

CHAPTER I

INTRODUCTION

This chapter provides an overview of percentages in this research. In this chapter, the topics covered include the background of the research, setting of the research, limitations of the research, formulation of the research, purpose of the research, significance of the research, and definition of terms. For a complete discussion, please refer to the following explanation.

1.1 Background of the Research

One of the essential competencies that students must possess in the current era of globalization and the 21st century is English language proficiency. Today, English plays the role of a lingua franca used by citizens of the world in most aspects of life, including education, technology, and economics, as well as global communication. Therefore, in the field of education, English proficiency should no longer be seen as preparation for academic activities. Instead, it should be seen as a means of providing students with an understanding of communication skills. Students must also be able to integrate into the community where they live or study directly.

The process of learning English at the secondary education level should help improve students' overall communication skills, especially speaking skills. Speaking, as a productive skill, essentially requires students to integrate various language components, such as vocabulary, grammar, pronunciation, and, equally important, courage and confidence. Speaking skills are very important to have

because they are a key indicator in language learning and can show that students are able to use and utilize English in a real and functional way. Thus, secondary school students should be able to easily express their ideas, opinions, and feelings in concise, quick verbal communication in both formal and informal situations with courage and confidence. Therefore, it is important to make speaking lessons provide many opportunities for students to learn and use English actively and productively in specific meaningful situations.

However, these ideal conditions have not yet been achieved in English teaching practices in Indonesia. Various studies show that secondary school students' English speaking skills are still low. For years, many students have struggled with spoken English communication. The reason is that students do not get enough exposure to speaking English. Students' spoken communication activities in classroom-based learning are still very focused on grammar teaching and writing practice; therefore, students' speaking activities are limited and not very optimal. In addition to the above factors, there are other factors that can affect students' low speaking skills, namely psychological factors. Many students do not speak English because they feel uncomfortable, are often worried about making mistakes, and are anxious about speaking in front of their peers. Students are reluctant to speak and often remain silent so as not to hear English. Marlia et al. (2023) found that many Indonesian students experience speaking anxiety when using English because they lack self-confidence, feel shy in front of their peers, and are afraid of being laughed at, which discourages them from speaking.

Poor English-speaking performance makes some students prefer to use their mother tongue. This situation is also evident when looking at international reports.

According to the latest EF EPI report, Indonesia ranks below many other countries in terms of English proficiency. This means that even though English is taught at all levels of education in Indonesia, many educators do not have active English language skills. This proves that active English language skills are not commensurate with the objectives that have been set, and this scenario is prevalent in all secondary education, including at SMA N 1 Rambah. From observations and surrounding circumstances, many students appear to be passive in responding to and participating in English language activities. It was also found that students rarely communicate and are afraid to communicate in English inside and outside the classroom, whether when interacting with their teachers or with their peers. This is not because they are incapable, but because they are not accustomed to doing so. This habit is also absent outside the classroom, so it can be concluded that SMA N 1 Rambah has not yet established an English-speaking environment that is capable of supporting active language practice.

This situation highlights the growing mismatch between the communication skills required in the curriculum and what students need. Although the curriculum adopts students who communicate well in English as part of the school goals they implement, there are many obstacles that limit students in achieving these goals. Therefore, more contextualized, authentic, and long-term learning is needed to build a learning environment where students feel comfortable using English in turn,

especially in speaking. For this reason, language environment-based programs are now being used by many institutions to improve students' speaking skills. One of them is the English language day program. The English Day program is a program in which students and teachers are asked to speak English to each other when entering school. Similarly, the program is designed so that students can use their respective problems in a much more authentic learning environment.

English Day activities are simple and regular language practices meant to help everyone in the school use English in their everyday conversations. As Beay, Batau, and Syam (2023) explained, English Day helps students relearn how to speak English in a natural way, much like how they learned their first language as kids, through repeating, imitating, and being exposed to English all the time. The English Day program gives students a real-life chance to use English outside of regular classroom lessons, helping them practice speaking in real school situations. English Day is a day where students and teachers are asked to speak in English for a certain period of time, and other languages are restricted so students get more exposure and consistent practice. This kind of immersion experience is to help students to depend less on their first language, to get them to speak freely, and to increase their confidence gradually and to speak English well.

However, as the study shows, how well English Day works depends a lot on how regularly the program is carried out and how much support the school gives to encourage active use of English.

English Day has been researched previously, showing that this activity has the potential to increase students' courage and confidence in speaking English. Ningsih and Hamdani (2020) say that the implementation of English Day has a positive impact on students' speaking development because English Day provides space to practice speaking more extensively and in a more microcosmic context. Stenly (2022) argues that although English Day has many challenges in its process, such as the dominant use of the mother tongue, inconsistency, and the emphasis on the internal aspects of students in the implementation of English Day, the program is able to increase students' confidence in speaking English. However, the existence of English Day cannot be separated from the situation and conditions of the school where the program is implemented. Each school is different in terms of institutional support, teacher preparedness, school culture, and students' attitudes toward the use of English. Therefore, knowing the actual implementation of the English Day in a school, the perceptions of the teachers and students and the problems of the program are very important.

SMA N 1 Rambah has implemented an English Day program to improve the students' speaking ability. No qualitative research has yet been conducted on the experiences of instructors and students with the implementation of this program. The current study is a wide-based study focusing on program outcomes or efficacy. However, little research has been done on the detailed processes, attitudes, and challenges of implementing the curriculum in classrooms.

This explanation forms the background and justification for this study to explore the implementation of the English Day program at SMA N 1 Rambah. This research is qualitative in nature to explore existing phenomena by listening to students and teachers as the main actors in the process.

The research is expected to provide a more comprehensive picture of the contribution of the English Day program to improving students' speaking skills. The research is expected to contribute to research on developing more contextual and sustainable English teaching programs in schools.

1.2 Identification of the Research

1. Poor English language is taught to the pupils of secondary school English at all levels of education in Indonesia. However, many secondary students find it difficult to speak confidently and fluently, especially when trying to interact with others in daily life situations.
2. Limited practice speaking in the real world: English classes tend to be more focused on writing and grammar, so students don't get a lot of practice speaking in real conversations. They do not have enough practice in speaking, and thus they find it hard to become good at using English in everyday situations.
3. Psychological barriers to the use of English by the pupils There are many students who are nervous about speaking English. They might fear being laughed at, lack confidence, or fear making mistakes. These feelings prevent them from participating in English-speaking activities.

4. Schools are not a friendly climate for English speakers. School such as SMA N 1 Rambah have not yet created a situation where English is used regularly both inside and outside the classroom. This makes it difficult for students to get a feel for speaking English in a natural way.
5. The curriculum does not meet the real needs of speaking. The curriculum attempts to enhance students' communication skills in English, but the method of delivery affects the opportunity to practice speaking in real contexts, which are not sufficient. English Day is a very good program. It is not always successful.
6. English Day has been proven to improve children's speaking skills and self-esteem. But how well it works will depend on the culture of the school, the preparation level of the teachers, the support of the school, and the reactions of the kids.

