we discuss the material deeper and try to clarify what the participants do not understand in the material phase.

C: based on me, facilitator means as the supporter and accompanier of the participants in having more understanding on the material. We discuss the material together and test them on by one through oral using Q and A phase.

A: in English, there are four time you come to accompany them right. What do you do there?

B: the follow up was filled by public speaking. In my group, I appoint one by one and tell them to speak. Able or not, they have to speak in the class. When they do not know to speak, I help them. When they are confused what to say, I will ask the

Indonesian sentence and help them translate the sentence. The focus on the forum is on the students' speaking performance.

C: in my class, the output of this English camp is to enhance the students' speaking skill to prepare them face the next semester. So, what I do is that I give them time and chance to speak in the class. In every follow up, all students have to get the chance to speak even though just 3 minutes for every participant.

A: what is the theme for this first follow-up?

B: in my group, we are having good conversation about introduction and Q and A about around the previous English camps. I press the participants to use full English, yet, some of them do not have enough vocabulary, so they mix it with Indonesia. After that, I tell them the English and they should repeat what they say in full English.

A: what is the method you use in that forum?

B: at first, I set that they have to present, but when it comes to the practice, some are confused on what to say. So, I stimulate them to speak by giving them a question and they can answer it using English. That is my alternative way to force them speak.

C: it is almost same in my class. I set them introduce themselves and tell their daily routines when in home and when in active time to go to collages. I ask them to speak at least 80% of what they speak should be in English. 20% can be used in Indonesia. But after that, I order and help them translate what they do not know to say in English.

A: the second follow-up is about TOEFL and I think we do not discuss it. What about the third one?

C: we fill the third article by the movie that they have watched in previous day. So, I order one by one of the participants to tell what they know about the movie and also present the moral value they find.

B: I think about different thing in my class. So, at first, I watch the movie that will be discussed in the class so that I can have the topic in the class. At once we go into the class, we have a lot of conversations topic to do. The whole class can join the class together and that is not only small talk turn, but it is like the presentation even though I design the class in question and answer.

A: I heard that before follow up forum, there would be briefing done by the committee. So what's the objective of it?

B: the existence of the briefing itself is to know what to teach in the class and what aspect that we may touch them when teaching. We are given such stuffs.

A: what about the last follow up?

C: at first, once again, I tell them about how to debate in the theory, then I ask them to do debate by dividing the class into two groups, one in pro and other one in contra. My job on that time is just to watching them debate, once they do error, I will correct it. They usually do error in grammar and pronunciation. In the end of the class, I will conclude the result of the debate.

B: in my class, I do the same. I tell them what debate is. And then, I ask them to do debate. I actually do not focus on the debate theory, but I focus on their speaking performance. So, as long as they are able to present their opinion on the topic given, I am okey with that.

A: in the conclusion of all forum that you have come into the class during the English camp, I think you can watch the participants' speaking development right. So, can you tell it?

C: I have found some developments that they encounter; they are self-confidence. The first day, they are shy to speak, but after two-three days, they are able to speak not too shy when ordered to present in front of their class mates.

B: also, the enrichment of vocabulary. About self-confidence, it is absolutely seen. But what I really feel is that their vocabulary, on first day, when ordering to speak, they ask a lot about English words to me, yet in the last meeting, they do not really ask me an English word. Moreover, there are four to five of them have much more increasing in term of speaking English fluently.

Contributions of English Camp in Solving the Speaking problems

Interview with Students

A: after joining this English camp for 3 days, do you think that this agenda helps you to overcome your speaking problems?

B: of course, it helps me much improve my speaking skill such as being more self-confidence to speak in English, providing the new environment to learn English like a partner to practice English conversation, and then this agenda also helps me add new vocabularies, moreover, when I speak with my friends and have no idea about what to say, I will open my dictionary and find the new words while directly practicing it.

C: based on my experience, I am not afraid anymore to speak English. If I stay in my house, I will only open my phone and play games, but here, English camp gives me chance to learn English, although in a forcing way. But, having many friends to learn English boosts me to also learn English. At first, when I am ordered to tell daily activity for 3 minutes, I would not be able to do that. But now,

I can do it very easy after getting 2 punishments in a row, as you know, in punishment, I should tell my experience in English so I can sleep after that.

D: it is very long time for me after a long holiday, I do not speak English and I stay here for three days and am obligated to speak English. So here, I have English environment that makes me willy nilly speak English. It makes my self-confidence better to speak, and I am not afraid anymore to talk in English. Moreover, there are a lot of my friends here who help me when I do not know a thing in English such as grammar, pronunciation, or even the English word that I don't know when having conversation with my friends.

E: my vocabulary is much more added after joining this agenda. I know many new vocabularies from my practice with my friend, from what tutor teaches in class, or from my friends' conversation. We are here sleeping and living together and obligated to speak English. Although I do not talk, but my friends are having English conversation, I can still hear them and learn from what they have talked. I get the new vocabularies from it also. However, staying in my house in holiday is just sleeping and eating, here, I can be more productive.

F: for me, before joining this activity, I can't even arrange the right sentence. Here, I learn it much from my PK and tutor, they correct me if I say wrong. I am also shy person who is always fear of making mistakes when speaking English. But I get my self-confidence here in way of being forced by the tutor to speak. I also add new vocabularies because we are obligated to memorize at least 10 vocabularies a day and ordered to form a sentence through the ten words I have memorized.

Interview with The Tutor (Facilitator of Follow-up Forum)

A: after you teach them during the English camp agenda, I think you have accompanied them for two-three days right, and from the time on, you watch your students' speaking. Can you tell me how is their speaking on a first class to the last class you teach?

B: to be honest, in my class, there are eight students, and I think, five of them are good at speaking English although not really fluent and many errors in grammar. But at least, they have that confidence. The three of them are really silent and shy person. Once I ask them and they just answer it in very simple words of English. Maybe they all are shy because I am who they do not recognize. But, in the last meeting, I see them develop their speaking. The five students' I have told before are increasingly developing their fluency such as in way they speak, and self-confidence they show when speaking. Other three students are also developed in term of speaking. They know a little bit to arrange the sentence in spoken form although still shy for a reason. But, as long as they practice their English, they will be good at it later on. For that, this agenda gives them opportunity to train their English such as adding new vocabularies, improve their grammar skill in

speaking, and much more press the students to use the right pronunciation. On other side, it also helps students' self-confidence to speak.

C: I do not really know every student's development in detail. But what I can confirm is that in the last meeting of my class, they are more active than the first meeting. At first, only two-three people who are active, but the last one, they show active. Not only that, at first some students who are not active and I try to ask them (to stimulate) are answering my question in very short answer and when I ask them to tell more, they just tell me in two or three sentences. Fortunately, in the last class, they little bit can answer my question in a long sentence and when I ask them to tell it more, they are good at it although there are still some mistakes of grammar or pronunciation and there are many vocabularies that they do not know. I can tell that this agenda gives them more self-confidence to speak English.

Interview with The Committee (Group Company-Pendamping Kelompok)

A: after accompanying the participants for these three days, can you tell me how students develop better in their speaking performance?

B: on a first day of English, I see most of the students in my group are silent. That seems that they are afraid to speak. I do not know they are afraid of making mistakes or nothing to speak. But the following they really speak with their friends using English. That is the first one. The second one is that the students in the first day feel really confused to present in the class when ordered by the tutor, but the following day, they are smooth when ordering to speak, calm and very serious on sharing their opinions. In all, English camp gives the participants a chance to always use English in their daily communication, making them memorize and find new vocabularies, and collaborating together to learn and speak with their friends and the tutor.

C: for the students in my class, the most effect of English camp I feel is their self-confidence to speak. And then, when the first day they speak English much more mixed with Indonesia, the next day it does not happen. The students also improve in term of fluency, maybe it is because they are forced to speak only English, and then, their curiosity of learning speaking English is really high as I see them prepare well enough on the material that give in class, as the result, they show good performance on what I order. I think that's all.

Appendix 2

Observation Notes

Day 1, 6th of August 2023

Agenda	Observation Result
English Area – 20.37	The opening ceremony finished and the participants were obligated to speak only using English. After the announcement of this rule, the participants went out of the auditorium and the researcher walked together with them to observe how they implemented the rule. Two participants walked in front of me still speak using Indonesia, they talk about the group distribution. “kamu kelompok berapa?” “saya kelompok 5, kamu?” “saya kelompok 2”. “Dimana tempat kelompokmu kumpul?” “depan gedung G?” “saya juga depan gedung G yuk bareng”. Then, the researcher walked more slowly to know how other participants talked. The three participants talked still in their first language, they talked, “Kumpulan opo abis iki?” “keknya sih Introduction with our group” “piye kui kumpulanne?” “Yo awak iki perkenalan gae Inggris terus koyok.e gawe yel-yel group” “owalah ngono kui” “isin aku, inggrisku mboh ee”. After knowing this fact, the researcher did not do the observation anymore and got back to the area of participants’ room
English Area – 21.23	After grouping with their groups to make yel-yel and do introduction, they were back to their rooms to sleep. The researcher sat down in front of their room just to listen how they communicated one another. A few of them really did speak English such as, “where you go?” “I eee will take water in Panitia room” “I join ya.. I am also haus, where is the bottle?” “I have in the room, go there first”. But still many of them did not use English to talk with their friends as they talked “arep nang ndi?” “tuku rokok ee... arep tuku kopi juga “ “yo wes aku melok”. In the time, the researcher did not see any committee around them. After asking to one of the committees there, the committee were doing the evaluation and briefing forum to evaluate the agenda done and to brief what to do next day.

