

**NAVIGATING PUBLIC SPEAKING CHALLENGES: A QUALITATIVE  
INQUIRY INTO THE ENGLISH CAMP EXPERIENCES**

**THESIS**

Submitted by

**INES DARASINTA**

NIM. 220203168

Student of Fakultas Tarbiyah dan Keguruan  
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN  
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by:

**Ines Darasinta**

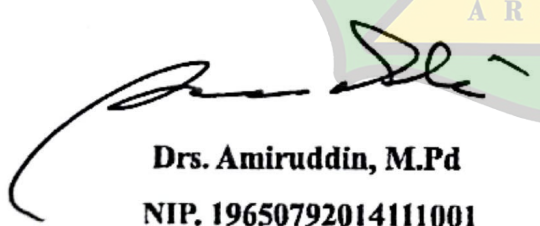
**NIM. 220203168**


**Student of Fakultas Tarbiyah dan Keguruan  
Department of English Language Education**

Approved by:

**Supervisor**

**Head of Department**

  
**Drs. Amiruddin, M.Pd**  
**NIP. 19650792014111001**

  
**Syarifah Dahliana, M.Ed., Ph.D.**  
**NIP. 197504162000032001**

It has been defended in *Sidang Munaqasyah* In front of the board of the Examination for the working paper and has been accepted in partial fulfilment of the requirements for the Bachelor Degree of the Education in English Language Teaching

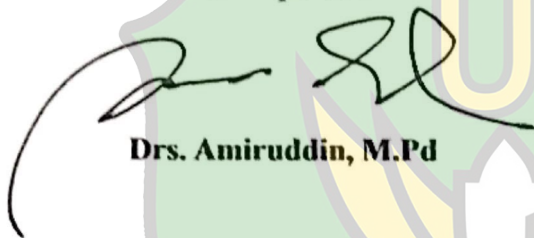
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Drs. Amiruddin, M.Pd

Secretary



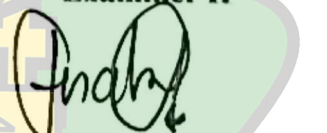
Ayuna Netta, M.Pd

Examiner I



Prof. Jarjani Usman, S.Ag., S.S.,  
M.Sc., MS, Ph.D.

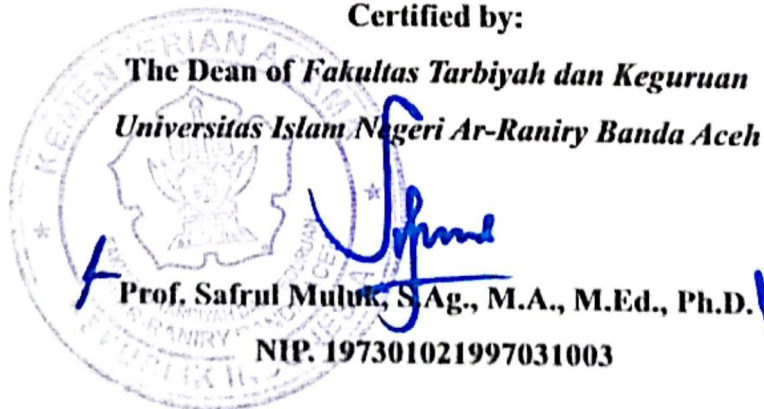
Examiner II



Fera Busfina Zalha, MA.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.  
NIP. 197301021997031003

## SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Name : Ines Darasinta  
Nim : 220203168  
Tempat/Tanggal Lahir : Sebbe, 06-09-2005  
Alamat : Sebbe, Simeulue Tengah, Simculue, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Navigating Public Speaking Challenges : A Qualitative Inquiry into The  
English Camp Experiences**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 17 April 2026

Saya yang membuat surat pernyataan



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Banda Aceh, 17 April 2026

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## ABSTRACT

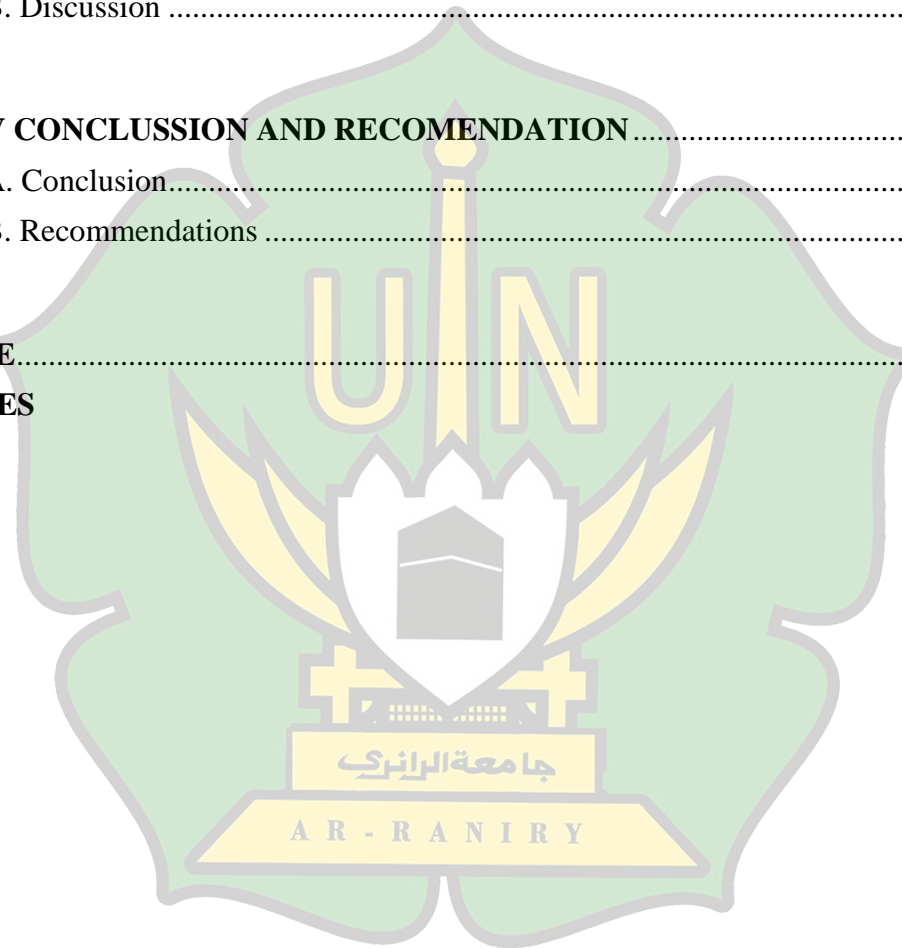
Name : Ines Darasinta  
Nim : 220203168  
Faculty : Fakultas Tarbiyah dan Keguruan  
Major : Department of English Language Education  
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This study explores how university students navigate public speaking challenges through their participation in Sare English Camp. Using a qualitative approach with narrative inquiry design, data were collected through semi-structured interviews of six participants, aged 22-24 years. Thematic analysis was used in analyzing the data. The findings reveal that the students initially faced several challenges, including psychological barriers and limited linguistic competence. To navigate these challenges, the students immersed in the English-only environment, continuously spoke English, and received strong peer support within the camp. Given the process, they gradually reduced their fear of making mistakes, grew their confidence to join collaborative learning, and improved their fluency and accuracy. The availability of a supportive environment after the camp also sustains the growth. Overall, the study highlights that the students' public speaking development occurs through continuous practice, social interactions, and meaningful communication within a supportive environment.

## TABLE OF CONTENT

<b>DECLARATION OF ORIGINALITY .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>x</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Research.....	1
B. Research Question .....	3
C. Objective of the Research.....	3
D. Scope of the Reseach .....	3
E. Significance of the Research .....	4
F. Research Terminology .....	5
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>8</b>
A. Public Speaking in EFL Contexts .....	8
B. Public Speaking Challenges among EFL Learners .....	9
C. Speaking Anxiety, Confidence, and Motivation .....	10
D. English Camps as Immersive Learning Environments .....	12
E. English-Only Policy and Speaking Development .....	13
F. Previous Studies.....	14
G. Theoretical Framework .....	15
H. Research Gap.....	16
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>18</b>
A. Research Design .....	18
B. Participants .....	19
C. Data Collection Method.....	20
D. Interview Topic .....	20

E. Interview Procedure.....	21
F. Participant Consent .....	21
G. Data Analysis Technique .....	22
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>24</b>
A. Research Findings .....	24
B. Discussion .....	47
<b>CHAPTER V CONCLUSION AND RECOMENDATION.....</b>	<b>64</b>
A. Conclusion.....	64
B. Recommendations .....	66
<b>REFERENCE.....</b>	<b>69</b>
<b>APPENDICIES</b>	



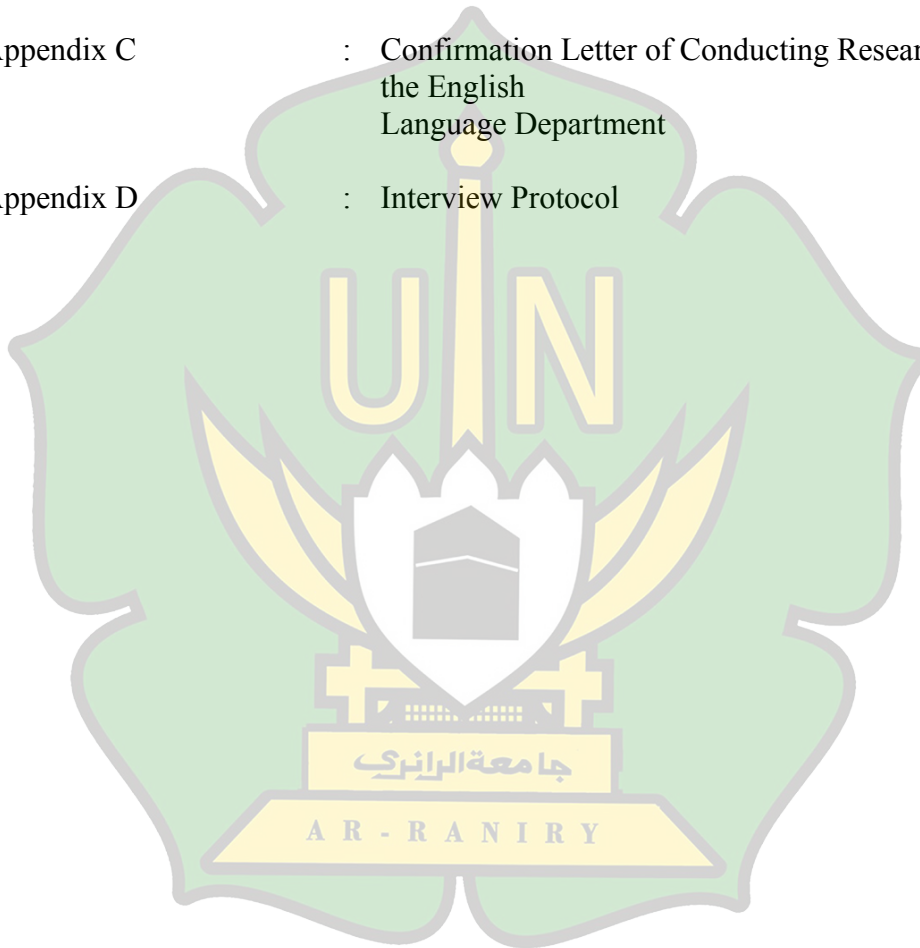
## LIST OF TABLES

Table 3.1 Participants Profil.....23



## LIST OF APPENDICES

- Appendix A : Appointment Letter of Supervisor
- Appendix B : Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C : Confirmation Letter of Conducting Research at the English Language Department
- Appendix D : Interview Protocol



## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Public speaking in English is considered one of the most complex and anxiety-inducing skills for learners of English as a Foreign Language (EFL), particularly among university students. Public speaking requires not only linguistic competence, such as grammar, vocabulary, and pronunciation, but also psychological readiness, including confidence, emotional control, and the ability to manage fear when speaking before an audience. For many EFL learners, these demands create significant challenges that hinder their ability to communicate effectively in public contexts.

