

Exploring Junior High School Student's Experiences in Learning English Conversation through Drama, English Camp, and Tourism

Refi Regita Sari¹, Aryati Prasetyarini²

Corresponding Author: a320210204@student.ums.ac.id

Universitas Muhammadiyah Surakarta, Indonesia

DOI: [10.35974/acuity.v10i2.4154](https://doi.org/10.35974/acuity.v10i2.4154)

Abstract

Drama, English Camp, and Tourism are considered effective strategies for improving students' conversational skills in secondary schools. However, studies exploring the integration of these three approaches are still limited. Addressing this gap, the present study aims to explore students' experiences in an innovative English learning program, specifically through Drama (English Performance), English Camp, and Edutrip (Tourism), and to identify the benefits and challenges encountered in improving their speaking skills. The study is driven by students' low interest and lack of self-confidence in speaking English in conventional classroom settings, highlighting the need for innovative and engaging learning environments. This research employed a qualitative method with a case study design. Data were collected through interviews and documentation involving six students from a global class at one Muhammadiyah junior high school in Surakarta who participated in the English Conversation Program. Data were analyzed using the Miles and Huberman model, including data reduction, display, and conclusion drawing. The findings show that the English Conversation Program offered enjoyable and contextual learning experiences, improving students' confidence, fluency, pronunciation, and spontaneous speaking ability. The main challenges faced included pronunciation difficulties, anxiety, and limited vocabulary, which were addressed through self-practice, peer collaboration, and vocabulary preparation. This study highlights the importance of experiential learning in enhancing students' English speaking skills.

Keywords: *English Conversation Program, innovative learning, speaking skill, student's experience*

INTRODUCTION

English speaking skills remain a significant challenge for students in Indonesia, despite the long-standing inclusion of English in the national education curriculum (Anggrisia & Robah, 2023). According to the EF English Proficiency Index (2023), Indonesia ranks 79th out of 113 countries, placing it in the low-proficiency category (EF, 2023). One of the main issues in English education is the limited opportunity for students to practice speaking in authentic communicative contexts (Nisa Aldira Lubis et al., 2024). Traditional teaching methods tend to emphasize grammar and vocabulary, often neglecting communicative competence, which causes students to struggle with using English spontaneously and confidently in real-life

situations (Rahmanita & Mukminatien, 2019). Effective English learning requires an approach that addresses not only cognitive aspects but also affective and psychomotor domains (Sugiono, 2020). According to Abdullah et al. (2022), high levels of anxiety in language learning significantly affect students' speaking performance. The use of monotonous and teacher-centered methods tends to increase anxiety and decrease motivation (Fauzi & Asi, 2023). Therefore, innovative teaching approaches that promote authentic, enjoyable, and meaningful learning environments are necessary to enhance students' speaking skills (Pratiwi et al., 2024). The English Conversation Program, which includes English Performance (Drama), English Camp, and Edutrip (Tourism), offers an alternative solution to address this issue. The program is designed to create a more communicative and engaging learning experience (Maziyah et al., 2023). Each activity aims to improve students' language skills and boost their confidence in using English in real-world situations (Daud & Astuti, 2023). Previous research has examined various teaching strategies to enhance students' speaking abilities. Drama-based learning has proven effective in developing speaking skills, pronunciation, and vocabulary (Komul, 2023). It offers students opportunities to practice English in a meaningful context using expressions and body language (Sari, 2022). Furthermore, drama allows for emotional engagement, deepening students' connection to the characters they portray (Nanda & Susanto, 2021). Budiman & Ganap (2024) highlight that drama can develop students' communicative competence, including sociolinguistic and pragmatic skills.

