

## ADVENTURE CAMP ANALYSIS: EMPOWERING ENGLISH STUDENTS TO FOSTER COMMUNICATION SKILLS

Muhammad Fikri Haq, Hengki, Ratna, Fitra Ramadani, Hartatya Novika,  
Lailatul Kodriyah

Department of English Program Education, Islamic University of Kalimantan  
Muhammad Arsyad Al Banjari Banjarmasin, Indonesia  
[muhammadfikrihaq@gmail.com](mailto:muhammadfikrihaq@gmail.com)

**Abstract:** English proficiency constitutes a fundamental component of contemporary educational frameworks, yet significant barriers persist in developing effective communicative competence among learners, particularly at foundational levels. Specific obstacles in language-differentiated learning present considerable challenges for educators and students alike. This qualitative research investigates the pedagogical efficacy of Adventure Camp, an innovative tutoring program designed to address literacy gaps and enhance English communication skills among struggling learners at Laretta National High School in Tagum City, Philippines. The study employed comprehensive qualitative methodology utilizing triangulation through observations, structured interviews, and questionnaires conducted via virtual platforms in July 2025. Primary data was collected from multiple stakeholder perspectives, including campers, instructors, and program management, to examine participants' experiences regarding comfort levels, learning enthusiasm, perceived benefits, and challenges within the Adventure Camp framework. Findings reveal that Adventure Camp demonstrates substantial efficacy in fostering English communicative competence through experiential language acquisition methodologies. The program proved particularly transformative for pre-A1 learners, who experienced accelerated development of foundational literacy skills through immersive, context-rich linguistic exposure that effectively bridged the gap between receptive comprehension and productive output. The research identified complex challenges highlighting the intricate relationship between individual psychological factors and broader socioeconomic determinants influencing second language acquisition in underresourced educational contexts. This study provides educators with a transformative pedagogical framework that cultivates verbal and nonverbal communication competencies through anxiety-reducing, experientially grounded methodologies, offering valuable insights for developing authentic communicative competence in diverse social interaction contexts.

**Keywords:** Adventure Camp, pre-A1 learners, English Communication Skills

### 1. INTRODUCTION

In today's globalized world, effective communication enables international collaboration and socioeconomic advancement across cultures. Language learning facilitates cognitive development and cross-cultural understanding, with English serving as the dominant universal lingua franca for academic, scientific, and commercial discourse. However, English Language Learners face significant challenges from phonological complexities to sociolinguistic barriers, necessitating targeted pedagogical interventions through structured tutoring programs to achieve inclusive, equitable education.

Mother tongue, learned from childhood, shapes cognitive and emotional development (Mulyati et al, 2024). English serves as a universal language, with countries adopting it as ESL or EFL, though EFL presents greater challenges when not used daily (Munawaroh, 2023). English communication skills aim for understanding rather than native-like proficiency (Hengki, 2021).

Effective techniques include shadowing (Arbain et al, 2023), English-speaking environments like English Villages (Hengki & Ratna, 2019), and debate activities (Hengki et al, 2018). Language acquisition occurs through both informal channels—parents, environment, friends—and formal schooling (Atmowardoyo et al, 2023). Tutoring programs optimize academic potential (Shidqi et al, 2023).

Teaching methods vary from Communicative Language Teaching emphasizing fluency to Grammar Translation Method focusing on accuracy (Hengki et al, 2019). Excessive local language influence can diminish language skills (Nurhasanah, 2024). Methods should match learners' preferences to maintain motivation (Nggawu & Thao, 2023) while being engaging and meaningful (Rahmawati & Salsabilla, 2023). Interactive activities using YouTube videos (Novika & Arbain, 2022), outdoor learning (Septiana & Hanafi, 2024), and group discussions (Amin et al, 2024) enhance engagement. Quality teaching materials enable teachers to guide learners effectively (Ramadani et al, 2022).

This study examines basic communication skills perceived by learners and teachers to understand the phenomenon, aiming to overcome problems and contribute to developing similar teaching methods in Indonesia without burdening learners while achieving language fluency and accuracy. The purpose of this study is to investigate how participation in Adventure Camp can improve communication skills development among English language learners by identifying key contributing factors and analysing the challenges students face during the communication process in the camp environment.

