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A COMPARATIVE STUDY OF SPEAKING ABILITY: ENGLISH CAMP PARTICIPANTS AND NON-PARTICIPANTS AT MAN 1 KUANTAN SINGINGI



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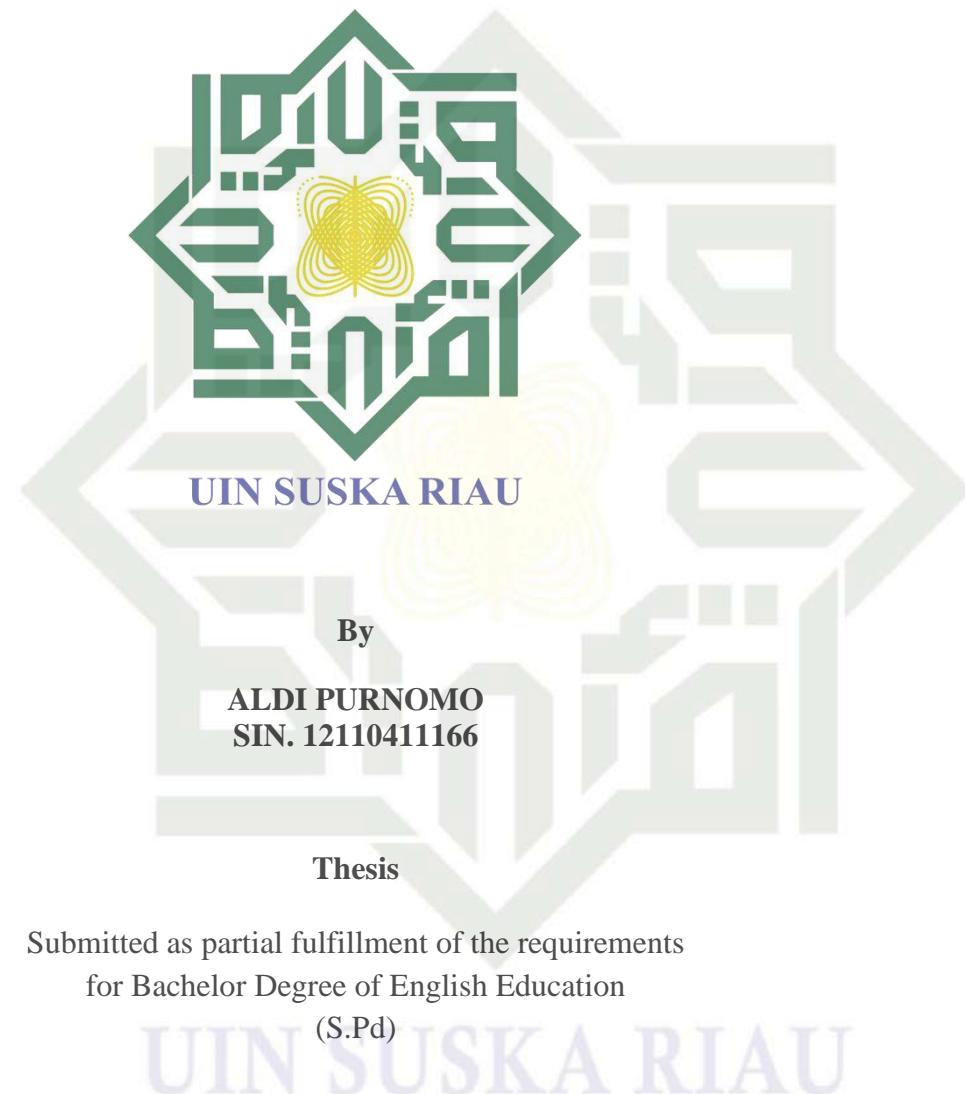
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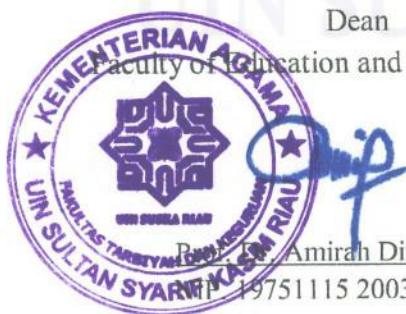
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This thesis, entitled "*A Comparative Study of Speaking Ability: English Camp Participants and Non-Participants at MAN 1 Kuantan Singingi*," is submitted in partial fulfillment of the requirements for obtaining the Bachelor's Degree (S.Pd) in English Education at the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. The researcher realizes that the completion of this thesis would not have been possible without the support, guidance, and prayers of many individuals.

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The researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly welcomed. It is hoped that this thesis will contribute positively to the development of knowledge, particularly in the field of English language education.

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ABSTRACT**Aldi Purnomo, (2025) : “A Comparative Study of Speaking Ability: English Camp Participants and Non-Participants at MAN 1 Kuantan Singingi”**

This study aimed at finding out significant differences in speaking ability between students participating in English Camp program and those who did not participate in English Camp program at State Islamic Senior High School 1 Kuantan Singingi. It was quantitative study with causal-comparative design. All eleventh-grade students at State Islamic Senior High School 1 Kuantan Singingi were the population of this study, and they were 236 students. 30 students were selected as samples selected by using purposive sampling technique, and they consisted of 15 English Camp participants and 15 non-English Camp participants. The instrument of collecting data was speaking test, and the data were analyzed by using independent sample t-test with the help of SPSS 27. The findings showed that the score of Sig. (2-tailed) was 0.001 lower than 0.05, and it indicated a significant difference in speaking ability between the two groups. Thus, Null hypothesis (H_0) which stated that there was no significant difference in speaking ability between students participating in English Camp and non-participants in English Camp was rejected, and Alternative hypothesis (H_a) was accepted.

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ABSTRAK

Adi Purnomo, (2025) : “A Comparative Study of Speaking Ability: English Camp Participants and Non-Participants at MAN 1 Kuantan Singingi”

Penelitian ini bertujuan untuk mengetahui perbedaan yang signifikan dalam kemampuan berbicara antara siswa yang mengikuti program English Camp dan siswa yang tidak mengikuti program English Camp di MAN 1 Kuantan Singingi. Penelitian ini merupakan penelitian kuantitatif dengan desain kausal-komparatif. Populasi dalam penelitian ini adalah seluruh siswa kelas XI MAN 1 Kuantan Singingi yang berjumlah 236 siswa. Sebanyak 30 siswa dipilih sebagai sampel menggunakan teknik purposive sampling, yang terdiri dari 15 siswa peserta English Camp dan 15 siswa non-peserta English Camp. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, dan data dianalisis menggunakan uji Independent Sample T-test dengan bantuan program SPSS versi 27. Hasil penelitian menunjukkan bahwa nilai $Sig. (2-tailed)$ sebesar $0,001 < 0,05$, yang menunjukkan adanya perbedaan yang signifikan dalam kemampuan berbicara antara kedua kelompok. Dengan demikian, hipotesis nol (H_0) yang menyatakan tidak terdapat perbedaan signifikan dalam kemampuan berbicara antara siswa peserta English Camp dan non-peserta English Camp ditolak, sedangkan hipotesis alternatif (H_a) diterima.

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ملخص

أldي فورنومو، (٢٠٢٥): دراسة مقارنة لمهارة الكلام بين المشاركين في مخيم اللغة الإنجليزية وغير المشاركين فيه في المدرسة الثانوية الإسلامية الحكومية الأولى بكونستان سينغيني

هذا البحث يهدف إلى معرفة وجود فرق دال إحصائيا في مهارة الكلام بين التلاميذ الذين يشاركون في برنامج مخيم اللغة الإنجليزية والتلاميذ الذين لا يشاركون فيه في المدرسة الثانوية الإسلامية الحكومية الأولى كونستان سينغيني. ويعد هذا البحث بحثاً كميّاً باستخدام التصميم السبيبي المقارن. يتكون مجتمع البحث من جميع تلاميذ الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية الأولى كونستان سينغيني، والبالغ عددهم ٢٣٦ تلميذاً. وتم اختيار ٣٠ تلميذاً كعينة باستخدام أسلوب العينة القصدية، حيث تألفت العينة من ١٥ تلميذاً من المشاركين في برنامج مخيم اللغة الإنجليزية و ١٥ تلميذاً من غير المشاركين فيه. أما أداة جمع البيانات فهي اختبار مهارة الكلام، وقد تم تحليل البيانات باستخدام اختبار ت للعينات المستقلة بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٧. وأظهرت نتائج البحث أن قيمة الدلالة بلغت ٠٠١، وهي أقل من ٠٠٥، مما يدل على وجود فرق دال إحصائياً في مهارة الكلام بين المجموعتين. وبناءً على ذلك، تم رفض الفرضية الصفرية التي تنص على عدم وجود فرق دال في مهارة الكلام بين التلاميذ المشاركين في برنامج مخيم اللغة الإنجليزية وغير المشاركين فيه، وقبول الفرضية البديلة.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Mastering English speaking ability is a fundamental requirement for students in the era of globalization, as English functions as a primary medium of international communication in education, economics, and social interaction. Speaking ability enables learners to express ideas, thoughts, and feelings orally in real communicative situations. According to Richards (2008), speaking is a productive skill that requires not only linguistic knowledge but also the ability to process and respond to information in real time. Therefore, speaking ability is considered a core indicator of students' communicative competence in English as a Foreign Language (EFL) contexts.

