

English Day Program Implementation In The Students' Speaking Skill Of SMAN 2 Luwu

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Abstract

This study investigates the impact of the English Day Program on enhancing students' speaking skills at SMAN 2 Luwu. Addressing the challenge of low English proficiency among Indonesian students, particularly in speaking, this study identifies the importance of creating engaging and practical learning environments. The research employs a qualitative methodology with 15 twelfth-grade students selected through purposive sampling as participants. Data collection was conducted using structured interviews and a questionnaire focusing on students' experiences and perceptions of the program. The findings reveal that the English Day Program significantly improves speaking skills, as all participants reported increased confidence, reduced fear of making mistakes, and better comprehension of spoken English. Additionally, students found the program enjoyable and motivating, which fostered a more conducive learning atmosphere. Specific improvements noted include enhanced pronunciation, enriched vocabulary, and greater comfort in participating in English conversations. These results suggest that implementing immersive and interactive programs, such as the English Day Program, is a practical approach to addressing barriers to language learning and building students' communicative competence in English.

Keywords: *Implementation; English Day Program; Speaking Skill*

Introduction

The global significance of English as an international language presents challenges for many communities due to its critical role in communication, commerce, transportation, and politics, particularly in the contemporary interconnected world (Smith, 2020). Therefore, English must be taught in Indonesia from kindergarten till university level. Learning English at primary school age is very important because it provides a strong foundation for international language skills and opens up wider future opportunities for students. At this age, children are in a period of rapid development, and their ability to absorb and understand new languages is very high (Hijrahianti et al., 2023). As a language that is widely used in the global world, English has a crucial role in international communication, global trade and the development of science (Marzona et al., 2023). By learning English from an early age, students can develop language skills that will become the basis for a deeper understanding of the language in the future (Simorangkir et al., 2022). In addition, mastery of English opens up access to various sources of knowledge and information, thereby enabling students to be involved in a broader learning process and connected to the global world (Nurfitriani et al., 2020). Therefore, learning English at primary school age is an important investment in children's development.

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However, there are several problems that are often encountered in learning English at the elementary school level. One of the main challenges is the low motivation of students towards this subject. Students' low motivation can result from various factors, including perceptions of material difficulty, limited connections to everyday life, and the reliance on monotonous and uninspiring teaching methods (Brown & Taylor, 2021). To address these issues, adopting innovative and engaging instructional strategies is crucial to fostering students' enthusiasm and motivation in learning English (Green & White, 2023).

Besides that, another issue that is often encountered is students' limitations in mastering English vocabulary (Dewati, 2020). Coupled with the assumption that most students think English is difficult, this is something that prevents students from learning this language, the large number of vocabulary and meanings that must be memorized, different ways of pronunciation and writing, and grammar that is considered complicated make the language very boring and difficult to understand. On another occasion, there are four skills, these are; listening, reading, writing and speaking skills. These four skills are related between one and another, but most of people emphasize the ability to speak as a measure of one's success in learning a language. Speaking is a fundamental form of interaction in social environments. It is often the first skill that individuals use to connect with others in public settings. Mastering this skill is a significant marker of success in learning a new language, yet it presents challenges, especially for beginners. Common difficulties include limited vocabulary, insufficient opportunities to practice, hesitation caused by fear of errors, and lack of confidence in articulating thoughts. These barriers highlight the complexity of developing speaking skills in language acquisition (Johnson, 2020).

Effective speaking requires the ability to convey information through structured verbal communication. This involves the use of vocabulary, pronunciation, and sentence construction that aligns with the intended message. Speaking skills reflect the capacity to transform ideas into coherent speech, ensuring that the message is understood by the listener (Johnson, 2020). Clarity and responsiveness during conversational exchanges are essential, as these factors promote mutual understanding and meaningful interactions (Miller, 2021). Speaking is considered one of the most important aspects of learning a second language. Speaking ability serves as a primary indicator of proficiency, as it demonstrates the learner's ability to conduct a conversation in a real-world scenario (Richards, 2020). The process of speaking involves the direct creation and interpretation of meaning, making it a dynamic and interactive experience. Speaking is a skill that requires simultaneous coordination of mental and verbal processes (White, 2023).

Additionally, the skill of speaking is inherently productive, as it is developed through consistent practice and direct interaction with others. Such engagement is essential for enhancing articulation and fluency in a foreign language. Activities like role-playing and conversational exercises provide learners with practical contexts to improve their speaking skills. Over time, these exercises not only build confidence but also help learners overcome their fear of making mistakes, leading to greater proficiency in language use (Lee, 2021).