1.3 Limitation of the problem

It is important to highlight some significant limitations of this study to make sure that the study is well-focused and manageable in scope. The limitation of this study is that it only describes the implementation of the English Day Program and identifies the challenges faced by the teacher and the students in the implementation of the English Day Program at SMA N 1 Rambah.

. The study focuses on data obtained through questionnaires, supported by interviews and documentation, to provide a descriptive overview of the implementation of the program. Therefore, this study does not aim to measure the effectiveness of the English Day Program, test the influence of the program on

students' speaking skills, compare the English Day Program with other language learning programs, or examine other English learning strategies implemented outside the English Day Program.

Second, the scope of participation in this study is limited to students and English teachers who are directly involved in the implementation of the English Day program at SMA N 1 RAMBAH. Therefore, the findings of this study are contextual and reflect the circumstances, culture, and implementation that exist and apply at SMA N 1 RAMBAH. Therefore, it cannot be applied in other schools or learning situations.

Third, this study also focuses on the perceptions, challenges, and experiences of students and teachers during the implementation of the English Day program at SMA N 1 RAMBAH. Institutional regulations at higher levels, such as regional or national education, are not the focus of this study.

With the limitations that have been stated, this study aims to provide a strong, in-depth, and situational understanding of the implementation of the English Day program at SMA N 1 RAMBAH.

The limitations of this study are very important to ensure that the research remains focused and in line with the qualitative approach applied. These constraints also, provide opportunities for future research to extend the content of the study by adding more schools, exploring the impact in a longer period or even working

together with other research approaches to better comprehend the English Day program and the improvement of speaking skills.

1.4 Formulation of the research

1. How is the English Day program implemented at SMA N 1 Rambah in supporting students' speaking skills?
2. What challenges and obstacles are encountered by students and teachers during the implementation of the English Day program at SMA N 1 Rambah?

1.5 Purpose of the research

Based on the formulation of the research, this study aims to:

1. Describe the implementation of the English Day program at SMA N 1 Rambah, including how the activities are carried out and how students and teachers participate during the program.
2. Identify the challenges faced by students and teachers during the implementation of English Day, and understand the factors that influence the effectiveness of the program in the school context.

1.6 Significance of the research

The study will be useful to the students, teachers, the school, and future researchers. The findings can be used as a reference to know the impact of the English Day program toward the students' speaking ability at SMA N 1 Rambah.

1. Students.

This study is expected to make students realize how English Day can really help their confidence and speaking skills. Being informed of the program's benefits can make students more motivated and more confident in their English skills. This will minimize errors and improve participation in school activities. Students can be more aware of how English can be learned thru frequent greetings and conversations, which can improve the overall communication skills by studying the study.

2. School (SMA N 1 Rambah)

This study can be used as an evaluation of the effectiveness of the English Day program in the school environment. The results can help the school to improve management, strengthen the support system, and include English Day in the regular and effective education programs. The result of this study may help the school to make better decisions to develop or enhance language-based programs to enhance students' speaking skills.

3. Future Researchers.

This study can serve as a reference and groundwork for future researchers to study similar topics. The results may provide opportunities for further research on English Day programs in diverse settings, compare the effectiveness of other language exposure methods, or explore students' speaking development through more comprehensive qualitative studies. Nonetheless, it is expected that the study

will add to a broader comprehension of how school-based programs might improve speaking abilities in EFL contexts.

1.7 The definition of terms

1. English Day.

English Day is a school day program where students and teachers are encouraged or required to use English as the primary language of communication on the designated days. The intention of the course is to provide an environment that fosters fluency in English by exposing students to real and relevant language use in environments outside of the classroom. Students' fluency in spoken English is enhanced thru the use of simple chats, greetings, or e-mail messages in the classroom, classroom guidance, and spontaneous discussions. "English Day is an institutional framework that helps students engage in regular contact with the target language and encourages them to use English confidently in real-life situations," Sari said. This study is about the program which implemented at SMA N 1 Rambah.

2. Speaking Skills.

The speaking skill is learning to speak English for the purpose of communicating ideas, sharing opinions, replying to others and having a meaningful conversation. Fluency, pronunciation, grammar control, vocabulary range, confidence, and the capacity to maintain social or academic relationships. uebba argues that speaking is a productive skill that has multiple dimensions. It is a productive skill because it

involves cognitive processes that translate abstract ideas into organized sounds and speech that convey meaning.

3. Perception.

The English Day program is analyzed, evaluated, and understood by students and teachers in terms of their experiences, emotions, expectations, interactions, etc. The assessment involves their evaluations of the program's usefulness, difficulties, effectiveness, and influence on students' speaking skills. Robbins and Judge (2017) explain that perception is the process through which individuals organize and interpret sensory impressions to give meaning to their environment. Therefore, students' perceptions reflect how they understand and evaluate their experiences based on the information and situations they encounter.

4. Students.

Students at SMA N 1 Rambah are known as participants who take part in the English Day event directly. Participate in the oral presentations, adhere to teacher directives, engage with classmates, and contribute to program execution. Moreover, Brown states that students are not in passive receipt of knowledge but rather contribute to it through interaction, engagement, and participation in the learning environment.

5. Descriptive Quantitative Study

Descriptive quantitative research is a research approach used to describe a phenomenon by collecting numerical data and analyzing them using descriptive statistics. According to Creswell, quantitative research aims to examine variables through numerical data that are analyzed using statistical procedures. The design of

this study was descriptive quantitative which describes the implementation of the English Day Program and to find out the challenges faced by the teachers and students in the implementation at SMA N 1 Rambah. The data collection was done thru questionnaires as the main instrument, supported by interviews and documentation. The data analysis was done by descriptive statistics, including mean scores and percentage distributions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the literature and previous work relevant to this study. This chapter discusses the theoretical basis and background needed for the study of the implementation of the English Day program and its effect on the development of speaking skills. Discussion sections are:

Speaking Skills in EFL Contexts, Language Exposure Programs (English Day), Student and Teacher Perceptions, Challenges in the Implementation of Language Programs, and the Synthesis of the Review.

A. Review of Related Theories

2.1 English day

2.1.1 Definition of English day

English Day is a school-based language project which aims at encouraging students to use English in communicating in their daily school activities. This is often done on a specific day and planned to create an English speaking environment so that the students can experience this language outside the classroom. One of the most popular programs is the English Day program. The schools may refer to this program by different names, the goal remains consistent: to improve English speaking abilities thru ongoing, activity-driven practice (Ningsih, 2022). These programs are an innovative pedagogical approach to create an environment for practicing and improving speaking skills.

According to Beay et al. , and Silvia et al. (2023), the end is to equip students with essential communication skills by integrating English into daily conversations and school activities. While existing literature extensively explores the English Day program's general efficacy in enhancing speaking skills.

According to Stenly, Haliah, and Ulfah (2023), English Day activities are basic activities that train and train all school members to communicate in English. Students are invited to go back to learning to speak like when they were little. English Day is a program to practice and use English in daily activities.

On top of this, Silvia, Rosmiyati, and Zam (2021) contend that English Day goes beyond an extracurricular and becomes an overall school-wide policy regarding the use of the English language. This policy works best with the full support of all members of the educational community (teachers, students, and administrators). Teachers are linguistic models, while other students are motivational peers who work together as speaking English users. This positive ecosystem helps students feel at ease with the use of English.

