

**ANALYSIS OF STUDENTS' PERCEPTION ON THE ROLE OF
ENGLISH CAMP IN BUILDING SELF-CONFIDENCE AND
FLUENCY: A CASE STUDY IN ENGLISH STUDY CLUB AT UIN
MATARAM**



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
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Thesis

**Presented as Partial Requirements at Mataram State Islamic
University for the Attainment of the Sarjana Degree in Study
Program of English Language Education**



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Perpustakaan UIN Mataram

ADVISOR'S APPROVAL

Proposal by Nurma Yulia, NIM 200107064, entitled "Analysis of Students' Perception on the Role of English Camp of English Study Club in Building Self-Confidence and Fluency; the Method is Designed by Researcher" has fulfilled the requirement and has been approved by the advisor to be examined.

Approved on: 12 - 1 - 2024



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ADVISOR'S OFFICIAL NOTE

Mataram, 12 January 2024

Case : Thesis Examination

The Honorable
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In Mataram

Assalamu'alaikum, Wr. Wb.

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Wassalamu'alaikum, Wr. Wb

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STATEMENT OF AUTHENTICITY

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Stated that thesis entitled " Analysis of Students' Perception on the Role of English Camp in Building Self-Confidence and Fluency: A Case Study in English Study Club at UIN Mataram", in whole is the result of my own research or work, except in parts where the source is referred. If i am proven to have plagiarized other people's writing or work, I am ready to accept the sanction determined by institution.



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THESIS RATIFICATION

Thesis by: Nurma Yulia, NIM: 200107064 entitled " Analysis of Students' Perception on the Role of English Camp in Building Self-Confidence and Fluency: A Case Study in English Study Club at UIN Mataram ", has been maintained in front of examiner English Language Education and Teacher Training Stated Islamic University of Mataram on date 22 January 2024.

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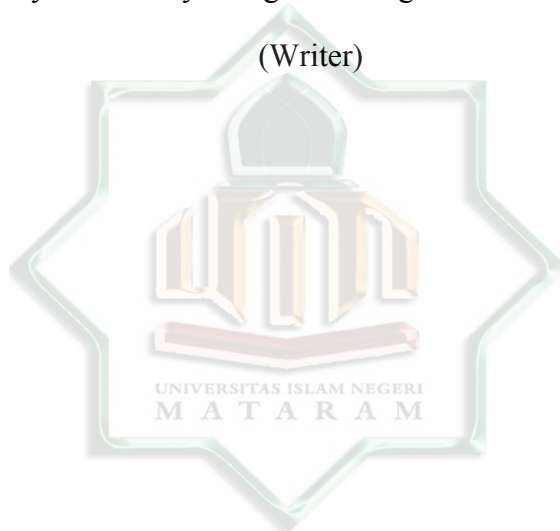
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“The Future depends on what you do today”¹.

(Mahatma Gandhi)

“What will you do today will give the big influence to your future”

(Writer)



Perpustakaan UIN Mataram

¹ Mahatma Gandhi

DEDICATIONS

This thesis is dedicated to: My beloved parents (H. Sukirman and Hj. Nur'aini) who always give a lot of love, powerful prayer, support, and motivation in every single thing and time, and being the biggest reason for me to keep strong and struggle to pass every obstacle. For my big family who has big hope for better me in the future. Then, All my best friends, my lecturers at UIN Mataram, And the last one for myself, thank you for being strong and not giving up.

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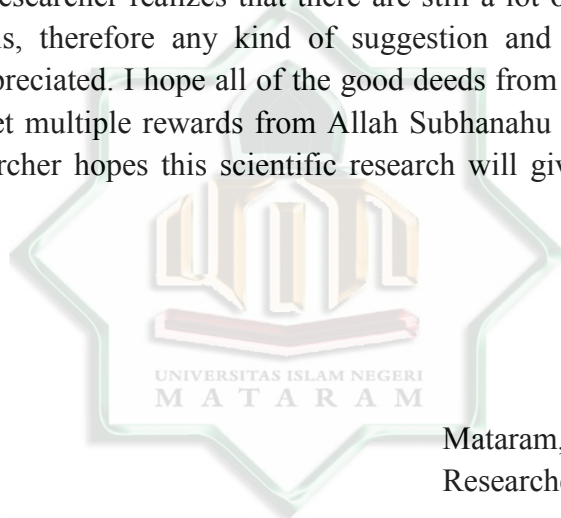
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The researcher realizes that there are still a lot of mistakes in this thesis, therefore any kind of suggestion and criticism are much appreciated. I hope all of the good deeds from these various parties get multiple rewards from Allah Subhanahu wata'ala, and the researcher hopes this scientific research will give benefit for universe.



Mataram, 30 January 2024
Researcher,

Perpustakaan UIN Matararam

A handwritten signature in black ink, appearing to read 'Nurma Yulia', is written over the library name.

Nurma Yulia

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**ANALISIS PENDAPAT SISWA TENTANG PERAN ENGLISH
CAMP DALAM MEMBANGUN KEPERCAYAAN DIRI DAN
KELANCARAN BERBAHASA: SEBUAH STUDY KASUS DI UIN
MATARAM**

Oleh:

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ABSTRAK

Anggota English Study Club (ESC) yang pernah mengikuti English camp memiliki rasa percaya diri dan kelancaran yang baik. Topik ini dipilih karena peneliti melihat kemampuan bahasa Inggris yang lebih baik yang dicapai oleh para anggota ESC dalam hal kepercayaan diri dan kefasihan berbahasa. Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang peran English camp dalam membangun kepercayaan diri dan kefasihan berbahasa. Penelitian ini menggunakan pendekatan kualitatif dan menggunakan observasi, wawancara dan dokumentasi sebagai metode pengumpulan data. Peneliti juga menggunakan teori Miles, Huberman dan Saldana untuk teknik analisis data. Hasil penelitian ini menunjukkan bahwa English camp of English study club membangun rasa percaya diri anggota ESC melalui delapan cara yaitu: program pidato, program bercerita, program saran atau motivasi, waktu hukuman, menyediakan lingkungan yang mendukung, jadwal memulai kelas, memimpin doa sebelum makan, dan melalui program bermain peran. English camp juga meningkatkan kefasihan berbicara anggota ESC melalui enam cara yaitu: dengan membuat aturan yang mewajibkan semua anggota English camp of ESC berbicara menggunakan bahasa Inggris 24 jam, kegiatan brainstorming, kelas kosakata, program bercerita, menyediakan lingkungan yang mendukung dan program pidato.

Kata Kunci: English Camp, Kepercayaan Diri, Kefasihan Berbicara.

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By:
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ABSTRACK

Members of English study club (ESC) who joined the organizer English camp have good self-confidence and fluency. So this topic was chosen as the researcher saw better English skills achieved by the members in term of self-confidence and fluency. This study aims to find out students' perception on the role of English camp in building self-confidence and fluency. This study used a qualitative approach and used observation, interview and documentation as a data collection method. The researcher also used theories of Miles, Huberman and Saldana for data analysis techniques. The results of this study showed that English camp of English study club builds self-confidence of ESC's members through eight ways namely: speech program, telling story program, suggestion or motivation program, punishment time, providing a supportive environment, starting the class, leading prayer before eating, and through role play program. English camp also enhances speaking fluency of ESC's members through six ways namely: by making the role that obliges all members should speak using English 24 hours, brainstorming activity, vocabulary class, telling story program, provide a supportive environment and speech program.

Keywords: English Camp, Self-Confidence, Speaking Fluency.

CHAPTER I

INTRODUCTION

A. Background of Research

Language is our primary source of communication. It is the method through which we convey our messages, ideas, and information to others. There are thousands of languages in the world and each language has its own rules, structure, and vocabulary. Every country has its national language. In addition to a variety of local languages spoken and understood by their people in different regions, some languages are spoken by millions of people and others by only a few thousand².

Talking about language and the most widely language used, English is one of the most used languages in the world. In the global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere³. In the globalization era, English plays a very important role and has become an international language.

There are four skills in English are reading, writing, listening, and speaking⁴. The importance of these four skills is very crucial in learning English. Reading skill enhances vocabulary and comprehension, writing skill allows for conveying ideas in a structured manner, listening skill helps comprehend spoken language, and speaking skill facilitates expressing thoughts.

Speaking is one of the most important skills of all four language skills because individuals who learn a language are referred to as speakers of that language. Speaking is an oral communication process

² Niyozova Aziza Ilyosovna, “*The Importance of English*” , Vol. 02, Nomor 01, Juli 2020, P. 22.

³*Ibid.*

⁴ Aleksander Xhuvani, “ The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour” *European Jurnal of Language and Literature Studies*, vol. 1, Nomor 1, April 2015, p. 29.

that involves both productive and receptive understanding skills and is a two-way activity between the speaker and the listener⁵.

According to Utama, “the two components that make up successful speaking are linguistics and non-linguistics”. The linguistic aspect includes vocabulary, grammar, pronunciation, sentence structure, and fluency. Meanwhile, the non-linguistic aspect includes personality traits including self-confidence and intergroup environment⁶.

In the linguistic aspect, the researcher will focus on the explanation of fluency. Fluency is speaking slowly at normal speed without hesitation and repetition. Another definition of fluency is the ability to speak spontaneously, without having to stop and pause a lot⁷.

In the non-linguistic aspect, the researcher will also focus on the discussion on one point namely self-confidence. self-confidence is a belief in one’s abilities, or it is a positive perception of oneself that enables individuals to trust in their skill. So when people have self-confidence, they believe in themselves and are motivated to perform better than others⁸.

From the explanation above, it can be seen how important these two aspects of those components are. One of the crucial components of speaking is fluency. Speaking fluently is very important because the goal of learning a language is to be able to use it fluently. However, to get fluency in speaking requires a lot of practice and self-confidence⁹. When people lack self-confidence, they tend to be afraid to try or practice their speaking due to many fears within themselves. On the other hand, people with greater self-confidence often leads to improve speaking fluency.

⁵Thahira, C. S. A., Fitriani, S. S., &Fitrisia, D. (2023). B Students' Perception Towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill. *English Education Journal*,14(3), 639-657.

⁶ Utama, M Permadi. Marhaeni, A.A. N. Putra, Nyoman Adi Jaya, “ The Effect of Think Pair Share Teaching Strategy to Students’ Self-Confidence and Speaking Competency of The Second Grade Students of SMPN 6 Singaraja” *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*, Vol. 1, 2023. P.3.

⁷Siska Anisa Kusumawardani and Endah Mardiyani, “The Correlation Between English Grammar Competence and Speaking Fluency,” *Project (Professional Journal of English Education)* 1, no. 6 (November 25, 2018): 724.

⁸ *Ibid.*

⁹ Nurfian Rahma Bahtiar, “Students’ Self-Confidence, Learning Strategies and their Correlation to Speaking Performance.p.1.

