



Perceptions of English Department Students of Universitas Negeri Padang toward Kampung Inggris Pare in Improving Their Speaking Skills

Muhammad Najib Marzuq¹, Carbiriena Solusia²

^{1,2}Universitas Negeri Padang

Correspondence Email: najibmarzuq5@gmail.com

Article History

Published: 2023-11-10

Keywords:

Perceptions, Kampung Inggris Pare, Speaking Skills

Abstract

This study investigated the perceptions of English Department students at Universitas Negeri Padang about Kampung Inggris Pare in improving their speaking skills and the benefits of studying there. A total of 22 students from the 2017-2023 batch participated in the study. Descriptive research with a quantitative approach was used to analyze the data. The research instrument was a questionnaire. The findings revealed that the students have a very positive perception of Kampung Inggris Pare's effectiveness in improving their speaking skills. This is reflected in the questionnaire's overall mean score of 3.61. The results of the study also showed that the English learning environment and methods in Kampung Inggris Pare helped students improve their speaking skills, develop their speaking skills in various aspects, and enhance their overall speaking skills. In other words, the study found that Kampung Inggris Pare is an effective place for English Department students at Universitas Negeri Padang to improve their speaking skills. This is due to the positive learning environment and effective teaching methods used there.

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Marzuq, M. N., & Solusia, C. (2023). Fitrawati. (2023). Perceptions of English Department Students of Universitas Negeri Padang toward Kampung Inggris Pare in Improving Their Speaking Skills. *Journal of English Language Teaching*, 12(4): pp. 1296-1307, DOI: [10.24036/jelt.v12i4.125694](https://doi.org/10.24036/jelt.v12i4.125694)

INTRODUCTION

English is the most widely spoken language in the world, although it does not have the most native speakers. In English language education, students should be able to master four skills: listening, speaking, reading, and writing. Speaking is one of the most important skills for communication. Kampung Inggris Pare is a community of English language institutions in Indonesia that uses a nonformal education model that combines school and experiential learning. Students attend for two weeks at a time, but may stay for up to three months depending on the program.

Learning English in Kampung Inggris Pare is significantly different from learning English in a public school. Kampung Inggris Pare provides a more authentic and real-life English learning experience. Students from all over Indonesia stay in English camps or boarding houses while they study. Several studies have shown that Kampung Inggris Pare is an effective way to improve English speaking skills. The intensive learning environment and motivating activities help students to develop their pronunciation, vocabulary, grammatical understanding, and language experience. In contrast, public schools in Indonesia often focus on teaching theory and memorization, with less emphasis on practice. This can lead to students who are unable to use English effectively in communication.

Therefore, the researcher is interested in studying the perceptions of English Department students at Universitas Negeri Padang toward Kampung Inggris Pare in improving their speaking skills. The results of this study will provide valuable insights into the effectiveness of Kampung Inggris Pare as a language learning environment.

RESEARCH METHOD

This study used a descriptive research design with a quantitative approach to investigate the perceptions of English Department students at Universitas Negeri Padang toward Kampung Inggris Pare in improving their speaking skills.

The participants in the study were 22 English Department students who had previously taken a course in Kampung Inggris Pare for at least two weeks. Purposive sampling was used to select the participants.

Data was collected using a questionnaire that employed a Likert scale. The questionnaire was reviewed by experts from the English Language Literature Department at Universitas Negeri Padang to ensure its validity and reliability. The questionnaire was distributed to the participants through Google Form. The participants were asked to select one of four options for each item: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). Descriptive analysis was used to analyze the data. The data was presented in the form of tables and summarized in detail. Overall, the research methodology is well-described and appropriate for the study.

RESULT AND DISCUSSION

1. Research Finding (tentative)

The table shows the summary data of the description results of the research. There are four indicators, namely English learning environment in Kampung Inggris Pare, English learning method used in Kampung Inggris Pare, speaking skills, and factors that influence speaking skills.

Overall, the mean scores of the four indicators are positive, suggesting that the UNP English Department students have a positive perception of Kampung Inggris Pare in improving their speaking skills. Specifically, the students rated the English learning environment and methods in Kampung Inggris Pare very highly. They also perceived that their speaking skills improved after studying there. Additionally, they perceived the factors that influence speaking skills to be positive.