In the Indonesian EFL context, university students often experience limited opportunities to practice English public speaking in authentic situations. English instruction is still predominantly classroom-based and academically oriented, with a stronger focus on reading, writing, and grammar mastery than on oral communication. Consequently, students may demonstrate adequate receptive skills but struggle to perform oral tasks, particularly those involving public speaking, presentations, or spontaneous communication. Recent studies indicate that speaking anxiety, fear of negative evaluation, and lack of confidence are major factors that

negatively affect students' public speaking performance in English (Habiburrahim et al., 2020; Widodo, 2021).

Public speaking challenges among EFL learners are not merely linguistic but are strongly influenced by affective factors. Anxiety, low self-confidence, and fear of making mistakes often prevent students from expressing ideas fluently and confidently, even when they possess sufficient language knowledge. These affective barriers are intensified in formal classroom settings where students feel evaluated and judged by lecturers and peers. As a result, many students avoid speaking opportunities, which further limits their speaking development and reinforces their fear of public communication.

To address these challenges, alternative learning environments beyond formal classrooms have gained increasing attention. One such environment is the English camp, which is designed as an immersive and experiential learning program. English camps emphasize active participation, peer interaction, and continuous use of English in various communicative contexts. Through activities such as communicative games, group discussions, leadership training, motivational sessions, and the implementation of an English-only policy, English camps aim to create supportive environments that reduce anxiety and encourage learners to take risks in speaking.

## **B. Research Question**

This study is guided by two research questions as in the following:

1. What are perceived challenges experienced by the EFL students in public speaking?
2. How does the English Camp navigate the public speaking challenges faced by the EFL students?

## **C. Objective of the Research**

This study aims to explore and understand the public speaking challenges perceived by EFL university students, particularly those related to psychological, linguistic, and environmental factors. In addition, this study seeks to examine how participation in Saree English Camp facilitates students in navigating and overcoming these challenges through its immersive learning environment, English-only policy, continuous speaking practice, and social support.

## **D. Scope of the Study**

This study is limited to one specific English immersion program, namely Saree English Camp, as the primary context of investigation. It focuses on exploring the public speaking challenges experienced by university students who participated in this camp, particularly the psychological, linguistic, and environmental difficulties they faced before joining the program. In addition, the study examines how Saree English Camp facilitates the process of overcoming these challenges through its immersive learning environment, English-only policy, continuous speaking practice, and social support. The findings are therefore context-specific

and aim to provide an in-depth understanding of participants' experiences within Saree English Camp rather than generalizing to other English learning settings.

### **E. Significance of the Research**

This research contributes to the field of English language education by providing a deeper understanding of public speaking challenges experienced by EFL university students, particularly within immersive learning environments such as English camps. The study highlights that public speaking difficulties are not solely related to linguistic competence, but are strongly influenced by psychological and affective factors, including anxiety, confidence, and fear of negative evaluation. By exploring participants' lived experiences through a qualitative inquiry approach, this research offers empirical insights into how speaking ability develops through the interaction of linguistic, emotional, and social dimensions.

In addition, the findings provide practical implications for educators, lecturers, and English camp facilitators by emphasizing the importance of creating supportive, low-anxiety environments that encourage active participation and risk-taking in speaking. The study also demonstrates the value of immersive programs, such as English camps, as complementary learning spaces that can enhance students' confidence and willingness to communicate. At a broader level, this research contributes to raising awareness of the importance of addressing emotional and psychological aspects in language learning, while also offering context-specific insights from the Aceh setting, which remains underrepresented in EFL research.

## **F. Research Terminology**

Operational definitions used in this study are presented below:

### **1. Public Speaking Challenges**

In this study, public speaking challenges refer to the range of difficulties experienced by university students when speaking English in front of an audience or within group-based communicative settings. These challenges encompass not only linguistic difficulties, such as limited vocabulary, inaccurate pronunciation, and lack of fluency, but also psychological and emotional factors, including speaking anxiety, fear of making mistakes, fear of negative evaluation, nervousness, and low self-confidence.

Public speaking challenges are understood as multidimensional phenomena shaped by learners' prior experiences, emotional states, social interactions, and learning environments. In the context of this research, these challenges are explored through participants' narratives describing their speaking experiences before, during, and after participating in Saree English Camp. Rather than being viewed as individual weaknesses, public speaking challenges are conceptualized as dynamic processes that learners actively navigate and negotiate throughout their speaking development.

## 2. Saree English Camp

Saree English Camp refers to an English immersion program conducted in Aceh that brings together university students from diverse academic and social backgrounds. The camp is designed to provide an intensive English-speaking environment through a variety of structured and unstructured activities, including communicative games, group discussions, leadership-based projects, motivational sessions, and public speaking practices.

Within this research, Saree English Camp is conceptualized not merely as a language training program, but as an experiential learning space that encourages participants to confront and navigate their public speaking challenges. The camp emphasizes continuous English use, peer support, and active participation, which collectively create conditions that may reduce anxiety and enhance speaking confidence. Saree English Camp serves as the primary context in which participants' public speaking experiences are examined and interpreted.

## 3. Participants' Experience

Participants' experiences refer to the personal narratives, reflections, and interpretations shared by university students regarding their public speaking challenges and development throughout their involvement in Saree English Camp. These experiences include participants' feelings, perceptions, struggles, and growth related to confidence, anxiety, motivation, and speaking behavior.

In this study, participants' experiences constitute the primary source of data. These experiences are analyzed to identify recurring patterns and themes that

illustrate how students navigate public speaking challenges over time. By foregrounding participants' voices, the research aims to present an authentic and contextualized understanding of public speaking development within an English camp setting.



## CHAPTER II

### LITERATURE REVIEW

#### A. Public Speaking in EFL Contexts

Public speaking is widely recognized as one of the most complex and demanding aspects of speaking competence in English as a Foreign Language (EFL) contexts. Unlike casual conversation, public speaking requires speakers to organize ideas systematically, maintain audience engagement, manage linguistic accuracy, and demonstrate confidence simultaneously. For EFL learners, these demands are further complicated by limited exposure to authentic English-speaking environments and restricted opportunities to practice speaking beyond the classroom (Kang & Lee, 2023).

In EFL settings such as Indonesia, English is primarily learned as an academic subject rather than a daily communication tool. As a result, students often possess theoretical knowledge of grammar and vocabulary but lack practical speaking competence, particularly in public or formal contexts (Widodo, 2021). Public speaking tasks, such as presentations, speeches, and group discussions, often trigger emotional pressure, causing learners to focus more on avoiding mistakes than conveying meaning effectively.

Recent studies emphasize that public speaking competence should be viewed as a multidimensional construct involving linguistic ability, discourse management, interactional skills, and affective readiness (Saito & Dewaele, 2023).

In this sense, public speaking in EFL contexts cannot be separated from learners' emotional experiences, including anxiety, confidence, and motivation. Therefore, understanding public speaking challenges requires a holistic perspective that considers both cognitive and affective dimensions of language learning.

### **B. Public Speaking Challenges among EFL Learners**

EFL learners face a wide range of challenges when engaging in public speaking activities. Linguistically, learners often struggle with limited vocabulary, inaccurate pronunciation, grammatical hesitation, and lack of fluency, which hinder smooth idea delivery (Mahmud & Nur, 2021). These linguistic limitations become more visible during public speaking, where learners are expected to speak continuously and coherently in front of an audience.

However, psychological challenges are often more dominant than linguistic difficulties. Research indicates that fear of making mistakes, fear of negative evaluation, and fear of being judged by peers or instructors significantly affect learners' willingness to speak publicly (Habiburrahim et al., 2020). Many EFL learners perceive public speaking as a high-stakes performance rather than a learning opportunity, which increases anxiety and discourages active participation.

In Indonesian and Acehnese contexts, public speaking challenges are closely related to students' previous learning experiences, which tend to emphasize accuracy and examinations rather than communicative competence. Consequently, students become overly cautious and hesitant, resulting in avoidance behaviors such as silence, minimal responses, or reliance on memorized scripts (Porter & Castillo,

2023). These patterns highlight the need for alternative learning environments that support risk-taking, reduce judgment, and encourage authentic communication.

### **C. Speaking Anxiety, Confidence, and Motivation**

Speaking anxiety, motivation, and confidence are three interrelated psychological factors that significantly influence EFL learners' speaking performance. Speaking anxiety refers to feelings of tension, nervousness, fear, or worry experienced when learners are required to speak in English. It is one of the most common affective challenges among Indonesian EFL learners and has been shown to negatively affect learners' fluency, coherence, and willingness to communicate.

Recent research in the Aceh context further highlights how speaking anxiety affects students' English performance. Habiburrahim et al. (2020) found that anxiety among Acehese university students leads to noticeable difficulties in constructing sentences, organizing ideas, and maintaining fluency during speaking tasks. Their participants reported feeling afraid of making mistakes, lacking confidence, and viewing their peers as more competent all of which intensified their anxiety. These emotional barriers caused students to withdraw from classroom interactions and avoid opportunities to practice speaking. This finding is highly relevant to this study because many university students in Aceh share similar affective challenges, particularly in formal classroom environments.

Motivation is another major factor contributing to speaking performance. Dörnyei (2020) explains that motivated learners show more persistence, effort, and

resilience in speaking English, even when they encounter linguistic limitations. Learners with high integrative and intrinsic motivation tend to willingly participate in speaking activities, seek new opportunities to practice, and develop a stronger willingness to communicate (WTC). Motivation also enables learners to overcome anxiety, as they focus more on communication goals rather than fear of mistakes.

Confidence plays a crucial role as well, acting as an emotional foundation that influences both anxiety and motivation. Learners with higher self-confidence are more willing to take risks, initiate conversations, and use new vocabulary during speaking tasks. Conversely, low confidence often correlates with high anxiety and reduced speaking performance. Studies by Fitria and Yunita (2023) and Siregar and Manik (2023) confirm that learners with strong confidence levels show better fluency, clearer pronunciation, and more active speaking engagement.

Immersive learning environments such as English camps have proven effective in reducing anxiety and building both motivation and confidence. Lee and Hsieh (2022) found that camps with English-only rules create safe spaces where learners can practice without fear of judgment. Through continuous interaction, supportive peer relationships, and engaging activities, students gradually develop a more positive perception of their speaking ability. Hasanah et al. (2022) also emphasize that frequent practice through communicative tasks builds learners' confidence as they experience small but consistent improvements in their performance.