## 2. LITERATURE REVIEW

### 2.1. Adventure Camp

Adventure Camp is a bilingual tutoring program in Tagum City, Philippines, targeting Junior High School students in public schools. It develops reading, listening, writing, and speaking skills in both mother tongue and English using Communicative Language Teaching methods, specifically helping learners who struggle with language lessons.

Adventure Camp is a structured tutoring program for pre-A1 English learners using multimodal interventions including visual vocabulary, pronunciation drills, and dialogue practice. It integrates physical response techniques with digital resources, employs scaffolded activities from single words to simple sentences, and uses portfolio assessment. The program operates through multi-stakeholder collaboration involving government, schools, communities, and families, running Monday-Thursday with enrollment based on Philippines Informal Reading Inventory results to support academically vulnerable students.

Adventure Camp is an intensive literacy intervention for junior and high school students with reading gaps. It uses elementary-level curriculum in 90-minute morning sessions covering English and Filipino. The program targets students below PHIL-IRI Frustration level, focusing on phonemic recognition, vocabulary, and conversation skills through daily assessments and scaffolded instruction.

### 2.2. Communicative Language Teaching

The researcher incorporated multiple theoretical frameworks to enhance scholarly rigor. Richard (2005) conceptualized communicative language teaching as

a comprehensive framework encompassing pedagogical objectives, acquisition mechanisms, and educator-learner roles. Rezalou & Yagiz (2021) reinforced that CLT prioritizes meaningful opportunities for developing accuracy, fluency, and four fundamental language competencies. Rashov (2024) advocates integrating digital tools and gamification to enhance cognitive processing and engagement.

Qasseras (2023) highlighted CLT's benefits in developing communicative competence through authentic experiences while cultivating cross-cultural awareness and analytical reasoning. Conversely, Adem & Berkessa (2022) proposed minimal error correction, allowing natural linguistic errors with feedback facilitating self-discovery. Supiani et al (2023) demonstrated self-evaluation mechanisms through structured feedback. However, a methodological limitation exists as research remains confined to tertiary educational contexts.

### 2.3. Concept of Communication Skills

Pednekar et al (2022) elucidated that communicative competencies constitute systematic meaning generation through verbal and nonverbal symbolic interchange, susceptible to contextual influences. These represent essential 21st-century proficiencies for effective concept articulation and collaboration (Sholihah et al, 2025). Mulyati et al (2024) demonstrated enhanced linguistic comprehension when instruction occurs through native language.

Kurniarini (2024) identified six extrinsic variables impeding English proficiency: pedagogical disposition, socioeconomic circumstances, familial engagement, curricular design, instructor-student dynamics, and first language interference. Cultural determinants adversely affect acquisition by influencing motivation levels.

Sipayung et al (2024) established correlations between linguistic proficiency and literacy, though extracurricular tutoring presents inherent limitations. Conversely, Lesiana et al (2023) advocated curriculum-integrated tutoring for enhanced social interaction. Geria & Bawa (2022) emphasized understanding interference from linguistic and extralinguistic variables. Nety et al (2023) underscored supplementary instruction's importance for academically deficient learners.

### 2.4. Previous of Related Research Findings

Kusriandi et al (2022) demonstrated that effective tutoring requires cognitive and affective engagement to enhance academic capabilities while developing efficacious pedagogical strategies. Fitriani et al (2022) showed English communicative difficulties stem from psychological barriers and insufficient target language exposure, not only lexical inadequacies.

Shawaqfeh et al (2024) found inadequate classroom interactions diminish knowledge acquisition, particularly linguistic competency. ESL and EFL curricula exhibit distinct pedagogical characteristics requiring methodological adaptations. Optimal instruction facilitates communicative processes, promoting meaningful interaction and comprehensive target language proficiency through systematic understanding.