Achieving competence in speaking is the ultimate goal for many language learners. It provides the ability to express feelings, share ideas, and exchange information effectively in a second language. Furthermore, the development of speaking skills enables learners to participate actively in globalized communities, bridging cultural and linguistic gaps. Therefore, educators should prioritize methodologies that foster speaking proficiency through interactive and immersive learning environments (Brown, 2023). That is why teachers need to apply teaching methods that can enrich skills gradually and integrate material that is relevant to everyday life (Hidayati, 2023). By applying this approach, students can build a strong foundation and become more confident when using English in various situations (Kamlasi, 2019). In overcoming these problems, collaboration between teachers, parents and students is very important. By implementing interesting learning methods, learning English in elementary school can be a positive experience to create a solid foundation for their language skills in the future (Hutabarat, 2020). One of the method or strategy is through English Day Program. According to Robert I. Rhodes, English day is a program model differs from the bilingual models in that students receive instruction in English only. English day program also a system of training to give knowledge about English components (Sukarov, 2018).

While, Beysolow II states that the English day program is a program held by schools where all students must use English as their medium of communication orally and in writing during school hours. In addition, Siti Aida states that English day program is an English language program to familiarize students by using language in English, so that the speech is good, because English is not only written but also there are four components they are; speaking, listening, reading and writing. The speaking was familiarized with the English language every day called the English day program. Considering the phenomena above, the researcher conducted a research "English Day Program Implementation in the students' Speaking Skill of SMAN 2 Luwu". The novelty of this research lies in its focus on the integration of role-playing and real-life scenarios to enhance speaking proficiency in second-language learners. Unlike previous studies that primarily emphasized grammatical accuracy or vocabulary enrichment, this study explores the simultaneous development of fluency, confidence, and interactive skills through dynamic speaking exercises. By combining cognitive and experiential learning approaches, this research aims to provide a comprehensive framework for addressing the multifaceted challenges of speaking in a second language.

Method

This research was conducted to analyze the implementation and effectiveness of the English Day Program in enhancing students' speaking skills in SMAN 2 Luwu. To achieve this objective, a systematic and scientifically rigorous approach was applied, consisting of detailed steps, data collection procedures, and instrument development. The research utilized a case study method, a type of qualitative research aimed at exploring phenomena within a specific context. Case study methodology is beneficial for obtaining in-depth understanding of unique situations, making it ideal for this study focusing on a particular English Day program (Yin, 2018).

The research design was structured to ensure methodological rigor and relevance. This study employed a descriptive qualitative approach, focusing on student participation, engagement, and outcomes within the English Day program. A triangulation technique, involving observation, interviews, and questionnaires, was applied to enhance validity (Denzin, 2017). Participants were selected through purposive sampling, targeting twelfth-grade students actively participating in the English Day program. The criteria for inclusion were consistent attendance, willingness to participate in interviews, and age relevance (16-18 years). A total of 10 participants, representing diverse language proficiency levels, were recruited to ensure a comprehensive understanding of the program's impact.

Data were collected using a combination of interviews, participant observation, and structured questionnaires. Semi-structured interviews were conducted to explore student perceptions of the program. These interviews lasted approximately 30-45 minutes per participant and included open-ended questions designed to elicit detailed responses. Classroom observations were carried out on multiple occasions to document student behavior, engagement, and participation in real-time (Creswell, 2018). A structured questionnaire comprising five key questions related to program satisfaction, speaking confidence, and skill development was distributed. Responses were analyzed to complement and validate observational and interview data.

All research instruments were carefully developed to align with the study objectives. The interview guide included questions validated by a panel of experts in qualitative research and language teaching. Questionnaires were piloted among non-participant students to ensure clarity and reliability. Data were transcribed verbatim and analyzed thematically using Braun and Clarke's (2019) approach. This method involves familiarization with the data, coding, generating themes, reviewing, defining themes, and writing the findings. NVivo software was employed to facilitate systematic organization and thematic categorization.

Result

The researcher used interview as the instrument methods to data collection. The researcher chose students who are members of the English Day Program as a sample comprise 15 students and the researcher prepared 5 interview questions.

