

THESIS

**THE IMPLEMENTATION OF THE ENGLISH DAY PROGRAM
IN IMPROVING STUDENTS' SPEAKING SKILLS OF
MAN 1 POLEWALI MANDAR**



By:

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**POSTGRADUATE
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

YEAR 2025

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Submitted to Fulfill the Requirements of the Thesis Examination as One of the
Stages in Obtaining a Master's Degree in English Language
Education at the Postgraduate of IAIN Parepare

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated that this thesis is her own writing. The things out of her masterpiece in this thesis are signed by citation and referred in the bibliography. If it can be proven that the thesis has discrepancies, copied or duplicated by any other people, this thesis and the degree that has been gotten would be postponed.

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Parepare, 19th January 2025

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ABSTRACT

Name :Juliati
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 Title :The Implementation of the English day Program in Improving Students' Speaking Skills of MAN 1 Polewali Mandar (Supervised by Zulfah and Maghdahalena Tjalla)

This research discusses the implementation of the English day program for students, with the aim of testing and describing students' abilities in English, especially speaking ability and self-confidence before and after implementing the English day program in the experimental class and comparing it with the control class who participated in conventional learning.

This research was conducted by a student of the English Education Department on eleventh-grade students at Madrasah Aliyah Negeri 1 Polewali Mandar. This study is a quantitative research and employed a quasi-experimental method. In data collection, the researcher used oral tests and questionnaires. The data obtained were analyzed using data analysis techniques with the assistance of SPSS 22.

The research results showed that there was a significant difference in the increase in speaking skills and self-confidence in students who took part in the English day program compared to students who took part in conventional learning in English language learning.

Keywords: English Day, Speaking, Self-Confidence.

ABSTRAK

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 NIM :2120203879102002
 Judul Tesis :The Implementation of the English day Program in Improving Students' Speaking Skills of MAN 1 Polewali Mandar
 (Supervised by Zulfah and Maghdahalena Tjalla)

Penelitian ini membahas pelaksanaan program English Day untuk siswa, dengan tujuan menguji dan mendeskripsikan kemampuan berbahasa Inggris siswa, khususnya keterampilan berbicara dan rasa percaya diri sebelum dan sesudah pelaksanaan program English Day di kelas eksperimen, serta membandingkannya dengan kelas kontrol yang mengikuti pembelajaran konvensional.

Penelitian ini dilakukan oleh mahasiswi jurusan Pendidikan Bahasa Inggris pada siswa kelas XI di Madrasah Aliyah Negeri 1 Polewali Mandar. Penelitian ini merupakan penelitian kuantitatif dan menggunakan metode quasi-eksperimen. Dalam pengumpulan data, peneliti menggunakan tes lisan dan kuesioner. Data yang diperoleh dianalisis menggunakan teknik analisis data dengan bantuan SPSS 22.

Hasil penelitian menunjukkan adanya perbedaan signifikan dalam peningkatan keterampilan berbicara dan rasa percaya diri pada siswa yang mengikuti program English Day dibandingkan dengan siswa yang mengikuti pembelajaran konvensional dalam pembelajaran bahasa Inggris.

Kata Kunci: English Day, Berbicara, Kepercayaan Diri.

تجريد البحث

الإسم : جلياتي
 رقم التسجيل : ٢١٢٠٢٠٣٨٧٩١٠٢٠٠٢ :
 موضوع الرسالة : تنفيذ البرنامج اليومي للغة الإنجليزية في تحسين
 مهارة التحدث لدى طلاب المدرسة العالية
 الحكومية ١ بوليوالي ماندار

تبحث هذه الدراسة عن تطبيق البرنامج اليومي للغة الإنجليزية للطلاب، بهدف فحص ووصف قدرة الطلاب في اللغة الإنجليزية، وخاصة القدرة على التحدث والثقة بالنفس قبل وبعد تطبيق البرنامج اليومي للغة الإنجليزية في الصف التجريبي ومقارنته بالصف الضابط الذي اتبع التعلم التقليدي.

تم إجراء هذا البحث من قبل طالبة قسم تعليم اللغة الإنجليزية على طلاب الصف الحادي عشر في المدرسة العالية الحكومية ١ بوليوالي ماندار. كان هذا البحث بحثاً كمياً واستخدمت فيه الباحثة أسلوب شبه التجربة. واستخدمت الباحثة في جمع البيانات الاختبار الشفوي والاستبيان. ثم تمت معالجة البيانات باستخدام تقنية تحليل البيانات باستخدام SPSS 22.

أظهرت النتائج وجود فرق كبير في تحسن مهارات التحدث والثقة بالنفس لدى الطلبة الذين شاركوا في البرنامج اليومي للغة الإنجليزية مقارنة بالطلبة الذين اتبعوا التعلم التقليدي في تعلم اللغة الإنجليزية.

الكلمات الرئيسية: يوم اللغة الإنجليزية، التحدث ، الثقة بالنفس

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CHAPTER I

INTRODUCTION

A. Background

In the modern world full of challenges and fierce competition, not only a high level of education is recommended, but also the development of specific skills is essential. One of the skills that is inevitable in today's global environment is the ability to speak English. Speaking English is not just an additional skill, it is a necessity. English has transformed into a universal language that dominates various sectors, such as technology, education, politics, trade, and tourism. In this context, being proficient in English provides a competitive advantage, positioning individuals one step ahead.

In a more specific view, Proficiency in English communication stands as a crucial skill to success, especially for students. English serves not only as a medium for communication but also as the main medium in the world of technology, where most resources and information are available in this language. Therefore, English language skills are essential to access knowledge and opportunities in various fields.

The relationship between being fluent in English and job opportunities is also very close. In an increasingly globally connected world of work, companies tend to look for employees who have good English language skills. These requirements include not only writing and reading skills but also speaking skills. Therefore, to enter the job market successfully, it is important for individuals to develop the ability to speak English well.

In line with the position of English as an international language, educational institutions are adapting by making continuous improvements in English language learning. The aim of this improvement is to provide a comprehensive learning experience and create the ability for students to take advantage of opportunities both in the world of work and continuing their studies. Thus, proficiency in speaking English is not just an additional aspect of education but is the main key in facing increasingly connected global demands.

English language skills are important for a person and his competitiveness. With good English language skills, you have good competitiveness.¹ Basically, language learning is related to communication lessons. This communication lesson is then linked to oral or written lessons in the world of education. As a means of communication, language has a number of functions which are then presented in a number of meaningful contexts. The main purpose of oral communication itself is that the interlocutor can understand the culture of the speaker.²

Some students have a low ability to communicate with each other in speaking English. Because speaking is one of the most difficult skills to master and it takes practice. This is not surprising when you consider everything that goes into speaking: ideas about what to say, language, use of grammar and vocabulary, pronunciation, and listening and responding to the person you are communicating with.³

¹ Byslina Maduwu, "Pentingnya Pembelajaran Bahasa Inggris di Sekolah," no. 3 (2016).p.2

² R. K Husein, A. M., & Dewi, "Peningkatan Kemampuan Pragmatis Penguasaan Bahasa Inggris bagi Guru di MTs. Jauharul Ulum Desa Locancang Panarukan Situbondo," *Jurnal Pengabdian Masyarakat*, 3(1), 2019,P.39-44.

³ Lucy Pollar, *Guide To Teaching English* (USA: Longman Group, 2008).

Learning foreign languages is essentially a process of mechanical habit formation. Good habits are formed by giving correct answers, not making mistakes. Language is verbal behavior - that is, the automatic production and understanding of expressions - and can be learned by getting students to do the same.⁴

Limited opportunities for students to practice by communicating or interacting in English outside the classroom is one of the main factors hindering students' progress in improving their language skills. English day can teach and optimize it by continuing to train students to always communicate using English outside the classroom so that it can be an alternative to solving the problem.

The Practice Phase of the learning cycle influences 70% or more of the overall learning experience. It is in this stage that real learning takes place. The aim of the training stage is to help participants learn to integrate and absorb knowledge and skills in various ways, such as processing activities, learning games, problem solving, reflection, dialogue in pairs or groups, teaching and collaborative review including practical activities in building skills.⁵

English day is a teaching activity that familiarizes a group of people with communicating in English. Participants are required to speak English during this English day activity.⁶ Thus, the English day program can be interpreted as an activity to get used to using English in order to train and improve skills in English. The application of the concept of activities such as English day at school can have

⁴ Jack C Richards and Therodore S Rodgers, *Approaches and Methods In Language Teaching* (Cambridge University Press, 1986).

⁵ Moh.Suardi, *Belajar dan Pembelajaran*, ed. 1, 1st ed. (Grup Penerbit CV Budi Utama, 2018).

⁶ Syahfutra, W., & Niah, S. (2017). Menguasai Speaking Skill Bahasa Inggris dengan Konsep English day Bagi Guru Dan Karyawan di SMA Islam Terpadu Fadhillah Pekanbaru. *Jurnal Pengabdian Untukmu Negeri*, 1(2), 48-53.

a positive influence on students' speaking skills which will be motivated and happy to learn English so that they are more familiar and easier to master English.

English proficiency is not merely a tool for communication but a crucial skill essential for success in the realms of education and the professional world. At the secondary education level, particularly at MAN 1 Polewali Mandar, enhancing English speaking skills is paramount to preparing students for the intricacies of the future challenges.

In an effort to elevate English speaking proficiency, MAN 1 Polewali Mandar has introduced the English day Program as an innovative initiative with the potential to produce significant positive impacts. English day is not just a policy; it is an approach that actively engages students in the use of the English language intensively. The primary goal is to create a conducive learning environment that sharpens students' speaking skills through direct practice and active interaction.

The implementation of the English day Program at MAN 1 Polewali Mandar is expected to serve as a cornerstone in enhancing students' speaking abilities. The program aims not only to improve English language proficiency but also to foster a supportive learning atmosphere, motivating students to actively participate in English communication. By creating an environment that nurtures confidence, it is anticipated that students will gain increased confidence and proficiency in using the language.

Based on initial observations, one of the difficulties faced by the students of Madrasah Aliyah Negeri 1 Polewali Mandar is how they can apply what they have learned in the class to the outside of the classroom. This term seems difficult for most of the students because they lack motivation, they are not confident to

deliver their opinions, they are not able to arrange sentences to be delivered, lack of vocabulary, and limited opportunities to practice theirs.

Based on the explanation above, the researcher would like to conduct a paper entitled “The Implementation of English day Program in improving students’ Speaking Skills of Madrasah Aliyah Negeri 1 Polewali Mandar”.

B. Problem Statement

Based on some problems mentioned in the background of the study, the writer formulates the problems into research questions as follows:

1. Is English day program able to improve students speaking ability at MAN 1 Polman?
2. What is the students’ self confidence in learning English through English day program MAN 1 Polman?

C. The Objective of the Research

Referring to the above research questions, the objectives of the research are formulated as follows:

1. To examine the effect of English day program toward Students’ English-speaking skills at MAN 1 Polman.
2. To describe students’ self confidence in learning English through English day program at MAN 1 Polman.

D. Significance of the Research

The result of this research is expected to give some benefit to the reader. The significance of the research are as follows:

1. Teacher. This study is expected be a reference to help teachers overcome students' speaking problems by choosing English day as an alternative that can be implemented. Given the lack of availability of time, place and forming a community of fellow students in practicing what has been obtained, so that motivation for student learning grows.
2. For students, it is hoped that this research will also help students to improve their self-regulation and share experiences through English day, form a community in learning speaking in a fun way so as to improve skills in speaking English
3. For the researcher the result of the study will be used to answer the available question based on the data research and get new knowledge and experience to the researcher's speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

From some of the results of previous studies that have conducted research on the issue of English day, previous research issues discussed English day in relation to the effect of English day on learning English, students' opinions about English day in improving speaking skills, the application of the English day Curriculum in Exploring English language acquisition in general and scrutinizing the problems encountered in the implementation of the English day itself.

A. Previous Related Research Findings

The following are some of the relevant research results used as study material for researcher.

1. The first research issue was research that examines the impact of English day on learning English. in these studies, using research methods based on qualitative research with the result that the English day program have a positive impact on learning English.⁷⁸
2. The second research issue discusses the perceptions of teachers and students towards learning English through the English day program. These studies using qualitative research methods yielded the result that teachers and student's perceptions of the English day program indicated that students' motivation and enthusiasm for mastering English was very high, and they

⁷ Busrah, "The Influences of English day Program Toward Improving Students ' Speaking Skill at The Eleventh Years Students of SMA Pesantren Modern Datok Sulaeman (Pmds) Putri Palopo" (STAIN PALOPO, 2014).

⁸ Safriana, "Dampak Program English day Terhadap Pemanfaatan Koleksi Bahasa Inggris Di SMP Negeri Unggul Calang Aceh Jaya," 2022.

hoped that the English day program would help them develop their English. although, there are still some of them who are not enthusiastic about taking part in the English day Program due to the previous poor implementation.⁹¹⁰¹¹

3. The third research issue examines productive skills activities in learning English and students' perceptions of the English day program as an extracurricular activity. the research was conducted using a qualitative research method. The results showed that there was a positive impact on having English day, functioning as an extracurricular activity, plays a pivotal role in fostering students' English language skills. It significantly contributes to the cultivation of students' interest and motivation throughout the learning journey. Diverse methodologies are employed to enrich the learning experience, encompassing engaging activities like game sessions, vocabulary enhancement sessions, and a range of productive skill exercises such as conversations, picture descriptions, singing, and presentations. The outcomes of interviews conducted revealed positive responses from both teachers and students toward all English day activities.¹²
4. The fourth research issue examines the implementation of the English day program in improving English language skills. in this study focused more on students' opinions on improving speaking skills in the English day program.

⁹ Baiq Maryatul Wahyu, "Students' Perception of English Day Program towards Their Speaking Skill: A Study at SMA Nw Suralaga" (Faculty Of Education And Teacher Training State Islamic University of Mataram, 2020).

¹⁰ Sirajul Munir et al., "A Qualitative Exploration of Students' Perception on English Day Program at SMAN 1 West Sumatera," *Jurnal Simki Pedagogia* 6, no. 1 (2023).

¹¹ Octovany Sinaga, "Sinaga, Students' Perceptions on the Role of English Day Program in Speaking Skill Development," *Journal of English Teaching* 4, no. 2 (2018).

¹² Nurul Jannah, "The Study of English Day as English Extracurricular Program on Student's Productive Skill Activity in Ma- Muallimat Boarding School," 2022.

This study used a qualitative research method with the results of the study showing that the English day program had a positive impact on improving students' speaking skills. however, there are still obstacles in this program; including the lack of confidence in students and the lack of figures who can speak English.¹³¹⁴¹⁵

Table 2. 1 The Similarities and Differences between Previous Research and This Research

No	Name	Similarities	Differences	
			Previous research	This research
1	A thesis written by Busrah (2014) entitled "The influence of English day program toward improving students' speaking skill	Both researchers research about English day program	Busra's research focus on to find out the influence of the English day program toward improving speaking skill. Conducted in SMA pesantren modern Datok	Using English day program in improving speaking skill. Conducted in MAN 1 Polewali Mandar. Using quasi experimental

¹³ Stenly Beay, "The Implementation of English Day Program in the Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar" (Faculty Of Teacher Training And Education Bosowa University, 2022).