Recent research reveals significant gaps between Communicative Language Teaching (CLT) theory and practical implementation across various EFL contexts. Adem and Berkessa (2022) found Ethiopian educators possessed solid theoretical CLT understanding but struggled with classroom application due to contextual constraints. Similarly, Lesiana et al. (2024) documented persistent teacher-

dominated patterns in Indonesian secondary schools, with students constrained by vocabulary limitations and error anxiety.

Several studies addressed material development and technological integration gaps. Ramadani et al. (2022) successfully created locally-contextualized tourism materials for South Kalimantan but noted limited generalizability. Supiani et al. (2023) demonstrated positive outcomes from Grammarly-based self-assessment for language accuracy development. Novika et al. (2022) revealed positive attitudes toward YouTube videos for listening enhancement but acknowledged methodological limitations in measuring actual learning outcomes.

Personality and linguistic factors also emerged as significant considerations. Nggawu and Thao (2023) showed CLT improved speaking abilities for both introverted and extroverted students, with greater improvement among extroverts. Nurhasanah (2024) identified challenges in Indonesian educators' formal language mastery affecting classroom communication effectiveness.

### 3. METHODOLOGY

This research employed a qualitative research design method, which describes phenomena of subjects holistically in natural settings using natural methods (Alaslan, 2021). The phenomenon required exploration beyond measurable numbers to provide detailed descriptions. To achieve comprehensive analysis aligned with research objectives, the researcher selected qualitative methods.

The research was conducted at Adventure Camp Laretta National High School, Tagum City, Philippines in July 2025 through virtual meetings. Primary data was collected through observations, interviews, and questionnaires from three participant groups: campers (learners experiencing difficulties from various classes), instructors, and management. Participant selection was based on specific criteria needed for the study.

Supporting reliable secondary data was incorporated from relevant indexed journals in SINTA (Science and Technology Index) and Scopus contributing to education (Ahmad & Muslimah, 2021). Data collection at Laretta National High School used pseudonyms A, B, C, D, E, F to maintain informant confidentiality and privacy (Pramudyo, 2017).

**Table 1.1 Participants Summary Table**

No	Pseudonym	Age	Role
1.	S1	13	Camper
2.	S2	14	Camper
3.	S3	16	Camper
4.	S4	13	Camper
5.	T1	-	Instructor
6.	T2	-	Instructor
7.	P1	-	PIC

Waruru (2023) and Asrulla et al (2023) elucidated that purposive sampling was employed to identify specialized respondents satisfying predetermined criteria. Participant selection criteria encompassed: minimum six-month Adventure Camp engagement, prior tutoring program participation, institutional affiliation with Laretta National High School, and voluntary consent to serve as informants. Seven participants were systematically selected based on comprehensive criterion fulfillment.

Data collection concentrated on four primary dimensions: verbal and nonverbal communicative competencies, participants' experiential learning within the Adventure Camp framework, environmental factors and programmatic activities, and encountered challenges during program participation. Data triangulation was implemented to ensure methodological rigor and validity assessment (Alaslan, 2021). Alaslan (2021) emphasized that systematic data collection procedures facilitate enhanced phenomenological observation and analysis. The procedural framework comprised: formal research authorization requests, preliminary stakeholder briefings regarding research objectives, virtual implementation of observations and structured interviews with participants, and systematic collection of secondary data for subsequent analytical examination. The researcher employed triangulation analysis through reduction, data presentation, and conclusion drawing.

#### 4. RESULTS

This section is dedicate to comprehensively outlining the objective "To investigate how participation in Adventure Camp can improve communication skills development among English language learners by identifying key contributing factors and analysing the challenges students face during the communication process in the camp environment" that have accumulated from the various data collection methods employed:

##### 4.1. Verbal and Non-Verbal Communication

According to Pednekar et al (2022), verbal communication demonstrates English proficiency through real-time interaction, requiring simultaneous processing of sounds, grammar, and meaning with higher cognitive effort than writing. Interactive feedback enables clarification and sociolinguistic skill development. Pednekar et al (2022) describe nonverbal communication as essential for effective interaction, transmitting information through facial expressions, gestures, and vocal features. These elements disambiguate meaning in cross-cultural contexts and enhance interpersonal outcomes across academic, professional, and social settings.

