

**THE APPLICATION OF ENGLISH CAMP ON TEACHING
SPEAKING SKILL AT THE ENGLISH BASIC LEVEL STUDENTS
OF SANTIWIT SONGKHLA TECHNOLOGICAL
COLLEGE THAILAND**

THESIS



Written by:

UNIVERSITAS ISLAM NEGERI
Aulia Putri Atikah
SRN. 212101060012
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd.)
Faculty of Tarbiyah and Teacher Training
English Education and Program



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Aulia Putri Atikah
SRN. 212101060012

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Approved by supervisor


AS'ARI, M. Pd.I
NIP. 197609152005011004

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COLLEGE THAILAND**

THESIS

Has been examined and approved by the board of examiners
in a partial fulfillment of the Requirements for Bachelor's Degree
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

Day : Wednesday
Date : 2nd July 2025

The board of examiners

Chairman

Secretary



Dra. Sofkhatin Khumaidah, M.Ed., Ph.D
NIP. 196507201991032001

Zahratul Maujudatul Mufida, M.Pd..
NIP. 199201222019032009

Members :

1. Prof. H. Moch. Imam Machfudi, Ph.D.
2. As'ari, M.Pd.I




Approved by
Dean of Faculty of Tarbiyah and Teacher Training

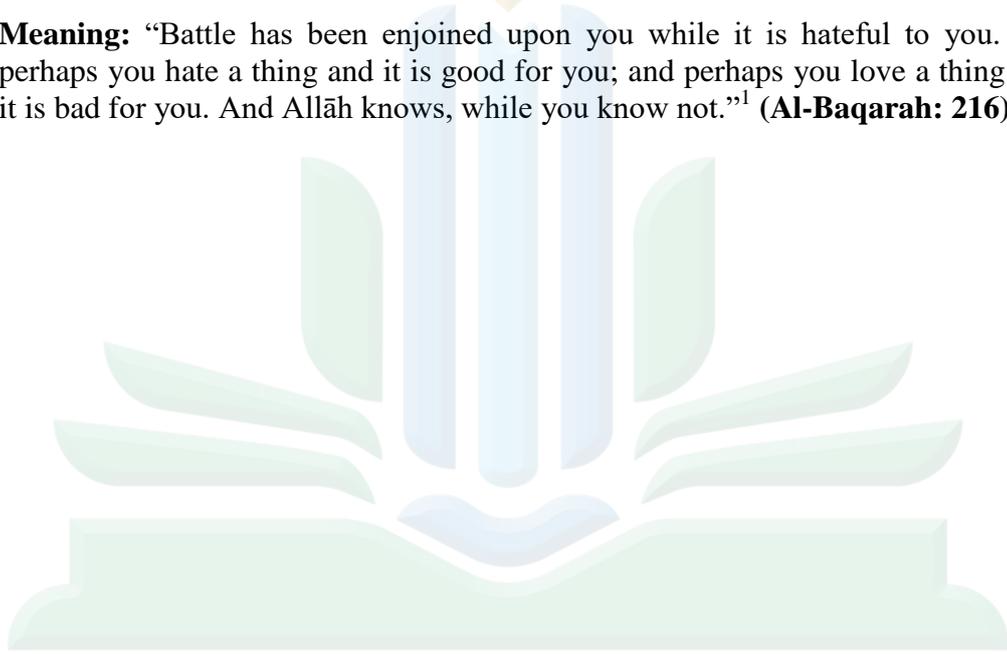


Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهٌ لَّكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ
وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

Meaning: “Battle has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allāh knows, while you know not.”¹ (Al-Baqarah: 216)



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¹ The Noble Quran <https://quran.com/search?page=1&query=al%20baqarah%20216>
(accessed on 30th of June 2025)

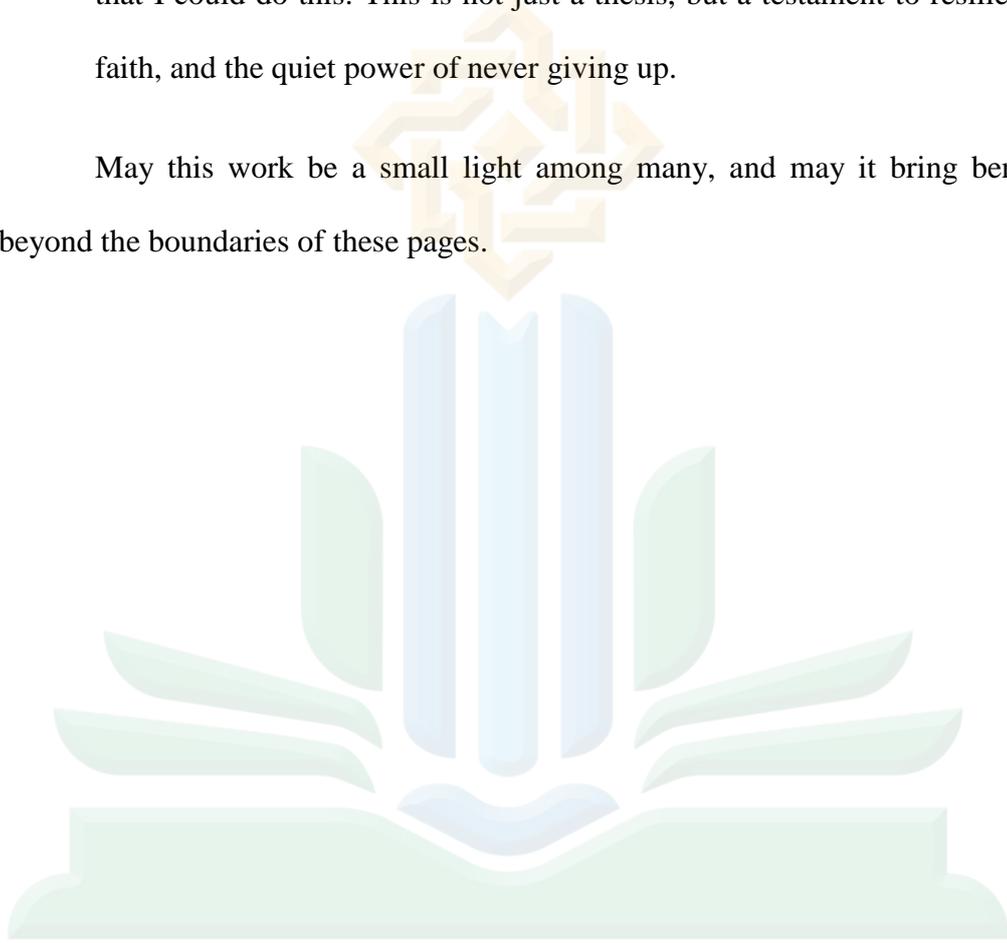
DEDICATION

With deepest gratitude and heartfelt reverence, I dedicate this humble work to:

1. Allah the Almighty, the Source of all knowledge and wisdom. In moments of weakness, you were my strength. In nights of doubt, you were my light. It is by your will alone that I have reached this point, and for that, I am endlessly thankful.
2. To my beloved father, Pujiono, and mother, Rita Wahyuni, whose unconditional love is the pillar of my being your silent prayers, sleepless nights, and unwavering faith in me are the foundation upon which this journey was built. No words could ever repay your sacrifices, but may this work be a small reflection of your dedication and love.
3. To my sister, Alya Putri Qonita, thank you for your support, your laughter, and the joy you bring into my life. In your presence, I found comfort.
4. To my dearest friends and fellow fighters, thank you for walking beside me on this winding road. In your jokes, I found the strength to carry onto my supervisors and lecturers, who generously shared their knowledge and lent their guidance with patience and care. Your encouragement lit my path when my steps grew uncertain, and your critiques shaped this work into what it has become. In sleepless nights and stressful days, your companionship kept me grounded. We cried, we laughed, we struggled—and together, we grew.
5. And finally, to myself. For every time I chose to rise instead of retreat. For every tear that turned into perseverance. For believing however quietly

that I could do this. This is not just a thesis, but a testament to resilience, faith, and the quiet power of never giving up.

May this work be a small light among many, and may it bring benefit beyond the boundaries of these pages.



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10. All staff of UIN KHAS Main Library thanks for helping the writer There is nothing I can say other than a big thank you to all parties for their support, motivation, and direction. May all the good deeds that you have given me be rewarded by Allah SWT.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER, June, 26th 2025
J E M B E R

Author

ABSTRACT

Aulia Putri Atikah, 2025: *The Application of English Camp on Teaching Speaking Skill at the English Basic Level Students' Santiwit Songkhla Technological College Thailand.*

Keywords: Speaking Skills, English Camp.

In today's globalized world, English communication is essential, especially in countries like Thailand where it is taught as a foreign language. However, speaking remains a major challenge for Thai students due to limited practice, traditional teaching, and low confidence. To address this, English Camps offer an immersive, interactive environment with activities like role-plays and discussions that encourage students to speak. This study explores the English Camp at Santiwit Songkhla Technological College and how it helps improve students' speaking skills.

The research focus forms as follows: 1) how is the English Camp plans on teaching speaking skill at the English basic level students' Santiwit Songkhla Technological College Thailand? 2) How is the implementation of teaching speaking skill at the basic level students' Santiwit Songkhla Technological College Thailand? 3) How is the evaluation of students' English Basic level speaking skill through English Camp at Santiwit Songkhla Technological College Thailand?. The objectives of this research are: 1) to describe the plan of English Camp on teaching speaking skill at the English Basic Level Students 2) to describe the implementation of teaching speaking skill at the Basic Level Students 3) to describe the evaluation of students' English Basic Level speaking skill through English Camp at Santiwit Songkhla Technological College Thailand.

This research utilized a qualitative approach and used case study as the research design. Conducted at Santiwit Songkhla Technological College, Thailand, this study used purposive sampling to select the research subjects, were the English teachers and participants of English camp. Data were collected through observation, interview, and document review. In addition, this study applied data analysis techniques based on Miles, Huberman, and Saldana approach, which includes data collection, data condensation, data display, and drawing conclusion and verification. Finally, data validity was strengthened through the use of source and triangulation techniques.

The findings of the research were 1) the plans of the of English Camp on Teaching Speaking Skill at The Basic Level Students is as follows: a. to build student's confidence in speaking c. creating supportive atmosphere d. creating fun experience in learning. 2) The English Camp was implemented in two stages. First, students learned language elements for public places and practiced through group activities. Then, they engaged in mission-based games using English for real-time communication. Functional language was introduced beforehand, and the teacher later reinforced speaking accuracy through grammar and pronunciation feedback. 3) Evaluation uses formative assessment which includes test and non-test. The assessment uses oral test, while non-test assessment uses attitude assessment.

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
AGREEMENT PAGE	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
CHAPTER INTRODUCTION	1
A. Research Context	1
B. Research Focus	7
C. Research Object	8
D. Research Significant	8
E. Definition of Key Term.....	9
CHAPTER II REVIEW OF LITERATURE	12
A. Previous Research	12
B. Theoretical Framework	19
CHAPTER III RESEARCH METHOD	34

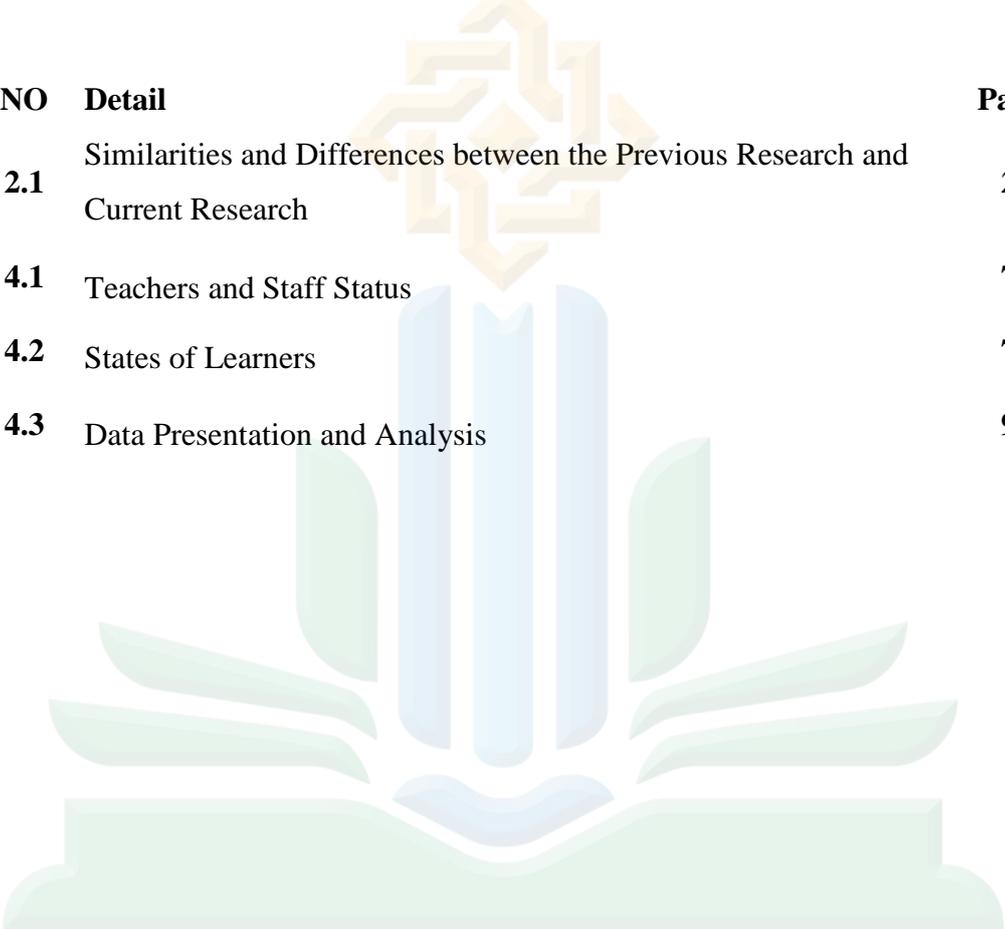
A. Approached and Research Design	34
B. Research Location.....	35
C. Research Subject	35
D. Data Collection Technique	37
E. Data Analysis	44
F. Validity of the Data.....	45
G. Research Procedure.....	45
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	
A. Description of Research Object	47
B. Data Presentation and Analysis.....	53
C. Discussion	66
CHAPTER V CONCLUSION AND SUGGESTION	72
A. Conclusion	72
B. Suggestion.....	73
REFERENCES	75

APPENDICES

J E M B E R

LIST OF TABLES

NO	Detail	Page
2.1	Similarities and Differences between the Previous Research and Current Research	22
4.1	Teachers and Staff Status	71
4.2	States of Learners	73
4.3	Data Presentation and Analysis	90



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIX

Appendix 1: Declaration of Authenticity	106
Appendix 2: Research Matrix	107
Appendix 3: Research Instruments	109
Appendix 4: Cover of Santiwit School	110
Appendix 5: Preface	111
Appendix 6: English Teaching Module	112
Appendix 7: Transcript Interview	115
Appendix 8: Research Journal	121
Appendix 9: Letters	122
Appendix 10: Documentation	125
Appendix 11: Bibliography	130

CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided research background, research focus, research objective, research significance, definition of key terms, and systematic discussion.

A. Research Context

Learning a foreign/second language can be motivated by various reasons. Because it is part of the curriculum, it is highly likely that many language students around the world will engage in it. Some people believe that learning English or other foreign languages will help them advance in their careers. They will get better jobs by speaking two languages rather than just speaking their mother tongue. As the most popular language in the world, English has grown essential as a result of the increasing globalization, especially in today's globalized society. Preparing human resources for a young age in a globalized world requires not only mastery of information skills, but also the capacity to communicate in a variety of different languages, one of which is English. Along with technological developments in the global era, the need for mastery of English as an international language is increasing. Currently,

English is a bridge to the international world in various fields such as education, science, trade, politics, tourism, and other fields.²

Some people emphasize that speaking is a measure of success in language learning, but in reality, speaking becomes a challenge for students. According to Richard, speaking is not just a talent but also an important skill that plays a role in daily life, especially in maintaining social relationships, which are an essential part of human existence. She also argues that speaking should be developed and practiced verbally, even within a curriculum that focuses on grammar.³ Speaking is an activity to express thoughts, actively engage in real-world interactions, and strengthen their confidence in using the language in everyday life. This explains that students can communicate clearly and fluently, which contributes to positive outcomes.⁴ The definition above, make that speaking entails the collaborative creation, receiving, and processing of information.

As explained by one of the verse of the Qur'an, namely in Surah Ar Rahman verses (3-4) it says that;

(خلق الانسان ن (٣) علمه البيان ٤)

² Faisal Adi Putra, Ramli Ramli, and Farid Helmi Setyawan, "Social-Cultural, Psychological, Linguistic, and World Knowledge; EFL Students' Voices on Their Speaking Difficulties in the Border Area of Indonesia," *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 17, no. 1 (2023): 108, <https://doi.org/10.24036/ld.v17i1.122490>.

³ Jack C. Richards, *Communicative Language Teaching Paradigm*, Cambridge University Press, vol. 1, 2006.

⁴ Zanyar Nathir Ghafar and Bareq Raad Raheem, "Factors Affecting Speaking Proficiency in English Language Learning: A General Overview of the Speaking Skill," *Journal of Social Science (JoSS)* 2, no. 6 (2023): 507–18, <https://doi.org/10.57185/joss.v2i6.107>.

He created human beings (3). Thought them to be expressive (4)

To be “*expressive*” is explained that, every word can speak, but not all are able to speak in public easily and interestingly to be heard. And to be able to speak, it takes skills or abilities and techniques that can be learned by everyone⁵.

In addition, speaking skill is one of the challenges for students, especially for foreign learners, almost many students feel anxious to speak because of several things, like lack of vocabulary, shyness to ask some questions, fear in speaking, and many other factors, along with classroom learning that has limited time in teaching. Learning demands a significant amount of time, because learning process includes the development of knowledge, abilities, and experience⁶.

On the other hands, Thailand is a country where the majority of the population speaks Thai as the national and official language. It is used in education, government, media and everyday communication. However, the language atmosphere in Thailand is multilingual, especially in border areas and regions with ethnic minority groups such as the Malays (in the south), Khmer (in the northeast), and mountain groups in the north. English is taught in schools as a foreign language, but proficiency levels

⁵ *Al-Qur'an. (n.d.). Surah Ar-Rahman (55:3–4).*

⁶ *Tien, C. Y. (2018). Anxiety in speaking English as a foreign language: A case study in a Taiwanese university. International Journal of English Language Teaching, 5(1), 1–12.*

vary, and Thailand is still low on the English proficiency index in Southeast Asia.⁷ Therefore, English language improvement programs, such as English Camp and student exchanges, are quite popular among students and educational institutions.

