

STUDENTS' PERCEPTION TOWARDS ENGLISH CAMP IN KAMPUNG INGGRIS PARE ON IMPROVING THEIR SPEAKING SKILL

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ABSTRACT

Speaking is the most critical of the four skills and requires the student's full attention and concentration. This research aims to determine students' perception of English Camp on EFL undergraduate USK students' speaking skills. This research was conducted using qualitative research methods. This study included seven undergraduate students from Universitas Syiah Kuala. Interviews were used to collect research data. In collecting the data, the interviewees were selected by using purposive sampling. The seven chosen participants enrolled in the Kampung Inggris Pare (An English Camp Program in Pare). The results showed that Kampung Inggris Pare improved students' speaking skills. These improvements include mastering adequate vocabulary, improving pronunciation and fluency in speech, improving grammar and comprehension ability, and establishing self-confidence. These components work together to help students enhance their speaking skills to confront the numerous problems they face when speaking. The result of this research shows that English camp plays an essential role in improving students' speaking skills, such as the introduction of new vocabulary and improvement of pronunciation, fluency in speech, increase in self-confidence, improvement of comprehension skills, and grammar improvement. Thus, their performance on campus is improving, as well as their fluency in speaking skills in daily life.

Keywords: *perception, English camp, speaking skill.*

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INTRODUCTION

There are four essential skills that EFL students must master when studying a foreign language. Speaking is the most critical of the four skills and requires the students' full attention and concentration. It is the most crucial skill since it is the foundation for communication. It is one of the activities that encourage individuals to interact with one another. Furthermore, speaking enables students to deliver any message and express their ideas, beliefs, and feelings in spoken engagement or dialogues using some expression. It can effectively request something, share knowledge, or trade information.

According to Muklas (2017), speaking is an oral communication process that involves both productive and receptive understanding skills and is a two-way activity between the speaker and the listener. In other words, through dialogue between them, the listener will attempt to understand the speaker's ideas in the first person. Pratiwi and Ayu (2020) argue that speaking is the skill to generate language and communicate ideas. This speaking skill is required since the success of learning to talk may be judged by students' capacity to convey their ideas orally. When the person communicates, they will explain what is on their mind, feelings, information, and anything else for the listener to understand.

In Indonesia, people learn English as their foreign language (EFL) and still find some problems related to speaking skills that influence their English proficiency. Al-Shboul et al., (2013) also added that most studies on foreign language anxiety focused on speaking skill because it is seen as the most provocative competence among the four primary skills. To have a specific way of improving speaking skills, students significantly have strategies towards it. Many English courses have evolved to aid EFL students in mastering the language to reduce this issue. The designated English camp in this study is Kampung Inggris. The location is in Pare, East Java. The researchers chose English Camp in this study because they wanted to tell the effects that students felt after participating in this, which can help students who want to practice English improve their English skills. Various programs from Kampung Inggris Pare are available to aid EFL students in honing their

English language skills. The students receive instruction and training to make practicing English entertaining and straightforward. The EFL students who participate in the camp should become more courageous and confident speakers; as a result, improving their communication skills.

Several studies related to the perceived influence of English Camp have been conducted previously. The first one is from Garhani and Supriyono (2021) conducted research entitled "EFL students' motivation in setting: Self-determination theory perspective". This study investigates the perceived motivation of EFL students in the English Camp Program using Self-determination theory. However, the results of this study showed that the English Camp Program had discovered students' persistence in learning English, congruency between English and the student, inherent satisfaction emanating from the student, interest in learning in the English Camp Program, and enjoyment during the learning process.

Moreover, the second research is conducted by Mustakim and Ismail (2018). The study's goal is to improve the speaking skills of English House Course students through an English camp strategy. This was a 5-day pre-experimental study. The data analysis results reveal that the English camp is a suitable method for English learning for students of English House Course Maroangin based on their performance on the pre-test. There is a significant influence and a positive effect on students' speaking skills. Another research about English camps by Ketamon, et al., (2020). This survey examined junior high school students' attitudes toward English learning after they attended Princess Ubolratana Rajakanya's College Phatthalung's English Language Camp. Students provided favorable feedback for the content analysis; for example, the English Camp encouraged them to learn English faster and recognize the importance of English.

Another research conducted by Manan (2018) is to learn about English speaking skill through the English Camp Program (ECP). The study focuses on three ECP activities: commitment, community, and bravery. The researcher discovers a high level of achievement in English speaking skills in this study. The English camp program is a program that helps students improve their speaking skills. English camp has helped children develop

a common goal, devotion, community, and bravery.