In the context of Saree English Camp, these psychological aspects become particularly relevant. Many participants, including the researcher, initially struggled

with low confidence, limited vocabulary, and anxiety when speaking English. However, the camp's immersive environment where everyone shared the same goal of improving English and where speaking was encouraged without judgment helped participants gradually overcome their fears. The shared experiences, group collaboration, leadership activities, and English-only environment significantly increased motivation and encouraged students to use English more naturally and confidently. Thus, understanding the roles of anxiety, motivation, and confidence is essential in analyzing how the camp influenced participants' speaking performance.

#### **D. English Camps as Immersive Learning Environments**

English camps are increasingly recognized as alternative learning environments that provide intensive and immersive exposure to the English language. Unlike conventional classroom instruction, English camps emphasize experiential learning, authentic communication, and continuous interaction among participants. These environments are designed to reduce formality and create a supportive atmosphere in which learners feel encouraged to speak without fear of excessive correction or evaluation (Abulhassan & Hamid, 2021).

In English camp settings, learning occurs not only through structured activities but also through daily interactions, collaborative tasks, and informal conversations. Activities such as communicative games, group discussions, leadership projects, and motivational sessions allow learners to practice speaking in meaningful and contextualized situations. This immersive exposure helps

learners develop fluency and spontaneity, which are essential components of public speaking competence (Yusup & Munawaroh, 2023).

Furthermore, English camps promote peer-supported learning. Participants typically share similar goals, such as improving speaking ability and overcoming anxiety. This shared purpose fosters a sense of community, which reduces social pressure and encourages learners to take risks in public speaking situations. Studies have shown that immersive environments like English camps significantly enhance learners' willingness to communicate and confidence in speaking (Ozturk & Gurbuz, 2022).

#### **E. English-Only Policy and Speaking Development**

An English-only policy is a fundamental feature of immersive programs, including English camps. This policy requires participants to use English exclusively during activities and daily interactions, thereby maximizing exposure to the target language. Although initially challenging, such policies encourage learners to rely on available linguistic resources and develop strategic competence to maintain communication (Mahmud & Nur, 2021).

In public speaking contexts, English-only policies play a crucial role in reducing dependence on the first language and promoting automaticity in language production. Continuous use of English helps learners become more comfortable expressing ideas spontaneously, which is essential for effective public speaking (Saito & Dewaele, 2023).

Moreover, English-only environments normalize linguistic imperfection. When all participants are required to speak English regardless of proficiency level, mistakes are perceived as natural rather than embarrassing. This shared experience helps lower anxiety and build confidence, particularly for learners who previously avoided public speaking due to fear of negative evaluation (Tsiplakides & Keramida, 2021).

#### **F. Previous Studies**

Numerous studies have examined the impact of immersive learning programs on EFL learners' speaking abilities. Iksan et al. (2022) reported that fun-based English programs improved learners' speaking confidence and participation. Similarly, Thayyib et al. (2023) found that English training programs integrated with contextual activities enhanced learners' communicative competence in rural Indonesian settings.

Research focusing specifically on English camps indicates positive outcomes in fluency, vocabulary development, pronunciation, and confidence. Husnaini et al. (2025) demonstrated that a short-term English camp significantly improved students' speaking proficiency through interactive and communicative tasks. However, most of these studies employed quantitative designs, such as pretest–posttest measurements, and focused primarily on observable performance gains.

While these findings are valuable, they provide limited insight into learners' internal experiences, emotional changes, and personal struggles during immersive

programs. Few studies have explored how learners navigate public speaking challenges, anxiety, and confidence development within English camp settings, particularly through qualitative approaches.

### **G. Theoretical Framework**

This study is grounded in three interrelated theoretical perspectives: Experiential Learning Theory, Willingness to Communicate (WTC), and the Affective Filter Hypothesis. Experiential Learning Theory emphasizes learning through direct experience, reflection, and active engagement. English camp activities align with this theory by allowing learners to acquire speaking skills through real-life practice rather than passive instruction (Gregersen & MacIntyre, 2021).

The Willingness to Communicate theory explains how learners' readiness to speak in a second language is influenced by confidence, motivation, and anxiety. In immersive environments, increased exposure and peer support enhance learners' willingness to communicate, particularly in public speaking situations (Dewaele et al., 2022).

Additionally, the Affective Filter Hypothesis suggests that emotional factors such as anxiety and self-confidence can either facilitate or hinder language acquisition. English camps aim to lower the affective filter by creating supportive and non-threatening environments, thereby enabling learners to engage more fully in public speaking activities (Saito & Dewaele, 2023).

## H. Research Gap

Despite the increasing number of studies on English camps and EFL speaking development, several critical gaps remain. Existing research tends to conceptualize improvement primarily in terms of observable performance outcomes, such as fluency or test scores, while giving limited attention to the process of how learners actively navigate public speaking challenges over time. In particular, there is insufficient exploration of the dynamic interaction between psychological barriers (e.g., anxiety and fear of evaluation), linguistic limitations, and environmental factors within immersive settings.

Furthermore, although English camps are often described as “supportive” or “effective,” few studies critically examine how specific elements of the camp environment such as the English-only policy, peer interaction, and continuous exposure function in shaping learners’ willingness to communicate and risk-taking behavior. The mechanisms through which these elements influence speaking development remain underexplored.

Another important gap lies in the sustainability of learning outcomes. Most studies focus on immediate improvement during the program, with little attention to whether and how these gains are maintained once learners return to non-immersive environments. This creates a limited understanding of the long-term impact of English camps on learners’ confidence and speaking behavior.

Finally, there is a lack of contextually grounded qualitative research in the Aceh setting that captures students’ lived experiences in navigating public speaking

challenges within a specific socio-cultural and educational context. Therefore, this study addresses these gaps by examining not only the outcomes, but also the processes, mechanisms, and sustainability of speaking development through participants' narratives in Saree English Camp.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study employed a qualitative research approach with a narrative inquiry design to explore university students' experiences in navigating public speaking challenges during their participation in Saree English Camp, Aceh Besar, Aceh, Indonesia. Qualitative research was selected because the study aims to understand meanings, perceptions, and emotional experiences rather than to measure speaking ability numerically .

Narrative inquiry is particularly appropriate because the research focus on participants' personal stories and reflections across time. Through this approach, the researcher examined how participants construct meaning from their experiences before, during, and after the English camp. This design allows the researcher to capture emotional changes, personal growth, and internal struggles related to public speaking that may not be visible through quantitative measures.

By using narrative inquiry, the study prioritized participants' voices and lived experiences. The narratives were analyzed as holistic accounts that reflect individual journeys of anxiety reduction, confidence development, and public speaking growth in an immersive learning environment.

## **B. Participants**

The participants of this study consists of six university students who have completed Saree English Camp. Participants were selected using purposive sampling to ensure that all participants have relevant experiences related to the research focus. This sampling technique allows the researcher to intentionally choose participants who can provide rich, detailed, and meaningful narratives.

The inclusion criteria includes participants who were actively involved in camp activities, experienced English-only communication, and are willing to reflect on their public speaking challenges and development. Participants were selected regardless of gender or academic background, as the study focused on experiential diversity rather than demographic comparison.

The decision to involve six participants was based on the nature of narrative inquiry, which emphasizes depth over breadth. A limited number of participants enabled the researcher to explore each narrative extensively, allowing for a deeper understanding of emotional transitions, learning processes, and personal meaning-making related to public speaking experiences.

**Table 3.1***Participants Profile*

Participant Initials	Coding	Gender	Age	University	Semester
MQ	Participant 1 (P1)	Male	23	UIN Ar-Raniry Banda Aceh	8
LM	Participant 2 (P2)	Female	22	UIN Ar-Raniry Banda Aceh	8
BD	Participant 3 (P3)	Male	23	Universitas Muhammadiyah Aceh	10
AG	Participant 4 (P4)	Male	23	Universitas Muhammadiyah Aceh	10
NK	Participant 5 (P5)	Female	22	UIN Ar-Raniry Banda Aceh	8
MT	Participant 6 (P6)	Male	21	Universitas Muhammadiyah Aceh	6

**C. Data Collection Method**

In the final phase, participants were asked to reflect on the perceived impact of Sare English Camp after its completion. This phase explored how participants evaluated changes in their public speaking confidence, anxiety management, motivation, and speaking behavior.

Participants were also encouraged to describe whether the camp experience had continued to influence their current academic or social speaking practices. Reflections included participants' perceptions of long-term benefits, such as increased participation in class discussions, improved presentation skills, or greater

willingness to speak publicly. This phase allowed the researcher to capture the transformative aspects of the camp experience from the participants' perspectives

#### **D. Interview Topic**

The interview topics were developed based on the research question and theoretical framework. These topics guided participants to reflect on their public speaking challenges, emotional experiences, and learning processes throughout the English camp journey. Rather than functioning as rigid questions, the topics served as prompts that encouraged storytelling and reflection. This approach ensured that participants' narratives remained authentic and participant-centered.

#### **E. Interview Procedure**

The interviews were conducted through WhatsApp Video Call and face-to-face meetings, depending on the condition and location of each participant. These two methods were chosen to provide flexibility for the participants. Face-to-face interviews were conducted for those who were located near the researcher, while WhatsApp Video Call was used for alumni who lived far away or had limited availability.

Each interview lasted about 30 to 60 minutes and was conducted in English to allow participants to express their speaking experiences more clearly.

## F. Participant Consent

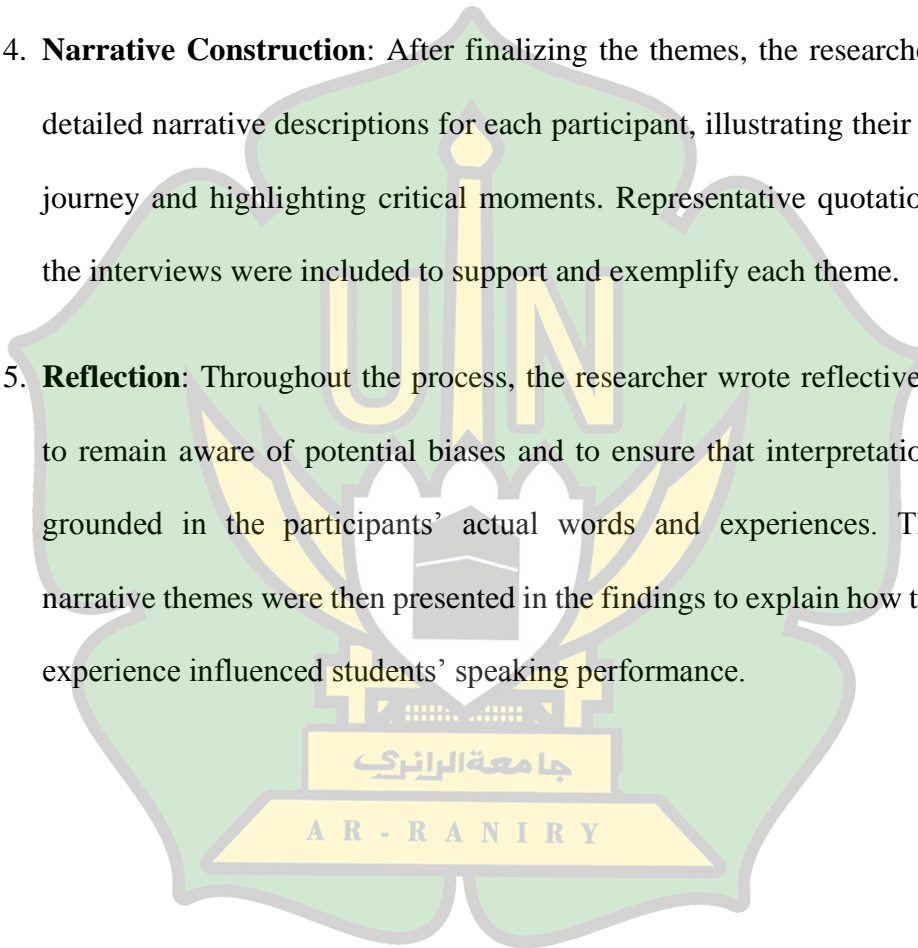
Before the interviews began, the researcher explained the purpose of the study, the interview procedures, and how the data would be used. Participants were informed that their personal information would be kept confidential and used only for academic purposes. They were asked to provide verbal consent or consent via message to indicate their voluntary participation in the research.