English language learning in Thailand often faces obstacles such as limited classroom time and the use of conventional teaching methods.⁸ This results in a lack of opportunities for students to practice speaking skills in real contexts. Learning activities in the classroom are generally still focused on grammar and reading, while speaking skills that require active and spontaneous practice are often neglected.⁹ According to Noom-Ura, many English teachers in Thailand struggle to provide effective speaking training due to limited time and conventional learning methods.¹⁰

Based on the initial review that has been conducted by conducting observation and interviews at Santiwit Songkhla Technological College Thailand, external and internal factors contribute to this problem of

⁷ Thom Huebner, "Language Policy and Bilingual Education in Thailand: Reconciling the Past, Anticipating the Future1," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 19–29.

⁸ Achara Wongsothorn, Kulaporn Hiranburana, and Supanee Chinnawongs, "English Language Teaching in Thailand Today," *Asia Pacific Journal of Education* 22, no. 2 (2002): 107–16, <https://doi.org/10.1080/0218879020220210>.

⁹ Tipamas Chumworatayee, "English Language Teaching Practices in Thailand as Perceived by Graduate Student Teachers," *International Forum of Teaching and Studies* 15, no. 2 (2019): 3–14.

¹⁰ Sripathum Noom-Ura, "English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs," *English Language Teaching* 6, no. 11 (2013): 139–47, <https://doi.org/10.5539/elt.v6n11p139>.

Shyness and reluctance to participate and difficulty with pronunciation and fluency. The use of teaching methods do not fully engage students or fail to meet their specific needs are external variables, which make speaking activities less interesting and more challenging for participants.¹¹

As a result, many participants' exhibit high shyness and reluctance to participate in speaking activities, often due to low self-confidence and fear of making mistakes. In addition, pronunciation problems and lack of fluency also hinder their desire to speak. Externally, it was observed that the teaching methods applied in the classroom were not fully adapted to students' needs and did not actively engage students. These approaches contribute to reduced motivation and interest in speaking tasks, making the learning experience more passive and less effective. As a result, students face considerable obstacles in practicing and improving their English speaking skills actively.

By paying attention to the time factor, teaching methods, and scheduling strategies, it is hoped that English language learning in secondary schools in Thailand can become more effective and enjoyable.¹² This is very important, especially since the mastery of

¹¹

¹² Chumworatayee, "English Language Teaching Practices in Thailand as Perceived by Graduate Student Teachers."

English is one of the keys in preparing Thai youth to face the challenges of the world globalization.

By that, teachers can choose another method to help students' speaking skills is organizing an English camp as an immersive learning, a fully English-organized atmosphere that can impact on students' English skill. English camp, is an alternative to language learning that excites students more, because it involves various exciting activities with a lot of interaction between participants, including role plays, presentations, discussions, singing, and many others. With an immersive is a teaching method involving the use of technology to create a learning atmosphere that has the potential to provide students with a more immersive, realistic, interactive, and motivating learning experience.¹³ Another story of language “immersion” was first introduced in Canada in 1960s with the aim of teaching French to English Speakers. Because school learning methods do not equip students with communicative French, as a result, language immersion is implemented for students to provide an atmosphere for practicing French in daily life. This means that the French is a foreign language for that English speaking community.¹⁴ Although it is not the same as traditional learning, immersive learning aims to overcome obstacles by

¹³ United States, “Boost English Language,” 2021.

¹⁴ Statistics Canada, “Canadian Megatrends The Evolution of English – French Bilingualism in Canada from 1901 to 2011,” no. 11 (2011).

bringing elements of reality to the learning process. From all explanation above, students can explore their learning world through those interactions, especially in developing their speaking skills.

According by Ready entitled “English Camp as a Learning and Teaching Atmosphere of Speaking Ability Development” highlights how the implementation of English Camp can create an effective learning atmosphere to improve students' speaking ability in English.¹⁵ In this study, Ready emphasized that a different learning atmosphere from formal classrooms can positively influence students' confidence and motivation to use English actively. English Camp, as an experiential learning method, provides various practical activities that encourage students to engage directly in English communication through natural and fun interactions. Found that when students were placed in a supportive atmosphere such as English Camp-full of language games, group discussions, presentations, and real-life simulations-they showed significant improvements in speaking and pronunciation.¹⁶ This is due to the camp's approach which is free from the pressure of formal exams, so students feel more relaxed and

¹⁵ A. Fawazien Ready and Ninuk Indrayani, “English Camp as Learning and Teaching Atmosphere of Speaking Ability Development,” *Journal of Language Intelligence and Culture* 3, no. 2 (2021): 107–24, <https://doi.org/10.35719/jlic.v3i2.58>.

¹⁶ Cheung, H. Y. (2018). The Effectiveness of English Camp in Enhancing English Speaking Skills of EFL Students. *Journal of Language Teaching and Research*, 9(4), 741–747. [DOI:10.17507/jltr.0904.04]

encouraged to try using English without fear of getting it wrong¹⁷. The research also shows that English Camp gives students the opportunity to build collaborative and social skills¹⁸, which in turn strengthens aspects of their oral communication. Furthermore, Ready concluded that English Camp is not only effective for learners, but it can also be a vehicle for teachers to evaluate their teaching methods more flexibly and creatively. Thus, English Camp serves as an alternative space that bridges the limitations of conventional learning methods in formal classes, especially in developing speaking skills, which has been one of the most challenging aspects of learning English as a foreign language (EFL).¹⁹

Whereas by Widya in a journal entitled “Indonesian Students' Growth Perception of an English Immersion Program” aims to examine how students interpret their development in participating in an English immersion-based learning program. The study highlights students' perceptions of their English improvement, particularly in terms of fluency, confidence, and cultural understanding through full engagement in an English-speaking atmosphere. Found that through the immersion program, where all activities and communication took place in English, students experienced significant improvements in language

¹⁷ Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.

¹⁸ Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.

¹⁹ Ready and Indrayani, “English Camp as Learning and Teaching Atmosphere of Speaking Ability Development.”

skills - especially in speaking and listening. The atmosphere that encourages the continuous use of English makes students familiar with language structures and enriches vocabulary naturally. This supports the theory that active, contextualized language use is more effective in improving language competence than textbook-based approaches and grammar exercises. Apart from the language skills aspect, Widya's research also highlighted students' affective development, such as self-confidence and motivation to speak in public. Many students in the study admitted that before joining the immersion program, they felt nervous or afraid of speaking in English. However, after attending the program for a certain amount of time, they felt more prepared to speak without fear of being wrong. This experience shaped a positive mindset towards the use of English and raised awareness of the importance of active communication in the learning process.²⁰

Another research is written by Santi entitled "The Implementation of English Immersion Program for Facing Globalization Era" discusses the importance of English immersion programs in preparing students for the globalization era. The researcher emphasized that the immersion program provides a learning atmosphere that encourages students to use English in various real situations actively. The results show that the

²⁰ Widya Rizky Pratiwi, "Indonesian Students' Growth Perception of an English Immersion Program," *ENGLISH FRANCA : Academic Journal of English Language and Education* 7, no. 1 (2023): 57, <https://doi.org/10.29240/ef.v7i1.6594>.

program is effective in improving students' English skills, especially in the communication aspect, as they are used to thinking and speaking in English during the activities.²¹

On the other hand, immersive learning method is also implemented by Teacher Sidiki Diaby, one of Santiwit's teacher by inviting students from various schools in Thailand some of area are from Songkhla, Narathiwat, and Chana'. By organizing the English Camp aims to impact Thai students English learning especially on students speaking skill. As a result, it English Camp runs well although only in four days, students can be categorized achieve their target in their learning English.

Looking at the background above, the problem in this study is the effect of learning methods "English Camp" for foreign learners in learning English. Therefore, the researcher conducted research on the English learning process at Santiwit Songkhla Technological College Thailand, entitled ***"The Application of English Camp on Teaching Speaking Skills at The English Basic Level Students' Santiwit Songkhla Technological College Thailand"***. To find out how English Camp is applied in helping students speaking skills.

²¹ Santi Andriyani, "The Implementation of English Immersion Program for Facing Globalization Era," *Jurnal Edulingua* 3, no. 2 (2016): 23–30.

B. Research Question

1. How is the plan of English Camp on teaching speaking skill at the English Basic Level Students' Santiwit Songkhla Technological College Thailand?
2. How is the implementation of teaching speaking skill at the Basic Level Students' Santiwit Songkhla Technological College Thailand?
3. How is the evaluation of students' English Basic Level on speaking skill through English Camp at Santiwit Songkhla Technological College Thailand?

C. Research Objective

1. To describe the plan of English Camp on teaching speaking skill at the English Basic Level Students' Santiwit Songkhla Technological College Thailand.
2. To describe the implementation of teaching speaking skill at the Basic Level Students' Santiwit Songkhla Technological College Thailand.
3. To describe the evaluation of students' English Basic Level on speaking skill through English Camp at Santiwit Songkhla Technological College Thailand.

D. Research Significance

The researcher anticipates that the ongoing research will bring numerous benefits to the teaching and learning of English, specifically in enhancing

speaking skills. This research significance is outlined in various aspects, such as theoretical and practical implications, they are:

1. Theoretical Significance

Theoretically, the researcher hopes that this study can achieve the potential to contribute and increase knowledge about strategies in the teaching and learning process, especially The Application of English Camp on Teaching Speaking Skills at The English Basic Level Students' Santiwit Songkhla Technological College Thailand

2. Practical Significant

Practically, it is hope that the presentation of this research data will be useful for:

a. English Department

The researcher hopes that this study can provide preferences on the application of English camp on teaching speaking skills, especially in

Application of English Camp on Teaching Speaking Skill at The Basic Level Sudents' Santiwit Songkhla Technological College Thailand.

b. English Language Teachers

The researcher hopes that this study can provide alternative strategies to teachers of English teachers in teaching and learning process, especially in Application of English Camp on Teaching

Speaking Skill at The Basic Level Sudents' Santiwit Songkhla Technological College Thailand.

c. Future Researcher

The researcher hopes that this study can be added as a reference related to the same theme, namely The Application of English Camp on Teaching Speaking Skill at The Basic Level Sudents' Santiwit Songkhla Technological College Thailand.

d. Students

It is hoped that this research can provide direct benefits for students by improving their speaking skills through the learning strategies found in this research. Students can experience in supporting speaking skills in English, which in turn can support their academic and career success in the future. Apart from that, the results of this research can provide insight for students regarding effective learning techniques that can be applied independently.

E. Definition of Key Term

The concept of key terms refers to important words or phrases that are critical to researchers in their research. These terms are important to ensure that the research is interpreted accurately and that there is no confusion about the intended meaning of the content. In other words, identifying and defining key terms helps researchers and readers to understand the focus of the research and avoid misinterpretation. Some examples of such terms are as follows:

1. Speaking Skill

Speaking skills are one of the main aspects of language acquisition, especially foreign languages such as English. These skills include the ability to convey ideas, feelings, and information orally in a clear, fluent, and understandable way. Speaking skills involve not only linguistic aspects such as grammar, vocabulary and pronunciation, but also social skills such as confidence and the ability to respond appropriately in communication situations. In the context of education, speaking skills become one of the indicators of students' success in using language actively and functionally in everyday life.

2. English Camp

English Camp is a form of English learning activity designed outside the formal classroom with a more relaxed, fun and communicative approach. These activities are usually carried out within a certain period of time, such as a few days or weeks, and contain various interactive activities that encourage students to communicate using English. Activities in English Camp can include language games, group discussions, role plays, simulations of real situations, and presentations. The main objective of English Camp is to create a fun and pressure-free learning atmosphere, so that students feel more confident and motivated to speak English. In addition, English Camp also serves as a learning medium that emphasizes

experiential learning, which is very beneficial in improving students' speaking skills naturally.

3. Basic Level Students

Basic level students refer to students who are at an early stage in the English learning process. Students at this level generally have limited abilities in understanding and using English, both in terms of vocabulary, grammar, and sentence structure. They are usually only able to interact in simple situations such as introducing themselves, saying hello, or asking basic questions. The main challenge students' face at the basic level is a lack of confidence in speaking, as well as limitations in understanding more complex communication contexts. Therefore, students at this level need a supportive, contextualized and repetitive learning approach so that they can gradually improve their speaking skills more effectively.

F. Systematic of Discussion

The systematics of discussion is a description of this thesis in a sequential manner, starting from the introduction (Chapter I) to the conclusion (Chapter V). The systematics of discussion is written descriptively in narrative form, not in the form of tables or a table of contents. The systematics of this research is as follows:

Chapter I: presents the introduction of the thesis, such as the background of the research, research focus, research objectives, significance of the research, definitions of key terms, and systematics of discussion.

Chapter II: presents a literature review related to previous research and the theoretical framework of this study.

Chapter III: presents the research methods used in this study, which consist of the approach and design of the research, research location, subjects and research techniques, data collection techniques, data analysis, data validity, and research procedures.

Chapter IV: presents a description of the research object, data presentation, discussion, and research results.

Chapter V: presents the conclusions of this research and suggestions for future research.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of related literature which consists of previous research and theoretical framework.

A. Previous Research

The researcher includes relevant ideas in this study to maintain the originality of the research, focusing on those that align with the type of research being conducted. Such as:

1. A journal written by Widya entitled, “Indonesian Students’ Growth Perception of an English Immersion Program”.²²

This journal explores about how Indonesian students perceive their cognitive progress after participating in an English immersion program at Kampung Inggris Pare. This research focuses on how intensive classes in an immersive atmosphere affect students’ speaking skills, including vocabulary, fluency, and pronunciation.

This research also reveals that students showed the most improvement in vocabulary, followed by speaking fluency, with pronunciation being the area of slowest progress. The immersive experience of using English in daily interactions (both inside and outside classroom) significantly contributed to vocabulary growth and fluency.

²² Pratiwi, “Indonesian Students’ Growth Perception of an English Immersion Program.”

The research also concludes that an immersive program like Kampung Inggris Pare is highly beneficial in developing students' English skills, particularly through the intensive use of English in real-life situations. The method finds, if it fosters faster cognitive development and improves students' confidence in using English, making it an effective solution for dressing the challenges of traditional English language education in Indonesia.

2. A journal written by Shafira entitled, "Students' Perception towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill".²³

This research investigates the impact of English Camp in Kampung Inggris, Pare, Indonesia, on students' speaking skills. The study reveals that participating in the camp significantly improved students' vocabulary, pronunciation, fluency, grammar, and comprehension. These enhancements allowed students to engage more confidently in both everyday conversations and academic settings. The camp's immersive English speaking atmosphere coupled with the support of mentors and structured activities such as discussions, interviews, and free talking sessions, to help students overcome common challenges.

By the result is students reported the increase of self-confidence, which empowered them to communicate more freely and effectively. By

²³ Persepsi Wisatawan et al., "3 1,2,3," no. June 2023 (n.d.): 0–6.

that, the study concludes that the English camp in Kampung Inggris plays a crucial role in developing speaking skills through a relaxed yet structured learning atmosphere that makes the process enjoyable and productive.

3. A journal written by Iffafti Chaira entitled, “The Perceived Influence of English Camp towards EFL Students’ Speaking Skill”.²⁴

The journal entitled The Perceived Influence of English Camp towards EFL Students' Speaking Skill by Iffafti Chaira from UIN Ar-Raniry Banda Aceh is a descriptive qualitative research that aims to find out the extent to which English Camp activities can influence students' speaking skills in learning English as a foreign language (EFL). In this study, the author interviewed seven students who had participated in the English Camp program to find out their perceptions and experiences in depth.

The results showed that the students felt the positive impact of their participation in the English Camp activities. They reported that their speaking skills had improved, especially in terms of vocabulary mastery, pronunciation, fluency, sentence structure, and understanding of context in conversation. In addition to the linguistic aspect, this activity also contributed greatly to the students' increased confidence in using English.

At first many of them felt anxious or afraid of being wrong when

²⁴ Chaira, I. (2022). The perceived influence of English camp towards EFL students' speaking skill (Undergraduate thesis, UIN Ar-Raniry Banda Aceh). UIN Ar-Raniry Institutional Repository. Retrieved from <https://repository.ar-raniry.ac.id/16694/>

speaking, but the relaxed, interactive and fun atmosphere during the camp made them more courageous to try and speak without fear of judgment.

The learning atmosphere created by English Camp is also an important factor that distinguishes it from conventional classroom learning. In the camp, students engage in various practical activities such as group discussions, role plays, presentations and language games that allow them to use English in real situations spontaneously. These activities make the learning process more meaningful as students not only learn the theory, but also directly practice it.

Overall, this study concludes that English Camp is very effective in supporting the development of EFL students' speaking skills, both from the technical linguistic and psychological sides. The researcher emphasized that English Camp is a learning alternative that should be considered because it is able to create a pressure-free learning atmosphere, encourage active participation, and build students' confidence in speaking English.

4. A journal written by Rachmawati entitled, "The English Camp as Method of Promoting Fun English at Elementary School Level in Indonesia".²⁵

Based on the review, the researchers discovered that implementing the Fun English Camp learning method has a positive impact on enhancing language learning among elementary school students in Indonesia. They

²⁵ Meida Rachmawati et al., "The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia," *Tapis : Jurnal Penelitian Ilmiah* 4, no. 2 (2020): 174, <https://doi.org/10.32332/tapis.v4i2.2563>.

suggest that integrating this method into the elementary school curriculum design in Indonesia could be both engaging and effective. The article underscores how learning a foreign language like English can be made more appealing and enjoyable for young learners through the English Camp approach, which has proven successful in other countries. Overall, the journal delves into the potential of the Fun English Camp as an innovative and interactive method to boost English language learning in elementary schools in Indonesia. The comprehensive review of existing literature offers support for the adoption of this method in elementary school curriculum and teaching practices.

5. An article written by Ready entitled, “English Camp as a Learning and Teaching Atmosphere of Speaking Ability Development”²⁶

The article looks at using English Camps to enhance students' English speaking skills in a more effective way than traditional classrooms. English Camps offer a fresh learning atmosphere that can help students form better speaking habits through various activities. By focusing on real communication and fluency, rather than just grammar, English Camps can improve students' speaking performance. This approach aligns with communicative language teaching principles,

²⁶ Ready and Indrayani, “English Camp as Learning and Teaching Atmosphere of Speaking Ability Development.”

emphasizing interaction, authentic materials, and real-world language use to boost students' English speaking abilities.²⁷

Table 2.1

Similarities and Differences between the Previous Research and Current Research

NO	Author and Title	Similarities	Differences
1	2	3	4
1	Widya (2023) entitled: "Indonesian Students' Growth Perception of an English Immersion Program"	<ul style="list-style-type: none"> Both researchers have the same topics about speaking skill and English camp 	<ul style="list-style-type: none"> The previous research used case study method while the current research used qualitative research. The previous research conducted at Kampung Inggris Pare The focus of the previous research was to explore how Indonesian students perceive their personal and linguistic growth after participating in an English Immersion program.
2	Shafira (2023) entitled: "Students' Perception towards English Camp in Kampung inggris Pare on Improving Their Speaking Skill".	<ul style="list-style-type: none"> Both researchers have the same topics about speaking skill and English camp 	<ul style="list-style-type: none"> The previous research used descriptive case study approach, while the current research used a qualitative research. As the focus of this research is how students perceive the impact of the English Camp on their speaking skills, and investigates the effectiveness of the camp's immersive atmosphere and activities in improving their

²⁷ Richards, *Communicative Language Teaching Paradigm*.