¹⁴ Muhajirin, "The Implementation of English day in Mapk Martapura Academic Year 2018 / 2019," 2020.

¹⁵ Diantoro Prayogy, "The Implemantation of English Day Program SMK Putra Indonesia" (Universitas Brawijaya Malang, 2016).

No	Name	Similarities	Differences	
			Previous research	This research
	at the eleventh years students of SMA pesantren modern Datok Sulaeman (pmds) putri Palopo”.		Sulaeman. (pmds) putri Palopo. Using descriptive qualitative reseacrh.	research.
2	A thesis written by Safriana (2022) “Dampak program English day terhadap pemanfaatan koleksi bahasa inggris di SMP Negeri unggul Calang Aceh Jaya”	Both researchers research about English day program	Safriana’s research about the impact of implementing the English day program on utilization English collection. Conducted in SMP Negeri Unggul Calang. Using descriptive qualitative research	Using English day program in improving speaking skill. Conducted in MAN 1 Polewali Mandar. Using quasi experimental research

No	Name	Similarities	Differences	
			Previous research	This research
3	A thesis written by Baiq Meriatul Wahyu (2020) “Students’ perception of English day program towards their speaking skill: a study at SMA Suralaga”	Both researchers research about English day program	Baiq’s research about to find out the students’ perception of English day program towards their speaking skill. Conducted in SMA Suralaga using qualitative research	Using English day program in improving speaking skill Conducted in MAN 1 Polewali Mandar using quasi experimental research
4	A journal written by Sirajul Munir, Zulhermindra, et al (2023) entitled “a qualitative exploration of students’ perception on English day	Both researchers research about English day program	Their research to find out how students perceive the English day program. Conducted in SMAN 1 West Sumatra. Using qualitative research	Using English day program in improving speaking skill Conducted in MAN 1 Polewali Mandar. Using quasi experimental research.

No	Name	Similarities	Differences	
			Previous research	This research
	program at SMAN 1 West Sumatera”			
5	A journal written by Octovany Sinaga (2018) entitled “Students’ perception on the role of English day program in speaking skill development”	Both researchers research about English day program	Octovany’s research focuses on the perception on the role of English day program in speaking skill development. Conducted in SMPK Penabur Kota Wisata using qualitative research.	Using English day program in improving speaking skill. Conducted in MAN 1 Polewali Mandar using quasi experimental research.
6.	A thesis written by Nurul Jannah (2022) entitled “the study of English day as English	Both researchers research about English day program	Nurul jannah’s research focus the extracurricular of English day activities in Conducted in ma muamalata	Using English day program in improving speaking skill. Conducted in MAN 1 Polewali

No	Name	Similarities	Differences	
			Previous research	This research
	extracurricular program on student's productive skill activity in ma-muallimat boarding school"		boarding school. Using qualitative research	Mandar. Using quasi experimental research.
8	A thesis written by Muhajirin "The implementation of English day in MAPK Martapura academic year 2018/2019"	Both researchers research about English day program	Muhajirin's research focus on how the respons of the students to English day program. Conducted in MAPK Martapura	Using English day program in improving speaking skill. Conducted in MAN 1 Polewali Mandar using quasi experimental research.
8	A thesis written by Stenly Beay (2022) entitled "The	Both researchers research about	Stely Beay's research focus how to determine the	Using English day program in improving speaking skill.

No	Name	Similarrities	Differences	
			Previous research	This research
	implementation of English day in the students' speaking skill at the eleventh grade of SMAN 18 Makassar.	English day program	implementation of English day in the students' speaking ability. Conducted in SMAN 18 Makassar using qualitative research	Conducted in MAN 1 polewali mandar using quasi experimental research.
9	A thesis written by Prayogi Diantoro (2016) implementation of English day program in SMK Putra Indonesia Malang"	Both researchers research about English day program	Prayogy's research focus on how to build an English environment in learning English, there is no spesification skill. Conducted in SMK Putra Indonesia Malang. Using descriptive qualitative	Using English day program in improving speaking skill Conducted in MAN 1 Polewali Mandar Using quasi experimental research

No	Name	Similarities	Differences	
			Previous research	This research
			method.	
10	A journal written by Noprival (2016) entitled “Students’ voice: EFL speaking problems On English day program at one senior high school in Indonesia”	Both researchers research about English day program	Noprival’s research focus on finding out the problems of speaking through the English day implementation. Conducted at one Senior High School in Indonesia	Using English day program in improving speaking skill Conducted in MAN 1 Polewali Mandar. Using quasi experimental research

Based on the data presented, it can be seen that previous researches tend to use qualitative research methods and focuses more on influence, impact, perception and curriculum research in implementing the English day program, as well as highlighting problems that arise during the implementation of the program. Meanwhile, this research focuses more on how to improve students' speaking skills through implementing the English day program and using quasi-experimental methods.

This research shows a shift in focus from previous research by prioritizing concrete efforts to improve students' speaking skills within the framework of the English day program. The use of a quasi-experimental research design suggests a more structured approach to the effectiveness of the program. Thus, this research is not just about identifying obstacles, but rather proactive action in finding solutions to improve students' speaking skills through the implementation of the English day program.

B. Some Pertinent Ideas

1. Learning English

Learning English has deep significance, not only as a practical skill in the era of globalization but also as a means to improve the social dimension and use in various aspects of life. First, the ability to speak English opens the door to deeper and broader intercultural communication in a global society. It provides individuals with the opportunity to form global friendships, engage in global online communities, and build social networks rich in cultural diversity.

Learning English also plays an important role in social empowerment and participation in humanitarian projects. Individuals with English proficiency can engage in international social work, support global humanitarian campaigns, and utilize their skills for greater social causes. Additionally, the ability to communicate in English opens up opportunities for involvement in local and global communities, strengthening positive influence and contribution to the wider world.

In a career and business context, learning English brings significant benefits. Mastery of English expands international career opportunities, provides access to jobs in various countries, and facilitates global career mobility. English

as a global business language also opens up opportunities in the world of international business, allowing individuals to engage in negotiations, build business partnerships, and develop as global entrepreneurs.

In addition, the importance of learning English is also reflected in wider access to information and education. By mastering English, individuals can easily access scientific literature, journals, and global research resources, supporting deeper learning and research. English also enables active participation in global discussions, international conferences, and online forums, allowing individuals to contribute to global dialogue and exchange ideas with diverse perspectives.

The international prominence of English underscores its significance, and mastery of this language is imperative to enhance the competitiveness of every graduate.¹⁶

Thus, learning English is not just about mastering language skills, but is also an investment in social skills and utilization in various aspects of life, opening the door to unlimited experiences, opportunities, and personal growth in an increasingly connected world. In the context of linguistics, language is not only a tool to communicate but also the main tool to open up the world. Through language, humans are able to obtain information without limits. With that information, a person is able to understand the forms of every variety of human understanding.¹⁷

2. Speaking Skill

Speaking is a type of tactical maneuver of oral interaction to express clarity

¹⁶ Ema Dauyah and Yulinar, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswa Non Pendidikan Bahasa Inggris," *Jurnal Serambi Ilmu* 19, no. 2 (2018).

¹⁷ Nanik Shobikah, "The Importance of English Language in Facing Asean Economic Community (AEC)," *At-Turats* 11, no. 1 (2017).

that can focus attention on information or interactions that involve receptive and productive participation in interactive communicative means through speaking components such as the realization of the phonological and grammatical systems of language as well as adequate vocabulary.¹⁸ Speaking in a sense that places more emphasis on the use of English by implementing familiarization with various programs in the form of simulations of daily activities so that what you want to say can be conveyed through various activities that can support students' abilities.

Effective speaking occurs when two individuals engage in a conversation with a clear understanding that they are doing so for a meaningful purpose. This purpose often involves expressing thoughts or ideas, fulfilling communicative objectives, and drawing from their linguistic to convey messages.¹⁹

Many experts define speaking in different ways. Speaking is perhaps the most demanding teaching skill of a teacher. The most important product of language learning is speaking. It can be said that a person succeeds in learning a language precisely because of his speaking ability. In addition, it is important when receiving oral information. Because it's based on how well they speak and acquire new information and how well they learn. Students must have good speaking skills so that they can successfully communicate and interact with others around them.²⁰ Speaking is one way to convey ideas and although the message is verbal, we must use language in real communication for students to

¹⁸ Sihar Pardede, Improving Students' English Communication Capability Through Habitual Spoken And Written. *Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*. Vol. 3. No. 2(2023).

¹⁹ Jeremy Harmer, "Jeremy Harmer - The Practice of English Language Teaching (Pdfdrive).Pdf," 2007.

²⁰ Siti Ayda Nurcholilah, "The Implementation of English day Program on Students' Speaking Improvement (A Case Study Research at The Second Year of Islamic Senior High School Darul Iman, Pandeglang-Banten)," UIN Sultan Maulana Hasanuddin Banten, 2018, 1–75.

communicate.²¹

When people speak, they construct ideas in words, express their perception, their feelings and their intentions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking ability, does not understand the English words about what s mean. From that condition can be concluded that the learner have to be success in learning English, in order they can understand about the material.²²

From the definition above, In conclusion, speaking is a form of communication that involves the use of words, sounds, and language to convey information, understand others, and engage in conversation. Speaking skills include correct use of words, proper understanding of grammar, and appropriate vocabulary. In the context of language In the realm of language learning, speaking is often regarded as the most demanding teaching skill, and success in language acquisition is largely determined by speaking ability. In a speaking interaction, two people engage in a conversation because they have a good reason, such as a desire to convey something or achieve a particular communicative goal.

3. The Components of Speaking

a. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with the explanation suggested by Heaton in Azlina and Novitri (2015) that students' ability to manipulate the structure and to distinguish appropriate

²¹ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia," *International Journal of Humanities and Social Science* 2, no. 20 (2012).

²² Nurcholilah, "The Implementation of English day Program on Students' Speaking Improvement (A Case Study Research at The Second Year of Islamic Senior High School Darul Iman, Pandeglang-Banten)."2018

grammatical forms in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.²³

Grammar serves as the systematic set of rules governing the arrangement of sentences, phrases, and words to convey meaning. Acquiring a grasp of grammar enhances our proficiency in employing an efficient style for expressing ideas both verbally and in written form. Familiarity with grammatical principles not only elevates our language skills but also contributes to the development of effective communication in both spoken and written contexts. This understanding of grammar becomes instrumental in constructing coherent and meaningful sentences, allowing individuals to articulate thoughts with precision and clarity. In essence, grammar functions as the backbone of linguistic structure, enabling individuals to communicate effectively while adhering to established language conventions²⁴

b. Vocabulary

Vocabulary is a collection of familiar words that a person knows. Usually developing with age, vocabulary is a useful and important tool in helping students to communicate fluently with others and expand their knowledge. Vocabulary comprises the right and appropriate use of word. Vocabulary is one of the extreme aspects that support speaking in English. Hornby in Ade Saputra (2011) stated that vocabulary is the total number of words that establish a language. It seems that vocabulary plays an important role in speaking. Vocabulary is essential for successful second language use, because without an extensive vocabulary we will

²³ Kurniati Azlina, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015.

²⁴ Siska Anisa Kusumawardani and Endah Mardiyani, 'The Correlation Between English Grammar', *Proffesional Journal of English Education* vol.1.No. 6 (2018), 724–33.

be unable to use the structure and function of words which have learned.²⁵

The challenge of limited vocabulary poses a common obstacle for English language learners, hindering effective communication with others. Proficiency in vocabulary entails the acquisition and mastery of a broad range of words. A robust vocabulary is instrumental in preventing misunderstandings and errors in comprehension. The process of mastering vocabulary empowers learners to express themselves more precisely and comprehensively. Overcoming this linguistic hurdle not only facilitates smoother communication but also enhances the learner's ability to comprehend and convey ideas accurately. In essence, a rich and well-mastered vocabulary is a key component in navigating the complexities of language learning and fostering clear, error-free communication.²⁶

c. Pronunciation

Pronunciation refers to the way we make the sound of a word. In other words, pronunciation is a variation of speaking in the mention of a word or language spoken. In addition, the pronunciation in it includes articulation, emphasis, and intonation. Pronunciation includes language features (vocabulary and grammar) as well as skills (speaking and listening). When we find new vocabulary, it will be better if we know the correct pronunciation.

d. Fluency

Fluency in spoken language is something that develops naturally when students practice continuously because they use and practice speaking skills every day. Reading widely (and aloud) is a good way to improve fluency as it introduces

²⁵ Ade Saputra, The Influence of English day Program To Students Speaking Ability At The Second Year Of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru, (2011).

²⁶ Dwhy Dinda Sari, "The Correlation Between Students ' Vocabulary Achievement and Fluency in Speaking English," *ETLIJ* 2, no. 1 (2021).

students to new vocabulary and strengthens their knowledge of spoken language. Fluency is the ability to hear words and understand them right away. If they see a written word, they can read it aloud and pronounce it correctly. Ways to develop this include guiding students to read passages clearly. Students are asked to read in front of the class. This builds their confidence and also helps them to announce better.

e. **Comprehension**

This shows that in the skill of the speaker, the listener must understand what the speaker means when he says something

4. Teaching Speaking

The approach to teaching speaking can be tailored to align with the program's objectives. Here are several aspects that can be integrated:

- a. **Speaking Sessions within the English day Program:** Ensure that the English day Program incorporates dedicated sessions to enhance students' speaking skills. This could involve speaking activities like group discussions, role-playing and presentations.
- b. **Role-Playing with Daily Activity Themes:** In role-playing activities, students can participate in real-life situations revolving around daily activities. This helps them practice language in contexts relevant to everyday life.
- c. **Use of English Language Materials and Resources:** Ensure that the resources used while the English day Program promote the use of the

English language. This may include reading materials, videos, and audio recordings that support the development of speaking skills.

- d. **Open-Ended Questions in Group Discussions:** Group discussion sessions can be focused on open-ended questions that encourage students to speak more. Discussion topics could relate to daily activities, personal experiences, or other engaging subjects.
- e. **Presentations on Daily Routines:** Integrate presentation activities where students share about their daily routines. This not only actively involves them in speaking but also provides practical context for developing everyday English-speaking skills.
- f. **Creative English Language Activities:** Engage students in creative activities such as crafting dialogues, scenarios, or performing English language dramas that reinforce their speaking skills in a fun and meaningful way.
- g. **Continuous Feedback and Evaluation:** Provide mechanisms for continuous feedback and evaluation to identify students' progress in speaking skills. This could include evaluation sessions, peer assessments, or self-recording for personal reflection.

Speaking, especially in a foreign language, is a very demanding activity for in all stages of learning, precise attention to the nuances of language is crucial. When sharing understanding with others in a foreign language, one must carefully consider the specific details of the language. This involves selecting the most fitting words, ensuring correct grammar usage, and structuring the discourse in a way that conveys meaning precisely, fluently, and accurately. Effective communication hinges on the speaker's ability to organize the discourse, ensuring clarity for the interlocutor.²⁷

²⁷ Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001).