## G. Data Analysis Technique

The data in this study were analyzed using Thematic Narrative Analysis, integrating principles of narrative inquiry with Braun and Clarke's thematic approach (Braun & Clarke, 2022). This method captured how participants constructed meaning from their experiences and how their speaking abilities developed throughout the English camp.

1. **Familiarization:** First, the researcher became familiar with the data by repeatedly listening to the interview recordings and reading the transcripts to understand each participant's story. Early impressions, reflections, and key events related to speaking development were noted during this phase.
2. **Initial Coding:** Next, the researcher identified and coded significant statements, phrases, or experiences that reflected changes in speaking performance, such as increased confidence, improved fluency, or reduced anxiety. These codes highlighted important ideas in participants' narratives.

3. **Thematic Development:** The researcher then grouped related codes into broader categories or themes. These themes represented patterns of change or experience across participants, such as common factors influencing speaking improvement. The researcher reviewed and refined the themes iteratively to ensure they accurately reflected the data.
4. **Narrative Construction:** After finalizing the themes, the researcher wrote detailed narrative descriptions for each participant, illustrating their learning journey and highlighting critical moments. Representative quotations from the interviews were included to support and exemplify each theme.
5. **Reflection:** Throughout the process, the researcher wrote reflective memos to remain aware of potential biases and to ensure that interpretations were grounded in the participants' actual words and experiences. The final narrative themes were then presented in the findings to explain how the camp experience influenced students' speaking performance.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study, focusing on public speaking challenges faced by the participants and how they overcome them through their participation in Saree English Camp. The data were collected through semi-structured interviews with six participants and analyzed using thematic analysis to identify recurring patterns and meanings in their experiences. The findings are organized into major themes and sub-themes that reflect participants' challenges before joining the camp, their experiences during the program, and the impact of the camp on their speaking development. Each theme is supported by selected excerpts from participants' responses to ensure credibility and authenticity. Following the presentation of the findings, the discussion section provides a critical interpretation by linking the results to relevant theories and previous studies, aiming to explain how immersive learning environments contribute to reducing anxiety, increasing confidence, and supporting public speaking development among EFL learners.

#### A. Research Findings

To answer the research question of this study, the researcher conducted in-depth interviews with six participants and analyzed the data through a systematic process of transcription, coding, and thematic analysis. The analysis revealed several recurring patterns that represent participants' experiences in navigating

public speaking challenges. These findings are grouped into three major themes: challenges experienced before joining the English camp, the role of the English camp in addressing these challenges, and the sustainability of speaking development after the camp. Each major theme is further divided into sub-themes, which are presented and elaborated based on participants' narratives. The findings highlight both linguistic and psychological challenges, as well as the influence of immersive learning environments in shaping participants' confidence, motivation, and speaking behavior.

#### **a. Pre-Camp Public Speaking Challenges in EFL Contexts**

##### **1. Psychological Barriers in Public Speaking**

Before participating in the English camp, all participants experienced significant psychological barriers that influenced their engagement in public speaking. These barriers were not limited to simple nervousness, but involved deeper emotional responses such as fear of negative evaluation, performance anxiety, low self-confidence, and avoidance behavior.

Across the data, participants consistently described feelings of nervousness when speaking English, particularly in front of others. However, a closer analysis shows that this nervousness was strongly connected to fear of being judged, rather than merely lack of preparation or knowledge.

MQ explicitly stated:

“I feel nervous... and I'm afraid to be judged.” (MQ)

This statement indicates that the participant's anxiety is socially oriented. The fear is not only about making mistakes, but about how those mistakes are perceived by others. This reflects a condition where speaking becomes a social risk, rather than just a linguistic task.

Similarly, LM described:

“I usually felt shy and afraid of making mistakes.” (LM)

This suggests that mistakes are interpreted negatively by the speaker, which creates hesitation before speaking. The anticipation of error leads to reduced participation, even when the participant may have the ability to communicate.

NK further illustrates the intensity of this experience:

“I felt very nervous and not confident, especially in front of many people.”  
(NK)

Here, the presence of a larger audience increases the level of anxiety, indicating that public speaking situations amplify psychological pressure. This aligns with the idea that audience size and visibility increase performance anxiety, especially in a second language context.

In addition, BD described a behavioral consequence of this anxiety:

“When I didn't know how to say something, I just became silent.” (BD)

This response is particularly important, as it shows that psychological barriers do not only affect feelings, but also directly shape behavior. Silence, in this case, becomes a coping mechanism to avoid embarrassment or failure.

MT also confirmed this pattern:

“I was afraid of making mistakes and didn’t feel confident.” (MT)

Taken together, these findings suggest that psychological barriers operated at multiple levels, including the emotional level (such as fear, anxiety, and insecurity), the cognitive level (such as overthinking and self-doubt), and the behavioral level (such as avoidance, silence, and hesitation). These interconnected dimensions demonstrate that psychological challenges were not isolated feelings, but complex processes that influenced how participants thought, felt, and acted during public speaking situations.

What is particularly significant is that these barriers existed even when some participants reported having sufficient vocabulary or basic knowledge of English. This indicates that the main issue is not purely linguistic, but rather the lack of confidence to activate that knowledge in real-time communication.

Furthermore, the data suggests that these psychological barriers are closely linked to participants’ previous learning environments, which did not provide sufficient opportunities for low-risk speaking practice. As a result, participants developed a perception that speaking English is a high-stakes activity where mistakes are unacceptable.

In conclusion, psychological barriers emerged as a foundational challenge that constrained participants' public speaking performance before the English camp. These barriers limited not only their willingness to speak, but also their ability to fully utilize their existing linguistic resources.

## 2. Limited Linguistic Competence

In addition to psychological barriers, participants also experienced significant challenges related to limited linguistic competence, particularly in terms of vocabulary range, pronunciation accuracy, and grammatical control. However, a deeper analysis of the data reveals that these limitations were not merely technical deficiencies, but functioned as cognitive constraints that disrupted real-time communication.

A recurring pattern across participants' responses is the inability to express ideas despite having a clear intention. This indicates a gap between what participants want to say (conceptual knowledge) and what they are able to say (linguistic realization).

NK clearly articulated this gap:

“I knew what I wanted to say, but I didn't know the English words.” (NK)

This statement highlights a critical issue in second language speaking, where ideas exist at the cognitive level, but cannot be transferred into spoken language due to lexical limitations. As a result, communication becomes fragmented or interrupted.

Similarly, LM stated:

“Sometimes I didn’t know the right word to say.” (LM)

This reflects a moment of lexical retrieval failure, where the speaker pauses or hesitates due to the inability to access appropriate vocabulary. These moments often lead to disfluency, such as pauses, fillers, or incomplete sentences.

MT further emphasized multiple linguistic difficulties:

“My vocabulary was limited, and I had problems with pronunciation and grammar.” (MT)

This suggests that linguistic challenges are not isolated, but interconnected. Limited vocabulary restricts expression, while uncertainty in pronunciation and grammar reduces confidence in delivering the message. Together, these factors create a cumulative burden during speaking.

In addition, AG introduced another dimension of linguistic difficulty:

“It was hard to catch what others said.” (AG)

This indicates that linguistic competence also affects comprehension, not only production. Difficulty in understanding others can disrupt interaction, making it harder for participants to respond appropriately and maintain conversation flow.

From a deeper perspective, these linguistic limitations contributed to increased cognitive load during speaking. Instead of focusing on meaning and

interaction, participants had to allocate their mental resources to searching for appropriate vocabulary, constructing grammatically correct sentences, and monitoring their pronunciation. This cognitive overload often resulted in slower speech, hesitation, or even communication breakdown.

This cognitive overload often results in slower speech, hesitation, or even communication breakdown.

Importantly, these linguistic challenges are closely interconnected with the psychological barriers discussed in the previous section. When participants struggle to find words or form sentences, they become more aware of their limitations, which in turn increases anxiety and reduces confidence.

This relationship can be seen in how participants react to linguistic difficulty.

For example, BD explained:

“When I didn’t know how to say something, I just became silent.” (BD)

Here, a linguistic problem directly leads to a behavioral outcome silence which reinforces the cycle of limited practice and low confidence.

Therefore, linguistic competence should not be viewed as a separate technical issue, but as an integral part of the speaking experience that interacts with psychological and contextual factors.

In conclusion, limited linguistic competence played a significant role in shaping participants' public speaking challenges before the English camp. These limitations not only restricted their ability to express ideas, but also increased cognitive pressure and contributed to speaking anxiety, ultimately hindering effective communication.

### 3. Lack of Speaking Practice and Environment

Beyond psychological and linguistic factors, the findings reveal that participants' public speaking challenges were strongly influenced by the lack of speaking practice and the absence of a supportive communicative environment prior to joining the English camp. This theme highlights that speaking ability is not only an individual competence, but also a socially situated practice that develops through interaction.

Most participants reported that their use of English was highly limited and confined primarily to formal classroom settings. Outside of these contexts, English was rarely used as a medium of communication.

LM stated:

“I rarely spoke English, only when answering the teacher's questions.”

(LM)

This response indicates that speaking was treated as a task-based activity, rather than a natural means of communication. The participant's role was reactive

(answering), not interactive (initiating or sustaining conversation). As a result, opportunities for spontaneous speaking were minimal.

Similarly, NK explained:

“I almost never used English outside the classroom.” (NK)

This suggests that English was not integrated into the participant’s daily life, which limited exposure to authentic language use. Without regular engagement, speaking remains unfamiliar and uncomfortable.

MT also confirmed this pattern:

“I rarely practiced speaking in real conversation.” (MT)

This highlights the absence of authentic communicative practice, where language is used for meaningful interaction rather than structured exercises.

A particularly important point is raised by MQ, who stated:

“I don’t really have friends to speak English with.” (MQ)

This reflects the lack of interlocutors, which is a crucial element in language development. Speaking is inherently interactive, and without someone to respond, negotiate meaning, or provide feedback, the development of communicative competence becomes significantly constrained.