Similarly, English Camp has shown positive effects on students' speaking development. Kurniawan & Fussalam (2020) report that English camp activities led to 80% of students scoring above 75 in speaking assessments. At *Kampung Inggris*, students were immersed in an English-speaking environment, which included both online and offline interactions, drama script writing, and games (Maulatul Jannah et al., 2024; Frimaulia & Azmi, 2023). The intensive learning format created an immersive experience that accelerated students' speaking fluency (At Thahira et al., 2023). Tourism-based English learning is another innovative strategy integrating cultural experiences with language learning (Nehe et al., 2025). This method allows students to practice English in authentic contexts, enhancing motivation and cultural awareness (Bonsignori & Cappelli, 2022). It also provides opportunities for real-life communication with native or international speakers, creating meaningful language interactions (Zirman, 2023). According to Saragih et al. (2023), integrating cultural background and knowledge into English learning is an effective strategy for EFL students.

Although existing studies have demonstrated the benefits of drama, English camp, and tourism as individual teaching strategies, there is a lack of research on integrating all three into a single, comprehensive learning program (Panjaitan, 2024). Most studies focus on one method at a time, such as examining only drama or the effectiveness of the English camp. However, combining various methods could enrich students' learning experiences (Kexin & Buang, 2024). Moreover, limited attention has been given to students' personal experiences and perspectives regarding such innovative programs, which are critical to evaluating their overall effectiveness. Another research gap lies in the lack of in-depth analysis regarding the specific benefits and challenges students encounter during integrated programs. For instance, Muñoz-Alcón et al. (2023) emphasized learning outcomes like test scores but did not address the learning process from the students' point of view. Understanding students' perceptions provides valuable insights for future program development (Climacus et al., 2024). Furthermore, factors

such as motivation, anxiety, and learning preferences should be investigated further to optimize instructional design (Sandvik & Sommervold, 2021).

The novelty of this research lies in its integration of Drama, English Camp, and Tourism into a single English Conversation Program. Rather than focusing solely on learning outcomes, the study examines affective and psychological dimensions through students' experiences. Using a qualitative approach enables in-depth exploration of those experiences, offering insights that could inform the development of more student-centered language programs (Katemba, 2024). Additionally, this research highlights the value of combining in-class and out-of-class learning, which remains underexplored in the Indonesian EFL context. Based on these gaps, this study aims to explore students' learning experiences in an English Conversation Program involving Drama, English Camp, and Tourism, and to identify the benefits and challenges they encountered in improving their speaking skills. Specifically, this study seeks to answer the following research questions: (1) What are students' experiences in the English Conversation Program through Drama, English Camp, and Tourism? and (2) What benefits and challenges do students face in improving their speaking skills through these activities?

METHODS

Research Design

This study employed a qualitative approach with a case study design. This design was chosen to gain an in-depth understanding of students' experiences with innovative English teaching methods, specifically the English Conversation Program, which includes Drama, English Camp, and Tourism. A case study allows researchers to explore complex phenomena within real-life contexts and provides rich insights into the lived experiences of a particular group or individual (Gustian, 2024). This research focuses on exploring students' perceptions of the benefits, challenges, and impact of the English Conversation Program on their speaking skills. According to Mackiewicz (2018), qualitative methods are particularly effective for gaining deep insights into individuals' experiences in specific contexts. A qualitative case study also requires clear participant selection criteria to generate meaningful insights about the phenomenon under investigation (Dahal et al., 2024).

Research Participants

This study involved six students from a global class at one Muhammadiyah junior high school in Surakarta who had participated in the English Conversation Program for at least one semester. The participants included four female and two male students aged between 13 and 15. The selection of students from the global class intentionally ensured that the data reflected learning experiences within an intensive and innovative English language learning environment.

Data Collection

Data were collected through interviews and documentation. The interviews focused on students' experiences during the program, including the implementation procedures, learning materials, perceived benefits and challenges, and strategies used to overcome difficulties. Data collection was conducted in several stages. First, the researchers visited the school principal to explain the research objectives and obtain official permission. Upon approval, individual interviews were conducted with each participant in a calm and supportive environment to ensure students felt comfortable sharing their experiences. Each interview lasted approximately 15–30 minutes and was conducted face-to-face. With participants' consent, all interviews were recorded to facilitate accurate transcription and analysis. Additional documentation, including students' reflective notes, teaching materials, and records of program activities, was also collected to enrich the data (Dawadi, 2020). This documentation included photos and videos of program activities, learning materials, drama scripts, students' grades, program schedules, and activity rundowns.