When people feel more confident in their abilities, they tend to express themselves more freely which is that's good for their speaking fluency progress. So it can be concluded that students's high self-confidence benefits their speaking abilities, this is also supported by the result of research conducted by Nurfiah Rahma Bahtiar said that if the self-confidence increases, speaking performance also increases¹⁰.

Furthermore, there are many ways or places for people to improve their speaking fluency and enhance their self-confidence for example State Islamic University of Mataram is a university that provides a place for students to study English by providing an internal organization called English Study Club generally known as ESC.

ESC is an organization that focuses on the education field, especially in English. ESC is one of the students' communities at the State Islamic University of Mataram. This community aims to develop students' ability in English. Besides, it also becomes a good community development for the students who want to increase their English skills and it's open to all students in the state Islamic University of Mataram and the general public¹¹.

In ESC, there are many programs that all members can participate in. Almost all of these programs aim to improve students' English language skills. One of these programs is the organizer English Camp. In this program, students are taught English from basics, starting with vocabulary, grammar, speaking, listening, and many others. Besides, there are also many activities in this English camp that can improve students' self-confidence, such as speech, story-telling, and others. In addition, In this English camp program also all students are required to speak in English all the time, which of course, it can improve students' language fluency.

However, there have been many studies discussing English Camp. First Based on Cut Shafira At Thahira English, camp in Kampung Inggris Pare improved students' speaking skills. These improvements include mastering adequate vocabulary, improving pronunciation and fluency in

¹⁰ Ibid.,p.1.

¹¹ Milenthia Alfaini, "Univesity EFL Students' Perception of English Study Club (ESC) Activities in Developing their Speaking Skill", (Thesis, FTK UIN Mataram, Mataram, 2022),P.3.

speech, improving grammar and comprehension abilities, and establishing self-confidence Cut Shafira At Thahira. The second based on A Fawazien, English Camp is perceived as an effective atmosphere for English learners and teachers in achieving the learning objective. The last was carried out by Bian Candra Garhani, English Camp able to create autonomous motivation through authentic learning, effective teaching strategy, and tutors as an agents' roles.

Based on the background of the study above, the researcher is interested in conducting research titled "Analysis of Students' Perception on the Role of English Camp in Building Self-Confidence and Fluency: A Case Study in English Study Club at UIN Mataram.

B. The Statement of Problem

Based on the background above, the researcher formulates research questions as follows:

1. What are students' perception on the role of English camp of English Study Club in building self-confidence?
2. What are students' perception on the role of English camp of English Study Club in building fluency?

C. The Objectives and Significances of Research

1. Objectives

Based on the problems that have been mentioned previously, This study aims to:

- a. To find out students' perception on the role of the English camp of English Study Club in building self-confidence.
- b. To find out students' perception on the role of the English camp of English Study Club in building fluency.

2. Significances

a. Theoretical Significance

The researcher hopes that the result of this research can add insight into the role of English camps in building students' self-confidence

and fluency based on the study conducted at English Study Club UIN Mataram.

b. Practical Significance

1) Researcher

The researcher hopes that future researcher want to research the same research about the role of English camps in building self-confidence and fluency by using different approaches and broader coverage.

2) Tutors of English Study Club

The researcher hopes that the result of this study can be used as a reference for improving the quality of the English camp program system to achieve better achievement in English.

D. Scope and Setting of Research

1. Scope

For this research does not get out from focus of research, the scope of this research is the analysis of English Study club members' perceptions especially those who joined organizer English camp on the role of the English camp in building self-confidence and fluency. In this research, the researcher concentrates on two specific components of speaking, namely fluency, and self-confidence, among the numerous components of speaking.

2. Setting

This research conducted in the English study club which is located at UIN Mataram. ESC is one of the internal organizations at UIN Mataram. This organization was chosen because the researcher saw better English skills achieved by members of the English Study Club especially those who joined organizer English Camp program of ESC.

E. Review of Previous Research

In this part, the researcher wants to show the results of previous studies that have been done previously. In previous studies, the

researcher knows the problem, and also researcher can find differences and similarities between some researches. These previous researches will support and strengthen the result of this research. So here are some previous studies that are related to this research.

The first research was conducted by Cut Shafira At Thahira with the title “Students’ Perception Towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill”¹². In this study, the researcher found out what students' opinions regarding English camps in Pare on students' speaking skills. This research used qualitative research methods and use interviews as the data collection technique. The results of this study showed that English in Kampung Inggris Pare improved students' speaking skills. These improvements include mastering adequate vocabulary, improving pronunciation and fluency in speech, improving grammar and comprehension abilities, and establishing self-confidence.

The similarities of this research with the research that will carried out by the researcher first, both of these studies used qualitative methods, second both of these studies have the same main topic of discussion namely English camp. However, the differences between these two studies are first it is found in the research place. The researcher will do the research at ESC, which is one of the internal organizations at UIN Mataram. Meanwhile, the research conducted by Cut Shafira at Thahira was conducted at Kampong Inggris Pare. The next difference is in the research the researcher will find out the role of English camp in building self-confidence and fluency, meanwhile the in research conducted by Cut Shafira at Thanhira only focused on finding out what students' opinions regarding English Camp in improving speaking skill in general without focusing on specific components of speaking as the researcher did.

¹²Thahira, C. S. A., Fitriani, S. S., &Fitrisia, D. (2023). Students' Perception towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill. *English Education Journal*, 14(3), 639-657.

The second previous study was conducted by Iffafti Chaira with the title "The Perceived Influence of English Camp Towards EFL Students' Speaking Skill"¹³. In this thesis researcher found out the influences of the English camp towards EFL students' speaking skill. This thesis was conducted by using qualitative method. The results this study showed that English camp was able to improve students' speaking skill.

The similarities of this research with the thesis that was carried out by Iffafti Chaira are first both of these studies have the same main topic of discussion namely English camp. Second both of these studies used qualitative methods. However, the differences between these two studies are first research place, the researcher will do the research at ESC, which is one of the internal organizations at UIN Mataram and the population that will be used by the researcher are the members of ESC. Meanwhile, the population used by Iffafti Chaira was 7 English Education Department students at UIN Ar-Raniry.

The next previous study was done by A. Fawazien Ready with the title "English Camp as Learning and Teaching Atmosphere of Speaking Ability Development"¹⁴. In this research, the researcher talk about English Camp as Learning and Teaching Atmosphere of Speaking Ability Development. This research was conducted using a qualitative research method and used observation, interview, and documentation as the data collection technique. The result of this research suggested that English Camp is perceived as an effective atmosphere for English learners and teachers in achieving the learning objective.

The similarity between this research with the research that was carried out by A. Fawazien Ready are first both of these studies have the same main topic to discuss which is English Camp. Second

¹³ Iffafti Chaira, "The Perceived Influence of English Camp Towards EFL Students' Speaking Skill", (Thesis, FTK UIN Ar-Raniry Banda Aceh, Mataram, 2021), p.34.

¹⁴ A. Fawazien Ready, "English Camp as Learning and Teaching Atmosphere of Speaking Ability Development", *Journal of Language Intelligence and Culture*, Vol. 3, No.2, December 2021P. 107.

both of these studies used qualitative methods. However, the difference between this research with the research that was carried out by A. Fawazien Ready are first researcher discusses the role of English camps in developing self-confidence and fluency. Meanwhile, the research conducted by A. Fawazien Ready discusses about English Camp as Learning and Teaching Atmosphere of Speaking Ability Development.

The last previous study was done by Bian Candra Garhani with the Title "EFL Learners' Motivation In English Camp Setting: Self-Determination Theory Perspective"¹⁵. In this study investigates the perceived motivation using Self-determination theory by EFL learners in English. This research was conducted using a qualitative research method and used a nterviews as the data collection technique. The result of this study discovered that English Camp able to create autonomous motivation through authentic learning, effective teaching strategy, and tutors as an agents' roles.

The similarities of this research with the research carried out by Bian Candra Garhani are first both of these studies have the same main topic to discuss which is English Camp. Second both of these studies used qualitative methods Meanwhile, the difference between these two studies is: The aim of this study to find out the role of the English camp in building self-confidence and speaking fluency, whereas the research carried out by Bian Candra Garhani only wants to find out the influence of learing strategy by using English camp on students' motivation.

F. Theoretical Framework

1. Self-Confidence

a. Definition of Self-Confidence

Self-confidence is people's trust in the abilities that they have. Besides, there are many also difinitions of self-confidence. First self-confidence is a way people feel about

¹⁵Bian Candra Garhani, "Efl Learners' Motivation in English Camp Setting: Self-Determination Theory Perspective", *Journal of Teaching & Learning English in Multicultural Contexts*, Vol. 5 No. 1, June 2021, p.47.

the sense of personal worth and competence that people associate with their self-concept. Second self-confidence is defined as an individual's overall appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves. The next self-confidence as the degree to which a person believes him/ herself to be capable, significant, and worthy. The last self-confidence is a set of attitudes and judgments that a person brings with him or herself when facing the world¹⁶. From those definitions above it can be concluded that generally, self-confidence refers to attitudes and beliefs towards the self.

b. Factors Affecting Low Self-Confidence

1) Factors Affecting Low Self-Confidence Generally

There are some reasons why people may have low self-confidence. Low self-confidence can be caused by hearing comment or experiencing an incident that has negative impact on them mentally and emotionally. According to Rahimi self-confidence can be influenced by some factors that are broadly divided into two, namely internal factors and external factors.

a) Internal factors including:

- (1). Self-concept: The concept of self as an image that people hold of themselves. Self-concept is a combination of beliefs that people have about themselves, physical, psychological, social emotional, aspirational, and achievement characteristics.
- (2). Self-esteem: Good self-concepts also lead to positive self-esteem as well. Self-esteem is an evaluation made by each individual, namely one's attitude toward himself or herself in the range of positive-negative dimensions.
- (3). Physical state and health: Physical appearance is the main factor that cause of low self-esteem and self-

¹⁶Agus Salim, "General Self-Confidence and its Implication on Students' Achievement in Oral Presentation," *JEELS (Journal of English Education and Linguistics Studies)* 2, no. 2 (May 18, 2022): 34–48.

confidence. Changes in physical condition can affect self-confidence. Individual confidence can also be affected by health conditions. If an individual is sick for long time, this will disrupt the individual's confidence.

- (4). Life experience: Experience can be a factor in the emergence of confidence. Contrarily, experience can also be a factor that decrease one's confidence.
- (5). The role of family environment in the formation of self-confidence: The role of family environment in the formation of self-confidence is very important. If the family function goes well, someone is likely to be confident.

b) External factors including:

- (1). Education: People with low levels of education often feel like they are in the hands of more intelligent people. On the other hand, higher-educated people, typically have greater independence and do not require assistance from others because they will be able to face life's requirements with power and confidence.
- (2). Work: Creativity, independence, and self-confidence can be developed through work. It was also mentioned that work might develop self-confidence. In addition to the material, satisfaction, and pride are obtained because they are able to develop their abilities.
- (3). Environment: The environment here includes family and community. If your family gets along and supports you, it makes you feel comfortable and confident. Similarly, within the community, fitting in and being accepted help confidence grow smoothly¹⁷.