Budiana (2021) claims that having students continuously use a particular language will positively affect their language acquisition. Within the English Day policy, students frequently use the English language, which helps them to gain the fluency needed and reduces the psychological barriers (fear of making mistakes and speaking anxiety). Students who frequently use English will become used to the language, and they will form higher levels of confidence in presenting their ideas.

An English day program is very beneficial for students to improve their English speaking performance. English day program activities are described by the researcher to determine their performance to speak English in daily life, according to Ega Silvia, Evi Rosmiyati , M. Ali Akbar Zam (2023).

The involvement of participants in communication rather than in cognitive content absorption positions English Day, according to Zam et al. (2023), as an initiative involving a learner-centered model in language acquisition.

Zam et al. (2023) maintain that English Day as an event occupies a learner-centered approach to language acquisition. Students are encouraged to partake in activities that require the daily use of English, such as dialogues, role-play, presentations, and even everyday conversations to stimulate students to speak in English in a relevant practice and context. With that, it can be expected that students are more willing to attempt different speaking activities to develop and improve their speaking abilities.

In this context, English Day can be considered an immersion-integrated linguistic program strongly focusing on the routine usage of English as a foreign language in the school environment, as the discussions demonstrate. English Day helps students understand that English is a flexible and functional language and that it helps develop their speaking skills. In the context of EFL, this is particularly significant.

2.1.2 Objectives of the English Day program

The English Day program targets assessing and analyzing the implementation of school-based programs that support and enhance students' speaking skills through encouraging them to frequently use the English language during learning activities and interactions (Beay, Bali & Putra 2018, 2023).

The English Day program aims to help beginner students be more enthusiastic, motivated, and self-assured in speaking the language by establishing a classroom climate that lowers anxiety, boosts participation, and offers chances to practice without worrying about making mistakes (Beay et al., 2023).

English Day program aims to create a sustainable and systematic opportunity for students to practice and familiarize themselves with speaking skills (Beay et al., 2023).

The English Day program aims to develop students' communication skills through the utilization of English in everyday conversations and school routine activities, enabling students to use the language naturally as a tool of communication as opposed to merely being a subject in the classroom (Beay et al. 2023).

The program aims to train all school members to be able to communicate using the English language through basic English Day activities, which emphasize the consistency and discipline of all school members in using English with their environment (Beay et al., 2021, 2023).

2.1.3 Activities in the English Day program

English Day activities are designed to be structured yet flexible, motivating students to use English regularly in realistic and meaningful contexts. Based on previous research, English Day is not only a symbolic program but also an easy language exposure tactic that harmonizes activities into students' daily lives at school.

This activity aims to establish a routine of English usage, strengthen students' confidence, and introspect on their oral communication skills through continuous practice.

Among the main activities implemented throughout English Day is everyday English conversation. Students are required to communicate in English within a specified time, especially in formal interactions such as greeting, asking for help, or discussing simple topics. This activity allows students to practice speaking without the threat of formal assessment in class. With that, students will gradually become more comfortable expressing their ideas using English, even with limited vocabulary.

Another activity that is often carried out is vocabulary memorization and usage. After learning new vocabulary, students are asked to apply it directly in their daily lives. This activity is carried out in order to improve fluency, increase lexical knowledge, and improve the accuracy of students' English speaking skills, as has been written in previous studies.

On English Day, students also have the opportunity to deliver short speeches, introduce themselves, or give short presentations in front of their classmates. This activity is held to boost confidence, public speaking skills, and the accuracy of pronunciation of each word. In this case, students often feel anxious, but this can be overcome with continuous or gradual student participation to reduce fear and anxiety.

On English Day, students are also asked to retell a short story they have chosen, often referred to as storytelling, recounting personal experiences or simple narratives they have created in English. Activities such as storytelling enable students to organize their ideas logically while practicing vocabulary, pronunciation, and grammar in a communicative and interesting way.

Peer interaction and role play activities are included in the English Day program. In these activities students practice situational dialogs such as giving directions, simple interviews and ordering food. This is similar to simulation of real life communication and encourages students to memorize functional English rather than fixed expressions. Students will be able to be spontaneous and responsive when interacting verbally.

The activities carried out in the English Day program in general emphasize practice-based learning, focusing on habit rather than grammatical perfection. English Day provides students with continuous opportunities to improve their speaking skills in a supportive environment thru daily conversations, vocabulary usage, speech delivery, storytelling and interactive speaking tasks.

Previous studies have concluded that these activities contribute positively to students' fluency, confidence, and willingness to communicate in English.

The English Day program at SMA N 1 RAMBAH is carried out thru various performance-based activities, including art performances. These activities include master of ceremony (MC), story telling, speeches, drama, singing, flash mobs and so on depending on the creativity of students. Story telling or speech can help students to develop ideas, confidence in speaking and fluency. MC or singing activities train students to develop intonation and pronunciation, and to use English spontaneously in real communication situations. All these activities are designed to provide meaningful opportunities and to create a fun environment for students to learn to speak English.

All activities in this program reflect the school's efforts to foster an active English-speaking environment that builds students' speaking skills and confidence.

2.1.4 Benefits of English Day program in language learning

Tathahira and Nahrissa (2020) say that implementing the English Day initiative helps to create an interesting and enjoyable learning atmosphere that promotes student practice of their English. Apart from organized classroom events, the study stresses how crucial the whole environment fostered during English Day is in inspiring students to participate actively in English conversation. Students were claimed to be really interested and thrilled, especially in speaking-related tasks such as narratives and presentations. This upbeat atmosphere helps students to

overcome their fear so they can confidently practice speaking English even if code mixing occasionally occurs as part of the learning process.

Furthermore, the statistics suggest that an encouraging and creative setting helps pupils to express themselves more naturally in English, therefore demonstrating a greater readiness to participate. Interestingly, the ‘punishment’ system did not discourage the pupils to join English Day activity. Instead of fear it demonstrated how a supportive atmosphere can motivate them to try harder to speak English and thus show how corrective measures can work. English Day is qualitative and focuses on confidence building and habit formation rather than on linguistic precision.

Based on Tathahira and Nahrissa (2020), the main advantage of English Day in the learning process is its capacity to create a positive, enjoyable, and psychically safe environment for children. These conditions are important for the improvement of communication skills because they increase active participation, confidence and repeated practice. Here, English Day is a language exposure technique to enhance students’ communicative ability thru enriching learning activities rather than a formal academic program.

2.1.5 Benefits of English Day program in language learning

Noprival (2016) points out that students lack of vocabulary and poor understanding of grammar hinder their active participation in the English Language Day program. Students with limited vocabulary cannot produce coherent sentences and have difficulty to express the ideas fluently. In contrast, students are over-cautious, afraid

of making mistakes, and they keep silent because they do not understand the grammar well. This supports Gan's (2012) finding that students tend to avoid speaking when they do not have sufficient vocabulary. Similarly, Harmer (2007) emphasizes the need to teach students common phrases and functional expressions to increase their confidence in speaking. By doing so, students can carry out the simplest basic language functions, such as greeting someone, expressing agreement, and introducing an idea.