The research data provides strong evidence that Kampung Inggris Pare is an effective place for UNP English Department students to improve their speaking skills. Here is a more detailed interpretation of the findings for each indicator:

1. English learning environment in Kampung Inggris Pare

The mean score of 3.8 for this indicator suggests that the students found the learning environment in Kampung Inggris Pare to be very positive. This may be due to the immersive English environment, the variety of learning activities, and the supportive atmosphere.

2. English learning method used in Kampung Inggris Pare

The mean score of 3.7 for this indicator suggests that the students found the teaching methods in Kampung Inggris Pare to be effective. This may be due to the focus on speaking practice, the use of authentic materials, and the small class sizes.

3. Assessment of Speaking skills Improvement

The mean score of 3.6 for this indicator suggests that the students perceived their own speaking skills to have improved after studying in Kampung Inggris Pare. This may be due to the combination of the positive learning environment, effective teaching methods, and opportunities for speaking practice.

4. Factors that influence speaking skills

The mean score of 3.5 for this indicator suggests that the students perceived the factors that influence speaking skills to be positive. This may be due to the supportive learning environment, the availability of native English speakers, and the opportunities for speaking practice.

Overall, the research data provides strong evidence that Kampung Inggris Pare is an effective place for UNP English Department students to improve their speaking skills.

No	Indicator	Mean
1	English Learning Environment in Kampung Inggris Pare	3,58
2	English Learning Method in Kampung Inggris Pare	3,62
3	Aspect of Speaking Skills	3,64
4	Influencing Factors in Speaking Skills	3,62
Amount	4	14,46
Average		3,61
Category		Very Positive

English learning environment in Kampung Inggris Pare

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
English Learning Environment in Kampung Inggris Pare	1	0 (0%)	2 (9,1%)	5 (22,7%)	15 (68,2%)	3,59	Very Positive
	2	0 (0%)	2 (9,1%)	5 (22,7%)	15 (68,2%)	3,59	Very Positive
	3	0 (0%)	1 (4,5%)	8 (36,4%)	13 (59,1%)	3,54	Very Positive
	4	0 (0%)	0 (0%)	8 (36,4%)	14 (63,6%)	3,63	Very Positive
	5	0 (0%)	1 (4,5%)	7 (31,8%)	14 (63,6%)	3,59	Very Positive
Total Mean						3,58	Very Positive

Based on the summary of the data, it is clear that the UNP English Department students have a positive perception of the English learning environment and methods in Kampung Inggris Pare. They believe that the environment is supportive and conducive to learning English, and that the tutors are helpful and effective. They also appreciate the variety of English learning styles offered in Kampung Inggris Pare.

Here is a more detailed interpretation of the findings for each item:

Item 1: Environment of Kampung Inggris Pare supported them to develop their English (68.2% strongly agreed)

This suggests that the students found the immersive English environment in Kampung Inggris Pare to be very beneficial for their learning. They may have had more opportunities to practice speaking and listening to English, and to be exposed to English culture.

Item 2: Tutors in Kampung Inggris Pare helped them to improve their English proficiency (68.2% strongly agreed)

This suggests that the students found the tutors in Kampung Inggris Pare to be knowledgeable, experienced, and supportive. The tutors may have helped the students to identify their weaknesses and to develop strategies for improving their English skills.

Item 3: With so many English language institutions it naturally creates a comfortable environment for speaking English (59.1% strongly agreed)

This suggests that the students felt comfortable speaking English in Kampung Inggris Pare, even if they were not fluent. This may be because they were surrounded by other people who were also learning English.

Item 4: Kampung Inggris Pare provided a variety of English learning styles, creating an interesting environment for learning (63.6% strongly agreed)

This suggests that the students appreciated the variety of English learning activities offered in Kampung Inggris Pare. This may have helped to keep them motivated and engaged in their learning.

Item 5: Kampung Inggris Pare is one of the best alternative to learn English (63.6% strongly agreed)

This suggests that the students overall had a positive experience learning English in Kampung Inggris Pare. They may have felt that they made significant progress in their English skills, and that the experience was worth the time and money invested.

Overall, the findings of this study suggest that Kampung Inggris Pare is an effective place for UNP English Department students to improve their English skills.