2) Factors Affecting Low Self-Confidence in Students' Speaking Class

¹⁷ Abdullah Rahimi, "Investigating the Contributing Factors Affecting High School Students' Self-Confidence and the Solutions for Enhancement: A Case Study of Arabu Qala High School, Kandahar, Afghanistan", *American International Journal of Social Science Research*, Vol.4, No. 1, 2019, p. 37-39.

There are numerous factors affecting the lack of self-confidence in students' speaking class such as: first lack of vocabulary, lack of vocabulary can impact one's self-confidence because someone may find it challenging to communicate effectively. Second difficulty of memorizing, it means if students have difficulty of memorizing lessons they have learned, it can undermine their confidence, especially when facing exams. The third difficulty of pronouncing the word and last lack of Grammar, which mean students tend to be afraid of making mistakes because fear of being laughed by their friends¹⁸. In addition, students also feel worried that they will be criticized or they will lose face (shy) if they commit an error while producing a sentence in front of their friends¹⁹.

c. How to Build Self-Confidence

There are several ways to build self-confidence. First, stay away from negativity and bring on positivity, it means it's time to seriously consider getting away from people who put you down and destroy your confidence. The second is change your body language and image, which means this is the point at which your posture, smiling, and eye contact begin to have an impact. Even the basic action of pulling your shoulders back can convey your confidence to others. Next don't accept failure and get rid of the negative voice in your head, it means low self-confidence can happen because you keep thinking bad things about yourself all the time. When you keep saying you're not good, not smart, you make these thoughts come true. It's like you're making yourself become what you keep saying in your head which is that's not good. So when you notice these negative thoughts, try to

¹⁸Dwi Reski Annisa, "Factors Influencing The Students' Low Confidence in English Speaking Skill at the Classroom Interaction at the Fourth Semester Students' of English Department of University Muhammadiyah Makassar" (Sekripsi,Ftte, Muhammadiyah University Of Makassar, Makasar, 2021).

¹⁹Mohammad Naseem Pasarlay, "Factors Affecting Student Confidence in English Speaking Classes" 9, no. 2 (2018).

quickly turn them into positive ones and keep doing this until you start feeling more confident about yourself. The last be prepared, which means people need preparation before doing something to get the expected result²⁰.

2. Speaking Fluency

a. Definition of Fluency

Fluency is the key element of speaking ability that describes someone's smoothness in communication. But fluency does not only mean speed²¹. It involves the capability to express thoughts and ideas clearly and effortlessly, using words that flow naturally and smoothly. When someone achieves a high level of fluency in speaking, they can articulate thoughts accurately and effectively, establishing a strong connection between their thoughts and the way they convey them to others. Therefore, fluency becomes a crucial foundation for overall effective speaking skills. Another definition of fluency is the ability to speak spontaneously, without having to stop and pause a lot.

So from the explanation above, it can be concluded that fluency is not just about speaking quickly, but several things must be paid attention to, such as clarity or appropriate pauses so that what is conveyed is easy to understand. In general, many students misunderstand what is meant by fluency, most of them think it is the ability to speak fast, so when they learn a language and can speak quickly, they think that they are fluent in that language.

b. Factors Influencing Speaking Fluency

There are three factors influencing speaking fluency according to Wang in Selvia Lestari.

²⁰ Peter Economy, "5 Powerful Ways to Boost Your Confidence", <http://www.inc.com/peter-economy/5-powerful-wayto-boost-your-confidence.html>, diakses tanggal 12 Oktober 2023, pukul 14.53.

²¹ Dos Santos, J. C., & Ramírez-Ávila, M. R. (2022). Improving Speaking Fluency Through 4/3/2 Technique and Self-Assessment. *TESL-EJ*, 26(2), n2.

1). Cognitive factors

The speaking process involves cognitive factors such as conceptualization, formulation, and articulation. Conceptualization focuses on selecting the right information to convey meaning. Formulation involves choosing proper words and using correct grammar. Articulation concerns the speaker's ability to use speech organs effectively. These processes occur simultaneously but human's mind can not focus on this three process at once because they have not enough capacity processor, leading to potential mistakes in face-to-face communication. As a result, students' speaking skills may exhibit hesitations, false starts, grammatical inaccuracies, and a limited vocabulary. In summary, the fluency and accuracy of students' English speaking skills are influenced by these factors.

2). Linguistic factors

Learner's oral proficiency has to use appropriate language forms (Saunders & O'Brien, 2006). Students should consider various linguistic factors, including pronunciation, grammar, and vocabulary. Additionally, they must pay attention to the context of the conversation. As Harmer (2002) emphasizes, speaking requires not only knowing how to produce language forms but also understanding when, why, and in what manner to use words.

3). Affective factors

Talking by using foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied in an unexpected situation, which often leads to discouragement and a general sense of failure²².

²² Selvia Lestari, "Exploring The Factors Affecting Students' English Speaking Fluency", (Thesis, Ar-Raniry State Islamic University Banda Aceh, Mataram, 2017/2018), p.12-13.

c. Speaking Fluency Measurement

There are some aspects that can be used to measure changes in fluency according to Thornbury in Hariyanto.

1). Speech rate

In terms of speaking fluency, speed is one of the factors, but it is not the most crucial one. A speaker is considered fluent when they maintain an appropriate rate of speech, taking into account intonation and intension stressing. This depends on the purpose of speaking; for example, in retelling a story, speaking at a slower rate is acceptable to ensure listeners comprehend the story.

2). Pauses

Every speaker needs to pause to take breath or to catch up the utterance conceptualization. But frequent pausing indicate of speaking disturbance. There are six factors should be considered in this case:

a). The use of pause fillers

There is common trick in using pause fillers in order to disguise pauses in speaking, that is by filling them using pause fillers. The most common pause fillers are uh, um, and er. Additionally, expressions such as also used to fill paused are I mean, sort of, etc.

b). The placement of pauses

Natural pauses occur at the intersection of clauses, after groups of word that form a meaningful unit, or between two sentences. The other placement indicates unnatural speech pauses.

c). Pausing frequency

In normal speakers, if pause occurs too often, listeners will not understand the meaningful unit of utterance delivered perfectly.

d). The length of pauses

All speakers pause to take breath and adjust its punctuation. Speakers may pause deliberately to check the listener's attention, but the length of pauses give big influence of the speech fluency.

e). The use of repeats

Too often use repetition does not indicate fluency.

f). The length of runs

It is related to the number of syllables between pauses. The longer the runs, the more fluent the speaker sounds. The term „run“ refers to the runs of syllables and words between Pauses²³.

d. The Classroom Activities and Speaking Fluency

Classroom activity and students' participation during learning process affected students' speaking fluency. This means lecturer in classroom process could detected the factors that influence students' speaking fluency directly. Based on Tornqvist there were some factors that influence students' speaking fluency during classroom proces. For instance, a comfortable classroom atmosphere, students' self-esteem, group work, meaningful lesson, students' enthusiasm, supported from the teacher, and students' motivation.

1). A classroom atmosphere

The creation of a classroom atmosphere in the teaching and learning process make students' interest in

²³ Hariyanto, "The Assessment Procedures of Speaking Fluency Using Retelling Technique", *Jurnal Edulingu*, Vol 3. No. 2 Juli-Desember 2016, p.8-9.

joining the class. There are two types of teachers' teaching styles in the classroom process: (1) the traditional instructional environment, which aims to focus on the target language, and (2) the communicative instructional environment, which emphasizes the use of the target language in daily conversation. This approach is employed to encourage students' habits in communicating in English.

2). Students' self-esteem

Students emotion was a significant impact on learning a foreign language. The students willing to speak English like the native. The importance of pupil's self-esteem is stimulated by a classroom climate where the pupils accept each other.

3). Group work

The use of a variety of methods in the teaching process also enhances students' knowledge. To foster effective communication among students in the classroom, it is essential to employ interesting methods and topics, with a particular emphasis on the meaningfulness of the activities.

4). Motivation

Motivation plays a crucial role to encourage students itself. Motivation could be intrinsic and extrinsic. Students speaking fluency would increased if they have high motivation from both students itself and the people around them²⁴.

In addition, in speaking classes, many lesson stages place a strong emphasis on fluency. The crucial point to consider is that teachers should be transparent about their intention to prioritize fluency-based work to enhance students' speaking skills. To foster fluency in English speaking, activities centered around fluency should constitute approximately one-quarter of the class time. It is recommended that a third of the total class time be dedicated

²⁴ Anna Törnqvist, "Oral Communication in the English Language Classroom", (Högskolan i Kalmar: English C, 15 ECTS, 2008), p.15-16.

to fluency activities from the beginning of the course, and this allocation should increase as the course progresses. However, it is rare to find classrooms around the world where fluency-based speaking activities receive such a significant share of class time. Traditionally, teachers tend to lean heavily towards accuracy-based activities, primarily due to the initial pressure imposed on them when examinations emphasize language knowledge over communicative competence²⁵.

3. English Camp of English Study Club

ESC is the only internal campus organization at UIN Mataram that focuses on the education field, especially in English. It was born in 1999. This community aims to facilitate students who have the same interest in English. Besides, it also becomes a good community development for the student who wants to increase their English skill and it's open for all students in the Islamic University of Mataram. ESC is one of the favorite extracurriculars because every year there are more than a hundred students register as a member of ESC²⁶.

As an organization, ESC also has a structure that contains a president, vice president, secretary, treasurer, and many ministries such as the first Ministry of Womenresource which handles all programs that are related to women such as Kartir's Day, International Women's day and other. The next is the Ministry of Public Relations which usually handles all programs such as study tours, big familiarity, and others. The third ministry is the Ministry of Household which handles ESC's internal programs such as inauguration, ESC's library, and so on. The next ministry is the Ministry of Media and Communication which manages all social media accounts of esc. The fifth is the Ministry of Skill and Development which manages all ESC's

²⁵ Dinh, T. B. N., & Tran, T. D. (2020). Key Factors Influencing Learners' oral Fluency in English Speaking Classes: a Case at a Public University in Viet Nam. *Vnu Journal of Foreign Studies*, 36(6).

²⁶Milenthia Alfaini, *Activities...*,P.26.

programs related to skill development programs such as debate, speech, and so on.

The last is the Ministry of Education is the one which offers several programs that focus on the field of English teaching such as the learning process, training of tutors, and English camps. The learning process is the first program carried out by new members of ESC related to English learning. Training of tutors is held especially for tutors of esc to get good quality tutors so they can create good quality members.

The last program programmed by the Ministry of Education is the English camp. English camp is carried out twice a year and usually carried out for a month and held at school or Islamic boarding school. In ESC there are two types of English camps namely member English camp and organizer English camp. Member English is the first English camp for new members of ESC. In this camp, members are taught English from the basics. Meanwhile organizer is the advanced camp where the materials taught is also higher or more advanced than in the member English camp.