From a deeper perspective, this lack of environment created a condition where speaking became rare and unnatural, errors felt more “visible” due to the lack

of habituation, and confidence could not develop because of limited repetition. In other words, participants were not only lacking practice, but were also not positioned within an environment that required or normalized English use. In other words, participants were not only lacking practice, but were also not positioned within an environment that requires or normalizes English use.

This absence of a speaking environment also reinforces the psychological barriers discussed earlier. When participants rarely speak English, each speaking event becomes a high-pressure situation, increasing anxiety and fear of making mistakes. Over time, this leads to avoidance behavior and further reduces practice opportunities.

Moreover, limited exposure affects linguistic development as well. Without frequent use, vocabulary remains passive, pronunciation is not reinforced, and fluency cannot develop. This shows that environmental factors mediate both psychological and linguistic growth.

Another critical implication is that participants' previous learning contexts did not provide sufficient opportunities for low-risk, repeated speaking practice, where mistakes are tolerated and communication is prioritized over accuracy. As a result, participants entered the English camp with minimal speaking experience and low communicative confidence.

In conclusion, the lack of speaking practice and supportive environment played a fundamental role in shaping participants' public speaking challenges before the English camp. This theme demonstrates that speaking difficulties are not

solely individual shortcomings, but are deeply influenced by the absence of meaningful interaction and communicative exposure.

These findings directly address the first research question regarding the perceived challenges faced by EFL students in public speaking. The analysis shows that participants experienced a combination of psychological barriers, limited linguistic competence, and lack of speaking practice and supportive environment. These challenges were not isolated, but interconnected, as linguistic difficulties often increased anxiety, while limited practice reinforced low confidence and avoidance behavior. This indicates that public speaking challenges among EFL learners are multidimensional, involving emotional, cognitive, behavioral, and environmental factors that collectively hinder effective communication.

## **b. The Transformative Role of English Camp**

### **1. English Camp as an Immersive Learning Environment**

The findings reveal that the English camp functioned as an immersive learning environment that significantly reshaped participants' speaking behavior. Unlike their previous learning contexts, which were limited, structured, and classroom-bound, the camp created a setting where English was used as the primary and continuous medium of communication.

A central element of this immersion was the implementation of the English-only policy, which required participants to use English in almost all interactions throughout the program. At first glance, such a policy might be perceived as

restrictive; however, participants consistently interpreted it as a constructive form of pressure that encouraged active language use.

MQ described this experience as:

“We were forced to speak English in a positive way.” (MQ)

This statement is particularly significant because it reflects a shift in perception from viewing “being forced” as negative to understanding it as a motivational mechanism. The absence of an alternative language option pushed participants to attempt communication, regardless of their level of proficiency.

Similarly, LM stated:

“It pushed us to practice English more.” (LM)

This indicates that the policy increased the frequency of speaking, which is a crucial factor in developing fluency. Unlike classroom settings where speaking opportunities are limited, the camp environment required continuous engagement, thereby normalizing English use.

MT also reinforced this idea:

“It made us practice English more often.” (MT)

From a deeper analytical perspective, this increased frequency of use contributes to the development of automaticity in speaking, where learners begin to produce language with less conscious effort.

In addition to increasing speaking frequency, the immersive environment also influenced participants at the cognitive level, particularly in how they processed language. Instead of translating from their first language, participants began to formulate thoughts directly in English.

Me explicitly stated:

“It forced me to think in English.” (AG)

This shift from translation-based processing to direct thinking in the target language represents a significant milestone in second language acquisition. It reduces cognitive delay and allows for more spontaneous communication.

Moreover, the immersive nature of the camp reduced participants' dependence on their first language. In their previous environments, participants could easily switch to their native language when facing difficulty. However, in the camp, this option was minimized, which encouraged them to use simpler expressions, paraphrase ideas, and negotiate meaning. These strategies are essential components of communicative competence, as they enable speakers to maintain interaction even with limited linguistic resources. These strategies are essential components of communicative competence, as they enable speakers to maintain interaction even with limited linguistic resources.

Another important aspect of the immersive environment is that it redefined the function of English. Before the camp, English was perceived as an academic subject, primarily used for completing tasks or answering questions. During the

camp, however, English became a functional tool for real communication, used to express ideas, interact socially, and participate in activities.

This shift from “English as a subject” to “English as a communication tool” fundamentally changed participants’ engagement with the language.

Furthermore, the immersive setting reduced the psychological pressure associated with speaking. Because all participants were required to speak English, the fear of standing out or being judged decreased. Everyone shared the same condition of learning and practicing, which created a sense of collective participation.

Furthermore, the immersive setting reduced the psychological pressure associated with speaking. Because all participants were required to speak English, the fear of standing out or being judged decreased. Everyone shared the same condition of learning and practicing, which created a sense of collective participation. In this way, immersion did not only increase exposure, but also normalized mistakes, encouraged risk-taking, and reduced speaking anxiety.

In conclusion, the English camp functioned as a powerful immersive environment that transformed participants’ speaking behavior at multiple levels. It increased speaking frequency, facilitated cognitive shifts in language processing, encouraged the use of communication strategies, and redefined English as a practical tool for interaction. This immersion played a crucial role in enabling participants to move beyond their previous limitations and engage more actively in speaking.

## 2. The Role of Social Support in Learning

In addition to immersion, the findings reveal that social support played a central role in facilitating participants' speaking development during the English camp. This support came from both peers and mentors, and it functioned not only as encouragement, but as a psychological and interactional foundation that enabled participants to engage more confidently in public speaking.

A key pattern across the data is that participants perceived the camp environment as safe and non-judgmental, which contrasts sharply with their previous experiences. This sense of safety reduced their fear of making mistakes and allowed them to take risks in speaking.

MQ stated:

“The environment was supportive, and it boosted my confidence.” (MQ)

This indicates that confidence did not emerge solely from individual effort, but was socially constructed through interaction. The presence of supportive peers created conditions where participants felt more comfortable expressing themselves.

Similarly, NK explained:

“Everyone was trying to speak English together.” (NK)

This statement reflects a sense of collective participation, where all participants shared the same goal of improving their English. This shared struggle

reduced feelings of isolation and created a learning atmosphere based on mutual understanding rather than competition.

MT further emphasized the role of others:

“I was motivated by friends and instructors.” (MT)

This highlights that motivation was not purely internal, but was reinforced through external social influence. Encouragement from peers and mentors helped sustain participants’ willingness to continue speaking, even when they encountered difficulties.

In addition, AG noted:

“We motivated each other to keep speaking.” (AG)

This shows that support was not one-directional (from teacher to student), but reciprocal among participants. Such peer interaction is particularly important in language learning, as it creates more opportunities for practice and feedback in a less formal setting.

From a deeper perspective, social support operated at multiple levels, including the emotional level by reducing anxiety, fear, and embarrassment; the motivational level by encouraging persistence and engagement; the interactional level by providing opportunities for real communication; and the corrective level by allowing feedback in a non-threatening way. These interconnected functions

demonstrate that social support was not limited to encouragement, but played a comprehensive role in shaping participants' speaking experiences.

One important implication is that social support helped redefine mistakes. Instead of being seen as failure, mistakes were treated as a natural part of the learning process. This shift is critical because it reduces the psychological burden associated with speaking.

This can also be linked to participants' increased willingness to take risks. When learners felt supported, they were more likely to attempt new vocabulary, speak despite uncertainty, and continue interaction even after making errors.

Another crucial point is that the supportive environment functioned as a bridge between psychological and linguistic development. While immersion increased exposure, social support ensured that participants were emotionally ready to take advantage of that exposure.

Without this support, the English-only policy alone might have increased pressure rather than confidence. However, because participants were surrounded by others who were also learning, the environment became collaborative rather than intimidating.

Furthermore, the presence of mentors contributed to structured guidance, while peer interaction provided spontaneous communication opportunities. This combination created a balanced learning environment where participants could both learn and practice simultaneously.

In conclusion, social support was a fundamental factor in the success of the English camp. It reduced psychological barriers, increased motivation, encouraged active participation, and created a safe space for communication. More importantly, it enabled participants to transform their perception of speaking from a stressful activity into a shared and supportive learning experience.

### 3. Development of Speaking Confidence and Ability

As a result of the immersive environment and strong social support, the findings indicate that participants experienced significant development in their speaking confidence and overall speaking ability. Importantly, this development was not limited to surface-level improvement, but involved changes at behavioral, psychological, and linguistic levels simultaneously.

A consistent pattern across all participants is the noticeable increase in confidence when speaking English. Before the camp, participants tended to hesitate, avoid speaking, or remain silent due to fear and uncertainty. However, after participating in the camp, they reported becoming more willing to speak and express their ideas.

MT stated:

“I became more confident and could speak more smoothly.” (MT)

This statement reflects both psychological improvement (confidence) and performance improvement (fluency). The ability to speak more smoothly suggests reduced hesitation and greater control over language production.

Similarly, NK explained:

“I became more used to expressing my ideas.” (NK)

This indicates increased familiarity with speaking, which is an important step toward fluency. When speaking becomes habitual rather than exceptional, learners are more likely to participate actively in communication.

BD described this development in terms of courage:

“I became more brave to speak.” (BD)

This highlights a shift in risk-taking behavior. The participant is no longer avoiding speaking, but is actively engaging despite possible mistakes. This is a crucial transformation in language learning, as willingness to communicate is often a stronger predictor of improvement than accuracy alone.

In addition, AG stated:

“I started to enjoy speaking English.” (AG)

This is a particularly significant finding, as it shows a change in affective orientation toward the language. Speaking is no longer perceived as stressful or threatening, but as an enjoyable activity. This positive emotional shift plays a key role in sustaining long-term learning.

From a deeper analytical perspective, the development observed in participants can be understood across three interconnected dimensions:

psychological, behavioral, and linguistic. At the psychological level, participants became more confident, less anxious, and more willing to take risks, with fear of making mistakes significantly reduced and speaking no longer perceived as a high-pressure activity. At the behavioral level, participants spoke more frequently, participated more actively in conversations, and showed greater initiative in communication, gradually replacing silence and avoidance with active engagement. At the linguistic level, although not always explicitly stated, improvements in fluency, vocabulary usage, and pronunciation emerged through repeated practice, enabling s to express their ideas more effectively, even if not perfectly.

Another key insight is that improvement did not necessarily come from formal instruction, but from continuous use of language in meaningful interaction. Participants learned by doing through conversations, activities, and social engagement rather than through isolated grammar exercises. This suggests that the effectiveness of the English camp lies in its ability to create conditions where participants used language frequently, focused on meaning rather than accuracy, and accepted mistakes as a natural part of the learning process.

Furthermore, participants' development demonstrates that confidence is not a fixed trait, but something that can be constructed through experience. When learners are placed in an environment that encourages participation and reduces fear, their perception of their own ability changes.

In conclusion, the English camp contributed significantly to the development of participants' speaking confidence and ability. This development

was multi-dimensional, involving psychological growth, increased participation, and improved communicative performance. The findings highlight that effective speaking development occurs when learners are provided with consistent practice, supportive interaction, and meaningful communication opportunities.