Data Analysis

The data were analyzed using the Miles and Huberman (1994) model, which consists of three stages: data reduction, data display, and conclusion drawing. In the first stage, data reduction was done by selecting and focusing on relevant interview data aligned with the study's core themes: students' experiences, benefits, challenges, learning strategies, and the most impactful program activities. In the second stage, data display was organized into thematic narratives, allowing the researchers to identify patterns and relationships more easily. In the third stage, conclusion drawing involved interpreting the meaning of the data and verifying the findings to ensure their accuracy and validity. This model was chosen as it aligns with the qualitative approach, which emphasizes capturing the meaning behind students' subjective learning experiences.

FINDINGS

To guide the researchers' presentation of the results systematically, they present them based on the questions, namely, students' experiences in the English Conversation Program through the activities of Drama, English Camp, and Tourism and the benefits and challenges faced by the students in joining the programs.

Student's Learning Experience in English Conversation Program

The findings reveal that the students had a joyful learning process as they could meet new friends, practice the foreign language directly in an exciting environment. The results of the interview with some participants are presented as follows.

Student 3: *“Drama was exciting, because we can play someone else, so we learn to speak while expressing.”* (S3)

Student 5: *“English Camp in Kampung Inggris Pare was fun, made new friends, and got lots of speaking practice and we must speak in English.”* (S5)

Student 6: *“During an Edutrip (Tourism) we do more sightseeing, but we also learn about the history and culture of the place we visit.”* (S6)

The results of the interview show that students have diverse but meaningful experiences. Drama provides the space to practice expression in speaking. English camp creates an in-depth and interactive learning atmosphere. Tourism provides real context and international culture learning experience.

Benefits and Challenges the Students Gain From the Program

The findings of the research show that the English Conversation Program provides the significant benefits and challenges that encourage the development of a student’s language skill, but also faces the challenges that encourage them to develop effective learning strategies. From the interview result with six students from a global class, researchers categorized the finding into the three main themes: having time to practice English and gain confidence, linguistic difficulties, exposure to English use.

1. Having time to practice English and gain confidence

One of the main benefits of this program is to provide the opportunity for students to practice speaking continuously, which can improve student’s self-confidence. The results of the interview with some participants are presented as follows.

Student 1: *“While practicing drama, I learn the right pronunciation and become more confident when speaking in public.”* (S1)

Student 2: *“Because when English Camp gets lots of speaking practice, I become more fluent and not too afraid of being wrong.”* (S2)

Student 5: *“In Edutrip (Tourism), I can speak spontaneously because I must explain directly to others.”* (S5)

The benefits of the three programs are seen in the improvement of student’s speaking skills. Drama helps pronunciation and confidence (“Effects of Drama Activities,” 2025) . English Camp improving fluency and speaking habits. Tourism trains speaking skills spontaneously and increases communication experience in real situations.

2. Linguistic Difficulties

Although this program provides the benefits, students also face the linguistic difficulties that test their ability. The following are some of the challenges that are expressed by students during the activities. The results of the interview with some participants are presented as follows.

Student 3: *“It is difficult to pronounce some words while Drama because I must use intonation too.”* (S3)

Student 2: *“In English Camp, I feel nervous because I must speak continuously, sometimes also confused about what to say.”* (S2)

Student 1: *“While Edutrip (Tourism), sometimes I don’t know the meaning of the word in English to explain the place.”* (S1)

Students faced various challenges in every activity. In Drama, pronunciation and intonation are the barriers. In English Camp, students feel nervous when speaking continuously. In Tourism, limited vocabulary being the barrier while explaining in a live situation. To overcome the challenges, students develop active and independent learning strategies. The following is the student’s way to face the challenges in activities. The results of the interview with some participants are presented as follows.