Day 2, 07th of August 2023

Agenda	Observation Result
English Area, 06.18	In the morning, the researcher sat down near the participants’ activity. At the time, the participants had done the sport and gymnastics activity. Most of the participants came back to their rooms to prepare their next activity such as taking bath. Some others were having conversation out side the classroom. They talked using English based on what researcher listened, but some

	<p>words they were talking listened the java language, that was not clear because they talked in low voice. As the researcher looked around, few committees were around them. Then, the researcher moved a place to the exact place of the participants' room. One participant came out the room and met his friend in front of the door, while saying "let's take a bath" "ok let's go...". That was true some students committed this rule and others were not. The researcher listened the participants talked not in English. That was not clear as they talked on the second flour but still, they talked in their first language, either Java or Madura. They talked English only in front of committee and when they were not, they were using whatever they liked.</p>
<p>Follow-Up, 13.30 (Introduction)</p>	<p>The tutor came into the forum and the class was out door. The group members consisted on eight people and formed as the small circle that was accompanied by two group companies (PK). The tutor opened the class by salam and greeted them such "hallo... how are you doing?". The tutor started teaching by introducing himself. He told name, nick name, hobby, his semester, how he learnt English, and how he joined the previous period of English camp. Because the class was not that spirit, he asked the co-group to conduct the members to show the yel-yel. After that, the tutor asked "are you all ready to join the class guys?" they answered "yes sir". After that, the tutor appointed one by one to introduce their identity just like what the tutor did. Five people of them introduced their names well and could answer what the tutor asked. The tutor asked them around the English camp and the English interest such as "what's your motivation, how do you learn and like English, what's your English background institution, and stuff like that". The five students did it well although there were some mistakes on grammar and pronunciation, the students said "I like English because of I want to travel all around the world" the tutor improved "I like English because I want to travel the world. After the word because of, it should be noun or noun clause, if it is sentence, you should use the word because, repeat it again!". Then the student repeated what was taught by the tutor. The other three students were not really good, that was good on the introduction phase but when it came to the Q and A, they were confused to answer the questions. They were stuck. The tutor asked them to tell what they wanted to say in Indonesia, she said "saya masuk ke TBI karena saya ingin bisa Bahasa inggris" the tutor then helped her translate it and ordered her to repeat it. Other students also pronounced the wrong pronunciation such as the word "want" and the tutor helped it again and ordered the students to imitate it. After the students got all their turn, the tutor gave them motivation in learning English and the strategy</p>

	to improve their speaking skill. He said that the participants should not break the rule and do practicing with their friends. In the end, he closed the class by salam.
English Area, 19.05	After praying Isya', the agenda was watching movie. While the participants went to the auditorium by walking, the researcher gathered in the crowd and watching how they talked. Some students were still using their first language to speak, but many of them did really speak using English. What the researcher heard "who is your tutor on TOEFL follow-up?" "hmhm Mr....." "how he teach you?" "we do the test item and he correct it with penjelasan" "ya same lah". Although they still mixed the language, but they tried to use English.
Watching Movie, 19.15	The committee ordered the participants to be silent. She announced that the participants while watching the movie should write the movie synopsis, moral value and their opinion about the movie. After the announcement, the lamp turned off and the movie was on. The movie name was Encanto. After watching movie, the committee gave the participants 15 minutes to finish their duty. And after that, the participants went to the dorm and did the next activity.
Memorizing Vocabulary, 21.50	The memorization of vocabularies was submitted to the group's company. Every student faced the PK one by one and submitted their memorization. A student mentioned all ten words with the meaning, and the PK watched her. The PK corrected her wrong pronunciation on a word "Conquer" and she repeated the word. After mentioning all words, the PK asked her one by one word using Indonesia, and she had to mention it in English. In the end, the PK asked her to make five sentences from the vocabularies list that they have memorized. This was also done to other participants. After finishing this, they may go to sleep but if they did the punishment, they had to join the punishment first.
Punishment, 22.10	There were for about half of participants from the total of English camp participants were punished because they broke the rule. They were ordered to stand up in front of the dorm. While standing up, they were asked to make a paragraph consist of ten sentences in minimum about whatever, it could be their daily routine, recount text, or opinion about something in a written form. After finished, they should submit their writing to the keeper. While the keeper corrected on their writing, the participant was ordered to retell what they wrote. A mistake on her speaking was found and the keeper improved it. In the end, the keeper also told the mistakes in the wrong grammar on what she wrote. All this was experienced by all the members who've got punished. They were five committee who became the keeper of this punishment phase.

Day 3, 08th of August

Agenda	Observation Result
English Area, 06.15	<p>It was around the participants' room, and researcher in the room that was near and could listen the participants' voice. In this time, the researcher listened how the participants talked using English, but still using the first language accent. On the time, two female participants were talking after the gymnastics, "will you take bath?" "Yes of course, yesterday I just take bath one time in the morning." "let's go quick, we have to wait very long time if we are not hurry." A group of male participants were talking while waiting for their friends who was in the bathroom. "Hurry up guys, my stomach is sick" "wait, I just take bath" "Do you bring shampoo?" "Yes, what?" "Can I ask?" "Ok no matter" "whose shirt is it guys?" "This is mine broo..." "ok I will put here right." "Ok". That was some moments that the researcher listened for a few minutes.</p>
Follow-Up, 10.30 (Reviewing Movie)	<p>This was done to review the movie watched on the last night. The tutor came into the circle as that was an outdoor class and greeted the students, asked their condition, and how the students did the rule. After that, the tutor reviewed a little bit about the movie and gave some opinions about the movie. Then, he said "Can anyone of you talk about the movie?" a female student raised up her hand and started to talk about the movie. She presented the plots and her opinion on the movie. Her presentation was good and fluent although some mistakes on her grammar and pronunciation. The tutor improved the mistakes and asked her to repeat what the tutor said. It was done one by one till all students presented what they had written last night. After that, the tutor asked them "what's the moral value of the movie?" and the tutor once again asked them to answer one by one. In the end of the class, the tutor asked the co-group to conduct the yel-yel and closed the class by salam.</p>
Debate Class, 13.00	<p>The moderator opened the class by greeting and opening speech. Then, she read the CV of the presenter for that class who was the lecture of UIN Khas. After reading the CV, the moderator gave time to the presenter.</p> <p>The presenter opened the class by greeting. He at first talked about the stories of his experience when joining debate competition and debate training. After that, he started the debate material such as the debate definition, debate type and its system, how to be first, second and third speaker, and how to argue and rebate the rival's argument. After the material explained, the presenter gave a theme "THBT Islamic University allows non-Muslim Students to take collage". The presenter asked the students to give opinions about the them, either in pro or contra.</p>

	<p>There were four students who argued on that time. After all, the presenter gave his comment on the students' argumentation. After all of it, the presenter gave the forum to the moderator and the moderator delivered some closing statements.</p>
<p>Follow-Up, 15.00 (Debate Performance)</p>	<p>It was on the class. The tutor came into the class and opened it by greeting. After that, the tutor asked the co-group to lead the students to sing the jargon of the group. After the class was much more spirit, the tutor once again taught about the debate system and the tutor focused more on way of how to deliver their opinion on theme and how to rebut the opponents' opinion in term of what words usually used. The tutor also wrote some words that could be used in expressing the argument and the rebate words. After giving the example, the tutor asked one student to also give the example of the word's use in the sentence. After it, the tutor divided the students to be two groups and decided one as pro and other one as contra. The tutor gave a them "Mobile phone harms the students" and gave the 5 minutes preparation for every student to deliver their opinion on the theme given. In five minutes, the students looked for the material through their mobile phone and wrote it on their book. After five minutes done, the tutor asked who dear to argue the opinion first, and a male student appointed his hand. It was only three minutes that could be used. He delivered his opinion well, there were some mistakes on his grammar and pronunciation but the tutor did not correct it, a few words written on white board were used in his presentation, as he was on pro-team, he delivered the disadvantages of the mobile phone used. After him, a female student from contra team was appointed by the tutor. She stood up and presented her arguments on the topic. After delivering her opinion, she rebutted of the first speaker and delivered her disagreements. She spoke very well although some grammar errors were found. Once again, the tutor did not make any correction on her speaking. And all students had the same time to deliver their opinions. In the end of class, the tutor made the conclusion on the topic discussed and closed the class by greeting, a motivation to develop the students' speaking was also given in the end.</p>
<p>Literature Circle, 19.10</p>	<p>All ten groups of English camp were divided into three classes. The researcher observed in the first class which was conducted by Miss Ir... The class was opened by greeting and an ice breaking to make the class not awkward. After that, she ordered the students to mention a number from 1 to 5 and the students who said 1 would be grouped in the first group and so was to other 2-5 numbers, every group had three to four members. After the students found their own group, they were ordered to make a small circle in the class and given a text to discuss. She gave the</p>