These findings directly address the second research question regarding how the English camp facilitates students' public speaking development. The analysis shows that the camp supported this process through the integration of an immersive English-only environment, continuous speaking practice, and strong social support from peers and mentors. These elements worked together to create a low-anxiety and high-engagement learning context, where participants were encouraged to take risks, use language more frequently, and gradually build confidence. Through repeated interaction, reduced fear of making mistakes, and collaborative learning, participants were able to transform their initial challenges into improved speaking ability and increased willingness to communicate. This demonstrates that the facilitative role of the English camp lies not only in providing exposure, but in creating a supportive ecosystem that enables both linguistic and psychological development.

## **C. Sustainability of Speaking Development**

### **1. Post-Camp Sustainability Challenge**

While the findings clearly demonstrate that the English camp contributed positively to participants' speaking confidence and ability, a critical issue that emerged is the difficulty of sustaining these improvements after the program ended.

This theme highlights that speaking development is not only dependent on intervention, but also on the continuity of the learning environment.

Several participants reported that the confidence and speaking habits they developed during the camp gradually declined once they returned to their everyday environments. This decline was primarily attributed to the absence of a supportive English-speaking context.

MQ stated:

“After the camp, my confidence decreased because the environment was not supportive.” (MQ)

This statement reveals that confidence, which was built during the camp, is context-dependent rather than stable. When the environment changed, the psychological support that sustained that confidence was no longer present.

Similarly, BD explained:

“After going back, we didn’t have people to speak English with.” (BD)

This highlights the loss of interlocutors, which are essential for maintaining speaking practice. Without peers who actively use English, opportunities for communication become limited, and speaking gradually decreases.

From a deeper perspective, this finding suggests that the English camp created a temporary communicative ecosystem in which all elements necessary for language development were present, including frequent speaking opportunities,

shared commitment among participants, supportive peer interaction, and the enforced use of English. However, once participants returned to their original environments, this ecosystem was no longer available. As a result, the conditions that enabled their improvement were disrupted.

However, once participants returned to their original environments, this ecosystem was no longer available. As a result, the conditions that enabled their improvement were disrupted.

Another important issue is that participants' everyday environments did not require them to use English. In contrast to the camp, where English was necessary for communication, their daily lives allowed them to rely entirely on their first language. This lack of necessity reduced both motivation and frequency of use.

As a consequence, several patterns emerged, including decreased speaking frequency, reduced confidence over time, and limited opportunities to maintain fluency. This indicates that speaking ability, particularly in a foreign language context, is highly dynamic and susceptible to regression when not continuously practiced. This indicates that speaking ability, particularly in a foreign language context, is highly dynamic and susceptible to regression when not continuously practiced.

Furthermore, this theme reveals an important distinction between short-term improvement and long-term development. While the English camp was effective in initiating change, it did not automatically guarantee sustained progress. This

suggests that intensive programs alone are insufficient without post-program support or follow-up mechanisms.

From an analytical standpoint, this finding reinforces the idea that language learning is environment-dependent and socially mediated. Without continuous interaction and reinforcement, the gains achieved through immersion may gradually diminish.

However, it is important to note that the impact of the camp was not entirely lost. Even though some participants reported decreased confidence, they still retained increased awareness of their speaking ability, prior experience of successful communication, and a more positive attitude toward speaking English. This suggests that the camp created a foundation for future development, even if immediate sustainability was limited. In conclusion, the findings indicate that while the English camp was effective in improving participants' speaking confidence and ability, maintaining these improvements remains a significant challenge. The absence of a supportive post-camp environment limits the long-term impact of the program, highlighting the need for continuous practice opportunities and sustained communicative engagement beyond the camp setting.

## **B. Discussion**

This section provides an in-depth discussion of the findings by interpreting them in relation to the theoretical framework and previous studies presented in Chapter II. The discussion focuses on explaining how participants' experiences reflect key issues in EFL public speaking, particularly in terms of anxiety,

confidence, motivation, and the role of immersive environments. Each theme is critically examined by connecting the findings to relevant theories, including Experiential Learning Theory, Willingness to Communicate (WTC), and the Affective Filter Hypothesis, as well as to prior research in similar contexts. Through this analysis, the study not only explains the underlying reasons behind the findings but also highlights its contribution to the existing literature, especially in understanding how English camps support learners in overcoming public speaking challenges and developing their speaking competence.

#### **a. Pre-Camp Public Speaking Challenges in EFL Contexts**

##### **1. Psychological Barriers in Public Speaking**

The findings of this study reveal that psychological barriers, particularly anxiety, fear of negative evaluation, and low self-confidence, were dominant challenges faced by participants before joining the English camp. This finding directly answers the first research question regarding the public speaking challenges faced by participants before joining the camp.

These findings are strongly aligned with previous studies discussed in Chapter II. For instance, Habiburrahim et al. found that speaking anxiety significantly affects students' ability to construct sentences and maintain fluency. Similarly, Widodo (2021) emphasizes that Indonesian EFL learners often experience fear of making mistakes and being judged, which reduces their willingness to speak. The present study confirms these findings, as participants

reported similar emotional struggles, including nervousness, fear of judgment, and avoidance behavior.

From a theoretical perspective, these results can be explained through the Affective Filter Hypothesis proposed by Stephen Krashen. According to this theory, high levels of anxiety and low confidence act as a “filter” that blocks language input and limits language production. In this study, participants’ fear of making mistakes and being negatively evaluated increased their affective filter, preventing them from fully utilizing their existing linguistic knowledge.

Furthermore, the findings also support the concept of Willingness to Communicate (WTC) as explained by Jean-Marc Dewaele et al. (2022). Participants’ low confidence and high anxiety reduced their willingness to speak, even when they had sufficient vocabulary or basic speaking ability. This explains why several participants chose to remain silent or avoid speaking situations, indicating that psychological readiness is as important as linguistic competence.

Importantly, this study extends previous research by showing that psychological barriers are not only individual traits but are also shaped by learning environments. As discussed in Chapter I, formal classroom settings often create pressure and fear of evaluation. The findings confirm that such environments contribute to students’ anxiety and hesitation, reinforcing the argument that public speaking challenges are socially constructed rather than purely individual weaknesses.

In conclusion, the findings demonstrate that psychological barriers play a central role in shaping EFL learners' public speaking experiences. By linking these findings to existing theories and studies, this research confirms that anxiety, fear of negative evaluation, and low confidence are critical factors that must be addressed to improve public speaking performance.

## **2. Limited Linguistic Competence**

The findings of this study indicate that limited linguistic competence, particularly in terms of vocabulary, pronunciation, and grammar, was another major challenge faced by participants before joining the English camp. However, similar to the psychological barriers discussed earlier, this limitation should not be viewed as a purely technical issue, but rather as a factor that interacts closely with learners' cognitive processes and emotional states.

This finding is consistent with previous research presented in Chapter II. For example, Mahmud and Nur (2021) highlight that limited vocabulary and pronunciation difficulties are common obstacles that hinder learners' ability to communicate effectively in English. In the present study, participants frequently reported difficulty in finding appropriate words, constructing sentences, and expressing ideas clearly, which disrupted their speaking performance.

However, this study provides a deeper insight by showing that linguistic limitations do not operate in isolation. Instead, they contribute to increased cognitive load during speaking. Participants had to simultaneously think about

vocabulary selection, sentence construction, and pronunciation accuracy while also managing anxiety and audience pressure. This aligns with the argument in Chapter II that public speaking in EFL contexts is a multidimensional skill involving both linguistic and cognitive demands (Kang and Lee, 2023).

From a theoretical perspective, these findings can also be linked to the Affective Filter Hypothesis (Stephen Krashen), where linguistic difficulty can increase anxiety, which in turn raises the affective filter and further limits language production. In other words, when participants struggled to find words or form sentences, they became more aware of their limitations, which increased their nervousness and reduced their confidence.

Additionally, the findings support the concept of Willingness to Communicate (WTC) (Jean-Marc Dewaele et al., 2022). When participants experienced linguistic difficulty, their willingness to speak decreased, leading to avoidance behaviors such as hesitation or silence. This shows that linguistic competence directly influences learners' readiness to engage in communication.

Importantly, this study also reveals that linguistic limitations are closely connected to lack of practice, as discussed in the previous theme. Participants who rarely used English in real communication had fewer opportunities to activate their vocabulary and improve their fluency. As a result, their linguistic knowledge remained passive rather than functional.

This finding reinforces the argument presented in Chapter I that Indonesian EFL learners often possess theoretical knowledge of English but struggle to apply it in real communication contexts. The gap between knowledge and performance becomes especially visible in public speaking situations, where learners must produce language spontaneously and continuously.

In conclusion, the findings suggest that limited linguistic competence is not merely a lack of knowledge, but a complex challenge involving cognitive pressure, emotional response, and limited practice opportunities. By linking linguistic difficulties with psychological factors and communication readiness, this study provides a more comprehensive understanding of how linguistic competence influences public speaking performance in EFL contexts.

### **3. Lack of Practice and Environment**

The findings of this study reveal that the lack of speaking practice and the absence of a supportive communicative environment were significant factors contributing to participants' public speaking challenges before joining the English camp. This finding directly supports the argument presented in Chapter I, which states that Indonesian EFL learners often have limited opportunities to engage in authentic English communication beyond the classroom.

Consistent with previous studies, Widodo (2021) argues that English learning in Indonesia is predominantly classroom-based and academically oriented, with a strong emphasis on grammar and written skills rather than oral

communication. As a result, learners may develop passive knowledge of English but lack the ability to use it actively in real-life situations. The findings of this study confirm this condition, as participants reported that they rarely used English outside the classroom and had minimal opportunities to practice speaking in authentic contexts.

Furthermore, this study supports the findings of Porter and Castillo (2023), who highlight that limited speaking practice leads to avoidance behaviors, such as silence and hesitation. In this study, participants who lacked opportunities to interact in English tended to feel more anxious and less confident when required to speak, particularly in public speaking situations.

From a theoretical perspective, this issue can be explained through Experiential Learning Theory, as discussed by Gregersen and MacIntyre (2021). This theory emphasizes that language learning occurs most effectively through active engagement and direct experience, rather than passive instruction. In the participants' previous learning environments, speaking was treated as a limited classroom activity rather than a continuous communicative practice. As a result, learners were not exposed to sufficient experiential learning opportunities that could develop their speaking competence.

In addition, the lack of a speaking environment also affects learners' Willingness to Communicate (WTC) (Jean-Marc Dewaele et al., 2022). Without a supportive environment and available interlocutors, learners have fewer chances to

initiate or sustain communication. This reduces their confidence and reinforces their reluctance to speak, creating a cycle of limited practice and low performance.

Importantly, this study extends previous research by showing that the issue is not only the absence of practice, but also the absence of a social environment that normalizes English use. Participants reported that they did not have peers or communities where English was commonly used, which made speaking feel unnatural and uncomfortable. This highlights that speaking development is not only an individual process, but also a socially mediated activity.

This finding strongly justifies the need for alternative learning environments, such as English camps, as discussed in Chapter II. Unlike traditional classrooms, immersive environments provide continuous exposure, meaningful interaction, and opportunities for repeated practice, which are essential for developing speaking fluency and confidence.