Student 4: *“During Drama practice, I often practice with my friend to be more fluent.”* (S4)

Student 2: *“When English Camp in Pare, I try to start talking with my close friend first, then I’ll be brave in front of others.”* (S2)

Student 5: *“Before Edutrip (Tourism), I wrote down the important words first so I wouldn’t get confused when speaking.”* (S5)

Students show an active and independent learning strategy. In Drama, they practice it with their friends. In English Camp, they build confidence gradually. In Tourism, students prepare the vocabulary before the activity. It shows self-regulated learning in all contexts.

3. Exposure to English use

Activities in this program provide an intensive exposure of the use of English, especially by the activity English Camp. The results of the interview with some participants are presented as follows.

Student 6: *“English Camp in Pare because for two weeks there we used English completely, so we got used to it.”* (S6)

Student 3: *“English Camp in Pare because we get more English learning and so much speaking practice.”* (S3)

Student 4: *“English camp because every day for 2 weeks we study and get English material continuously.”* (S4)

Students constantly mention English Camp as an activity that is most impactful on improvement of their speaking skill. This program lasted for 2 weeks in *Kampung Inggris Pare*, where they were required to speak in English every day in various activities. This situation creates an intensive learning atmosphere and makes the students more accustomed to speaking English, more confident, and more fluent in speaking.

DISCUSSION

The English Conversation Program, which integrates Drama, English Camp, and Tourism, provides students diverse and meaningful learning experiences. This aligns with Kolb’s (1984) Experiential Learning Theory, which consists of four stages: concrete

experience, reflective observation, abstract conceptualization, and active experimentation. Drama activities offer role-play opportunities that simulate authentic communication, allowing students to experiment with expression and intonation (Maulana & Lolita, 2023). As noted by Student 3, Drama facilitates both verbal and non-verbal expression, which is crucial in developing speaking skills. Additionally, students are encouraged to reflect on their performances, contributing to the reflective observation stage. English Camp offers immersive learning experiences, as students engage in English communication for two weeks at *Kampung Inggris* Pare. This aligns with the active experimentation phase, where students continuously practice language in real contexts, accelerating acquisition (Pratiwi, 2024). Peer and tutor interactions enrich the learning environment and foster experimentation without fear of judgment.

Meanwhile, Edutrip (Tourism) combines language and cultural learning, enabling students to apply English in authentic situations. This activity supports reflective observation and abstract conceptualization, particularly when students explain tourist destinations. The integration of these three stages illustrates a holistic application of experiential learning and can be recommended for other EFL programs to enhance student engagement (Hadizadeh, 2024).

Communicative Language Teaching (CLT) further supports the program's benefits, which emphasize authentic, interactional, and meaningful communication (Richards, 2006). Drama improves pronunciation and builds confidence through role-play, aligning with CLT's task-based principles (Dimastoro & Bharati, 2022). English Camp enhances fluency through repeated interactions and reduces speaking anxiety in an immersive setting (Andi Sutanto et al., 2022). Group discussions, debates, and daily speaking tasks promote communicative competence. Edutrip fosters spontaneous communication in real contexts and enhances cross-cultural awareness (Nehe et al., 2025). Through these activities, students develop speaking skills via contextual and authentic engagement, which are core principles of the CLT approach. As a practical implication, CLT elements can be integrated into English curricula to strengthen speaking outcomes (Çetinkaya & Kayaoğlu, 2024).