Despite the importance of speaking ability, many Indonesian students still experience difficulties in developing effective oral communication skills in English. Although English has been taught as a compulsory subject for several years in formal education, students' speaking performance often remains unsatisfactory. Limited exposure to English outside the classroom, insufficient opportunities for oral practice, and teacher-centered instructional approaches are frequently identified as factors contributing to students' low speaking proficiency. Brown (2004) emphasizes that speaking is one of the most challenging language skills for EFL learners because it requires spontaneous language production involving pronunciation, grammar, vocabulary, fluency, and comprehension simultaneously.

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In response to these challenges, various non-formal language learning programs have been implemented to support students' speaking development. One such program is the English Camp, which provides an immersive environment where students are encouraged to use English in daily communication. English Camp programs emphasize continuous exposure, interaction, and practice, which are considered essential for developing speaking fluency and confidence. Previous studies have consistently reported that English Camp programs positively influence students' speaking ability, including improvements in vocabulary mastery, pronunciation accuracy, fluency, grammatical competence, comprehension, and self-confidence (Mustakim, 2018; Thahira et al., 2023; Aziz, 2024).

However, while the effectiveness of English Camp programs has been widely acknowledged, a debatable issue remains regarding the extent to which participation in English Camp results in significantly better speaking ability when compared directly with students who do not participate in such programs within the same formal educational context. Many existing studies focus on pre-test and post-test designs or learners' perceptions of English Camp experiences, without explicitly comparing the speaking performance of English Camp participants and non-participants within one institutional setting. As a result, empirical evidence that directly contrasts these two groups in a school-based context remains limited.

This issue is particularly relevant in the context of MAN 1 Kuantan Singingi, a state Islamic senior high school that integrates formal English instruction with a non-formal English Camp program. Not all students at this


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institution have the opportunity to participate in the English Camp, which raises an important pedagogical question: whether students who participate in the English Camp demonstrate significantly better speaking ability than those who rely solely on formal classroom instruction. Addressing this question is essential for evaluating the role of English Camp as a complementary program within formal education rather than merely assuming its effectiveness.

It is important to emphasize that this study does not aim to introduce a new theoretical framework or instructional model in English language teaching. Instead, this research is positioned as a confirmatory and contextual comparative study that seeks to validate previous findings within a specific institutional context. By comparing the speaking ability of English Camp participants and non-participants at MAN 1 Kuantan Singingi, this study provides empirical evidence that strengthens existing research on English Camp programs in an Islamic senior high school setting.

Based on these considerations, this research focuses on examining whether there is a significant difference in speaking ability between students who participate in the English Camp program and those who do not at MAN 1 Kuantan Singingi. The study specifically investigates students' speaking ability that operationalized through pronunciation, grammar, vocabulary, fluency, and comprehension. Through a quantitative causal-comparative design, this research aims to contribute contextual evidence that may inform educators and school administrators in evaluating and optimizing English Camp programs as part of English language learning strategies in formal education.



B. Identification of the Problem

English speaking ability is a crucial skill that enables students to communicate ideas effectively in real-life contexts. However, despite years of formal English instruction, many students still experience difficulties in developing adequate speaking ability. This condition indicates that classroom-based learning alone may not provide sufficient opportunities for students to practice speaking English actively and meaningfully. As a result, students often demonstrate limited fluency, lack of confidence, and difficulty in using English for oral communication. To address these challenges, various non-formal programs have been implemented to support English language learning, one of which is the English Camp program, which aims to provide an environment that encourages the use of English in daily communication.

In the context of MAN 1 Kuantan Singingi, English Camp has been implemented as a complementary program alongside formal English instruction. However, not all students have the opportunity to participate in this program. This condition raises a pedagogical concern regarding whether students who participate in English Camp demonstrate differences in speaking ability compared to those who do not participate. The limited availability of empirical evidence based on direct comparison between English Camp participants and non-participants within the same school context indicates a research gap that needs to be addressed. Therefore, a systematic comparative study is required to examine whether participation in English Camp is associated with differences in students' speaking ability and to provide

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empirical evidence that can support educational decision-making and program evaluation.

Limitation of the Problem

To maintain focus and feasibility, this research is limited to examining students' speaking ability at MAN 1 Kuantan Singingi. The study specifically compares eleventh-grade students who participate in the English Camp program with those who do not participate. The scope of speaking ability in this research is restricted to five components, namely pronunciation, grammar, vocabulary, fluency, and comprehension, as measured through a speaking test.

Other language skills such as listening, reading, and writing are beyond the scope of this study.

D. Formulation of the Problem

Based on the problems above, the researcher formulated the problems in the research as a question: Is there any significant difference in speaking ability between English Camp participants and non-English Camp participants?

Objective of the Research

Based on the formulation of the research problem, The objective of this research is to examine whether there is a significant difference in speaking ability between English Camp participants and non-participants at MAN 1 Kuantan Singingi.

E. Significance of the research

Theoretically, this research is expected to contribute to the existing body of knowledge in English language education, particularly in the field of


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English as a Foreign Language (EFL) speaking instruction. This study provides empirical evidence that confirms previous findings regarding the effectiveness of English Camp programs within a specific institutional context. By positioning the research as a confirmatory and contextual study, the findings strengthen existing theories related to immersive and communicative language learning environments.

Practically, the findings of this research are expected to provide valuable insights for various stakeholders. For English teachers, this study may serve as a reference for evaluating the effectiveness of English Camp as a complementary program to formal classroom instruction. For school administrators, the results may be used as empirical consideration in decision-making related to the implementation and development of English Camp programs. Furthermore, for students, this research may offer motivation and awareness regarding the importance of active participation in English-speaking environments to improve speaking ability.

Definition of the Key Term

1. Comparative

According to Iranifard & Latifnejad Roudsari (2022) a comparative study is the study of similarities and differences between two or more cases. In this study, the case is about the differences in speaking abilities between students who participate in English Camp program and those who do not participate in English Camp program.



2. Speaking Ability

According to Faziah et al. (2022) Speaking ability is the communication abilities aimed at conveying opinions, thoughts, and feelings. Having good speaking skills can make it easier for listeners and audiences to understand what is being conveyed by the speaker.

3. English Camp

According to Wibowo (2015) English Camp can be translated as a *Kampung Inggris*, which is a place that contains a series of agendas, media for learning English, and agreed-upon rules for learning the English language. Based on English Thesaurus Dictionary, the term of "Camp" relates to a community of people who live together temporarily with a common purpose. Mustakim (2018) stated that English Camp is a community that operates and communicates in English. English Camp provides an environment conducive to English practice in daily interactions. In this study, an English Camp is a place that provides an English-speaking environment, guided by teachers who have studied at the English Camp in Pare, known as "Kampung Inggris." This is a program of MAN 1 Kuantan Singingi. This program combines formal education with non-formaleducation.

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CHAPTER II**REVIEW OF RELATED LITERATURE****A Theoretical Framework****1. Speaking Ability**

Ability refers to the capacity or skill possessed by an individual to perform a certain action, activity, or task, either physically or mentally. Ability can be an innate potential from birth or the result of practice, experience, and learning. According to Anderson (1982), in the article "Acquisition of Cognitive Ability" describes Abilities are the result from learning and reflect changes in cognitive representations related to a specific task.

According to Nunan (2003), speaking is the ability to produce systematic verbal utterances with the purpose of conveying meaning in real communication contexts. Speaking ability is a fundamental language skill that is essential for conveying messages, ideas, and feelings orally in a clear and understandable manner. According to Arsjad and Mukti (2005), speaking ability is the competence to articulate sentences aimed at expressing and effectively delivering thoughts and emotions. Thus, speaking is not merely producing sounds but a complex communication process that involves correct pronunciation, appropriate grammar use, and logical organization of ideas so that the message can be understood by the listener.

In language learning, speaking is often considered the most challenging skill to master, particularly for learners of English as a Foreign

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Language (EFL). Brown (2004) states that speaking requires learners to process language rapidly while simultaneously managing pronunciation, grammar, and meaning. Unlike writing, which allows time for planning and revision, speaking demands immediate production. This condition often causes learners to hesitate and make errors, which may reduce their confidence in speaking English.

Speaking ability is closely related to learners' exposure to the target language. Frequent exposure enables learners to internalize language patterns and develop automaticity in speech production. Richards (2008) explains that speaking is a productive skill that develops through interaction and meaningful communication. Without sufficient exposure and practice, learners may understand English theoretically but struggle to express ideas orally. This situation is commonly found in EFL contexts, where English is rarely used outside the classroom.

Moreover, affective factors such as motivation, confidence, and anxiety significantly influence the development of speaking ability. According to Harmer (1991), students who feel anxious or fear making mistakes tend to avoid speaking activities, which limits their opportunities for practice. Conversely, learners who feel motivated and supported are more willing to participate in oral communication. This willingness to communicate plays an important role in improving speaking performance.

From a pedagogical perspective, speaking ability develops most effectively in environments that encourage meaningful interaction. Brown and Abeywickrama (2019) emphasize that communicative speaking

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activities allow learners to practice language in realistic contexts and receive immediate feedback. Activities such as discussions, role-plays, and collaborative tasks provide opportunities for learners to develop fluency and accuracy simultaneously. Through repeated interaction, learners gradually improve their confidence and overall speaking competence.

Overall, speaking ability is a multifaceted skill that involves linguistic, cognitive, and affective dimensions. It requires continuous practice, adequate exposure, and supportive learning conditions to develop effectively. Without sufficient opportunities to use the language in meaningful interaction, learners may understand English theoretically but struggle to express ideas orally in real communication.

In the context of English as a Foreign Language (EFL), speaking ability is widely recognized as the most challenging language skill to develop. Unlike learners in English as a Second Language (ESL) environments, EFL learners have limited exposure to English outside the classroom. English is rarely used in daily communication, which significantly reduces opportunities for authentic interaction. According to Richards (2008), speaking proficiency develops through meaningful communication and repeated exposure to real language use. When such exposure is minimal, learners may possess theoretical knowledge of English but lack the ability to express ideas fluently and confidently in spoken form.