In conclusion, the lack of speaking practice and supportive environment plays a crucial role in shaping EFL learners' public speaking challenges. By connecting this finding to both theoretical perspectives and previous studies, this research emphasizes that effective speaking development requires not only linguistic knowledge, but also consistent practice within a supportive communicative context.

## **b. The Transformative Role of English Camp**

### **1. English Camp as an Immersive Learning Environment**

The findings of this study demonstrate that Saree English Camp functioned as an effective immersive learning environment that enabled participants to gradually navigate and overcome their public speaking challenges. This directly answers the second research question, as it shows that students did not overcome their challenges instantly, but rather through continuous interaction, practice, and social support within the camp environment.

This finding is consistent with previous studies discussed in Chapter II. For instance, Abulhassan and Hamid (2021) emphasize that English camps create less formal and more supportive environments compared to traditional classrooms, allowing learners to practice speaking without fear of excessive correction. Similarly, Yusup and Munawaroh (2023) argue that immersive programs provide meaningful communicative experiences through activities such as discussions, games, and collaborative tasks. The present study confirms these claims, as participants reported that continuous engagement in camp activities helped them become more comfortable and active in speaking English.

From a theoretical perspective, these findings strongly align with Experiential Learning Theory, as proposed by Gregersen and MacIntyre (2021). The English camp provided participants with opportunities to learn through direct experience, rather than passive instruction. Through repeated practice in real

communicative situations, participants were able to transform their prior knowledge into actual speaking performance. This explains why many participants reported increased fluency and confidence after participating in the camp.

In addition, the findings support the concept of Willingness to Communicate (WTC) (Jean-Marc Dewaele et al., 2022). The immersive and supportive nature of the camp increased participants' readiness to speak, even when they were not fully confident in their linguistic ability. The presence of peers who shared similar goals created a sense of psychological safety, which encouraged participants to take risks and actively participate in speaking activities.

Furthermore, the findings can also be explained through the Affective Filter Hypothesis (Stephen Krashen). The camp environment helped lower participants' affective filter by reducing anxiety and fear of negative evaluation. Unlike formal classroom settings, where students often feel judged, the English camp created a non-threatening atmosphere in which mistakes were accepted as part of the learning process. This allowed participants to engage more freely in communication and improve their speaking performance.

An important contribution of this study is the emphasis on the role of peer interaction and shared goals within the immersive environment. Participants reported that being surrounded by others who were equally motivated to improve their English created a sense of belonging and mutual support. This finding extends previous research by highlighting that the effectiveness of English camps lies not only in their activities, but also in the social dynamics they create.

Moreover, this study reveals that immersive environments do not simply provide more practice, but also reshape learners' perceptions of speaking English. Participants began to view speaking not as a high-stakes performance, but as a normal and manageable activity. This shift in perception is crucial in helping learners overcome their fear of public speaking.

In conclusion, the findings indicate that Saree English Camp plays a significant role in helping university students navigate public speaking challenges. By providing an immersive, supportive, and interactive learning environment, the camp facilitates both linguistic development and psychological growth. This supports the argument that alternative learning environments are essential in addressing the limitations of traditional classroom-based English instruction.

## **2. English-Only Policy and Speaking Development**

The findings of this study reveal that the implementation of an English-only policy in Saree English Camp played a crucial role in shaping participants' speaking behavior and facilitating their public speaking development. Participants consistently reported that being required to use English in all interactions pushed them to speak more frequently, reduced their reliance on their first language, and gradually increased their confidence in expressing ideas.

This finding is consistent with previous studies discussed in Chapter II. For example, Mahmud and Nur (2021) argue that English-only environments encourage learners to utilize their existing linguistic resources and develop strategic

competence when facing communication difficulties. Similarly, Saito and Dewaele (2023) highlight that continuous use of the target language promotes automaticity, which is essential for fluent and spontaneous speaking. The present study confirms these arguments, as participants reported becoming more accustomed to thinking and speaking in English during the camp.

From a theoretical perspective, the effectiveness of the English-only policy can be explained through Experiential Learning Theory (Gregersen and MacIntyre, 2021). By requiring constant use of English, the policy created continuous opportunities for experiential learning, where participants actively engaged in real communication rather than passive learning. This repetitive exposure allowed participants to internalize language patterns and improve their speaking fluency over time.

In addition, the findings strongly relate to the concept of Willingness to Communicate (WTC) (Jean-Marc Dewaele et al., 2022). Although the English-only policy initially forced participants to speak, over time it transformed into a voluntary willingness to communicate. As participants became more comfortable using English, their confidence increased, and their hesitation decreased. This indicates that structured enforcement can gradually lead to intrinsic motivation and communicative readiness.

Furthermore, the findings support the Affective Filter Hypothesis (Stephen Krashen), particularly in how the policy normalized mistakes. Since all participants were required to speak English regardless of their proficiency level, errors became

a shared and accepted part of communication. This reduced fear of negative evaluation and lowered anxiety levels, allowing participants to engage more freely in speaking activities.

An important insight from this study is that the English-only policy functioned not merely as a rule, but as a transformative mechanism that reshaped participants' language behavior. Initially, participants experienced difficulty and discomfort due to the sudden restriction of their first language. However, this challenge forced them to think more actively in English, develop alternative ways to express their ideas, and become more independent in communication. Over time, this process contributed to increased fluency, adaptability, and confidence in public speaking contexts.

Moreover, the policy also contributed to creating a shared linguistic environment, where all participants were equally engaged in using English. This eliminated the fear of being judged for speaking imperfectly, as everyone was facing similar challenges. This finding extends previous research by highlighting the role of collective participation in reducing anxiety and supporting speaking development.

However, it is important to note that while the English-only policy was highly effective within the camp environment, its impact was closely tied to the presence of a supportive context. As indicated in the previous findings, once participants returned to environments where English was not required, the

frequency of use decreased. This suggests that the effectiveness of such policies depends on consistent implementation and environmental support.

In conclusion, the English-only policy in Saree English Camp serves as a key factor in facilitating speaking development. By encouraging continuous language use, reducing dependence on the first language, and creating a supportive communicative environment, the policy plays a significant role in helping learners overcome public speaking challenges. This finding reinforces the importance of structured yet supportive language policies in immersive learning environments.

### **C. Sustainability of Speaking Development**

#### **1. Post-Camp Sustainability Challenge**

The findings of this study reveal that although Saree English Camp was effective in improving participants' confidence and speaking ability, maintaining these improvements after the program ended remained a significant challenge. This highlights that public speaking development is not only influenced by intensive intervention, but also by the continuity of the learning environment.

This finding is particularly important because it directly addresses the limitation of many previous studies discussed in Chapter II. Most studies, such as Husnaini et al. (2025), focus primarily on short-term improvements in speaking performance following participation in English camp programs. While these studies demonstrate positive outcomes, they provide limited insight into whether such improvements can be sustained over time. The present study extends this body of

research by showing that speaking development may decline when learners return to environments that do not support continued practice.

From a theoretical perspective, this finding can be explained through the concept of Experiential Learning Theory (Gregersen and MacIntyre, 2021), which emphasizes that learning is an ongoing process requiring continuous experience and reflection. While the English camp provided intensive experiential learning opportunities, these experiences were not consistently reinforced after the program ended. As a result, participants were unable to maintain the same level of engagement in speaking practice.

In addition, this issue can also be understood through the lens of Willingness to Communicate (WTC) (Jean-Marc Dewaele et al., 2022). During the camp, participants' willingness to communicate increased due to the supportive environment and shared use of English. However, after returning to their daily environments, where English was not commonly used, their willingness to speak gradually decreased. This indicates that WTC is highly context-dependent and influenced by the availability of supportive interlocutors.

Furthermore, the findings are strongly related to the Affective Filter Hypothesis (Stephen Krashen). While the camp environment successfully lowered participants' affective filter by reducing anxiety and fear of judgment, their original environments often reintroduced these emotional barriers. Without a supportive context, participants became more self-conscious and hesitant, which negatively affected their confidence and speaking performance.

An important contribution of this study is the identification of the environmental dependency of speaking development. The findings suggest that language improvement achieved through immersive programs is not entirely stable, but rather situated within specific social and communicative contexts. When these contexts are removed, the conditions that support language use and confidence are also diminished.

However, it is important to note that the impact of the English camp was not completely lost. Participants still retained certain long-term benefits, such as increased awareness of their speaking ability, improved attitudes toward English, and prior experience of successful communication. These outcomes indicate that the camp provided a foundation for future development, even if immediate sustainability was limited.

This finding also has important implications for the research gap identified in Chapter II. By focusing on participants' lived experiences over time, this study provides deeper insight into the long-term dynamics of speaking development, which are often overlooked in quantitative research. It highlights the need to move beyond short-term evaluation and consider how learning can be sustained through continued practice and environmental support.

In practical terms, this suggests that English camp programs should not be viewed as isolated interventions, but rather as part of a broader learning ecosystem. Follow-up activities, ongoing speaking communities, or integration with classroom learning may be necessary to maintain the benefits gained during the camp.

In conclusion, while Saree English Camp plays a significant role in helping learners overcome public speaking challenges, the sustainability of its impact depends largely on post-camp environmental support. This finding underscores the importance of continuous practice and highlights the need for long-term strategies in developing EFL learners' public speaking competence.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

This study aimed to explore how university students navigate public speaking challenges through their participation in Saree English Camp. Based on the findings and discussion, it can be concluded that public speaking challenges among EFL learners are multidimensional, involving psychological, linguistic, and environmental factors that interact dynamically throughout the learning process.

Before joining the English camp, participants experienced significant psychological barriers, including anxiety, fear of negative evaluation, low self-confidence, and avoidance behavior. These emotional challenges were often more dominant than linguistic limitations, as participants tended to remain silent or hesitate even when they possessed basic English knowledge. In addition, limited linguistic competence, particularly in vocabulary, pronunciation, and grammar, created cognitive difficulties in expressing ideas during real-time communication. These challenges were further intensified by the lack of speaking practice and the absence of a supportive communicative environment, where English was rarely used outside the classroom and opportunities for authentic interaction were minimal.

The findings also demonstrate that Saree English Camp played a transformative role in addressing these challenges. Through its immersive learning environment and implementation of an English-only policy, the camp encouraged continuous language use and reduced learners' dependence on their first language. This immersion not only increased speaking frequency but also facilitated a cognitive shift, where participants began to think directly in English rather than translating from their native language. Moreover, the presence of strong social support from peers and mentors created a safe and non-judgmental environment, which reduced anxiety and encouraged participants to take risks in speaking.

As a result, participants experienced significant development in their speaking confidence and ability. This development occurred across psychological, behavioral, and linguistic dimensions. Participants became more confident, more willing to speak, and more capable of expressing their ideas, even if not perfectly. Importantly, they also developed a more positive attitude toward speaking English, viewing it as an enjoyable and meaningful activity rather than a stressful task.

However, the study also reveals that sustaining these improvements after the camp remains a major challenge. The absence of a supportive English-speaking environment in participants' daily lives led to decreased speaking frequency and a gradual decline in confidence. This indicates that speaking development is highly context-dependent and requires continuous practice and environmental support to be maintained.

Overall, this study concludes that English camp programs, such as Saree English Camp, are highly effective in helping EFL learners navigate public speaking challenges by reducing anxiety, increasing confidence, and promoting active language use. However, for long-term impact, such programs need to be supported by sustained opportunities for practice beyond the camp environment.