			<p>English speaking proficiency.</p> <ul style="list-style-type: none"> As the research was conducted in Kmapung Inggris Pare, a well-known English Language learning center in Indonesia, famous of its intensive English programs
3	<p>A journal written by Iffafti Chaira (2021) entitled “The Perceived Influence of English Camp towards EFL Students’ Speaking Skill”.</p>	<ul style="list-style-type: none"> Both researchers have the same topics about speaking skill and English camp 	<ul style="list-style-type: none"> The previous research used qualitative descriptive while the current research used a qualitative research. This study was conducted in Indonesia, at UIN Ar-Raniry, with students who had experienced English Camp in a local Indonesian setting. As the focus on this research is more on students’ perceptions—the research explores how learners personally feel and evaluate their improvement and experience during English Camp, without deeply analyzing instructional design or pedagogical strategies.
4	<p>Rachmawati (2020) entitled: “The English Camp as Method of Promoting Fun English at Elementary School Level in Indonesia”.</p>	<ul style="list-style-type: none"> Both researchers have the same topics about speaking skill and English camp 	<ul style="list-style-type: none"> The previous research used descriptive case study approach while the currents research is used qualitative research. This research provides an English learning for young students in Indonesia. As focus on the

			<p>implementation of English Camps, it can promote a fun, enjoyable, and engaging learning atmosphere for elementary school students in Indonesia, it centers on understanding how the camp's atmosphere impacts students' motivation and engagement with the language.</p>
5	<p>Ready (2021) entitled: "English Camp as a Learning and Teaching Atmosphere of Speaking Ability Development"</p>	<ul style="list-style-type: none"> Both researchers have the same topics about speaking skill and English camp 	<ul style="list-style-type: none"> The previous research used a mixed-methods research design while the current approach combined both qualitative and quantitative research. The previous research conducted at UIN Khas Jember, especially students of TBI. As the focus of this research is how English Camp create conducive learning and teaching atmosphere that fosters the development of students' speaking skill. It examines the learners improvements in speaking also explore the interactions between students and teachers with in the camp atmosphere.

The explanation of some previous research above shows some similarities and differences between previous research and current

research. The similarities between the previous studies and the current study are illustrated from the two studies which both analyze the same issues and variables, namely the application of speaking and immersive learning through English Camp. Meanwhile, the differences between previous research and the current research are clarified in various ways, including; the level or subject of research, research location, various research methods, and especially the focus of research.

To classify the interest in conducting this research, the researcher informs two main things, such as; the focus and purpose of the research. In addition, the objectives, materials, steps, and evaluation of teaching speaking skills through English Camp are the focus of the current research in which the research focus has not been researched in depth by previous studies. In addition, this study aims to describe the application of speaking skills through English Camp.

B. Theoretical Framework

1. English Language Teaching

a. Definition of Teaching Speaking Skill

Some of speaking definitions according to some experts, speaking is a form of communication in which can express ideas, thought, and information effectively through spoken language. It involves a range of competencies, including clear pronunciation, a varied vocabulary, correct grammar usage, fluency, logicity, self-confidence, and effective non-

verbal communication.²⁸ Wallace defines speaking skill as meaningful oral practice so that people must understand the word because they use a foreign language. He also said that this ability to speak will support someone to express their interesting ideas verbally. Tarigan,²⁹ Arsjad and Mukti U.S.,³⁰ define speaking skill as the ability to convey sentences to express thoughts, ideas, and feeling orally to other people.

Besides, Asep says that the versatility of speaking as a language skill is what makes it so widely used. Compared to writing, speaking is often a faster and more efficient way to convey ideas and influence others, whether through persuasion, instruction, or entertainment.³¹ The back-and-forth nature of conversation, with the speaker and listener constantly swapping roles, is central to the communicative function so speaking.

From the definition, speaking is the fundamental purpose of language, which serves as a practical and productive means of communication. It also allows individuals to express their thoughts, feelings, and personally, by facilitating self-expression. Not more than just conveying information, speaking enables meaningful social interactions and builds relationship between people.

²⁸ Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

²⁹ Tarigan, H.G. 1986. *Berbicara sebagai suatu Keterampilan Berbahasa*. Bandung: Angkasa. Badudu (1993:131)

³⁰ Arsad, Maidar G. Dan U. S. Mukti. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. IKIP Jakarta: Erlangga.

³¹ Asep Supriyana, "Hakikat Berbicara," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

Ultimately, the main purpose of speaking is to convey the speaker's message to the listener in an effective way. Speaking is a dynamic, context-dependent process that enables humans to interact, express themselves, and achieve various communicative goals through the medium of language.³²

b. Types of Teaching Speaking

1) Imitative Speaking

Imitative speaking is the most basic level of speaking skills, where learners simply imitate or repeat what they hear, without necessarily understanding the meaning of the utterance. The main focus of this stage is on accurate pronunciation, including intonation, word stress, and pronunciation of specific sounds.

In this context, students are not yet required to produce sentences independently or understand the context of the conversation. For example, the teacher says a sentence like "Good morning," and the students just repeat it by imitating the teacher's voice and intonation. The main goal is to practice the phonological aspects of language, such as articulation and rhythm, so that students are familiar with the sound forms in the target language.

³² Ghafar and Raheem, "Factors Affecting Speaking Proficiency in English Language Learning: A General Overview of the Speaking Skill."

According to Brown, at this stage “speech is limited to phonological or grammatical imitation of a model,”³³ which means that speech is limited to imitation of phonological or grammatical models, and does not yet involve meaningful communication? This imitative stage is often used as an initial exercise, especially for beginners (basic level students), before they are ready to engage in more complex forms of communication such as responsive, interactive, and extensive speaking.

2) Intensive Speaking

Intensive speaking is a level of speaking skill that is above the imitative stage. At this stage, students do not just imitate words or sentences simply, but start practicing saying a series of words or short sentences that focus on certain aspects such as pronunciation, grammar, and vocabulary in a more in-depth and controlled manner.

In intensive speaking, students usually do exercises such as reading aloud, repeating demonstrated sentences, or practicing short dialogs designed to practice precise language use. Although students have started to pay attention to meaning, the main focus remains on the accuracy of linguistic aspects, such as word stress, intonation, and correct sentence structure, like, students may be asked to say a sentence with correct pronunciation, use proper grammar, or repeat a

³³ Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

prepared dialog over and over again. These activities help improve language accuracy before students move on to more free and spontaneous speaking.

3) Responsive Speaking

Responsive speaking is a level of speaking skill where students begin to give short, direct responses to questions, statements or stimuli given by interlocutors. At this stage, students do not simply mimic or practice prepared sentences, but begin to interact spontaneously in simple and limited contexts.

Responses are usually short, such as nodding, answering “yes” or “no,” giving brief information, or asking a counter question. Although responses are short, this stage is important because it trains students' ability to understand and respond to language directly in real communication situations, thus building their interactive skills.

4) Interactive Speaking

Interactive speaking is a speaking activity that involves two or more directions of interaction between the participants. In the context of language learning, interactive speaking emphasizes the active and authentic use of language in real communication situations, where the speaker not only conveys the message, but also responds spontaneously to the interlocutor.

5) Extensive Speaking

Extensive speaking is a level of speaking skill that involves oral production in a longer and more structured form. At this stage, students use language more freely to convey their ideas, thoughts and opinions in full, usually in the form of monologues or presentations. In contrast to responsive speaking which is brief and reactive, extensive speaking requires students to speak for longer durations and with more complex discourse organization.

Activities that fall under extensive speaking include: oral presentations, storytelling, speeches, or explaining processes and experiences. At this stage, students focus not only on linguistic aspects such as vocabulary and grammar, but also on the skills of organizing ideas logically and conveying messages to listeners clearly. Fluency, coherence, and the ability to manage content become very important.

c. Elements of Teaching Speaking

Additionally, there are some elements of speaking skill are necessary to be mastered by students, because it helps students' communication process. They are:³⁴

1) Pronunciation

Helping pronunciation is a complex aspect of enhancing speaking abilities. Pronunciation involves how words are articulated,

³⁴ Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

highlighting the clarity and accuracy of vocal expression. This skill is closely connected to phonological knowledge, as each word has a unique pronunciation, even if they share similar word patterns.

2) Vocabulary

Vocabulary is essential for effective communication, whether spoken or written. Insufficient vocabulary can impede individuals from expressing their ideas clearly. This lack of vocabulary often presents difficulties for language learners, particularly in learning English. Many students face challenges in English due to their limited vocabulary, causing them to be passive in English classes. English teachers must be creative and well-informed to create engaging lessons that help students expand their vocabulary successfully.

3) Grammar

Grammar holds a significant role in language as it ensures clarity in both spoken and written communication. Proper grammar is essential for listeners and readers to comprehend the intended message without confusion. According to Fernando³⁵ students' proficiency in manipulating structures and identifying correct grammar forms is crucial. Through grammar, sentences are constructed in a logical order that reflects the sequence of events. Many view English as a consistent subject due to its grammar rules. Understanding and applying grammar

³⁵ (Fernando, 2019)

correctly is vital for mastering a language, whether in spoken or written form, although some tend to overlook its importance in oral communication compared to written expression.

4) Fluency

Fluency can be defined as the capacity to speak smoothly and correctly based on professional requirements. The level of fluency each student possesses is influenced by their vocabulary. Hence, fluency is closely tied to the extent of a student's vocabulary. Essentially, fluency involves the ability to sustain proficiency in language use.³⁶

d. Teaching Speaking Problems

Engaging in conversation or communication is a means of sharing information between individuals. It is vital for both the speaker and the listener to comprehend each other effectively. Furthermore, as ³⁷ points out, students may encounter various psychological factors while speaking. They are:

1) Lack of Confidence in Speaking

One of the main challenges that students encounter when it comes to speaking is a lack of confidence. Numerous students experience

³⁶ Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.

³⁷ Della Puspita Sari, Isna Humaera, and Ririn Syahriani, "An Analysis of Students' Difficulties in Speaking English," *Al-Irsyad: Journal of Education Science* 2, no. 2 (2023): 108–19, <https://doi.org/10.58917/aijes.v2i2.66>.

feelings of self-doubt or nervousness when speaking in public, which can greatly impact their communication skills.

By that, educators can help by giving students chances for practice in low-pressure situations, giving them positive feedback, and guiding them to concentrate on their strengths instead of their perceived weaknesses.

2) Difficulty with Pronunciation and Fluency

Difficulties with pronunciation and fluency can also present obstacles for students. They may have difficulty with accurate pronunciation, intonation, or maintaining a smooth, natural flow of speech.

By solving the challenges, as educators can help improve these skill by offering targeted practiced with pronunciation exercise, speech shadowing exercise, techniques for enhancing fluency, such as utilizing pauses and controlling pacing.

3) Shyness and reluctance to participate

Some students may also be shy or unwilling to take part in speaking activities, choosing to stay passive. With other reasons, students are shy to present or speak in front of many people for fear of being made fun of, and people will judge and see mistakes in speaking. With this, students can learn to exchange opinions, information, and ideas, by mingling with others.

As the problem concluded by researcher, building a supportive and inclusive classroom atmosphere and offering opportunities for small-group discussions can help relieve this issue.

e. Evaluation of Teaching Speaking

Evaluation is the process of determining decisions related to an object to be assessed.³⁸ Evaluation in teaching speaking skills plays an important role in assessing how effective the teaching methods used are and the extent to which students have achieved good communication skills. Good evaluation should include formative and summative assessments, with various methods such as oral presentations, conversations, interviews, and peer feedback. In addition, this evaluation needs to be adjusted to the learning objectives, and no less importantly, carried out in a supportive atmosphere so that students feel motivated to actively speak and continue to improve their abilities.

In relation to this, Nunan explained that there are six things that must be assessed in evaluating the teaching of speaking skills, namely as follows:³⁹

1. Grammar, which asses on how to control the language use appropriately and to avoid the grammatical errors.

³⁸ Mansyur, et al, “Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru” (Yogyakarta, Pustaka Belajar, 2015), 9.

³⁹ Nunan in Yenny Rahmawati and Ertin, Developing Assessment for Speaking, Journal of IJEE Vol 1 no. 2, 2014, 202.

2. Vocabulary, which assesses in the usage of vocabulary features. It also indicates the proficiency level of test taker.
3. Comprehension, which assesses understanding the context of conversation and provides the response.
4. Fluency, which indicates the speech production in conversation, is well delivered. It can be assessed on confidently the speech delivered and provides the response to the particular theme without being confused in choosing the word.
5. Pronunciation, which assesses with the error of pronunciation occurs and the aspect of its pronunciation that interferes to communication.
6. Task, which deals with finishing the instruction that is given during the speaking test.

Feedback is an important part of evaluation, which serves to provide students with an understanding of their learning progress.

Corrective feedback, on the other hand, focuses more on one type of negative feedback, which is the response given when students make mistakes in language use. However, giving corrective feedback by teachers can cause language anxiety in students, especially if they feel less confident speaking English in front of their teachers and classmates.⁴⁰

In teaching evaluation, there are 4 types of evaluation:⁴¹

⁴⁰ Zahratul Maujudatul Mufidah, "The Impact of Oral Corrective Feedback on the Level of Language Anxiety," in *Proceedings of the International Conference on English Language Teaching (ICONELT 2017)* (Atlantis Press, 2017), 219–227, <https://doi.org/10.2991/iconelt-17.2018.48>

⁴¹ Imas Kurniasih and Berlin Sani, *Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif*, (Pustaka Diantara, 2017), 126

1) Placement Evaluation

This is an evaluation done at the beginning, when new students enter. The purpose is to find out the extent of their speaking ability so that they can be put into the right class or level. So, the teacher knows where to start teaching.

2) Diagnostic Evaluation

This evaluation is done to find out the problems or difficulties that students experience in speaking. For example, whether they are struggling with pronunciation, vocabulary or sentence structure. That way, the teacher can know what to improve.

3) Formative Evaluation

This evaluation is conducted periodically during the learning process. The aim is to provide feedback so that students can continue to improve their speaking skills. So, this evaluation is like a routine “check-up” so that the learning process goes well.

4) Summative Evaluation

This evaluation is done at the end of the lesson to see how far the students have mastered the speaking skills taught. It is usually a final exam or a big test that determines whether the students have succeeded or not.

In this study, the teaching evaluation used by the teacher is formative evaluation, which is the process of collecting information about

the extent of students' progress in understanding the material. The information is then used to determine the most effective teaching and learning activities for the next meeting, so that students can optimally master the material being discussed.⁴² The techniques used in formative evaluation are:

1) Test Techniques

a) Essay

An essay test is a type of exam that includes questions that require students to answer in their own words, articulating their thoughts and ideas in detail.⁴³ In this format, students must structure their answers by expressing their personal viewpoints and reasoning. This type of exam challenges students to truly engage with the material, demonstrating their understanding and analytical abilities through written expression.

b) Objective test

Objective tests are exam formats that require short answers and include questions that can be answered by selecting one or more correct options. This type of test typically features a variety of question formats, such as sentence completion, multiple choice, matching, and true or false questions.⁴⁴ In objective tests, students

⁴² Tim Pusat Penelitian Pendidikan, Model Penelitian Formatif (Jakarta: Pusat Penelitian Pendidikan, 2019), 13.

⁴³ Haryanto, Evaluasi Pembelajaran (Yogyakarta: UNY Press, 2020), 155.

⁴⁴ Asrul, Rusydi Ananda, dan Rosita, Evaluasi Pembelajaran (Bandung: Ciptapustaka Media, 2015),

choose their answers from a set of possible options, allowing for a clear and direct evaluation of their knowledge. In addition, there are also oral tests, which involve students answering questions orally, demonstrating their understanding and communication skills in an oral format.

c) Oral test

Oral tests are designed to assess students' communication skills, and can be administered individually or in groups. In this format, students are asked to answer questions through face-to-face interaction. The purpose of an oral test is to evaluate students' ability and effectiveness in communicating orally, providing ability to measure their understanding and learning outcomes from classroom activities. This type of test emphasizes the ability to articulate thoughts clearly and coherently in an oral format, which offers a dynamic way to measure comprehension and expressiveness.

2) Non-test technique

a) Observation

Observation is a technique used to gather information about student understanding by systematically monitoring classroom activities and noting important phenomena. This method involves the teacher acting as an observer in his/her own classroom,

carefully observing and recording students' behavior, interactions, and level of engagement. By doing so, teachers can gain insight into students' understanding and learning processes, so that they can develop more targeted and effective learning strategies. This technique encourages continuous assessment and reflection, helping educators to adjust their teaching methods to better meet the needs of students.

b) Interview

An interview is a method used to establish direction and objectives while gathering information through face-to-face oral questioning. Interviews can be categorized into two types: structured interviews, which follow a predetermined set of questions, and unstructured interviews, which are more flexible and open-ended. Unlike traditional tests, interviews are a non-test approach to gathering information, which relies on conversation and dialog. This method can be conducted directly or indirectly and can follow a systematic structure or proceed informally, depending on the context and purpose of the interview.

c) Attitude assessment

Attitude assessment is a non-test instrument that uses a closed questionnaire, where the questions asked are designed to reflect values and learning objectives. This technique is usually

used by teachers to evaluate and appreciate students' attitudes and behavior in the classroom. By systematically collecting responses on various aspects of student attitudes, teachers can gain insight into the social and emotional dynamics within the classroom, so as to foster a supportive and positive learning atmosphere. This method helps in recognizing and reinforcing positive student behaviors and attitudes that are aligned with educational goals.

f. Advantages in Teaching speaking

By having all problems that have been explained above, speaking offers many advantages, especially in language learning and communication. It improves fluency, pronunciation and overall communication skills, making learners more confident and effective when conveying ideas. Regular speaking practice also helps student's enhance vocabulary and grammar usage by applying new language structures in real-life contexts.⁴⁵ In addition, speaking requires active listening, which strengthens understanding of spoken language, including various accents and idiomatic expressions. It encourages critical thinking as individuals must quickly organize thoughts and respond in conversation, in problem-solving skills. In addition, frequent speaking practice builds confidence, reducing the anxiety of public speaking or expressing opinions. Lastly, the program promotes cultural understanding by exposing learners to different

⁴⁵ Bygate, M. (1987). *Speaking*. Oxford University Press.

cultural nuances, expressions, and contexts, helping them become more culturally competent communicators.⁴⁶

Where actually, many manners can teacher use by enhancing students speaking skills, as it is informed by Ana⁴⁷ discusses how activities like pair work and collaborative task, help students improve students speaking skills. These activities encourage students to practice speaking in real situations, making them more confident and motivated to communicate. Which also focus on exchanging information and ideas, also improves vocabulary, grammar, and pronunciation. Overall, this method creates a supportive atmosphere for learners, helping them speak more naturally and effectively while reducing fear of mistake.