"Can you tell me a little about your background in learning English before attending the adventure camp (e.g., years of study, confidence level, exposure to English outside the classroom)?"

"I cannot read clustered words" - S1 (pseudonym)

"I have problem in reading, struggling" - S2 (pseudonym)

"I learned to listen carefully, use my body to understand, and use simple words to make what I wanted to say clearer." - S3 (pseudonym)

"I don't know letter" - S4 (pseudonym)

Adventure Camp participants developed strong nonverbal communication skills, showing comprehensive communicative competence through gesture, facial expressions, and spatial awareness. The immersive environment facilitated multimodal communication integration and intercultural understanding. Sub-A1 learners with limited vocabulary benefited from scaffolded, culturally responsive instruction that revealed their cognitive abilities beyond basic verbal expression.

"Based on your teaching experience, which specific skills do you consider most crucial for students to acquire through the Adventure Camp?"

"Their reading skills." - T1 (pseudonym)

"Based on my teaching experience, struggling students need to acquire basic literacy skills in reading, such as phonemic awareness, to help them connect letter sounds and blend them into words. They also need to develop writing and communication skills so they can express their ideas effectively in both or a land written forms" - T2 (pseudonym)

Reading comprehension is the most crucial skill for English language learners, serving as the foundation for vocabulary growth, grammar development, and metalinguistic awareness. It enables autonomous vocabulary acquisition through context, strengthens sound-meaning connections, and provides authentic grammar models across genres. Reading is essential for academic success and correlates strongly with overall achievement. Struggling learners need phonemic awareness and phonics instruction to develop decoding skills, while also building writing and speaking abilities for comprehensive communication competence.

"What new communication strategies or language skills did you learn or become more aware of during the adventure camp experience?"

"I know how to read" - S1 (pseudonym)

"Reading" - S2 (pseudonym)

"I learned how to use body language and eye contact to express myself better. I also improved my vocabulary by interacting with others." - S3 (pseudonym)

"I can read simple words." - S4 (pseudonym)

"How does participation in the Adventure Camp contribute to the development of learners' English communication abilities?"

"Through their participation in the Adventure Camp, learners can improve their English communication skills by engaging in interactive activities that meet their needs." - T2 (pseudonym)

The Adventure Camp English program improved participant fluency, vocabulary, and confidence through experiential learning that reduced classroom barriers. Interactive methods enhanced communication by activating multiple cognitive channels and providing authentic feedback. Participants developed comprehensive multimodal competence, integrating verbal and nonverbal communication skills, including culturally appropriate body language and eye contact for better outcomes.

## 4.2. Students' Perceptions and Reflections

Participant perceptions provide essential phenomenological insights into subjective learning experiences that shape communicative competence development. From a constructivist framework, learners' self-reported progress indicates metacognitive awareness development and understanding of linguistic competency. These perceptual data reveal complex interactions between affective factors, motivation, and cognitive processing influencing second language acquisition. Learner perceptions illuminate gaps between objective proficiency and subjective confidence, highlighting self-efficacy's importance in sustained engagement.

"How did participating in the adventure camp make you feel about your ability to communicate in English?"

"Helpful to me" - S1 (pseudonym)

"Effective" - S2 (pseudonym)

"I felt more confident and comfortable speaking English. The camp helped me overcome my fear of making mistakes." - S3 (pseudonym)

"Helpful" - S4 (pseudonym)

All participants agreed the tutoring program was useful and effective, indicating strong learner satisfaction and program validity. This unanimous positive feedback suggests the program successfully met diverse learning needs, avoided common educational barriers, and achieved its objectives while maintaining high engagement and retention.

## 4.3. The Role of Environment and Activities

Tutoring programs benefit significantly from thoughtfully designed environments and structured activities that create immersive learning experiences. Well-designed spaces enhance attention, reduce anxiety, and promote collaboration while connecting abstract concepts to concrete applications. This environmental-activity integration accommodates diverse learning styles, activates multiple learning modalities, and recognizes that effective learning occurs within complex socio-physical systems.