Each activity also presents its own challenges, reflecting the complexity of second language acquisition. In Drama, students struggle with pronunciation and intonation due to phonological differences between English and their native language. This is further complicated by the need to express emotions appropriately. In English Camp, students experience anxiety from the continuous speaking demands, which is a common form of foreign language anxiety. This is particularly difficult for students with limited confidence or speaking experience (Park et al., 2025). Additionally, spontaneous conversations often lead to confusion when students lack relevant vocabulary. In Edutrip, limited vocabulary makes it difficult for students to describe cultural contexts, especially in unplanned situations (Tiwery, 2025). These challenges suggest the need for pedagogical approaches that address phonological, psychological, and lexical difficulties in speaking. Despite these challenges, students demonstrated effective self-regulated learning strategies, showcasing strong learning autonomy. In Drama, collaborative practice with peers enhances pronunciation and confidence through social support and an approach aligned with collaborative learning theory (Chen et al., 2023). Peer interaction facilitates error correction and mutual learning (Komul, 2023). In English Camp, students gradually build confidence by first speaking with familiar peers, a strategy reflecting emotional regulation in self-regulated learning (Alvandi et al., 2025). In Edutrip, students prepared

vocabulary lists in advance, indicating metacognitive planning strategies that support independent learning (Řičan et al., 2022). These proactive responses illustrate students' capacity to manage their own learning process. Teachers can foster this autonomy by explicitly teaching self-regulated learning techniques such as planning and collaboration.

Among the three activities, English Camp emerged as the most impactful on students' speaking development, as stated by Students 3, 4, and 6. The program's immersive nature in *Kampung Inggris* significantly contributed to fluency and confidence. The sociocultural environment further enriched learning by requiring daily English use. Compared to Drama and Edutrip, English Camp provided more intensive and sustained language practice. While Drama offers structured simulation and Edutrip focuses on cultural exposure, both are more limited in speaking duration and spontaneity. The dominance of English Camp in the findings suggests that immersive environments are particularly effective for developing speaking proficiency in EFL settings. As a recommendation, schools should consider integrating immersive language experiences into their curricula to maximize learning outcomes. Teachers can also adopt elements of immersion to create classroom environments that encourage continuous language use.

Limitations and Suggestions for Future Research

Despite the valuable findings, this study has several limitations that should be acknowledged. First, the research involved only six participants from a single junior high school, which may limit the generalizability of the findings to other contexts or educational levels. Second, the data were collected through interviews and documentation, without directly observing students' performance during the activities. This may restrict the depth of understanding regarding the students' learning processes' actual behavioral and interactive aspects. Therefore, future studies should include a larger and more diverse group of participants from different schools and backgrounds. Additionally, employing multiple data collection methods, such as classroom observations or mixed-methods approaches, may provide richer and more comprehensive insights into the effectiveness and challenges of the English Conversation Program.

CONCLUSION

This study demonstrates that integrating Drama, English Camp, and Tourism within the English Conversation Program effectively enhances junior high school students' speaking skills. Among these activities, English Camp proved to be the most impactful due to its immersive environment, which promoted fluency, confidence, and continuous English use. Each program component uniquely contributed to students' development: Drama improved pronunciation and expressive abilities; Tourism encouraged spontaneous speaking and cultural awareness. Moreover, students employed self-regulated learning strategies, such as peer collaboration, confidence-building, and vocabulary preparation, reflecting their learning autonomy. These findings support the application of experiential and communicative learning approaches in EFL settings. Therefore, educators are encouraged to incorporate immersive and context-rich strategies into English instruction to foster meaningful language development.

Future programs should continue integrating affective, cognitive, and experiential elements to maximize engagement and outcomes. Further research is also recommended to involve broader participant groups and additional data sources to deepen the understanding of innovative language learning experiences.