	<p>students instruction, “Guys, I will give you Ten minutes preparation. Read the text you receive, analyze the main point and delegate one person to present the result of discussion to other groups. Other students may give a question to the presenter. And the preparation time starts from now. After that, the students started to discuss and do the preparation. The time was up and the committee divided the presenters to another group. She told them to present the result of discussion in seven minutes. The other students should listen to the presenters. The researcher joined the circle of the second group. The presenter started by greeting and continued by describing the text. The presenter talked about the appointment decision of hosting Viva world cup U-17. The presenter explained the theme well and fluently, although there were some stuck moments and confused of English words that she did not know. But in all, that was good presentation. After doing the presentation, it was a Q and A section. The moderator gave the members time to ask. A female student asked, “In your opinion, how is the readiness of Indonesia in becoming the host?”. The presenter then explained her opinion about the question. After the time given was up, all students in the class were called by the committee to pay attention to the class leader. She asked one by one for the presenter to give the conclusion words of what had been presented. In the end, ice breaking was done and the class was closed after it.</p>
<p>Memorizing Vocabulary, 21.40</p>	<p>A boy faced the PK and submitted his memorization of vocabulary. He mentioned one words, when it came to the word “occur” he pronounced wrong and the PK improved it. After that phase, the PK asked him to make a story or opinion using the ten words that had been memorized. She gave them two minutes to talk using those words. This moment was repeated to the other participants.</p>
<p>Punishment, 22.00</p>	<p>All students who got punishment were standing up. The keeper gave them ten vocabularies to memorize as the punishment form for that night. He announced whoever memorized the vocabularies could go back to the room and had a sleep. After 15 minutes standing up, a female participant faced the keeper. The keeper said “mention all words in form of sentences and you should tell us the meaning”. She started “he surprise me by gift. Dia mengagetkanku dengan hadiah” “he surprises, present tense pattern, do not forget.” “he surprises me by gift ok kak, I forget about it”. That form of punishment was implemented also to other participants. Mistakes on grammar and pronunciation were corrected by the keepers. There were four keepers on this punishment phase.</p>

Day 4, 09th of August 2023

Agenda	Observation Result
English Area, 05.55	It was the last day of English camp. The activities on that day were only games, outbound, and performance preparation. The participants were cleaning the hall in front of the dorm. The researcher watched while listening how they were talked. A committee said “clean the garbage guys” “Ok kakkkk” then, some of them came near to the place where I sat down. “Excuse me kak, can I clean this kak” “Ok sist” the researcher answered. She said to her friend “Bring the plastic here, Let’s sweep this garbage”. “Come on hurry up, I wanna take bath” “ok ok”. After all cleaned, they went to their own rooms and take bath to do the next activity.
English Area, 14.50	While waiting the next agenda, the researcher approached them just to invite them talk English. There were three male participants there and the researcher asked them “can I sit down here?” “Yes kak”. “Can we practice our English?” they agreed by saying yes. The researcher asked “How do you come into this TBI?” “I like English kak” “I mean how do you like English?” “yaa because I like English song. I am interested to English because I always listen English song. And when I speak English, I feel so cool kak” “I agree with your answer” “what about you dek?” “I am coming here to study English kak” he was not really fluent to answer the question. But after the researcher helped him translate what he wanted to say he repeated “because I graduated here and that is a fortune. I do not mean to go here, but in my prior subject I choose, I failed. So, that’s why kak” he repeated still in not fluent way. After a few minutes talking. They were called by the committee to join the next activity. They excused the researcher to leave and the researcher answered “thank you for your time” “You are welcome kak”.

Appendix 3

English Camp Document

List of Group Division and Participants

1. Group "DOUGLAS BROWN"

PK : Nadiya, Erika

NO	NAME	CLASS
1.	Muhammad Arifurrahman	TBI 3
2.	Firyaal Rihaadatul 'Ais Hakam	TBI 2
3.	Ahmad Subqi Ilhami	TBI 3
4.	Ibnatus Syarifah	TBI 1
5.	Audina Septia Azmi	TBI 1
6.	Dinda Qurrotul	TBI 2
7.	Firdatul Aulia	TBI 2
8.	Moh. Akbar Saka	TBI 3

2. Group "HALLIDAY"

PK : Selma , Fika

NO	NAME	CLASS
1.	Faisal Arifin	TBI 2
2.	Adhien Noor Widyayandika	TBI 3
3.	Miftahur Rohmah	TBI 3
4.	Gita Yuni Dwi Rahmawati	TBI 1
5.	Desi Amanta Dzakariyah	TBI 1
6.	Siti Aisyah	TBI 2
7.	Dini Andriyani	TBI 2
8.	Galeh Azhar	TBI 2

3. Group "ANDREW CARNIE"

PK : Nida, Laila

NO	NAME	CLASS
1.	Ahmad Nurhakiki	TBI 2

2.	Ahmad Andreanto Muntaha	TBI 3
3.	Ahmad Abdul Hamid	TBI 3
4.	Inayatus Sholichah	TBI 1
5.	Ghefira Faiz Sabila	TBI 1
6.	Intan Yulia Dewi	TBI 2
7.	Hilmiyatus Sa'adah	TBI 2
8.	Zaka Toriqul Hasan	TBI 3

4. Group "MILES HUBERMAN"

PK : Taufiq, Ridho'i

NO	NAME	CLASS
1.	Moh. Ageng Redianto	TBI 2
2.	Odhy Al'fayed	TBI 3
3.	Cindy Indah Aprilia Rahmawati	TBI 1
4.	Choirunnisa Salsabilla	TBI 2
5.	Alaika Ayyu Magfirotin	TBI 2
6.	Jihan Kamila	TBI 3
7.	Hanum Alifia Putri	TBI 3
8.	Inayah Fatihatuz Zahro	TBI 1

5. Group "CATHLEEN BAILEY"

PK : Sifa , Rizka

NO	NAME	CLASS
1.	Moh. Angga Aminullah	TBI 2
2.	Ahmad Ubaidillah	TBI 3
3.	Alya Maulinda Sari	TBI 1
4.	Fatma Wulandari	TBI 2
5.	Safiratun Najah	TBI 2
6.	Emilda Rofiqoh	TBI 3
7.	Syarifah Mutiara Faradisa	TBI 3
8.	Imam Muhtadi	TBI 1

6. Group "DONALD ARY"

PK : Nafi', Anggun

NO	NAME	CLASS
1.	M Fatkhur Rizal Qowiyyul A	TBI 2
2.	Muhammad Fahim Hidayat	TBI 3
3.	Natasha Early Fridanuari	TBI 1
4.	Qiqi Mali Mardhiyah	TBI 2
5.	Sifa' Tazkia	TBI 2
6.	Nur Aini	TBI 3
7.	Yuli Navisa	TBI 3

7. Group "SCOTT THORNBURY"

PK : Putri, Diya

NO	NAME	CLASS
1.	Erlano Aline	TBI 3
2.	Deni Assidiqi	TBI 3
3.	Aliviatul Hasanah	TBI 1
4.	Intan Nur Aini	TBI 2
5.	Adzkia Afkarina Ahymssa	TBI 2
6.	Syahlu Rohima	TBI 3
7.	Inez Alifia Fauziah	TBI 3
8.	Cindy Putri Falencia	TBI 1

8. Group "JOHN MACALISTER"

PK : Agustin Indra, Diana

NO	NAME	CLASS
1.	Ebit Akmal Zaki	TBI 3
2.	Muhammad Nabil	TBI 3
3.	Anastasya Fisalsabilla	TBI 1
4.	Amelia Faza	TBI 2
5.	Minhuril Aini	TBI 2

6.	Nabila Intan Nazarina	TBI 3
7.	Hayyatun Nufus	TBI 3

9. Group "CHARLES DARWIN"

PK : Agif, lidia

NO	NAME	CLASS
1.	Nur Kholis Majid	TBI 3
2.	Gilang Lukmanul Hakim	TBI 3
3.	Zonariyah Najwa	TBI 1
4.	Putri Nur Rohmayanti	TBI 2
5.	Silna Sohabah	TBI 3
6.	Ummi Habibatul	TBI 3
7.	Lailatul Badriah	TBI 3

10. Group "NOAM CHOMSKY"

PK : Ulfa, Fatma

NO	NAME	CLASS
1.	Robeth	TBI 3
2.	Ahmad Ulin Nazor	TBI 3
3.	Hamidatul Maula	TBI 1
4.	Shilvia Asifati Nikkiya	TBI 2
5.	Sania Wahyu Ningrum	TBI 3
6.	Tifa Nur Fadilah	TBI 3
7.	Desyi Widiyawati	TBI 3