According to Avillanova and Kuswandono (2019), three main issues have been identified in relation to the implementation of the English Day programs in Indonesian schools: the lack of motivation among students, the lack of English proficiency among teachers, and the lack of supporting facilities. Student motivation and issues relating to the willingness of students to participate in communicative activities in the English language, because many students believe that speaking in English is difficult, is scary, and is not useful for their daily lives and therefore avoid taking part and make little effort to use English during the activities that are held on English Days. Moreover, the lack of English proficiency among teachers determines the level of speaking instruction and the guidance that is provided to students in the classroom. Teachers who lack English proficiency and who lack the confidence will find it difficult to create opportunities for students to speak, give feedback, and model good use of the English language. The absence of language-rich environments and teaching aids and the lack of support from the institution and facilities that allow the schools to create an environment for students to speak in English are limited. Because of this, English Day

programs cannot provide opportunities for students to practice their speaking skills in a communicative way.

2.2 Implementation of English Day program

2.2.1 Teachers' and students' roles in program implementation

a. Teachers' roles

Helping students with their ability to communicate orally is one of the things English teachers do best. Harmer (2007) shows that teachers who give students specific phrases and expressions they can use in their conversations do help students communicate. Harmer shows that having access to the right phrases and expressions can help learners do important things in the English language, like greet and welcome each other, agree and talk, give introductions about themselves, and engage in certain conversations with other people. When students have the phrases they need, they can say what they want to. They also do not fear making mistakes. English teachers need to provide students with the phrases and expressions they need to help them speak English, especially in English Day programs. Teachers have to be language teachers, but they also have to be models of the language. They have to help students speak to one another and help them to speak to one another. They need to speak to students and help them to speak English in a way that makes them feel safe.

Silvia et al. (2023) noted that teachers focus on building students' confidence in speaking English by using different techniques, such as support, constructive criticism, and creating a fear-free environment to encourage students. Also, it was noted that students often ask their teachers to explain or translate to them to

understand the meaning of some words or to correct the mispronunciation. Such interactions illustrate the importance of the teacher's role as a linguistic facilitator in helping students bridge the gaps in their vocabulary and pronunciation. This allows students to increase their vocabulary, improve their pronunciation, and broaden their language skills, thus enabling them to actively participate in English-speaking activities.

b. Students' roles

Beay, Batau and Syam (2023) mention that the students who participated in the English Day program were involved in different speaking activities. They practiced speeches, learned new language, told stories. These exercises were intentionally designed to enable them to build upon their speaking skills and to grow in self-confidence when they spoke English. Students regularly participated in structured speaking activities that provided opportunities to work on pronunciation, fluency and language organization in authentic situations. The study also revealed that the English Day program helped teachers to use more participatory and communicative methods of teaching English in the classroom and helped students develop their speaking skills.

According to Dewi et al. (2019) the English Day program motivated students to actively participate in many public speaking activities, particularly in presentation and storytelling activities inside and outside the classroom. These activities not only compelled the students to use English as the main language of communication, but also helped to develop the students' ability to prepare their ideas, organize their speech content systematically and deliver messages in a well-structured way. This

active involvement gave students valuable opportunities to practice public speaking in real life situations that gradually built their confidence in speaking and their ability to communicate ideas effectively in English.

2.2.2 Factors affecting program implementation

The implementation of the English Day program in the school environment is a dynamic process and the success of this process depends on a number of strong influencing factors. The literature review resulted in the classification of these factors into two broad categories: Supporting factors and inhibiting factors. Knowing these factors is important to effectively design, implement, and evaluate programs. Hodge and Turner (2016) indicated that implementation of a program is impacted by two broad categories of factors, namely supporting factors that foster successful implementation and inhibiting factors that pose barriers to sustaining the program.

1. Supporting Factors

Supporting factors are factors that create favourable conditions for the implementation of the English Day program.

a. Clear and Consistent Policies and Regulations

Studies have indicated that a clear and consistent policy framework is a key element in a program's success. Language Week at Ibnu Hajar Islamic Junior High School has a program that requires the whole school community to use English fully every week and gives clear norms and expectations (Dewi et al., 2024). This is consistent with the work of Beay et al. (2023) who stress the

importance of rules enforcement by program administrators to discipline language use.

b. Teacher Support and Active Involvement

Teachers act as facilitators, motivators and models of language use. Research has indicated that the effective participation of teachers in providing constructive criticism, linguistic assistance, and direction in the creation of resources (e.g., for presentation and storytelling activities) can greatly improve students' confidence and language abilities (Dewi et al., 2024).

c. Variety of Activities & Well Designed

Successful programs are characterized by well-planned and contextualized activities. Dewi et al. (2024) suggests that activities like presentations and storytelling with multiple stages (i.e., opening, main content, and closing) can provide a framework to support students to organize their ideas and regularly practice their public speaking skills.

d. Constructive Learning Climate and Low Threat

To reduce students' emotional barriers, a pleasant, supportive, and process-oriented learning environment is needed. The environment makes the students feel confident to speak and not to be scared to make a mistake as seen in the students' reports stating the English Day activities were "fun and not intimidating" (Dewi et al., 2024).

e. Systems of Positive Reinforcement

Mechanisms of educational forms of “punishment” (e.g. memorizing vocabulary because of using Indonesian) can be positive reinforcement that makes students more committed to use English, rather than intimidating sanctions (Dewi et al., 2024).

2. Inhibiting Factors (Barriers)

Inhibiting factors are barriers that may reduce the effectiveness or impede the successful implementation of a program.

a. Non-uniform implementation and enforcement of rules

One of the big challenges is the lack of consistency. Beay et al. (2023) revealed that the program at SMAN 18 Makassar was “not implemented properly” because the rules were lacking and not consistent, so the program was less optimal.

b. Use of Code-Mixing or Mother Tongue (L1)

Dominance The implementation of English Day is very often in the use of mix languages or code-switching into Indonesian. This phenomenon is influenced by the habitual use of language, limited vocabulary, and difficulties in expressing themselves which in the end decrease the intensity of exposure and practice of the target language (Beay et al., 2023; Dewi et al., 2024).

c. Psychological Barriers – Low Self-Confidence and Anxiety

The main psychological barriers are shyness, fear of mistakes and lack of confidence, especially for students with low language skills. Some students were “not confident to speak English with their peers” (Beay et al., 2023).

d. Basic Linguistic Skills

Limited Technical barriers such as lack of vocabulary mastery, grammar, and pronunciation often affect the fluency and accuracy of students in speaking (Beay et al., 2023; Dewi et al., 2024).

e. Student motivation and engagement deficit

The students may have low interest in the program because they think speaking English is too difficult. This will influence their participation and active engagement (Beay et al., 2023).

The mapping of the factors identified above offers a useful analytical framework for this study. This study will be able to explore the implementation of the English Day program at the research site more comprehensively, both in terms of observable practices and the underlying dynamics. The review forms the basis for analysing the research findings and for developing relevant and applicable recommendations.