REFERENCES

- Abdullah, S., Altun, M., & Hama, F. M. (2022). The Effect of Language Learning Anxiety on English Oral Performance. *International Journal of Social Sciences & Educational Studies*, 9(3), 337–347. <https://doi.org/10.23918/ijsses.v9i3p337>
- Alvandi, M., Faruji, L. F., & Salehi, M. (2025). Relationship among EFL Learners' Self-Regulated Learning Strategy Use, Speaking Anxiety and Speaking Strategy Use. *International Journal of Instruction*, 18(1), 379–396. <https://doi.org/10.29333/iji.2025.18121a>
- Andi Sutanto, Hasbi Sjamsir, & Susilo. (2022). The Effect of Communicative Language Teaching (CLT) Method on Speaking Ability and Speaking Anxiety. *Borneo Educational Journal (Borju)*, 4(2), 101–110. <https://doi.org/10.24903/bej.v4i2.1061>
- Anggrisia, N. F., & Robah, A. (2023). Exploring challenges and strategies in English speaking among Indonesian university students: A case study of AKM university. *Englisia: Journal of Language, Education, and Humanities*, 11(1), 55–74. <https://doi.org/10.22373/ej.v11i1.19156>
- At Thahira, C. S., Fitriani, S. S., & Fitriasia, D. (2023). Students' Perception towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill. *English Education Journal*, 14(3), 639–657. <https://doi.org/10.24815/eej.v14i3.32588>
- Bonsignori, V., & Cappelli, G. (2022). Developing strategies for conceptual accessibility through multimodal literacy in the English for tourism classroom. *Multimodal Communication*, 11(1), 31–47. <https://doi.org/10.1515/mc-2020-0026>
- Budiman, J. N. C., & Ganap, N. N. (2024). Toward Literature and Language Teaching: Uncovering the Potential of Drama for English Learning. *Journal of English Language Teaching, Literature and Culture*, 3(1), 12–29. <https://doi.org/10.53682/jeltec.v3i1.8719>
- Çetinkaya, Ş. E., & Kayaoğlu, M. N. (2024). Responses to an EIL-oriented General English Course: Views of Internal and External Stakeholders. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 9(2), 136–160. <https://doi.org/10.35974/acuity.v9i2.3075>
- Chen, W., Liu, D., & Lin, C. (2023). Collaborative peer feedback in L2 writing: Affective, behavioral, cognitive, and social engagement. *Frontiers in Psychology*, 14(January), 1–12. <https://doi.org/10.3389/fpsyg.2023.1078141>
- Climacus, J., Karjono, S., Sintyasakti, N. S., & Gemilang, A. V. (2024). STUDENTS' PERCEPTION ON PROJECT-BASED LEARNING IN TEACHING SPEAKING AT VOCATIONAL HIGH SCHOOL. *JELLT (Journal of English Language and Language Teaching)*, 8(2), 29–38. <https://doi.org/10.36597/jellt.v8i2.18592>