2. English Camp

a. Definition of English Camp

An English Camp is an immersive learning program design to enhance participants' English language skills in addition; English Camp often involves both native and non-native speakers. By that Adi⁴⁸ says an English Camp is an immersive learning program designed to enhance English language learning proficiency through

⁴⁶ Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.

⁴⁷ Ana Resti Amalia, "The Perceived Characteristics and Advantages of Information Gap Activities in Learning Speaking At Englishopedia," *ELT Echo : The Journal of English Language Teaching in Foreign Language Context* 4, no. 1 (2019): 73, <https://doi.org/10.24235/eltecho.v4i1.4007>.

⁴⁸ Sugeng Susilo Adi and Rahmad Adi Wijaya, "University Students's Perception About Extracurricular English Camp In Improving English Skills," *Inovasi-Jurnal Diklat Keagamaan* 16, no. 1 (2022): 1–8, <https://doi.org/10.52048/inovasi.v16i1.253>.

interactive, practical learning experiences. Where the concept typically involves students engaging in various language-related activities, such as speaking, listening, reading, and writing, often in a team oriented, outdoor setting. Not only that, English camp also provides an atmosphere where students engage in various activities, such as discussion, games, presentations, cultural exchanges, by having a full set English activities.

As the goal, is to provide a unique, real-world atmosphere for language practice using English in daily interactions, helping students to practice and improve their speaking sides, like fluency, confidence, and comprehension in supportive and collaborative settings. On the other hand, with these English camp activities, students not only increase their knowledge level, but it can enhance their cognitive, developing positive attitude towards learning English, and build practical communication skills.⁴⁹ By that, English camp activities often allow students to apply their language knowledge in imaginative, scenic, and engaging ways to promote language skills and interpersonal communication.

b. Advantage and Disadvantage of English Camp

Through English Camp, students not only learn the language in theory, but also practice English language skills in various real

⁴⁹ Cheung, H. Y. (2018). The Effectiveness of English Camp in Enhancing English Speaking Skills of EFL Students. *Journal of Language Teaching and Research*, 9(5), 1000-1007.

situations. However, as with other learning methods, English Camp has advantages and disadvantages that need to be considered so that this program can run optimally and provide maximum benefits for participants.

Here are some of the advantages and obstacles that are often found in the implementation of English Camp.⁵⁰

1) Advantage

a) Improve Speaking and Communication Skills

English camps provide an immersive atmosphere where students can practice speaking English actively and regularly. This helps improve fluency, pronunciation and confidence in real-life communication.

b) Increases Motivation and Positive Attitude

Fun and engaging activities at English camps increase students' motivation and create a positive attitude towards learning English, which can increase their willingness to use the language outside the classroom.

c) Provides a Real-Life Context for Language Use

English camps often include role-playing, games and group projects that simulate real-world situations, allowing students to apply vocabulary and grammar in a practical way.

⁵⁰ Rachmawati et al., "The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia."

d) Developing Interpersonal and Social Skills

Through group work and interaction, students learn to cooperate, listen, and communicate effectively, building valuable social skills along with language proficiency.

e) Encourages Cultural Awareness

Camps often expose students to different cultures and customs, helping them understand language use in various social contexts and promoting cultural competence.

2) Disadvantage

a) Limited Duration and Intensity

English camps usually run for a short period (a few days to weeks), which may not be enough for long-term language acquisition or deep mastery of skills.

b) Cost and Accessibility

Some English camp can be expensive or located far from students' homes, making it difficult for all learners to participate.

c) Varied Quality of Instruction

The effectiveness of an English camp depends heavily on the quality of the facilitators and curriculum; poorly designed camps may not provide meaningful language practice.

d) Pressure and Anxiety

Some students may feel nervous or pressured to speak English constantly in camp, which can cause anxiety and reduce their willingness to participate actively.

c. Key Steps of English Camp Implementation

Through English Camp, students not only learn the language materially, but also practice English language skills in various real situations. However, as with other learning methods, English Camp has advantages and disadvantages that need to be considered so that this program can run optimally and provide maximum benefits for participants.

Here are some of the advantages and obstacles that are often found in the implementation of English Camp:⁵¹

1. Needs Analysis and Planning

Conduct a needs analysis of Basic English students at Santiwit Songkhla Technological College to determine the focus of speaking skills to be developed. Develop an English Camp activity plan that is appropriate to the ability level and learning objectives.

2. Designing Engaging Activities

Design a variety of interactive activities that encourage active use of English, such as role-play, dialog, and simple

⁵¹ Cheung, H. Y. (2018). The Effectiveness of English Camp in Enhancing English Speaking Skills of EFL Students. *Journal of Language Teaching and Research*, 9(5), 1000-1007.

discussion, storytelling, and language games. These activities should be engaging and appropriate to the basic level so that students feel comfortable and motivated to speak.

3. Setting Up the Camp Atmosphere

Create a fun and conducive learning atmosphere, outside the formal classroom, for example in an open space, hall, or special room that supports interaction between students. This atmosphere should facilitate free communication without fear of being wrong.

4. Implementation with Continuous Monitoring

Carry out the English Camp activities as scheduled with the guidance of competent teachers or facilitators. During implementation, make observations and provide immediate feedback so that students can improve their pronunciation, grammar and speaking courage.

5. Formative Assessment and Feedback

Provide regular evaluation during the camp, both through observation and activities that assess students' speaking skills. Constructive feedback is given so that students can recognize their strengths and areas for improvement.

6. Cultural Exposure and Social Interaction

Integrate activities that introduce English-speaking culture and increase social interaction between participants, so that

students not only learn the language, but also the context of its use in real communication.

7. Summative Evaluation and Reflection

Conduct a final evaluation to measure the improvement of students' speaking skills after attending the English Camp. Invite students to do personal reflection about their experience and the learning gained during the camp.

8. Follow-up Activities and Continuous Support

Develop a follow-up plan, such as an English club or additional speaking activities, so that the progress made during the English Camp can be maintained and further developed.

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER III

RESEARCH METHOD

This chapter discusses an overview of the research methods consisting of research approaches and design, research location, research subject, data collection technique, data analyze, data validity, and research procedure.

A. Research Approach and Design

This research uses a qualitative approach. According to Creswell⁵², the research approach carried out using a qualitative approach. In general, qualitative research has a better view of the world and states that the reality that exists is something real and of course can be measured objectively using observation and experimentation. Qualitative research is an approach that is carried out to understand a social phenomenon from the perspective of participants with their real lives. Then the collection used in this method involves data analysis that is descriptive, exploratory, and inductive.

Besides using a qualitative, researcher uses a case study as a research method. According to Sugiyono, case study is a research method used to study in depth a particular case in a limited time and within a clear scope. Case studies focus on a detailed and in-depth understanding of a

⁵² Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.

phenomenon or object that is the focus of research, which can be an individual, group, organization, or event.⁵³ The case study in this research focuses on an event that occurred at the research location, specifically the application of English camp on teaching speaking skills. This approach emphasizes qualitative descriptions rather than numerical data, relying on written or oral reports from selected informants. The researcher chose the qualitative approach in line with the study's emphasis on culturally embedded events rich in expressions, aspirations and desires.

By that, a case study research design was chosen as it was appropriate and relevant for this study. The researcher conducted an in-depth investigation to describe The Application of English Camp on Teaching Speaking Skill at the English Basic Level Students' Santiwit Songkhla Technological College, Thailand.

B. Research Location

The location of this research was Santivit Technological High School in Ban Na, Chana District (จันนะ), Songkhla Province (สงขลา), and Thailand. The first reason why the researcher chose the place was because the place where the research was conducted was relevant to the research topic, and did not conflict with research ethics. Then the research site also implemented speaking instruction at an English Camp Thailand,

⁵³ Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Cetakan Ke-21). Bandung: Alfabeta.

specifically for English Basic Level students, making it subject worth exploring in greater in-depth. The second reason is the availability of adequate facilities at the place to support the research to be carried out. The third reason is that the research that has been done has received permission from the principal of Santiwit Songkhla Technological College. The fourth reason is that the implementation of the English Camp program is in accordance with student conditions, and of course helps students in developing their speaking skills. The uniqueness of this research location is that the research location has unique social conditions, such as a society that is also multicultural and has a social system that is different from other places.

C. Research Subject

Research subjects, who include individuals, groups, and entities, that are the focus of the research, serve as the main source of data collection, in accordance with the research objectives to be achieved. The descriptive data to be obtained is closely related to the subjects chosen for the research. Specifically, the subjects selected for this qualitative research were taken from the participants of English Camp at Santiwit Songkhla Technological College, consisting of 5 English Basic Level students, with all of them female. Subject recruitment was done using purposive

sampling,⁵⁴ which reflects the phenomenon at hand. This was deemed appropriate for this study due to its suitability to the research context and the individuals involved in understanding the central phenomenon at hand.

In this study, a semi-structured method was used for data collection, which involved face-to-face interaction. The research subjects consisted only an English teacher and 5 English Basic Level students at Santiwit Songkhla Technological College, who were selected for observation purposes. In addition, English Basic Level students and English teacher from the English Camp Santivit Songkhla Technological College participation were selected to participate in the interviews. It is assumed that these selected subjects have the necessary insights related to the application of English Camp on teaching speaking skill at the basic level students of Santiwit Songkhla Technological College, Thailand.

1. English Teacher of English Camp at Santiwit Songkhla Technological College Thailand.

In addition, for the purpose of conducting interviews and observations, Mr. Sidiki, the English teacher from Santiwit Songkhla Technological College, was chosen as a participant in this study. This selection was made to obtain relevant data regarding the teaching of speaking skill through English Camp, with particular emphasis on the objectives, materials, steps, and evaluation criteria used in the instruction.

⁵⁴ "ShowCover," n.d.

2. Participants of English Camp at Santiwit Songkhla Technological College Thailand.

The second participant in this study was selected from a group of 30 participants for the purpose of conducting observations. Additionally, for the focus group interviews, five students—Fidaa, Saneer, Kainah, Wani, and Sawaanee—were chosen. Several reasons contributed to the selection of these five students. First, they were recommended by the English teacher. Second, one of the students possessed Basic English skills, actively participated in class, and demonstrated intellectual capability. Third, although some of the students lacked a strong background in English, they remained highly motivated and engaged in the lessons. These selected students were observed while participating in English Camp. The information provided above was gathered from English teacher at Santiwit Songkhla Technological College Thailand. This study used a semi-structured approach, and the subjects involved are expected to offer valuable insights into the effectiveness of the English camp in enhancing participants speaking skill.

D. Data Collection Technique

In qualitative research, data collection involves obtaining information using various techniques like interviews, observations, and document review. The aim is to gather detailed and accurate data to

explore and understand a particular event or situation. The researcher utilized the subsequent data collection methods:

a. Observation

One of the main approaches to collecting data in qualitative research is through observation. According to Creswell⁵⁵, Observation entails observing and documenting the actions and behaviors of individuals or groups in natural or researcher-created settings. Observation can be either participant or non-participant, based on how involved the researcher is in the context being examined. In participant observation, the researcher becomes part of the group under study, while in non-participant observation; the researcher remains outside the group and simply observes their actions and behaviors. For this study research, the researcher collected data using non-participant observation, because researchers are not directly involved in the daily activities of participants and only as an independent observer.

Firstly, the researcher examined the objective conditions at the English Camp, focusing on the student's limited English proficiency. Their lack of Basic English knowledge indicated that the atmosphere was designed for elementary. The observation also included the teacher's explanation of the lesson content and the use of public places and preposition material for teaching speaking by the aim of increasing

⁵⁵ (Creswell, 2019)

their vocabulary. The researcher then observed the teacher's approach to teaching speaking, from the initial activities to the main activities and concluding activities. Lastly, the researcher observed how the teacher assessed the students speaking learning process during the English Camp by presenting in the last sessions.

By these observation activities achieved the desired results as intended by the researcher. Furthermore, the observation in this study was conducted in the specific context of the English Camp at Santiwit, specifically during the application of speaking skills through English Camp which involved elements like purpose, materials, steps, and evaluation.

b. Interviews

In qualitative interviews, researchers may ask one or several general participants, asking open-ended questions and recording their questions. There are six types of interviews as follows:

1) Structured Interview

In this type of interview, the researcher uses a predetermined list of questions. Then the same questions will be asked to each respondent in the same way. This method also facilitates data analysis because it allows comparisons from different respondents. The data collection technique used by

recording answers from respondents to each structured question that has been provided previously.

2) Unstructured Interview

In conducting these interviews, the interviewer starts with some open-ended questions, and then gives the respondent freedom to say more. This type of interview allows respondents to provide detailed and in-depth answers. Existing data collection techniques will be used by audio or video recording the interviews or manually recording the answers of the respondents.

3) Semi-Structured Interview

This type of interview uses a pre-prepared list of questions, but the interviewer also has the flexibility to add more open-ended questions during the interview. This type can help the interviewer clarify and obtain more specific information, and the data collection used is by recording, audio recording or video interviewing the respondent's answers to a semi structured list of questions that have been prepared.

4) Group Interview

This interview involves a group of respondents who will be interviewed simultaneously. This type of interview can help generate a lot of data in a relatively short time. Then data collection techniques used is by recording audio and video

interviews and can also be done by recording respondents' answers manually.

5) Phone Interview

This type of interview is conducted over the phone. And this interview benefits the interviewer because it can save more cost and time, but the disadvantage is that the interviewer cannot ensure that the answers given are accurate. Therefore it requires more attention to analyze it. The data collection technique used by is to record audio interviews or manually record respondents' answers.

6) Online Interview

This type of interview is usually conducted with the help of the internet either through email, chat, or video call. This type of interview allows the interviewer to reach respondents who are difficult to reach geographically, but also requires a stable internet connection for that. The data collection technique used was to record responses from respondents to messages or notes sent during online interviews or record audio and video interviews.

In this research, the researcher used semi-structured interviews as the main method of data collection. Questions were asked naturally to make the participants feel comfortable during the interview. The researcher also conducted one-on-one

interviews with English teacher and group interview with 5 participants, who were from the Basic English level students.

First, the researcher greeted the subjects with smiles, greetings, and greetings such as "hello", and asked about their conditions. Second, the researcher asked questions clearly; third, the subjects gave appropriate answers. Fourth, the researcher documented and took notes. All these processes were conducted sequentially until the researcher closed the interview by saying greetings, thank you, and shaking hands. This interview provides information about the learning objectives, materials, steps, and evaluation of the whispering game strategy for teaching listening comprehension. In accordance with the explanation described above, the interview was conducted in accordance with the research phenomenon being conducted at this time. Then, all subjects in the study involved in the interview part can enjoy when the interview is conducted.

c. Document Review

The document review method is a data collection technique in a research that can be done by analyzing certain documents that are also related to the research topic taken. In the document review technique, it can be done directly or indirectly and also depends on the type of document studied. If the document is publicly available,

researchers can access it directly through. However, if the document is only available in a specific document format then the researcher can only request a copy from the authorized party or also obtain it from other sources.

After obtaining the required and relevant documents, the next step is to selection and record data collection from existing documents. In carrying out the selection stage, researchers must also pay attention to whether the documents that have been taken are relevant to the research topic being researched and meet the criteria. In addition, the researcher also needs to ask about the quality of the document, as well as its authenticity, reliability, and accuracy.

After the selection is made, the researcher can conduct data analysis from the documents that have been selected. The data analysis of the documents involves the process of reading, classifying, and carefully examining the documents obtained, so that the data obtained from the documents can be interpreted and used in research.

As soon as the selection is made, the researcher can conduct an analysis of the document data that has been selected. This data analysis involves the process of reading, classifying, and

reviewing existing documents. So that the data obtained can be interpreted and can be used in research.

In this research, the data obtained through documents are:

- a. Profile of Santiwit Songkhla Technological College.
- b. Vision and mission of Santiwit Songkhla Technological College.
- c. Teacher data and item data of Santiwit Songkhla Technological College.
- d. English Camp's participant data of Santiwit Songkhla Technological College.
- e. Lesson module.

E. Data Analysis

The student data analysis above was analyzed using the concept of qualitative data analysis from Miles, Huberman and Saldana. They highlight the analysis as three concurrent streams of activity: data condensation, data display, and conclusion drawing.⁵⁶

a. Data Collection

This is the initial stage in which the researcher gathers qualitative data from various sources, including interviews, observation, and document review. In this study, the data were collected directly from

⁵⁶ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014.

the English teacher, students, and English Camp activities related to the implementation of English Camp on Teaching Speaking Skill at the English Basic Level Students, Thailand.

b. Data Condensation

The activities involved in data condensation are researchers selecting, focusing, simplifying, abstracting, and transforming data from the topics to be studied by writing notes in the field, interview transcripts, documents, and existing empirical materials. In this study, researchers wrote a summary of what had been obtained from data collection which included objectives, material, steps, and evaluation in the implementation of teaching listening comprehension through the whispering game strategy. Then, researchers simplify the results of the summary used in data display.

c. Data Display

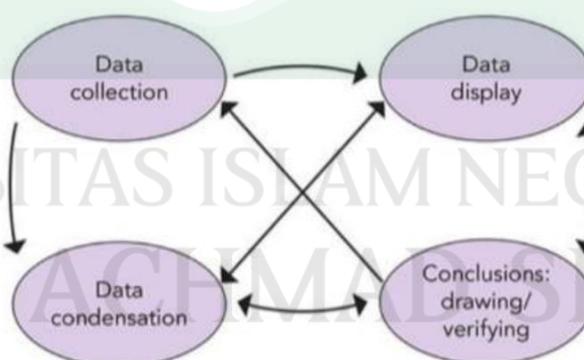
A data view defines a compressed collection of information that is organized and allows for conclusions and actions to be drawn.⁵⁷ Data display is also done in several forms, including graphs, tables, charts, and also networks. Then the presentation of data can also be a brief description. Activities in data display can also be designed by researchers into a matrix of rows and columns for qualitative data and

⁵⁷ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014.

this is called analysis activities. Decides which data, in what form should be entered into cells, and proves.

In this study, data organization has been obtained in the form of descriptive. Data at this stage is organized through data retrieval that has been taken. Then the researcher describes the results of the data content in drawing conclusions that are verification.