In Indonesia, English is taught as a foreign language and is primarily used within formal educational settings. Although students study

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English for many years, instructional time is limited, and speaking practice is often constrained by curriculum demands, large class sizes, and examination-oriented teaching. As a result, students tend to focus more on reading and writing skills, while speaking receives less attention. Brown (2004) explains that speaking requires spontaneous language production, which demands rapid processing of vocabulary, grammar, and pronunciation simultaneously. This complexity makes speaking particularly difficult for EFL learners who do not regularly use English in real-life situations.

To overcome these challenges, EFL learners require supportive learning environments that encourage active participation and reduce psychological barriers. Brown and Abeywickrama (2019) emphasize that speaking instruction should focus on creating meaningful communicative situations where learners feel safe to experiment with language. Through frequent interaction and positive feedback, learners gradually develop confidence and improve their speaking performance.

From a pedagogical perspective, speaking ability in EFL settings develops most effectively when learners are immersed in environments that require them to use English for communication. Richards (2008) highlights that immersion and interaction play a crucial role in developing fluency and communicative competence. Programs that promote daily use of English, peer interaction, and authentic communication help learners internalize language patterns and improve automaticity in speech production.

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Fernandes (2016, as cited in Thahira et al., 2023), 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.

1) 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).

2) 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.

3) 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 (2016), fluency refers to rapid, efficient, and accurate word recognition skills that allow a person to develop the meaning of a context.

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4) 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.

5) 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.

These components collectively reflect students' communicative competence, as emphasized in the Merdeka Curriculum, where effective communication and meaningful language use are central learning objectives. Pronunciation, grammar, vocabulary, fluency, and comprehension are essential elements that contribute to successful oral communication. Rather than functioning independently, these components operate as an integrated system that enables speakers to convey meaning clearly and appropriately in various communicative contexts.

According to Brown (2004), effective speaking performance cannot be evaluated by focusing on a single component because each aspect

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contributes to overall intelligibility and communicative effectiveness. A weakness in one component may negatively affect the others and reduce the quality of spoken communication. For instance, accurate grammar without sufficient vocabulary may limit expression, while fluent speech with poor pronunciation may cause misunderstanding among listeners.

Brown and Abeywickrama (2019) emphasize that speaking ability should be assessed holistically to capture learners' true communicative competence. Assessing speaking through isolated linguistic elements may not accurately represent learners' actual speaking performance. Therefore, pronunciation, grammar, vocabulary, fluency, and comprehension should be evaluated together to provide a comprehensive picture of learners' oral proficiency.

In the context of English as a Foreign Language (EFL), learners often experience uneven development across speaking components due to limited exposure to English and restricted opportunities for authentic communication. Richards (2008) states that speaking ability develops through interaction and negotiation of meaning, which are often limited in traditional classroom settings. As a result, EFL learners may possess adequate grammatical knowledge but struggle to integrate other components effectively in spontaneous communication.

Therefore, speaking-oriented learning programs that emphasize active communication and daily language use play a crucial role in developing students' speaking ability. By engaging learners in communicative activities such as discussions, role-plays, and interactive

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tasks, these programs support the integrated development of pronunciation, grammar, vocabulary, fluency, and comprehension. This holistic practice enhances students' speaking ability and prepares them for real-life communication.

2. English Camp

According to Mustakim (2018), English Camp is the way to improve students' speaking ability. Most of the activities in English Camp are speaking skill, of course, because English Camp was formulated as a good moment and gold opportunity to practice all the students' knowledge which had been studied. English Camp is a way out for students who have difficulty learning. where the concept of learning English that is applied is easier to learn and more routine in practicing English in Camp life. The ability to speak English will be more easily achieved with rules that require students to use English daily because the English Camp applies no English no service (Azhari, et al., 2023).

English Camp is not only defined as a place or program where English is used as a medium of communication, but also as an immersive learning environment that supports language acquisition through continuous exposure and practice. According to Mustakim (2018), English Camp emphasizes the use of English in both formal learning sessions and daily interactions, allowing learners to apply their language knowledge in authentic situations. This immersive environment encourages students to actively use English rather than merely learning about the language.

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In the context of English as a Foreign Language (EFL), English Camp plays a crucial role in addressing the limitations of classroom-based instruction. Indonesian EFL learners often have limited opportunities to speak English outside the classroom. Richards (2008) states that speaking ability develops through interaction and meaningful communication. Therefore, English Camp provides an alternative learning space where students can engage in frequent interaction using English, which supports the development of fluency and communicative competence.

Furthermore, English Camp can be viewed as a supportive learning community that reduces learners' anxiety in speaking English. Many students are hesitant to speak due to fear of making mistakes. According to Harmer (1991), a low-anxiety learning environment increases learners' willingness to communicate. By creating a community where all participants are encouraged to use English, English Camp helps students build confidence and develop positive attitudes toward speaking English.

a. English Camp Purpose

English Camp activities purpose is as an implementation of organization of learning activities to achieve educational goals (Mustakim, 2018). This can be classified as follows:

1) General Purpose

In general, English Camp activities to develop learning at the junior high school level education which can be described, among others:

a) As the implementation of teaching and learning process,

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- b) To enhance the teaching and learning process based on the demands of curriculum so that learners can learn effectively and efficiently.
- c) To facilitate the teachers and students in learning
- d) Introduce the teachers and students that there are several method and learning programs that they can use as learning resources.

2) Special Purpose

- a) Improving the ability of teachers and all students to enhance learning in accordance with the needs that have been determined primarily English subject.
- b) Improving learning achievement.
- c) As one of the basic school curriculum development in accordance with the intended purpose.
- d) Make it easy for teacher to implement the learning process.

The purposes of English Camp are closely related to the development of students' speaking ability and communicative competence. Beyond achieving general instructional goals, English Camp aims to provide students with meaningful opportunities to practice English in real-life contexts. Brown (2004) emphasizes that speaking skills develop most effectively when learners are engaged in communicative activities that require them to use language for genuine interaction. English Camp programs are designed to fulfill

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this purpose by encouraging students to communicate in English during both academic and non-academic activities.

English Camp also aims to support learners' affective development, such as motivation and self-confidence. Motivation plays a vital role in language learning, as motivated learners tend to participate more actively in speaking activities. According to Harmer (1991), supportive and engaging learning environments can enhance students' motivation and reduce anxiety. Through collaborative activities and peer interaction, English Camp creates a learning atmosphere that encourages students to take risks in speaking without fear of negative evaluation.

Moreover, the purpose of English Camp aligns with the objectives of communicative language teaching and the Merdeka Curriculum, which emphasize meaningful communication and student-centered learning. By focusing on real-life language use rather than memorization, English Camp helps bridge the gap between formal classroom instruction and practical communication skills. This alignment ensures that the program not only supports curriculum demands but also enhances students' speaking ability in a holistic manner.

From the perspective of modern language learning, English Camp reflects principles of communicative and experiential learning. Learning is viewed as an active process in which students construct knowledge through experience and interaction. Richards (2008) states

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that effective speaking instruction should engage learners in meaningful communication rather than isolated language practice. English Camp embodies this principle by encouraging students to use English as a tool for communication in real-life situations.

Furthermore, English Camp supports learner autonomy by encouraging students to take responsibility for their own learning. Students are not only passive recipients of instruction but active participants who use English to express ideas and solve problems. This approach aligns with student-centered learning, which is emphasized in current educational paradigms and curriculum frameworks.

b. Theoretical Foundation of English Camp in EFL Context.

English Camp is theoretically grounded in the principles of communicative language teaching and immersive learning, which emphasize meaningful interaction and active language use. In English as a Foreign Language (EFL) contexts, learners often experience limited exposure to English outside the classroom. As a result, formal instruction alone is frequently insufficient to develop students' speaking ability optimally. According to Richards (2008), speaking proficiency develops most effectively through continuous interaction and opportunities to use language in real communicative situations. English Camp provides such opportunities by creating an environment where students are encouraged to use English as a primary means of communication.

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From the perspective of communicative language teaching, language learning is viewed as a process of developing communicative competence rather than merely mastering grammatical rules. Harmer (1991) explains that learners improve their speaking ability when they are actively involved in communicative activities that require them to express meaning, negotiate understanding, and respond to others. English Camp supports this approach by emphasizing communication over accuracy-focused drills. Through daily interaction, learners are encouraged to use English naturally, which helps them develop fluency and confidence in speaking.

Another important theoretical foundation of English Camp lies in the concept of immersive learning. Immersion allows learners to be exposed to the target language in various contexts over an extended period of time. Richards (2008) states that immersion enhances learners' ability to internalize language patterns and develop automaticity in speech production. In English Camp programs, students are surrounded by English through rules, routines, and peer interaction, which reduces reliance on the first language and increases meaningful exposure to English.

In the EFL context, affective factors such as anxiety, motivation, and self-confidence play a crucial role in speaking performance. Brown (2004) emphasizes that learners who experience high levels of anxiety tend to avoid speaking activities, which limits their opportunities for practice. English Camp helps reduce speaking

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anxiety by providing a supportive and less formal learning environment where making mistakes is considered a natural part of learning. As students engage in frequent speaking activities, they gradually develop greater confidence and willingness to communicate.

English Camp also facilitates the integrated development of speaking components, including pronunciation, grammar, vocabulary, fluency, and comprehension. Through communicative activities and daily interaction, learners are required to apply these components simultaneously in meaningful communication. Brown and Abeywickrama (2019) argue that speaking ability should be developed holistically rather than through isolated practice of individual components. English Camp aligns with this view by encouraging learners to use language in real-life situations, which supports overall speaking development.