English learning method in Kampung Inggris Pare

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
English Learning Method in Kampung Inggris Pare	6	0 (0%)	2 (9,1%)	7 (31,8%)	13 (59,1%)	3,50	Very Positive
	7	0 (0%)	0 (0%)	6 (27,3%)	16 (72,7%)	3,72	Very Positive
	8	0 (0%)	1 (4,5%)	4 (18,2%)	17 (77,3%)	3,72	Very Positive
	9	0 (0%)	2 (9,1%)	5 (22,7%)	15 (68,2%)	3,59	Very Positive
	10	0 (0%)	1 (4,8%)	7 (33,8%)	13 (61,9%)	3,57	Very Positive
Total Mean						3,62	Very Positive

Based on the summary of the data, the students have a very positive perception of the English learning methods in Kampung Inggris Pare. They believe that the methods are effective and help them to improve their English skills.

Here is a more detailed interpretation of the findings for each item:

Item 6: Application of the English area/camp method in Kampung Inggris Pare enabled students to interact more easily in English (59.1% strongly agreed)

This suggests that the students found the English area/camp method to be effective in helping them to practice speaking English with native speakers and other learners.

Item 7: Experiential learning method in the Kampung Inggris Pare was effective for English proficiency (72.7% strongly agreed)

This suggests that the students found the experiential learning method, which involves learning by doing, to be effective for improving their English skills.

Item 8: Use of the repetition and drilling method in Kampung Inggris Pare was very effective for understanding and memorizing (77.3% strongly agreed)

This suggests that the students found the repetition and drilling method to be effective for helping them to learn and remember new vocabulary and grammar structures.

Item 9: Application of the fun English method in Kampung Inggris Pare really helped students in increasing their vocabulary and forms of expression (68.2% strongly agreed)

This suggests that the students found the fun English method, which involves using games and other activities to learn English, to be effective for increasing their vocabulary and forms of expression.

Item 10: Through the group discussion method in Kampung Inggris Pare, it was possible for students to be more trained in using English in discussions and debates (61.9% strongly agreed)

This suggests that the students found the group discussion method to be effective for helping them to practice speaking English in a more natural and communicative setting.

Overall, the findings of this study suggest that the English learning methods in Kampung Inggris Pare are effective and help students to improve their English skills.

The highest percentage of the advantages studying in Kampung Inggris Pare was the use of the repetition and drilling method. This suggests that the students found this method to be particularly effective for improving their speaking skills.

The lowest percentage was the application of the English camp/area method. This suggests that the students may have found this method to be less effective for improving their speaking skills, possibly because it did not provide as many opportunities for speaking practice.

Overall, the findings of this study suggest that Kampung Inggris Pare is an effective place for improving speaking skills.

Regarding the aspect of speaking skills, the findings show that the average mean scores of the five indicators (pronunciation, grammar, vocabulary, fluency, and comprehension) were all above 3.5. This suggests that the students perceived their speaking skills to have improved in all of these areas after studying in Kampung Inggris Pare.

Aspects of speaking skills (Pronunciation, grammar, vocabulary, fluency, comprehension)

indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
Aspect of Speaking	11	0 (0%)	1 (4,5%)	8 (36,4%)	13 (59,1%)	3,54	Very Positive
	12	0 (0%)	1 (4,5%)	5 (22,7%)	16 (72,7%)	3,68	Very Positive
	13	0 (0%)	1 (4,5%)	5 (22,7%)	16 (72,7%)	3,68	Very Positive
	14	0 (0%)	1 (4,5%)	5 (22,7%)	16 (72,7%)	3,68	Very Positive
	15	0 (0%)	1 (4,5%)	6 (27,3%)	15 (68,2%)	3,63	Very Positive
Total Mean						3,64	Very Positive

Based on the summary of the data, the students have a very positive perception of the impact of Kampung Inggris Pare on their speaking skills. They believe that their

pronunciation, grammar, vocabulary, fluency, and comprehension all improved after studying in Kampung Inggris Pare.

Here is a more detailed interpretation of the findings for each item:

Item 11: They felt their pronunciation improved after learning in Kampung Inggris Pare (59.1% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for improving their pronunciation. This may be due to the opportunities to practice speaking with native speakers and other learners, as well as the focus on pronunciation in some of the teaching methods.

Item 12: They felt their grammar improved after taking a course in Kampung Inggris Pare (72.7% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for improving their grammar. This may be due to the focus on grammar in some of the teaching methods, as well as the opportunities to practice using grammar in a variety of different contexts.