2.2.3 English day implementation in an EFL context

English Day is one of the programs of the English as Foreign Language (EFL) curriculum in Indonesia. To go beyond the normal limitations of exposure to language in the classroom is a tactical immersion. In these cases, when there are few real chances to use English, the program needs some phases of compulsory English (Beay et al., 2023). Structured immersion is a microenvironment that mimics the implementation of natural languages outside the classroom practice to gain practical communicative skills (Dewi et al., 2024). This approach, however, faces some challenges in the EFL context. One of the common problems is code-mixing in which the students switch into their first language, Bahasa Indonesia in this case. There are some students who still use English Day to speak Indonesian (Beay, et al., 2023). This is confirmed by Dewi et al. study in 2024 that highlighted occasional cases of code-mixing, contravening the rules of the initiative. In addition, challenges posed by affective factors, in which a non-confident and psychologically intimidated individual is often highlighted as one of the most serious obstacles, continuously remain in the position of "not confident to speak English with friends around them" (Beay et al., 2023). There is also, of course, the matter of linguistic constraints, whereby inadequate vocabulary and grammar understanding acts as a barrier to fluency and expression in itself, thus perpetuating a pattern of pause and avoidance (Beay et al., 2023).

The teacher's role changes dramatically within this immersive EFL context. Teachers become not only knowledge-transferring professionals but also action-oriented facilitators and language enforcers. The teachers maintain the focus on the target language and use techniques like vocabulary drills as a "mild reinforcement" strategy on the use of the learners' L1, paradoxically acting as a motivational tool instead of a punitive one (Dewi et al., 2024, abstract). The teacher's job includes the creation of a learning environment that is a "relaxed and fun place" that reduces the affective filter and makes the classroom a risk-free zone for language exploration (Beay et al., 2023). The program's effectiveness depends on this environment that is both supporting and firm and applies theoretical knowledge to communication.

Despite all this, empirical evidence highlights the effectiveness of such implementation on EFL students. There is evidence to show that such habitual engagement results in concrete improvements in speaking ability, including improvements in speaking pronunciation, vocabulary, and fluency (Beay et al., 2023; Dewi et al., 2024). Importantly, one of the major developments witnessed is students' increased self-confidence. The truth is that when students are regularly involved in speaking, their fear decreases and this makes them more likely to speak in English not only in the classroom but perhaps also outside the classroom (Beay et al., 2023).

Finally, summarily speaking, an English Day program initiated in an English as a foreign language environment like Indonesia has complex implications. It is a delicate task in terms of balancing the need to strictly apply language rules for an

immersive context and creating a conducive mental environment to reduce tensions. The strategic application of activities like presentations and storytelling is a potent tool to create a successful attitude. Although issues like L1 interference and lack of confidence are sine qua non, the need to take a proactive role and preserve an immersive context is a pivotal parameter that determines all programmatic implications to have a salubrious impact on the oral communicative skills of an EFL student.

2.3 Students' speaking skills

2.3.1 Definition of speaking skills

Speaking ability is regarded as a natural priority, as emphasized in the foundational principles of communication studies. It is also considered essential because it is one of the most critical skills that must be developed to achieve effective communication (Beay et al., 2023). Also, Brown (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. At the same time, speaking ability is paradoxically recognized as the most challenging skill in language learning. Many learners experience significant difficulty when attempting to express ideas or thoughts in a foreign language, as this process requires them to stretch beyond their familiar cognitive and linguistic boundaries.

These difficulties are not only technical, for instance limited vocabulary and restricted expressive ability, but also psychological, among them low self-confidence and anxiety in conveying ideas in a foreign language. Such barriers

often result in the silence of learners or their limited use of rhetorical and creative language (Beay et al., 2023). However, the problems related to speaking skills make this competence more and more important to meet the modern requirements in the sphere of global media and communication. Oral English proficiency has become a basic need in today's globalised interactions where effective oral communication is playing an important role in academic, professional and social contexts.

2.3.2 Components of speaking skills

a. Pronunciation

Pronunciation is considered to be among the most basic elements in speech skills since it has an instant impact on the clarity of pronunciation and ease of understanding among those being spoken to. Gilakjani (2016) states that pronunciation is one of the most important aspects of speaking because it enables learners to produce speech that is clear, intelligible, and understandable to listeners. Pronunciation can be defined as the process by which sounds, words, and phrases in language are pronounced in terms of segmental elements that involve vowels and consonants. In addition, it entails suprasegmental elements that involve stress, rhythm, and intonation in speech. In the case of English language learning in Indonesia, pronunciation can easily become one of the biggest obstacles for learners because of the great difference between the phonological systems found in English and Bahasa Indonesia. Many English speech sounds are not native to the first language, so learners tend to bring their

first language speech patterns into their speech patterns when speaking English. This makes them feel reluctant to speak because they don't want to get their pronunciation wrong among their mates. Continuous listening to English speech, such as during an English Day, can help the learners hear the correct pronunciation.

b. Vocabulary

Vocabulary is one of the key aspects that empowers students to articulate their ideas, opinions, and feelings effectively while speaking. Nation (2001) states that vocabulary knowledge is essential for language use because it enables learners to understand and express meaning effectively in communication. A limited vocabulary can cause a student to have difficulties expressing herself/himself meaningfully through speaking, resulting in holding back, keeping silent, or avoiding speaking exercises altogether. A limited vocabulary can often be considered one of the main reasons for a student's disinterest in speaking communication. In speaking, knowledge of vocabulary entails not only the use of the meaning of words but also the use of those words appropriately. In programs such as English Day, functional vocabulary involving phrases used in greetings, requests, agreement, and everyday conversation is crucial to the success of the programs.

c. Grammar

Grammar is known as the set of rules that regulate the combination of words to form phrases, clauses, and sentences. In speech skills, grammar plays a significant

role in ensuring effective communication. A fundamental knowledge of grammar helps students to logically connect their ideas and communicate a specific message. But in speech communication, if too much emphasis is placed on grammatical correctness, it may hinder fluency. Many students are reluctant to speak and respond because of the fear of grammatical errors. This fear arises from the traditional teaching setup, where the emphasis is on accuracy of grammar rather than meaningful communication. Within the framework of English Day, teaching of grammar should take place as an enabling factor and not the key highlight of the event. Students should be encouraged to communicate effectively even if what they communicate contains grammatical errors.

d. Fluency

Fluency can be defined as the ability to speak with ease; that is, smoothly and with much fluency or very little hesitation. It basically measures the ability to communicate with ease without any form of interruption through speech. Richards (2009) states that fluency is natural language use in which speakers maintain meaningful and comprehensible communication despite limitations in their language competence. When referring to fluency in the human languages, fluency does not mean speakers are being grammatically or linguistically perfect. Fluency needs practice and exposure to natural contexts of speaking. Students not accustomed to speaking in English on a daily basis might not speak English with fluency in class because they won't have had a chance to practice speaking. English Day gives students a real context in which to speak all day long. It gives

students a chance to get comfortable with speaking without paying close attention to grammatical accuracy when they express a thought.

e. Confidence

Confidence is a mental factor that plays an important role in affecting speech delivery among students. This is because some students may possess adequate language knowledge but are not confident in their speech delivery skills. Katiandagho and Sengkey (2022) found that students with higher self-confidence tend to show greater willingness to communicate in English, indicating that confidence plays an important role in encouraging students to participate in speaking activities. Lack of confidence may cause students to fear making mistakes and being judged negatively when taking part in speech delivery exercises. In developing speaking skills, confidence is fostered by enabling surroundings that will allow the students to participate without putting them under too much scrutiny. English Day seeks to provide such a setting through the normalization of English speaking and the removal of the burden of evaluation. In a setting where the students feel safe and can be themselves, they are able to speak out and develop their speaking skills. Confidence can therefore be both a goal and a prerequisite of effective speaking.