In this study, the grouping of data has been obtained in the form of descriptive. The data at this stage is also grouped by taking the data that has been collected. After that the researcher will explain the results of the existing data content and then draw conclusions that are verification.



d. Drawing Conclusion and verification

Drawing and verifying conclusions begins with data collection. After that, qualitative analysis is carried out to interpret what is meant by noting patterns, explanations, flow, cause and effect, and also existing propositions. A competent researcher will draw conclusions lightly, maintaining openness and skepticism, if the conclusions are

still vague, then explicit and grounded. The conclusion of the word “final” may not be complete until data collection is complete, depending on the size of the corpus of records available in the field, the researcher, and the deadlines required. The necessary coding, storage, and retrieval methods, sophistication

Conclusions are drawn after the collected data are presented and a deep understanding of the data has been faced, after which the researcher verifies the data by checking the relationship between the data and the data that has been presented with new data to make conclusions from the objectives, materials, steps, and evaluation of the implementation of teaching listening comprehension through the whispering game strategy

F. Validity of Data

John W. Creswell in his book entitled "Research Design: Qualitative, Quantitative, and Mixed Approaches" explains that data validity refers to the extent to which the data that has been collected and analyzed correctly and accurately reflects the phenomenon to be studied. Data validity is an important part of the research process because if the data is invalid, the results of the analysis and conclusions drawn cannot be trusted.⁵⁸

⁵⁸ Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225.

In qualitative research, the validity of data uses triangulation.⁵⁹ In this research, data validity in triangulation is divided into two, namely source triangulation and technical triangulation. The data triangulation is assessed from the credibility of the data which checks the data that has been obtained from several sources which include people, places, time, and others. Meanwhile, in the triangulation technique, credibility is assessed by checking the same data with various existing methods. This method can be done by interviewing, observing, and reviewing documents.

Then after data is collected from non-participant observation, semi-structured interviews, group interviews, and document reviews, researchers still need to compare all existing instruments. After that, in this research, for example, where interview data provides positive results related to the implementation of listening comprehension teaching through the whispering game strategy because it is supported by observation results. So that is validated by other data.

G. Research Procedure

Research procedure means the research implementation plan carried out by the researcher, starting from preliminary research, design development, actual research and report writing.

⁵⁹ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications), 2014, 266.

Related to the above research procedures, this research has three stages that have been passed by researchers in the form of research procedures as follows:

1. Pre-field stage

a. Develop a research design

At the time of drawing up the design, the researcher will determine the design by following the title of the research, the reasons for conducting research, the focus of the research, the objectives of the research, the benefits of the research, the object of research and the strategy used.

b. Choose a field of research

The researcher chooses the research field and the research field for this research is at Santivit Songkhla Technological

c. Permit processing

In arranging licensing, before conducting research, the researcher takes permission first from the campus and goes to the research field to get permission, then conducts the stage of research.

d. Asses field conditions

After obtaining permission, the researcher began to deepen to find out more about the background of the object of research at to make it easier for researchers to collect data.

e. Prepare research instrument

After the above steps are taken, the last stage is preparing the instruments needed before conducting research.

2. Stage of field work

At this stage, the data for this research was collected. In collecting data, researchers collected data using three methods, namely observation, interviews, and document review.

3. Data analysis stage

After the data is conducted and collected from the results of observation, interviews and document review, the data is analyzed using the Miles, Huberman and Saldana model. Then, described in the form of a report and consulted with the supervisor. After all, this research was tested and revised for the last time after the exam was conducted.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Description of The Research Object

1. The History of Santiwit Songkhla Technological College Thailand.

Songkhla Technological College (Songkhla Technological College) is a private vocational education institution under the Administrative Office of the Private Education Commission. This school was founded in 1981 in accordance with the intentions of Mr. Sa-nguan Suksawee, who was the founder of the school with the name "Songkhla Vocational School" with the abbreviation "Sor Sor" and was permitted to open teaching on June 6, 1981, with the strong intention of producing human resources to serve society effectively.⁶⁰

Then, in 1989, the name was changed to "Songkhla Technology School" with the abbreviation "Sor Khor Tor," and in 2012, the name was changed according to an announcement by the Ministry of Education. The announcement allows private vocational education schools to use the prefix educational institution as college. Therefore, the school changed its name to "Songkhla Technological College" with the following majors:

- a. In 1981, the Automotive Mechanics Department was opened at the vocational school level.

⁶⁰ วิวัฒนาการทางการศึกษา, Santiwit Songkhla Technological College, 2023, p. 4.

- b. In 1983, an electricity department was opened at the vocational school level.
- c. In 1986, the Electronics Technician Department was opened at the vocational school level.
- d. In 1987, the automotive mechanics major expanded at the vocational level.
- e. In 1992, we opened the Commercial Department at the Vocational Accounting and Sales Level and extended the electrical department course to the Diploma level
- f. In 1995, sales of business administration courses at the accounting and marketing vocational level expanded, expanding courses in the electronics department at the vocational level.
- g. In 1996, the Architectural Technician Department was opened with a vocational certificate, adding vocational certificate courses. department of business administration in the field of accounting and marketing by accepting students who have graduated at the end of general education with studies at the vocational certificate level, studying 4 semesters and 2 summer semesters (2 years).
- h. In 2009, it was requested to add a vocational certificate program for the Department of Commerce, Retail Business, in collaboration with C.P. All Public Company Limited in organizing the teaching and learning process.

- i. In 2012, the school changed its name to "Songkhla College of Technology" and became a boarding school for elementary and high school students as well as an orphanage.

In the 2016 academic year, Santiwit School obtained permission to increase the type of education in the field of vocational management. On May 30, 2016, in accordance with the National Board of Order and Order 84 Chairman's Regulation No. 8 of 2016 on the Management of Public and Private Sector Vocational Education Institutions, the school was permitted to establish Santiwit Technological College and Santiwit Boarding School Thailand.

In 2018, Santiwit School applied to add a vocational certificate program based on the B.E.2013 curriculum. This program includes the management of the normal teaching system, including foreign language majors and key industrial subjects in welding products. Then, in 2020, the school expanded its teaching system by adding several new departments, namely:⁶¹

- a. Industrial mechanics department covering the motorcycle and small engine sectors.
- b. Commerce and accounting department.
- c. Tourism industry with tourism academic branch.

⁶¹ วรรณนาการทางการศึกษา, Santivit Songkhla Technological College, 2023, p. 6.

With the addition of these programs, Santiwit School further strengthens its commitment to producing graduates who are work-ready and have skills relevant to the needs of modern industry.

2. The Profile of Santiwit Songkhla Technological College

- a. School Name: Santiwit Songkhla Technological College Thailand.
- b. Adress: 13/6 no.6 Tambon-Bana-Chana Songkhla, Thailand
- c. Postal Code: 90130
- d. District: Banna
- e. District : Chana
- f. Province : Songkhla
- g. Phone : 074-802150
- h. Fax : 074-802150
- i. Email : santiwit56@hotmail.com
- j. School Status : Private
- k. Owner's Name : Dr. Mangsod Ma'teh
- l. Principal's Name : Jitakhon Kha Niyo
- m. Level of Education : Matyom School (1-2)

3. Vision and Mission of Santiwit Songkla Technological College.

- a. Vision⁶²

Means, expectations of educational institutions that want to achieve results according to the intent aims for quality according to

⁶² วิจารณ์ทางการศึกษา, Santivit Songkhla Technological College, 2023, p. 9.

educational standards of educational institutions. The vision defines as follows:

“Strive to provide quality vocational education. To meet the needs of the community adhere to moral principles Ethics and Islamic principles are a way of life.”

b. Mission

Refers to the mission that educational institution must do in order to achieve the expectations set forth, each mission will set objectives (Goals) to support and identify the results from the implementation of the mission. Santiwit Songkhla Technological College Set a mission to achieve the vision set out as follows:

- 1) Provide education for learners to have quality professional competence.
- 2) Organize extracurricular activities integrating Islamic ways and sufficiency economy philosophy. To train students to have morals, ethics, good behaviors according to the Islamic way.
- 3) Provide up-to-date education In line with the needs of the labor market and self-employment. To live according to economic conditions.

- 4) Build networks and cooperation in academic service and professionals with various sectors both domestically and internationally.
- 5) Promote and develop research, inventions, innovations and technologies so that they can be used. Benefits to the community and society.
- 6) Develop a quality assurance system. Professional education standards and driven educational institutions in line with the ASEAN Community.

4. Status of Teachers and Staff

The Following is a list of the teachers and staff as well as the management structure:

Tables 4.1
Teachers and Staff Status

No	Name	Position
1	Pralomjit Ma'the	License
2	Mangsod Ma'the	Director
3	Yureda Mansanit	Deputy Director of Business Development Student
4	Tanul Areifin Ledhuwee	Deputy Director of Planning and Cooperation
5	Faisal Molo	Deputy Director of Academic Affairs

6	Mariya Taeke	Deputy Director of Resource Management Resources
7	Masafavi Brohem	Resource Management Department
8	Zulma Abu Kuelong	Department of Development Student Affairs
9	Muhammad Basri Mathae	Department of Tourism, Planning and Cooperation
10	Anant Dasi	Department of Planning and Cooperation
11	Nurhidaya Mauseng	Department of Resource Management
12	Furakorn Muso	Department of Development Student Affairs
13	Nariham Tuanbuesa	Academic Department
14	Thitipong Prakobhan	Student Development Department
15	Amnuay Manee	Automotive Technician
16	Sakdipat Suriya	Welders
17	Sermrat Somad	Automotive Technician
18	Sareepa Dumani	Foreign Language
19	Diaby Sidiki	Foreign Language
20	Nurkusami Neesakem	Resource Management Department
21	Rorsi Che Mudo Qauli	Fiqih
22	Syafawi Ibrahim	Tarikh and Akhlak
23	Furqon	Tauhid

5. State of The Learners

The following researchers describe the names of the English Camps' participant with a total of 30 participants are as follows:

Table 4.2
States of Learners

No	Name	F/M
1	สุร์ไคน๊ะ เชาะหา (Surkainah Cheha)	P
2	นุร์ฮาฟิดา มะซง (Nurhafida Masong)	P
3	สาวานี มูอีลี (Sawanee Mueli)	P
4	แวบิสมีย์ ดีอราแม (Waebismee Duaramae)	P
5	วานี ซาแม (Wanee Samae)	P
6	กิตติพงษ์ ชัยสุวรรณ (Kittipong Chaisuwan)	P
7	สุภัทสรสา บุญมี (Supatsara Boonmee)	P
8	นพพล วงศ์ชัย (Noppol Wongchai)	P
9	อมร ศรีสุข (Amorn Srisuk)	P
10	ชุตินา ทองชัย (Chutima Thongchai)	P
11	วรพล สังข์ (Woraphon Sangkha)	P
12	ศิริพร จันทรศักดิ์ (Siriporn Jantarasak)	P
13	ธีรศักดิ์ บุญศรี (Teerasak Boonsri)	P
14	ปวีณา รัตนสุข (Paweena Rattanasuk)	P
15	พีรพัฒน์ คงสุวรรณ (Peerapat Kongsuwan)	P
16	สุวรรณภา เลิศวัฒนพงษ์ (Suwanna Lertwattanapong)	P
17	จักรพงษ์ เทพฤทธิ์ (Jakkapong Thepparit)	P
18	นภัทสร มีแสง (Napatsorn Meesang)	P
19	ธนพล รุ่งศรี (Thanapol Rungsri)	P

20	ณัฐชา อินทรสุวรรณ (Natcha Intarasuwan)	P
21	อธิป ศรีชัย (Athip Srichai)	P
22	พัชรี คำดี (Patcharee Khamdee)	P
23	พงศกร ชื่นใจ (Pongsakorn Chuenjai)	P
24	วาสนา กิตติศักดิ์ (Wasana Kittisak)	P
25	ศราวุธ สมชาย (Sarawut Somchai)	P
26	จิราภรณ์ อุดมศิลป์ (Jiraporn Udomsilp)	P
27	ธวัชชัย สิงหาราช (Thawatchai Singharat)	P
28	ชลธิชา แซ่ลิม (Chonticha Saelim)	P
29	มณีรัตน์ วรสิริ (Maneerat Worasiri)	P
30	ปฎิภาณ ยอดแก้ว (Patiphan Yodkaew)	P

B. Data Presentation and Analysis.

In general, the strategy and processes demonstrated in Chapter 3 were utilized to develop data description and conclusions, which were then incorporated into data display and analysis. The data descriptions in this study are organized into categorized based on the research topics. Every research must present data because data is evidence that the author conducted research, observed, felt, and directly assessed the situation of the target of the research, conducted interviews with different informants in order to acquire data, and obtained various supporting papers. Furthermore, this is relevant to the data gathering strategies establish by the researchers, namely interview, techniques, observation, and document review.

After the data is collected, it is analyzed, where the result of the interviews are supported by the results of observations and also by various document reviews required in the research, so that related to data, such as purpose, materials, steps, and evaluation of the application of speaking skills through English camp at santiwit songkhla technological college, Thailand. As follows:

1. The Plan of English Camp on Teaching Speaking Skill at the English Basic Level Students' Santiwit Songkhla Technological College Thailand.

To obtain a complete and valid data presentation, the researcher collected data through interviews to ensure a thorough and reliable presentation. Additionally, they elaborated on and analyzed each research focus for a comprehensive understanding. According to Mr. Sidiki as English teacher also the tutor of the English Camp, in his interview, she stated.⁶³

“The main goal is to build students’ confident and their ability to use English naturally in both formal and informal situations. We often see students who understand English but are too shy or afraid to speak. Through this program, we want to create supportive atmosphere where they can practice freely without fear of making mistakes. By using English in real life activities, we hope they become more comfortable and confident to communicate in any situation.”

Based on the interview with the English teacher Mr. Sidiki, the researcher concluded that there are two goals of speaking application

⁶³ Diaby Sidiki, interviewed by Aulia Putri Atikah, Thailand, November 23, 2025

through English Camp namely; 1) to build students' confidence and their ability to use English naturally in both formal and informal situations. 2) Creating supportive atmosphere where they can practice freely without fear of making mistakes.

This is supported by the result of the group interview with Fidaa, one of the English camp participants from English camp, she emphasized that:⁶⁴

“setelah saya mengikuti kegiatan english camp, saya merasa kegiatan ini sangat membantu. Di camp itu kegiatannya yang jelas dan terstruktur. Setiap hari ada tema berbeda, seperti diskusi kelompok dan permainan bahasa inggris. Saya paling sukna diskusi kelompok dan presentasi, sebab hal ni buat saya benar-benar harus berpikir dan berbicara dalam bahasa inggris.”

Translated by researcher:

“After I participated in the English camp, I felt that this activity was very helpful. In the camp, the activities are clear and structured. Every day there was a different theme, like teamwork or future careers. I enjoyed the group discussions and presentations the most, because it made me really have to think and speak in English”

It was added by Sanee:⁶⁵

“saya sangat setuju dengan pendapat fida, saya ingin lebih berani berbicara bahasa inggris, sebab saya kurang percaya diri kalau harus berbicara dalam kelas, jadi saya ikut camp ini supaya bisa berlatih lebih banyak, dan tentunya dengan banyak aktivitas speaking di English camp yang paling seru adalah role-play, diskusi kelompok, sama English Mission. Dan kegiatan yang saya paling suka adalah English mission, sebab kita ditantang untuk

⁶⁴ Fidaa, focus group interview with English Camp's Participants, Thailand, November 9, 2025.

⁶⁵ Sanee, focus group interview with English Camp's Participants, Thailand, November 9, 2025.

menjawab pertanyaan pakai bahasa inggris, baik lisan atau tulisan.”

Translated by researcher:

“I totally agree with fida’s opinion, I want to be more courageous in speaking English, because I lack confidence if I have to speak in class, so I joined this camp so that I can practice more, and of course with many speaking activities at the English camp, the most exciting are role-play, group discussions, and English Mission. And the activity I like the most is English mission, because we are challenged to answer question using English, either oral or written.”

Based on the interview with Fida, to strengthen the goal of the application of speaking skills through English camp, as students show more enthusiasm in learning English and perceive language acquisition is fun. This increases students’ engagement and interest in mastering speaking skills through fostering a sense of satisfaction during the learning process. On the other side, it means to help students feel more confident when speaking English, whether it is in formal situations or just casual conversations. It is also about helping them get over the fear of making mistakes. A lot of students hold back because they are scared of being wrong or getting laughed at. So, this camp gives them a chill and supportive space where they can practice speaking freely without feeling judged. The whole point is to make them more used to using English in real life.

Related to the field observations on November 9th, 2025,⁶⁶ the researcher observed that after the teacher enter to the camp class, greeted the students, and checked attendance list, the teacher conveyed the learning topic and explained the learning objectives according to the speaking learning material that would be thought. These objectives are related to the strategies used by teacher to achieve the learning objectives of speaking skill. The purpose of teaching speaking skills through English Camp is that initially the teacher wants students to actively engage in the learning process.

By employing this strategy, the teacher aims to foster a dynamic camp atmosphere where students are not only passive speakers but also active to participates. Through the English camp, students are encouraged to speak actively and convey it accurately, thereby honing their speaking skills in an enjoyable manner. In addition, this was also confirmed in reviewing the module⁶⁷ made by English teachers' crew.

The document states that the objectives of applying speaking skills through English camp are to 1) actively engage, by implementing the strategies the teachers wants to participants to be actively involved in the learning process. 2) create a dynamic atmosphere, where participants are not only passive speakers but also actively participate. 3) Increasing active

⁶⁶ Observation in Santiwit Songkhla Technological College, Thailand. November, 9th 2025.

⁶⁷ Document Review of lesson Module documents, appendix 4, November 25, 2025.

engagement, to increase participants' active engagement in the learning process. 4) Creating fun experience in learning, where participants can learn in the learning an engaging and entertaining way, while still focusing on developing their speaking skills.

2. The Implementation of Teaching Speaking Skills at the Basic Level Students' Santiwit Songkhla Technological College Thailand.

a. Material

The term "material" refers to the teaching materials provided by teachers to participants to provide knowledge, train participants in speaking conversation, and monitor the learning process. From the result of field observation, researcher observed the initial activities before the lesson of speaking that teacher provided and prepared. The learning materials provided in English camp generally focus on everyday themes that are relevant and easily understood by students, such as prepositions, describing pictures, and public places. Teacher delivers the material briefly and contextually as a provision for students before participating in speaking practice activities. For example, a preposition is a part of grammar used to indicate a place, time, or manner relationship between words in a sentence like (at, on, in). Describing pictures is an English learning activity that trains speaking skills, especially in describing objects, places, people or situations based on pictures. On the theme of

public places, students are introduced to the names of public places such as hospital, police station, bank, school, and so on.