Furthermore, English Camp is particularly relevant in the Indonesian EFL context, where opportunities to use English in daily life are limited. Although students may study English for several years in formal education, their exposure to spoken English remains minimal. English Camp bridges this gap by providing a learning environment that simulates real-life communication and encourages active language use. Thahira et al. (2023) note that English Camp programs contribute to improvements in learners' speaking ability as well as their confidence and motivation to communicate in English.

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In addition, English Camp aligns with the goals of the Merdeka Curriculum, which emphasizes student-centered learning, active participation, and the development of communicative competence. By encouraging learners to communicate in English through meaningful interaction, English Camp supports the development of communication, collaboration, and critical thinking skills. These skills are essential for preparing students to engage in real-life communication beyond the classroom.

c. The Activities of English Camp.

The activities of the English Camp discussed in this study are derived from authentic English language learning practices implemented within the English Camp program at MAN 1 Kuantan Singingi. Through a qualitative investigation conducted by Karim et. al. (2025), the English Camp is portrayed as an immersive learning environment in which English is not merely taught as a classroom subject but is integrated into students' daily routines and social interactions. Based on field observations and in-depth interviews with a teacher directly involved in the program, the study captures how the English Camp operates as a communicative and contextual learning space. Consequently, the activities described reflect the actual implementation of the program and illustrate how structured routines and interactive practices are employed to foster students' speaking development through sustained exposure and real-life communication.

The activities conducted in the English Camp include the following:

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1) Daily Vocabulary Learning

Daily vocabulary learning is conducted every morning after the dawn prayer (Subuh). In this activity, students are introduced to a set of new English vocabulary items on a regular basis, which are later practiced and reused in daily communication. This routine aims to gradually expand students' lexical repertoire and strengthen their readiness to use English in spoken interaction. By consistently exposing students to new words in a structured manner, this activity supports the development of vocabulary mastery as a fundamental component of speaking ability and encourages students to actively apply newly learned vocabulary in real-life communication contexts.

2) Mandatory English Communication

All English Camp participants are required to use English in their daily interactions within the camp environment. This rule is implemented to habituate students to communicating naturally in English and to minimize reliance on their first language. Continuous use of English in everyday situations allows students to practice speaking spontaneously and develop confidence in expressing ideas orally. To maintain consistency and discipline, this rule is supported by supervision and light sanctions, which function not as punishment but as reinforcement of language learning commitment. Through this practice, English becomes an

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integral part of students' daily routines rather than merely a classroom subject.

3) Evening Expression Practice

In the evening sessions, students participate in expression practice activities that focus on the use of communicative expressions commonly applied in real-life situations. These activities emphasize functional language use, such as expressing opinions, responding appropriately, and maintaining conversations. By practicing expressions in contextualized situations, students gain a deeper understanding of how language functions socially and pragmatically. This activity contributes to the improvement of speaking fluency and accuracy, as students learn not only what to say, but also how and when to say it appropriately.

4) Public Speaking Activities (Tuesday Night Speech)

Public speaking activities are regularly conducted every Tuesday night in the mosque through English speech sessions. In this activity, students deliver speeches on topics related to Islamic values, moral issues, and adolescent life, which makes the content meaningful and relevant to their personal experiences. This activity is designed to enhance students' confidence, courage, and ability to speak in front of an audience. Through repeated practice, students become more accustomed to organizing ideas, using appropriate language, and speaking fluently in public, which plays a significant role in developing overall speaking competence.

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5) Role Play Activities

Role play activities are carried out within the school environment using themes drawn from everyday life. In these activities, students are encouraged to act out various social situations and assume different roles, which allows them to practice English in a functional and interactive manner. Role play promotes creativity and helps students develop interpersonal communication skills, as they must negotiate meaning, respond spontaneously, and adapt language to specific contexts. This activity also provides a low-anxiety environment in which students can experiment with language without fear of making mistakes.

6) Language Games

The English Camp also organizes various language games, such as guessing games, word chains, and charades. These games are designed to reinforce vocabulary mastery and language use in an enjoyable and relaxed learning atmosphere. By incorporating games into language learning, students become more engaged and motivated to participate actively. Language games reduce tension and anxiety, allowing students to practice speaking more freely while strengthening memory and recall of vocabulary and expressions.

7) Multimedia-Based Learning Activities

Learning activities in the English Camp are supported by the use of multimedia resources, including YouTube videos and

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language-learning applications. These media are utilized to introduce cultural contexts, model authentic pronunciation and intonation, and enhance students' listening comprehension. Multimedia-based activities provide visual and auditory input that helps students better understand how English is used in real situations. As a result, students gain richer exposure to authentic language use, which supports the development of both receptive and productive language skills.

8) Cultural and Contextual Learning Activities

English Camp activities are closely connected to students' cultural background and daily life experiences, including religious and social activities. By integrating cultural and contextual elements into learning, English is presented as a meaningful and relevant language rather than an abstract foreign subject. This approach helps students relate language learning to their own lives, increasing motivation and engagement. Cultural relevance also supports students in using English appropriately within specific social and cultural contexts.

9) International Exposure Activities

As an authentic form of evaluation, students participate in international visits to Malaysia and Singapore at the end of the program. During these activities, students are required to communicate directly with native speakers of English. This exposure provides real-world opportunities for students to apply

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their speaking skills outside the school environment. International exposure activities function as both practical language practice and an authentic assessment of students' speaking ability, confidence, and communicative competence in real-life situations.

English Camp contributes to the development of speaking ability by facilitating the simultaneous improvement of all speaking components, including pronunciation, grammar, vocabulary, fluency, and comprehension. Through continuous exposure to spoken English, students become more familiar with correct pronunciation patterns and natural intonation. Regular interaction with peers and instructors also allows students to receive feedback, which helps them improve accuracy in pronunciation and grammar (Brown, 2004).

In addition, English Camp activities provide rich opportunities for vocabulary development. Students are exposed to new words and expressions through daily communication, discussions, and role-play activities. According to Alqahtani (2015), vocabulary growth is essential for effective speaking because it enables learners to express ideas more precisely. As students acquire more vocabulary, they are able to speak more confidently and fluently.

Fluency development is another important outcome of English Camp participation. Frequent speaking practice reduces hesitation and increases automaticity in language production. Syukri (2016) explains that fluency is achieved when learners can produce speech smoothly with minimal pauses. By using English consistently in various

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situations, students gradually improve their fluency and overall speaking performance.

Moreover, English Camp enhances students' comprehension skills through interaction and negotiation of meaning. According to Iman (2017), comprehension enables learners to respond appropriately and maintain communication. When students actively listen and respond to others in English Camp settings, they develop better understanding and interaction skills, which are essential for effective speaking.

B. Relevant Research

There are some study researches concerned with this study. The researcher wrote some of them as previous of this study. The previous study that used by the researcher are:

The first study was conducted by Mustakim (2018), entitled "The Influence of English Camp In Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang" The aims of the research is to improve speaking skill of English House Course students through English Camp strategy. This was an pre-experimental research using one group on pre-test and post-test design, the population of this research was the students of English House Course which has 80 students. Because the total number of the population was big enough, the researcher took 20 samples and applied random sampling technique; it means that one class of the population were taken as samples and the data was analyzed into percentage, mean score analyzes and the value of the t-test. The researcher

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does English Camp in English House Course Maroangin Kabupaten Enrekang for five days and it gives positive effect of students' skill in speaking. All item of learning achievement able to improve the students' speaking skill.

Second research was conducted by thahira et al. (2023) entitled "Students Perception Towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill" 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 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.

Third, research was presented by Aziz (2024) entitled "The Attraction of the Kampung Inggris for Students as Target Areas Improves English Speaking Skills" This study aims to assess the perceptions of EFL undergraduate students at Universitas Syiah Kuala regarding the impact of English Camp on their speaking skills. Employing qualitative research


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methods, the research involved seven undergraduate students selected through purposive sampling. Interviews were utilized to gather data from participants who had attended Kampung Inggris Pare, an English Camp Program. The findings from the interviews reflected overwhelmingly positive perceptions among the respondents, indicating noticeable improvements in their English-speaking abilities. These improvements were attributed to both the structured coursework and the immersive environment provided by Kampung Inggris Pare. English Camp have a positive impact on developing various skills, including vocabulary, motivation, pronunciation, and self-confidence.

Fourth, the previous research was conducted by M. Era Azhari (2023) entitled “The Use of English Camp to Improve English Speaking Skill” the aim of the study was to improve students’ speaking skill. This study was quantitative using experimental design, the population was 22 students but the sample was 11, Purposive sampling was taken from students who had the lowest pre-test scores, the speaking rubric score was used to assess students’ speaking abilities. The research instrument uses a list of questions about the material that has been taught during one week. The average score of pre-test was 5.81 and the average score of post-test was 10.09. From these average scores, English Camp can improve a student's speaking skill, if one week's class has much different in students' speaking skill, how about a month or three months. This Camp must continue to help our students master the English language as their second language and third language.

Fifth, previous research was conducted by Chaira (2023) entitled “The Influences of English Camp towards EFL Students Speaking Skills” This

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research aims to determine the impact of English Camp (a camping activity using English) on the speaking skills of EFL students. This research uses qualitative research methods. The subjects of this research are 7 students from the English Education Department at UIN Ar-Raniry, class of 2016. The research data were collected through interviews. In data collection, the informants were selected using purposive sampling. Seven selected participants have joined the English Camp. Research results show that English Camp is capable of improving students' speaking skills. The improvements include mastering a large vocabulary, enhancing pronunciation and speaking fluency, improving grammar skills and comprehension, as well as building self-confidence.