Teaching speaking skills holds a pivotal role in the English as a Foreign Language (EFL) learning process, as it forms the foundation for effective communication in a foreign language. Without adequate opportunities for students to speak in the language classroom, there is a risk of demotivation and waning interest in learning. Conversely, when the right activities are taught in an effective manner, class participation in speaking exercises can be enjoyable, elevating overall learner motivation and transforming the English language classroom into a vibrant and dynamic learning environment. It is crucial to teach students 'speaking as a part of teaching the language. Speaking can motivate students to learn the foreign language because they realize that the language they are studying is spoken.'²⁸

There are three stages in teaching speaking. They are introducing the new language, practice, and communicative activities.²⁹

a. Introducing the new language

English is the new language for students. It should be introduced as to meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics.

b. Practice

Practicing a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students feel enough to find the words to express themselves in a real situation.

²⁸ Agostinho dos Santos Gonçalves, ose Antonio Sarmento, and Ernando Carceres da Costa, "Improving Speaking Skill Through Storytelling," *ISCE: Journal of Innovative Studies on Character and Education* 3, no. 1 (2019).

²⁹ Jeremy Harmer, *The Prattice Of English Languange Teaching, Curriculum Inquiry*, 4th Ed., Vol. 17,(1987)

c. **Communicative activities**

Communicative activities should be aimed at the communication that happens daily. The students are prepared to learn speaking within the text available in the students' books. These dialogue models, while helpful, come with limitations as students are not provided with opportunities to express their own ideas or create new situations. At this stage, teachers actively encourage language negotiation among students, taking note of any factors that may impede communication, such as pronunciation, vocabulary, and grammar. Following this phase, teachers provide feedback on pronunciation, grammar, and vocabulary, and may ask students to revisit the task if necessary.

5. English day

a. **The meaning of English day**

The "English day" program is an educational initiative designed to improve English speaking skills in the educational environment, especially in MAN 1 Polewali Mandar. This program allocates one specific day in a week where all activities, both inside and outside the classroom, are fully implemented in English. In other words, during "English day," interactions between students, educators, and learning activities are carried out in English. English day is an activity at school extracurricular activity to suppose in increase the skills of students in the English

English day is an activity to train and familiarize the use of English in daily activities. Participants are required to speak English during this English day activity. English day is also defined as a program to create effective communication in English between speakers and receivers both interactionally

and transactionally.³⁰

English day is a program to train and familiarize the use of English in daily activities. Which requires participants to speak English within the agreed time.³¹

The English day program is a series of activities carried out in order to create a conducive learning environment for English. A conducive environment is needed in developing foreign languages, especially when wanting to develop speaking skills. Because mastering speaking skills requires a high intensity of dialogue training. English day is a very fun program that will not be separated from the laughter. At first, seeing and listening to your friend's English pronunciation may feel strange, awkward, etc., but if you get used to it, it will be very enjoyable. It will be very fun learning English with colleagues in the environment work and fellow participants can correct each other's mistakes.³² Therefore, a conducive and supportive environment such as a guiding tutor, supportive activities, and friends with one goal can develop speaking skills effectively.³³

In the English day Program, all students are required to use English as a mandatory language for communicating in every day-to-day activity. Students not only speak English with other students but they also speak English directly to the teacher to clearly learn all the words they need so, they soon speak English

³⁰ Moh. Arif Mahbub et al., "Pelatihan Bahasa Inggris Komunikatif Melalui Program English day Pada Madrasah Aliyah," *Jurnal Pengabdian Kepada Masyarakat* 5, no. 2 (2021): 139–45.

³¹ Jumroatul Lailia Ningsih Et Al., "The Effectiveness Of English day Program To Improve The Students Speaking Ability At Senior High School Zainul Hasan 1 Genggong," *Jurnal Kewarganegaraan* 6, No. 2 (2022).

³² Wandu Syahfutra And Others, 'Menguasai Speaking Skill Bahasa Inggris Dengan Konsep English day Bagi Guru Dan Karyawan Di Sma Islam Terpadu Fadhilah Pekanbaru', *Jurnal Untuk Mu Negeri*, 1.2 (2017).

³³ Muzayyanah Awaliyah, "The Implementation of English day Program in Improving Speaking Skill (a Case Study At Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang)" (2020).

naturally and confidently.³⁴ Thus, the English day program can be interpreted as an activity to get used to using English in order to train and improve skills in English. The application of the English day concept at school can have a positive impact on speaking mastery where every student will be motivated and happy to learn English so that they are more familiar with and easier to master English.

b. Special Elements in the English day Program

1) Special Curriculum:

Develop a special curriculum for "English day" that includes learning activities specifically designed to improve speaking skills. Curriculum encompasses a structured framework of intentions, content, and instructional materials, as well as methodologies, devised to serve as directives for the execution of educational activities with the aim of attaining specific learning objectives. This comprehensive plan guides educators in facilitating learning experiences that align with educational goals. It involves deliberate decisions about what is to be taught, how it will be taught, and the materials and resources that will support the learning process. The curriculum functions as a roadmap, ensuring a systematic approach to education while fostering an environment conducive to achieving desired educational outcomes.³⁵

2) Active Student Participation:

Encourage students' active participation in various activities, such as presentations, group discussions, and roles in communicative situations. Active participation not only enhances the probability that all members of a group will

³⁴ Syahfutra et al., "Menguasai Speaking Skill Bahasa Inggris dengan Konsep English day Bagi Guru dan Karyawan di SMA Islam Terpadu Fadhillah Pekanbaru."

³⁵ Marudut Bernadtua Simanjuntak, "The Effects of Integration between Kurikulum 2013 and Cambridge Curriculum in English (Study Case Taken From Saint Peter'S Junior High School)," *Journal of Advanced English Studies* 3, no. 1 (2020).

grasp the subject matter but also diminishes the risk of a knowledge gap where only a select few comprehend the material, potentially leaving others at a disadvantage. This inclusive approach to group engagement ensures a more equitable distribution of learning opportunities, contributing to a collective understanding and reducing the likelihood of educational disparities within the team.³⁶

3) Teacher Support

In supporting the success of the "English day" program, the teacher's role involves a series of key aspects that have a significant impact on the student learning experience. First of all, teachers play an important role in providing targeted guidance to students. This includes providing clear direction regarding program objectives, participation expectations, and expectations for the use of English during activities.

Furthermore, providing ongoing feedback becomes an integral part of the teacher's role in the program. Constructive feedback helps students understand their strengths in communicating in English and provides direction for improvement. This approach supports students' continuous growth in English speaking skills.

Teachers are also tasked with establishing a classroom environment that supports the use of English. This involves providing relevant resources, utilizing interesting learning media, and teachers are also responsible for cultivating an atmosphere that motivates students to actively participate in everyday use of English.

Teachers play a crucial role in educational development, particularly in formal school settings. They significantly influence the success of students,

³⁶ Amy L. Soller, "Supporting Social Interaction in an Intelligent Collaborative Learning System," *International Journal of Artificial Intelligence in Education* 12 (2001).

especially concerning the teaching and learning process. The teacher is also component that has the most influence on the creation of the process and quality educational outcomes.³⁷

Working closely with students, teachers are also involved in planning activities that are interesting and relevant to the program context. This may include group discussions, simulations of real-life situations, or English-based projects that allow students to apply their skills practically.

By acting as a discussion facilitator, the teacher creates a learning atmosphere that motivates active participation. This can involve framing questions that stimulate critical thinking, facilitating conversation, and providing support as students overcome barriers to English language use.

Deep understanding and teacher support not only builds students' confidence in English but also increases the overall effectiveness of the program. This ensures that the benefits of learning are spread evenly among all students, creating an environment that stimulates growth and achievement in English speaking skills.

The role of the teacher is very central, both as a planner, implementer, as well as a learning evaluator. This means that the teacher's professional ability to create quality learning really determines the success of education as a whole. The quality of learning is very dependent on the teacher's professional abilities, especially in providing ease of learning to students effectively and efficient.³⁸

4) Other Resource Uses:

The use of other resources is crucial in supporting the success of the 'English day' program. Teachers can utilize learning media, such as learning

³⁷ Abd. Khalid Hs. Pandipa, "Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Di Sma Negeri 1 Lore Utara," *Jurnal Ilmiah Administratie* 12, no. 1 (2019).p.2.

³⁸ Sitti Roskina Mas, "Profesionalitas Guru Dalam Peningkatan Kualitas Pembelajaran," *Jurnal Inovasi* 5, No. 2 (2017): 1–10.

videos and multimedia presentations, to provide variety in delivering material and motivate students. Technology, such as English learning applications can be used to enrich learning experiences and provide access to a variety of materials in English. In addition, providing a variety of reading materials in English, including books, articles and reference materials, helps students develop their reading skills. Thus, the use of these resources not only increases the variety learning but also creating an environment that supports students in understanding and applying English in different contexts.

The success of learning carried out in an educational activity is how students can learn, by identifying, developing, organizing, and using all kinds of media and learning resources. With Thus, efforts to solve problems in the information and communication technology approach in education are by utilizing learning resources and media.³⁹

The success of a learning activity in education depends on students' ability to identify, develop and organize information through various media and learning sources. In this context, problem solving efforts in a learning approach involve the use of various learning resources and media. This process includes assessing student learning needs, developing appropriate learning materials, and the effectiveness of using learning media. Through this approach, students can hone their learning skills in a more holistic and integrated way, creating deep and meaningful learning experiences

c. There are some activities which can be applied in English day as follows:

1) Daily Routine Discussions:

³⁹ Sodik Anshori, "Pemanfaatan Tik Sebagai Sumber Dan Media Pembelajaran Di Sekolah," *Civic-Culture: Jurnal Ilmu Pendidikan Pkn Dan Sosial Budaya*, 2007, 10–20.

Discusses students' daily routines, providing an opportunity to talk about daily activities in English. In an effort to achieve the goal of improving speaking skills about everyday activities and building vocabulary around routines on English day, we designed a series of activities that emphasize students' interactions in everyday English. Students will be involved in discussion sessions where they are invited to talk about daily routines, discussing the activities they do in the morning, afternoon and evening. Additionally, they will be encouraged to share their daily experiences, describe important moments, and share personal views on various activities. The teacher will act as a facilitator, providing guidance and constructive feedback to strengthen students' fluency and understanding in everyday use of English. Through this activity, it is hoped that students can expand their vocabulary around routines and feel more comfortable talking about daily activities in English.

2) Real-life Scenario Dialogues:

In the Real-life Scenario Dialogues activity with the Marketplace Simulation model, students are involved in simulating a market atmosphere which creates a direct learning experience. They enter the role of seller and buyer, experiencing the dynamics of the buying and selling process as it happens in the canteen or market every day. In English, they carry out transactions and negotiate product prices. Sellers must promote their merchandise and explain prices, while buyers must communicate to determine options and negotiate. This activity not only improves students' speaking skills in English, but also hones their negotiation skills, teamwork and understanding of market culture. These simulations create an immersive and interactive environment, allowing students to learn in a way that is practical and relevant to everyday life. Afterward, reflective discussions help students to detail their experiences and understand how the acquired English

language skills can be applied in real-world scenarios situations.

d. The Aim of the English day

The aim of English day with the implementation activities "Daily Routine Discussion" and "Real-life Scenario Dialogues" is to create an in-depth and practical learning environment to improve students' speaking skills in English.

- 1) Limited opportunities for students to practice by communicating or interacting in English outside the classroom is one of the main factors hindering students' progress in improving their language skills. English day can teach and optimize it by continuing to train students to always communicate using English outside the classroom so that it can be an alternative to solving the problem.
- 2) Through the English day program an English-speaking community will be formed thereby supporting the improvement of their skills in English
- 3) With "Daily Routine Discussion," the main goal is to give students the opportunity to talk about their daily activities in English. This discussion aims to expand students' vocabulary around daily routines, improve speaking fluency, and build confidence in using English to explain daily activities. By creating informal and structured situations, it is hoped that students can apply their English in a real way in the context of everyday life.
- 4) Meanwhile, through "Real-life Scenario Dialogues," the main goal is to stimulate daily conversations by role-playing real-life situations. In scenarios such as ordering food in the school cafeteria, students not only practice English but also hone communication skills that can be applied in everyday life. This activity aims to provide students with practical communication skills, improve speaking skills in contextual environments, and promote understanding of the cultural context related to the situation.

- 5) By integrating these activities into English day, the broader aim is to create a learning atmosphere that is fun, stimulating, and relevant. It is hoped that through this hands-on experience, students will become more confident in using English in their daily lives, enrich their communication skills, and stimulate their interest in overall English learning.

e. The Rules of the English day Program

There were several rules that had to be followed by the students. The complete rules were as follows:

1. The Use of English Exclusively. Participants were required to communicate in English for the entire duration of English Day. This included speaking, listening, and writing in English.
2. Participation. All students and teachers were encouraged to participate actively in the event.
3. English Dress Code. Some events even implemented a dress code or ID card to remind participants of the importance of the event.
4. Memorization of English Vocabulary. To encourage speaking skills, students were required to actively memorize vocabulary by maintaining vocabulary notebooks.
5. Penalties. Depending on the event's rules, there could be penalties or consequences for those who did not follow the English rule. These penalties varied and could include fines.
6. Support and Encouragement. Organizers and participants often provided support and encouragement to each other to ensure a successful English Day. This included helping one another find the right English words or phrases.

In the world of education, rules have a crucial role in creating a structured and effective learning environment. These rules are not only established to

enforce discipline, but also as an instrument to encourage student responsibility. In addition to their control and disciplinary functions, regulations were considered psychological strategies that helped overcome specific challenges in the learning process, such as anxiety and reluctance to speak. By establishing supportive behavioral norms, rules created a safe environment and built students' self-confidence, particularly in speaking skills. Furthermore, the rules supported the development of an environment where students could give and receive feedback effectively. Thus, rules were not merely limiting instruments but also foundations for fostering students' creativity, collaborative learning, and personal growth.

f. The Influence of the English day Program on Student Learning Motivation

The English day Program is an educational initiative specifically designed to improve English speaking skills among students. The program emphasizes daily communication practice in English and promotes a learning environment that supports students' courage to speak the language.

Motivation is a concept that cannot be seen. We see effort; desire; behavior and desires. For the ability to speak English, the first thing that needs to be done is to provide competency skills and then speaking performance. Motivation in speaking English is the ability to force yourself to communicate with others.⁴⁰

The success of the English day Program hinges on fostering a motivational environment that encourages students to actively engage in English communication. By equipping students with competency skills and creating opportunities for speaking performance, the program sets the stage for self-driven communication. Employing innovative learning methods like role-playing and

⁴⁰ Mas Darul Ihsan, "Students' Motivation In Speaking in English," *Journal Of English Educators Society* 1 (2016).

collaborative projects enhances the appeal of language learning, making it both enjoyable and effective. Moreover, the positive reinforcement offered by teachers and peers plays a crucial role in boosting students' self-confidence, empowering them to overcome language barriers and embrace English as a means of effective communication. Ultimately, the English day Program not only equips students with linguistic skills but also instills the motivation to confidently navigate the English-speaking world.

g. The Steps to Implement the English Day Program to Improve Students' Speaking Skills:

- 1) Planning and Preparation
 - a) Determine the program's objectives and targets to be achieved.
 - b) Create an English day implementation schedule, for example one day a week.
 - c) Provide the necessary materials and resources such as books, videos, and other learning aids.
- 2) Socialization and Introduction of the Program
 - a) Introduce the program to all students, teachers, and school staff.
 - b) Explain the objectives and benefits of English day.
 - c) Hold an orientation session to explain the rules and activities to be carried out.
- 3) Program Implementation
 - a) Set a rule that on that day, all communication in the school must be in English.
 - b) Carry out various speaking activities in English, such as group discussions, presentations, and debates.