Appendix 4

Rundown of English Camp2023

Hari/Tanggal	Waktu	Aktivitas	Lokasi
Hari Pertama, Minggu, 06 Agustus 2023	15.00-17.00	Check In participant	G
	17.00-17.30	Having Dinner	G
	17.30-19.00	Pray Maghrib - Isya', and Having Dinner	Mosque
	19.00-20.55	Opening Ceremony	Theater
	20.55-21.05	Announcing EC rules	Theater
	21.05-21.45	Groups Dynamics	Theater
	21.45-03.30	Sleeping	G Building
Hari Kedua, Senin, 07 Agustus 2023	03.30-05.00	Wake up and Praying Subuh	G Building
	05.00-06.30	Gymnastic, Morning games (Yel- Yel performance), and Giving Vocabulary	Yard
	06.30-07.30	Cleaning and Bathing	G Building
	07.30-08.00	Having Breakfast	G Building
	08.00-08.15	Check-in participant	Theater
	08.15-12.15	Pematerian TOEFL (Mr. Taufiq)	Theater
	12.15-13.30	Break,Snacking, and Praying Dzuhur	G Building
	13.30-14.15	Follow up	G Building
	14.30-14.40	Night's Activity Briefing	G Building
	14.40-15.30	Break and Praying Ashar	G Building
	15.30-16.15	Follow Up	G Building
	16.15-1.00	Bathing	G Building
	17.00-18.00	Praying Maghrib	Mosque
	18.00-18.30	Having Dinner	Mosque
	18.30-19.10	Praying Isya' and Istighosah	Mosque
	19.10-21.45	Night activity (Watching movie and Writing a Review)	Theater
	21.45-22.00	Group companion (vocabulary submission	G Building
22.15-03.30	Sleeping	G Building	
Hari Ketiga, Selasa, 8 Agustus 2023	03.30-05.00	Wake up and Praying Subuh	G Building
	05.00-06.30	Gymnastic, Morning games (...), and Giving Vocabulary	Yard
	06.30-07.30	Cleaning and bathing	G Building
	07.30-08.00	Having Breakfast	G Building
	08.00-08.15	Check in participant	Theater
	08.15-10.15	Pematerian (Critical Reading and Academic Writing) Mr Sandi	Theater
	10.15-10.30	Break	G Building
	10.30-11.15	Follow up	G Building
	11.15-12.30	Snacking and praying Dhuhur	G Building
	12.30-12.45	Check in participant	Theater
	12.45-14.45	Pematerian Debate (Mr. Rofiq)	Theater
	14.45-15.30	Break and Praying Ashar	G Building
	15.30-16.15	Follow up	G Building
	16.15-16.25	Night's activity briefing	G Building
	16.25-17.00	Bathing	G Building
	17.00-18.00	Praying Maghrib	G Building

	18.00-18.30	Having Dinner	G Building
	18.30-19.10	Praying Isya' and istighosah	G Building
	19.10-21.45	Night's activity (Literature	G Building
	21.45-22.00	Group Companion (Vocabulary submission)	G Building
	22.00-22.15	Punishment time	G Building
	22.15-03.30	Sleeping	G Building
Hari Keempat, Rabu, 9 Agustus 2022	03.30-05.00	Wake up and Praying Subuh	G Building
	05.00-06.00	Gymnastic and Giving vocabulary	Yard
	06.00-07.00	Having Breakfast	G Building
	07.00-11.00	Outbond	G Building
	11.00-15.00	Cleaning, Bathing, Break, Praying Dhuhur, and Snacking	G Building
	15.00-15.45	ESA Socialization	Yard
	15.45-15.50	Performance Socialization	G Building
	15.50-16.00	Group companion (Vocabulary submission)	G Building
	16.00-17.00	Bathing and praying Ashar	G Building
	17.00-18.30	Praying Maghrib, Yasiin Recitation, and Tahlil	G Building
	18.30-19.10	Praying Isya' and istighosah	G Building
	19.10-20.00	Having Dinner	G Building
	20.00-22.30	CLOSING (Group Performance, Reward giving, and Farewell	Theater
	22.20-03.30	Sleeping	G Building
Hari Kelima, Kamis, 10 Agustus 2022	03.30-05.00	Wake up and Praying Preparation	G Building
	05.00-06.00	Gymnastic and Vocabulary Repetition	Yard
	06.00-07.15	Cleaning location and bathing	G Building
	07.15-08.00	Having breakfast	G Building
	08.00-08.30	Check out	G Building
	08.30	Go Home	G Building

Appendix 5

Students' Punishments for second day (Speaking No English)

Name
Adin
Galih
Faisal
Firda
Fahim
Syahlu
Intan
Wulan
Subki
Saka
Arif
Odhi
Redi
Ebit
Emilda
Riko
Nabil

Ibna
Hayatun
Sifa
Riya
Nuraini

Appendix 6

Students' Work of Movie Review

Handwritten review of the movie Encanto. The student discusses the beautiful animation, the story of a family with magical powers, and the importance of family. It includes sections for Opinion, Moral, and Character.

Opinion
The movie encanto would be spoiled with the old culture and the knowledge of a very beautiful view. The movie encanto has a lot of ~~more~~ story, which keeps our eyes on watching the film in front from the screen. Thus the music in the movie encanto was also very good and accompanied by dancing.

Moral
Thought how different must never feel alone, and must also have confidence and must fight in the front because in every man there is a different quality.

Character
Encanto tells the story of a family named Madrigal, who lives in a magical city in the mountains of Colombia. The miracle of encanto has blessed every child in the family with a unique gift from supernatural to healing power every child, except one, Mirabel.

Handwritten review of the movie Encanto. The student discusses the family's struggles, the importance of family, and the character of Mirabel. It includes sections for Title, Title, and Title.

Title 1
ENCANTO

Many movies provide lessons or knowledge of world life. But in the movie Encanto I learned a lot about the meaning of a family that supports each other and what not. I can see family because it has differences among other families. This movie is recommended to be watched by families because it provides lessons about the importance of maintaining the unity of a family.

The encanto story tells about a family that has special abilities, but there is one family who does not have their special abilities, namely Mirabel. Mirabel, said one day Mirabel realized that her family's special abilities were being threatened and only Mirabel could save her family from the disaster. Before saving her family, Mirabel must repair her family that has been damaged because of her grandmother's selfishness.

Being born different doesn't mean you have to be the weakest. Being born different doesn't mean you have to always fail. Every human being is born with their own ability.

Handwritten review of the movie Encanto. The student discusses the movie's performance, the story, and the characters. It includes sections for Title, Title, and Title.

Title 1
ENCANTO

The movie encanto tells the story of a family named Madrigal, who lives in a magical city in the mountains of Colombia. The miracle of encanto has blessed every child in the family with a unique gift from supernatural to healing power every child, except one, Mirabel.

Title 2
ENCANTO

The movie encanto tells the story of a family named Madrigal, who lives in a magical city in the mountains of Colombia. The miracle of encanto has blessed every child in the family with a unique gift from supernatural to healing power every child, except one, Mirabel.

Handwritten review of the movie Encanto. The student discusses the movie's performance, the story, and the characters. It includes sections for Title, Title, and Title.

Title 1
ENCANTO

The movie encanto tells the story of a family named Madrigal, who lives in a magical city in the mountains of Colombia. The miracle of encanto has blessed every child in the family with a unique gift from supernatural to healing power every child, except one, Mirabel.

Title 2
ENCANTO

The movie encanto tells the story of a family named Madrigal, who lives in a magical city in the mountains of Colombia. The miracle of encanto has blessed every child in the family with a unique gift from supernatural to healing power every child, except one, Mirabel.

Appendix 7**Rubric of Class Activity**

Class Activity : Follow-Up (Introduction and Movie Review)

Accuracy	Score	Fluency	Score
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent	3	Get ideas across but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately use, virtually no grammar mistakes, native like or slight foreign accent	5	Easy and effective communication, long turns	5

Class Activity : Follow-Up (Debate Simulation)

	Criteria	Score
Fluency	The student speaks so little that no 'fluent' speech can be said to occur	1
	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts	2
	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	3
	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.	4
Pronunciation	Words are unintelligible.	1
	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	2
	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	3
	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	4
Vocabulary	Inappropriate and inadequate vocabulary.	1
	Limited use of vocabulary with frequent inappropriate	2
	For the most part, effective use of vocabulary for the task with some examples of inappropriate.	3

	Effective use of vocabulary for the task with few inappropriate.	4
Grammatical Accuracy	Unable to construct comprehensible sentences.	1
	Speech is broken and distorted by frequent errors.	2
	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	3
	Very few grammatical errors evident.	4
Interactional Strategies	Understanding and interaction minimal.	1
	Interaction ineffective. Can seldom develop an interaction.	2
	Use of interactive strategies is generally adequate but at times experiences some Difficulty in maintaining interaction consistently.	3
	Interacts effectively and readily participates and follows the discussion.	4

Activity : Literature Circle

Criteria		Code
Speaking Skill		
Fluency and Coherence	Speak fluently with only rare repetition/ self-correction	1
	Speak Coherently and develop topic fully and appropriately	2
Lexical Resource and Range	Express with some flexibility and appropriateness, giving effective description and expressing a view points on a variety of topics	3
Grammatical and Accuracy	Complex sentence use and minor grammatical occurrences	4
Pronunciation	Pronounce word correctly, articulate clearly, intonate appropriately	5
Interaction (Listen and Respond)	Good Contribution to other	6
	Active in Conversation Development	7
Presentation Skill	Presentation was organized, information was logical and presented in well sequencing	8
	The assignment was completed based on instruction provided	9
	Presentation was done within time allocation	10