"How do you manage the learning environment including sound, physical activities, facilities and space to support teaching and learning activities in the Adventure Camp?"

"I can say that somehow it is conducive for learning. We have TV, tables, chairs, and whiteboard. And we are situated away from regular classes in order to execute the program and to avoid bullying among our campers" - T1 (pseudonym)

"I always make sure that the area is free from unnecessary noise and get their attention so they can focus during instructional time." -T2 (pseudonym)

The Adventure Camp program used game-based learning and structured materials to enhance student engagement and motivation. Instructors employed guided reading for scaffolded language exposure and grammar games for contextual

practice, combining explicit and implicit learning. Effective programs require well-designed environments with multimodal instruction, kinesthetic activities, and continuous assessment to maintain focus for below-A1 learners experiencing cognitive fatigue.

#### 4.4. Challenges and Limitations in Implementation

English tutoring for below-A1 learners faces complex pedagogical challenges including complete absence of English foundation, requiring careful scaffolding of basic elements like phonemic awareness and vocabulary. Instructors must create meaningful contexts without overwhelming learners, address diverse educational backgrounds and literacy levels, maintain engagement while preserving adult learners' dignity, and ensure measurable progress toward basic communicative competence.

"What are the challenges you encounter while learning English and fostering communication skills through the Adventure Camp?"

"Difficult words" - S1 (pseudonym)

"Long story, Spelling" - S2 (pseudonym)

"One of the challenges was being shy to speak in front of others." - S3 (pseudonym)

"Inforgetful" - S4 (pseudonym)

"What challenges do you typically encounter when teaching students English in Adventure Camp program? Could you describe internal and external challenges including cognitive and emotional development for the students?"

"Their absences in classes. For me, its challenging. Another thing is their poor parental support at home. When parents cannot assist the students, chances are, they could easily forget our lessons." - T1 (pseudonym)

"The most challenging part I encountered in terms of students' internal and cognitive development was that many students are struggling to read and decode words. Others have a short attention span during instructional time. For their emotional development was a lack of confidence in the language. They do not want to speak or write in English because they are afraid to make mistakes and other students will judge them. Concerning the external challenges was the distraction from other students or the unnecessary noise they heard from the place. Other students didn't want to attend because of financial needs. Another, the instructional time is limited to address the needs of the struggling students." - T2 (pseudonym)

Pre-A1 learners face challenges with complex vocabulary, long texts, spelling difficulties, and shyness affecting oral communication. Memory issues indicate insufficient review. Solutions require systematic vocabulary instruction, chunked materials, multisensory phonics, and psychologically safe environments. Additional barriers include absenteeism, limited parental support, material retention problems, confidence deficits, environmental noise, resource limitations, and insufficient instructional time disrupting learning continuity.

"What are the key challenges you encounter in managing the Adventure Camp to enhance students' English communication skills?"

"The challenge in this program is students' retention. They easily forget what we have discussed because they were not given enough support at home." -P1 (pseudonym)

Instructors identified repetition deficits and inadequate home reinforcement as key barriers disrupting spaced repetition essential for second language acquisition. Without systematic review, newly acquired linguistic knowledge deteriorates rapidly with steepest decline in 24-48 hours. Pre-A1 learners are particularly vulnerable due to limited linguistic scaffolding, requiring distributed practice and home-study support mechanisms.

## 5. DISCUSSIONS

Adventure Camp's tutoring program successfully addresses reading deficiencies among below A1 English learners through evidence-based methods. This aligns with Kortecamp & Peters study (2023), the program exceeded expectations in reducing reading disabilities, showing strong consistency between participant self-assessments and instructor evaluations. Participants demonstrated improved decoding abilities, phonological awareness, and basic word recognition skills across multiple domains.

The program significantly enhanced learner confidence by reducing anxiety and increasing voluntary participation. According to Rezalou & Yagiz (2024), regular communicative activities increase confidence and improve pronunciation. Arrizal (2025) found that simultaneous verbal and non-verbal communication dramatically decreases learner discomfort. Saklani et al (2025) noted that simple non-verbal actions like gestures and facial expressions help focus learners' attention.