## **B. Recommendations**

Based on the findings of this study, several recommendations are proposed for different stakeholders:

### **1. For English Lecturers**

English lecturers are encouraged to create more supportive and interactive classroom environments that resemble the immersive nature of English camps. Instead of focusing primarily on accuracy and evaluation, lecturers should design speaking activities that promote communication, reduce fear of making mistakes, and encourage active participation. Incorporating group discussions, role-plays, and communicative tasks can help students build confidence and increase their willingness to speak.

### **2. For English Camp Organizers**

English camp organizers are recommended to maintain and further develop immersive and supportive learning environments, as these have proven effective in improving students' speaking confidence and ability. In addition, organizers should

consider implementing follow-up programs, such as regular speaking clubs, online discussion groups, or periodic mini-camps, to help participants sustain their speaking practice after the program ends.

### **3. For Students (EFL Learners)**

Students are encouraged to actively seek opportunities to practice speaking English beyond formal learning settings. They can form small speaking groups, engage in online communication, or participate in English-related communities to maintain their speaking skills. Developing consistency in practice is essential to prevent the decline of confidence and fluency after intensive programs like English camps.

### **4. For Institutions**

Higher education institutions are encouraged to support and integrate immersive learning programs, such as English camps, into their language development initiatives. Institutions can facilitate extracurricular activities, speaking clubs, or collaborative programs that provide students with continuous opportunities to use English in authentic contexts. This can help bridge the gap between classroom learning and real-life communication.

### **5. For Future Researchers**

Future researchers are recommended to explore the long-term impact of English camp programs using longitudinal designs to better understand the

sustainability of speaking development. In addition, further studies may investigate other aspects, such as identity development, peer dynamics, or digital platforms in supporting speaking practice, to enrich the understanding of EFL learners' experiences in immersive environments.

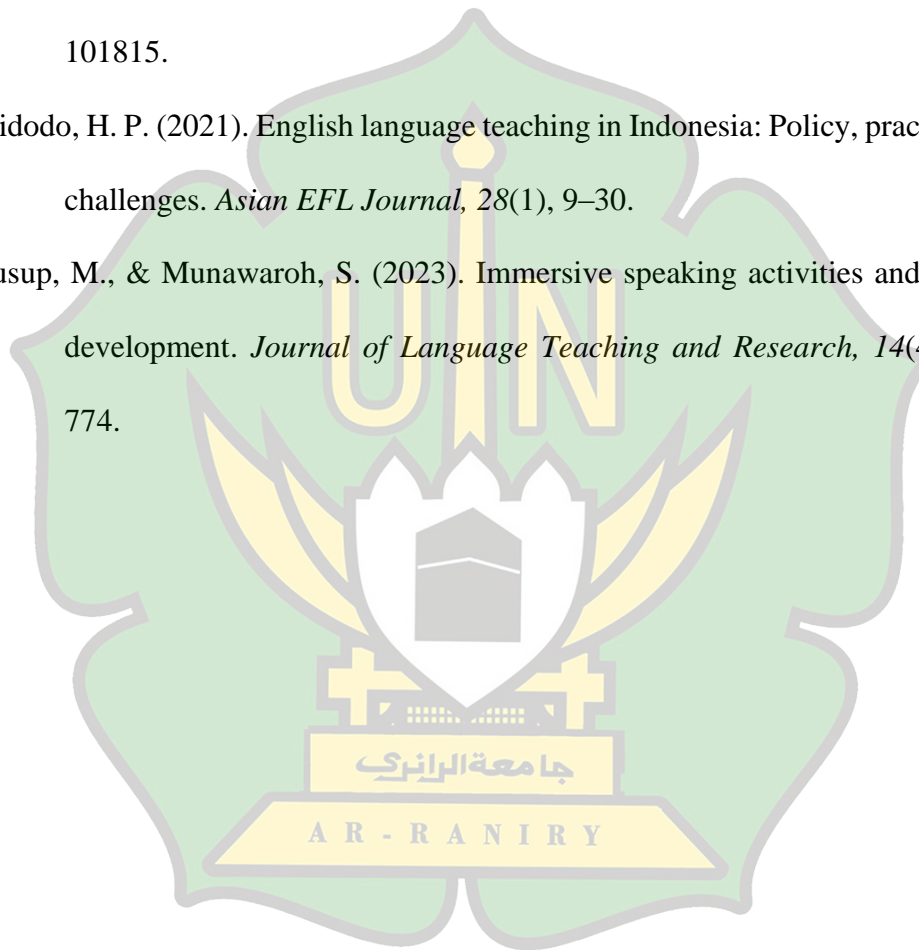


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## APPENDICES

## Appendix A: Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR: 021 TAHUN 2026

**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;  
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;  
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuts UIN Ar-Raniry Banda Aceh;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;  
10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;  
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

**MEMUTUSKAN**

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa


**KESATU** : Menunjuk Saudara  
**Drs. Amiruddin, M.Pd.**  
Untuk membimbing Skripsi  
Nama : **Ines Darasita**  
NIM : **220203168**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Navigating Public Speaking Challenges: A Qualitative Inquiry into The English Camp Experiences**

**KEDUA** : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.


**KETIGA** : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.

**KEEMPAT** : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.

**KELIMA** : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 6 Januari 2026  
Dekan : 

**Tembusan**  
1. Sekjen Kementerian Agama RI di Jakarta;  
2. Dosen Pendidikan Islam Kementerian Agama RI di Jakarta;  
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;  
4. Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;  
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;  
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;  
7. Tang Beresngkatan;  
8. Arsip.



**Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax.: 0651-752921

Nomor : B-2525/Un.08/FTK.1/TL.00/4/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203168

Nama : INES DARASINTA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan teungku di ujung Titi olor Sebbe

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *NAVIGATING PUBLIC SPEAKING CHALLENGES: A QUALITATIVE INQUIRY INTO THE SARE ENGLISH CAMP EXPERIENCE*

Banda Aceh, 13 April 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 22 Mei 2026

Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

جامعة الرانيري

A R - R A N I R Y

### Appendix C: Confirmation Letter from English Education Department



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**  
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Email : gbi.fk@ar-raniry.ac.id, Website : https://ar-raniry.ac.id

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**SURAT KETERANGAN**  
 Nomor: B-159/Un.08/PBI/Kp.01.2/4/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Ines Darasinta
NIM	: 220203168
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Sebbe, Simeulue Tengah, Simeulue, Aceh

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

***"Navigating Public Speaking Challenges, A Qualitative Inquiry Into the English Camp Experiences"***

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 April 2026  
 Ketua Prodi Pendidikan Bahasa Inggris,  
  
 Syarifah Dahliana

## Appendix D : Interview Protocol

### Interview Protocol

Research Title : Navigating Public Speaking Challenges : A  
Qualitative Inquiry Into the Saree English Camp  
Experience

Time of Interview :  
Date :  
Place :  
Interviewer : Ines Darasinta  
Interviewee :  
Age of Interviewee :  
Gender of Interviewee : Female/Male  
Position of Interviewee :

### List of Questions

#### A. Public Speaking Experience Before the Camp

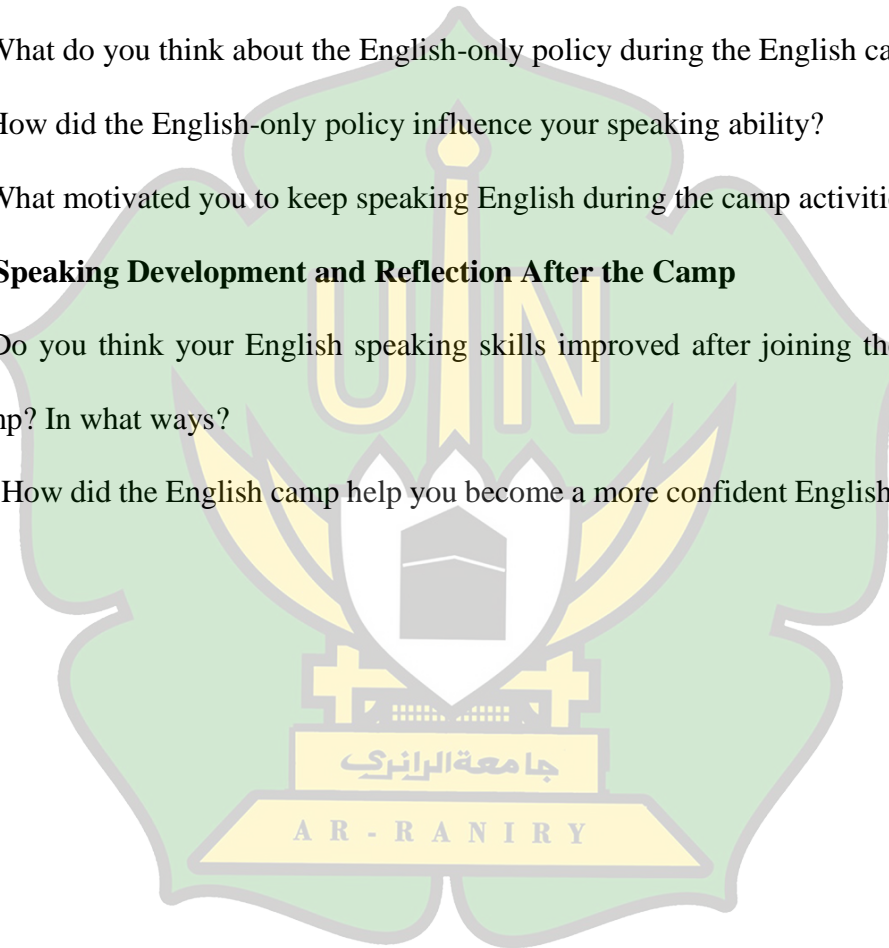
1. Can you tell me about your experience speaking English before joining the English camp?
2. What did you usually feel when you had to speak English in front of others before the camp?
3. What difficulties did you experience when speaking English before the camp?

### **B. Experiences Challenges During the Camp**

4. What difficulties did you experience when speaking English during the English camp?
5. Did you ever feel anxious or nervous when speaking English in the camp? Can you describe that experience?
6. What do you think about the English-only policy during the English camp?
7. How did the English-only policy influence your speaking ability?
8. What motivated you to keep speaking English during the camp activities?

### **C. Speaking Development and Reflection After the Camp**

9. Do you think your English speaking skills improved after joining the English camp? In what ways?
10. How did the English camp help you become a more confident English speaker?



## AUTOBIOGRAPHY

### Personal Information

Name : Ines Darasinta  
NIM : 220203168  
Place/Date of Birth : Sebbe, 06 September 2005  
Gender : Female  
Occupation : Undergraduate Student  
Religion : Islam  
Nationality : Indonesian  
Address : Sebbe, Simeulue Tengah, Simeulue, Aceh,  
Indonesia  
Email : 220203168@student.ar-raniry.ac.id

### Education Background

Elementary School : SDN 4 Simeulue Tengah  
Junior High School : SMPN 3 Simeulue Tengah  
Senior High School : MAS Ulumul Qur'an Banda Aceh  
University : UIN Ar-Raniry Banda Aceh