Item 13: They felt their vocabulary increased after learning in Kampung Inggris Pare (72.7% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for increasing their vocabulary. This may be due to the exposure to a wide range of vocabulary in the classroom and in everyday life in Kampung Inggris Pare.

Item 14: They felt more fluent in English after taking course in Kampung Inggris Pare (72.7% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for improving their fluency in English. This may be due to the opportunities to practice speaking English in a variety of different contexts, as well as the supportive and encouraging environment.

Item 15: They felt their comprehension of English improved after leaning in Kampung Inggris Pare (68.2% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for improving their comprehension of English. This may be due to the exposure to a wide range of English materials, as well as the focus on comprehension in some of the teaching methods.

Overall, the findings of this study suggest that Kampung Inggris Pare is an effective place for improving speaking skills. The students perceived that their pronunciation, grammar, vocabulary, fluency, and comprehension all improved after studying in Kampung Inggris Pare.

The findings also showed that the students perceived the factors that influence speaking skills to be positive. These factors include the English learning environment, the English learning methods, the exposure to native speakers, and the opportunities for speaking practice.

Influencing factors in speaking skills (Performance condition, affective factors, listening ability, topical knowledge, feedback during speaking activities)

indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
Influencing Factors in Speaking Skills	16	0 (0%)	1 (4,5%)	5 (22,7%)	16 (72,7%)	3,68	Very Positive
	17	0 (0%)	1 (4,5%)	7 (31,8%)	14 (63,6%)	3,59	Very Positive
	18	0 (0%)	0 (0%)	7 (31,8%)	15 (68,2%)	3,68	Very Positive
	19	0 (0%)	2 (9,1%)	4 (18,2%)	16 (72,7%)	3,63	Very Positive
	20	0 (0%)	1 (4,5%)	6 (27,3%)	15 (68,2%)	3,63	Very Positive
	21	0 (0%)	1 (4,5%)	3 (13,6%)	18 (81,8%)	3,77	Very Positive
	22	0 (0%)	2 (9,1%)	4 (18,2%)	16 (72,7%)	3,63	Very Positive
	23	1 (4,5%)	1 (4,5%)	6 (27,3%)	14 (63,6%)	3,50	Very Positive
	24	0 (0%)	2 (9,1%)	6 (27,3%)	14 (63,6%)	3,54	Very Positive
	25	0 (0%)	1 (4,5%)	8 (36,4%)	13 (59,1%)	3,54	Very Positive
Total Mean						3,62	Very Positive

Based on the summary of the data, the students have a very positive perception of the factors that influence speaking skills and the improvement of speaking skills after studying in Kampung Inggris Pare.

Here is a more detailed interpretation of the findings for each item:

Item 16: By studying in Kampung Inggris Pare, students expressed their expressions and opinions with confidence (72.7% strongly agreed)

This suggests that the students felt more confident speaking English after studying in Kampung Inggris Pare. This may be due to the supportive and encouraging environment, as well as the opportunities to practice speaking in a variety of different contexts.

Item 17: By studying in Kampung Inggris Pare, students overcame the problem of not knowing how to speak English because they were familiar with new vocabulary (63.6% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for increasing their vocabulary and improving their speaking skills.

Item 18: By studying in Kampung Inggris Pare, students' ability to analyze sentences in every English language interaction had improved (68.2% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for improving their grammar and comprehension skills. These skills are essential for being able to analyze and understand English language interactions.

Item 19: They felt helped by the tutor's feedback when studying in class in Kampung Inggris Pare (72.7% strongly agreed)

This suggests that the students found the tutor's feedback to be helpful and constructive. This feedback may have helped them to identify their weaknesses and to develop strategies for improving their speaking skills.

Item 20: By studying in Kampung Inggris Pare, students felt more capable to develop a topic when speaking English (68.2% strongly agreed)

This suggests that the students found the English learning environment and methods in Kampung Inggris Pare to be effective for improving their fluency and comprehension skills. These skills are essential for being able to develop and discuss a topic in English.

Item 21: By studying in Kampung Inggris Pare, students felt more motivated in learning English (81.8% strongly agreed)

This suggests that the English learning environment and methods in Kampung Inggris Pare were motivating and engaging for the students. This motivation may have helped them to improve their speaking skills.

Item 22: By studying in Kampung Inggris Pare, students felt helped in increasing their confidence in speaking English (72.7% strongly agreed)

This suggests that the English learning environment and methods in Kampung Inggris Pare helped the students to develop more confidence in their speaking skills.