Environmental factors proved fundamental to program effectiveness. D'Souza et al. (2024) found that optimal conditions with comfort-enhancing arrangements and acoustically controlled settings facilitate sustained attention, supporting cognitive load theory by minimizing extraneous processing demands.

The integration of Communicative Language Teaching with game-based learning created engaging, meaningful interactions. Games provide natural contexts for communication while activating reward systems through dopamine release, enhancing motivation and memory consolidation. This research proved Turgunova's study (2024) that this kind of approach reduces anxiety through playful, low-stakes environments while promoting peer interaction and incidental learning.

Challenges include memory retention difficulties, attention problems, inadequate parental engagement, chronic absenteeism, and socioeconomic constraints. Following Supiani et al (2023), providing feedback while allowing participants to self-correct first creates valuable learning experiences that address weaknesses through fun, challenging activities.

## 6. CONCLUSION

Based on the linguistic data analysis, it can be concluded that the Adventure Camp pedagogical intervention demonstrates huge efficacy in fostering learners' English communicative competence through experiential language acquisition methodologies. The conclusions drawn by the researcher are as follows:

Adventure Camp is a Philippines-based program targeting pre-A1 English learners through multimodal pedagogical interventions including interactive exercises and pronunciation drills using PHIL IRI. The program demonstrates significant efficacy in fostering communicative competence through experiential learning methodologies that transcend traditional classroom limitations. The program addresses complex barriers including linguistic anxiety, error apprehension, fundamental literacy deficits, and systemic constraints like irregular attendance and socioeconomic pressures.

Despite challenges such as spelling difficulties, participant shyness, memory problems, absenteeism, and lack of parental support, the curriculum demonstrates notable increases in learners' self-confidence through cooperative activities and game-based learning, proving both effective and enjoyable while requiring community-integrated approaches. Key success factors include psychologically safe learning environments that reduce anxiety and boost confidence. Acoustically controlled, tranquil settings minimize cognitive load while interactive activities and scaffolded instruction facilitate sustained attention. Participants achieve measurable gains in verbal articulation, reading competency, and paralinguistic skills through guided reading protocols and adventure-based approaches

## REFERENCES

- Adem, H., & Berkessa, M. (2022). A Case Study Of Efl Teachers' Practice Of Teaching Speaking Skills Vis-À-Vis The Principles Of Communicative Language Teaching (Clt). *Cogent Education*, 9(1), 2087458. <https://doi.org/10.1080/2331186x.2022.2087458>
- Ahmad & Muslimah., (2021). *Memahami Teknik Pengolahan Dan Analisis Data Kualitatif*. Palangka Raya International And National Conference On Islamic Studies, 1(1)
- Alaslan, Amtai. (2021). *Metode Penelitian Kualitatif*. Penerbit Rajawali Pers.
- Alaslan, Amtai., Amane, Ade Putra Ode., Suharti, B., Laxmi, Rustandi, N., Sutrisno, E., Rustandi, Rahmi, Siti., Darmadi, & Richway. (2023). *Metode Penelitian Kualitatif*. Penerbit Perkumpulan Rumah Cemerlang Indonesia (PRCI).
- Amin, F. H., Luhriyani, S., Asfah, I., & Khaer, N. (2024). *Pelatihan Peningkatan Keterampilan Berbahasa Inggris Melalui Kegiatan Pertemuan Bahasa Inggris*. *Humanis: Jurnal Pengabdian Kepada Masyarakat*, 23(1).
- Arbain, M., Ramadani, F., Novika, H., Revas, A., & Haq, M. F. (2024). Efl Students' Perceptions Towards The Use Of Shadowing Technique On The Improvement Of Listening Comprehension. *Peel (Paser English Education And Linguistic)*, 4(2), 15-19. <https://doi.org/10.56489/peel.v4i2.143>