- c) Use interactive and interesting learning methods such as role-playing, storytelling, and simulations.
- 4) Mentoring and Support
- a) Provide guidance and support from teachers or tutors who are competent in English.
 - b) Create study groups or mentoring to help students who are having difficulties.
 - c) Involve native speakers or guest speakers to provide a more authentic speaking experience.
- 5) Monitoring and Evaluation
- a) Conduct regular assessments to measure the development of students' speaking skills.
 - b) Provide constructive feedback to students regarding strengths and areas for improvement.
 - c) Use the evaluation results to refine and adjust the program as needed.
- 6) Rewards and Motivation
- a) Give awards to students who show improvement or active participation.
 - b) Hold competitions or special events to motivate students to be more enthusiastic in using English.
 - c) Give appreciation and recognition for students' efforts and achievements.

Consistent and structured implementation of the English day program will help students feel more comfortable and confident in using English, so that their speaking skills can develop well.

C. Conceptual Framework

The following diagram describes the conceptual framework of the research.

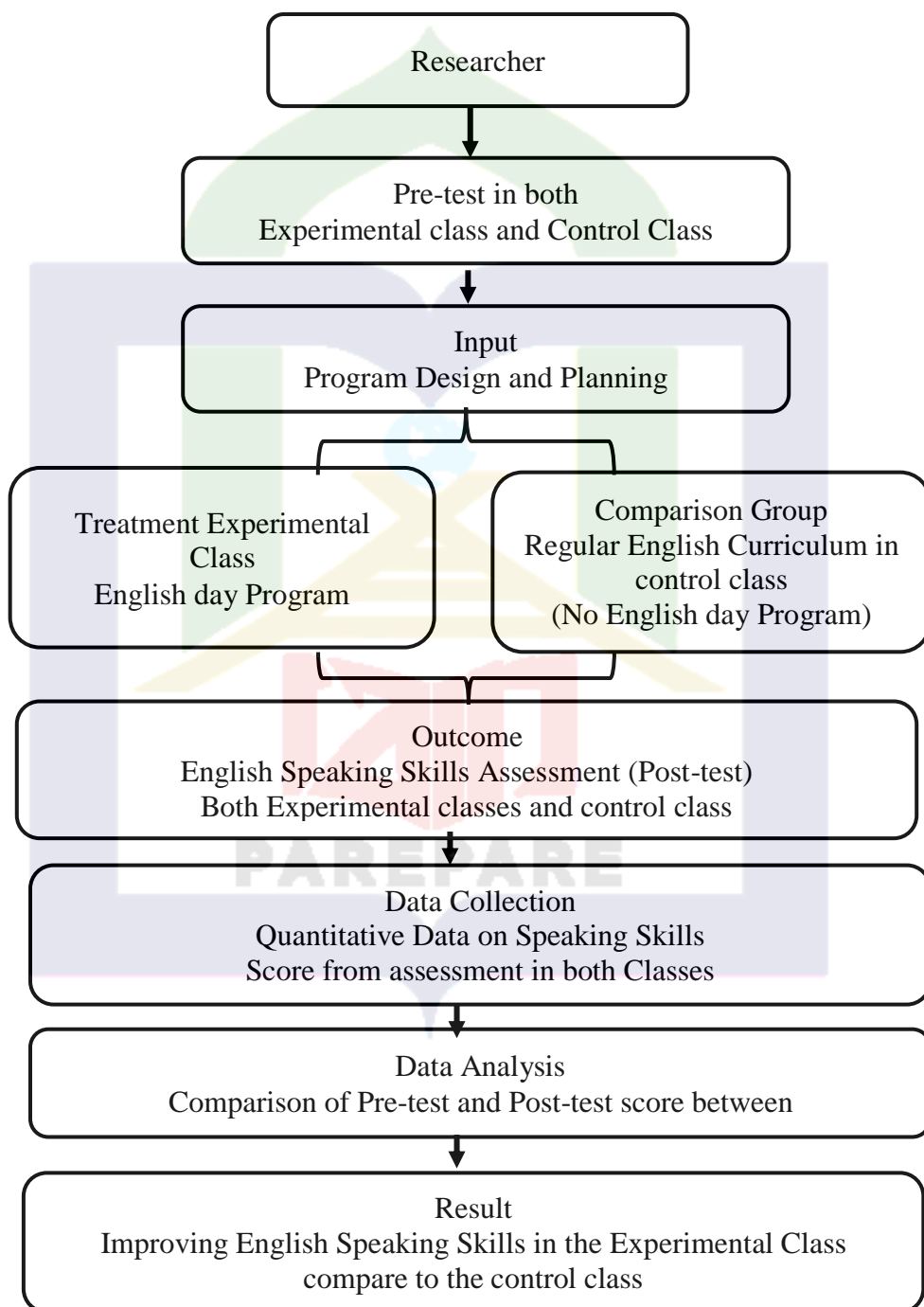


Figure 3. 1 Conceptual Framework

Based on the conceptual framework the object of this research was at MAN 1 Polman. Within the framework of this research, a quasi-experimental approach was adopted using two groups, namely the experimental class and the control class. At the input stage, focus is given to program design and planning, as the first step in implementation. Treatment or independent treatment is directed at the experimental class, where the English day Program is implemented as an innovation to improve students' English-speaking skills. Meanwhile, the control class continued to follow the regular English curriculum without additional treatment. The results of this research were measured through an assessment of English-speaking skills, with pre-test and post-test as evaluation steps before and after program implementation. Data were collected quantitatively from both classes to allow comparative analysis of pre-test and post-test scores. Through the data analysis process, it is hoped that significant improvements in English speaking skills in the experimental class can be seen, and these results will provide further understanding of the effectiveness of the English day Program in improving students' communication skills.

D. Hypothesis

Based on the problem statements above, the researcher formulates the following hypothesis:

1. H_0 = There is no significant difference between English speaking ability of experiment class and control class MAN 1 Polman.
2. H_1 = There is significant difference between English speaking ability of experiment class and control class MAN 1 Polman.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research used a quantitative approach with a quasi-experimental non-equivalent control group design. In this design, two groups were not randomly selected: the experimental group and the control group.

The purpose of this quasi-experimental design was to determine the differences in abilities between the classes that were treated (experimental group) and those that were not treated (control group). Before the treatment, both groups were given a pre-test to determine their initial conditions. After that, only the experimental group received treatment in the form of implementing the English Day Program, while the control group did not.

After the treatment, both groups were given a post-test to measure changes in students' English speaking skills and self-confidence. By comparing the pre-test and post-test results between the two groups, the researcher assessed the impact of implementing the English Day Program.

Based on Sugiyono's definition quasi-experimental design can be diagrammed as shown below.

EG	01	X	02
CG	03	04

Note: EG = Experimental Group

CG = Control group

01 = Pretest of Experimental group

02 = Posttest of Experimental group

03 = Pretest of Control Group

04 = posttests of Control Group

X = Treatment for Experimental group in using English day⁴¹

B. Location and Duration

1. Location

The location of the research took place in MAN 1 Polewali Mandar. The school was located in West Sulawesi province, Polewali Mandar Regency.

2. Duration

The duration of the research was a month, where two meetings every week, every meeting will begin at 08.00 – 16.00, and as long as four weeks, including pre-test and post-test.

C. Variable of the Research

1. The independent variable in this research was the implementation of the English Day Program. The operational meaning of implementing the English Day Program was a mandatory activity where all students who were members of MEL-T were required to communicate using English throughout the day in the school environment.
2. The first dependent variable was the students' English-speaking ability. The operational definition of students' English-speaking skills was their ability to express ideas, thoughts, and feelings orally in English fluently, accurately, and in an appropriate context. This skill was assessed through an English speaking

⁴¹ Sugiyono. *Metode Penelitian Kuantitatif*, Bandung: Alfabeta 2022 p.122.

test, which included aspects of fluency, grammatical accuracy, vocabulary, and pronunciation.

3. The second dependent variable was students' confidence in using English to communicate. The operational definition of student confidence in using English to communicate was the students' confidence and assurance in using English to interact and convey messages orally. This self-confidence was measured through a questionnaire, which included aspects such as courage to speak, ability to understand the person they were talking to, and comfort in communicating using English.

D. Population and Sample

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn.⁴² The population of this study was all eleventh graders, totaling 432 students in MAN 1 Polewali Mandar.

The sample is part of the number and characteristics possessed by that population.⁴³ The researcher used total sampling as a sampling technique. The choice of total sampling was because the researcher had criteria for involving English language organizations from schools, as it was easier to carry out activities that received support from the school for implementing English Day. However, the researcher limited the sample to only members of the English eleventh class. The sample of the research was all the newcomers of the MEL-T organization at MAN 1 Polman for the academic year 2023-2024, consisting of 30

⁴² Sugiyono. *Metode Penelitian Kuantitatif*, p.130.

⁴³ Sugiyono. *Metode Penelitian Kuantitatif*, p.138.

students. The control class was made up of students who did not join the MEL-T organization.

E. The Treatment

English Day was a program aimed at improving students' English skills through direct practice in a supportive environment. The program was conducted outside formal school hours, on Saturdays and Sundays, from 8:00 AM to 4:00 PM for one month. It took place in classrooms as well as other school areas such as the library and the garden. Students were required to use English in all activities during that time, including discussions, presentations, and casual conversations with peers and teachers. The main goal of English Day was to create an immersive environment that encouraged students to become more confident in speaking and understanding English in a contextual manner.

The implementation of English Day began with a brief opening ceremony in the school hall. Afterward, students returned to their classrooms to participate in various activities such as games, role-plays, and group discussions, all conducted in English. Teachers acted as facilitators and mentors, ensuring that every student actively participated and comprehended the material. Additionally, there was a specific schedule for individual or group presentations, where students practiced their speaking skills in front of their classmates and teachers.

The program involved several key participants, including the school principal as the main supervisor and the English teachers as coordinators. The management of the situation and conditions during English Day was carefully organized to maintain a conducive and enjoyable atmosphere. Any violations of the rule to use English were met with gentle reminders, followed by positive

encouragement to try again. Program evaluations were carried out regularly, involving both students and teachers to provide feedback for future improvements.

1. Meeting 1

The researcher provided an introduction to common phrases related to daily activities. Then, students were given the opportunity to pair up and interact with each other about daily activities. Afterward, they were assigned to create their own daily activities and read them in front of the class. The last activity carried out was a game called "Two Truths or a Lie," which ended with a discussion about the difficulties they encountered and the things they liked during the learning process.

2. Meeting 2

The researcher provided an understanding of the importance of English in schools and divided students into groups to carry out role plays about asking for directions and giving directions within the school environment. Then, several other students were asked to act as canteen attendants, engaging in interactions related to buying and selling school food. The final activity asked students to have a conversation about the school assignments they had or were currently working on.

3. Meeting 3

The researcher introduced the main vocabulary from the film and song Coco. Then, students watched and listened to the film and song and recorded the vocabulary they learned. Afterward, students played the game "Two Truths and a Lie" based on the film and song. The final activity involved asking students to create a paragraph about their favorite character from Coco using the vocabulary they had acquired, and then reading it in front of the class.

4. Meeting 4

The researcher introduced the main vocabulary from the film and song Sing. Then, students watched and listened to the film and song and recorded the vocabulary they learned. Afterward, students played the game "Two Truths and a Lie" based on the film and song. The final activity asked students to create a paragraph about their favorite character from Coco using the vocabulary they had acquired, and then read it in front of the class.

After participating in the English Day program, students were given a post-test about the content.

F. The Instrument of the Research

In this research, the main instruments used were English speaking skills tests and a self-assessment scale to measure students' self-confidence. The speaking skills test is designed to assess students' oral communication skills in English, covering aspects of pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Speaking

The speaking skills test was given in two stages, namely a pre-test before implementing the English day Program and a post-test after the program was completed. The results of the pre-test and post-test comparison will show whether there is an improvement in students' speaking skills. This research uses oral text with several guiding questions. The question consists of 10 questions as follows:

- a) Hello! Can you please introduce yourself and tell me a little bit about your family?
- b) Can you describe your typical morning routine before coming to school?
- c) What do you usually do during your lunch break at school?

- d) Who is your best friend at school and why do you like spending time with them?
- e) What are your plans for the weekend and who will you spend it with?
- f) What is your favourite subject at school and why do you like it?
- g) Which subject do you enjoy the most at school and why?
- h) Who is your favourite teacher and what makes their class interesting
- i) What extracurricular activities do you participate in and why did you choose them?
- j) When do you usually start preparing for exams and how do you study?

2. Speaking

In addition, to measure students' level of self-confidence, a self-assessment scale was used. Students were asked to self-assess aspects such as self-confidence in speaking English, courage to express ideas, and ability to communicate verbally. This self-assessment scale was also given before and after the implementation of the English Day Program to see changes in students' self-confidence levels. In the writing of Longkutoy, et al. Quoted from Guilford, it is stated that the characteristics of self-confidence can be assessed through three aspects, namely feeling adequate to the actions taken, feeling accepted by the environment and having a calm attitude.⁴⁴

Based on the theory put forward by Guilford, the author asks several lists of questionnaire to test students' level of self-confidence as follows:

- a) I am confident that I can speak English well.
- b) I dare to express ideas and opinions in English.

⁴⁴Nathania Longkutoy, Et Al. 2015. *Hubungan Pola Asuh Orang Tua Dengan Kepercayaan Diri Siswa Smp Kristen Ranotongkor Kabupaten Minahasa*. Jurnal E-Biomedikvo. 3 No.1.

- c) I am confident when asked to speak English in front of the class
- d) I feel comfortable when speaking English with friends.
- e) I am able to express myself fluently when speaking English.
- f) I am not afraid of making mistakes when speaking English.
- g) I can understand what other people say in English.
- h) I can answer questions in English well.
- i) I feel confident communicating verbally in English.
- j) I like to practice speaking English outside of class.

Using a nonequivalent quasi-experimental design, the experimental group that received treatment in the form of the English Day Program and the control group that did not receive treatment were given a pre-test and post-test for speaking skills tests and a self-assessment scale. A comparison of the results between the two groups helped the researcher conclude the effectiveness of the program in improving students' speaking skills and self-confidence. It was hoped that the selection of this comprehensive research instrument produced valid and reliable data to answer research questions related to improving students' speaking skills and self-confidence.