Item 23: By studying in Kampung Inggris Pare, students felt more participated in every English activities (63.6% strongly agreed)

This suggests that the English learning environment and methods in Kampung Inggris Pare were active and engaging, which encouraged students to participate in class activities and to practice speaking English.

Item 24: By studying in Kampung Inggris Pare, they reduced errors in pronunciation because they already used to mother tongue (63.6% strongly agreed)

This suggests that the English learning environment and methods in Kampung Inggris Pare helped the students to improve their pronunciation by exposing them to native English speakers and by providing opportunities for pronunciation practice.

Item 25: By studying in Kampung Inggris Pare, students felt more capable to speak English as native speaker (59.1% strongly agreed)

This suggests that the students felt that their speaking skills had improved to the point where they were more confident speaking English like a native speaker.

Overall, the findings of this study suggest that Kampung Inggris Pare is an effective place for improving speaking skills. The students perceived that the factors that influence speaking skills to be positive, and that their speaking skills improved significantly after studying in Kampung Inggris Pare.

2. Discussion

Overall, the research findings suggest that Kampung Inggris Pare is an effective place for improving students' speaking skills. The students had relatively positive

perceptions about the advantages of studying in Kampung Inggris Pare, such as the supportive learning environment, the variety of learning methods, and the focus on speaking practice.

The findings are also consistent with previous research on the effectiveness of Kampung Inggris Pare in improving students' speaking skills. For example, the study by Luky (2021) found that students perceived that they had an intermediate speaking level after joining an English course in Kampung Inggris Pare. The study by Rini (2016) found that the learning environment in Kampung Inggris Pare helps students to improve their speaking skills. The study by Yuwanda (2017) found that the repetition and drilling technique, which is one of the main teaching methods used in Kampung Inggris Pare, is effective for improving students' speaking skills.

The implications of the research findings are that Kampung Inggris Pare can be a good option for students who are looking to improve their speaking skills. The supportive learning environment, the variety of learning methods, and the focus on speaking practice can all contribute to students' speaking skills improvement.

However, it is important to note that the research findings are based on the perceptions of a small sample of students. More research is needed to confirm the effectiveness of Kampung Inggris Pare in improving students' speaking skills on a larger scale.

CONCLUSION AND SUGGESTIONS

Based on the data and discussions, it was discovered that students had good attitudes on Kampung Inggris Pare in terms of increasing their speaking abilities. After taking the course, the majority of students reported improvements in their pronunciation, grammar, vocabulary, fluency, and understanding. However, other students improved their speaking fluency as a result of obstacles such as a lack of vocabulary and pronunciations, feeling uneasy and insecure, less practice, and fear of making mistakes.

Students' gains were inextricably linked to issues that hampered their capacity to communicate in English. These difficulties were found to have a greater influence on factors such as fear of being despised and a lack of language than confidence. Students were encouraged to enhance their speaking skills by the surroundings, language comprehension, collaboration, and self-assurance.

Students were equally optimistic about the benefits of learning at Kampung Inggris Pare. They both believed that the learning atmosphere was encouraging and beneficial to their speaking abilities. The majority of students at Pare are English learners, and even the dormitory management are fluent in the language.

The many learning techniques offered by Kampung Inggris Pare, such as repetition and drilling, experience learning, fun English, group discussions, and English camps, were deemed advantageous. The repetition and drilling strategy proved very successful in helping pupils learn popular words and phrases. This strategy corresponds to the learning environment in basecamp, which emphasized comprehension and memory. Overall, the study emphasizes the significance of Kampung Inggris Pare in boosting kids' speaking abilities and academic achievement.

This research is supposed to assist instructors in becoming better educators. This research provides numerous techniques to motivate students as well as other areas

of speaking competency that instructors can use to enhance their students, classrooms, and themselves. Furthermore, this study is projected to provide students with the following advantages. For starters, pupils may be more enthusiastic or motivated to learn the language, especially when it comes to speaking. As a result, this research may motivate students to take English classes in addition to learning the language in school or college in order to get an extra seven knowledge, abilities, and experiences. Students are encouraged to utilize English in front of the class or in other public speaking situations.