Rating points;

Initial	Criteria	Score
E	Excellent	5 Point
VG	Very Good	4 Point
G	Good	3 Point
S	Satisfactory	2 Point
P	Poor	1 Point

Activity : Final Explanation

Criteria		Code
Speaking Skill		
Fluency and Coherence	Speak fluently with only rare repetition/ self-correction	1
	Speak Coherently and develop topic fully and appropriately	2
Lexical Resource and Range	Express with some flexibility and appropriateness, giving effective description and expressing a view points on a variety of topics	3
Grammatical and Accuracy	Complex sentence use and minor grammatical occurrences	4
Pronunciation	Pronounce word correctly, articulate clearly, intonate appropriately	5
Interaction (Listen and Respond)	Good Contribution to other	6
	Active in Conversation Development	7
Presentation Skill	Presentation was organized, information was logical and presented in well sequencing	8
	The assignment was completed based on instruction provided	9
	Presentation was done within time allocation	10

Rating points;

Initial	Criteria	Score
E	Excellent	5 Point
VG	Very Good	4 Point
G	Good	3 Point
S	Satisfactory	2 Point
P	Poor	1 Point

Appendix 8

Students' Score of Class Activity

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TABIR BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAL HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Ashya

Class Activity: Food Evaluation

No	Name	Fluency (1-5)	Accuracy (1-5)	Total
1	Adhira	4	4	8
2	Adhira	4	4	8
3	M. F. Han	4	4	8
4	M. F. Han	4	4	8
5	Chlo	4	4	8
6	Chlo	4	4	8
7	Sofia	4	4	8
8	Sofia	4	4	8

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TABIR BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAL HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Ashya

Class Activity: Follow-Up (Debate Simulation)

No	Name	Fluency (1-5)	Accuracy (1-5)	Interaction (1-5)	Total
1	Adhira	4	4	4	12
2	Adhira	4	4	4	12
3	M. F. Han	4	4	4	12
4	M. F. Han	4	4	4	12
5	Chlo	4	4	4	12
6	Chlo	4	4	4	12
7	Sofia	4	4	4	12
8	Sofia	4	4	4	12

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TABIR BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAL HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Ashya

Class Activity: Follow-Up (Movie Review)

No	Name	Fluency (1-5)	Accuracy (1-5)	Total
1	Adhira	4	4	8
2	Adhira	4	4	8
3	M. F. Han	4	4	8
4	M. F. Han	4	4	8
5	Chlo	4	4	8
6	Chlo	4	4	8
7	Sofia	4	4	8
8	Sofia	4	4	8

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TABIR BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAL HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 02
Tutor: Ashya

Class Activity: Follow-Up (Introduction)

No	Name	Fluency (1-5)	Accuracy (1-5)	Total
1	Adhira	4	4	8
2	Adhira	4	4	8
3	M. F. Han	4	4	8
4	M. F. Han	4	4	8
5	Chlo	4	4	8
6	Chlo	4	4	8
7	Sofia	4	4	8
8	Sofia	4	4	8

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TADRIH BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAI HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 02
Tutor: Adhira

Activity: Literature Circle

No	Name	Attendance (1-5)	Participation (1-5)	Understanding (1-5)	Application (1-5)	Total
1	Adhira	5	4	4	4	17
2	Alvin	4	4	4	4	16
3	Alvin	4	4	4	4	16
4	Alvin	4	4	4	4	16
5	Alvin	4	4	4	4	16
6	Alvin	4	4	4	4	16
7	Alvin	4	4	4	4	16
8	Alvin	4	4	4	4	16
9	Alvin	4	4	4	4	16
10	Alvin	4	4	4	4	16

Rating points:
 100%: 5
 90%: 4
 80%: 3
 70%: 2
 60%: 1

Students' Name:

No	Name	1	2	3	4	5	Total
1	Adhira	5	4	4	4	4	17
2	Alvin	4	4	4	4	4	16
3	Alvin	4	4	4	4	4	16
4	Alvin	4	4	4	4	4	16
5	Alvin	4	4	4	4	4	16
6	Alvin	4	4	4	4	4	16
7	Alvin	4	4	4	4	4	16
8	Alvin	4	4	4	4	4	16
9	Alvin	4	4	4	4	4	16
10	Alvin	4	4	4	4	4	16

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TADRIH BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAI HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Zainal Abidin

Activity: Follow-Up (Introduction)

No	Name	Attendance (1-5)	Participation (1-5)	Understanding (1-5)	Application (1-5)	Total
1	Adhira	5	4	4	4	17
2	Alvin	4	4	4	4	16
3	Alvin	4	4	4	4	16
4	Alvin	4	4	4	4	16
5	Alvin	4	4	4	4	16
6	Alvin	4	4	4	4	16
7	Alvin	4	4	4	4	16
8	Alvin	4	4	4	4	16
9	Alvin	4	4	4	4	16
10	Alvin	4	4	4	4	16

Speaking Criteria:

Assessment	Score	Category	Score
1. Ability to introduce oneself	1	ADD TO DO	1
2. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	3	Very good and has a strong pronunciation, but there are still vocabulary mistakes	3
3. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	3	Good and has a strong pronunciation, but there are still vocabulary mistakes	3
4. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	4	Excellent pronunciation in this phase	4
5. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	5	Very good pronunciation, long words	5

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TADRIH BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAI HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Zainal A.

Activity: Literature Circle

No	Name	Attendance (1-5)	Participation (1-5)	Understanding (1-5)	Application (1-5)	Total
1	Adhira	5	4	4	4	17
2	Alvin	4	4	4	4	16
3	Alvin	4	4	4	4	16
4	Alvin	4	4	4	4	16
5	Alvin	4	4	4	4	16
6	Alvin	4	4	4	4	16
7	Alvin	4	4	4	4	16
8	Alvin	4	4	4	4	16
9	Alvin	4	4	4	4	16
10	Alvin	4	4	4	4	16

Rating points:
 100%: 5
 90%: 4
 80%: 3
 70%: 2
 60%: 1

Students' Name:

No	Name	1	2	3	4	5	Total
1	Adhira	5	4	4	4	4	17
2	Alvin	4	4	4	4	4	16
3	Alvin	4	4	4	4	4	16
4	Alvin	4	4	4	4	4	16
5	Alvin	4	4	4	4	4	16
6	Alvin	4	4	4	4	4	16
7	Alvin	4	4	4	4	4	16
8	Alvin	4	4	4	4	4	16
9	Alvin	4	4	4	4	4	16
10	Alvin	4	4	4	4	4	16

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TADRIH BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAI HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Zainal Abidin

Activity: Follow-Up (Introduction)

No	Name	Attendance (1-5)	Participation (1-5)	Understanding (1-5)	Application (1-5)	Total
1	Adhira	5	4	4	4	17
2	Alvin	4	4	4	4	16
3	Alvin	4	4	4	4	16
4	Alvin	4	4	4	4	16
5	Alvin	4	4	4	4	16
6	Alvin	4	4	4	4	16
7	Alvin	4	4	4	4	16
8	Alvin	4	4	4	4	16
9	Alvin	4	4	4	4	16
10	Alvin	4	4	4	4	16

Speaking Criteria:

Assessment	Score
1. Fluency and accuracy of pronunciation	1
2. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	2
3. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	3
4. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	4
5. Oral fluency, accuracy of tone, grammar, and clear and logical pronunciation	5

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TADRIH BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAI HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Zainal

Activity: Follow-Up (Movie Review)

No	Name	Attendance (1-5)	Participation (1-5)	Understanding (1-5)	Application (1-5)	Total
1	Adhira	5	4	4	4	17
2	Alvin	4	4	4	4	16
3	Alvin	4	4	4	4	16
4	Alvin	4	4	4	4	16
5	Alvin	4	4	4	4	16
6	Alvin	4	4	4	4	16
7	Alvin	4	4	4	4	16
8	Alvin	4	4	4	4	16
9	Alvin	4	4	4	4	16
10	Alvin	4	4	4	4	16

Rating points:
 100%: 5
 90%: 4
 80%: 3
 70%: 2
 60%: 1

Students' Name:

No	Name	1	2	3	4	5	Total
1	Adhira	5	4	4	4	4	17
2	Alvin	4	4	4	4	4	16
3	Alvin	4	4	4	4	4	16
4	Alvin	4	4	4	4	4	16
5	Alvin	4	4	4	4	4	16
6	Alvin	4	4	4	4	4	16
7	Alvin	4	4	4	4	4	16
8	Alvin	4	4	4	4	4	16
9	Alvin	4	4	4	4	4	16
10	Alvin	4	4	4	4	4	16

PANITIA PELAKSANA ENGLISH CAMP (EC) HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS) TADRIH BAHASA INGGRIS (TBI) REPUBLIK MAHASISWA (RM) UNIVERSITAS ISLAM NEGERI (UIN) KIAI HAJI ACHMAD SIDDIQ JEMBER PERIODE 2023-2024