2.3.3 Factors affecting students' speaking skills

1. Linguistic factors

a. Vocabulary

EFL learners find it very challenging to speak English fluently due to low vocabulary knowledge. Inability to manage vocabulary effectively limits the

learner's capacities to articulate ideas and communicate effectively in the speech interaction. Moreover, the EFL learner who lacks adequate vocabulary is often characterized by hesitation in speech or refusal to speak. The impact on the efficacy of the speech interaction becomes substantially reduced due to the poor mastery of vocabulary by the learners. Various research studies have differently reported that vocabulary inadequacy is identified as the major linguistic element that limits the EFL learners from speaking fluently (Muchemwa, 2015; Hasan, 2016; Songbatumis, 2017; Haryanto et al., 2017). The research underscored the significance of vocabulary knowledge in the speech interaction since it is the building element in constructing words for the intended message. Moreover, learners lack the initiative to engage in speech interaction due to limited fluency in using the English language.

b. Grammar

Additionally, grammar contributes significantly to learners' speaking skills to become effective speakers of English. If learners are weak in grammar, chances are that they may face difficulties in structuring their speech appropriately. A lack of grammar skills can also make learners struggle with arranging words properly to form well-structured speech. As supported by Haryanto et al. (2017), learners' speaking skills can be closely related to grammar skills due to the lack of arranging words to form well-structured speech.

c. Pronunciation

With respect to vocabulary and grammar, pronunciation has been given relatively less importance. Even so, pronunciation has been regarded as a crucial base for English-speaking skills and might hinder active classroom participation. This is due to two reasons. First, many students lack adequate awareness of correct pronunciation of many English words. Based on the claims advanced by Abda (2017), any individual who does not hold adequate basic language skills is not capable of effectively hearing, responding, and correctly producing correct sounds within a language.

B. Review of Related Findings

The first study titled “ *The Implementation of English Day Program in The Students’ Speaking Skills The Eleventh Grade of SMAN 18 MAKASSAR*” has focused on students with a single point of view. This study will primarily focus on the scope of the sample used, which was limited to members of the English Club. Therefore, the student experience for the rest of the school is not captured. An additional analysis tends to focus on the students' perspective without delving into the more definitional structures, roles, and operational barriers teachers encounter when attempting to execute the program. In addition, the generated suggestions are still too general and have yet to indicate even a probable course of action for a given school context.

The second study is titled “ *Implementing an English Day Program to support Student’s Public Speaking : A Qualitative Case Study At Indonesian Junior High School.*” The analysis in this study focuses solely on presentations and storytelling.

This means the study does not capture the range of possible activities created in the English Day program. The study also has an observational time frame of four weeks, which limits the amount of data that can be obtained. Lastly, data from only four students in the interviews does not represent the range of experiences and perceptions of the participants in the program and the extent to which students engaged in the activities offered.

The third study titled “*Teachers’ Perception of Challenges in the Implementation of English Day Program: Implication for Improving Students’ Speaking Skills and Self-Efficacy.*” This study analyzed here has concentrated largely on teachers and has left students, as the primary beneficiaries of the program, with little analytical attention in terms of their voices, expectations, and experiences. Also, the analysis of the diverse challenges of implementation has been largely descriptive in terms of the absence of attention to the depth of the challenges and the interactions among the factors at play. Besides, the suggestions offered, in terms of their generality, seem not to have been crafted to the specific operational context of a school.

The fourth study, titled “*English Day Program To Improve The Students’ Speaking Performance,*” did not choose to measure speaking skills using all nine descriptors of speaking. Instead, they chose to measure speaking skills using three oral tests. The data analysis was also purely descriptive, leaving readers to figure out on their own what the data is telling us or what the data is telling us about the subjective experiences of the respondents. The data also did not examine the perspectives of the teachers, who are the primary actors and implementers of the programs. None of these

studies, to my knowledge, also examined the facilitators and barriers to the implementation of the programs.

The next study titled “*A Qualitative Exploration of Students’ Perception on English Day Program at SMAN 1 West Sumatera*” In this study, the views and perceptions expressed are solely those of the student community, and the views and strategies of the educators and administrative personnel are not integrated. Problems related to punishment systems, for instance, have been identified solely within the framework of problems, with no suggestions for effective approaches and strategies. According to the methodology of the study, the verification of the data collected from interviews is not conducted through observation.

The last research titled “*Students’ Perception Of English Day And Speaking Skill At Ash-Shiddiqi Islamic Boarding School*” is purely based on numbers, as it utilizes a questionnaire as the primary source for the data. This approach may not go into the stories behind the questionnaire answers, the context, the feelings, the experiences that lead to the results. The findings are very much context-specific to Islamic boarding school (pesantren) environment which limits the generalisability of the findings in other school setting. Beside, the study does not focus on the structures of the practical realisation of the program.

The rationale for conducting this study is several significant research gaps identified in the analysis of previous studies. First of all, the focus of research subjects is uneven. Some studies are solely concerned with the students’ views, while others place more emphasis on the teachers’ views. This imbalance leads to a lack of comprehensive

understanding of the dynamics of program implementation, particularly those which involve reciprocal interaction between educators and learners. Secondly, in terms of the scope of activity, some studies limit their analysis to one or two types of activities, and thus do not reflect the diversity and creativity of other activities that could be developed within the program of English Day. Third, regarding methodological and analytical dimensions, many studies are often largely descriptive with no deep exploration of the root causes of challenges, the determining factors of success or the real processes of implementation. Furthermore, the proposed recommendations are mostly generic and not sufficiently adapted to the specific operational contexts of individual schools. Fourth, from the viewpoint of geography and context, most of the existing studies were conducted in schools with special settings like big urban areas or Islamic boarding school settings. Therefore, there is still a lack of in-depth research on the implementation of the English Day program in public senior high schools located in regional or rural areas. The current study aims to add to the body of knowledge by addressing the gaps identified by integrating multiple perspectives, broadening the scope of analysis, probing into the process of implementation and providing context sensitive recommendations.

C. Conceptual Framework

A conceptual framework is a concept used by researcher as a basis for designing research. The conceptual framework serves as an analytical tool that helps researchers organize ideas and explain the relationships between concepts used in research.