English camp is a simple activity that can significantly impact one's ability to communicate in English. Then, another research by Erawati, et al., (2019) is to discover students' perceptions of the English learning program at the Euroweek foundation in Poland. According to the findings of this study, students have positive perceptions of the program. The research found that the English learning program at Euroweek considerably influenced the students, mostly in improving their speaking and listening skills through integrated activities. Furthermore, with a high potential for giving rich chances for exchanging individual worldviews, boosting cultural understanding, experiencing personal growth, and meeting Poland's need for English proficiency improvement.

The five previous studies focus on student motivation, perceptions, attitudes, and English camps activities. Previous studies have limited areas and therefore require more recent research. Considering the different methods, focus, location, and subject, the researcher decided to conduct this research. This research aims to determine undergraduate students of Kampung Inggris Pare's perception of their speaking skills and investigate how students perceive the importance of taking English Camp in Kampung Inggris Pare.

This research aims to determine undergraduate students of Kampung Inggris Pare's perception of their speaking skills and investigate how students perceive the importance of taking English Camp in Kampung Inggris Pare. This study is important for teaching and acquiring English speaking skills since it identifies students' impact after participating in the English Camp program. By performing this research, it is vital to learn about the students' viewpoints on activities/ways they have known to strengthen their grasp of English.

This study is expected to provide helpful information for many people involved in the learning process and contribute theoretically and practically to the advancement of English teaching. The researcher also anticipated providing students with a method for learning English and building their confidence in speaking English. This study could be a resource for other researchers interested in researching the same issue.

LITERATURE REVIEW

Definition of Speaking

There are a lot of definitions of “speaking” that have been suggested by researchers in language learning. According to Derakhshan et al., (2016), speaking is a production skill divided into accuracy and fluency. Fluency is considered the skill to keep going when speaking spontaneously, whereas precision is regarded as using vocabulary, grammar, and pronunciation through some tasks. In line with the above ideas Fadil et al., (2018) define speaking as a communication action that allows and requires people to communicate and listen to other people to get information, break down barriers, discuss themselves, and learn about the culture. In summary, it can be concluded that speaking is a communicative activity that allows someone to talk or discuss anything to conduct a conversation with someone, address someone in words, and express oneself in a particular language. Speaking skill is one of the criteria tested in this study based on student involvement in an English camp.

Components of Speaking

Fernandes (2016) stated that five components are generally recognized in analyses of the speech process such as grammar, pronunciation, fluency, vocabulary, and comprehension. All components mentioned above play an important role in speaking. People can develop good speech by mastering those components.

Grammar

In relation to Grammar, Laksana (2016) argues that grammar is the process of organizing words into correct sentences. Grammar is often defined as the study of language that deals with the patterns and structure of words (phonology) and the conventional arrangements in phrases and sentences (syntax).

Pronunciation

Boyer (2002) as cited in Erdiana et al., (2019) has said that pronunciation is a crucial aspect of speaking (spoken communication) since it entails making the correct sounds of a particular language and combining those sounds in the flow of speech. It is critical to make the

communication process more understandable to others.

Fluency

Fluency relates to how well a student communicates meaning rather than how many grammar, pronunciation, and vocabulary errors they make. Accuracy and fluency are frequently contrasted. According to Syukri and Mardiana (2016), fluency refers to rapid, efficient, and accurate word recognition skills that allow a person to develop the meaning of a context.

Vocabulary

Vocabulary is the essential thing to acquire before practicing speaking. Alqahtani (2015) defines vocabulary is the number of words needed to express the speaker's meaning and communicate ideas. Vocabulary is a single sentence form component that becomes the formulation of the words to be said to produce an organized and understandable communication.

Comprehension

Comprehension is the skill of grasping something by having a decent understanding of the subject or knowing what a situation is truly like. According to Iman (2017), comprehension requires a person to respond to and initiate speaking. The skill relates to the student's capacity to make their speaking easily understood by other listeners or to invite others to talk.