English camp is known as the most effective program in improving English skills. In this English camp program, members who join are required to speak English for twenty-four hours. English camp program has many daily activities which of course will improve students' English skills such as memorizing vocabulary, learning grammar, speaking, and also learning how to become a good public speaker. However, activities in English camp of English study club are arranged very regularly. These activities have been compiled into rundown.

The following is an example of rundown activities for the organizer English camp program

Table 1. 1 Rundown Activities for the Organizer English Camp

Start	Finish	Duration	ACTIVITY
04.00	06.00	2.00	Subuh Prayer and Speech
06.00	06.30	30	Vocabullary Class
06.30	07.10	40	Gymnastic
07.10	07.30	20	Cleanning
07.30	08.00	30	Breakfast
08.00	09.00	1.00	Take a Bath and Prepare
09.00	10.30	1.30	Grammar class
10.30	10.45	15	Take A Rest
10.45	11.30	45	Speaking class
11.30	13.30	2.00	Zuhur Prayer and Speech
13.30	14.00	30	Lunch
14.00	15.20	1.20	Listening Class
15.20	15.30	10	Prepare
15.30	16.20	50	Ashar Prayer and Speech
16.30	17.30	1.00	VocabullaryClass+Te lling story
17.30	20.20	2.50	West Prayer, Recite Holly Qur'an, Evening Prayer,Speech
20.20	20.50	30	Dinner
21.00	22.30	1.30	Class
22.30	23.00	30	Punishment
23.00	04.00	6.00	Sleep well

In addition to having rundown activities, the English camp also has rules that must be followed by all participants. These rules are designed by the organizers to ensure the smooth running of activities at the English camp of ESC. The following are the roles:

1. Obligated to speak English every time and everywhere with all of ESC's participants

2. Obligated to pray together for 5 times a day.
3. Don't get in touch with other sex.
4. Obligated to join all of the agenda without exception
5. All participants are not allowed to use others equipment without permission
6. If you wanna make a call with your family, please out of our zone!
7. All participant are forbidden to go anywhere without permission
8. Spy on! Report your friend who speak sother languages and write: name, place, and sentence.
9. Every person who gets an offender a maximum of 3 times must write 20 vocabularies as the punishment.
10. All participants are forbidden to curse on others or not being impolite.
11. All rooms must be empty 5 minutes before iqomah.
12. Going home is allowed for participants who already got 3 approval signatures from : President, Chief of Committe and Co. Agenda.
13. All participants are obligated to obey all of the rules without exception!

Furthermore, the English camp also has punishments for the offenders. This punishment aimed at ensuring that participants do not underestimate the existing rules. Here are the punishment for the offenders at English camp:

1. For all participants who speak bahasa have to pay the amercement (Rp. 500/word) and get offender mark
2. All participants who speak the other languages, such as Arabic, Sasak, Korean etc are obligated to pay the amercement (Rp. 1000/word)
3. All participants who disobey the camp rules above will get punishment such as : cleaning, and optional punishment chosen by c'o agenda/organizers
4. All partisipants who disobey the rules for 3 times will become hunter by reporting their friends who didn't speak English
5. All partisipants who disobey the rules for 4 times will get Marsha, Offender mark, and writing 70 vocabularies.
6. All participant who disobey the rules for 5 times will get Marsha, Offender mark, bottle earrings, and must write minimum a paper of story.

7. Breaking rules more than 5 times allows participant to get severe penalty. The worst is 'sent home'.

G. Research Method

1. Approach of Research

The researcher used a qualitative approach as the research design to collect the data. Lincoln and Guba In their book "Naturalistic Inquiry" argues that a qualitative approach can provide the researcher with a means to understand the meanings and experiences of the subjects studied, and to gain a deeper understanding of social phenomena.²⁷ Thus, qualitative methods are particularly useful for studying complex social phenomena that cannot be easily measured or quantified, such as beliefs, values, and attitudes.

The researcher used a qualitative approach because it is accordance with the nature of the problem and the objectives the researcher wants to obtain, by analyzing data to build hypotheses not to test hypotheses. Qualitative research allows a researcher to understand the role of the English camp in building self-confidence and fluency in-depth and thoroughly. By using this method, researcher can obtain data on students' views on the role of English camps in building self-confidence and fluency. Qualitative research also Flexibility to modify the research design, instruments, and data collection procedures during the research process. This allows researcher to adapt their research to the dynamics of the situation that occurs during the research process. In addition, Qualitative research methods in Data validity have high rigor in producing valid data. This is because qualitative research involves the active participation of the researcher in data collection and interpretation, thus allowing the researcher to gain a deeper understanding of the phenomenon under study.

²⁷ Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage publications.

2. Types of Research

The type of research that applied in this study is descriptive case study qualitative research, namely a study aimed at describing and analyzing the phenomenon of events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups. This type of research is a research where the data collected is in the form of words, pictures, and not numbers. Even if there are numbers, they are only as a support. Descriptive research is designed to obtain information about the status of symptoms at the time the research is conducted. This research is directed to determine the nature of a situation at the time the investigation is carried out.

So in this study used qualitative descriptive case study research, the researcher will describe students' views on the role of English camps in building self-confidence and fluency.

3. The Presence of Researcher

The presence of a researcher at the location is used to collect data as much as possible with the methods and tools that have been determined. The data obtained is analyzed and processed to strengthen the credibility of the data, the researcher also compensates with other methods. So The presence of a researcher in this research is necessary because it directly serves as a tool for collecting the data that functions as support for this research²⁸. First the researcher conducted observation by going directly to the English camp location, in this activity the researcher observed English camp activities that can build self-confidence and fluency. Second, the researcher interviewed members of ESC who joined organizer English camp. These activities were documented using photos and aoudio recordings.

²⁸ Sutikno “*Strategi Dan Teknik Penelitian Kuantitatif Dan Kualitatif*”, (Jakarta :Guepedia, 2022), p. 109.

4. Research Location

This research conducted in the English study club which is located in Gajah Mada Street, Jempong Baru, Mataram, NTB. This organization was chosen because the researcher saw better English skills achieved by members of the English Study Club especially those who joined organizer English camp program especially in the terms of self-confidence and fluency.

5. Data Source

In this study, two data sources will be used as data reinforcement:

a. Primary Data

Primary data is a source of data that is directly related to this study. Primary data was obtained through an interview with several students at English study club especially who joined the organizer English camp of ESC. In this study, the primary data that used by the researcher are interviews, documentation, and observation. The researcher thought that these types of data are relevant for finding students' perceptions of the role of English camp in building self-confidence and fluency in English. In this research, the researcher get the primary data from 17 members of English camp selected by the researcher.

b. Secondary Data

Secondary data is a source of data that is not directly related to the object in research, while this data can be obtained through books in the library, journals, theses, and proposals related to research. In this study, the researcher has some secondary data collected through books in the library and several journals, articles, and theses related to the research to be carried out, where the data can find students' views on the role of English camp in building confidence and fluency.

6. Procedure of Data Collection

To get the data needed to answer the research questions, there are three methods of data collection techniques used in this research, namely observation, interviews, and documentation.

a. Observation

Observation method is a technique or way of collecting data by observing ongoing activities. The type of observation which applied in this research is non-participant observation. Non-Participant observation is an observation made by the researcher with the daily activities of the person being observed or used as a data source²⁹.

This research observed about how the role of English camp of ESC in building self-confidence and fluency. Then, in conducting research observation, the researcher went to the English camp location by bringing observation sheets and observing the activities of participants at organizer English camp of ESC.

In doing observation, the researcher attended at the research location, but here the researcher is only an observer and did not participate in the activities carried out by the research object.

b. Interview

In the interview, the researcher took 17 members of the English Study Club who joined organizer English camp as the informant selected by the researcher. This data collection technique addressed both statements of the problem of this research which are what students' perception on the role of English camp in building self-confidence and what students' perception on the role of English camp in building fluency. In this study, researcher will carried out close and open structured interviews, which are in-person discussions with a particular goal conducted by interview guide. Where one side will ask and answer questions of the other to learn more about

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung : Alfabeta,2021), P. 204.

a situation or occurrence to get information, justifications, opinions, facts, or proof³⁰. Using the available techniques, all conversations between researcher and informant was recorded

Table 1.2 Obsevation Sheet

No	Aspects to be Observed	Yes	No	Description
1.	Participants of English camp at ESC are taught or trained to believe in their abilities			
2.	participants of the English camp at ESC taught or trained to be independent			
3.	participants of the English camp at ESC taught or trained to keep thinking positive about themselves			
4.	participants of the English camp at ESC taught or trained to be brave, In the context of expressing your opinion freely			
5.	English camp provide many activities to improve participants of the English camp's speaking fluency			

c. Documentation

Documenting the data collection process is crucial because it helps ensure the accuracy and reliability of the data, as well as the validity of the research findings. Documentation in this research can be in the form of images, writing, voice recording, quotations and other reference materials.

7. The Technique of Data Analysis

To ensure that the data collected is the data needed to answer the research questions³¹. So the researcher used interactive model data analysis techniques according to the theories of Miles, Huberman, and Saldana. Based on the opinion of Miles and Huberman in the matter of data analysis, analyzing data will be carried out interactively and continuously until completion by applying three analytical activities that interact with each other³². The result of this interview is to find out the data of students' opinions on the role of English camp in building confidence and fluency.

a. Data Collection

Data collection carried out in this research were interviews, and documentation.

b. Data Reduction

Data reduction is a form of analysis that refines, selects, focuses, discards, and organizes data in a way where conclusions can be drawn and verified. Data reduction is a process of choosing, disconnecting, caring, and simplifying.

c. Data display

The third step of data analysis activities in this study is data display or data presentation. Data presentation in this research have been done in the form of descriptions. By displaying data, it will make it easier to understand what

³¹Ahmad Rijali, "Analisis Data Kualitatif"*JurnalAlhadharah*, Vol.17, Nomor 33, Juni 2018, p. 91-94.

³² Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis*, (London : Sage Publication, 2014), P. 8

happened and plan further work based on what has been understood.

d. Drawing Conclusion or Verification

The final step in qualitative data analysis is making conclusions or verification. After the researcher made observations from the data that had been taken using the questionnaire, interview, and documentation methods, the researcher could conclude from these results.

8. Trustworthiness

To ensure that the data used as a basis for concluding is valid and can be verified for its truth, the researcher conducted a credibility test. This test aims to measure trust in the research data³³. Therefore the researcher will employ the following methods:

- a. Adequate referencing ensures that all data obtained by the researcher is accompanied by complete references or supporting data, making it more reliable. The greater the number of references used as a basis, the more valid a study becomes³⁴.
- b. Checking the members involved in the data collection process. The researcher will select individuals involved in this research based on specific criteria, namely, members of the English Study Club who participate in the organizer English camp from the beginning to the end.
- c. Triangulation, the type of triangulation used in this research is data triangulation. Data triangulation is a data collection technique that combines various data collection techniques and existing data sources³⁵. The triangulation will be used to increase the credibility and validity of the research is triangulation by using instruments. Triangulation by using instruments signified the credibility of the data checked by the

³³ Mardani, *Praktis Penelitian Kualitatif*, (Yogyakarta : CV Budi Utama, 2020), P. 84.