The other activities implemented is describing picture, where students mention the vocabulary they find in a picture and explain what they observe, either individually or with friends. This activity not only trains vocabulary and sentence structure, but also encourages students to speak confidently. It was confirmed by Mr. Sidiki as the English teacher on an interview:⁶⁸

“During the English camp, the materials we provide are tailored to the daily themes, such as teamwork, culture, and future careers. We do not use textbooks, but more activities such as role-plays, games, and group discussions. For example, there are discussion activities, talent shows, and real-life simulations, such as students pretending to shop at English market. In addition, we also use casual game and fun activities like word chain, describing pictures, a and mission games that make students are active and feel more confident and happy when speaking without fear of being wrong, because they learned while interacting in English.”

In addition, Mr.Sidiki also applies mission games, which are task-based games where students have to complete certain missions outside the camp class. For example, students are asked to others in English or carry out instructions in the form of conversation. According to him,

“Missions like this really help students to practice English in real life situations. When they have to go outside the classroom and use English to ask questions or follow instructions, they start using the language more naturally. It also helps reduce their fear of making

⁶⁸ Diaby Sidiki, interviewed by Aulia Putri Atikah, Thailand, November 23, 2025

mistakes because they see that communication is more important than being perfect.”

In the vocabulary themes, teachers not only introduce new words, but also invite students to use the vocabulary in meaningful sentences and context. This aims to make students not only memorized words, but also be able to use them in conversation. This material learning also serves as a foundation for the speaking activities that follow, such as role-playing, discussion, and games.

By embedding vocabulary into communicative tasks, students are more likely to maintain and apply the words in real-life contexts. Furthermore, themes like public places, describing pictures, and mission games are chosen to ensure familiarity and practical relevance. For example, after learning vocabulary related to public places students may engage in a mission based activity that requires them to ask for directions or describes how to actively speak and interact using the newly learned vocabulary in a meaningful context, which enhances both fluency and confidence.

It was supported by the participants, Saneer:⁶⁹

“kalau soal materi, materi yang diberikan selama English camp sangat membantu kita dalam meningkatkan kemampuan berbicara. setiap harinya ada jadwal yang berbeda, seperti kerja kelompok atau budaya, jadi kita orang terbiasa menggunakan kosakata sesuai situasi juga. salah satu yang berkesan bagi saya adalah

⁶⁹ focus group interview with English Camp’s Participants, Thailand, November 9, 2025

pada waktu presentasi, disana saya belajar menyampaikan ide secara runtut dan percaya diri di depan orang lain. selain itu, ada kegiatan macam mission, dimana kita diminta berpura pura berada dalam situasi perdagangan, macam memesan makanan dan minuman serta menjawab pertanyaan dari orang lain. dari itu, membuat saya merasa lebih semangat dalam belajar bahasa inggris, dan sebab kegiatan nya berbasis praktek, saya rasa jadi lebih cepat memahami dan tidak hanya berfokus pada satu materi.”

Translate to English

“In terms of material, the material given during the English camp really helps us improve our speaking skills. Every day there is a different schedule, such as teamwork or culture, so we get used to using vocabulary according to the situation too. One of the memorable ones for me was during the presentation; there I learned to convey ideas coherently and confidently in front of others. In addition, there are activities such as mission, where we are asked to pretend to be in a trade situation, such as ordering food and drinks and answering questions from others. From that, it makes me feel more enthusiastic in learning English, and because the activities are practice-based, I think it is faster to understand and not just focus on one material such a mission.”

Based on interviews conducted by the researcher with ninth grade students Fida and Sane, it was found that the materials provided during the English Camp focused on practical and contextual vocabulary, such as 1) public places, 2) preposition, 3) and describing pictures. This is supported by field observations carried out by the researcher on November 23, 2025,⁷⁰ at Santiwit Songkhla Technological College. During activities like describing pictures and mission games, students were actively engaged in using the vocabulary they had just learned in meaningful communication. Under the guidance of Teacher Rita, students practiced

⁷⁰ 2nd Observation in Santiwit Songkhla Technological College, Thailand. November, 23rd 2025.

expressions such as asking for directions, naming public buildings, or describing what they observed in a photo. These materials helped students to apply English in everyday situations, improve their fluency, and build speaking confidence through direct interaction.

b. Steps

The learning steps organized by the teacher to provide systematic understanding to students are referred to as stages.

According to Mr.Sidiki, English teacher at Santiwit Songkhla Technological College, Thailand, the materials for teaching speaking through English camp are as follows:⁷¹

“The implementation of English Camp at Santiwit Songkhla Technological College is done through several structured stages. First, teachers and organizers prepare and determine daily themes, such as teamwork, cultural exchange, and future careers, which form the basis of each day's activities. After that, the teacher delivered the material briefly and contextually as an initial provision before students participated in speaking activities. Next, students participate in various interactive speaking-based activities, such as role play, storytelling, mission games, and “English marketplace” activities that mimic real-life situations. Student grouping is done strategically, mixing students with different English abilities so that they can learn from each other and encourage active participation. During the activities, assessment is formative using a combination of direct observation, performance assessments such as presentations and speaking tests, and monitoring student participation. After each activity, the teacher encourages students to reflect, such as discussing the vocabulary and sentence structures they have used. Finally, students present their learning outcomes in the final session of the camp, as a form of final evaluation and celebration of the learning process.”

⁷¹ Diaby Sidiki, interviewed by Aulia Putri Atikah, Thailand, November 23, 2025

This was also confirmed by Fidaa as an English participants:⁷²

“The implementation of English Camp begins with an initial approach by the internal tutors, such as introductions and light interactions to create a comfortable atmosphere and reduce student awkwardness. After that, tutors explain the material gradually, often using Malay or Thai language assistance to make it easier for students to understand instructions and new vocabulary. Tutors also involve students who understand more to help re-explain to their group mates. Core activities consist of task-based activities such as describing pictures, mission games, quizzes, and jumble words, where students are asked to name vocabulary, describe pictures, or construct sentences, all in English. Tutors guide students to keep using English despite their limitations. During the activities, assessment is done informally, through observations of participation, the way students discuss, and their ability to convey opinions or group presentations. Tutors also play an active role in building positive group dynamics by providing codes, encouragement, and motivating students to dare to speak in turn. As part of the morale-boosting strategy, tutors provide additional motivation by announcing awards such as “best group” or “favorite team.” Finally, tutors also adapted their teaching to the needs of the students and gave immediate feedback to keep students engaged.”

The points are reinforced by Sanee as an English participants:⁷³

“The implementation of English Camp by internal tutors begins with a personal approach such as introductions and language adjustments to make students feel comfortable. Tutors guide speaking activities such as describing pictures and mission games, and assess students informally through observation. They also motivate, build a supportive atmosphere, and encourage students to actively speak in English throughout the activities.”

Based on interviews with Mr. Sidiki, an English teacher at Santiwit Songkhla Technological College, as well as participants Fidaa and Waabsanee, the application of the English Camp at the college follows a

⁷² Fidaa, focus group interview with English Camp’s Participants, Thailand, November 9, 2025.

⁷³ Sanee, focus group interview with English Camp’s Participants, Thailand, November 9, 2025.

structured and systematic process aimed at enhancing students' speaking skills in English. The first stage begins with an initial approach in the form of introductions and light interactions between teachers, tutors, and participants to create a comfortable atmosphere and reduce anxiety. During this stage, the use of supporting languages such as Malay or Thai is employed to assist students in understanding instructions and unfamiliar vocabulary.

Following this, teachers or tutors deliver brief and contextual material based on pre-determined daily themes such as 1) teamwork, 2) cultural exchange, and 4) future careers. These themes serve as the foundation for speaking activities throughout the day. Students then participate in a variety of interactive and speaking-oriented activities such as 1) role play, 2) storytelling, 3) mission games, 4) picture description, 5) quizzes, and the 6) English marketplace, which simulates real-life communication scenarios.

Participants are strategically grouped to mix different levels of English proficiency, encouraging peer learning and collaborative interaction. Tutors and teachers act as facilitators and motivators who actively observe, guide, and encourage students to speak English consistently despite their limitations. Formative assessment is conducted through direct observation, performance-based evaluation such as

presentations and speaking tests, and monitoring students' participation in group discussions.

At the end of each activity, students are encouraged to reflect on their experience in learning, including the vocabulary and sentence structures they used. Tutors also provide immediate feedback to support learning and sustain student engagement. To boost morale and motivation, awards such as "best group" or "favorite team" are announced. Overall, the English Camp is not only designed to enhance speaking proficiency but also to build confidence, promote teamwork, and create a positive, enjoyable language learning atmosphere.

3. The Evaluation of Students' English Basic Level Speaking Skill through English Camp at Santiwit Songkhla Technological College Thailand.

Evaluation at English Camp is a way to assess how well students develop their speaking skills and achieve the learning objectives. Observations show that the evaluation process at English Camp mainly involves formative assessment strategies implemented by the teachers. Evaluation is usually conducted during the camp and especially at the end of speaking activities.

Assessment tools include performance-based tasks, such as presentations and role plays, as well as non-test methods, such as teacher

observation and participation checklists, which aim to evaluate students' confidence, fluency and communicative ability. Students' progress in using English in themes such as public places, describing people, and giving directions has shown positive results. Many students are able to express ideas more fluently and interact more naturally through practice-based activities such as mission games and group discussions.

The evaluation of speaking learning during the English Camp at Santiwit Songkhla Technological College was conducted through task-based assessment and informal observation, as explained by Mr. Sidiki:⁷⁴

“During English Camp, I conduct evaluation by combining formal assessment and direct observation. Usually, we ask the students to do a presentation or take a short speaking test. From there, I can see how far they have progressed in terms of fluency and confidence when speaking. In addition, I also pay attention to how they interact during the activity - whether they are able to explain their opinions, discuss with the group, or just remain silent. All of these are important indicators in assessing their overall ability, not just based on the results alone.”

Based on the results of the study, the researcher concludes that the evaluation of speaking skills during English Camp is a type of formative assessment conducted continuously during and after the learning process. It includes test-based methods such as presentations and speaking tasks - and non-test approaches, including teacher observation and attitude assessment to monitor students' participation, confidence and language use during communicative activities.

⁷⁴ Diaby Sidiki, interviewed by Aulia Putri Atikah, Thailand, November 23, 2025

At the end of each speaking activity, teachers encourage students to reflect on what they have learned by discussing the vocabulary, sentence structures and expressions used in the context. This reflective process helps students and teachers to synthesize knowledge and evaluate learning progress in a more meaningful way.

Evaluation of speaking lessons at the English Camp held at Santiwit Songkhla Technological College involves various formative assessment techniques, such as direct observation of performance during role plays, group discussions and mission games. This is supported by interviews with English teachers, who emphasized the importance of creating 1) a safe and interactive atmosphere to build students' confidence in speaking.

In essence, the students showed great enthusiasm in practicing their English speaking skills through task-based activities such as describing pictures, English markets and mission games. These activities not only support fluency development but also reduce students' fear of making mistakes. The success of the learning atmosphere is reflected in 2) students' active engagement, collaboration between students, and increased willingness to communicate. Through cooperative activities, students can overcome speaking challenges, support each other, and build their confidence in using English authentically.

This was also confirmed by Fidaa as English Camp participants:⁷⁵

“The evaluation process during the English Camp at Santiwit Songkhla Technological College is primarily formative and ongoing, focusing on how students develop fluency, confidence, and communicative ability in real-life speaking contexts. Teachers apply a combination of formal and informal assessment tools such as presentations, role plays, speaking tests, participation checklists, and direct observation. Activities like describing people, giving directions, and participating in mission games provide students with the opportunity to use English naturally, which helps reduce anxiety and enhance speaking skills. Teachers also emphasize reflection at the end of each session by guiding students to review vocabulary and sentence structures used, further reinforcing language acquisition. This evaluation approach prioritizes student participation and progress rather than just outcomes, creating a safe and supportive atmosphere that builds confidence and encourages active engagement.”

It was supported by the participants, Saneer:⁷⁶

“I agree with Fida. In my group, the teachers and tutors would walk around during the English mission activities and listen to how we spoke. For example, during the marketplace simulation, we had to ask and answer questions as if we were buying or selling things. After that, the tutor praised us for trying, even if our grammar wasn't perfect. That kind of support made me feel braver. I remember struggling to give directions during one of the role-play missions, but my tutor just smiled and reminded me how to say it properly. That helped me a lot. They didn't give us grades, but they paid attention to how active we were, how much we participated, and how we communicated with others. I also liked that at the end of each day, we often had a short reflection session. We would talk about what vocabulary we learned and what expressions we used. This helped me remember better and apply the same expressions the next day. The whole process felt more natural and less stressful than in regular class, and I think that's why I improved a lot.”

⁷⁵ focus group interview with English Camp's Participants, Thailand, November 9th, 2025

⁷⁶ focus group interview with English Camp's Participants, Thailand, November 9th, 2025

So, based on the interviews with Fida and Sanee, it can be concluded that the evaluation of speaking skills during the English Camp was mainly formative and ongoing. Instead of formal written tests, teachers and tutors used observation, objective test (multiple choice) and non-test (observation, interview, and attitude test), and direct feedback to assess students' fluency, confidence, and participation. 1) Activities like presentations, role plays, and mission-based tasks allowed students to demonstrate their speaking abilities in real-life contexts. Both students highlighted that the 2) supportive atmosphere and verbal feedback from tutors helped reduce their fear of making mistakes. They also appreciated daily reflection sessions, which helped them review vocabulary and sentence structures. Overall, the evaluation approach made the learning experience more meaningful, engaging, and effective in improving their speaking skills.

Tabel 4.3
Data Presentation and Analysis

NO	Focus	Findings
1	2	3
1	How is the plan of English Camp on teaching speaking skill at the English Basic Level Students' Santiwit Songkhla Technological College Thailand?	Based on interview, observations, and document review The study concludes that the English Camp at Santiwit Songkhla Technological College effectively 1) enhances students' speaking skill by building their confidence in speaking and creating a supportive atmosphere. Through interactive activities like role-play, discussions, and mission games, students are encouraged to speak actively and use English in real-life contexts. Interviews and observations show that

		2) students feel more motivated, less afraid of making mistakes, and enjoy the learning process. Teachers set clear objectives and use engaging strategies to ensure active participation. Overall, the English Camp successfully promotes speaking fluency in a fun and meaningful way.
2	How is the implementation of teaching speaking skill at the basic level students' Santiwit Songkhla Technological College Thailand?	Based on interview, observations, and document review the evaluation of speaking skills in English Camp at Santiwit Songkhla the material of Public Places is done formatively through presentations and role plays. Where assessment focuses on 1) students' fluency, 2) confidence of speaking and communication skills. Activities such as mission games and group discussions help students speak more actively and naturally. And the steps of teaching speaking through English Camp are implemented in two stages. First, students learned language elements for public places and practiced through group activities. Then, they engaged in mission-based games using English for real-time communication. Functional language was introduced beforehand, and the teacher later reinforced speaking accuracy through grammar and pronunciation feedback.
3	How is the evaluation of students' English basic level speaking skill through English Camp at Santiwit Songkhla Technological College Thailand?	The evaluation of speaking skills during the English Camp at Santiwit Songkhla Technological College was primarily formative, emphasizing continuous assessment through test and non-test. Where the test use oral test and attitude test as non-test. Real-life speaking tasks such as presentations and role plays were used to measure students' fluency and confidence. A supportive atmosphere and constructive verbal feedback were found to reduce students' anxiety and foster active participation. In addition, daily reflection sessions helped reinforce language input. Overall, this formative evaluation approach contributed significantly to enhancing students' speaking performance in an engaging and meaningful way.

C. Discussion

1. The Plans of English Camp on Teaching Speaking Skill at the English Basic Level Students' Santiwit Songkhla Technological College Thailand.

Based on interviews with Mr. Sidiki, an English teacher at Santiwit Songkhla Technological College, as well as participants Fidaa and Waebanee, the implementation of the English Camp at the college follows a structured and systematic process aimed at improving students' speaking skills in English. The first stage begins with an initial approach in the form of introductions and light interactions between teachers, tutors, and students to create a comfortable atmosphere and reduce anxiety. During this stage, the use of supporting languages such as Malay or Thai is employed to assist students in understanding instructions and unfamiliar vocabulary.

Following this, teachers or tutors deliver brief and contextual material based on pre-determined daily themes such as teamwork, cultural exchange, and future careers. These themes serve as the foundation for speaking activities throughout the day. Students then participate in a variety of interactive and speaking-oriented activities such as role play, storytelling, mission games, picture description, quizzes, and the "English marketplace," which simulates real-life communication scenarios.

Students are strategically grouped to mix different levels of English proficiency, encouraging peer learning and collaborative interaction. Tutors and teachers act as facilitators and motivators who actively observe, guide, and encourage students to speak English consistently despite their limitations. Formative assessment is conducted through direct observation, performance-based evaluation such as presentations and speaking tests, and monitoring students' participation in group discussions.

At the end of each activity, students are encouraged to reflect on their experience in learning, including the vocabulary and sentence structures they used. Tutors also provide immediate feedback to support learning and sustain student engagement. To boost morale and motivation, awards such as “best group” or “favorite team” are announced. Overall, the English Camp is not only designed to enhance speaking proficiency but also to build confidence, promote teamwork, and create a positive, enjoyable language learning atmosphere.

The findings in this study are supported by previous research which emphasizes the benefits of English Camp and immersion-based learning for improving speaking skills. Pratiwi found that students at Kampung Inggris Pare experienced significant growth in vocabulary and fluency through an English immersion program that required daily

interaction in English, showing parallels with the structured and interactive atmosphere implemented at Santiwit Songkhla Technological College.⁷⁷ Similarly, Shafira confirmed those English Camp activities, such as discussions and free-talking sessions, greatly enhanced students' speaking competence and confidence—an outcome also observed in the current research, where students expressed increased willingness to speak in both formal and informal settings.

In addition, Andriyani highlighted that English immersion programs, which prioritize English as the medium of instruction, not only build vocabulary and achievement but also foster global readiness—aligning with the goals of Santiwit's camp to prepare students to use English beyond the classroom context.⁷⁸ Moreover, Rachmawati⁷⁹

illustrated the effectiveness of English Camps in 1) promoting fun and engaging language learning, particularly for younger learners, supporting the principle that enjoyable and meaningful activities boost speaking performance—similar to the engaging role-plays and mission games at Santiwit. Lastly, Ready emphasized the camp as 2) a communicative atmosphere that strengthens speaking fluency through real interaction and authentic use of language, mirroring the speaking-based strategies used by

⁷⁷ Pratiwi, "Indonesian Students' Growth Perception of an English Immersion Program."

⁷⁸ Andriyani, "The Implementation of English Immersion Program for Facing Globalization Era."