All studies confirm that the English Camp program has a significant and positive impact on improving English speaking skills for EFL (English as a Foreign Language) students across various contexts and populations. These studies consistently show that participation in English Camp enhances multiple aspects of speaking ability, including vocabulary mastery, pronunciation, fluency, grammar, comprehension, and self-confidence. Quantitative research conducted by Mustakim (2018) and M. Era Azhari (2023) demonstrates statistically significant improvements in speaking test scores after attending English Camp, while qualitative studies by Thahira et al. (2023), Aziz (2024), and Chaira (2023) reveal students' positive perceptions of the role of English Camp in boosting their speaking performance and motivation. The immersive and interactive environment of English Camp provides effective learning opportunities that go beyond



traditional classroom methods. This creates a need for comparative studies to determine the relative effectiveness of such programs in enhancing students' speaking skills. Findings from these studies are expected to offer valuable insights for educators and policymakers to optimize English language teaching strategies in schools.

Operational Concept

According to Sugiyono (2017), operationalization is the determination of the construct or characteristic to be studied so that it becomes a measurable variable. This explains the specific methods used to study and operate the construct, allowing other researchers to replicate the measurements in the same way. Additionally, according to Nani Darmayanti in Muslihin (2013), operational is a formulation of the scope and characteristics of a concept that becomes the main topic of discussion in scientific research. And this research is quantitative research which focuses on the students' speaking ability.

This study involved one dependent variable, namely students' speaking ability. According to Sugiyono (2017), a variable is an attribute or characteristic that can be observed and measured to draw conclusions in a research study. In this research, speaking ability was treated as the main variable to be examined. The comparison of speaking ability was conducted based on students' participation in the English Camp program, which functioned as a grouping factor to classify students into English Camp participants and non-participants. As stated by Nawawi (1991), a variable may be described through observable elements or indicators that represent a particular phenomenon. Therefore, students' speaking ability in this study was



operationalized through pronunciation, grammar, vocabulary, fluency, and comprehension.

The speaking assessment rubric used in this study is based on five key aspects of speaking performance, namely:

1. Pronunciation.

Refers to the clarity and accuracy of speech sounds production.

2. Grammar.

Involves the correct use of grammatical structures and sentence formation.

3. Vocabulary.

Encompasses the range and appropriateness of word choice and expressions used in speaking.

4. Fluency.

Represents the smoothness and continuity of speech delivery

5. Comprehension.

Measures the ability to understand and convey information accurately.

These components collectively reflect students' communicative competence, as emphasized in the Merdeka Curriculum, where effective communication and meaningful language use are central learning objectives.

D. Assumption and Hypothesis

1. Assumption.

This research is based on the assumption that students who participate in the English Camp program have more opportunities to

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practice English speaking skills than students who do not participate in the program. Therefore, it is assumed that participation in English Camp may influence students' speaking ability.

2. Hypothesis.

The hypothesis of this research can be formulated as follows :

Ho : There is no significant difference between English Camp participants and non-English Camp participants student at MAN 1 Kuantan Singingi.

Ha : There is a significant difference between English Camp participants and non-English Camp participants at MAN 1 Kuantan Singingi.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study was quantitative research with a causal-comparative approach, because this research identified and analyzed the differences in speaking ability (Speaking ability in this study refers to students' performance as measured through pronunciation, grammar, vocabulary, fluency, and comprehension) between students who participate in English Camp and students who do not participate in English Camp. This research used a quantitative method because it focuses on measuring numerical data that can be statistically analyzed to identify significant differences between the two groups. This is in accordance with the definition of quantitative research, According to Creswell (1994), quantitative research is an investigation into social problems based on testing a theory consisting of variables, measured with numbers, and analyzed with statistical procedures to determine whether the predictive generalization of the theory is correct.

Causal-comparative research is a non-experimental research design that aims to investigate possible cause-and-effect relationships by comparing two or more groups that already exist (Gay, Mills, & Airasian, 2012). This research design is used because the present study seeks to examine differences in students' speaking abilities between those who participate in the English Camp and those who do not, without manipulating any variables or establishing direct causality. According to Sugiyono (2017), the comparative method, including causal-comparative research, is intended to compare the



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values of one or more independent variables across two or more different populations or samples. Therefore, causal-comparative research is considered appropriate for this study, as it allows the researcher to explore the effects of English Camp participation on students' speaking abilities without direct experimental control over other variables.

B. Time and Location

This research was conducted at MAN 1 Kuantan Singingi which is located in Kuantan Tengah District Kuantan Singingi Regency. This research was carried out in November 2025.

C. Subject and Object of the Research

The subjects of this research were all XI grade students at MAN 1 Kuantan Singingi. While the object of this research is the speaking ability between English Camp participants and non-English Camp participants.

D. Population and Sample of the Research

1. Population

In this research, the researcher selected the Eleventh grade students at MAN 1 Kuantan Singingi as the population of the research. The total of the population is 236 students.

**Table III. 1
Population of The Research**

No.	Classes	Total of Students
1.	Sains I	29 students
2.	Sains II	30 students
3.	Sains III	30 students
4.	Sains IV	29 students
5.	Sains V	29 students
6.	Sosial I	29 students
7.	Sosial II	28 students
8.	Keagamaan	32 students
Total		236 students

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2. Sample of the Research

The determination of the sample was conducted using purposive sampling, which is more commonly known as considerations sampling. According to Sugiyono (2017), purposive sampling is the sampling method using certain considerations according to the desired criteria to determine the number of samples to be studied. In this research, there were 8 classes consisting of students who English Camp participants and students who are non-English Camp participants.

According to Alwi (2015), there is no definite rule regarding the number of samples required to represent a population. However, in relation to this comparative research, Gay, Mills, and Airasian (2009, p. 133) state that a sample of 30 respondents is needed for each group to be compared. Meanwhile, according to Borg and Gall (2007) specifically for comparative research, a sample of 15 to 30 respondents is required for each group. Based on these theoretical foundations, particularly following Borg and Gall's (2007) recommendation for comparative research, this study will involve 30 students in total, consisting of 15 students who participate in the English Camp (experimental group) and 15 students who do not participate in the English Camp (control group). This sample size of 15 respondents per group is considered adequate as it falls within the acceptable range suggested by Borg and Gall (2007) and is appropriate for the comparative nature of this research. Furthermore, this sample size is

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practical and manageable for in-depth data collection and analysis while still maintaining the statistical validity required for comparative studies.

Technique of Collecting Data

1. Speaking Test

In this research, a speaking test was used as the primary technique of data collection. The speaking test was employed to measure and compare the English speaking ability of two groups of students, namely English Camp participants and students who did not participate in the English Camp program at MAN 1 Kuantan Singingi. The use of a speaking test was considered appropriate because speaking ability can only be accurately assessed through direct oral performance. Brown (2004) states that speaking tests are effective instruments for assessing learners' communicative competence, as they allow learners to demonstrate real-time language use.

The speaking test used in this study was a monologic speaking test in the form of a retelling task based on a descriptive text. In this test, students were required to orally retell a descriptive text provided by the researcher using their own words. This type of task allows students to demonstrate their ability to organize ideas, describe objects or people, and convey information clearly through spoken English.

The retelling task was categorized as a semi-controlled speaking activity, as it provides students with a clear content framework while still allowing them to produce language independently. This type of speaking test is appropriate for assessing students' overall speaking ability,

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including fluency, pronunciation, grammar, vocabulary, and comprehension.

In terms of curriculum relevance, the use of descriptive text in the speaking test is aligned with the English curriculum implemented at MAN 1 Kuantan Singingi, in which descriptive text is one of the core text types taught and assessed at the senior high school level. The curriculum emphasizes students' ability to understand and communicate descriptive texts orally, making retelling activities pedagogically relevant for speaking assessment. Therefore, the speaking test employed in this study is both curriculum-based and suitable for measuring students' speaking ability.

The procedures of the speaking test were conducted systematically to ensure consistency and fairness for all participants. The procedures were as follows:

- a) Each participant was given a descriptive topic related to familiar themes.
- b) Participants were given approximately 5–10 minutes to prepare before performing the speaking test.
- c) Participants were asked to speak orally on the given topic.
- d) Each student was required to speak for approximately 2–4 minutes.
- e) Participants were expected to speak fluently and clearly, demonstrate accurate pronunciation, appropriate grammar and vocabulary, and produce speech that could be understood with little or no effort on the part of the listener.

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f) The speaking performance of each participant was recorded to ensure accurate scoring and documentation.

To assess students' speaking performance, the researcher employed a speaking assessment rubric adapted from the Teacher's Book of English for Grade XI published by the Ministry of Education and Culture of the Republic of Indonesia. The rubric was adjusted to suit the retelling descriptive text task by emphasizing the comprehension component as an indicator of students' understanding and response to the given topic. The rubric consists of five components: pronunciation, grammar, vocabulary, fluency, and comprehension. These components were selected as they represent essential aspects of speaking ability and allow for a comprehensive evaluation of students' oral proficiency..

Pronunciation was assessed to evaluate the accuracy of sound production, including stress and intonation. Grammar was assessed to measure students' ability to construct acceptable and meaningful sentences. Vocabulary assessment focused on the range and appropriateness of words used by students during speaking. Fluency was assessed to determine the smoothness and continuity of students' speech, including hesitation and pauses. Meanwhile, comprehension was assessed to evaluate students' ability to understand the topic and respond appropriately during the speaking task. According to Brown and Abeywickrama (2019), assessing speaking ability through multiple components provides a more objective and holistic evaluation of learners' speaking performance.