³⁴ *Ibid.*, P. 84-87.

³⁵ Sugiyono, *Metode...*, p.365-373.

researcher in the research and data source by using observation, interview, and document. The informants in this study are members of the English study club especially those who join the English camp program.

H. Organization of Discussion

Chapter I is an introduction. In this session, the researcher explained the background of the research, the problem statement, the objective and significance of the research, the scope and setting of the research, a review of the previous research, the theoretical bases of the research, research design or method, and the last is systematic of discussion.

In chapter II the researcher explained the first research question of this research. In Chapter III, the researcher discussed the second research question of this research. In chapter IV the researcher provided the conclusion and suggestions for the research.



Perpustakaan UIN Mataram

CHAPTER II

THE ROLE OF ENGLISH CAMP IN BUILDING SELF-CONFIDENCE

A. Profile of English Study Club

1. The History of English Study Club

English Study Club commonly known as ESC was established in 1999 by TGH. Muharrar Ikbal who was a student at State Islamic University of Mataram or UIN Mataram at that time. In 1999, at UIN Mataram did not have an English department, but there were already challenging English subjects for students to pass because at the time, there were still limited places to study English. Due to the limited places to learn English, TGH Muharrar Ikbal and friends took the initiative to create a forum or group as a place to study English together, in order to make it easier for students to pass English subjects. During that time, ESC was built into an independent organization without being affiliated with any institution including UIN Mataram. In 2010, when the president was Mr. Dr. Abdul Aziz, M.Pd., he made a new resolution to integrate ESC as an internal organization at UIN Mataram. This move aimed to be able to promote ESC in formal forums such as in new students orientation time or at UIN Mataram known as PBAK (*Pengenalan Budaya Akademik Kemahasiswaan*) to enable the organization to attract more members. Each academic year, during the PBAK event, all leaders of internal organizations had the opportunity to promote their own organizations to all new collage students at UIN Mataram. The name ESC itself is inspired by the laptop keyboard "ESC," which stands for escape, but within this organization, ESC is interpreted as English Study Club³⁶.

³⁶ Muhammad Zakuan, *Interview*, Mataram, 30 December 2023.

2. Vision and Mission of English Study Club

a. Vision

English study club helps to create quality human resources in Indonesia through mastery of English

b. Mission

English study club serves as a place for developing the potential of students and community as a whole, particularly in English field, knowledge, and skill.

3. The Organizational Structure of English Study Club

President : Fatimah Akram Qasim

Vice President : M. Alfi Ramadhan

General Secretary : Muh. Doni Saputra

Vice Secretary : Mila Antika

General Treasurer : Anisa Satia Rahman

Vice Treasurer : Yenna Widia

Ministry of Education

1. Minister : Baiq. Sri Irayanti

2. Vice Minister : Darmawan Setiawan

3. Secretary Minister: Dewi Eli Ratna

Ministry of Public Relation

1. Minister : Ahmad sahrul Hanapi

2. Vice Minister : Ahmad Zul Haidi

3. Secretary Minister: Laela Nurraudatul Jannah

Ministry of Skill Development

1. Minister : Imam Hanafi

2. Vice Minister : Darmawan Setiadi

3. Secretary Minister: Nia Rufaidah

Ministry of Household

1. Minister : Muhammad Sofyan Assauri

2. Vice Minister : Hizibullah

3. Secretary Minister: Indah septiana

Ministry of Woman Resource

1. Minister : Jumarti

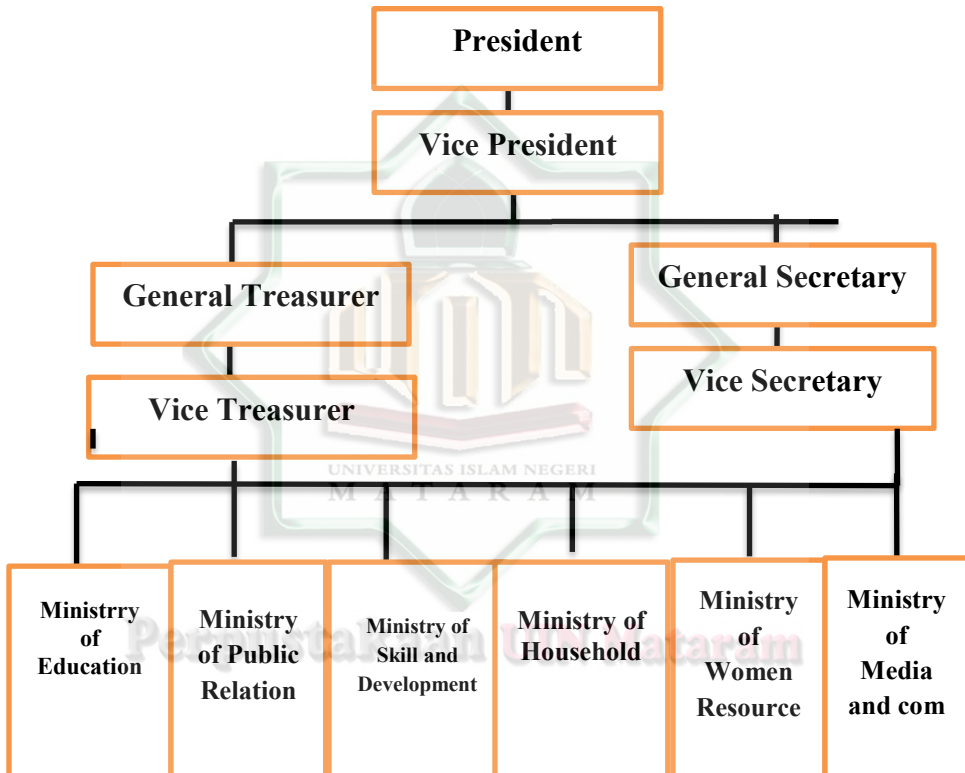
2. Vice Minister : Zuhudiati Salsabila

3. Secretary Minister: Susanti

Ministry of Media Communication

1. Minister : Iin Purnani
2. Vice Minister : Alya Febriana
3. Secretary Minister: M. Zul Im

Organizational Structure Chart of English Study Club



B. Students' Perception on the Role of English Camp in Building Self-Confidence

As an organization, English Study Club has a management structure as the researcher has described above. Each position has responsibilities and each ministry also has its own program. English camp is one of the programs organized by the Ministry of Education. English camp itself is known as the most effective program for improving ESC members' English language skills. English camp has big influence in building members' of ESC self-confidence by providing various kinds of activities which are able to increase the self-confidence of ESC's members.

Self-confidence is when someone believe in themselves and not afraid to show their ability or skills. There are four indicator of self-confidence are: believe in one's own ability, being independent, thinking positively about themselves and being brave³⁷. Based on the observation result carried out by the researcher from 9 to 10 of January there are several activities at English camp that can build students' self-confidence based on indicators of self-confidence above:

1. Speech

First activity of English camp that can build self-confidence of members ESC is speech. In English camp, after subuh, zuhur, assar and Magrib prayer together, the next activity is speech. The handler of this activity will choose 3 people to come forward to deliver a speech in every session. This speech activities is usually directly witnessed by all the English camp members, tutors, and sometimes seniors. Regarding the speech topic, it is open-ended and all participants of English camp of ESC are required to prepare in advance as the names of the speakers will be announced by the handler directly when the speech program takes place. From this activity, participants are highly trained their mental and hone their self-confidence because in this program, the participants should be brave to show their ability by delivering a speech in front of many people. This observation result also supported by Nadiah in her

³⁷ Gamar Abdullah, "Students' Self-Confidence and their Learning Achievement on Elementary School", *AtlantissPess*, Vol.382, 2019, page. 154.

study, speech is one of the public speaking and to increase the self-confidence, people can try to speak in front of many people because public speaking is about delivering materials in front of many people as the audience³⁸.

This is supported by the results of interview with a member of ESC who has attended an English camp, Fatmawati:

“English camp has an activity called speech. In this program, we will be asked to train our self-confidence by coming forward to deliver a speech. From this activity we can build our self-confidence”³⁹.

A similar statement was also conveyed by other, Dewi Eli Ratna:

“In English camp, we have many schedules in a day, one of them is speech. In this speech program, we must to speak up in front of our friends. So from this activity, we learned to be brave and it trains us to become more confident”⁴⁰.

2. Telling Story

The second program is telling story. Every participant of English camp of ESC is given a telling story paper every week. The telling story paper contains seven names of days, where each day is accompanied by three empty columns that they must fill with the signatures of the tutors. However the requirement to obtain the tutors' signature is to tell a story to the tutors, so all participants are required to tell stories 3 times in a day to tutors or seniors to fill those empty columns. The topic for telling story is not determined by the tutor, instead members can tell any story they want to the tutors. This telling story activity can train students to be brave in expressing their opinion and it also train them to get used to talking in front of people so that this activity can train students to become more confident in themselves and their

³⁸ Nadiah, “The Students’ self-confidence in Public Speaking”, *Elite Journal*, Vol. 1, Number. 1, June 2019, page. 1.

³⁹ Fatmawati, *Interview*, Mataram, 3 January 2024.

⁴⁰ Dewi Eli Ratna, *Interview*, Mataram, 4 January 2024.

abilities. Besides, this telling story activity can also make members of English camp more confident in expressing their opinion and as we know that one of self-confidence's indicator is brave is expressing opinion. This is supported by Sumarsih that said students need story telling performance model strongly in improving self-confidence⁴¹.

This is backed up by what I found out in my interview with an ESC members who participated in English camp, Nurma Julia:

“In English camp we have a program like telling story three times in a day, so it will make us feel free or confident to express our opinions to the organizer or tutors”⁴².

A similar statement was also conveyed by other Fatmawati:

”At English camp there is agenda called telling stories. In this agenda we can express our pinion freely so that can build ourself-confidence⁴³.

3. Suggestion or Motivation

Members who participate in English camp are never without guidance and instructions from tutors and seniors. Tutors and seniors always give motivations and suggestions to the members of English camp. Motivation is defined as an encouragement or effort to do something⁴⁴. These motivations or suggestions help the members to maintain a positive thinking on themselves which makes them confident because when someone keep positive thinking about themselves it will bring them confident.

An ESC member who attended the English camp share insights that support this, Abdul Gofar Ramdani:

⁴¹ Sumarsih, “ Developing Story Telling Performance Model in Improving Students’ Self-Confidence”, *Asian Social Science and Humanities Research Journal*, Vol. 4, Number 2, Septemcer 2022,, Page.14.

⁴² Nurma Julia, *Interview*, Mataram, 27 December 2023.