English Camp

A well-known English camp/English village in Indonesia is called Kampung Inggris Pare. The presence of over a hundred English institutions contributes to creating an environment where learners can practice English in everyday interactions. The facilities and instructional designs are appropriate for experiential English learning. Morris and Lankshear (2015) argue that English villages are rich environments of language learning facilities for simulated language tasks. That integrates aspects of foreign culture with language teaching and experiential classes in which learners can interact in English outside of the classroom and likely offer substantial opportunities for transactional authenticities, such as when shopping, hotel facilities, and using restaurants in English. It promotes relevant and exciting communication based on

the demands of the classroom. According to Kampung Inggris.com, the formation of this camp in Pare began with the establishment of an English course known as BEC (Basic English Course) by Kalend Osein, a local from Kutai, East Kalimantan who was studying in East Java (Mr. Kalend). This course is so well-run and well-known for its qualified graduates that EFL students from Indonesia are invited to participate. In Kampung Inggris Pare, students will receive special learning methods, a fun presentation of materials, English support areas, expert teachers, tutors in each dormitory, certificates, t-shirts and family bonds.

In Pare, there are a lot of English courses where along the streets are courses and camps provided for students who want to study there. It is called Kampung Inggris because of the many English courses there. This community has the advantage of having many units. They can choose to stay in the English camps provided by the institutions or in boarding houses rented from local communities. Now, the numbering has reached 150 institutions courses in 1 (one) year since establishing the course in English Village Pare, which can accommodate more than 3000 participants.

The Advantages of joining The English Camp

As kampung Inggris Pare has many course institutes, students should adjust the course institute with the course program. Kampung Inggris Pare can influence students' speaking skills for some reasons. Besides that, the learning atmosphere in kampung Inggris Pare is relaxed, which makes students enjoy the learning process. With this condition, students do not need to worry about the effectiveness of the learning process. Even though the atmosphere in the learning activity is likely at home condition, the teachers have had some way of reaching the goal of the course because the teachers are experts in English language teaching.

Ahsanau et al., (2014) found that the English camp is effective and can be an alternative to English-speaking learning. Most English camps are supervised by a single tutor who lives with the campers. They have a set learning schedule, usually in the early morning and late at night. Most English camps have strict rules, and all students are required to speak English in the area at all times. In Kampung Inggris Pare, tutors use strategies that require students to practice speaking English rather than teaching by the book. The methods used are introducing, describing, storytelling, discussion, and speech. A fun

learning process is also one of the determining factors for the success of learning to speak English. The classroom becomes a place where students are confident in making communicative mistakes. Kampung Inggris also requires students to speak English for 24 hours inside and outside the classroom. This is why Kampung Inggris Pare is an alternative to English-speaking learning.

The Activities of English Camp

Teaching speaking necessitates several exercises that must be both entertaining and communicative. According to Mustakim and Ismail (2018), several courses supplied during training comprise generic materials and materials plus mixing in diverse activities such as the following:

1. Discussion
In discussion groups, students may try to conclude, share thoughts about an event, or find solutions. This way, the discussion points are relevant to this objective, and students do not waste time conversing with each other about unimportant topics.
2. Professional Meeting
The professional meeting is the introduction of formal meeting kinds, the practice of formal meetings, and the direct involvement of participants, such as the Master of Ceremonies (MC), Speaker for the Opening Ceremony, and Speaker for the Closing Ceremony.
3. Free Talking
This activity is a conversation between fellow participants in pairs, with topics determined by the instructor. Participants are free to talk with their partners using English language instructors have a role in supervising the conversation between participants and help the participants if there are participants who have difficulty with vocabulary.
4. Role play
Role playing is another method for getting students to speak up. Students act out diverse social situations and take on various social roles. During role-play activities, the teacher informs the students about who they are and what they believe or feel.
5. Interviews
Students can conduct interviews with a variety of people on specific topics. Conducting interviews with people allows

students to practice their public speaking skills not just in class but also outside of course, which aids in their socialization.

6. Games

Games connected to reasoning power and language mastery are held, which helps participants establish memory and serves as a reminder for the participant. Numerous activities are available, including brainstorming, zip zap, board games, and picture card.

7. Nicknames

One of the roles in the English camp is nicknames; all participants must change their original name to a nickname. They are not permitted to use their initial friend's name; instead, they must use their nickname. Their nickname is an English word that encourages people to expand their English vocabulary.

Concept of Perception

According to Efron (1969), man's primary form of cognitive contact with the world around him is perception. Because all conceptual knowledge is based on or derived from this basic form of awareness, the study of perception has always had a special significance in philosophy and science. In relation to perception, Walgito (2004) defines perception as a process preceded by the process of sense, which is the process by which people receive stimulus through the senses. Perception, in other words, is the process through which people select and interpret sensory stimuli into meaningful information. It means that perception is a process of recognizing something using the senses, in which one receives stimuli from the outside with full awareness and attempts to understand and interpret the stimulus into a meaning that can be understood.