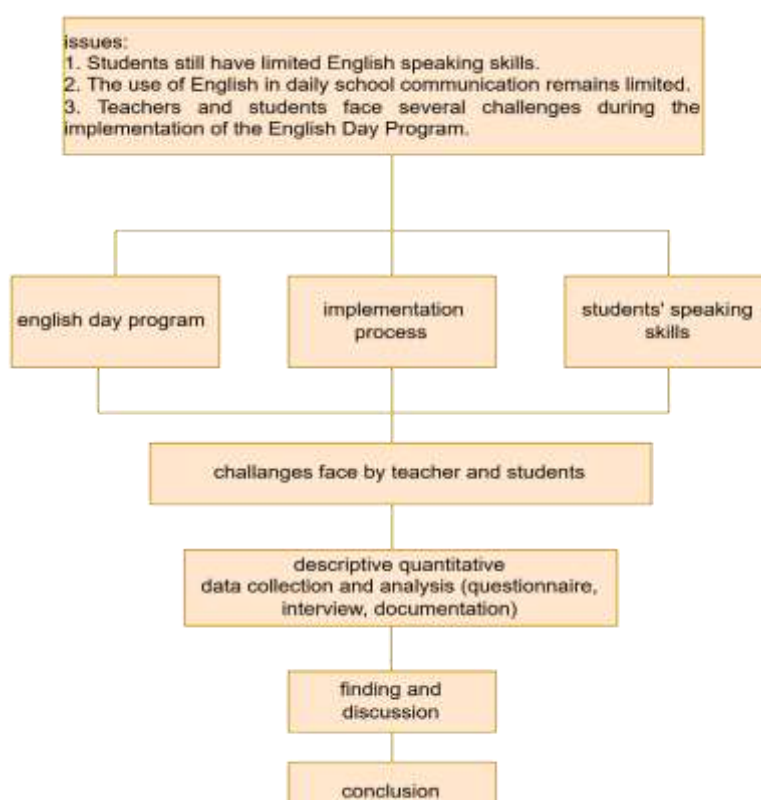


Figure 1 conceptual framework

The paper has its foundation in a conceptual framework that is responsive to the problem of limited speaking proficiency in English among students and the limited use of the English language. This is an implication that students are allowed limited authentic contact with the use of English. English Day is an idea conceptualized as an initiative of the school in building an English-speaking community that would

encourage students to use English more actively. The implementation of English Day is measured not only by its presence in the school, but also by the learning activities that involve the teachers and students in carrying out English Day activities. It is anticipated that English Day will give students more chances to practice speaking, which will help them improve their speaking abilities, particularly in terms of fluency, vocabulary mastery, and self-assurance. To gain a comprehensive grasp of the program's execution, the entire process is examined using a qualitative method through questionnaire, interviews, and documentation. The analysis's findings and discussion are then presented, providing the foundation for conclusions and suggestions that are pertinent to the educational setting.

CHAPTER III

RESEARCH METHODOLOGY

The methodology used to conduct the study is presented in this chapter. It provides a detailed description of research design, research site and participants, instruments for data collection, data collection procedures and techniques for data analysis

3.1 Research Design

This study used a descriptive quantitative research design. This method was chosen because the research wants to describe the implementation of the English Day Program in SMA N 1 Rambah and find out the problems faced by teachers and students in its implementation. Creswell (2014) describes quantitative research as a method for collecting numerical data and utilising statistical analysis to examine the relationship between variables and test theories. In this study the researcher used a quantitative method to explain and understand the data from questionnaires along with interviews and documents. The data from the questionnaires were studied using statistics like average scores and percentages to give a clear picture of how the English Day Program is being done and the problems that happen while doing it.

3.2 Setting of the Research

The research will be conducted in SMA N 1 Rambah that is a public senior high school.

in the Rambah District, Rokan Hulu Regency, Riau Province, Indonesia. The research will take place in the academic year 2026/2027, focusing on the implementation of

the English Day program activities, such as speeches, storytelling, master of ceremonies, and daily English conversations, to examine their impact on students' speaking skills.

3.3 Population of the research

According to Fraenkel et al. (2019), a population is defined as the total number of elements or individuals having certain characteristics of interest to the researcher. The population of this research were the eleventh grade students and English teachers who actively participated in the English Day program in the school. These participants will be selected based on their direct experience and participation in the implementation of English Day activities in instructional and non-instructional setting. Students were the main subjects of the program, and teachers played important roles in planning, guiding, and supervising the activities. Hence, the participation of students and teachers was significant to acquire complete and detailed data regarding the implementation of the English Day program and its contribution to students' speaking skills.

3.4 Instrumentation of the Research

In this research that describes and uses numbers the main tool used to gather information was a questionnaire. Along with the questionnaire interviews and documents were also used as tools. The questionnaire was given to the teacher and students at SMA N 1 Rambah to collect information about how the English Day Program is being carried out the speaking skills of the students and the problems that

happened while the program was being done. The questionnaire employed a five-point Likert Scale, namely Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Each response was assigned a score ranging from 5 to 1, with Strongly Agree representing the highest score and Strongly Disagree representing the lowest score. The teachers questionnaire was about how the English Day Program's run and the problems that happened while it was being done. The students questionnaire was about how the English Day Program's run, the speaking skills of the students and the problems that the students had while the program was being done. Interviews were done to add details and explain the results, from the questionnaire. Information was added to the research data using documents.

Instrument validity

The academic supervisor validated the research instrument. The questionnaire was used to collect data. The validation was performed to ensure that the instrument is appropriate and relevant to research objectives, variables and indicators. The questionnaire items were reviewed by the academic supervisor in terms of content relevance, clarity of statements, language use and suitability with research focus. Based on the validation process, several suggestions and corrections were made to improve the questionnaire. The researcher revised the instrument based on the suggestions made by the academic supervisor. The questionnaire was revised and was found suitable to be used as the research instrument to collect data from the respondents.

The validated research instrument is shown below.

a. Students questionnaires

No	Statements					
<i>Variabel I : ENGLISH DAY</i>						
1	I always participate in the English Day activities conducted at school.	①	②	③	④	⑤
2	I am enthusiastic when participating in English Day activities.	①	②	③	④	⑤
3	I actively participate in various English Day activities.	①	②	③	④	⑤
4	The speech activities conducted during English Day help me improve my English speaking skills.	①	②	③	④	⑤
5	I enjoy participating in speech activities during English Day.	①	②	③	④	⑤
6	Storytelling activities help me express my ideas more confidently in English.	①	②	③	④	⑤
7	I am interested in participating in storytelling activities during English Day.	①	②	③	④	⑤
8	Being a master of ceremony (MC) during English Day helps improve my English communication skills.	①	②	③	④	⑤
9	Drama activities help me practice speaking English in various situations.	①	②	③	④	⑤
10	I enjoy participating in drama performances during English Day.	①	②	③	④	⑤
11	Singing English songs during English Day helps me improve my pronunciation and vocabulary.	①	②	③	④	⑤
12	English quiz activities motivate me to learn English more actively.	①	②	③	④	⑤
13	The various activities provided during English Day make learning English more enjoyable.	①	②	③	④	⑤
14	The speech activities conducted during English Day help me improve my English speaking skills.	①	②	③	④	⑤
15	I enjoy participating in speech activities during English Day.	①	②	③	④	⑤
16	Storytelling activities help me express my ideas more confidently in English.	①	②	③	④	⑤
17	I am interested in participating in storytelling activities during English Day.	①	②	③	④	⑤
18	Being a master of ceremony (MC) during English Day helps improve my English communication skills.	①	②	③	④	⑤
19	Drama activities help me practice speaking English in various situations.	①	②	③	④	⑤