⁴³ Fatmawati, *Interview*, Mataram, 3 January 2024.

⁴⁴ Danin Charistiano “The Roles Of Motivation in the English Language Learning”, *The Journal of Educational Development*, Vol. 7, Number. 2, October 2019, page.174.

“In English camp we get many motivations from the tutors, so that make me keep positive thinking about myself which makes me confident”⁴⁵.

A similar statement was also conveyed by a member of ESC who has also participated in an English camp, Rania Abdul Aziz:

“In English camp many tutors and seniors that give us suggestion, so it makes us keep positive thinking about ourselves which can make us become confident”⁴⁶.

4. Punishment Time

As we know, there are four indicators of self-confidence as the researcher mentioned above. Punishment is conducted every evening. During punishment time, all participants are instructed to confess if they feel they have violated the rules or language. In addition, tutors or organizers also have a list of names of members who were found to have committed violations that day. After that, those who admit their mistakes are asked to come forward, and then tutors and organizers mention the names of those who have already been recorded and ask them to come forward as well. However, members who don't feel guilty but whose names are mentioned are given time for clarification. Providing this clarification time also greatly trains students' courage to express their opinions, helping them become more confident in expressing their thoughts which means this punishment time can increase students' self-confidence the in the context of expressing their opinions in public. As in speech program above, this is also supported by Nadiah that said to improve students' self-confidence, the students should try to speak in public because public speaking is about delivering materials in front of many people⁴⁷.

This is supported based on an interview with a member of ESC who has attended an English camp, Alfi Ramadan:

⁴⁵ Abdul Gofar Ramdani, *Interview*, Mataram, 28 December 2023.

⁴⁶ Rania Abdul Aziz, *Interview*, Mataram, 28 December 2023.

⁴⁷ Nadiah, *The students...*, page.2.

“Actually in English camp, there is punishment time, so when the tutor mentioned our name as the offender, but we feel that we are not wrong, so we can make clarification. So this chance makes me brave in expressing my opinion”⁴⁸.

A similar statement was also conveyed by other, Rania Abdul Aziz:

“In English camp there is punishment time, if the tutors said that we have break the rule but we never do that, the tutors give us time make clarification, so this train us to be brave expressing our opinion”⁴⁹

5. Supportive Environment

In English camp environment, all the tutors and seniors always support and guide the members in the positive way. In addition, all members of English camp of ESC consistently support each other and never blame each other when one of their friends makes a mistake. This is a supportive factor that has a very good influence on members' self-confidence because it makes participants always stay positive about them selves which will guide them to believe in their skills. This abservation result also supported by Safaa Mohammad Al-Hebaish said that self-confidence can be built through creating supportive classroom environment that encourages them to speak and participate without fear⁵⁰. When the people around do not support and blame us for miskates, it can make someone low self-confidence and afraid to try something due to the fear of being blamed.

This is supported by the results of interview with a member of ESC who has attended an English camp, Yatul khasanah:

“The environment of English camp supports my self-confidence because in English camp when we are wrong

⁴⁸ Alfi Ramadan, *Interview*, Mataram, 4 January 2024.

⁴⁹ Rania Abdul Aziz, *Interview*, Mataram, 28 December 2023.

⁵⁰ Safaa Mohammad Al-Hebaish, “The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation course” *Theory and Practice in Language Studies*, Vol. 1, Number. 1. January 2012, page. 46.

the tutors or my friends do not directly judge us but they will tell me the correct one”⁵¹.

A similar statement was also conveyed by a member of ESC who has also participated in an English camp, Dewi Eli Ratna:

“in English camp, all of our tutors and friends give us opportunity to speak up even though we are not smart and fluent. There nobody will laugh or judge us, so it will make us feel free or confident in expressing ourselves”⁵².

6. Starting the Class

To hone students' self-confidence, tutors provide as many opportunities as possible for members to develop their self-confidence. One of the ways is by giving members the chance to come forward to open the class in turn. This activity is intended to make students accustomed to speak in front of many people and become more confident. As the speech and in punishment time, this starting the class schedule is one of the chance to make participant talk in front of many people. To support this, according to Nadiah in her study, to improve students' self-confidence, the students should try to speak in public because public speaking is about delivering materials in front of many people⁵³

A member of ESC who joined an English camp reinforces this point, Ahmad Arda Raja Waliajaya:

“When we are in the class the tutors give us the opportunity to open the class before the class begins so this chance can train me to be brave and more confidence”⁵⁴.

⁵¹ Yatul khasanah, *Interview*, Mataram, 3 January 2024.

⁵² Dewi Eli Ratna, *Interview*, Mataram, 4 January 2024.

⁵³ Nadiah, *The students...*, page.2.

⁵⁴ Ahmad Arda Raja Waliajaya, *Interview*, Mataram, 2 January 2024.

A similar statement was also conveyed by other, Doni Saputra:

“We have schedule in the class to open the class where this can train our self-confidence”⁵⁵.

7. Lead a Prayer before Eating

As the researcher explained above, tutors will always provide as many opportunities as possible for members to develop their self-confidence. A second example of the opportunities given by tutors is allowing members in turn to stand and lead a prayer before eating together. This activity is carried out three times a day, which means three members will get the chance each day. This activity also is intended to make students accustomed to speak in front of many people and become more confident. As the speech and in punishment time, and starting the class schedule, lead pray before eating is one of the chance to make participant talk in front of many people. To support this observation result, based on Nadiah, to improve students' self-confidence, the students should try to speak in public because public speaking is about delivering materials in front of many people⁵⁶.

This is supported by the results of interview with a member of ESC who has attended an English camp, Doni Saputra:

“Tutor asks us randomly to stand up and lead prayer before eating together, this may seem like a small thing but it can improve our self-confidence”⁵⁷.

A similar statement was also conveyed by a member of ESC who has also participated in an English camp, Darmawan Setiawan:

“One of the activity that can build our self-confidence at camp is the lead prayer before eating, because it can train

⁵⁵ Doni Saputra, *Interview*, Mataram, 1 January 2024.

⁵⁶ Nadiah, *The students...*, page.2.

⁵⁷ Doni Saputra, *Interview*, Mataram, 1 January 2024.

our mental to stand up in front of many people which make us become more confident”⁵⁸.

8. Role play program

In the third week of the English camp, tutors and organizers make a role-play program. Role play is a part of drama activity⁵⁹. In this program, all participants of English camp are divided into several groups. Afterward, each group is assigned to make a short story that they will later present in front of their peers and tutors. One of the objectives of this role-play activity is to train students to be more confident in expressing themselves in front of the public or many people because in this activity, they will enact the story they have made. This is also supported by Nazaragova in Fenny Yutika Seli said that one of some possible ideas for improving self-confidence is role play⁶⁰.

An ESC member who attended the English camp share insights that support this, Baiq. Sri Irayanti:

“Before the camp end, the tutors make rule play program for us. This program is very entertain. This program also can help us to increase our self-confidence in expressing ourselves in front of many people”⁶¹.

C. Students’ Self-Confidence Changes Before And After Joining English Camp of ESC

Before the English camp, the students have varying levels of self-confidence, with some expressing hesitancy and doubt in their abilities. However, after joining English camp of ESC, there was a significant changes in their self-confidence levels. They appeared more confidence, braver to try new things without fear and also willingness to take risks in expressing themselves. The

⁵⁸ Darmawan Setiawan, *Interview*, Mataram, 4 January 2024.

⁵⁹ Alfu Nikmah, “The Implementation of Role Play to Improve Speaking Skill of Students at IAIN Kudus”, *Journal of English Teaching and Learning Issues*, Vol.2. Number.2. 2019, page.162.

⁶⁰ Fenny Yutika Seli, “The Effect of Role Play and self-confidence on English Speaking Skill”, (Thesis, UIN Syarif Hidayatullah, Mataram, 2016). Page. 29.

⁶¹ Baiq. Sri Irayanti, *Interview*, Mataram, 5 January 2024.

immersive learning experience and supportive environment of the camp evidently improve their self-confidence, enabling them to overcome their initial reservations and embrace the language with newfound confidence.

This is supported by the result of interview with members of ESC who have joined English camp, Nurma Julia:

"Before joining English camp i not so believe in my ability because i have no environment that support me as well. But after joining English camp i found the environment that really support me where no judgment when I am wrong and that makes me more believe to my abilities. Before joining English camp also i have fear to do or try something but after joining English camp it was change become more positive thinking or principle never try never know because in English camp tutors and seniors always give us motivation or suggestion that make me always positive thinking about myself"⁶².

A similar statement was also conveyed by others, Yatul Khasanah and Suhartina:

"Yesterday before joining English camp I was afraid to express my opinion because of several factors: First I not really understand when people talk especially using English, so that make make me afraid to comment or express my opinion because I was afraid that I will say something wrong"⁶³.

"My self-confidence changes before and after attending English camp were very real in me. For example when I am in the class, before attending English camp, I was shy to ask questions when there is presentation. But after attending English camp, it trains me to be brave in expressing my opinion then I start to be brave to ask

⁶² Nurma Julia, *Interview*, Central Lombok, 28 January 2024.

⁶³ Yatul Khasanah, *Interview*, Mataram, 29 January 2024.

question or express my opinion both in the class or outside of class”⁶⁴.

Based on the data presented above, English camp builds confidence of ESC’s members through eight ways those are: first speech program, second telling story program, third suggestion or motivation program, fourth punishment time, fifth provide a supportive environment, sixth starting the class, seventh lead prayer before eating, and the last through role play program. Through these programs, English camp has been proven to be able to increase self-confidence of its participants.



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⁶⁴ Suhtina, *Interview*, Mataram, 29 January 2024

CHAPTER III

THE ROLE OF ENGLISH CAMP IN BUILDING FLUENCY

A. Students' Perception on the Role of English Camp in Building Fluency

In addition, in building self-confidence of participants of English camp of ESC, there are also several English camp activities that can enhance participants' speaking fluency. Based on the observation result carried out by the researcher from 9 to 10 of January, those activities are

1. Speak English 24 Hours

The main rule in the English camp is that all members are required to always use English wherever and whenever. So members who intentionally or unintentionally violate this rule will be given punishments by the tutors. This rule has a significant impact on members' speaking fluency because using English every day helps them become more fluent or with practice people can get greater skill⁶⁵. However, not all the vocabulary they want to express they know in English, so for this case, tutors allow members to use other languages, but before saying the word, they should say "How to say". By saying "How to Say", members are only allowed to say one word in another language. So if they want to say more than one word, then members should say "How to Say" again before saying the next word.

A member of ESC who joined an English camp reinforces this point, Darmawan Setiawan:

"I think all the activities that we do at camp can improve our speaking fluency, but the most effective one is in English camp, we should speak using English 24 hours"⁶⁶.

A similar statement was also conveyed by other, Fatimah:

⁶⁵ John Jonides, "How Does Practice Makes Perfect", *Natural Neuroscience*, Vol. 7, Number. 1, January 2004, Page.10.