RESEARCH METHODOLOGY

In conducting this research, the researcher used a qualitative descriptive method. Cresswell (2012) as cited in Hijrah and Umar (2021) has said that qualitative research seeks to investigate and improve an issue based on a thorough phenomenon. It helped the researcher to explore the students' speaking skills. This research used instruments to gather the data to find out the students' perception of English Camp. The use of the instrument depends on the data the researcher needs, and it is related to the research problem where during the interview, the researcher provided additional unwritten

questions to obtain detailed information.

In this research, the researcher used the interview as the research instrument. The interview technique used in this research was a semi structured interview. The semi-structured interview is a tactic in which the researcher asks informants a sequence of predefined but open-ended questions, and the researcher has more control over the interview subjects than in the unstructured interview (Wishkoski, 2020). Data collection was to recruit participants first, then conduct research by conducting interviews.

In compiling the data, the researcher presented some procedures, such as researcher asked permission from the participants through online chat. Then, the researcher explained the purpose of the interview and determined the time and place to interview the participants. Then, the researcher gave several questions to the interviewees using Bahasa Indonesia. The researcher used Indonesian to help the interview run comfortably, and there was no misunderstanding regarding the information between the researcher and the interviewee. Furthermore, the researcher used a telephone recorder to record the participants' interview process. Finally, the researcher found results that varied from the participants' answers, and the results were transcribed into transcripts for analysis.

The data gathered from the interviews were collected and transcribed using various labels/codes to make it easier for the researcher to handle and organize the material. Thematic analysis was used to analyze the data from this study. According to Braun et al., (2017), thematic analysis is the method for identifying, analyzing, and reporting data patterns (themes). It organizes and defines your data set in (rich) detail at a high level. The data analysis process employed multiple coding and categorization to determine patterns. These themes can be identified and coded inductively (data-driven) from raw qualitative data (interview transcripts, biographies, video recordings, etc.) or deductively (theory-driven) using previous research theory and findings.

RESULTS AND DISCUSSIONS

Results

The researcher discovered a variety of outcomes based on the responses of respondents. Based on the interview, students' perspectives on the English camp in Kampung Inggris Pare on

improving their speaking skills can be divided into 5 topics the influence of Kampung Inggris Pare on speaking skills, undergraduate USK students' difficulties in speaking skills, student's reason for joining Kampung Inggris in Pare, Pare has good impact on students in the academic, the environment and strategies in Pare can best help students to learn English. The results are transcribed into a transcript for analysis. The researcher made the following points after assessing the data.

The Influence of Kampung Inggris Pare on Speaking skill

In line, Participant 7 experienced an increase in vocabulary, such as knowing new idioms that she previously did not know. Besides, Participant 3 experienced an increase in pronunciation, previously did not know how to pronounce a word correctly now he knows. Based on the participants' answers, the data shows that they know new vocabulary and how to pronounce a word correctly. It can be used to make sentences and everyday conversations.

Based on the experiences of the participants, they were able to improve their fluency when speaking, one of which was due to the support from the mentor and punishments for speaking Indonesian during the course. Fluency is one of the ways how participants can communicate fluently with other people. After Pare, there was a perceived improvement. As said by participant 4, where in the past felt, he was still stammering and afraid of being wrong, but the mentor always encouraged him to speak without being held back. Besides, demands and punishments were one of the ways participants 5 and 6 experienced improvements. It was explained that they were not allowed to speak in Indonesian while at camp. If they violated it, they would be fined. The guidance or habituation of speaking in English daily is one of the ways their fluency increases.

One of the most significant benefits of attending the English camp is increased self-confidence. It progresses once they have mastered numerous aspects of their speaking ability. They are more confident in speaking up and giving ideas. Self-confidence is built from the moment arrive at camp. Most are afraid to speak because they feel inadequate and still make many grammar mistakes. In this section, it is found that Participant 2 felt that Pare helped to increase his self-confidence, and Participant 1 also became brave to talk to tourists. Furthermore, participant 4 used to only speak to his neighbors but now can dare to talk to others and invite others to speak English.

Participant 4 stated that he felt he was superior in terms of grammar compared to other students in the department. Because they already know in advance through English camp, this is very beneficial for participants because it makes it easier for them to learn grammar.