G. Procedure of Data Collection

Based on the research instruments that have been explained, the data collection techniques that can be used are as follows:

1. English speaking skills test:

Technique: Oral test (speaking test)

Procedure:

- a) Pre-test: Conducted in the experimental class and control class before implementing the English day Program to measure students' initial speaking abilities.
 - b) Treatment: Providing the application of the English day program to students in the experimental class and without treatment in the control class.
 - c) Post-test: Conducted in the experimental class and control class after the implementation of the English day Program to measure changes in students' speaking abilities.
 - d) Assessment: Using an assessment rubric that includes aspects of pronunciation, grammar, vocabulary, fluency, and comprehension.
2. Self-assessment scale to measure student self-confidence:
- Technique: Questionnaire/questionnaire
- Procedure:
- a) Pre-assessment: Carried out in the experimental class and control class before implementing the English day Program to measure students' initial level of confidence.
 - b) Treatment: Providing the application of the English day program to students in the experimental class and without treatment in the control class.
 - c) Post-assessment: Carried out in the experimental class and control class after the implementation of the English day Program to measure changes in students' self-confidence levels.
 - d) Assessment: using a likert scale which includes aspects of self-confidence in speaking, courage to express ideas, and ability to communicate verbally.

By involving the control class in data collection, the researcher was able to make more accurate comparisons between the experimental class that received treatment and the control class that did not receive treatment. This helped strengthen the analysis and conclusions regarding the effectiveness of the English Day Program in improving students' speaking skills and self-confidence.

H. Technique of Analysis Data

In this research, the researcher used a quasi-experimental design with a nonequivalent control group to evaluate the impact of an intervention on students' speaking abilities and level of self-confidence in the context of oral communication. The data analysis techniques that the researcher applied were adapted to the focus of the research, which was oriented toward the verbal aspect of communication skills. First of all, the researcher analyzed the initial data descriptively to understand the level of speaking ability and level of student confidence before the intervention was carried out. This data included the results of oral tests and also surveys or questionnaires to measure students' level of confidence in speaking English. Next, the researcher used appropriate statistical tests to compare the differences between the control group and the treatment group after the intervention. Correlation analysis was also carried out to evaluate the relationship between improving speaking skills and increasing students' levels of self-confidence.

The research data analysis techniques are as follows:

1. Oral test:

A rubric that used by researcher in assessing skills students speak when carrying out the pretest and posttest

Table 3. 1 Assessment Guidelines

No	Speaking Components	Indicator	Points
1	Grammar	a. The participant consistently uses correct and complex grammar.	5
		b. The participant uses mostly accurate grammar with few errors that do not hinder understanding.	4
		c. Grammar is sometimes inaccurate, with some errors affecting understanding.	3
		d. There are frequent grammar errors that significantly affect understanding.	2
		e. Grammar is highly inaccurate, making comprehension difficult.	1
2	Vocabulary	a. The participant employs a wide range of appropriate and varied vocabulary, demonstrating deep understanding.	5
		b. The participant uses a broad vocabulary fairly fluently, although there may be some lack of variety.	4
		c. Vocabulary is somewhat limited, with noticeable repetition.	3
		d. Vocabulary is limited and often inappropriate to the context.	2
		e. Vocabulary usage is extremely limited, hindering understanding.	1
3	Pronunciation	a. The participant's pronunciation is clear, fluent, and accurate, with minimal errors.	5
		b. Pronunciation is almost always clear and easily understood, although there may be minor errors.	4
		c. Some errors in pronunciation affect comprehension.	3
		d. Pronunciation is often unclear and disrupts understanding.	2

	<p>flow.</p> <p>d. Pauses in speech are frequent, affecting fluency and thought coherence.</p> <p>e. The participant struggles to maintain conversation flow and frequently breaks off.</p>
Comprehension	<p>a. The participant demonstrates a deep understanding of the topic and responds relevantly and in detail.</p> <p>b. The participant has a good understanding of the topic, able to respond appropriately, although there may be some lack of detail.</p> <p>c. The participant's understanding of the topic is sufficient, but responses are often either too general or somewhat off-topic.</p>

To find out the list scores of the students, the researcher used the following

$$\text{score} = \frac{\text{Students' correct}}{\text{total item}} \times 100$$

Table 3. 2 Classification Students' Score:

Predicate	Interval score	Description Criteria
A (Excellent)	90-100	Participants demonstrate outstanding performance in all assessment aspects. Grammar, vocabulary, pronunciation, fluency, and comprehension are all excellent. Participants communicate smoothly, clearly, and persuasively, with a deep understanding of the topics discussed.
B (Good)	80-89	Participants show good performance in most assessment aspects. There may be some minor shortcomings in one or two areas, but overall, participants can speak fluently and effectively with a good understanding of the topic.
C (Enough)	70-79	Participants show fair performance in some assessment aspects, but there is room for improvement. Grammar, vocabulary, pronunciation, fluency, or comprehension may have significant deficiencies, affecting the participants' ability to communicate effectively.
D (Needs Improvement)	60-70	Participants demonstrate unsatisfactory performance in many assessment aspects. There are numerous errors in grammar, limited vocabulary, poor pronunciation, disturbed fluency, or low comprehension. Participants require significant improvement in speaking English.
E (Poor)	Below 60	Participants demonstrated very poor performance in all or nearly all assessment aspects. Frequent grammar errors, extremely limited vocabulary, very poor pronunciation, highly disturbed fluency, and very low comprehension make it difficult for participants to communicate effectively in English.

Calculating the rate percentage of the students' score

$$P = \frac{F}{N} \times 100 \%$$

Where :

P = Percentage

F = Frequency

N = Total number of students

The data of this research was analyzed by using the t-test formula which was adapted by Suharsimi Arikunto, as follows:

$$M_x = \left(\frac{\sum x}{N_x} \right)$$

Where :

M_x = Mean of a gained score of a control group

X = gained score of control group

N_x = number of students in the control group

$$M_y = \left(\frac{\sum y}{N_y} \right)$$

Where :

M_y = Mean of the gained score of the experimental group

y = gained score of the experimental group

N_y = number of students in the experimental group

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N_x}$$

Where :

$\sum x^2$ = Deviation of the control group

$\sum x^2$ = squared of control group's gained score

$\sum x$ = gained score of control group

N_x = number of students in the control group

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N_y}$$

Where :

$\sum y^2$ = Deviation of the experimental group

$\sum y^2$ = squared of experimental group's gained score

$\sum y$ = gained score of the experimental group

N_y = number of students in the experimental group

$$t_o = \frac{M_x M_y}{\sqrt{\left(\frac{\sum x^2}{N_x + N_y - 2} + \frac{\sum y^2}{N_y} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where :

t_o = Value of hypotheses testing

M_x = mean of the control group

M_y = Mean of the experimental group

$\sum x^2$ = standard deviation of the control group

$\sum y^2$ = standard deviation of the experimental group

N_x = number of students in the control group

N_y = number of students experimental group

$$df = N_x + N_y - 2$$

Where :

df = degrees of freedom

N_x = number of students in the control group

N_y = number of students in the experimental group⁴⁵

2. Questioners

Questionnaires are a written list of questions formulated in advance that respondents will answer, usually in clearly defined alternatives. A questionnaire is an efficient data collection mechanism if the researcher knows exactly what is needed and how to measure the research variables. Questionnaires can be given either personally, written to respondents, or distributed electronically.⁴⁶

The rubric that researcher will use to assess student's level of confidence in using English when carrying out the pretest and post-test

⁴⁵ Arikunto Suharsimi, "Prosedur Penelitian Suatu Pendekatan Praktik,," *Jakarta: Rineka Cipta*, (2013).

⁴⁶ Imam Santoso, Madistriyanti Haris, *Metode Penelitian Kuantitatif*, Tangerang: Indigo Media, (2017)

Table 3. 3 Assessment Guidelines

No	Question	Indicators	Score
1	How confident are you in using English to talk to your friends at school?	Very confident	5
		Self-confident	4
		Normal	3
		Not confident	2
		Very unconfident	1
2	How confident are you in asking questions in English to the teacher in class?	Very confident	5
		Self-confident	4
		Normal	3
		Not confident	2
		Very unconfident	1
3	How confident are you in speaking English in public, such as during a presentation in front of the class?	Very confident	5
		Self-confident	4
		Normal	3
		Not confident	2
		Very unconfident	1
4	How confident are you in participating in discussions in English in class?	Very confident	5
		Self-confident	4
		Normal	3
		Not confident	2
		Very unconfident	1
5	How confident are you in using English outside the classroom in non-academic situations?	Very confident	5
		Self-confident	4
		Normal	3
		Not confident	2
		Very unconfident	1

Table 3. 4 Classification Students' Self Confidence Score:

Predicate	Interval score	Description Criteria
A (Excellent)	40-50	Participants are very confident and able to overcome their shyness and limitations in speaking English. Has a very high sense of ability and is willing to play a very active role in learning
B (Good)	30-39	Participants feel confident and able to overcome their shyness and limitations in speaking English. Have a high sense of ability and willing to play an active role in learning
C (Enough)	20-29	Participants performed quite well on several aspects of self-confidence but there was still room for improvement. Shyness of expression, involvement and comfort in communication,
D (Needs Improvement)	10-19	Participants showed unsatisfactory performance in several aspects of self-confidence but shyness in expression, involvement and comfort in communication that was difficult to carry out in English
E (Poor)	Below 10	Participants demonstrated poor performance in all or almost all aspects of self-confidence. Does not participate and tends to refuse in any English language activities which is very difficult to collaborate with

a. Instrument Test

1) Validity Test

Validity comes from the word validity, which means the extent of precision and accuracy of a measuring instrument in carrying out its measuring function.

The validity of the instrument used in this research is in the form of a test

(multiple choice questions). Where the instrument for each question item was calculated using the product moment formula as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = Correlation Index Number r Product Moment

$\sum xy$ = Number of multiplications between x and y

$\sum x$ = Total question scores (x)

$\sum y$ = Total score (y)

n = Number of samples

After calculating the t test value, you can then see the interpretation of the correlation index. So for table t $\alpha = 0.05$ with degrees of freedom (dk = n-2). The basis for decision making in the instrument validity test is as follows.

- 1) If the value of rcount > rtable then it is said to be valid
- 2) If the rcount value < rtable then it is said to be invalid

Table 3. 5 Instrument Item Validity Test Table

No	Item	r_{hitung}	Validity
1	1	0,642	Valid
2	2	0,501	Valid
3	3	0,576	Valid
4	4	0,506	Valid
5	5	0,411	Valid
6	6	0,488	Valid

7	7	0,549	Valid
8	8	0,529	Valid
9	9	0,498	Valid
10	10	0,386	Valid

Where:

$$N = 0.361$$

$$\text{If } r_{\text{hitung}} > 0.361 = \text{Valid}$$

$$\text{If } r_{\text{hitung}} < 0.361 = \text{Not Valid}$$

After carrying out the SPSS test and obtaining results from data processing, it can be concluded that the 10 questions are valid which are used as instruments in research.

b. Reliability Test

Reliability comes from the word reliability which has the origins of the words rely and ability. Reliability is a term used to indicate the extent to which measurement results are relatively consistent when the measurement is repeated two or more times.

In this reliability test, the KR formula is used. 20 (Kuder Richardson) as follows:

$$r_i = \frac{k}{(k-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\}$$

Where:

k = Number of Items in the Instrument

p_i = Proportion of the Number of Subjects Who Answered Item 1

q_i = 1 - p_i

$$S_t^2 = \text{Total Variance}^{47}$$

The basis for decision making in reliability testing is with the following testing criteria:

- 1) If the Cronbach's Alpha value is > 0.60 then it can be said to be reliable
- 2) If the Cronbach's Alpha value is < 0.60 then it can be said to be unreliable

Table 3. 6 Reliability Statistics

Cronbach's Alpha	N of Items
,717	10

Based on the results of reliability test calculations using SPSS 22, a Cronbach's Alpha value was obtained of 0.717. These results indicate that the instrument can be said to be reliable because the value is $0.717 > 0.60$, so the instrument can be used for research.

⁴⁷ Sugiyono. *Metode Penelitian Kuantitatif*, p.206.

CHAPTER IV

FINDINGS

Research data was obtained from the results of statistical tests using the SPSS 22 application with samples from Madrasah Aliyah Negeri 1 Polewali Mandar school, which included new students entering the MEL-T organization as an experimental class and students who did not join the organization. To obtain research results, researcher have treated 30 MEL-T students as an experimental class to test the success of the method of increasing speaking and self-confidence in the English day program and the control class who received conventional material and were not subjected to the same treatment as the experimental class.

A. Speaking

As for the results of observations during the research and teaching process, researcher found the following results:

1. In the pretest for the experimental class, research results found that there were no E grades, namely students who were classified as poor, there were 13 students who were classified as D, namely students who were classified as Need Improvement, there were 17 students who were classified as Need Improvement, there were 17 students who were classified as C, namely students who were classified as Enough and there were no students who were classified as Enough. A or Excelent classification.
2. In the pretest for the experimental class, research results found that there were no E grades, namely students who were classified as poor, there were 13 students who were classified as D, there was no students who were classified as Need Improvement, there were 14 students who were classified as C,

namely students who were classified as Enough and there were no students who were classified as Enough. A or Excelent classification.

3. In the Post test for the experimental class, research results found that there were no E grades, namely students who were classified as poor, there were 14 students who were classified as C, namely students who were classified as Enough, there were 16 students who were classified as B, namely students who were classified as good, there was not student who were classified as Enough or Excelent classification.
4. In the post test for the experimental class, research results found that there were no E grades, namely students who were classified as poor, there were 5 students who were classified as D, there was no students who were classified as Need Improvement, there were 23 students who were classified as C, namely students who were classified as Enough and there were 2 students who were classified as good. There was not A or Excelent classification.