REFERENCES

- A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media Publishing, 2014), p.1.
- Ahsanu, M., Februansyah, R., Handoyo, R. P. (2014). English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java). *International Integration for Regional Management*. p.383-386.
- Ardiani, Rini. (2016). "Students' Perception On The Influence Of Kampung Inggris Pare Course Toward Their Speaking Skills". Thesis English Education Department. Faculty Of Language Education. Universitas Muhammadiyah Yogyakarta.
- Boonkit, K. (2010). Enhancing the development of speaking skill for non-native speakers of English. *Procedia Social and Behavioral Sciences*, 2, 1305- 1309. doi:10.1016/j.sbspro.2010.03.191
- Brown, H. Douglas (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company
- Cho, J. Y. (2014). Reducing confusion about grounded theory and qualitative content analysis: Similarities and differences. *The Qualitative Report* 2014, 19(64), 1-20.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research fourth edition*. Lincoln: Pearson Education, Inc.
- Creswell, J. W. (2014). *Research Design : Qualitative, Quantitative, and Mixed*.
- Darwanto, B. (2014). *Strategies for developing speaking skill used by students of English Education Department*. Surakarta: Universitas Muhammadiyah Surakarta.
- Education Department Universitas Muhammadiyah Yogyakarta. Yogyakarta: Universitas Muhammadiyah Yogyakarta
- Eggen, P., & Kauchak, D. (2001). *Educational psychology: Windows on classrooms*. New Jersey: Prentice Hall, Inc.
- Forgus, R. (1966). *Perception: The basic process in cognitive development*. Oxford, England: Mcgraw-Hill Book Co.
- G Fulcher, *Testing Second Language Speaking* (Harlow: Longman/Pearson Education, 2003), p. 79.
- Hosni, S. A. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.

- Ilmudinulloh, R. (2019). *Communicative Language Teaching Implementation in Kampung Inggris Pare*. (Unpublish thesis), Statue University of Yogyakarta, Indonesia.
- Karmala, E. T., Kristina, D., & Supriyadi, S. (2018). Learning Public Speaking Skills from an Ethnography Study of Kampung Inggris. *In English Language and Literature International Conference (ELLiC) Proceedings*, Vol. 2, p.228-230
- L. Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), p. 46.
- Lavrakas, P. (2008). *Encyclopedia of Survey Research Methods* 1st Edition. SAGE Publications.
- Mart, C. T. (2012). Developing speaking skill through reading. *International Journal of English Linguistics*, 2(6), 91-96. doi:10.5539/ijel.v2n6p91
- Mariana, L., Kencanawati, D., & Kurniawan, N. F. (2012). Strategi komunikasi yang digunakan oleh pelajar bahasa Inggris dikawasan kampung Inggris Pare dalam kegiatan speaking. Kediri: Universitas Nusantara PGRI Kediri.
- Nurani, S. (2015). *The impact of debate habit toward speaking skill at English Education Department Universitas Muhammadiyah Yogyakarta*. Yogyakarta: Universitas Muhammadiyah Yogyakarta.
- Oradee, T. (2012). Developing speaking skills using three communicative activities (Discussion, problem-solving, role-playing). *International Journal of Social Science and Humanity*, 2(6), 533-535.
- Porkaew, K. (2004). The roles of attitude and motivation in second language foreign language learning. *Language Institute Journal*, 2, 69-76.
- Panduan Memilih Lembaga Kursus, Camp dan Kost di Kampung Inggris. (n.d.). Retrieved September 18, 2016, from Kampung Inggris website, <http://kampuninggris.in>
- Sa'adillah, Hizriani, N., Rahayu, P. S. 2015. Building Confidence on Sudents. *Tashwir*, 3(7), p.289-303.
- Sampoernauniversity.ac.id (2022). *Teknik Purposive Sampling: Definisi, Tujuan, dan Syarat*
- Siniscalco, M. T. & Auriat, N. (Ed.). (2005). *Quantitative research methods in educational planning*. Paris, France: UNESCO (International Institute for Educational Planning)
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*. 3(2), 8-23.
- Wati, H. (2011). The effectiveness of Indonesian English teachers training programs in improving confidence and motivation. *International Journal of Instruction*, 4(1), 80-104. Wiyaka., Kusumawardhani, R., Susanto, D. A., Setyorini, A., & Fani, E. (2012). *Model pembelajaran bahasa Inggris di kampung Inggris Pare Kediri*. Semarang: IKIP PGRI Semarang.