Undergraduate USK Students' Difficulties in Speaking Skills

Choosing vocabulary, not being confident, and using the proper grammar to make correct sentences are difficulties experienced by participants 2 and 4. Participant 4 stated that not only is the material needed when speaking English, but courage is also needed. Participants 3 and 5 also feel the same, where grammar is still tricky and lacks vocabulary. Participant 5 said that the environment was also a factor in the difficulties faced because, in Pare, there were camp friends who became English conversation partners, while in Aceh, it would not be easy to find.

Student's Reason for Joining Kampung Inggris Pare

One of the reasons participants were interested in Kampung Inggris Pare was because of parents' recommendations, and there were special classes, as said by participant 5. Furthermore, participant 6 stated that in Pare, he could focus more on learning English because there was an obligation to speak English. In addition, participant 2 felt that Pare is a suitable place for people who are not confident, coupled with a supportive environment without judgment. Pare is the oldest English learning place that can be trusted. Participant 3 added that she could go to Pare because of a relative's recommendation, and Participant 7 liked English, so Pare was the right place to hone her skills. Based on the results of the interviews, the reasons for participating in the Kampung Inggris Pare were very diverse, for example, because of a supportive environment, special classes, recommended relatives, and others.

Pare Good Impact on Students in the Academic Skills

In line participants 2 and 3 said that many things in their majors are related to English, which helps them understand it even though their majors are not relevant to English, namely government science and law. Participant 7 stated that social media is also beneficial, such as understanding captions watching movies, and listening to music in English. Pare other good impacts such as self-confidence, understanding grammar, and other materials increased, as said by

participant 4. Participant 4 added that he also got a mentor link; the mentor became a second google for him; when there were difficulties in English, he knew who to ask.

The Environment and Strategies in Pare Can Best Help Students to Learn English

Participant 4 stated that there are stage performances every week, and he and other campmates take turns giving speeches, which makes her more confident and used to speaking in English. Participants 5 and 7 added that there are activities after dawn where they have to memorize new vocabulary and deposit their memorisation. This is one of the effective ways for the students to add new vocabulary. Participants 6 and 1 added that is a conversation session in every class where they give speeches in front of their classmates. Punishment is one of the strategies for improving English, such as memorizing 100 vocabulary words in one night, said participant 1.

Based on the results, there is an actual improvement in grammar, pronunciation, fluency, vocabulary, comprehension, and confidence from the interviews with respondents. The influence felt for the first time was getting a new vocabulary and increased pronunciation, making it easier for them to speak English and complete their sentences. Pronunciation is getting better. Previously, there were many mistakes in pronouncing a word, but now they know which one is correct. Then, fluency also experienced a change in speaking English. Those who previously did not dare because they were wrong can talk now, flowing like a river. Because the program in the course makes a significant impact on how they speak clearly and purposefully. Confidence helps them talk to people they know and other people like tourists, friends, and others. And then, improved confidence in front of the audience because they have a lot of vocabulary and grammar mastery. Because of grammar improvement, students excel in class when learning about grammar. Many other students still don't understand, but he already knows because he joined Pare.

Besides, comprehension increases too. Previously students had difficulty making a sentence, but now it is better. Regarding watching TV or listening to it again in English, it is also much better when there is no need to use a translator anymore. This understanding makes it easier to use English in everyday situations when speaking, to listen, writing, and constructing sentences. The changes they felt after

attending the Kampung Inggris Pare were inseparable from several aspects that made it difficult for students to speak English.

Discussions

This study aims to determine the perceptions of students who have attended an English camp in Kampung Inggris Pare regarding their English speaking skills. Researchers conducted interviews to collect data from the respondents. All respondents gave responses and opinions about their feelings after joining the Kampung Inggris Pare. The results were varied where each respondent gave answers based on their perspective experiences but was almost similar. For example, if they speak Indonesian while at camp, all respondents answered that they would be punished. However, the punishment can be different, one respondent gets a punishment for memorizing vocabulary and the other respondent has to pay a fine according to the agreement.

Based on the results of the interviews, the perceptions given by the respondents were very positive, and there was an improvement in speaking English. They feel it when studying in courses and the environment. Noguchi (2019) argues that the English camps have had a lot of positive influence. Positive things like developing and improving their abilities, such as lack of vocabulary, motivation, improved pronunciation, low self-confidence, and others. When researchers asked a few questions about English Camp, they answered enthusiastically based on their experience. In addition, the experience they get is quite exciting and varied.