After knowing the pre-test and post-test results of the speaking score, the researcher carried out the SPSS 22 statistical test as follows:

a. Descriptive Analysis

Table 4. 1 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimen	30	10	60	70	67,67	2,857
Post-test Experimen	30	15	70	85	77,97	5,021
Pre-test Control	30	10	60	70	67,50	2,862
Post-test Control	30	15	65	80	72,03	3,615

Valid N (listwise)	30					
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Based on the descriptive data above, it is known that the maximum score in the experimental class pretest is the same as the maximum score in the control class pretest, namely 70, as well as the minimum score in both classes is the same, namely 60. The average score for the experimental pretest class is 67.67 and while the control class was 67.50, the pretest standard deviation for the experimental class was 2.857 and the standard deviation for the control class was 2.862. The maximum post-test score for the experimental class is 85 and the maximum score for the control class is 80, while the minimum score for the experimental class is 70 and the control class is 65. The average score for the experimental class is 77.97 and the control class is 72.03. The standard deviation in the experimental class is 25.021 and the control class is 3.616.

b. Test of Normality

Table 4. 2 Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Speaking	Pre-test Eksperimen	,360	30	,000	,700	30	,000
English	Post-test Experimen	,191	30	,007	,895	30	,006
day	Pre-test Control	,342	30	,000	,710	30	,000
	Post-test Control	,213	30	,001	,928	30	,044

a. Lilliefors Significance Correction

Based on the data above, it is known that the sig value for all data in both the Kolmogorov-Smirnov and Shapiro-Wilk tests is <0.05 , so it can be concluded that the research data is not normally distributed. Because the research data is not

normally distributed, it will be continued with non-parametric statistical tests, the Wilcoxon test and the Mann-Whitney test for analysis of the research data.

c. Wilcoxon Analysis

Table 4. 3 Table Wilcoxon Ranks

	N	Mean Rank	Sum of Ranks
Post-test Experimen - Negative	0 ^a	,00	,00
Pre-test Experimen Ranks			
Positive Ranks	30 ^b	15,50	465,00
Ties	0 ^c		
Total	30		
Post-test Control - Pre- Negative	0 ^d	,00	,00
test Control Ranks			
Positive Ranks	29 ^e	15,00	435,00
Ties	1 ^f		
Total	30		

a. Post-test Experimen < Pre-test Experimen

b. Post-test Experimen > Pre-test Experimen

c. Post-test Experimen = Pre-test Experimen

d. Post-test Control < Pre-test Control

e. Post-test Control > Pre-test Control

f. Post-test Control = Pre-test Control

Based on the results of descriptive analysis, an average positive rank value was

obtained for 30 students with an average value of 15.50 and there was no negative rank or 0.00 in the data. This means that there is an increase in the value of English language skills in using English to communicate, after attending English day.

Table 4. 4 Test Statistics^a

	Post-test Experimen - Pre-test Experimen	Post-test Control - Pre-test Control
Z	-4,851 ^b	-4,845 ^b
Asymp. Sig. (2-tailed)	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the output table of the Wilcoxon test results, a value of sig = 0.000 is obtained, which means it is smaller than α 0.05. Thus, H_0 , who stated that there was no significant relationship between the implementation of English day and increasing English language skills in using English to communicate, was declared rejected. And H_1 which states there is a difference, is accepted.

d. Homogeneity Analysis

Table 4. 5 Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	3,888	1	58	,053
Based on Median	1,926	1	58	,170
Based on Median and with adjusted df	1,926	1	49,018	,171
Based on trimmed mean	3,839	1	58	,055

Based on the data above, it is known that the significance value (Sig.) based on the mean value is $0.053 > 0.05$, so it can be concluded that the variance of the experimental class post test data and the control class post test data is homogeneous. However, one of the non-absolute requirements of the independent sample t-test is not fulfilled because the data is not normally distributed, so we will then use an alternative method using the Mann Whitney U Test.

e. Mann Whitney Analysis

Table 4. 6 Test Statisticsa

	Result
Mann-Whitney U	171,000
Wilcoxon W	636,000
Z	-4,199
Asymp. Sig. (2- tailed)	,000

a. Grouping Variable: Class

Based on the statistical test output, it is known that the Asymp.sig(2-tailed) value is $0.000 < 0.05$. So it can be concluded that there is a difference in English speaking ability between the experimental class and the control class because of the influence of the implementation of English day in the experimental class.

B. Self Confidence

Research data was obtained from the results of a questionnaire using a Likert scale in the experimental class and control class. These two classes were given a pre-test and post-test to measure their level of confidence based on the learning system they received.

The results are as follows:

1. In the experimental class pretest, it was found that all students' scores were C, which means that all students were classified as quite confident but not really confident and they could still increase their self-confidence.
2. In the experimental class pretest, it was also found that all students' scores were C, which means that all students were classified as quite confident but not really confident and they could still increase their self-confidence.
3. In the posttest for the experimental class, research results found that the students' scores had changed, namely there was a significant increase and all students got a B, which means all students were classified as good. The scores found are not the same, but the classification results show that the vulnerable scores are in the same classification.
4. In the control class posttest, research results found that there was an increase in score classification for 3 students who experienced significant changes and

received a B grade, which means they were classified as good. Meanwhile, there was an insignificant increase in scores for other students until they still showed classification C or enough.

After knowing the pre-test and post-test results of the self-confidence score, the researcher carried out the SPSS 22 statistical test as follows:

Descriptive Analysis

Table 4. 7 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	30	6	21	27	23,67	1,768
Post-test Experiment	30	6	30	36	33,37	1,903
Pre-test Control	30	6	20	26	22,70	1,512
Post-test Control	30	8	22	30	26,07	2,100
Valid N (listwise)	30					

Based on the descriptive data above, it is known that the maximum score in the experimental class pretest is 27 and the score in the control class pretest is 26, while the minimum score in the experimental class is 21 and the control class is 20. The average score for the experimental pretest class is 23.67 and while the control class was 22.70, the pretest standard deviation for the experimental class was 1.768 and the standard deviation for the control class was 1.512. The maximum post-test score for the experimental class is 36 and the maximum score for the control class is 30, while the minimum score for the experimental class is 30 and the control class is 22. The average score for the experimental class is

33.37 and the control class is 26.07. The standard deviation in the experimental class is 1.903 and the control class is 2.100

Test of Normality

Table 4. 8 Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Result Pretest Experimen	,147	30	,097	,945	30	,128
Posttest Experimen	,197	30	,004	,907	30	,013
Pretest Control	,178	30	,016	,931	30	,052
Post Test Control	,154	30	,067	,946	30	,135

a. Lilliefors Significance Correction

Based on the data above, it is known that the sig value for both Kolmogorov-Smirnov and Shapiro-Wilk test data is <0.05 , so it can be concluded that the research data is not normally distributed. Because the research data is not normally distributed, it will be continued with non-parametric statistical tests, the Wilcoxon test and the Mann-Whitney test for analysis of the research data.

Wilcoxon Analysis

Table 4. 9 Tests of Wilcoxon Ranks

	N	Mean Rank	Sum of Ranks
Post-test Experimen - Negative Ranks	0 ^a	,00	,00
Pre-test Experimen Positive Ranks	30 ^b	15,50	465,00
Ties	0 ^c		
Total	30		

Post-test Control – Pre-test Control	Negative Ranks	1 ^d	1,50	1,50
	Positive Ranks	29 ^e	15,98	463,50
	Ties	0 ^f		
	Total	30		

a. Post-test Experimen < Pre-test Experimen

b. Post-test Experimen > Pre-test Experimen

c. Post-test Experimen = Pre-test Experimen

d. Post-test Control < Pre-test Control

e. Post-test Control > Pre-test Control

f. Post-test Control = Pre-test Control

Based on the results of descriptive analysis, the average positive rank value was obtained in the experimental class for 30 students with an average value of 15.50 and there was no negative rank or 0.00 in the data. This means that there is an increase in the value of English language skills in using English to communicate, after attending English day.

Table 4. 10 Test Statistics^a

	Post-test Experimen - Pre-test Experimen	Post-test Control - Pre-test Control
Z	-4,807 ^b	-4,777 ^b
Asymp. Sig. (2-tailed)	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the output table of the Wilcoxon test results, a value of sig = 0.000 is obtained, which means it is smaller than α 0.05. Thus, Ho, who stated that there was no significant relationship between the implementation of English day and

increasing English language skills in using English to communicate, was declared rejected. And H1 which states there is a difference, is accepted.

Homogeneity Analysis

Table 4. 11 Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	,638	3	116	,592
Based on Median	,339	3	116	,797
Based on Median and with adjusted df	,339	3	97,919	,797
Based on trimmed mean	,613	3	116	,608

Based on the data above, it is known that the significance value (Sig.) based on the mean value is $0.592 > 0.05$, so it can be concluded that the variance of the experimental class post test data and the control class post test data is homogeneous. However, one of the non-absolute requirements for the independent sample t-test is not fulfilled because the data is not normally distributed, so we will then use an alternative method using the Mann Whitney U Test.

Mann Whitney Analysis

Table 4. 12 Test Statistics^a

	Result
Mann-Whitney U	4,500
Wilcoxon W	469,500
Z	-6,618
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Class

Based on the statistical test output, it is known that the Asymp.sig (2-tailed) value is $0.000 < 0.05$. So it can be concluded that there is a difference in increasing self-

confidence between the experimental class and the control class because of the influence of implementing English day in the experimental class.

Based on this research, the English day program provides significant benefits compared to conventional classes in general. This is due to a more positive response from students in the form of enthusiasm and more active involvement than before. This was triggered by the presence of a more fun method and students laughed more often and seemed to enjoy the process compared to when they were in class in general. With this involvement, they are slowly able to speak English more actively and without pressure so that they feel more confident when asked to express an opinion or just have a conversation with their friends.

English day gives them a wider space in their daily lives and shows them the use of English directly in various activities. They get games and more relaxed interactions so they are able to do their tasks better. This is an achievement that should be maintained and should receive more attention in order to increase awareness of the importance of learning English and that English is no longer a scary thing to learn.

C. Description of Learning Outcomes for The Experimental Class and Control Class

In order to understand more clearly the results of this research, the researcher created a bar chart to describe the results of the research findings to make it easier for readers to understand the data presented previously.

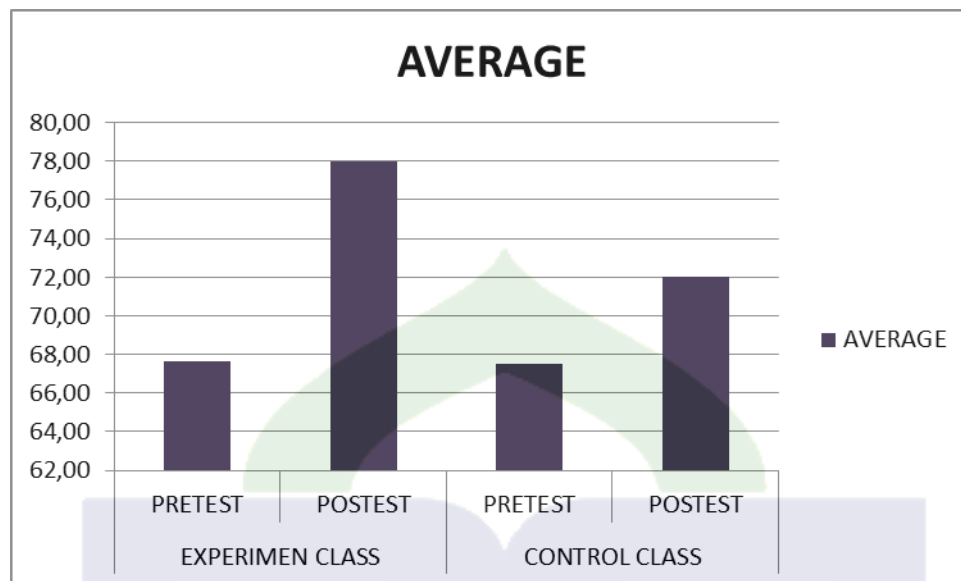


Figure 4. 1 Experimen and Control Class Average

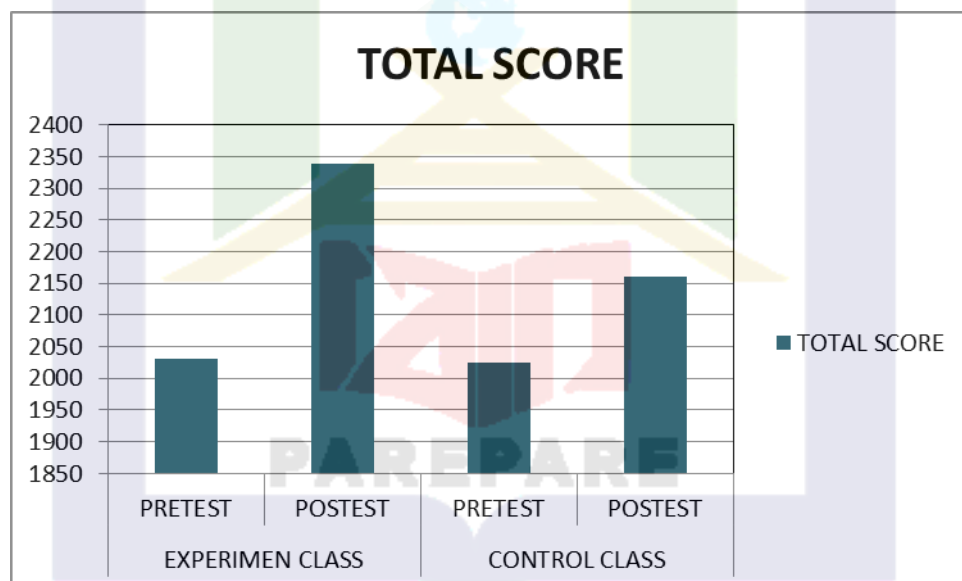


Figure 4. 2 Experimen and Control Class Total Score

The image displays two bar charts illustrating research results, namely average and total score, for the experimental class and the control class. Below is the description of each chart:

Average chart:

Shows the average values of pretest and posttest for the experimental and control classes. In the experimental class, the average score significantly increased from the pretest to the posttest (approximately 70 to 78).

In the control class, the average score also increased from the pretest to the posttest, but the increase was smaller (approximately 64 to 72).

Total score chart:

Shows the total scores of pretest and posttest for the experimental and control classes. In the experimental class, the total score significantly increased from the pretest to the posttest (approximately 2000 to 2400).

In the control class, the total score also increased from the pretest to the posttest, but the increase was smaller compared to the experimental class (approximately 1900 to 2150).