⁶⁶ Darmawan Setiawan, *Interview*, Mataram, 4 January 2024.

“I thought every single agenda at English camp can improve my speaking fluency but the most effective one is because in Camp we should speak by using English whenever and wherever”⁶⁷.

2. Brainstorming

Brainstorming activities are usually conducted before the class begins. In this brainstorming activity, tutors ask students to write down the name of an object on the paper, and then submit it to the tutors. After everyone has submitted their paper, the tutor redistributes them randomly to the members. Following that, the tutor instructs the members to come forward and face to face with their friends. Then with the tutors' guidance, each member must explain the object that they got. The members should explain or talk about the object that they got for up to 5 minutes. This activity helps to improve their speaking fluency. This is supported by a research that was conducted by Hapri Octarina, brainstorming can improve speaking ability⁶⁸. To support this observation result, based on Haikal Afdal Ramadan in his study showed that brainstorming techniques is effective to improve students' speaking fluency. Regarding to the process in increasing students speaking fluency, the role and benefits from brainstorming technique make two important factors for improving students speaking skill. First the freedom of speech that students get can make students confident and not afraid in expressing their opinions and make them more fluent. Second by using this techniques challenges students to talk more and elaborate on their ideas on the topic chosen⁶⁹.

This is supported by the results of interview with a member of ESC who has attended an English camp Darmawan Setiadi:

⁶⁷ Fatimah, *Interview*, Mataram, 5 January 2024.

⁶⁸ Hapri Octarina, "The Use of Brainstorming Strategy to Improve Students' Speaking Ability", *Journal of Development and Innovation*, Vol.2, Number.2, 2021. Page.220.

⁶⁹ Haikal Afdal Ramadan, "The Effectiveness of Brainstorming Techniques to Develop Speaking Skill of the Second Grade Students of SMAN 2 Majene", *Journal of English Education and literature*, Vol. 2, Number. 2, May 2023, page. 287-288.

“Through this brainstorming activity, we can practice our language fluency because in this activity we are asked by tutors to speak English for up to 5=7 minutes”⁷⁰.

3. Vocabulary Class

In the English camp, there are two vocabulary classes in a day. In these vocabulary classes, members are given a sheet containing around 20 words in English. Afterward, the tutor who leads the class teaches the members how to pronounce every word on the sheet. Therefore, this vocabulary class becomes a supportive factor for students in improving their speaking fluency. When students know more vocabulary, they will reduce pauses when speaking, different from members with limited vocabulary, they will tend to pause a lot in speaking because of limited vocabulary this is also support by two previous researches first Sutriani that said the more many vocabulary memorized by students, the more possibility of fluency in speaking⁷¹. Second the result of a research conducted by Raja Muhammad Ishtiaq Khan showed that vocabulary knowledge is an essential consideration in teaching and learning foreign language and one of the main causes of speaking hindrance is lack of vocabulary because lack of vocabulary resulting in poor performance of speaking⁷².

An ESC member who attended the English camp share insights that support this, Rona Laelia Ispianti:

“Activity that we do at English camp that can improve our speaking fluency is memorizing vocabularies because by knowing a lot of vocabularies can make us fluent in speaking”⁷³.

⁷⁰ Darmawan Setiadi, *Interview*, Mataram 4 January 2024.

⁷¹ Sutriani, “ The Correlation Between Vocabulary and Speaking Skill”, *JL3T*, Vol. iv, Number. 1, June 2018, Page. 68.

⁷² Muhammad Ishtiaq Khan, “The Role of Vocabulary Knowledge in Speaking Developmet of Study EF Learner”, *Arab World English Journal*, Vol. 9, Number. 1, March 2018, page. 414-415.

⁷³ Rona Laelia Ispianti, *Interview*, Mataram, 3 January 2024.

4. Telling Story

Telling story is reading and listening activities that someone remember from reading of listening and retell it⁷⁴. In boosting students' speaking fluency, telling story can also help members to improve their speaking fluency. As the researcher have explained above, every member is required to tell a stories three times in a day. Telling story serves as a way to encourage members who prefer to silent because fear of making language mistakes. Therefore, with this telling story activity members are encouraged to practice their English, so this can help them to improve their speaking fluency. In doing this activity, participants of English camp are free in expressing themselves orally because one of the main point of this activity is to encourage participants of English camp to practice their English which will make them to gain fluency in speaking.. In addition, based on the thesis conduct by Susanti said that telling story in classroom is one way to improve oral language⁷⁵. It provides an appotunity for students to practice their English that can improve their speaking fluency.

This is supported by the results of interview with a member of ESC who has attended an English camp Nurul Hidayati:

“I think many activities that we do at English camp that can improve our speaking fluency and one of the activities is telling story because in this telling story program, I can speak English freely”⁷⁶.

5. Supportive Environment

A supportive environment is also a supportive factor for students in improving their speaking fluency. In the English camp activities, members can find many friends as partners to practice their English with. Having many friends to practice English encourages students to speak English more often, so this it can help

⁷⁴ Susanti, “Improving Students’ Speaking Skill by Storytelling Technique”, (Thesis, IKIP Bojonegore, Mataram, 2019), page.22.

⁷⁵ *Ibid*, 22.

⁷⁶ Nurul Hidayati, *Interview*, Mataram, 2 January 2024.

students improve their speaking fluency. This observation result also supported by the result of research that was conducted by Andreina Bruno that said learning environments effects on the quality of students' learning⁷⁷.

This is also supported based on an interview with a member of ESC who has attended an English camp, Aan Rizkieta Nugraha:

“The activities at English that make me fluent in speaking English is the environment because in English camp I have many partners to practice my English with, so it makes me to be more active in speaking English”⁷⁸.

A similar statement was also conveyed by other, Rania Abdul Aziz:

“In English camp, we have many friends to practice our language with so that can make me enjoy to speak English at campand also that can improve my speaking fluency”⁷⁹.

6. Speech

Speech is one of the public speaking⁸⁰. In English camp, speech activity occurs four times a day, namely after subuh,, Zuhur, Asar, and Isha prayers together. After each prayer, three members will be chosen to come forward to give speeches. So, each participant gets at least three or four times opportunities to deliver a speech during the camp, which means that the speech activity can also help students develop their speaking fluency because they consistenly prepare for their speech schedules, which helps participants improve their speaking fluency as they will continuously practice their English through speech.

This is supported based on an interview with a member of ESC who has attended an English camp, Fatimah:

⁷⁷ Andreina Bruno, “Revlective practicum in Higher Education: the Influence of the Learning Environment on theQuality of Learning”, *Routldge*, Vol. 43,Number. 3, June 2017,page.356.

⁷⁸ Aan Rizkieta Nugraha, *Interview*, Mataram, 3 January 2024.

⁷⁹ Rania Abdul Aziz, *Interview*, Mataram, 28 December 2023

⁸⁰ Nadiah, *The Students...*,Page.1.

“I thought every single agenda at English camp can increase my speaking fluency but the most effective one that I feel is speech because during the English camp we can get turn to deliver a speech up to four to five times, so we should always prepare our selves which is that can train our speaking fluency”⁸¹.

A similar statement was also conveyed by other, Nurul Hidayati:

“There are many trainings that can improve my speaking fluency at camp but for me is speech program”⁸².

B. Students’ Speaking Fluency Changes Before And After Joining English Camp of ESC

Participating in an English camp can significantly enhance a student's speaking fluency. fluency is the ability to speak spontaneously, without having to stop and pause a lot⁸³. Before English camp, many students have struggled with fluency, stumbled over words, or lacked the courage to communicate. However, Through engaging activities and constant interaction, they not only sharpen their language skills but also develop their fluency. The structured yet immersive nature of English camp provides students with enough opportunities to communicate in English, gradually erasing their hesitation and replacing it with fluency.

This is supported based on an interview with a member of ESC who has attended an English camp, Alfina Marta:

“Before joining English, my speaking fluency was not really good because I seldom to practice my English because I have no partner. So this makes me stutter when speak English. But after joining English camp it made me more fluent in English

⁸¹ Fatimah, *Interview*, Mataram, 5 January 2024.

⁸² Nurul Hidayati, *Interview*, Mataram, 2 January 2024.

⁸³ Siska Anisa Kusumawardani and Endah Mardiyani, *The Correlation...*,page.

because we were forced to use English as our daily communication”⁸⁴.

A similar statement was also conveyed by others, Rania Abdul Aziz and Doni Saputra:

“Before joining English camp, when i speak English i always afraid to say every word because fear of making mistake like grammatical error or wrong in pronouncing the words and when i join English camp we were taught the gammar, vobulary and many others which make me able to reduce my fears in speaking then makes me more fluent in speaking”⁸⁵.

Based on the data presented above, the English camp enhances speaking fluency of ESC’s members through six ways those are: first by making the role that oblige all members should speak using English 24 hours, second brainstorming activity, third vocabulary class, fourth telling story program, fifth provide a supportive environment and the last through speech program. Through these ways ,English camp has been proven to be able to increase speaking fluency of its participants.

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⁸⁴ Alfina Marta, *Interview*, Mataram, 29 January 2024.

⁸⁵ Rania Abdul Aziz, *Interview*, Mataram 29 January 2024.

BAB IV

CONCLUSION AND SUGGESTION

In this section, the researcher writes the conclusions and suggestions from the research that has been done. Conclusions are made based on findings and discussions related to the role of English camp in building self-confidence and fluency.

A. Conclusion

Based on the research results described in the previous chapters, so it can be concluded:

1. English camp builds confidence of ESC's members through eight ways namely: first speech program, second telling story program, third suggestion or motivation program, fourth punishment time, fifth provide a supportive environment, sixth starting the class, seventh lead prayer before eating, and the last through role play program. Based on observation and interviews, these activities have proven in building self-confidence of participants English camp of ESC by providing opportunities that hone participants' self-confidence through various chances or activities schedules that requiring students to confidently speak in front of many people.
2. English camp enhances speaking fluency of ESC's members through six ways namely: first by making the role that oblige all members should speak using English 24 hours, second brainstorming activity, third vocabulary class, fourth telling story program, fifth provide a supportive environment and the last through speech program. Based on observation and interviews, these activities have proven in improving speaking fluency of participants English camp of ESC by creating an English zone as a place for participants of English camp of ESC to practice their English which can improve their speaking fluency.

B. Suggestion

1. Members of English Study Club

Researcher hopes that members of ESC can follow and use the opportunities provided by ESC as well as possible to get the expected results.

2. Future Researcher

For the next researcher in the future, the researcher hopes next researchers are able to conduct a better research related to topic and make innovation for the next research to complete the previous research.