The changes they felt after attending the Kampung Inggris Pare were inseparable from several aspects that made it difficult for students to speak English. Urrutia and Vega (2010) found that students' oral performance was influenced by a lack of vocabulary, not confidence, and a fear of being hated. It was also indicated that students' cooperation, vocabulary knowledge, self-confidence, and the environment encouraged them to improve their speaking skills.

Pare has good benefits, not only in the academic field but beyond that too. Even though English is sometimes not related to the majors students take, there are times when the material in other majors appears in English words. Because students have studied in Pare, they are superior because they know what the means. Apart from academics, social media also has a positive impact where students can understand captions in English, movies, music, etc. Mustakim and Ismail (2018) stated that the English camp was similar to another

country. The similarities are conversation sessions, free talking, and interviews. Still, there are differences in activities such as dawn activities memorizing vocab, speech performance stages, and others. The interview activity, as said by participants. They had to interview foreign tourists for the final exam. Conversation sessions similar to discussion activities were also experienced another participant. This activity made them more confident and feel more fluent in English. Every day in class and camp, they are also given time to speak freely in English among the participants. Other impacts felt by the students are also derived from the environment and strategies provided. At the speaking stage, they get used to speaking in front of an audience. Apart from practicing speaking, it also trains self-confidence.

Derakhshan et al., (2016) has said that one of the most important goals of teachers is to enable students to communicate in English. The mentors in Pare require students to speak English in and outside the course. Memorizing vocabulary after dawn is also one of the activities to increase participants' vocab. The obligation to speak English while there is also one of the reasons this strategy works for bold and more fluent students. Punishments such as memorizing vocabulary are also very useful for adding new vocabulary.

The results of this study have similarities with five previous studies. Research from Garhani and Supriyono (2021) and Erawati, et al., (2019) shows that the English Camp program has found students' persistence in learning English, such as motivating students to gain their confidence to talk and to present in public. Similarly, Kampung Inggris Pare makes students more confident in speaking English. However, there is a difference with Erawati's research which makes students perform drama. In the drama performance activity, the students practiced their writing skills as they tried to write their dialogue in their script, while in Pare, there was none. Then, there are other similarities with the research of Mustakim and Ismail (2018) there is a significant influence and a positive effect on students' speaking skills.

Moreover, Ketamon, et al., (2020) research showed that the English Camp encouraged them to learn English faster and recognize the importance of English. Similarly, the researcher's results showed that the participants could improve their speaking quickly, taking only two weeks to a few months. Another study from Manan (2018) produced data showing that English camps made students clear and well-articulated. However, there are differences in this research.

Manan's research focuses on English camp has helped children develop a common goal, devotion, community, and bravery.

After analyzing the data, it can be concluded that many students are looking for courses such as Kampung Inggris Pare to improve their English speaking. This is due to students' lack of knowledge about English, such as not speaking fluently and lack of confidence which spurs them to find ways to overcome these problems. At that time, they decided to join an English camp like Pare. It is related to Saeed Al Sobhi & Preece (2018) study, which said that the goal of establishing an English camp was to help less motivated students, who lacked language capabilities were introverted (shy) and lacked socialisation. The students recognized that their decision was the right one to make at the time. They also recommend that anyone who wants to learn English of any age can join. This result can be seen in the positive influence that improved their speaking skills. Their improvement can be used on and off campus to speak with others and other English-related things.

CONCLUSION AND SUGGESTION

The learning strategies provided have a good impact on students where almost 24 hours they have to speak English and other strategies that improve their English. In addition, all students said that the atmosphere in Pare tends to be fun and comfortable. This makes the students more enthusiastic about continuing to speak English. Kampung Inggris Pare is a place designed to support students who want to develop and improve their skills to master English, unique and innovative strategies supported by the environment make many students from various regions come there to learn English.

In relation to the findings, students may get an idea of what difficulties they may face in learning English, especially in improving their speaking skills. It is hoped that through this research, the students can find effective ways to help them overcome problems or difficulties encountered when learning to speak in English by joining Kampung Inggris Pare. For teachers it is suggested that teachers should be more attentive and sensitive to students' difficulties as much as possible to make students confident when speaking English even if they make mistakes.

It is suggested to other researchers conduct further analysis with an enormous scope of respondents to see students' perceptions of English camp activities that may exist in Aceh. It cannot be denied that camps in Indonesia and Aceh are increasing from generation to generation. This will make a solution for students who want to learn English in the form of a camp but not far from their home area. The researcher hopes that this research can be used as a reference for others who have the same topic and are related to this research.

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