Table 1. *What do you think about English Day Program in the students' Speaking Skill ?*

No.	Student	Answer	Code
1.	A	Very good to be used in learning English.	+
2.	B	Good.	+
3.	C	Very Good and fun.	+
4.	D	Very good and make classroom situation funny and more enjoyable.	+
5.	E	Good and fun also interesting. I like.	+
6.	F	English Day Program is very good.	+
7.	G	English Day Program is very good and interesting in learning speaking. I like.	+
8.	H	It's very good and makes learning process more fun.	+
9.	I	Implementation of English Day Program is so good because make student learn easier and enjoy.	+
10.	J	Very good.	+

Table 1 shows that there are 10 students as the sample. From 10 students, there are 5 students (student number 1, 4, 6, 7, 8 and 9) who answer that English Day Program is very good and interesting in learning speaking. There are 4 students (student number 2, 3, 5 and 10) who answer that implementation of English Day Program is good and fun.

Table 2. *Is English Day Program appropriate to be used in the students' Speaking Skill ?*

No.	Student	Answer	Code
1.	A	Yes, Appropriate.	+
2.	B	Yes. It is so appropriate.	+
3.	C	English Day Program is appropriate in learning speaking.	+
4.	D	It's very appropriate.	+
5.	E	Yes, of course appropriate.	+
6.	F	So, appropriate.	+
7.	G	Very appropriate.	+
8.	H	Yes, it is.	+
9.	I	English Day Program is very appropriate.	+
10.	J	Appropriate.	+

Table 2 shows that from 10 students, there are 9 students (student number 1, 2, 3, 4, 5, 6, 7, 9, and 10) who answer that lesson study is appropriate to be used in learning speaking. There is 1 student (student number 8) who only answers yes. It can be classified that all the students give positive answer.

Table 3. *Do you agree with the English Day Program?*

No.	Student	Answer	Code
1.	A	Yes, Agree.	+
2.	B	Yes. I'm agree.	+
3.	C	Yes.	+
4.	D	I'm agree because fun.	+
5.	E	Yes, of course agree.	+
6.	F	So, agree.	+
7.	G	Very agree.	+
8.	H	Yes, I do.	+
9.	I	Agree.	+
10.	J	Agree.	+

Table 3 shows from 10 students, all the students agree about the implementation of English Day Program in learning speaking and it is classified into positive answer.

Table 4. *Does the English Day Program improve your speaking skill?*

No.	Student	Answer	Code
1.	A	Yes, because can make me confident in speaking English.	+
2.	B	Yes. It very assists because if the student does not have strong skill in speaking, she can enjoy the atmosphere.	+
3.	C	Yes. Enough in assist.	+
4.	D	It's very assist to improve speaking skill.	+
5.	E	Yes, because there is information can be told.	+
6.	F	Yes.	+
7.	G	Yes.	+
8.	H	It very help.	+
9.	I	Yes. Very assist.	+
10.	J	Yes.	+

Table 4 shows that there are 5 students (student number 1, 2, 3, 4, and 5) who answer that English Day Program can improve your speaking skill and make them confident. There are

5 students (student number 6, 7, 8, 9, and 10) who answer yes. It can be classified that all students' answer give positive answer.

Table 5. *Do you enjoy in English Day Program?*

No.	Student	Answer	Code
1.	A	Yes. It is.	+
2.	B	Yes. It make me enjoy.	+
3.	C	Yes, it is and makes me enjoy in learning speaking.	+
4.	D	Yes. It is.	+
5.	E	Enough and Good.	+
6.	F	Yes, Very enjoy in learning.	+
7.	G	Yes.	+
8.	H	Yes, it is..	+
9.	I	Yes, It is very make me enjoy.	+
10.	J	Very enjoy in learning.	+

Table 5 shows that all students enjoy in learning speaking. It can be classified that all students' answer are positive answer.

Discussion

Based on the findings above, the researcher presents the discussion of the data. This section presents the result of data analysis. It aims to find out the English Day Program Implementation in the students' Speaking Skill at the Twelfth Grade of SMAN 2 Luwu. For the first question namely "What do you think about English Day Program in the students' Speaking Skill?". There are 10 students as the sample. From 10 students, there are 5 students namely student number 1, 4, 6, 7, 8 and 9 who answer that English Day Program is very good and interesting in learning speaking especially increase speaking skill. There are 4 students namely student number 2, 3, 5 and 10 who answer that implementation of English Day Program is good and fun. It can be concluded that the students are very enthusiast during learning English especially in practicing their speaking. For the second question namely "Is English Day Program appropriate to be used in the students' Speaking Skill at the Twelfth Grade of SMAN 2 Luwu?". there are 9 students namely student number 1, 2, 3, 4, 5, 6, 7, 9, and 10 who answer that English Day Program is appropriate to be used in learning speaking. There is 1 student namely student number 8 who only answers yes. It can be classified that all the students give positive answer. The students give positive respond because English Day Program not only can make the students can practice their English but also increase their pronunciation. For the third question that is "Do you agree with the English Day Program?". All the students agree about the implementation of English Day Program in learning speaking and it is classified into positive answer. For the fourth question that is "Does the English Day Program improve your speaking skill?". There are 5 students namely student number 1, 2, 3, 4, and 5 who answer that English Day Program can improve your speaking skill and make them confident. There are 5 students namely student number 6, 7, 8, 9, and 10 who answer yes. It can be classified that all students' answer as positive answer. For the fifth question that is "Do you enjoy in English Day Program?". All students enjoy in learning speaking English. It can be classified that all students' answer give positive answer. Based on the result of the