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To minimize subjectivity in scoring, the researcher applied consistent assessment procedures for all participants. All students were assessed using the same rubric, scoring criteria, speaking topics, instructions, and time allocation. This consistency was maintained to ensure that any differences in speaking scores between English Camp participants and non-English Camp participants were due to students' participation in the English Camp program rather than variations in testing conditions. Creswell (2012) states that controlling data collection procedures is essential in comparative research to enhance the validity of research findings.

Overall, the speaking test and assessment procedure were designed to obtain valid and reliable data on students' speaking ability. By employing a standardized speaking test, a clear assessment rubric, and consistent testing procedures, this research ensured that the data collected accurately reflected students' actual speaking performance and were appropriate for further statistical analysis.

2. Validity of the Test

Validity refers to the degree to which a test measures what it is intended to measure. In this research, test validity is essential to ensure that the speaking test accurately measures students' speaking ability in accordance with the research objectives. According to Aiken (1997, as cited in Mukhlisa, 2023), "Validity of a test has been defined as the extent to which the test measures what it was designed to measure". The validity of the speaking test in this study is established through content validity and

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construct validity, which function to guarantee the appropriateness and accuracy of the instrument used.

It is important to note that the validity of the speaking test in this study was not statistically calculated, as the instrument used was a performance-based speaking test. The validity was established conceptually through content validity and construct validity, which ensure that the test content and scoring rubric appropriately represent the construct of speaking ability.

a) Content Validity

Content validity refers to the extent to which the content of a test represents all aspects of the skill being measured. In this study, content validity functions to ensure that the speaking test covers the relevant components of speaking ability as defined in the research framework. The speaking test was designed based on the indicators of speaking ability, namely pronunciation, grammar, vocabulary, fluency, and comprehension.

The function of content validity in this research is to ensure that the test tasks and scoring criteria are aligned with the objectives of the study and adequately represent the domain of speaking skills intended to be measured. By constructing the speaking test and scoring rubric based on these five components, the instrument ensures that students' speaking performance is assessed comprehensively rather than focusing on a single aspect of speaking ability. Therefore, content validity

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guarantees that the test measures speaking ability in a balanced and representative manner.

b) Construct Validity

Construct validity refers to the extent to which a test truly measures the theoretical construct it is intended to measure. In this research, construct validity functions to ensure that the speaking test genuinely measures students' speaking ability as a linguistic and communicative construct, rather than measuring unrelated language skills or general academic performance.

In this study, the construct of speaking ability is operationalized through measurable components derived from the speaking assessment rubric adapted from the Teacher's Book of English for Grade XI published by the Ministry of Education and Culture of the Republic of Indonesia. The rubric encompasses five components, namely pronunciation, grammar, vocabulary, fluency, and comprehension, which represent key dimensions of students' oral language performance. By employing these components, the assessment is designed to reflect the construct of speaking ability as a linguistic and communicative skill, thereby ensuring that the test measures the intended construct rather than unrelated language skills or general academic abilities.



F. Technique of Analyzing Data

1. Descriptive Analysis

Descriptive analysis is a technique used to describe or summarize data numerically or visually. According to Sugiyono (2019), descriptive analysis aims to provide an overview of the characteristics of the data without drawing further conclusions.

2. Normality Test

The normality test is used to determine whether the data follows a normal distribution. Quantitative research often requires data that follows a normal distribution to perform certain statistical tests, as mentioned by Creswell (1994).

The value for the normality test can be interpreted as follows:

If $(\text{sig}) > 0,05$ = the data is normal

If $(\text{sig}) < 0,05$ = the data is not normal

3. Homogeneity Test

The homogeneity test aims to examine whether the variances among data groups are the same. According to Sugiyono (2019), quantitative research requires precise statistical assumptions, including variance homogeneity, to conduct valid analysis. The value for homogeneity test can be interpreted as follows:

If $(\text{sig}) > 0,05$ = the data is homogeneous

If $(\text{sig}) < 0,05$ = the data is not homogeneous

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4. Independent Samples Test

Independent sample t-test is a comparative or difference test to determine whether there is a significant difference in means or averages between two independent groups on an interval or ratio scale. The two independent groups referred to here are two unpaired groups, meaning the data sources come from two different subjects. Before conducting the t-test (independent t-test), a test for variance homogeneity (homogeneity) is performed using the F test (Levene's Test), meaning if the variances are the same, then Equal Variances Assumed (assuming equal variances) is used, and if the variances are different, Equal Variances Not Assumed (assuming different variances) is used (Lupiyoadi, 2015). Data processing uses SPSS (Statistical Package for the Social Sciences). According to Sugiyono (2017), the Independent Samples T Test can also be written with the formula:

$$t = \frac{X_a - X_b}{sp \sqrt{\frac{1}{na} + \frac{1}{nb}}}$$

na nb

Sp :

$$Sp^2 = \frac{(na-1)Sa^2 - (nb-1)Sb^2}{na+nb-2}$$

Explanation:

Xa: average of group a

Xb: average of group b

Sp: combined standard deviation

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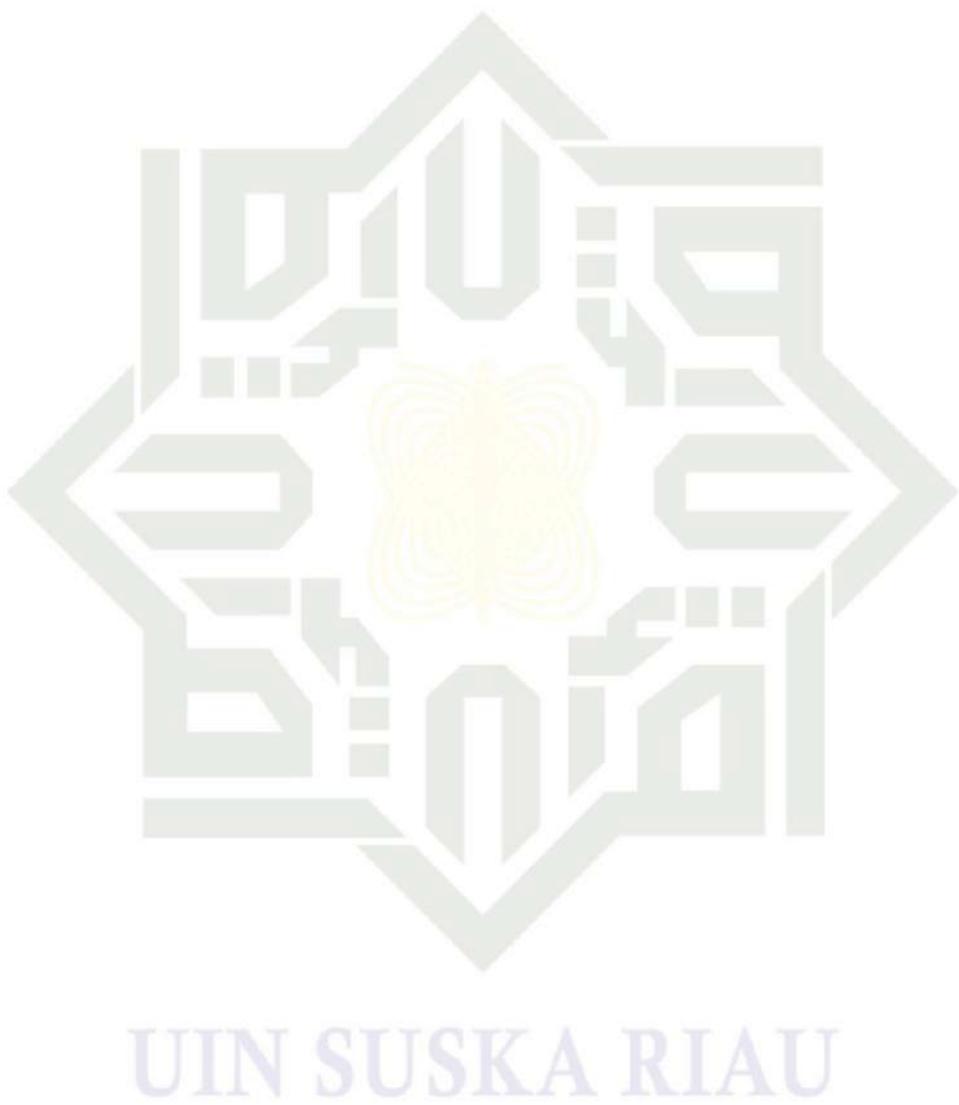
Sa: standard deviation of group a

Sb: standard deviation of group b

Na: number of samples in group a

Nb: the number of samples in group b

DF: $na = nb - 2$



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, it can be concluded that there is a significant difference in speaking ability between students who participate in the English Camp program and those who do not at MAN 1 Kuantan Singingi. The results indicate that students who joined the English Camp program demonstrated higher speaking performance compared to non-participants. This finding confirms that participation in English Camp is associated with better speaking ability in the context of this research.

B. Suggestion

Based on the conclusion above and considering the difference in speaking ability between English Camp participants and non-English Camp participants at MAN 1 Kuantan Singingi, the researcher would like to propose some suggestions that hopefully would be useful for the development of English speaking ability as follows:

1. Suggestion for Students

Based on the findings of this study, students are encouraged to participate actively in English Camp programs or similar English-based extracurricular activities. Such programs provide students with opportunities to practice speaking English in a communicative and supportive environment. Through active participation and continuous practice, students are expected to improve their confidence, fluency, and speaking ability.