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- Aan Rizkieta Nugraha,Mataram, 3 January 2024.
- Ahmad Arda Raja Waliajaya,Mataram, 2 January 2024.
- Alfina Marta, Mataram,29 January 2024.
- Baiq. Sri Irayanti, Mataram, 5 January 2024.
- Dewi Eli Ratna, Mataram, 4 January 2024.
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Nurul Hidayati, Mataram, 2 January 2024.
Nurma Julia, Mataram, 27 December 2023.
Rona Laelia Ispianti, Mataram, 3 January 2024.
Rania Abdul Aziz, Mataram, 28 December 2023.
Yatul khasanah, Mataram, 3 January 2024



Perpustakaan UIN Mataram

APPENDICES

Appendix 1 : Interview Guidelines

Name :

- a. Are participants of the English camp at ESC taught or trained to believe in their abilities?
- b. How the English camp can make you believe in your abilities?
- c. Are participants of the English camp at ESC taught or trained to be independent?
- d. How the English camp program can make you feel independent
- e. Are participants of the English camp at ESC taught or trained to keep positive thinking about themselves?
- f. How the English camp program can make you keep thinking positive about your self?
- g. Are participants of the English camp at ESC taught or trained to be brave? In the context of expressing your opinion freely as the example.
- h. How the English camp program can make you to be brave?
- i. Are you interested in English speaking
- j. Could you tell me your motivation in studying English at camp?
- k. What are the factors that make you enjoy speaking English at camp?
- l. What are the activities that you do at English camp that can improve your speaking fluency?
- m. How the activities can improve your speaking fluency?

Appendix 2 : Observation Checklist

9-10 January
Tuesday - Wednesday

OBSERVATION CHECKLIST

No	Aspects to be Observed	Yes	No	Description
1.	Participants of English camp at ESC are taught or trained to believe in their abilities	✓		By providing many affirmations that make participants feel confident to be good. The activities
2.	Participants of the English camp at ESC taught or trained to be independent	✓		In the context of organize their own activities. (except for learning
3.	Participants of the English camp at ESC taught or trained to keep thinking positive about themselves	✓		By the tutors always give affirmations or suggestions
4.	Participants of the English camp at ESC taught or trained to be brave, in the context of expressing your opinion freely	✓		By providing for clarification time.
5.	English camp provide many activities to improve participants of the English camp's speaking fluency	✓		The activities are speak 20 hours, speech, fiction story, vocab card, Brain storming.

Appendix 3: Interview Documentation





Perpustakaan UIN Mataram



Appendix 4 : Observation Documentation

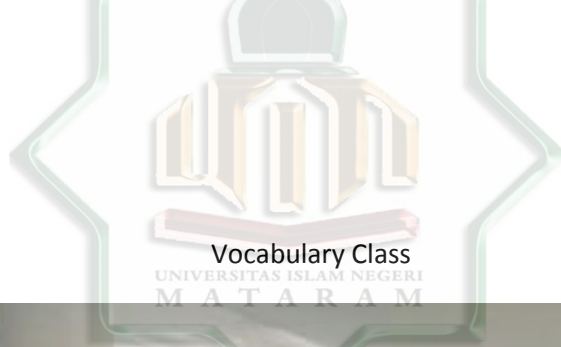
Punishment Time



Suggestion or Motivation



Speech



Appendix 5: Research Permission Letter



PEMERINTAH KOTA MATARAM
BADAN RISET DAN INOVASI DAERAH
Gedung Selatan Lantai 3 Komplek Kantor Walikota Mataram
Jl. Pejanggik No. 16 Mataram 83121

SURAT IZIN PENELITIAN

Nomor : 07/1271/Balhang-IKT/1/2024

TENTANG

KEGIATAN PENELITIAN DI KOTA MATARAM

- Dasar :
1. Peraturan Daerah Kota Mataram Nomor 15 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Mataram;
 2. Peraturan Daerah Kota Mataram Nomor 05 Tahun 2023 Tentang Perubahan atas Peraturan Daerah Nomor 15 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Mataram;
 3. Peraturan Walikota Nomor 40 Tahun 2022 tentang Pusat Jaringan Informasi Riset dan Inovasi Daerah Kota Mataram;
 4. Peraturan Walikota Mataram Nomor 48 Tahun 2023 Tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi Serta Tata Kerja Badan Riset dan Inovasi Daerah Kota Mataram;
 5. Surat Permohonan Ijin Survei dan Penelitian dari UIN Mataram Fakultas Tarbiyah Dan Keguruan Nomor : Tanggal 27 Desember 2023
 6. Rekomendasi Penelitian dari Kepala Bakesbangpol Kota Mataram Nomor : 070/1057/Bks-Pol/I/2024 Tanggal 04 Januari 2024

MENGHINKAN

- Kepada
- Nama : **Nurma Yulia**
- Lembaga : Ta'biyah Dan Keguruan
- Judul Penelitian : *Analysis Of Students' Perception Of The Role Of English Camp In Building Self-Confidence And Fluency: A Case Study In English Study Club At UIN Mataram*
- Lokasi :
- Organisasi English Study Club
- Jalan Gajah Mada
- Jempang Baru
- Mataram
- NTB
- Untuk : Melaksanakan Ijin Survei dan Penelitian dari Tanggal 02 Januari 2024 s/d 02 Februari 2024

Setelah Survei dan Penelitian Selesai diwajibkan untuk mengunggah Hasil Penelitian tersebut melalui Sistem Informasi puri-indah.mataramkota.go.id.

Demikian surat izin ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Mataram, 04 Januari 2024

KEPALA BADAN RISET DAN
INOVASI DAERAH KOTA MATARAM



Dr. MANSUR, SH., MH.
Pembina Utama Muda (IV/c)



Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSSE), Badan Siber dan Sandi Negara (BSSN).



PEMERINTAH KOTA MATARAM
BADAN KESATUAN BANGSA DAN POLITIK
(BAKESBANGPOL)

Alamat : Jl. Kakas No. 10 Telp. (0370) 7503044 Mataram
Email : bakesbangpol.mataramkota@gmail.com

REKOMENDASI PENELITIAN

Nomor : 070/1057/Bks-Pol/1/2024

1. Dasar :

- Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
- Surat Permohonan Ijin Survei dan Penelitian dari UIN Mataram Fakultas Tarbiyah Dan Keguruan Nomor: Tanggal 2023-12-27.
Perihal : Rekomendasi Penelitian.

2. Menimbang :

Setelah mempelajari dan meneliti dari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka kami dapat memberikan Rekomendasi Penelitian Kepada :

Nama : Nurma Yulia
Alamat : Dusun Paok Rejige, Desa Wajageseng, Kecamatan Kopang, Provinsi Nusa Tenggara Barat, Kabupaten Lombok Tengah.
Bidang/Judul : Analysis Of Students' Perception On The Role Of English Camp In Building Self-Confidence And Fluency: A Case Study In English Study Club At UIN Mataram
Lokasi : Organisasi English Study Club, Jalan Gajah Mada, Jorong Baru, Mataram, NTB
Jumlah Peserta : 1 Orang
Lamanya : 02 Januari 2024 S/d 02 Februari 2024.
Status Penelitian : Baru.

3. Hal-hal yang harus di taati oleh peneliti :

- Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk.
- Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut semestara dan menghentikan segala kegiatan penelitian.
- Peneliti harus menaati ketentuan perundang-undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau ketuhanan NKRI.
- Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan kegiatan Penelitian tersebut belum selesai maka peneliti harus mengajukan perpanjangan Rekomendasi Penelitian.
- Melaporkan hasil kegiatan penelitian kepada Walikota Mataram, melalui Kepala Bakesbangpol Kota Mataram setiap 6 (enam) bulan sekali.

Demikian Surat Rekomendasi Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 03 Januari 2024
Kepala Bakesbangpol
Kota Mataram,



ZARKASYL SE, MM
Pembina TK I (IV/b)
NIP. 19761231 200003 1 013

Tembusan Yth:

- Walikota Mataram di Mataram sebagai laporan;
- Kepala BRIDA Kota Mataram di Mataram;



Dokumen ini diandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Sibar dan Sandi Negara (BSN)

Appendix 6: Certificates



UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No.3745/Un.12/Perpus/sertifikat/PC/01/2024

Sertifikat ini Diberikan Kepada :

NURMA YULIA
200107064
FTK/TBI
Dengan Judul SKRIPSI

**ANALYSIS OF STUDENTS' PERCEPTION ON THE ROLE OF ENGLISH CAMP IN BUILDING
SELF-CONFIDENCE AND FLUENCY: A CASE STUDY IN ENGLISH STUDY CLUB AT UIN
MATARAM**

SKRIPSI tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 24 %
Submission Date : 12/01/2024



UPT Perpustakaan
Universitas Islam Negeri Mataram
M. Hum
197801282006042001



UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No.3356/Un.12/Perpus/sertifikat/BP/01/2024

Sertifikat ini Diberikan Kepada :

NURMA YULIA
200107064
FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



UPT Perpustakaan
Universitas Islam Negeri Mataram
M. Hum
197801282006042001

Appendix 7: Thesis Consultation Sheet



KEMENTERIAN AGAMA RI
 UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
 FAKULTAS TARBIYAH DAN KEGURUAN
 Jln. Pendidikan No. 35 Telp. (0370) 621298-625337 (Fax 625337) Mataram
 Jln. Gajah Mada No. Telp (0370) 620783-620784 (Fax 62784) Jempang- Mataram

KARTU KONSULTASI

Nama Mahasiswa : Nurma Yulia
 NIM : 200107064
 Pembimbing : Dr. Ribahan, M.Pd
 Judul Skripsi : ANALYSIS STUDENTS' PERCEPTION ON THE ROLE OF ENGLISH CAMP IN BUILDING SELF-CONFIDANCE AND FLUENCY : A CASE STUDY IN ENGLISH STUDY CLUB AT UIN MATARAM

No.	Tanggal	Materi Konsultasi	Paraf
1	16/12/23	Final Draft Discussion	RN
2	27/12/23	Discussion & Conclusion	RN
3	2/1/24	Discussion & Conclusion	RN
4	8/1/24	Conclusion, References, Appendix	RN
5	12/1/24	AAC	RN

Mataram, 12 - 1 - 2024
 Dosen Pembimbing



Dr. Ribahan, M.Pd
 NIP. 197907232003121002

CURRICULUM VITE

A. Self-Identity

Name : Nurma Yulia
Place and Date of Birth : Paok Rengge, 08-July-2002
Address :Wajageseng Village, Kopang District, Central Lombok, NTB.
Father's Name : H. Sukirman
Mother's Name : Hj. Nur'aini

C. Education Story

1. Formal Education

- a. Elementary School : SDN Repok Bijang, 2014
- b. Joniro School : MTS Al-Anshory Qamarul Huda Wajageseng, 2017
- c. Senior High School :SMA Islam Ulil Albaab NW Lendang Jarang,2020.

2. Non-Formal Education

- a. Training of Tutors of ESC
- b. English Course

D. Achievements/ Awards

1. The best English speech graduate at Ulil Al-Baab Islamic boarding school in academic year 2020.

E. Organizational Experience

1. English Students Association
2. English Study Club

Mataram, 30 January .2024



Nurma Yulia