⁷⁹ Nuzaimah Muda et al., "The Effectiveness of English Language Camp for Low Intermediate English Learners" 9, no. 2 (2024): 233–48.

the tutors and teachers at Santiwit Songkhla Technological College.⁸⁰ Collectively, these studies reinforce that English Camps are a highly effective pedagogical approach to develop speaking skills through immersion, interaction, and supportive learning settings.

2. The Implementation of Teaching Speaking Skills at the Basic Level Students' Santiwit Songkhla Technological College Thailand.

The implementation of teaching and learning speaking skills through the English Camp at Santiwit Songkhla Technological College involves structured and interactive stages that promote student engagement and speaking practice. Materials are based on daily themes such as teamwork, cultural exchange, and future careers, with vocabulary focused on practical contexts like public places, prepositions, and picture descriptions. Teachers and tutors adopt a friendly initial approach, adjusting language use to make instructions clearer, and guiding students through various activities such as role plays, mission games, discussions, and English marketplace simulations. Students are grouped strategically to foster peer support and confidence, while formative assessments are carried out through observation and participation. Immediate feedback, reflection sessions, and motivational rewards like “best group” help sustain enthusiasm. These steps help students gain fluency, express ideas

⁸⁰ Ready and Indrayani, “English Camp as Learning and Teaching Atmosphere of Speaking Ability Development.”

more coherently, and communicate in English more naturally through real-life scenarios.

This implementation is consistent with findings from previous studies by Widya, Shafira, Ready, Rachmawati, and Santi, who all emphasized that English camps significantly enhance 1) students' fluency, confidence, and communication skills. Widya and Shafira noted that immersive learning atmospheres where students engage in discussions, role-playing, and daily thematic interactions lead to noticeable improvements in fluency and the ability to express thoughts coherently.⁸¹

Ready and Rachmawati highlighted that game-based and group activities—such as mission games and team tasks—reduce students' fear of speaking and increase their willingness to communicate.⁸² Similarly,

Santi 2) showed that real-life communication tasks within English immersion programs foster more natural language use and stronger

speaking confidence⁸³. These studies align with the observed benefits at Santiwit, where structured yet engaging activities like picture descriptions,

mission-based tasks, and peer collaboration have proven effective in encouraging students to speak more actively, fluently, and confidently in

English.

⁸¹ Pratiwi, "Indonesian Students' Growth Perception of an English Immersion Program."

⁸² Rachmawati et al., "The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia."

⁸³ Andriyani, "The Implementation of English Immersion Program for Facing Globalization Era."

3. The Evaluation of students' English basic 1 level speaking skill through English Camp at Santiwit Songkhla Technological College Thailand.

The evaluation process during the English Camp at Santiwit Songkhla Technological College is primarily formative and ongoing, focusing on how students develop fluency, confidence, and communicative ability in real-life speaking contexts. Teachers apply a combination of formal and informal assessment tools such as presentations, role plays, speaking tests, participation checklists, and direct observation. Activities like describing people, giving directions, and participating in mission games provide students with the opportunity to use English naturally, which helps reduce anxiety and enhance speaking skills. Teachers also emphasize reflection at the end of each session by guiding students to review vocabulary and sentence structures used, further reinforcing language acquisition. This evaluation approach prioritizes student participation and progress rather than just outcomes, creating a safe and supportive atmosphere that builds confidence and encourages active engagement.

This approach is in line with findings from five previous researchers: Ready, Widya, Shafira, Rachmawati, and Santi, who all highlight the effectiveness of task-based activities like 1) role plays, mission games, and group discussions in improving speaking fluency and reducing students' fear of making mistakes. Ready and Rachmawati found

that speaking practice in real-life scenarios, such as giving directions or engaging in everyday conversations, enhances fluency and natural communication.⁸⁴

Widya and Shafira stressed the importance of building 2) a supportive and immersive atmosphere that fosters students' willingness to participate and try using English without fear. Santi⁸⁵ emphasized that reflection and contextual language use help students internalize grammatical structures and vocabulary more meaningfully. Thus, the evaluation strategy at Santiwit reflects these research insights by prioritizing student interaction, contextual language use, and emotional support, all of which contribute to a more confident and fluent use of English.

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⁸⁴ Rachmawati et al., "The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia."

⁸⁵ Adi and Wijaya, "University Students's Perception About Extracurricular English Camp In Improving English Skills."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter concludes with a brief summary based on the findings in Chapter IV and makes the following suggestions:

1. The plans of applying the speaking skills through English Camp at Santiwit Songkhla Technological College, Thailand are as follows: 1) to actively engage, by implementing the strategies the teachers wants to participants to be actively involved in the learning process. 2) create a dynamic atmosphere, where participants are not only passive speakers but also actively participate. 3) Increasing active engagement, to increase participants' active engagement in the learning process. 4)

Creating fun experiences in learning, where participants can learn in entertaining way, while still focusing on enhancing their speaking skills.

2. The speaking skills method implementation to teach and learn speaking skills through English Camp at Santiwit Songkhla Technological College, are as follows :

First, students learned language elements for public places and practiced through group activities. Then, they engaged in mission-based games using English for real-time communication. Functional

language was introduced beforehand, and the teacher later reinforced speaking accuracy through grammar and pronunciation feedback.

3. The Evaluation of speaking skill is primarily formative assessment conducted after the learning process. This assessment includes both test and non-test. The test consists of oral test to enhance students' basic level speaking skill. Additionally, there is an attitude assessment and a personal interview at the end of the lesson.

B. Suggestion

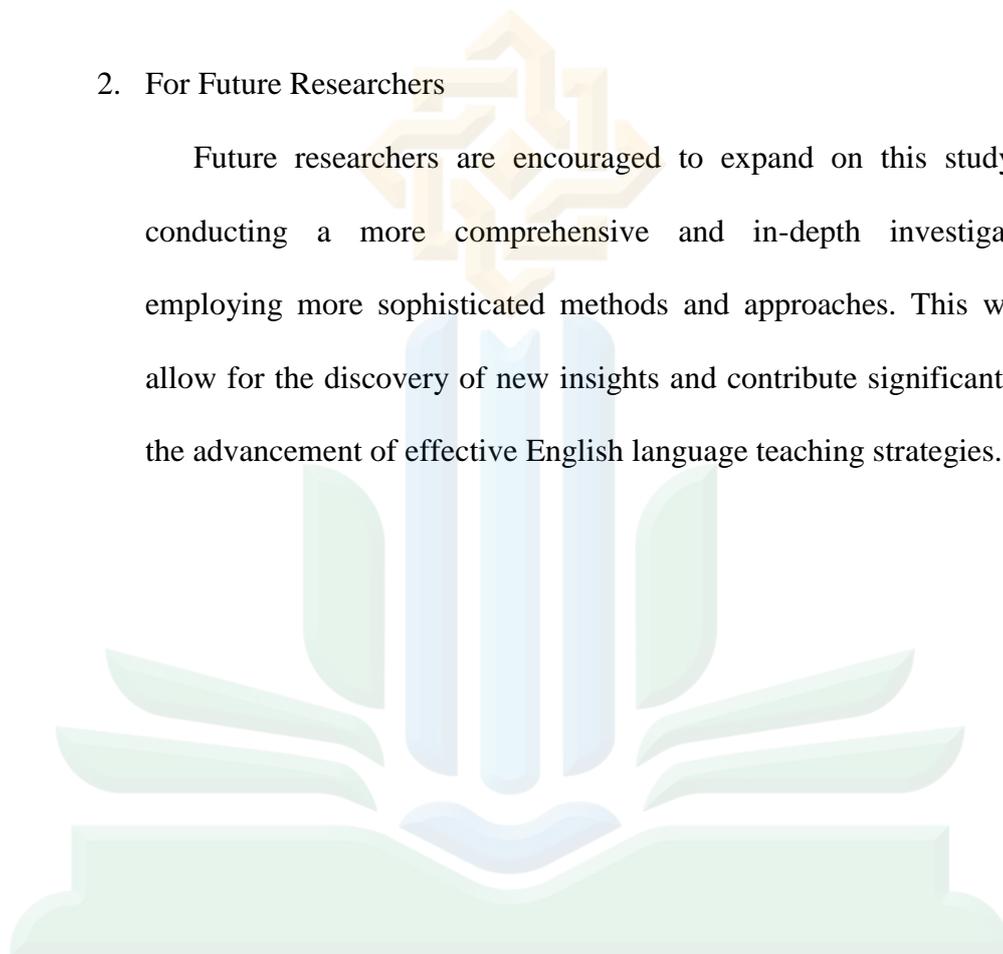
Based on the research conducted at Santiwit Songkhla Technological College, Thailand, the researcher provides some suggestions as follows:

1. For Teachers

Teachers are encouraged to clearly design the objectives of speaking activities in English Camp to help students build confidence, reduce anxiety, and improve their ability to communicate in English naturally. It is important to choose relevant and interesting materials and apply effective learning strategies such as role plays, group discussions, presentations and interactive games. Creating a supportive and fun learning atmosphere where students can speak without fear of making mistakes is key to maximizing their participation and speaking development.

2. For Future Researchers

Future researchers are encouraged to expand on this study by conducting a more comprehensive and in-depth investigation, employing more sophisticated methods and approaches. This would allow for the discovery of new insights and contribute significantly to the advancement of effective English language teaching strategies.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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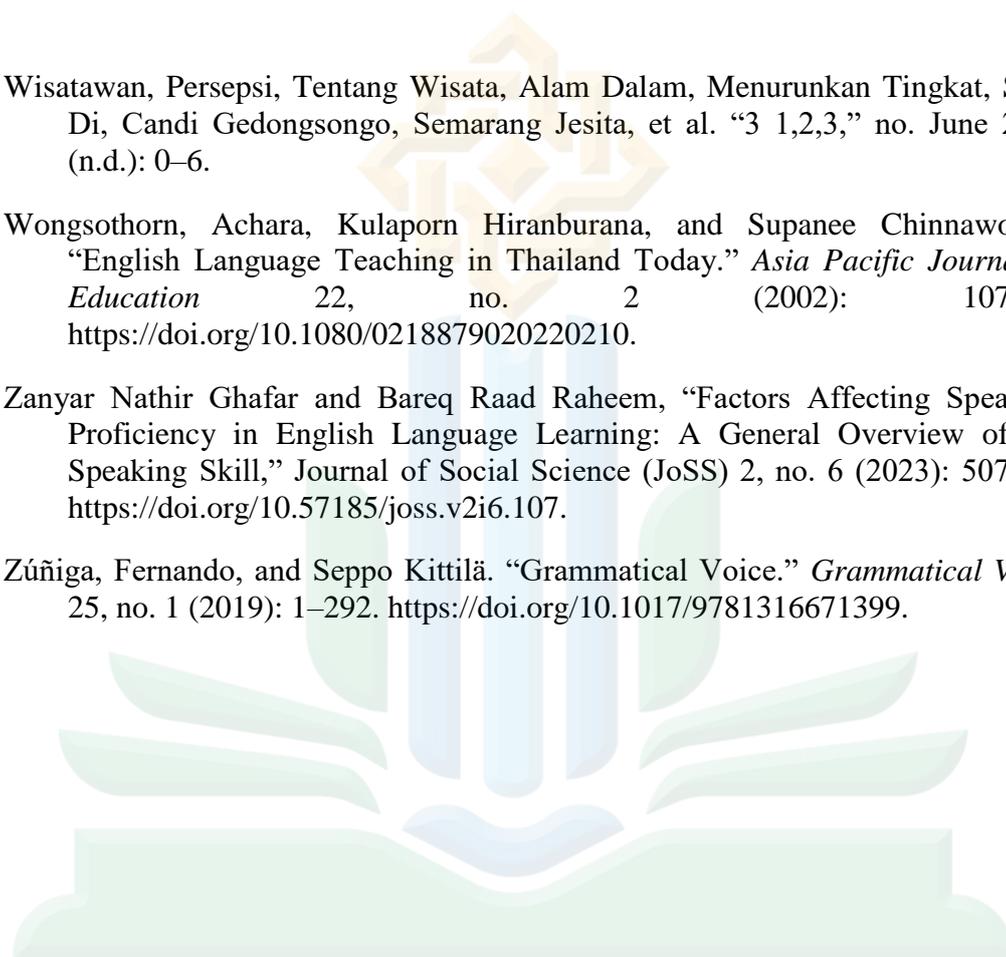
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 1

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name : Aulia Putri Atikah
 NIM : 212101060012
 Study Program/Major : English Education Department
 Faculty : Tarbiyah and Teacher Training
 Institution : UIN KHAS Achmad Siddiq Jember
 Place and Date of Birth : Situbondo, January, 1st 2003
 Adress : KP. Kesambi RT01 RW01 Jetis Besuki Situbondo

Here by declares that the content of the thesis entitled “**The Application of English Camp on Teaching Speaking Skill at The English Basic Level Students’ Santiwit Songkhla Technological College Thailand**”. Is the result of my research or work, except in part referred by the source.

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J E M B E R

Jember, 26th May 2025

Stated by



Aulia Putri Atikah
212101060012

Appendix II

Title	Variable	Indicators	Source Data	Research Method	Research Problem
THE APPLICATION OF ENGLISH CAMP ON TEACHING SPEAKING SKILL AT THE ENGLISH BASIC LEVEL STUDENTS' SANTIWIIT SONGKHLA TECHNOLOGICAL COLLEGE THAILAND	1. Speaking	1. The Definition of Speaking. 2. The Principle of Speaking. 3. The Component of Speaking.	1. Interview a. English Teacher of English Camp b. Participants of English Camp	1. Approach and Research Design: a. Qualitative b. Case Study 2. Data Collection:	1. How is The Plan of English Camp on Teaching Speaking Skill at The English Basic Level Students' Santiwit Songkhla Technological Thailand?
	1. Teaching Speaking Skill	1. Definition of Teaching Speaking Skills. 2. Types of Teaching Speaking Skills. 3. Elements of Teaching Speaking Skills. 4. Teaching Speaking Problems 5. Teaching Speaking Evaluation 6. Advantages in Teaching Speaking.	2. Observation a. Objective Condition of Santiwit Songkhla Technological College Thailand b. The Application of Speaking Skill through English Camp 3. Document Reviews a. The Profile of Santiwit Songkhla Technological College b. Vision, Mission, and Philosophy of Santiwit Songkhla Technological College c. Teacher data and item data of	a. Interview b. Observation c. Document Reviews 3. Data Analysis: a. Data Collection b. Data Condensation c. Data Display d. Drawing and Verifying Conclusions 4. Validation of the data: a. Triangulation Source b. Triangulation Technic	2. How is The Implementation of Teaching Speaking Skill at The English Basic Level Students' Santiwit Songkhla Technological Thailand? 3. How is the evaluation of students' English basic level speaking skill through English Camp at Santiwit Songkhla Technological College Thailand?

			<p>Santiwit Songkhla Technological College Thailand.</p> <p>d. English Camp's participant data of Santiwit Songkhla Tecnological College Thailand.</p> <p>e. Lesson Module.</p>		
	2. English Camp	<ol style="list-style-type: none"> 1. Definition of English Camp 2. Advantages and Disadvantages of English Camp 3. Key Steps of English Camp Implementation 			

Appendix 3

Research Instrument

A. Observation Instrument

1. Geographic condition of Santiwit Songkhla Technological College, Thailand
2. The Application of Speaking Skills through English Camp at Santiwit Songkhla Technological College Thailand

B. Interview Instrument

1. Based on the implementation used, what are the objectives of teaching Speaking Skill at The English Basic Level Students through English Camp?
2. What are the materials and steps taught in teaching Speaking Skill at The English Basic Level Students through English Camp?
3. The last question, how is the evaluation carried out in teaching Speaking Skill at The English Basic Level through English Camp?

C. Document Review Instrument

1. The history of Santivit Songkhla Technological College
2. The profile of Santivit Songkhla Technological College
3. Vision and Mission of Santivit Songkhla Technological College
4. Status of Teacher and Staff
5. The Lesson Module

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 4



 SONGKHLA, THAILAND

วิวัฒนาการทางการศึกษา
SANTIVIT SONGKHLA
TECHNOLOGICAL COLLEGE

History is an inspiring journey, and
education is the key to
understanding it.



Appendix 5**PERFACE**

Alhamdulillah, all praise is due to Allah SWT, the Lord of the universe who always gives mercy and guidance to His servants. In order to introduce more about Santivit Songkhla Technological College, an information booklet has been prepared which includes the history and profile of Santivit Songkhla Technological College for easy access to information.

I would like to express my deepest gratitude to Dr. Mangsod Mateh as the director of Santivit, as well as to all Santivit teachers, caregivers, and staff who have helped in providing information so that this book can be completed. We hope that this book will be useful for many people in the future.



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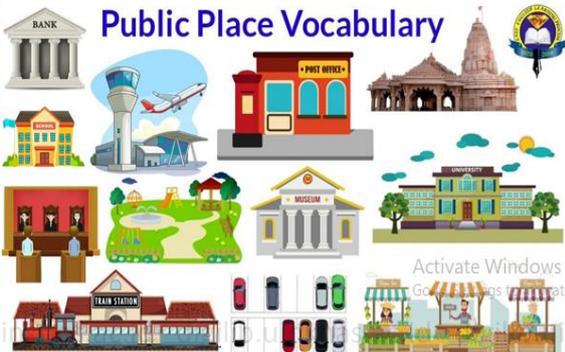
Appendix 6



PUBLIC PLACES



Activate Windows
Go to Settings to activate Windows.



Public Places

Activate Windows
Go to Settings to activate Windows.

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School



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Hospital



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Police Station



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Airport



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Market



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Train Station



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Train Station



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Mosque



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Mall



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Restaurant



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1. Imron is sick.
Where should he go?

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Answer:

■ HOSPITAL

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2. We will cook
meal. We need
some vegetables,
where should we
go?

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Answer:

■ MARKET

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Go to Settings to activate Windows.



3. My father needs
some money.
Where should he
go?

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Go to Settings to activate Windows.

Answer:

■ BANK

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Go to Settings to activate Windows.



4. My sister and I are
craving for a delicious
food like burger and
fries. Where should
we go?

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Answer:

■ RESTAURANT

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Go to Settings to activate Windows.



5. I want to buy
new clothes and
shoes. Where
should I go?

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Go to Settings to activate Windows.

Answer:

■ MALL

Activate Windows
Go to Settings to activate Windows.

Appendix 7

English Teacher Interview

Interview 1: Mr Diaby as the English Teacher at Santiwit Songkhla Techological College Thailand.

A: Researcher

B: Mr. Diaby Sidiki

A: Assalamualaikum wr. wb

B: Waalaikumsalam wr. wb

A: How are you teacher?

B: alhamdulillah, I am fine.

A: alhamdulillah, in connection with the reason I met with teacher Sidiki, may I ask about the English Camp in Santiwit? Because I need this for my research.

B: Yes, please.

A: First, please introduce yourself.