20	I enjoy participating in drama performances during English Day.	①	②	③	④	⑤
21	Singing English songs during English Day helps me improve my pronunciation and vocabulary.	①	②	③	④	⑤
22	English quiz activities motivate me to learn English more actively.	①	②	③	④	⑤
23	The various activities provided during English Day make learning English more enjoyable.	①	②	③	④	⑤
24	I use English during English Day practice and performance sessions.	①	②	③	④	⑤
25	The teacher provides clear guidance during English Day activities.	①	②	③	④	⑤
26	The teacher motivates students to actively use English.	①	②	③	④	⑤
27	The teacher provides feedback on students' speaking performance.	①	②	③	④	⑤
28	The preparation for English Day activities is well organized	①	②	③	④	⑤
29	The implementation of English Day activities at school is well organized and effective.	①	②	③	④	⑤
30	The school evaluates English Day activities to improve future programs.	①	②	③	④	⑤
<i>Variabel II : STUDENTS' SPEAKING SKILLS</i>						
31	I can pronounce English words clearly when speaking.	①	②	③	④	⑤
32	I pronounce English words accurately according to their correct pronunciation.	①	②	③	④	⑤
33	I have sufficient English vocabulary to express my ideas during communication.	①	②	③	④	⑤
34	I can use a variety of English vocabulary when speaking.	①	②	③	④	⑤
35	I can use correct sentence structures when speaking English.	①	②	③	④	⑤
36	I can apply English grammar appropriately during conversations.	①	②	③	④	⑤
37	I can speak English smoothly without frequent pauses.	①	②	③	④	⑤
38	I rarely hesitate when speaking English.	①	②	③	④	⑤
39	I can understand what others say in English and respond appropriately.	①	②	③	④	⑤
40	I am confident and willing to speak English during classroom activities or performances.	①	②	③	④	⑤

b. Teacher questionnaire

No	Statements					
<i>Variabel I : ENGLISH DAY</i>						
1	The students actively participate in English Day activities.	①	②	③	④	⑤
2	The students show enthusiasm during English Day activities.	①	②	③	④	⑤
3	The students use English during practice and performance activities in English Day.	①	②	③	④	⑤
4	The speech activity helps students improve their English speaking skills.	①	②	③	④	⑤
5	Students actively participate in speech activities.	①	②	③	④	⑤
6	Speech activities increase students' confidence in speaking English.	①	②	③	④	⑤
7	Speech activities encourage students to express ideas in English.	①	②	③	④	⑤
8	Storytelling activities help students improve their speaking ability.	①	②	③	④	⑤
9	Students show interest in participating in storytelling activities.	①	②	③	④	⑤
10	Storytelling activities encourage students to use English creatively.	①	②	③	④	⑤
11	Storytelling activities help students improve pronunciation and vocabulary.	①	②	③	④	⑤
12	Master of Ceremony (MC) activities help students improve communication skills.	①	②	③	④	⑤
13	Students are confident when performing as MCs in English.	①	②	③	④	⑤
14	MC activities encourage students to use English in public situations.	①	②	③	④	⑤
15	MC activities improve students' fluency in speaking English.	①	②	③	④	⑤
16	Drama activities help students practice English in meaningful contexts.	①	②	③	④	⑤
17	Students actively participate in drama performances.	①	②	③	④	⑤
18	Drama activities improve students' confidence in speaking English.	①	②	③	④	⑤
19	Drama activities encourage collaboration while using English.	①	②	③	④	⑤
20	Singing activities help students improve pronunciation.	①	②	③	④	⑤

21	English songs help students learn new vocabulary.	①	②	③	④	⑤
22	Quiz activities motivate students to learn English.	①	②	③	④	⑤
23	Quiz activities create an enjoyable learning atmosphere during English Day.	①	②	③	④	⑤
24	I provide clear guidance to students during English Day activities.	①	②	③	④	⑤
25	I motivate students to actively use English during English Day.	①	②	③	④	⑤
26	I provide constructive feedback on students' English performance.	①	②	③	④	⑤
27	The preparation of English Day activities is carried out effectively.	①	②	③	④	⑤
28	The implementation of English Day activities runs according to the planned objectives.	①	②	③	④	⑤
29	The evaluation of English Day activities is conducted regularly.	①	②	③	④	⑤
30	The English Day program is implemented effectively to support students' English learning.	①	②	③	④	⑤
<i>Variabel II : STUDENTS' SPEAKING SKILLS</i>						
31	The students can pronounce English words clearly.	①	②	③	④	⑤
32	The students can pronounce English words accurately.	①	②	③	④	⑤
33	The students demonstrate adequate vocabulary mastery when speaking English.	①	②	③	④	⑤
34	The students use a variety of vocabulary during speaking activities.	①	②	③	④	⑤
35	The students use correct sentence structures when speaking English.	①	②	③	④	⑤
36	The students apply English grammar appropriately during communication.	①	②	③	④	⑤
37	The students speak English fluently during classroom and English Day activities.	①	②	③	④	⑤
38	The students speak with minimal hesitation when communicating in English.	①	②	③	④	⑤
39	The students are able to understand and respond appropriately in English communication.	①	②	③	④	⑤
40	The students demonstrate confidence and willingness to speak English during activities and performances.	①	②	③	④	⑤

3.5 Technique of collecting data

The data in this research were collected using the following techniques:

1. Questionnaire

Questionnaires were distributed to English teachers and students to collect information concerning the implementation of the English Day Program and the speaking skills of the students. The questionnaires consisted of structured statements based on the research indicators using a five-point Likert Scale ranging from Strongly Agree (5) to Strongly Disagree (1). The teachers' questionnaire was concerned with the implementation of the English Day Program, while the students' questionnaire was concerned with the implementation of the program and students' speaking skills.

2. Interviews

Semi-structured interviews were used to obtain views, experiences, and challenges of tenth and eleventh grade students and English teachers who were participating in the program. To investigate the effect of the program on speaking skills, interviews were audio-recorded and transcribed.

3.6 Technique of analyzing data

The data analysis technique of this research is descriptive qualitative data analysis procedures as follows:

1. Scoring the Questionnaire

The researcher used a system of awarding points for each response to the questionnaire. This system had five points : Strongly Agree was 5 points. Agree was 4 pts 3 points It was Neutral Disagree 2 pts. Strongly Disagree was 1 point. Then the researcher used this system to convert the answers into numbers that could be used in the analysis. This simplified the understanding of the answers..

After giving points to all the answers, the researcher calculated the score for each statement, on the questionnaire and each thing they were researching. The average score helped the researcher to get the idea of the goodness of the English Day Program. It also helped them see how good the students speaking skills were. The researcher used the score to identify the problems that teachers and students had with the English Day Program. The English Day Program was the thing being studied.

The mean score was calculated using the following formula: $\bar{x} = \frac{\sum x}{N}$

2. Interpreting the Mean Score

The mean scores were interpreted using the predetermined Likert Scale categories to determine the level of respondents' agreement with each statement and indicator. The results were then presented in tables and described descriptively to provide a clear explanation of the research findings.

3. Supporting the Findings

The interview data were summarized and used to support and clarify the questionnaire findings. Documentation was also used as supporting evidence to strengthen the research findings regarding the implementation of the English Day Program.