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2. Suggestion for Teachers

For English teachers, it is suggested that English Camp activities or similar communicative learning programs be implemented or integrated into English teaching practices. Teachers are encouraged to create learning environments that emphasize active student participation and provide more opportunities for students to use English orally in meaningful contexts. By doing so, teachers can help students develop better speaking skills and increase their motivation to use English in daily communication.

3. Suggestion for Future Researchers

For future researchers, it is suggested that similar studies be conducted with larger sample sizes and different research settings in order to obtain more comprehensive results. Future research may also explore other factors that influence students' speaking ability, such as motivation, learning strategies, or the duration of participation in English Camp programs. By examining these variables, future researchers may provide deeper insights into the effectiveness of English Camp activities in improving students' speaking ability.

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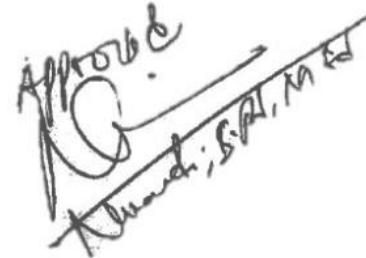


APPENDIX I

Research Instrument



UIN SUSKA RIAU



Instrument of The Research

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This activity is part of the research study and will not be used for any other purposes.

Please follow the instructions below carefully!

Instruction For The Student:

- 1. Read The Text Carefully.**
 - Read the text slowly and carefully.
 - Make sure you understand it. If any word is unclear, feel free to ask for help.
- 2. Understand The Story.**
 - Think about the story is about.
 - Focus on main idea and key details.
- 3. Tell The Story In Your Own Words**
 - After reading, tell the story using your own words.
 - Keep it simple and clear.
- 4. Recording.**
 - The researcher will record your voice during the retelling session and the recording will only be used for research purposes.

Thank you for your participation in this research!



Rubric of speaking test

Assessment Aspect	Aspect	Score	Description	© Hak Cipta milik UIN Suska Riau
1. Pronunciation		5	Pronunciation is very clear, accurate, and natural	
		4	Pronunciation is clear and accurate	
		3	Pronunciation is fairly clear with minor errors	
		2	Frequent pronunciation errors	
		1	Pronunciation is unclear and difficult to understand	
2. Grammar		5	Uses grammatical structures accurately and consistently	
		4	Uses correct grammar with minor errors	
		3	Some grammatical errors that do not hinder meaning	
		2	Frequent grammatical errors	
		1	Dominant grammatical errors that hinder meaning	
3. Vocabulary		5	Uses a wide range of appropriate vocabulary	
		4	Uses varied and appropriate vocabulary	
		3	Uses adequate vocabulary	
		2	Uses limited vocabulary	
		1	Uses very limited vocabulary	
4. Fluency		5	Speaks very fluently without hesitation	
		4	Speaks fluently with minimal hesitation	
		3	Fairly fluent with some pauses	
		2	Frequent pauses and hesitation	
		1	Very hesitant and fragmented	
5. Comprehension		5	Fully understands instructions/questions and responds accurately	
		4	Understands instructions well	
		3	Understands most instructions	
		2	Limited understanding of instructions	
		1	Does not understand instructions	

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APPENDIX II

Students Result of Speaking Test

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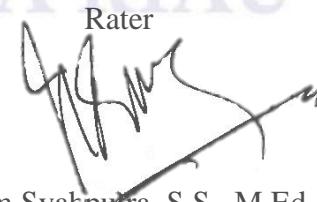
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SPEAKING ABILITY SCORE OF ENGLISH CAMP PARTICIPANTS

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1.	Students 1	5	4	4	4	4	84
2.	Students 2	4	3	4	4	3	72
3.	Students 3	4	4	3	3	4	72
4.	Students 4	4	4	4	4	5	84
5.	Students 5	4	4	4	3	3	72
6.	Students 6	5	3	3	4	4	76
7.	Students 7	4	4	3	4	4	76
8.	Students 8	3	3	4	4	4	72
9.	Students 9	4	4	4	4	4	80
10.	Students 10	3	4	3	3	3	64
11.	Students 11	4	4	4	4	3	76
12.	Students 12	5	3	4	4	4	80
13.	Students 13	4	4	3	4	4	76
14.	Students 14	4	4	4	4	5	84
15.	Students 15	5	4	4	5	5	92

SPEAKING ABILITY SCORE OF NON-ENGLISH CAMP PARTICIPANTS

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1.	Students 1	4	4	3	4	4	76
2.	Students 2	3	4	4	5	4	80
3.	Students 3	4	4	3	4	4	76
4.	Students 4	3	4	4	3	3	68
5.	Students 5	4	4	3	4	5	80
6.	Students 6	4	4	4	4	3	76
7.	Students 7	4	3	4	3	4	72
8.	Students 8	3	4	3	4	4	72
9.	Students 9	3	3	4	3	3	64
10.	Students 10	5	4	4	4	3	80
11.	Students 11	4	4	3	4	3	72
12.	Students 12	3	4	4	3	4	72
13.	Students 13	3	4	3	4	3	68
14.	Students 14	4	3	4	3	4	72
15.	Students 15	4	3	2	4	3	64

Rater

 Idham Syahputra, S.S., M.Ed



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SPEAKING ABILITY SCORE OF ENGLISH CAMP PARTICIPANTS

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1.	Students 1	3	3	4	3	3	64
2.	Students 2	2	3	3	2	3	52
3.	Students 3	4	3	4	3	4	72
4.	Students 4	4	4	4	3	4	76
5.	Students 5	3	4	4	3	4	72
6.	Students 6	4	4	4	3	4	76
7.	Students 7	3	3	4	3	3	64
8.	Students 8	4	4	4	3	4	76
9.	Students 9	3	3	4	3	4	68
10.	Students 10	4	4	4	3	4	76
11.	Students 11	4	4	4	4	4	80
12.	Students 12	3	4	4	3	4	72
13.	Students 13	4	4	4	3	4	76
14.	Students 14	4	4	4	3	4	76
15.	Students 15	4	4	4	4	4	80

SPEAKING ABILITY SCORE OF NON-ENGLISH CAMP PARTICIPANTS

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1.	Students 1	3	3	3	3	3	60
2.	Students 2	2	3	3	2	3	52
3.	Students 3	3	3	4	3	3	64
4.	Students 4	2	3	3	2	3	52
5.	Students 5	3	3	4	3	3	64
6.	Students 6	3	3	3	2	3	56
7.	Students 7	3	3	4	3	4	68
8.	Students 8	3	3	3	3	3	60
9.	Students 9	3	3	4	3	3	64
10.	Students 10	3	4	4	3	4	72
11.	Students 11	3	3	3	2	3	56
12.	Students 12	3	3	4	3	4	68
13.	Students 13	3	3	3	3	3	60
14.	Students 14	3	4	4	3	4	72
15.	Students 15	4	4	4	3	4	76

Rizki Amelia, S.Pd., M.Pd



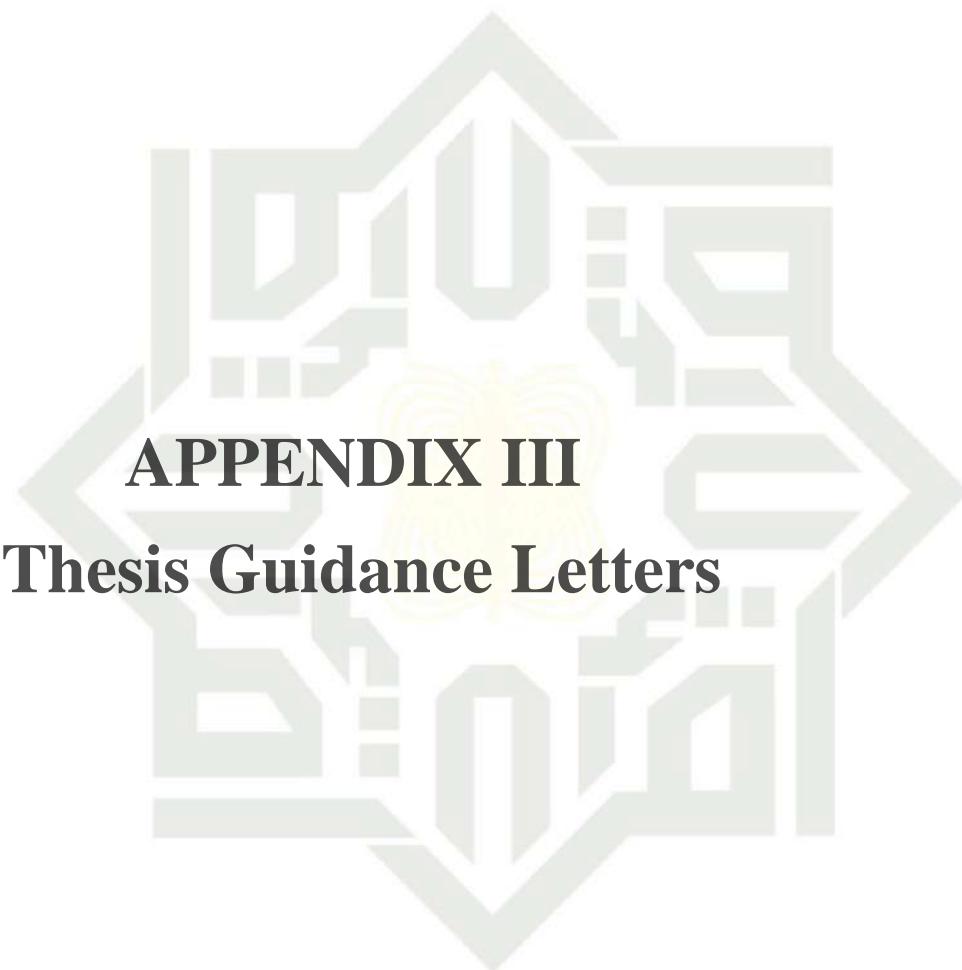
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APPENDIX III
Thesis Guidance Letters