- Dahal, N., Neupane, B. P., Pant, B. P., Dhakal, R. K., Giri, D. R., Ghimire, P. R., & Bhandari, L. P. (2024). Participant selection procedures in qualitative research: experiences and some points for consideration. *Frontiers in Research Metrics and Analytics*, 9. <https://doi.org/10.3389/frma.2024.1512747>
- Daud, A., & Astuti, P. (2023). Beyond the Mainstream: English Camp's Strategies for Enhancing English Proficiency of High School Students in Indonesia. *European Journal of English Language Studies*, volume-3-2(volume-3-issue-1-june-2023), 1–11. <https://doi.org/10.12973/ejels.3.1.1>
- Dawadi, S. (2020). Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners. *Journal of NELTA*, 25(1–2), 62–71. <https://doi.org/10.3126/nelta.v25i1-2.49731>
- Dimastoro, N., & Bharati, D. A. L. (2022). The Effectiveness of Role-Play and Task-Based-Strategy to Teach Speaking to Students with Different Learning Styles. *English Education Journal*, 12(2), 192–204. <https://doi.org/10.15294/eej.v12i2.53314>
- EF. (2023). *EF English Proficiency Index 2023 - Indonesia*. 79, 2.
- Fauzi, I., & Asi, N. (2023). Examining Speaking Anxiety of Indonesian Learners of English: A Case of University Students. *English Language Teaching and Applied Linguistics*, 7(2), 263–275. <http://dx.doi.org/10.21093/ijeltal.v7i2.1338>
- Gustian, D. (2024). Analisis Kualitatif terhadap Motivasi Belajar Bahasa Inggris Siswa di Alue Pineung Timue Kota Langsa (Qualitative Analysis of Students ' English Learning Motivation in Alue Pineung Timue , Langsa City). *Jurnal Studi Multidisiplin Ilmu*, 2(1), 1–9. <https://doi.org/https://doi.org/10.35912/jasmi.v2i1.3481>
- Hadizadeh, A. (2024). ChatGPT, the End of L2 Academic Writing or a Blessing in Disguise? *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 9(2), 183–201. <https://doi.org/10.35974/acuity.v9i2.3128>
- Katamba, C. V. (2024). Unraveling the Obstacles to English Learning Among EFL Junior High School Students in the Parongpong Region. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 9(2), 2024. <https://doi.org/10.35974/acuity.v9i2.3358>
- Kexin, D., & Buang, N. A. (2024). Integrating Innovative Teaching Strategies: Assessing the Effectiveness of Flipped Classrooms, Blended Learning, and Task-Oriented Methods in Enhancing Academic Performance in Vocational IT Education. *Journal of Digitainability, Realism & Mastery (DREAM)*, 3(05), 94–108. <https://doi.org/10.56982/dream.v3i05.241>
- Komul, M. (2023). The Impact of Drama-Based Instruction on Language Skills Development in EFL Contexts. *HUELE: Journal of Applied Linguistics, Literature and Culture*, 3(1), 09–17. <https://doi.org/10.30598/huele.v3.i1.p09-17>
- Kurniawan, R., & Fussalam, Y. E. (2020). Meningkatkan Kemampuan Berbicara Bahasa Inggris Dasar Melalui Kegiatan English Camp. *Jurnal Muara Pendidikan*, 5(2), 752–756. <https://doi.org/10.52060/mp.v5i2.413>
- Mackiewicz, J. (2018). A Mixed-Method Approach. In *Writing Center Talk over Time* (pp. 37–60). Routledge. <https://doi.org/10.4324/9780429469237-3>