B: Hello, my name is Diaby Sidiki

A: How about your education background?

B: I study my bachelor degree in Islamic studies in international program in Pattani Thailand

A: Can you explain the plan of this English Camp in teaching speaking to primary level students?

B (Mr. Sidiki): The plan is to build students' confidence and their ability to use English naturally, both in formal and informal situations. Many students actually understand English, but they are too shy or afraid to speak. Through this program, we want to create a supportive environment where they can practice freely without fear of making mistakes.

A: How is the speaking learning materials organized in English Camp?

B: We adjust the materials to the daily themes, such as teamwork, culture, and future careers. We don't use textbooks, but activities such as role-play, games, group discussions, talent shows, and real-life simulations, for example role-playing shopping in an English market. There are also casual games such as word chains, describing pictures, and mission games. All these make students active and more confident when speaking.

A: Can you explain more about mission games?

B: Sure. Mission games are task-based games, where students have to complete certain missions outside of class, such as asking questions in English or following conversational instructions. This really helps students to use English in real situations. That way, they start using the language naturally and are less afraid of getting it wrong.

A: What kind of learning steps did you implement during the camp?

B: The implementation of English Camp is done through several stages. First, we determine the daily theme such as teamwork, cultural exchange, or future careers. Then, I deliver a short and contextual material as a starting point. After that, students participate in interactive activities such as role-play, storytelling, mission games, and English marketplace. We also group students with different ability levels to learn from each other. Assessment is done formatively, both through direct observation and performance in presentations. At the end of the session, students reflect on their learning, and we usually announce awards such as “best group” to boost their morale.

A: What is the process of evaluating speaking skills during English Camp?

B: We combine formal assessment and direct observation. Usually, students are asked to make a presentation or take a short speaking test. From there, I can assess the development of their fluency and confidence. I also pay attention to how they interact during the activities: whether they can express their opinions, discuss, or just stay quiet. All these aspects are important in assessing their abilities, not just from the test results alone.

Interview 2: Focus Group Interview

A: Researcher

B: Fidaa

C: Saneer

D: Wani

E: Kainah

F: Sawanee

A: Assalamualaikum, selamat pagi semua. Terima kasih kerana menyertai sesi temu ramah ini. Saya di sini bersama Fidaa, Saneer, Wani, dan Sawanee untuk membincangkan pengalaman mereka dalam English Camp, khususnya berkaitan dengan kemahiran bertutur dalam Bahasa Inggeris. Mari kita mulakan dengan Fidaa. Fidaa, bolehkah anda kongsi pendapat anda tentang bagaimana aktiviti seperti 'English Camp' telah membantu anda dalam meningkatkan kemahiran bercakap Bahasa Inggeris?

B (Fidaa): Waalaikumsalam dan selamat pagi. Terima kasih. Bagi saya, English Camp sangat membantu saya dalam meningkatkan kemahiran bercakap Bahasa Inggeris. Sebelum ini saya memang agak lemah dalam subjek Bahasa Inggeris dan jarang sekali berpeluang untuk bercakap dalam bahasa itu. Tapi semasa di kem, saya banyak belajar melalui aktiviti seperti storytelling dan menyanyi. Saya ikut apa yang cikgu ajar dan saya juga meniru cara kawan-kawan saya bercakap. Kalau saya tak faham, saya akan tanya dan minta tolong. Nasib baik ada intern tutor dari Indonesia yang bantu saya faham dan jelaskan balik dengan cara yang mudah. Jadi saya lebih yakin untuk bercakap walaupun masih banyak yang saya perlu belajar.

A: Terima kasih, Fidaa. Untuk Saneer, bolehkah anda juga menceritakan pengalaman anda dengan English Camp?

C (Saneer): Bagi saya, English Camp sangat menyenangkan dan berbeza dari kelas biasa. Aktiviti seperti role play dan perbincangan kumpulan sangat membantu saya bercakap lebih banyak dalam Bahasa Inggeris. Pada awalnya saya malu dan takut salah, tapi cikgu dan intern tutor banyak beri semangat. Saya juga belajar beberapa ayat mudah untuk memperkenalkan diri dan bertanya. Sekarang saya rasa lebih yakin untuk bercakap walaupun masih perlahan.

A: Wah, itu memang satu pengalaman yang menyenangkan, Sane. Sekarang Wane, bolehkah anda berkongsi pandangan anda tentang English Camp?

D (Wanee): Bagi saya, English Camp sangat membantu saya yang kurang lancar bercakap Bahasa Inggeris. Saya suka aktiviti menyusun huruf menjadi kata dan menyanyi, sebab itu buat saya lebih mudah ingat perkataan. Kalau saya tak tahu nak cakap apa, kawan dan cikgu akan bantu. Saya jadi lebih berani sebab semua orang pun belajar sama-sama, tak rasa malu sangat.

A: Terima kasih, Wanee, kerana berkongsi pengalaman. Sekarang, mari kita teruskan ke soalan kedua. Sane, bolehkah anda terangkan tentang aktiviti bercakap yang dijalankan oleh Teacher Sidiki semasa English Camp?

C (Sane): Ya, semasa English Camp, Teacher Sidiki buat banyak aktiviti yang bantu kami bercakap Bahasa Inggeris. Saya ingat kami ada buat role play berpasangan, di mana kami perlu bercakap ikut situasi. Teacher Sidiki bagi ayat-ayat mudah untuk kami guna, macam cara minta tolong atau perkenalkan diri. Kami juga main game komunikasi dalam kumpulan, dan itu buat saya rasa lebih selesa untuk bercakap dengan kawan-kawan.

A: Terima kasih, Sane. Akhir sekali, Fidaa, bolehkah anda juga berkongsi pandangan anda tentang aktiviti bercakap yang dijalankan oleh Teacher Sidiki?

B (Fidaa): Teacher Sidiki juga menjalankan aktiviti seperti latihan percakapan harian, contohnya memperkenalkan diri dan bertanya khabar dalam Bahasa Inggeris. Aktiviti ini dilakukan secara bergilir supaya semua pelajar dapat peluang bercakap. Beliau juga galakkan kami guna perkataan baru yang dipelajari dalam ayat mudah. Ini buat pembelajaran jadi lebih menyenangkan dan membantu saya lebih yakin untuk bertutur.

A: Terima kasih, Fidaa. Nampaknya Teacher Sidiki telah melaksanakan pelbagai strategi yang berkesan dalam membantu anda semua meningkatkan kemahiran bertutur. Pengalaman yang dikongsi hari ini memberikan pandangan yang berharga tentang keberkesanan English Camp dalam pengajaran Bahasa Inggeris.

Translate by Reseracher

A: Assalamualaikum, good morning everyone. Thank you for joining this interview session. I'm here with Fidaa, Saneer, Waneer, and Sawaneer to talk about their experiences in the English Camp, especially related to developing English speaking skills. Let's start with Fidaa. Fidaa, could you share your thoughts on how activities like the English Camp helped you improve your English speaking skills?

B (Fidaa): Waalaikumsalam and good morning. Thank you. For me, the English Camp really helped improve my speaking skills. Before this, I was quite weak in English and rarely had the chance to speak the language. But during the camp, I learned a lot through activities like storytelling and singing. I followed what the teacher taught and also copied how my friends spoke. If I didn't understand, I would ask and get help. Luckily, there were intern tutors from Indonesia who helped me understand and explained things in a simple way. So, I became more confident to speak, even though I still have a lot to learn.

A: Thank you, Fidaa. Saneer, could you also share your experience with the English Camp?

C (Saneer): For me, the English Camp was really fun and different from regular classes. Activities like role play and group discussions helped me speak more in English. At first, I was shy and afraid of making mistakes, but the teachers and intern tutors gave a lot of encouragement. I also learned some simple sentences to introduce myself and ask questions. Now I feel more confident, even though I still speak slowly.

A: Wow, that sounds like a great experience, Saneer. Waneer, could you also share your thoughts on the English Camp?

D (Waneer): For me, the English Camp helped me a lot because I wasn't very fluent in speaking English. I enjoyed activities like spelling games and singing, because they helped me remember words more easily. If I didn't know what to say, my friends and teachers would help me. I felt braver to speak because everyone was learning together, so I wasn't too embarrassed.

A: Thank you, Waneer, for sharing your detailed experience. Now let's move to the second question. Saneer, can you describe the speaking activities conducted by Teacher Sidiki during the English Camp?

C (Sanee): Yes, during the English Camp, Teacher Sidiki organized many activities that helped us practice speaking English. I remember we did pair role plays, where we had to speak based on different situations. Teacher Sidiki gave us simple phrases to use, like how to ask for help or introduce ourselves. We also played group communication games, which made me feel more comfortable speaking with my friends.

A: Thank you, Sanee. Lastly, Fidaa, can you also share your opinion on the speaking activities conducted by Teacher Sidiki?

B (Fidaa): Teacher Sidiki also led daily conversation practice, like how to introduce ourselves and greet others in English. These were done in turns so every student had a chance to speak. He encouraged us to try using new vocabulary in simple sentences. This made the lessons more fun and effective for us beginners.

A: Thank you, Fidaa. It seems that Teacher Sidiki applied various effective strategies to support your speaking development. The experiences you all shared today give us valuable insights into how English Camp can improve English speaking skills.

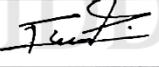
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 8

RESEARCH JOURNAL

**THE APPLICATION OF ENGLISH CAMP ON TEACHING SPEAKING SKILL
AT THE ENGLISH BASIC LEVEL STUDENTS'
SANTIWIT SONGKHLA TECHNOLOGICAL COLLEGE THAILAND**

2024/2025 Academic Year

NO	Day/Date	Activity	Signature
1.	October, 31 st 2024	The researcher does the preliminary study by concluding the observation and interview with English teacher.	
2.	November, 4 th 2024	The researcher confirms the research permission.	
3.	November, 9 th 2024	First observation of The Application of English Camp on Teaching Speaking Skill at The English Basic Level Students' Santiwit Songkhla Technological College Thailand.	
4.	November, 9 th 2024	Interview with the participants of English Basic Level Students' Santiwit Songkhla Technological College Thailand.	
5.	November, 23 rd 2024	Second observation focusing on the students' participation at English Camp	
6.	November, 23 rd 2024	Interview with the English teacher about The Application of English Camp on Teaching Speaking Skill at The English Basic Level Students' Santiwit Songkhla Technological College Thailand.	
7.	November, 25 th 2024	Complete the research data and document review.	
8.	November, 29 th 2024	The researcher asks a letter of research finishing.	

Peneliti



AULIA PUTRI ATIKAH

Thailand, December, 2nd 2025
Santiwit Chief of Director



MANGSOD MATEH

Appendix 9



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-10202/In.20/3.a/PP.027/11/2024

Sifat : Biasa

Perihal : **Pemohonan Ijin Penelitian**

Yth. Kepala SANTIWIT SONGKHLA TECHNOLOGICAL COLLEGE
13/6 m.6 t. Banna, Chana, Songkhla, Thailand.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan,
maka mohon diijinkan mahasiswa berikut :

NIM : 212101060012
Nama : Aulia Putri Atikah
Semester : 8 (Delapan)
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai; The Application of English Camp on
Teaching Speaking Skill at The English Basic Level Students' Santiwit Songkhla
Technological College Thailand; selama 30 (tiga puluh) hari di lingkungan lembaga
wewenang Bapak/Ibu Dr. Mangsod Match.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 28 Oktober

Di Dekan,

Di Dekan Bidang Akademik,



KHOTIBUL UMAM



วิทยาลัยเทคโนโลยีสันติวิทสงขลา
Santivit Songkhla Technological College
 13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005
 Email. mangsod@hotmail.com

SURAT KETERANGAN
PENELITIAN

Nomor:STC027/04/2023/SANTIWIWIT-SONGKHLA-TECHNOLOGICAL-COLLEGE/2023

Yang bertanda tangan di bawah ini Direktur Santiwit Songkhla Technological College:

Nama : **Dr. MANGSOD MATEH**

Dengan ini menerangkan bahwa :

Nama : AULIA PUTRI ATIKAH

NIM : 212101060012

Status : Mahasiswa UIN KHAS Jember

Judul : The Application of English Camp on Teaching Speaking Skill at The English
 Basic Level Students' Santiwit Songkhla Technological College Thailand

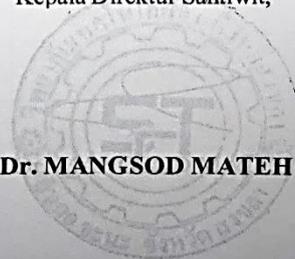
Yang bersangkutan benar-benar telah melaksanakan penelitian di Santivit Songkhla Technological College terhitung mulai tanggal 31 Oktober 2024 sampai dengan 02 Desember 2024.

Dengan judul berikut : **"THE APPLICATION OF ENGLISH CAMP ON TEACHING SPEAKING SKILL AT THE ENGLISH BASIC LEVEL STUDENTS' SANTIWIWIT SONGKHLA TECHNOLOGICAL COLLEGE THAILAND."**

Dengan demikian keterangan di buat, untuk dapat di pergunakan sebagaimana mestinya.

Songkhla, 03 Desember 2024
 Kepala Direktur Santiwit,

Dr. MANGSOD MATEH





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-
 khas.ac.id Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Aulia Putri Atikah
 NIM : 21210106012
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : The Application of English Campon Teaching Speaking Skill at The English Basic Level Students' Santiwit Songkhla Technological College, Thailand.

telah lulus cek similarity dengan menggunakan aplikasi Turnitin UIN KHAS Jember dengan skor akhir sebesar (19,6%)

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UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Jember, 28 Mei 2025

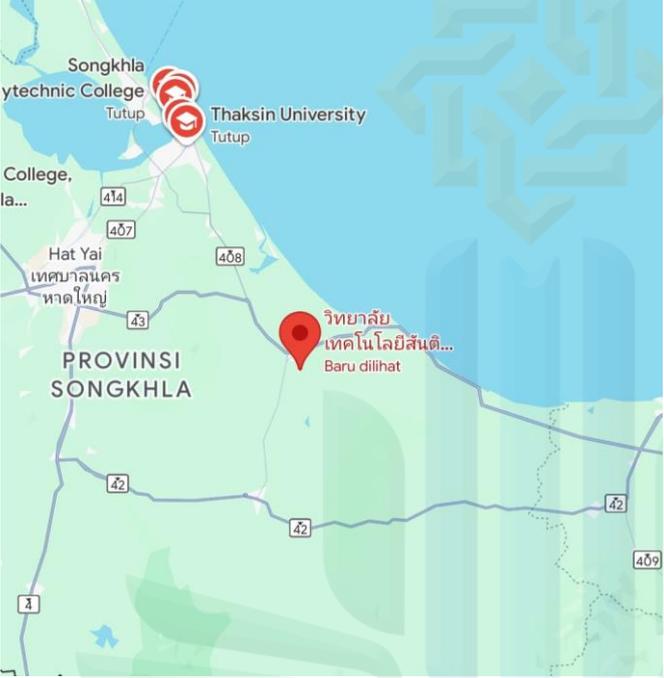
Penanggung Jawab Turnitin FTIK
 UIN KHAS Jember

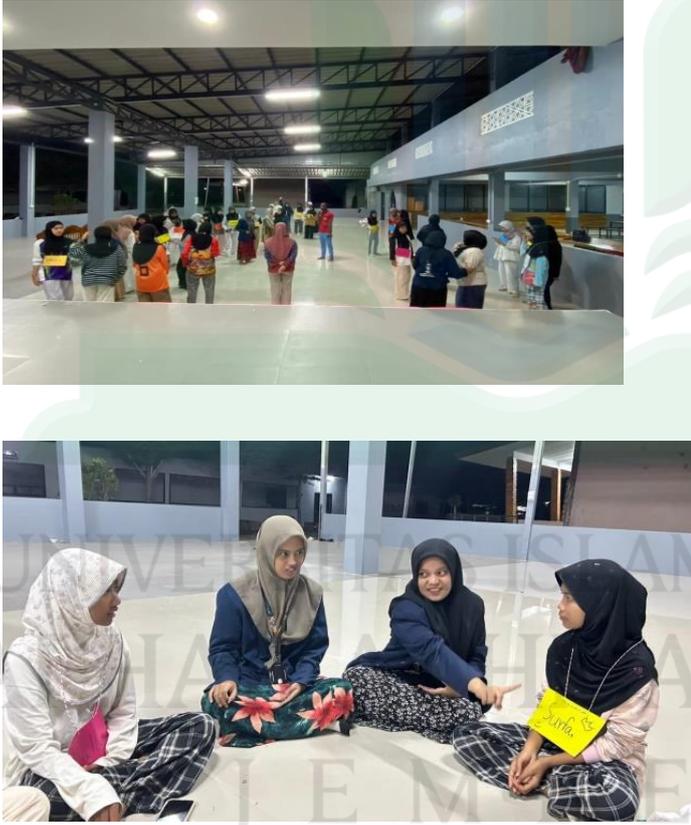
(ULFA DINA NOVIENDA S. Sos., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB kemudian dibagi 5.

DOCUMENTATION

No	Picture	Activity
1.		<p>Geographic condition of Santiwit Songkhla Technological College Thailand.</p>
		<p>Research location: Santiwit Songkhla Technological College, Thailand.</p>

1.		<p>The picture shows that, the first stage begins with an initial approach in the form of introductions and interactions between teachers, tutors, and participants, supported by Malay and Thai to assist participants understanding unfamiliar vocabularies</p>
2.		<p>Next picture shows teachers or tutors deliver brief and contextual material based on pre-determined daily themes such as teamwork, cultural exchange, and future careers</p>

3.



Students then participate in a variety of interactive and speaking-oriented activities such as mission games and picture description.

4.



Participants are formed into five people in a group, encouraging peer learning and collaborative interaction

5.



At the end of the activity, teachers conduct performance-based evaluation such as presentations and speaking test.



6.



The picture is the result of the researcher's interview with the English teacher of the English Camp.

7.



The activity in the photo is an interview conducted by a researcher with English Camp's participants at Santiwit Songkhla Technological College Thailand.

Curriculum Vitae



1. Personal Information

a. Name	: Aulia Putri Atikah
b. SRN	: 212101060012
c. Place, date of birth	: Situbondo, January, 1 st 2003
d. Gender	: Female
e. Address	: KP. Kesambi RT01/RW01 Jetis Besuki Situbondo
f. Faculty	: Education and Teacher Training
g. Major	: English Education Program
h. Email	: atikahputri113@gmail.com

2. Education Research

a. Kindergarten	: RA. Subulus Salam
b. Elementary School	: SDN 1 Kalimas
c. Junior High School	: SMP Plus Al- Mashduqiyah
d. Senior High School	: SMA Nurul Jadid

3. Organization Experience

a. ESA (English Students Association) of UIN KHAS Jember	2023-2024
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