Group: 01
Tutor: Habibi

Activity: First Explanation

No	Name	Attendance (1-5)	Participation (1-5)	Understanding (1-5)	Application (1-5)	Total
1	Adhira	5	4	4	4	17
2	Alvin	4	4	4	4	16
3	Alvin	4	4	4	4	16
4	Alvin	4	4	4	4	16
5	Alvin	4	4	4	4	16
6	Alvin	4	4	4	4	16
7	Alvin	4	4	4	4	16
8	Alvin	4	4	4	4	16
9	Alvin	4	4	4	4	16
10	Alvin	4	4	4	4	16

Rating points:
 100%: 5
 90%: 4
 80%: 3
 70%: 2
 60%: 1

Students' Name:

No	Name	1	2	3	4	5	Total
1	Adhira	5	4	4	4	4	17
2	Alvin	4	4	4	4	4	16
3	Alvin	4	4	4	4	4	16
4	Alvin	4	4	4	4	4	16
5	Alvin	4	4	4	4	4	16
6	Alvin	4	4	4	4	4	16
7	Alvin	4	4	4	4	4	16
8	Alvin	4	4	4	4	4	16
9	Alvin	4	4	4	4	4	16
10	Alvin	4	4	4	4	4	16

Appendix 9

Texts of Literature Circle (Text 1)

Blasphemy or religious persecution?

Under growing public pressure, the government has launched an investigation into allegations of blasphemy against Al-Zaytun's pesantren (Islamic boarding school), with the Indonesian Ulema Council (MUI) claiming that the Islamic boarding school is teaching heresy. The government is also looking into terrorism charges, with claims that the founders of the school had connections with the long-outlawed Darul Islam movement that in the 1940 to 1950s launched a failed armed rebellion to turn Indonesia into an Islamic state. The Attorney General's Office, which is looking into the case, had better be careful. The fierce blasphemy campaign against Al-Zaytun, which has been gathering pace in the past month, both online and offline, would be considered religious persecution under international human rights laws. Al-Zaytun in Indramayu, West Java, is one of the most economically successful Islamic boarding schools, with students developing their skills in running profitable farms and shops. The school has its own doctrine and is associated with neither Nahdlatul Ulama nor Muhammadiyah, the country's two largest Islamic organizations that run many Islamic boarding schools. Inaugurated by president B.J. Habibie in 1999, Al-Zaytun annually enrolls thousands of students from various parts of the country to join its preschool, primary, junior and high school as well as university institutions, a testimony of its popularity among parents seeking quality education for their children. One allegation against Al-Zaytun is that it allows women to lead mixed-gender prayers, and during the Idul Fitri mass prayer in April, women and men were seen mixed rather than segregated. Another claim is that its founding principal, Panji Gumilang, encouraged the use of the Christian greeting Havenu Shalom Alachem (we bring peace upon you) in place of the Islamic Assalamualaikum. The MUI says it is now drafting a fatwa on Al-Zaytun. Given the blasphemy claims it has made public, we know where this is heading. Although a fatwa is not binding, it would facilitate the Attorney General's Office in building its case against the school principal and managers. We have seen this several times in the past, of the MUI collaborating with the government in clamping down on followers of Islamic sects and doctrines they considered heretic. Their victims have included the Ahmadiyah and Shiite Islamic sects. In 2016, together they violently shut down Gafatar, a sect combining Islam, Christianity and Judaism, that was winning thousands of recruits, including many urban professionals. Who's next? The move began with a public online campaign, then followed by the mobilization of the masses, which forced the police to interfere to prevent violence. The court stepped in, but tragically, the last bastion of justice looked the other way even though the Constitution guarantees freedom of religion and the people's right to practice their beliefs. The 1965 blasphemy law has been turned into a powerful tool to suppress minority religions and sects. The way the legislation has been used against Ahmadiyah, Shiite, Gafatar and now possibly Al-Zaytun, it increasingly turns Indonesia into an arbiter of truth. Instead of standing by the constitutional principle and protecting those being persecuted, the state succumbed to public pressures, now fiercer with the use of online campaigns in combination with mob mobilization, as we see against Al-Zaytun. While the state is not leading the persecutions, it is certainly enabling them when it could stop them. Indonesia's democracy is dangerously turning into a tyranny of the majority, with the

government, the law enforcement agencies, the court and even the media entertaining the wishes of the largest and dominant groups in society, including in this particular case, Islam, more specifically Sunni Islam, which the majority in Indonesia follows. These religious persecutions are not only violating international human rights laws and the constitution; they violate a chief principle in Islam, as stated in the Quran, verse 2:265, “There is no compulsion in religion, the right direction is clearly distinguished from the wrong.”

Appendix 10

Final Explanation Column

No	Topic	ESA Organizer	Signature
1	The importance of organization for university students	Moh Kafin Maulana Syuhada'	
2	Studying while working for university students	Siti Nur Holifah	
3	Why English Education Department?	Irma Rafika Pebriana	

Appendix 11

Vocabulary Lists of Memorization

	Word	Meaning
Day 1	Acquire (V) - /ə'kwɪər/	Mendapatkan
	Assess (V) - /ə'ses/	Menilai
	Blissful (Adj) - /'blɪsfəl/	Bahagia
	Consider (V) - /kən'sɪdər/	Mempertimbangkan
	Conquer (V) - /'kɒŋkər/	Menaklukkan
	Distinguish (V) - /dɪ'strɪŋɡwɪʃ/	Membedakan
	Evidence (N) - /'eɪvədəns/	Bukti
	Zest (N) - /zest/	Semangat
	Creep (N) - /kri:p/	Orang Aneh
	Diddle (V) - /'dɪdl/	Berbohong
	A piece of cake	Gampang banget
	Hit the books	Belajar

Day 2	Appropriate (Adj) - /ə'prɒpɪət/	Sesuai
	Circumstance (N) - /'sɜ:kəm,stæns/	Keadaan
	Differentiate (V) - /dɪfə'renʃi,ert/	Membedakan
	Establish (V) - /ɪ'stæblɪʃ/	Mendirikan
	Ineffable (Adj) - /ɪ'nefəbəl/	Tak Terlukiskan
	Intended (N) - /ɪn'tendəd/	Disengaja
	Occur (V) - /ə'kɜ:/	Terjadi
	Omit (V) - /ou'mɪt/	Menghilangkan
	Fishy (Adj) - /'fɪʃi/	Mencurigakan
	Salty (Adj) - /'sɒlti/	Geram
	Bad blood	Bermusuhan
	Over the moon	Sangat Bahagia
Day 3	Ambiguous (Adj) - /æm'bigjuəs/	Ambigu
	Exhibit (V) - /ɪg'zɪbɪt/	Pameran
	Hypocrite (N) - /'hɪpə,kraɪt/	Orang Munafik
	Involve (V) - /ɪn'vɒlv/	Melibatkan
	Odd (Adj) - /ɒd/	Aneh
	Pursue (V) - /pə'su/	Mengejar
	Regard (V) - /rə'gɑ:d/	Menganggap
	Restrict (V) - /rɪ'strɪkt/	Membatasi
	Boujee (Adj) - /kri/	Megah
	Bussin' (Adj) - /'dɪd/	Menakjubkan
	Hot potato	Berita hangat
	Miss the boat	Sudah terlambat

Vocabularies

Word	Meaning	Word	Meaning
Ghost (n)		Rough (adj.)	
Smack (v)		Rush (n)	
Surprise (v)		Venue (n)	

Afraid (adj.)		Circumstance (n)	
Lie (v)		Price (n)	
Almost (adv.)		Glimpse (v)	
Life (v)		Win (v)	
Ride (v)		Lose (v)	
Roll (v)		Breath (v)	
Dance (v)		Draw (v)	
Clutch (n)		Believe (v)	
Blaze (n)		Mind (n)	
Discover (v)		Eternal (adj.)	
Cover (v)		Bored (adj.)	
Learn (v)		Sympathy (n)	
Improve (v)		Rest (v)	
Twitch (v)		Reckless (adj.)	
Glance (n)		Pathetic (adj.)	
Short (adj.)		Stare(v)	
Tall (adj.)		Range(n)	
Trust(v)		Police (n)	
Clear(v)		Crime (n)	
Mysterious (adj.)		Goal (n)	
Childhood (n)		Fault (n)	
Educate (v)		Mistake (n)	
Carry (v)		Abyss (n)	
Mystic (adj.)		Exorcism (n)	
Before (conj.)		Exist (v)	
After (conj.)		Gift (n)	
Trap (n)		Give (v)	
Event (n)		Bark (v)	
Plot (v)		Mark (n)	
Taste (n)		Result (adj.)	