- Atmowardoyo, H., Sakkir, G., & Sakkir, R. I. (2023). *Kemampuan Bahasa Daerah Dan Bahasa Indonesia Mahasiswa Pendidikan Bahasa Inggris Universitas Negeri Makassar*.
- D'Souza, D., Htwe, N. C., & Lee, C. (2024). To Hear or Not to Hear: Cognitive Load Theory and Learning. <https://doi.org/10.24908/qap.v1i2.17213>
- Fitriani, E., Julia, J., & Gusrayani, D. (2022). Studi Kasus: Kecemasan Berbicara Bahasa Inggris Sebagai Bahasa Asing. *Jurnal Basicedu*, 6(2), 2312–2322. <https://doi.org/10.31004/basicedu.v6i2.2187>
- Geria, A. A. G. O., & Bawa, D. G. (2022). Inteferensi Bahasa Indonesia Terhadap Bahasa Inggris Yang Digunakan Oleh Para Staff Hotel Dan Restoran Di Daerah Pariwisata Candidasa. *Lacultour: Journal Of Language And Cultural Tourism*, 1(1), 63–68. <https://doi.org/10.52352/lacultour.v1i1.874>
- Hengki & Ratna,. 2019. *The Use Of Communicative Language Teaching (CLT) Approach Through English Village For Improving An Transactional Language Function Of Speaking Skill*. Al – Ulum Ilmu Sosial Dan Humaniora, 5(2)
- Hengki., Ratna., & Fajri, M. (2018). *Pelatihan Strategi Memenangkan Debat Bahasa Inggris Sistem British Parliamentary*.
- Hengki., Ratna., Rizaldi Rasyid, Ahmad., & Juari, Robby. (2019). *Penggunaan Grammar Translation Method (Gtm) Dalam Menghasilkan Terjemahan Bahasa Inggris Yang Akurat*.
- Kortecamp, K., & Peters, M. L. (2023). The Impact of a High-Dosage Tutoring Program on Reading Achievement of Beginning Readers: A Multi-Level Analysis. *Journal of Education for Students Placed at Risk (Jespar)*. <https://doi.org/10.1080/10824669.2023.2179056>
- Kusriandi, W., Mujiyanto, J., Rukmini, D., & Fitriati, S. W. (2022). *Investigasi Keterlibatan Pembelajar Bahasa Inggris Sebagai Bahasa Asing Pada Proses Kegiatan Pembelajaran Menggunakan Bahan Ajar Digital*.
- Lesiana, N., Mulyadi, Aswadi Jaya, & Pratiwi, E. (2023). Classroom Interaction In Communicative Language Teaching Of Secondary School. *Esteem Journal Of English Education Study Programme*, 7(1), 61–71. <https://doi.org/10.31851/esteem.v7i1.12661>
- Mulyati,. Dwi Rahayuningsih, Putri,. & Taufik, Rivan. (2024). *Analisis Psikolinguistik: Dampak Bahasa Ibu terhadap Respons Emosional yang mempengaruhi Komunikasi Verbal*. *Jurnal Pendidikan Universal*, 1(3), 492-498.
- Munawaroh, S. (2023). *Learning Strategy In Teaching Speaking Through English Camp: A Case Study Of English Student Association In Higher Education*. 02(01).
- Nety, N., Iriana, A., & Husnia, W. O. (2023). Edukasi Dan Pemberian Layanan Bimbingan Dan Konseling Dalam Belajar Matematika Dan Bahasa Inggris. *Kamba Mpu: Jurnal Pengabdian Masyarakat*, 12–16. <https://doi.org/10.55340/kambampu.v1i1.1204>