General conclusion:

The results of the charts show that the experimental class experienced a greater performance improvement compared to the control class, in terms of both average and total scores, after the posttest. This indicates a more significant difference in results for the experimental class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results and discussions that have been described, it can be concluded as follows:

1. Based on research results, they showed that there were differences in student learning outcomes before and after learning in the experimental class and control class. The results obtained in the experimental class had an average value of 67,67, while in the control class the average value was 67,50. After being given treatment in the experimental class by implementing English day, the posttest results obtained an average score of 77,97. while the control class with conventional implementation obtained an average score of 72,03, thus it can be concluded that there is a significant difference in student learning outcomes between before and after the English day in the experimental class. In other words English day is effective to improve students' speaking skill.
2. The implementation of English day can increase students' self-confidence, this is proven by an increase in pretest and post test results with an average score of 23.67 in the experimental class pretest and an increase to 33.37, while for the control class pretest it was 22. 70 with post-test 26.07. This shows the difference in results from the two classes

B. Suggestion

Based on the conclusions from the research results, the researcher proposed several useful recommendations for improving English language learning

1. Use varied methods so that students do not feel bored
2. Improve the quality of lessons by paying attention to students' conditions, making them feel comfortable in learning
3. Provide interesting methods and increase interaction with students so that they have the opportunity to improve more effectively



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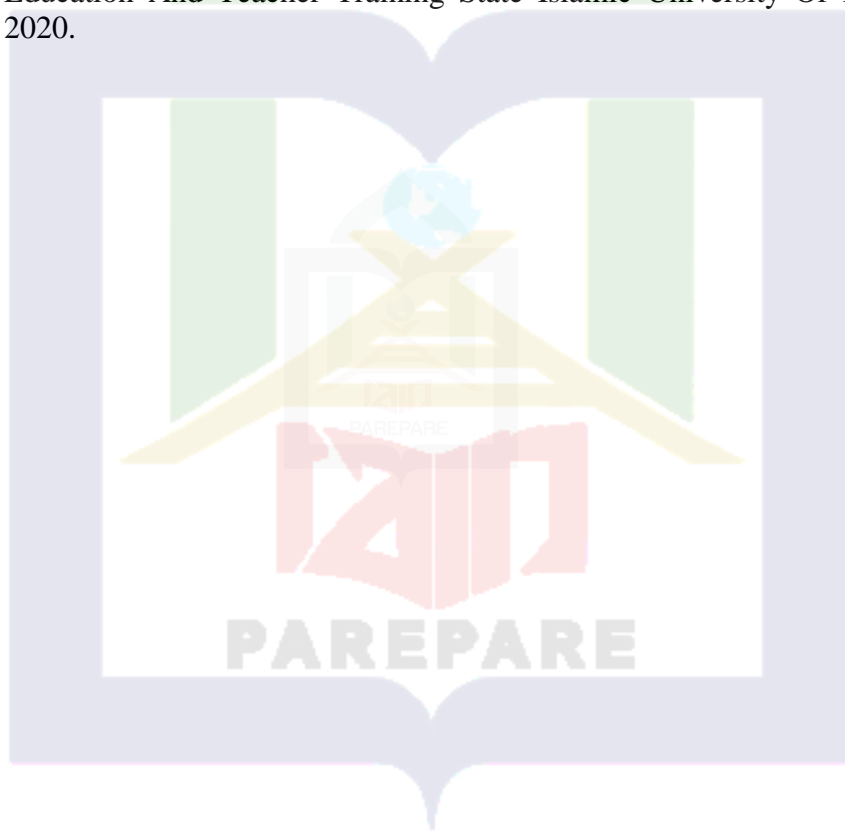
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APPENDICES





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17 Mei 2024

Yth. **Bapak Bupati Polewali Mandar**
Cq. **Dinas Penanaman Modal Dan Pelayanan**
Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

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Program Studi : Tadris Bahasa Inggris
Judul Tesis : **The Implementation of the English Day Program in Improving Students' Speaking Skill of MAN 1 Polewali Mandar.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Mei s/d Juli Tahun 2024**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.



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NIM : 2020203879102002
Jenis Kelamin : Perempuan
Jurusan : Tadris Bahasa Inggris
Universitas : IAIN PARE PARE

Benar yang tersebut namanya di atas telah melakukan Penelitian pada Madrasah Aliyah Negeri (MAN) 1 Polewali Mandar dengan judul skripsi ***"The Implementation Of The English Day Program In Improving Student Speaking Skill Of MAN 1 Polewali Mandar"*** terhitung mulai Bulan Mei s.d Juni 2024.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Mapilli, 21 Juni 2024
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Letter of Acceptance

5817/IJHESS/PPTIJUMPALU/VII/2024

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Date 24 July 2024

International Journal of Health, Economics, and Social Sciences (IJHESS)

Dear Author(s)

Juliati^{1*}, Zulfah², Magdahalena Tjalla³, Saepudin⁴, Ambo Dalle⁵

¹⁻⁵Institute Agama Islam Negeri Parepare

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It's my pleasure to inform you that, after the peer review, your paper **THE IMPLEMENTATION OF THE ENGLISH DAY PROGRAM IN IMPROVING STUDENTS' SPEAKING SKILLS OF MAN 1 POLEWALI MANDAR** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHESS)** in **Volume 7 Issue 1 (January 2025)**.

Thank you for making the journal a vehicle for your research interests

With regards
Yours sincerely



Dr. Ahmad Yuni
Editor in Chief



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Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

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Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 01 Agustus 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

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Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

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Benar telah diterima pada Jurnal IJHESS Volume 7 Issue 1 tahun 2025 yang telah terakreditasi **SINTA 5**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An-Ketua LP2M
Kepala Pusat Penerbitan & Publikasi

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Correlations

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[illegible]

X10	Pearson Correlation	,000	,000	,453*	,286	,075	,073	,088	,112	,175	1	,386*
	Sig. (2-tailed)	1,000	1,000	,012	,126	,692	,700	,645	,556	,355		,035
	N	30	30	30	30	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	,642**	,501**	,576**	,506**	,411*	,488**	,549**	,529**	,498**	,386*	1
	Sig. (2-tailed)	,000	,005	,001	,004	,024	,006	,002	,003	,005	,035	
	N	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



The results of the Test for experimental class speaking skills

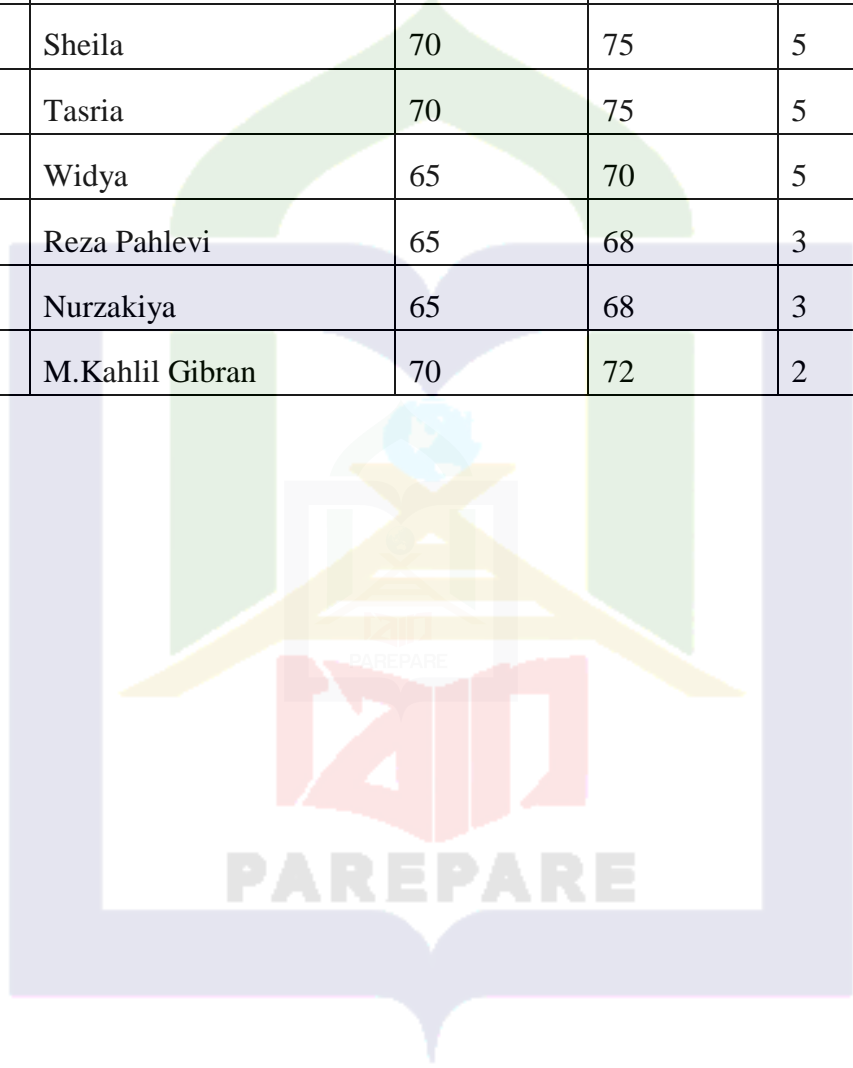
No	Siswa	Pre-test X_1	Post-test X_2	Gained X
1	Adnan Aditya	70	85	15
2	Nur wahidah	65	75	10
3	Khaerunnisa	70	80	10
4	Muzila	65	75	10
5	Nurul Annisa	65	80	5
6	Indri S.patingari	70	80	10
7	Ifra	70	85	15
8	Najwa	70	80	10
9	Sekar	60	70	10
10	Iftitah Alya	70	80	10
11	Sany	70	80	10
12	Fauuziyyah	70	75	5
13	Siti Humairah	65	74	9
14	Syahirah Rahman	65	70	5
15	Aluna Sagita	65	74	9
16	Nuralya Bachtiar	70	80	10
17	Shintia Rahim	65	70	5
18	Adrian Galuh	65	75	10
19	Alifa	65	70	5
20	Andira Ridwan	65	70	5

21	Alifah	70	80	10
22	Andi Salsabila	70	80	10
23	Senandung	65	75	5
24	Nur Amila	65	78	5
25	Cinta	70	85	15
26	Khadija	70	85	15
27	Wahyu	70	78	5
28	Yuda	70	85	15
29	Deswita	70	80	10
30	Annisa Salsabila	70	85	10
30 Students		$\sum X_1=2030$	$\sum X_2=2351$	$\sum X =278$
Mean		67.66	78.36	9.26

The results of the Test for control class speaking skills

No	Siswa	Pre-test X_1	Post-test X_2	Gained X
1	Abdilla	65	70	5
2	Ananda Dzaki	70	76	6
3	Ayudhia	70	73	3
4	Chika Nabila	70	75	5
5	Fatima	65	70	5
6	Fitria	70	72	2
7	Hairil	70	70	0
8	Ida fadila	70	75	5
9	Jasman	60	65	5
10	Juliati	65	70	5
11	Kiki nasiha	70	75	5
12	Lilis	70	72	2
13	Mahrozi	70	75	5
14	Masriani	65	70	5
15	Muh. Dimas	65	67	2
16	M.Gufran	70	75	5
17	Fajar	65	70	5
18	Nabila	65	70	5
19	Noerafina	65	68	3
20	Nur Aisya	70	80	10

21	Nurhikma	70	75	5
22	Nurmila	70	80	10
23	Salsabila	65	70	5
24	Salwa	65	70	5
25	Sheila	70	75	5
26	Tasria	70	75	5
27	Widya	65	70	5
28	Reza Pahlevi	65	68	3
29	Nurzakiya	65	68	3
30	M.Kahlil Gibran	70	72	2



The Results of The Test For Eksperimen Class Speaking Skills

NO	Name	P/L	TOTAL		
			PRETEST	POST TEST	Gain Score
1	Adrian Galuh S	L	23	32	9
2	Alifa Alfadiyatul Hikmah	P	21	30	9
3	Alifah Hafid	P	26	35	9
4	Aluna Sagita	P	22	32	10
5	Andi Salzabila Aprilya	P	23	32	9
6	Andira Ridwan	P	23	31	8
7	Annisa Salsabila	P	24	35	11
8	Cinta	P	25	36	11
9	Deswita	P	27	34	7
10	Fauziyyah Nur Latifah	P	27	33	6
11	Ifra Tabinda Anwar	P	23	31	8
12	Iftitah Aliyya	P	23	34	11
13	Indri S. Patingari	P	24	36	12
14	Khadija	P	25	34	9
15	Khairunnisa Salsabilah Arief	P	25	35	10
16	M Adnan Aditya	L	26	33	7
17	Muzilah	P	24	35	11
18	Najwa Mutmainna	P	25	35	10
19	Nur Alya Bachtiar	P	23	34	11
20	Nur Amila	P	23	30	7
21	Nur Wahidah	P	26	34	8
22	Nurul Annisa	P	21	32	11
23	Sany	P	25	36	11
24	Sekar Fatimah Azzahra	P	22	31	9
25	Senandung Maolidha	P	21	30	9
26	Shintia Rahim	P	22	35	13
27	Siti Humairah Gilman	P	24	34	10
28	Syahira Rahman	P	21	32	11
29	Wahyu	L	24	35	11
30	Yuda	L	22	35	13
Total			710	1001	291

The results of the Test for control class speaking skills

NO	Name	P/L	TOTAL		
			PRETEST	POST TEST	Gain Score
1	Abdilla	L	22	27	5
2	Ananda Dzaki	L	22	30	8
3	Ayudhia	P	21	23	2
4	Chika Nabila	P	21	25	4
5	Fatima	P	23	25	2
6	Fitria	P	22	28	6
7	Hairil	L	20	23	3
8	Ida fadila	P	24	27	3
9	Jasman	L	24	28	4
10	Julianti	P	24	27	3
11	Kiki nasiha	P	21	26	5
12	Lilis	P	22	28	6
13	Mahrozi	L	24	27	3
14	Masriani	P	22	25	3
15	Muh. Dimas	L	23	26	3
16	M.Gufran	L	25	30	5
17	Fajar	L	23	22	-1
18	Nabila	P	24	26	2
19	Noerafina	P	24	26	2
20	Nur Aisya	P	24	28	4
21	Nurhikma	P	24	26	2
22	Nurmila	P	26	30	4
23	Salsabila	P	25	26	1
24	Salwa	P	22	26	4
25	Sheila	P	21	24	3
26	Tasria	P	23	26	3
27	Widya	P	21	23	2
28	Reza Pahlevi	L	21	25	4
29	Nurzakiya	P	21	23	2
30	M.Kahlil Gibran	L	22	26	4
Total			681	782	101

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MAN 1 Polewali Mandar

Mata Pelajaran : Bahasa Inggris

Kelas : MEL-T

Tahun Ajaran : 2024-2025 :

A. Tujuan Pembelajaran

- Peserta didik mampu menggunakan Bahasa Inggris dalam percakapan sehari-hari.
- Peserta didik mampu menceritakan kegiatan keseharian mereka dalam Bahasa Inggris.
- Peserta mendidik memahami pentingnya penggunaan Bahasa Inggris di lingkungan sekolah.
- Peserta didik terlibat aktif dalam kegiatan English Day dan ekstrakurikuler terkait.
- Peserta didik mampu memahami dan menganalisis alur cerita dari film “Coco” dan “Sing” serta menyanyikan lagu-lagu dari kedua film tersebut.

B. Materi Pembelajaran

1. Pembiasaan Peserta Didik:

- Kosakata dari Coco and Sing: Pengenalan dan pengucapan kosa kata dalam Bahasa Inggris yang diambil dari film "Coco" dan "Sing".
- Lagu Bahasa Inggris dari Coco and Sing: Mendengarkan dan menyanyikan lagu-lagu Bahasa Inggris dari film "Coco" dan "Sing".
- Menggunakan Bahasa Inggris: Berlatih percakapan sederhana dalam Bahasa Inggris.

- English Corner: Berbicara Bahasa Inggris di tempat khusus.
- Polisi Inggris: Penerapan aturan untuk menggunakan Bahasa Inggris selama Hari Bahasa Inggris.
- Menonton Film: Menonton film "Coco" dan "Sing" dalam Bahasa Inggris dan berdiskusi cerita serta pesan moralnya.
- Daily Activity: Menceritakan kegiatan keseharian dalam Bahasa Inggris.

2. Kegiatan Ekstra Kurikuler:

- English Club: Pembentukan klub Bahasa Inggris untuk diskusi dan kegiatan ekstrakurikuler terkait.
- Potensi Siswa: Membimbing siswa yang berpotensi dalam Bahasa Inggris.
- Akselerasi: Memberikan pelatihan khusus untuk siswa berbakat dalam Bahasa Inggris.
- Persiapan Kompetisi: Persiapan untuk lomba Bahasa Inggris dan kegiatan kompetisi serupa.
- Mendukung Program Kompetensi Bahasa Inggris: Mendukung program-program peningkatan kompetensi Bahasa Inggris lainnya.