Waste (n)		Depend (v)	
Prayer (n)		Winter (n)	
Worry (v)		Summer (n)	
Interest (n)		Spring (n)	
Disgust (v)		Weapon (n)	
Natural (adj.)		Shape (n)	
Single (adj.)		Sharp (adj.)	
Stuck (v)		Weak (adj.)	
Take (v)		Strange (adj.)	
Guard (n)		Say (v)	
Brush (v)		Cheat (v)	
Blush (v)		Attention (n)	
Blade (n)		Attend (v)	
Lock (v)		Murmur (v)	
Move (v)			
True (adj.)			
Avoid (v)			
Gadget (n)			
Break (v)			
Stranger (n)			

Idiom Lists

Idiom	Meaning
My cup of tea	Yang aku suka
Bad apple	Orang yang tidak baik / memberi pengaruh buruk
Cheap as chip	Sangat murah
Apple of my eye	Orang yang sangat berharga (sayangi/cintai)
Break a leg	Semangat / semoga berhasil
Hit the sack	Tidur
Spill the beans	Katakan yang sebenarnya

Under the weather	Lagi tidak enak badan
Feeling blue	Merasa sedih
Hold your tongue!	Diam saja!
Out of the blue	Tidak terduga / tiba-tiba
See eye to eye	Setuju
Take my world	Percaya sama aku
Cut to the chase!	Langsung aja pada intinya!
Call it a day	Berhenti mengerjakan sesuatu / melakukan sesuatu
Get out of hand	Kehilangan kendali
Go bananas!	Menjadi sangat marah / semangat
Cool as a cucumber	Seseorang yang selalu bersikap tenang
When pigs fly	Kondisi yang sangat tidak mungkin terjadi
Couch potato	Orang yang bermalas malasan dan hanya berbaring di sofa untuk menonton tv
It's all Greek to me	Seseorang yang mengalami kesulitan dalam megalami sesuatu
Chew the fat	Basa-basi
Shoot the breeze	Bergosip
Have a sweet tooth	Seseorang yang menyukai makanan manis
Butterflies in my stomach	Gugup
Hang in there	Jangan menyerah
Keep an eye on	Jagain
24/7	Setiap hari / 24 jam per hari / setiap saat
Big cheese	Orang penting

Appendix 12

Debate Material

“Nothing is an absolute truth, everything is arguable”

What is Debate?

A debate is an organized argument or contest of ideas in which the participants discuss a topic from two opposing sides. Those who agree with this statement or idea are the "Pro" side. Those who will not agree with this statement or idea are the "Con" side. Each side will show in an organized and clever way why they believe to have the right answers. The aim of a debate is to convince the opposition that you are right. When the two sides agree on the subject or when one side's arguments are more convincing than the other side that is when the debate comes to a close.

What to do in Debating?

There are three things people can do in debate, these are:

1. Having an Opinion
2. Explaining your Opinion
3. Refuting Opinion

Having an Opinion

Opinion is a judgment, viewpoint, or statement that is not conclusive, rather than facts, which are true statements. Thus, having an opinion could be meant as the point of view people have on something, issue, or phenomenon.

There are 3 models of opinion

1. Value – Something is better than something else
2. Policy – An authority should do something
3. Fact – something is true, was true, or will

be true Example:

1. Value – Cat is better than dog
2. Policy – Everyone should have a cat as a pet
3. Fact – Cat is cute (**This is an opinion that is in form of fact. Not a ‘fact’ fact.**)

Explaining an Opinion

In explaining an opinion, opinion should stand by itself, there should be strong reasons to support an opinion

Example:

Opinion : Teenagers
should not smoke Reason : 1. it
makes breath smells

2. I don't like smoking

3. It causes lung cancer

Reason has 3 important requirements to be considered as good reason for an opinion, these are: 1. logically support the opinion, 2. Specific and state the idea clearly 3. Convincing to majority of people. Based on these requirements, best reason for the opinion “Teenagers should not smoke” is because “it causes lung cancer”.

Meanwhile, to be better reason for the opinion, every reason should have exclusivity of being **specific**, the reason of “it causes lung cancer” might have touched the requirements of logically supporting the opinion, convincing majority of public, stating the idea clearly, but it is still not yet specific.

Therefore, the best question to make it more specific is “Why Teenager?” because it rapidly develops lung cancer if consumed from early age. Good supports for reason can be formed as **Explanation, Examples, and Statistics.**

Complete example:

Opinion : Teenagers should not smoke

Reason : It rapidly develops lung cancer if consumed from early age

Support : According to WHO, at least 6 million people died because of smoking in 1 year. Cigarette contains harmful substances which are not healthy for our lung.

Organizing Opinion:

Opinion

- Introduction
- Reason 1 (support 1, support 2, support 3)
- Reason 2 (support 1, support 2, support 3)
- Summary & Conclusion

Refuting an Opinion

Refuting opinion is simply disproving an opposing opinion. It is an important rhetorical skill because it is frequently the hinge point as to whether or not a speaker successfully persuades the audience. We often see argument and refutation for a particularly controversial topic. It can be assumed that refuting and opinion is the part of an argument in which a speaker counters opposing points of view.

There two ways of refuting the opposite team opinion or reason, first is to consider their argument is **not true (not true at all, not always true, and not necessarily true)**, and second is to consider their argument or opinion is true, **but nor important (not relevant, not significant, and easy to solve)**.

Steps to refute:

Signposting – their first

point was ... Rephrase –

they said that ... Negation

– we say that it is ...

Conclude – therefore, their point about ... is not proven

Organizing Speech of Refutation **Opinion**

- Introduction
- Refutation 1
- Refutation 2
- Reason 1 (support 1, support 2, support 3)
- Reason 2 (support 1, support 2, support 3)
- Summary and Conclusion

Handy Tips in Debating

➤ **Argumentation Basics**

- Assertions - State the reason why you support an idea
- Reasoning - Why the reason is correct? How the reason is relevant?
- Evidence - Examples! Statistics! Expert Opinion!
- Link-back - So what is the relevancy to the topic

The Basics of British Parliamentary

- There are 4 teams per round, with 2 teams per side (Government and Opposition)
- Each team is composed of 2 speakers
- Each speech lasts for about 7 minutes, with the first and last minute uninterrupted and in the remaining 5 minutes, members from the opposing teams can raise Points Of Information

- Motions are given 30 minutes prior to the debate **SpeakerPrime Minister**
- Contextualizes the motion
- ‘Semi-divine right of definition’: must be a reasonable definition not a truism
- consider ‘spirit of the motion’
- Provides model
- Signposts Government team’s case
- Signposts own material
- Presents substantive arguments
- (Similar to a First Affirmative speaker)

Simple Tips for 1st Speaker

(+)FOR PROPOSAL DEBATE:

- URGENCY
- DEFINITION
- MECHANISM - EVEN IF
- POINT 1 - EVEN IF
- POINT 2 - EVEN IF

Simple Tips for 1st Speaker (-)

FOR PROPOSAL DEBATE:

- Rebut/clarify the opponent’s URGENCY
- Clarify the opponent’s DEFINITION (if needed)
- Rebut the MECHANISM - showing alternative way (give status quo or counterproposal)
- Rebut the POINT 1 - EVEN IF
- Rebut the POINT 2 - EVEN IF, etc.
- POINT 1 - EVEN IF
- POINT 2 - EVEN IF

Simple Tips for 2nd Speaker (+)FOR PROPOSAL DEBATE:

- Response/clarify opponent’s case
- Rebut the MECHANISM or ALTERNATIVE WAY or STATUS QUO - showing proposal is the best way with different words from 1st speaker.
- Rebut & clarify the Opponent’s REBUTTALS (main rebuttal)
- Rebut the POINT 1=>EVEN IF
- Rebut the POINT 2=>EVEN IF, etc.
- POINT 1 - EVEN IF
- POINT 2 - EVEN IF

Simple Tips for 2nd Speaker (-)FOR PROPOSAL DEBATE:

- Response/clarify opponent’s case
- Rebut the MECHANISM => showing proposal is not the best way with different rebuttals from 1st speaker (for ex. Effect of proposal in the future and give comparison (with status quo/counter proposal/alternative way)
- Rebut & clarify the Opponent’s REBUTTALS (main rebuttal)
- Rebut the POINT 1 - EVEN IF
- Rebut the POINT 2 - EVEN IF, etc.
- POINT 1 - EVEN IF
- POINT 2 - EVEN IF

Simple Tips for 3rd SpeakerFOR PROPOSAL DEBATE:

- Response/clarify opponent's case
- Rebut the MECHANISM - showing proposal is the best way or not with different rebuttals from 1st speaker & 2nd Speaker (for ex. Effect of proposal in the future) and give comparison (between proposal & status quo/counter proposal)
- Rebut & clarify the Opponent's REBUTTALS (main rebuttal)

Rebut the 1st SPEAKER - EVEN IF (with different rebuttals)

- Rebut the 2ND SPEAKER - EVEN IF (with different rebuttals), etc.
- Showing clash point

Clash Point

- Find the same theme of case between both of team (ex. Urgency, practical level, philosophical level, etc.)
- Compare it (support your argument and blame your opponent's argument)
- Show the effect in the future

Actor Analysis

- Find the actor/ Stake holder of the motion
- Find the role of the actor inside the motion
- Find relation of actor with another actor inside the motion
- Find the benefit or harm of actor as effect of the motion
- Find the benefit or harm of actor with another relation as effect of the motion
- Find the future implication of the actor as effect of the motion

Simple Tips

- 1st speaker explains point in the motions
- 2nd speaker finds another point outside motion but still related
- 3rd speaker shows rebut your opponent's rebuttal, rebut your opponent's case, clarify your team's case and showing the clash

Common Rebuttal

- How to rebut "right:?"
R: "right exists when it doesn't break another right"
- How to rebut "theory"?"
R: Theory is created by an experiment in society in the past, but if there is different society and the age/ era is change, so there should be a "new theory"
- How to rebut "paradigm of society"?"
R: Society is universal, east paradigm is different with west paradigm, don't forget that there is west society in east countries; also there is east society in west countries.