- Nggawu, L. O., & Thao, N. T. P. (2023). The Impact Of Communicative Language Teaching (Clt) Approach On Students' Speaking Ability In A Public Indonesian University: Comparison Between Introverts And Extrovert Groups. *International Journal Of Language Education*, 7(3). <https://doi.org/10.26858/ijole.v7i3.50617>
- Ni Nyoman Yunike Kurniarini. (2024). Faktor Eksternal Penghambat Pencapaian Standar Kecakapan Bahasa Inggris Pada Mahasiswa Pariwisata Berdasarkan Common Asean Tourism Curriculum. *Japam (Jurnal Pendidikan Agama)*, 4(2), 167–175. <https://doi.org/10.25078/japam.v4i2.2952>
- Novika, H., & Arbain, M. (2022). The University Students' Attitudes towards the Use of YouTube Video to Enhance Listening Performance. *Intensive Journal*, 5(2), 75. <https://doi.org/10.31602/intensive.v5i2.7254>
- Nurhasanah, N. (2024). Pentingnya Penguasaan Bahasa Indonesia dalam Interaksi Pembelajaran oleh Tenaga Pendidik. *Journal of Instructional and Development Researches*, 4(4), 306–113. <https://doi.org/10.53621/jider.v4i4.353>
- Pramudyo, G. N. (2017). *Etika Ilmiah Dan Penelitian*.
- Pednekar, S., Kulkarni, D. R., Mahanwar, P., Rathod, S., Ambhore, K. S., Rathod, N. T., Chavan, S., Vaidya, F., Borkar, & U. (2022). Academic Communication And Writing. Institute of Distance and Open Learning
- Qasserras, L. (2023). Systematic Review Of Communicative Language Teaching (CLT) In Language Education: A Balanced Perspective. *European Journal Of Education And Pedagogy*, 4(6), 17–23. <https://doi.org/10.24018/ejedu.2023.4.6.763>
- Rahmawati, I. N., & Salsabilla, K. (2023). *Fun Learning: Alternatif Metode Bimbingan Belajar Bahasa Inggris Bagi Peserta Didik Level Sekolah Dasar*. 2.
- Ramadani, F., Islamiah, N., & Fadila, A. N. (2022). *Developing English Language Material For High School Level Using Pictures Media To Improve Students Speaking Skills*. 5.
- Rashov, O. (2024). *Modern Methods Of Teaching Foreign Languages*.
- Ready, A. F., & Indrayani, N. (2021). English Camp As Learning And Teaching Atmosphere Of Speaking Ability Development. *Journal Of Language Intelligence And Culture*, 3(2), 107–124. <https://doi.org/10.35719/jlic.v3i2.58>
- Rezalou, A., & Yagiz, O. (2021). Efl Students' Perceptions And Attitudes Toward Using Communicative Activities In Clt Classroom. *Shanlax International Journal Of Education*, 9(S2-Sep), 112–124. <https://doi.org/10.34293/education.v9is2-sep.4376>
- Richards, J. C. (2005). *Communicative Language Teaching Today*.
- Septiana, A. R., & Hanafi, Moh. (2024). Pelatihan Bahasa Inggris Dasar Pada Siswa Smp Islam Plus Hidayatut Thullab Untuk Meningkatkan Kemampuan Berbicara Inggris. *Jurnal Pengabdian Sosial*, 1(10), 1472–1478. <https://doi.org/10.59837/a61wve15>
- Shawaqfeh, A. T., Jameel, A. S., Al-Adwan, L. A. Y., & Khasawneh, M. A. S. (2023). Interaction As A Mechanism To Enhance English Language Proficiency In The

Classroom. *Journal Of Language Teaching And Research*, 15(1), 229–234.  
<https://doi.org/10.17507/jltr.1501.25>

Shidqi, A. F., Mardiyah, M., & Laksana, M. W. (2024). *Bimbingan Belajar Dalam Meningkatkan Minat Belajar Siswa Sd Dan Smp Di Desa Puncaksari*. 4(4).

Sholihah, M., Zubaidah, S., Mahanal, S., & Listyorini, D. (2025). The effect of reading-concept mapping-reciprocal teaching on students' communication skills. *Journal of Education and Learning (EduLearn)*, 19(1), 158–168.  
<https://doi.org/10.11591/edulearn.v19i1.21765>

Supiani, S., & Rahmawati, N. M. (2022). *EFL Students' Language Accuracy Development through Self-Assessment from Online Written Feedback: How Do They Experience and Perceive It?*

Turgunova, K. (2024). Gamification in english learning context: assessing the effects of developing language competence. *American Journal Of Philological Sciences*. <https://doi.org/10.37547/ajps/volume04issue01-10>

Waruwu, M. (2023). *Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi*. 7