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa	:	Aldi Purnomo
Nomor Induk Mahasiswa	:	12110423227
Hari/Tanggal Ujian	:	Selasa/23 September 2025
Judul Proposal Ujian	:	A Comparative Study of Speaking Ability: English Camp Participants And non-Participants at Man 1 Kuantan Singgingi
Isi Proposal	:	Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Harum Natasha, S.Pd, M.Pd	PENGUJI I		
2.	Riri Fauzana, S.Pd, M.Sc	PENGUJI II		

Mengetahui
 Dekan
 Wakil Dekan I
 a.n.
 Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 25 Oktober 2025
 Peserta Ujian Proposal

Aldi Purnomo
 NIM. 12110411166



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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nuardi, S.Pd., M.Ed
a. Nomor Induk Pegawai (NIP) : 198303072009011012
3. Nama Mahasiswa : Aldi Purnomo
4. Nomor Induk Mahasiswa : 12110411166
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	8/10/25	Instrument		
	27/10/25	Instrument		
	10/11/25	Data analysis		
	15/11/25	Data analysis		
	17/11/25	Table		
	29/11/25	Review all chapter		
	23/12/25	See		

Pekanbaru, 09-12-2025
Pembimbing,

NIP. 198303072009011012
Nuardi, S.Pd., M.Ed



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APPENDIX IV

Research Letters

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B-20694/Un.04/F.II.3/PP.00.9/2025

Pekanbaru, 15 September 2025

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ilmiah, penyusunan laporan,
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suatu masalah.
b. Pengutipan tidak merugikan
kepentingan yang wajar UIN Suska Riau.

2. Dilengkapi dengan
Hak Cipta Milik UIN Suska Riau
Nomor Sifat Lampu Hal
Undang-Undang
1. Dilengkapi dengan
a. Pengutipan hanya untuk
kepentingan pendidikan,
penelitian, penulisan karya
ilmiah, penyusunan laporan,
penulisan kritik atau tinjauan
suatu masalah.
b. Pengutipan tidak merugikan
kepentingan yang wajar UIN Suska Riau.

Mohon Izin Melakukan PraRiset

Kepala
MAN 1 Kuantan Singingi
di
Tempat

Assalamu 'alaikum Warhmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

Nama	:	Aldi Purnomo
NIM	:	12110411166
Semester/Tahun	:	IX (Sembilan)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan
penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III

Jon Pamil, S.Ag., MA.
19710627 199903 1 002



Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

1. Dilengkapi dengan
Hak Cipta Milik UIN Suska Riau
Nomor Sifat Lampu Hal
Undang-Undang
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a. Pengutipan hanya untuk
kepentingan pendidikan,
penelitian, penulisan karya
ilmiah, penyusunan laporan,
penulisan kritik atau tinjauan
suatu masalah.
b. Pengutipan tidak merugikan
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UIN SUSKA RIAU



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KANTOR KEMENTERIAN AGAMA KAB. KUANTAN SINGINGI
MADRASAH ALIYAH NEGERI 1 KUANTAN SINGINGI

AKREDITASI "A"

Jalan Raja Ali Haji Nomor 01 Desa Beringin Teluk Kuantan (29562)
Telepon (0760) 2524117; NPSN : 10498826; NSM : 131114090001
Email : datamantaluk@yahoo.com Website : <https://man1kuansing.sch.id>



DISERAH TERIMA SURAT REKOMENDASI

SURAT REKOMENDASI

Nomor : 904/Ma. 04.11/PP.00.6/09/2025

Setelah membaca surat dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor : B-20694/Un.04/F.II.3/PP.00.9/2025 tanggal 15 September 2025 perihal izin penelitian Riset/Prariset Mahasiswa Program S1 Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Tahun 2025, maka Kepala Madrasah Aliyah Negeri 1 Kuantan Singingi dengan ini memberikan izin/rekomendasi kepada:

Nama	: Aldi Purnomo
NIM	: 12110411166
Perguruan Tinggi	: Universitas Islam Negeri Sultan Syarif Kasim Riau
Fakultas	: Fakultas Tarbiyah dan Keguruan
Program Studi	: Pendidikan Bahasa Inggris
Semester/Tahun	: IX (Sembilan)/ 2025
Jenjang	: S1

Untuk melakukan kegiatan PraRiset guna mendapatkan data yang berhubungan dengan penelitian untuk bahan Skripsi.

Demikian Surat Rekomendasi ini diberikan untuk dapat digunakan sebagaimana mestinya dan terima kasih.

Teluk Kuantan, 09 Oktober 2025

Kepala MAN 1 Kuantan Singingi,



Elfarida

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Dokumenta Diindungi Undang-Undang
Pengutipan hanya untuk keperluan akademik, penelitian, penulisan karya ilmiah, penerjemahan, penarikan, penulisan kritik atau tinjauan suatu masalah.



Pekanbaru, 17 November 2025

: B-25196/Un.04/F.II/PP.00.9/11/2025

: Biasa

: 1 (Satu) Proposal

Mohon Izin Melakukan Riset

: Kepala

MAN 1 Kuantan Singingi

Di Kuantan Singingi

Assalamu'alaikum Warahmatullahi Wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	Aldi Purnomo
NIM	:	12110411166
Semester/Tahun	:	IX (Sembilan) / 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A COMPARATIVE STUDY OF SPEAKING ABILITY: ENGLISH CAMP PARTICIPANTS AND NON-PARTICIPANTS AT MAN 1 KUANTAN SINGINGI

Lokasi Penelitian : MAN 1 Kuantan Singingi

Waktu Penelitian : 3 Bulan (17 November 2025 s.d 17 Februari 2026)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Rektor
Dekan

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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Sifat
Biasa

Perihal
Izin Melakukan Riset

Teluk Kuantan, 24 November 2025

Kepada Yth.

**Rektor Dekan Universitas Islam Negeri
Sultan Syarif Kasim Riau**

Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat,

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor: B-25200/Un.04/F.II/PP.00.9/11/2025 tanggal 17 November 2025, tentang Mohon Izin Melakukan Riset. Maka dengan ini, mahasiswa dibawah ini :

NO	NAMA MAHASISWA	NIM	PROGRAM STUDI
1	Aldi Purnomo	12110411166	Pendidikan Bahasa Inggris

Maka kami sampaikan pada prinsipnya dapat diterima untuk melaksanakan Riset mulai tanggal 17 November s.d. 17 Januari 2026 (3 bulan Penelitian) di Kementerian Agama Kabupaten Kuantan Singingi Madrasah Aliyah Negeri 1 Kuantan Singingi.

Demikian disampaikan dan terima kasih.

Plh. Kepala,



Bakhtiar



PEMERINTAH KABUPATEN KUANTAN SINGINGI

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
KOMPLEK PERKANTORAN PEMERINTAH KABUPATEN KUANTAN SINGINGI

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Email : dpmptsp@kuansing.go.id, Website : <https://dpmptsp.kuansing.go.id>

TELUK KUANTAN

REKOMENDASI

Nomor : 238/DPMPTSP-PTSP/1.04.02.02/2025

Tentang

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

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Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kuantan Singingi, setelah membaca Surat Rekomendasi dari UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU Nomor:B-25196/Un.04/F.11/PP.00.9/11/2025 Tanggal 4 DESEMBER 2025.



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SURAT KETERANGAN

Nomor : 1101/Ma. 04.11/PP.00.6/12/2025

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Nama	: Aldi Purnomo
NIM	: 12110411166
Perguruan Tinggi	: Universitas Islam Negeri Sultan Syarif Kasim Riau
Fakultas	: Fakultas Tarbiyah dan Keguruan
Program Studi	: Pendidikan Bahasa Inggris
Semester/Tahun	: IX (Sembilan)/ 2025
Jenjang	: S1

Benar telah melakukan kegiatan Riset /Pra Riset dan Pengumpulan Data untuk bahan Skripsi dengan Judul Penelitian : **" A Comparative study of Speaking Ability: English Camp Participants and Non-Participants at MAN 1 Kunaatan Singingi."**

Demikian Surat Keterangan ini diberikan untuk dapat digunakan sebagaimana mestinya dan terima kasih.

Teluk Kuantan, 12 Desember 2025

Kepala MAN 1 Kuantan Singingi,



Elfarida



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APPENDIX V

Documentation

UIN SUSKA RIAU



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**CURRICULUM VITAE**

Aldi Purnomo was born on September 4, 2003, in Sungai Rambai. He is the son of Mr. Ismar and Mrs. Tumini. Currently, he resides in Sungai Rambai, Kuantan Singingi Regency. He began his junior high school education at MTs Pondok Pesantren KH. Ahmad Dahlan and graduated in 2018.

Subsequently, he pursued his senior high school education at MAN 1 Kuantan Singingi and graduated in 2021.

In 2021, Aldi Purnomo was accepted as a student in the Department of English Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau. During his studies, he actively participated in academic and fieldwork programs to enhance his academic and professional skills. In 2024, he completed the KKN (Kuliah Kerja Nyata) program in Kandis Kota Village, Siak Regency. Following this, in 2024, he joined the Pre-Service Teacher Practice (PPL) program at Serirama School YLPI Riau.

To fulfill the requirements for earning an undergraduate degree in English Education, he conducted research and completed his thesis entitled "**A COMPARATIVE STUDY OF SPEAKING ABILITY: ENGLISH CAMP PARTICIPANTS AND NON-PARTICIPANTS AT MAN 1 KUANTAN SINGINGI.**"