"For good ideas and true innovation, you need human interaction, conflict, argument, and debate" –Margaret Heffer

Appendix 13

Academic Presentation Material

What is Academic Presentation?

Academic presentation is information about presenting in an academic manner. One of the important aspects of academic presentations is presenting and supporting arguments in a way that is comprehensible to an audience consisting predominantly of peers. The academic presentation as a genre comes with a set of features that distinguishes it from other academic genres for instance, lectures, written papers, articles, conference presentations etc. So, these features need to be reflected in our teaching practices and materials we use.

How to tackle an academic presentation?

As with all academic skills, academic presentation skills can be learnt and continually improved through practice. One way of tackling an academic presentation is divided into three easy stages:

Planning

Thorough planning will enable you to present your views in a considerate and logical way. Three key factors should be addressed when planning your presentation:

Purpose of the presentation

- a. Focus: When you plan your presentation, concentrate on what's really important. What is the exact problem? What is it you need to achieve by the end of it? Set these down as objectives.
- b. Objective(s): Establish your objectives and how you are going to achieve them. All your emphasis should be placed on these objectives throughout the presentation, and influence every aspect of the presentation.
- c. Simplify: Support your main idea with a few examples, and their relevance to the overall aim.
- d. Organize: Structure your overall presentation from the following outline:
 - State the main issue.
 - Develop your viewpoint with specifics.
 - End with a clear summary and/or a last statement or request.
 - Handle any questions.
- e. Dramatize: Don't just tell it, show it. Find a vivid, memorable way to get your point across. Use visual aids such as graphs, hand-outs, charts, and/or media.
- f. Humanize: Remember you are speaking to people, try to project outward, not inward, by thinking of ways that will engage your audience.

Audience

The type of audience might well influence the format of your presentation and its content, for example, a technical presentation to a specialist audience might be more formal than one to a discussion group. Ask yourself the following questions about your intended audience:

- Who are they?
- What are their reasons for attending?
- How many are likely to be present?
- What sort of people – age, education, status?
- What do they already know about the subject?
- What are their likely attitudes/biases?

The answers to these questions will affect both the style and the content of your talk.

Location

Another important aspect of planning concerns the location. This can have significant implications for how you plan your content and organize yourself. If you have access to the venue, it might help to pay an early visit. The aspects you might want to check include:

- Type and size of room
- Seating arrangements – fixed or movable
- Position of speaker (you)
- Equipment available, e.g: whiteboard, projector, OHP, flip chart, tape recorder
- Acoustics (sound)
- Facilities for special needs

Don't forget, your plan should help you tailor your information to your audience, to decide what degree of specialist knowledge is required, the order in which you present it and what might affect how you can deliver your presentation. The next stage, *preparing*, is the time you organize and make your content come to life.

Preparing

RULE 1: Content is the most important part of your presentation.

RULE 2: The visuals should enhance not detract from your presentation.

A clear structure will allow the audience to understand your main themes. To aid this, break your presentation down into three sections: Introduction, Main Body and Conclusion.

The order whilst presenting:

1. Introduction	2. Main Body	3. Conclusion
Set the scene, outline your objectives	Explain your main findings	Summarise each point made
Tell them what you are going to tell them	Tell them	Tell them what you just told them

Consider working in a 3 – 1 – 2 order when preparing your presentation:

3. Conclusion	1. Introduction	2. Main Body
Work backwards from your overall conclusions to ensure all concluding statements are supported throughout the presentation.	Prime your audience for what's to come and mention the key areas that you will be developing throughout the presentation.	Expand each of your key points in order that the concluding statements are justified.

Presenting

Academic presentations are not always in formal settings; sometimes they take place in classrooms in front of small groups of fellow students. Whatever the situation, they should be viewed as an important opportunity to sell your knowledge in a professional way.

The delivery

As a presenter, consider the following practical issues:

- Do not simply read the text from the slides without any of your own words. Remember the audience can read!
- Consider whether sitting or standing is most appropriate – standing is preferable, but for group presentations, sometimes non-speakers may prefer to sit, whilst only the lead speaker stands.
- Don't fold your arms or put your hands in your pocket
- Use cue cards as memory aids. Try to keep them small so that they can be held in one hand, and not read like a script. The audience does not want to see the top of your head for the whole of the presentation.
- Do not fumble with the equipment or furniture
- Always have a duplicate of your presentation or a spare copy with you in the event of unplanned problems. For example, equipment that does not work, saving devices show errors, a sudden change of venue.

With regard to preferred personal qualities:

- Open body language hands at your side or bent at the elbow in front of your body.
- Look at the audience don't fix your stare, but glance around in a casual manner.
- Smile
- Clear, even tone of voice neither hushed nor too loud for the size of the room, or how many people are present. A low tone is preferable for small numbers; greater projection is required for greater numbers, in larger rooms.
- Try to avoid using too many gestures or repetition of certain words or phrases e.g. 'you know', 'and so on and so forth' 'and I really mean this' 'umm' 'err'.
- Be enthusiastic but do not get too excited about what you are saying and start going off the subject. Bullet points can help you, and the audience, stay focused and avoid a verbal assault.

Nervous

Remember you are not alone, even the most practiced presenter will suffer from nervousness. The following suggestions can help to relieve feelings of anxiety:

- Try some relaxation exercises. Sit up, breathe in for a count of one and out for a count of four; keeps this going for five minutes whilst just concentrating on the counting and rhythm of your breathing.
- Practice your presentation a few times before the actual event. Repetition will help you remember actions, timings and crucial sections more easily than passively reading the content on paper or a screen.
- Mentally rehearse if you are unable to physically rehearse. Visualize yourself speaking, your body language, what you have to do when; Try to picture the sequence of the presentation to get an idea of the flow of the material, and how you can help the audience understand the most important points. Know your subject!

Before you get to the presentation do not cram at the last moment. Try to do something enjoyable and unrelated to the upcoming event.

*Appendix 14***RULES**

English Camp 2022

1. During the English camp conducted, all participants are not allowed to speak other languages, but English
2. The participants must join all the activities existing in English Camp 2022
3. The participants must wear ID card during event
4. The participants are not allowed to go everywhere (out of the locations that have been fixed as the places used for English Camp 2022) without permission from the committee
5. The participants are not allowed to bring dangerous and harmful items, (drugs, alcohol, weapons, and sharp items)
6. The participants must keep the cleanliness of English Camp location
7. The participants must follow the time management based on rundown as well
8. The participants are not allowed to eat, smoke, operate mobile phone and sleep during English Camp activities conducted.
9. The participants must be responsible on their own goods, including; attires, mobile phone, money, and etc.

The participants must wear polite clothes during event (non-tight clothes for woman) and formal clothes (Batik) during teaching and learning

*Appendix 15***List of Facilitator**

Name	Position
Zaenal Abidin	Chief of ESA
Mai Zida Kamila	Vice Chief of ESA
Aditya Ghimnastiar	Secretary of ESA
Ulil Izzah	Treasurer of ESA
Anika HikamulAsror	Chief of Science Division
Mita PuspitaWulandari	Secretary of ScienceDivision
Reza AmienThohari	Chief of HumanResource Development Division
Ayu PujaPangestu	Secretary of HumanResource Development Division
Dewana IbnuSyafaah	Chief of Communication and Information Division
Ahmad ShofiMaulana	Secretary of Communication and Information Division

Appendix 16

Pictures of Activity















TURNITIN CHECKER

21506011-A Fawazien Ready (Turnitin Check)

ORIGINALITY REPORT

8%

SIMILARITY INDEX

8%

INTERNET SOURCES

1%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

eprints.uny.ac.id

Internet Source

2%

2

digilib.uinkhas.ac.id

Internet Source

2%

3

ejournal.unp.ac.id

Internet Source

1%

4

www.researchgate.net

Internet Source

<1%

5

ejournal.radenintan.ac.id

Internet Source

<1%

6

nanopdf.com

Internet Source

<1%

7

eprints.iain-surakarta.ac.id

Internet Source

<1%

8

garuda.kemdikbud.go.id

Internet Source

<1%

AUTHOR'S BIOGRAPHY



A FAWAZIEN READY is his full name. He was born on 21th of November 1997. He has a small family consist of Junaidi as father, Suhriyah as mother, and Khidnatun Zakiyyah Ready as his little sister. He has graduated from some formal school such as MI and MTs Nurul Islam, MA 1 Annuqayah Putra Guluk-guluk, and English Education Department of UIN KHAS Jember as his undergraduate program. He expects to be a lecturer in the future. He is really interested in English learning and teaching.