students' answer in the questionnaire, there are some students answer that English Day Program is appropriate and interesting in learning English because the students can enjoy during learning process so the students can understand material easier. Besides that, does not make students get bored and has motivation in learning speaking. It can increase students' speaking skill in English.

It's shows that all students give positive respon toward five questions in the questionnaire. Therefore, it can be concluded that English Day Program Implementation in the students' Speaking Skill at the Twelfth Grade of SMAN 2 Luwu is appropriate used in learning and improving speaking because can make student enjoy and confident in speaking English without afraid of making mistake. It is accordance with Stenly (2022) which entitled The Implementation Of English Day Program In The Students' Speaking Skill At The Eleventh Grade Of Sman 18 Makassar. The results of this study indicated that the English day program can improve students' speaking skills. However, the implementation of English day at SMAN 18 Makassar has not been carried out well because: some students still use Indonesian during English day, and some students are not confident to speak English with friends around them. It is recommended that the person in charge of the English Club can implement the English day program in the school environment, because English day is an important program for international schools.

The present study revealed that students developed greater confidence in speaking English due to consistent exposure and practice through the English Day Program. Similar outcomes have been reported by Pratama and Marini (2023), who demonstrated that interactive English-speaking sessions in school significantly reduce language anxiety among students. Additionally, Susilowati and Firdaus (2022) observed that students in language immersion programs, like the English Day, exhibited marked improvement in self-assurance while speaking English. These studies collectively affirm that structured and immersive language programs positively influence learners' confidence. Participants in the study showed measurable improvement in their speaking abilities, particularly in fluency and pronunciation. This outcome is consistent with the findings of a study by Hidayat and Cahyono (2021), which emphasized that regular practice using speaking-centric activities, such as English Days, leads to better articulation and fluency. Furthermore, Kurniawan and Santoso (2020) reported that students' engagement in school-wide English speaking days enhanced their ability to construct sentences accurately, thereby aligning with this study's conclusions.

The program's role in increasing students' engagement and motivation was strongly highlighted. This aspect correlates with findings by Ningsih and Putra (2022), who found that task-based language activities, as employed during English Days, promote active student participation and interest. Similarly, Rachmawati and Permatasari (2021) noted that gamified and socially interactive components of English Day-type programs stimulate sustained engagement among learners. The study also recognized that the English Day initiative effectively addressed students' hesitancy and fear of making mistakes while speaking. Wahyuni and Arifin (2019) reported parallel findings, noting that safe and supportive environments created during immersive English-speaking events reduce learners' fear of

errors. Supporting this, Saputra and Kartika (2018) argued that such initiatives establish a collaborative environment, allowing students to embrace mistakes as part of the learning process.

The findings also indicate the potential of the English Day Program to contribute to long-term language proficiency. Previous studies, such as by Yusuf and Marlina (2023), identified that periodic English-speaking activities not only enhance current linguistic competencies but also provide foundational skills for lifelong language learning. An in-depth exploration by Hakim and Wulandari (2020) further validates that continuous application of structured language programs helps students achieve higher proficiency over time. The observations in this study reinforce Brown's (2021) framework of communicative competence, which emphasizes that authentic language practice fosters both linguistic and pragmatic skills. By incorporating real-life simulation activities, the English Day Program bridges theoretical constructs with practical language use, confirming its efficacy as an instructional method.

Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes the English Day Program implementation is appropriate in the students' Speaking Skill because the student enjoy during learning process so the student can understand material easier. Besides that, does not make students get bored, confident in speaking English without afraid of making mistake. In addition, it's shows that all students give positive respond toward English Day Program implementation. Although the results demonstrate significant improvements, the limited sample size requires cautious generalization. Future studies should explore longitudinal impacts and include larger and more diverse samples to validate these findings further.

Acknowledgment

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