- Maulana, I., & Lolita, Y. (2023). THE EFFECTIVENESS OF ROLE-PLAY TO IMPROVE STUDENT'S SPEAKING ACHIEVEMENT. *ELite Journal : International Journal of Education, Language and Literature*, 3(2), 122–135. <https://doi.org/10.26740/elitejournal.v3n2.p122-135>
- Maulatul Jannah, D., Aziz, A., & Islam Zainul Hasan Genggong, U. (2024). The Attraction of the Kampung Inggris for Students as Target Areas Improves English Speaking Skills. *Journal of English Language Education and Literature*, 9(1), 29–39.
- Maziyah, F., Hifdil Islam, M., & Hamdani, B. (2023). The Implementation of weekly English Conversation in Learning speaking among EFL learners. *JADEs Journal of Academia in English Education*, 4(1), 89–107. <https://doi.org/10.32505/jades.v4i1.5756>
- Muñoz-Alcón, A. I., Barahona-Esteban, M. N., & Trullén-Galve, F. (2023). Assessing Foreign-Language Students' Speaking Performance through a Digital Platform: Challenges and Findings. *Education Sciences*, 13(10), 1039. <https://doi.org/10.3390/educsci13101039>
- Nanda, D. S., & Susanto, S. (2021). USING DRAMA IN EFL CLASSROOM FOR EXPLORING STUDENTS' KNOWLEDGE AND LEARNING. *English Review: Journal of English Education*, 9(2), 285–292. <https://doi.org/10.25134/erjee.v9i2.4353>
- Nehe, B. M., Shuhaida, Z., & Rahman, A. (2025). Exploring Project-Based Learning in English for Tourism Course : Enhancing Students Engagement and Practical Communication Skills. *PROJECT (Professional Journal of English Education)*, 8(2), 395–403.
- Nisa Aldira Lubis, Afrohul Fadhillah, Anisa May Azura, Susi Sahmarito Rambe, M. Arkan Syafiq, & Didik Santoso. (2024). The Students Ignorance In Practicing English Speaking. *Fonologi : Jurnal Ilmuan Bahasa Dan Sastra Inggris*, 2(3), 205–211. <https://doi.org/10.61132/fonologi.v2i3.903>
- Panjaitan, N. B. (2024). A Meta-Analysis of Word Walls ' Effectiveness in Improving English Vocabulary Among Junior High School Students . *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 9(2), 219–231. <https://doi.org/10.35974/acuity.v9i2.3053>
- Park, S., Carlisle, D. D. E., Cheng, Z., Gillies, M., & Pan, X. (2025). Reducing foreign language anxiety through repeated exposure to a customizable VR public speaking application. *Frontiers in Virtual Reality*, 6(April), 1–15. <https://doi.org/10.3389/frvir.2025.1519409>
- Pratiwi, W. R. (2024). Innovations in the English Educational Landscape of Kampung Inggris Pare As an English Village-Based Immersion Program. *Klasikal : Journal of Education, Language Teaching and Science*, 6(1), 1–10. <https://doi.org/10.52208/klasikal.v6i1.1105>
- Pratiwi, W. R., Kuswoyo, H., Puspitasari, M., Juhana, & Bachtiar. (2024). Driving to communicative approach: the innovative teaching speaking methods in Indonesian English immersion program. *International Journal of Evaluation and Research in Education*, 13(1), 626–634. <https://doi.org/10.11591/ijere.v13i1.25420>
- Rahmanita, M., & Mukminatien, N. (2019). Teaching English as A Foreign Language : Making Use of. *Jurnal Pendidikan Humaniora*, 7(1), 26–29.
- Říčan, J., Chytrý, V., & Medová, J. (2022). Aspects of self-regulated learning and their influence on the mathematics achievement of fifth graders in the context of four different

- proclaimed curricula. *Frontiers in Psychology*, 13(Oktober), 1–15.
<https://doi.org/10.3389/fpsyg.2022.963151>
- Richards, J. (2006). Communicative Language Teaching Today. In *Cambridge University Press* (Vol. 25, Issue 2).
- Sandvik, L. V., & Sommervold, O. A. (2021). Students' Perceptions of Involvement in the Assessment of Oral Competence in English as a Second Language. *Languages*, 6(4), 203.
<https://doi.org/10.3390/languages6040203>
- Saragih, D., Hutajulu, T. L. R., & Girsang, S. P. (2023). A Literature Review: Strategies to Teach English as A Foreign Language. *Journal on Education*, 06(01), 4756–4768.
- Sari, D. R. (2022). Short Plays and Drama in EFL Classrooms as Perceived by Secondary School Students: the Role and Impact. *Vision: Journal for Language and Foreign Language Learning*, 11(1), 17–30. <https://doi.org/10.21580/vjv11i211269>
- Sugiono, S. (2020). Improving the Quality of English Language Teaching And Learning. *International Journal of English Education and Linguistics (IJoEEL)*, 2(2), 49–54.
<https://doi.org/10.33650/ijoeel.v2i2.1627>
- Tiwery, Y. (2025). Mastering English Vocabulary in a Rural EFL Context: Students' Difficulties and Learning Strategies. *Koli Journal: English Language Education*, 6(1), 32–43. <https://doi.org/https://doi.org/10.30598/koli.6.1.32-43>
- Zirman, M. (2023). Supporting Students in Learning English Outside the Classroom. *Journal of Research Initiatives*, 7(3), 1–24. <https://digitalcommons.uncfsu.edu/jri/vol7/iss3/7>