C. Metode Pembelajaran

- Pembelajaran aktif dengan interaksi antara guru dan siswa.
- Penggunaan media audiovisual untuk mendukung pembelajaran.
- Diskusi kelompok dan peran serta aktif siswa dalam kegiatan ekstrakurikuler.

D. Alat dan Bahan Pembelajaran

- Laptop/Komputer/ Tv smart untuk memutar film dan lagu-lagu Bahasa Inggris dan presentasi.
- Materi kosa kata Bahasa Inggris.
- Buku dan referensi materi untuk kegiatan ekstrakurikuler.
- Film "Coco" dan "Sing" serta alat pemutar film.

E. Kegiatan Pembelajaran

Pertemuan 1

Tujuan Pembelajaran

- Peserta didik mampu menggunakan Bahasa Inggris dalam percakapan sehari-hari.
- Peserta didik mampu menceritakan kegiatan keseharian mereka dalam Bahasa Inggris.

08:00 - 10:00:

1. Ice Breaking dan Perkenalan

- Menyapa peserta didik dalam Bahasa Inggris.
- Untuk menjaga konsentrasi dan semangat belajar siswa siswa diberikan ice breaking dengan cara bertepuk tangan yang keras dengan jumlah yang sesuai dengan angka yang disebutkan dan tepuk konsentrasi dengan menyebutkan nama secara random dalam Bahasa Inggris.
- Permainan singkat untuk memperkenalkan diri dalam Bahasa Inggris. Dengan iringan lagu dengan menggunakan bola kecil atau mainan lunak. Siswa diminta untuk berdiri membentuk lingkaran. Siswa yang memegang bola harus memperkenalkan dirinya sebelum melemparkan bola kepada siswa lain.

2. Materi dan Diskusi

- Penjelasan frasa-frasa umum dalam percakapan sehari-hari.
- Contoh percakapan sehari-hari

1. Morning Routine

Description of Morning Activities:

Activities done after waking up, such as taking a shower, having breakfast, and preparing things for school.

Use verbs such as "wake up," "brush," "make," "eat."

Example Sentences:

- "At 7 am, I usually wake up and brush my teeth."
- "I make my bed and then have breakfast with my family."

2. Breakfast

Breakfast Time:

Mention the usual time for breakfast, for example 7:30 am.

Use time expressions such as "usually," "often," "sometimes."

Example Sentences:

- "I **usually** have breakfast at 7:30 am."
- "My family and I usually eat breakfast together at 8 am."

3. Travel to School

Departure Time and Way to Get to School:

Mention the departure time for school, for example 8 am.

Describe how you get to school, such as walking, riding a bike, or using public transportation.

Example Sentences:

- "I usually go to school at 8 am by bus."
- "I walk to school every day and it takes about 15 minutes."

4. Coming Home from School and After-School Activities

Times of Coming Home and After-School Activities:

State the time you get home from school, such as 3 pm.

Describe the activities you do after school, such as doing homework, playing games, or practicing sports.

Example Sentences:

- "I usually get home from school at 3 pm."

- "After school, I do my homework and then play with my friends."

Tips:

Use time expressions such as "usually," "often," "after."

5. Free Time

Free Time and Activities:

State when you have free time, such as in the afternoon or evening.

Describe the activities you do in your free time, such as watching TV, reading books, or playing video games.

Example Sentence:

- "I usually have free time in the evening around 6 pm."
- "In my free time, I like to watch TV and read books."

10:00 - 10:30: istirahat

10.30 – 12.00 persiapan praktek

- Peserta didik dibagi menjadi pasangan.
- Siswa mempersiapkan diri dengan terlebih dahulu mempersiapkan bahan dan Latihan secara berpasangan
- Guru memberikan bimbingan langsung.

12:00 - 13:00: Istirahat

13:00 - 15:30:

Oral praktek diselingi dengan Permainan Interaktif dan Penilaian

- Permainan "Two Truths and a Lie" dalam Bahasa Inggris.
- Guru memberikan hadiah kecil untuk peserta didik yang bisa menebak dengan benar.
- Umpan balik umum tentang performa peserta didik.
- Diskusi singkat tentang kesulitan dan apa yang paling mereka nikmati.

Penilaian

- Observasi langsung saat latihan percakapan dan aktivitas kelas.
- Kualitas tulisan dan kemampuan menceritakan kegiatan keseharian dalam Bahasa Inggris.
- Partisipasi aktif dalam permainan interaktif.

Pertemuan ke 2

Tujuan Pembelajaran

- Peserta didik mampu menggunakan Bahasa Inggris dengan percaya diri dalam berbagai situasi sehari-hari di sekolah.
- Peserta didik dapat memahami dan mengaplikasikan kosakata yang relevan dalam konteks praktis seperti meminta arah.
- Peserta didik mampu berpartisipasi aktif dalam latihan percakapan, menggunakan struktur kalimat yang tepat, dan mendengarkan dengan baik untuk memahami instruksi atau petunjuk yang diberikan.

Materi Terurai untuk Latihan Percakapan

1. Meminta Arah

Skenario:

- Tujuan: Meminta dan memberi petunjuk untuk mencari lokasi tertentu di sekolah.
- Kosakata Utama: Excuse me, where is...? Go straight, turn left/right, second door on your right/left.

Contoh dialog

(In the School Hallway)

A: Excuse me, can I ask you something?

B: Sure, what do you need?

A: Can you tell me where the library is?

B: Yes, of course. Go straight down this hallway, then turn left at the end.

A: Turn left at the end of the hallway. Got it. And then?

B: After you turn left, the library will be the second door on your right.

A: Second door on my right. Thank you so much!

B: You're welcome! Have a good day.

(In the School Garden)

C: Excuse me, do you know where the canteen is?

D: Yes, I do. Go straight ahead until you reach the big tree, then turn right.

C: Go straight to the big tree and then turn right. And after that?

D: After you turn right, walk a little further and the canteen will be on your left.

C: The canteen will be on my left. Thanks a lot!

D: No problem. Enjoy your meal!

(In Front of the Classroom)

E: Excuse me, could you help me find the science lab?

F: Of course! From here, go straight and then take the first left.

E: Go straight and take the first left. OK, what next?

F: Once you take the left, the science lab will be the third door on your right.

E: Third door on my right. Thank you!

F: Anytime! Good luck with your experiments.

(In the School Hall)

G: Excuse me, I'm looking for the principal's office. Can you help me?

H: Sure. From the hall, go straight towards the main entrance, then turn right.

G: Go straight to the main entrance and turn right. What next?

H: After you turn right, the principal's office is the first door on your left.

G: The first door on my left. Thanks for your help!

H: You're welcome! Have a great day.

(In School Field)

I: Excuse me, can you tell me where the gym is?

A: Sure! Go straight past the basketball court and then turn left.

I: Go straight past the basketball court and turn left. What next?

A: After turning left, you'll see the gym as the big building on your right.

I: The big building on my right. Got it. Thanks a lot!

A: No problem. Have a good workout!

08:00 - 10:00:

1. Ice Breaking dan Pembahasan materi

- Ice breaking menggunakan bahasa Inggris untuk mengurangi kecanggungan, menjaga semangat belajar, konsentrasi dan memulai interaksi. Masih dengan tepuk dengan jumlah angka yang disebutkan dan tepuk menguji konsentrasi

10.00-10.30 -istirahat

10.30 – 12.00 persiapan praktek

- Peserta didik dibagi menjadi pasangan.
- Siswa mempersiapkan diri dengan terlebih dahulu mempersiapkan bahan dan Latihan secara berpasangan
- Guru memberikan bimbingan langsung.

12:00 - 13:00:Istirahat

Oral praktek diselingi dengan Permainan Interaktif dan Penilaian

- Permainan "Two Truths and a Lie" dalam Bahasa Inggris.
- Umpan balik umum tentang performa peserta didik.
- Diskusi singkat tentang kesulitan dan apa yang paling mereka nikmati.

Penilaian

- Observasi langsung terhadap kemampuan peserta didik dalam menggunakan bahasa Inggris dalam bertanya dan menunjukkan arah
- Evaluasi partisipasi dan kemampuan mendengarkan peserta didik.

- Feedback tentang penggunaan kosakata dan struktur kalimat.

Pertemuan Ke 3

Tujuan Pembelajaran

- Peserta didik dapat memahami dan menggunakan kosakata yang relevan dari film "Coco".
- Peserta didik dapat mendeskripsikan karakter dan peristiwa dari film menggunakan kosakata yang telah dipelajari.
- Peserta didik dapat meningkatkan keterampilan mendengarkan, berbicara, menulis, dan membaca melalui kegiatan yang interaktif dan menyenangkan.

➤ 08:00 - 10:00

1.) Persiapan

- Menyapa peserta didik dalam Bahasa Inggris.
- Permainan singkat dengan panduan video dancing bear
- Melakukan apersepsi materi sebelumnya

2. Pembahasan materi

- Guru menjelaskan kosakata utama dari film yang akan ditonton bersama
- Family: Family Tree, Ancestor, Great-Great-Grandfather, Tradition.
- Music: Guitar, Song, Musician, Performance, Audience.
- Day of the Dead: Ofrenda, Marigold, Skeleton, Spirit, Alebrije.
- Feelings and Actions: Remember, Forget, Celebrate, Dream, Adventure.
- Diskusi tentang arti dan penggunaan kosakata tersebut dalam konteks film.

10:00 - 10:30: Istirahat

10.30-12.30

Nonton film Coco sebagai stimulus daya Tarik siswa untuk lebih belajar Bahasa Inggris

Peserta didik diminta mencatat kosakata yang mereka dengar dan dalam scenario film dan lagu yang terdapat dalam film “COCO”

12.30 – 13:00: Istirahat

13:00 - 15:30:

Persiapan bahan presentasi sambil diselingi ice breaking

- Persiapan praktek Peserta didik menulis narasi pendek tentang karakter favorit mereka dalam "Coco" menggunakan kosakata yang telah dipelajari.
- Setelah menonton film siswa diberikan kesempatan untuk menceritakan ulang secara singkat terkait film yang telah ditonton secara Bersama-sama
- Memetik pesan pada film dengan selingi ice breaking "Two Truths and a Lie" sesuai konteks film “Coco”.
- Diskusi dan umpan balik tentang penggunaan kosakata.

Alat dan Bahan

- Proyektor/TV smart untuk menampilkan cuplikan film Lirik lagu "Coco"

Penilaian

- Observasi langsung saat latihan kosakata dan aktivitas kelas.
- Kualitas struktur dan kemampuan menceritakan kegiatan atau karakter dari "Coco" dalam Bahasa Inggris.
- Partisipasi aktif dalam permainan interaktif.

Pertemuan 4

Tujuan Pembelajaran

- Peserta didik dapat memahami dan menggunakan kosakata yang relevan dari film "Sing".
- Peserta didik dapat mendeskripsikan karakter dan peristiwa dari film menggunakan kosakata yang telah dipelajari.

- Peserta didik dapat meningkatkan keterampilan mendengarkan, berbicara, menulis, dan membaca melalui kegiatan yang interaktif dan menyenangkan.

08:00 - 10:00:

1. Persiapan

- Menyapa peserta didik dalam Bahasa Inggris.
- Permainan singkat dengan panduan video dancing bear
- Melakukan apersepsi materi sebelumnya

2. Pembahasan materi

➤ Guru menjelaskan kosakata utama dari film yang akan ditonton bersama
Guru menjelaskan kosakata utama dari film, termasuk:

- Competitions (Kompetisi): Contest, Audition, Performance, Judge, Prize.
- Music and Singing (Musik dan Menyanyi): Song, Lyrics, Microphone, Stage, Band.
- Emotions and Aspirations (Emosi dan Aspirasi): Dream, Hope, Nervous, Excited, Confident.
- Diskusi tentang arti dan penggunaan kosakata tersebut dalam konteks film.

10:00 - 12:00:

- Nonton film "Sing" sebagai stimulus daya Tarik siswa untuk lebih belajar Bahasa Inggris
- Guru memperkenalkan beberapa lagu dari film "Sing".
- Analisis Alur cerita dan lirik lagu serta Mengidentifikasi kosakata penting: Song, Lyrics, Microphone, Stage, Band, Dream, Hope, Nervous, Excited, Confident.

12:00 - 13:00: **ISTIRAHAT**

13:00 - 15:30:

Persiapan bahan presentasi sambil diselingi ice breaking

- Persiapan praktek Peserta didik menulis narasi pendek tentang karakter favorit mereka dalam "sing " menggunakan kosakata yang telah dipelajari.
- Setelah menonton film siswa diberikan kesempatan untuk menceritakan ulang secara singkat terkait film yang telah ditonton secara Bersama-sama
- Memetik pesan pada film dengan selingi ice breaking "Two Truths and a Lie" sesuai konteks film "Sing".
- Diskusi dan umpan balik tentang penggunaan kosakata.

Alat dan Bahan

- Proyektor / Tv Smart untuk menampilkan film dan Lirik lagu dari film "Sing"
- Laktop

Penilaian

- Observasi langsung saat latihan kosakata dan aktivitas kelas.
- Kualitas tulisan dan kemampuan menceritakan kegiatan atau karakter dari "Sing" dalam Bahasa Inggris.
- Partisipasi aktif dalam permainan interaktif.

Polman, 01 Mei 2024



Kepala Madrasah

Budiman, S.Pd., M.Si

NIP.197104211998031002

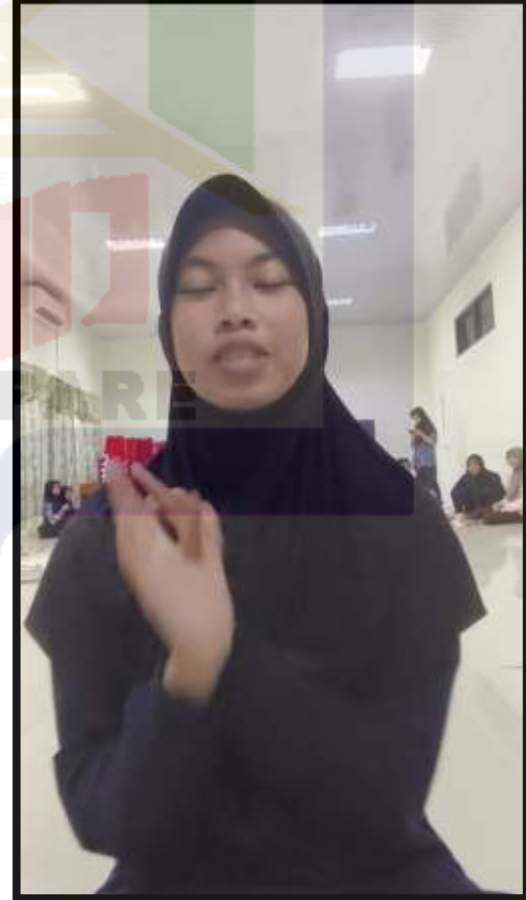
Guru Mata Pelajaran,

Juhati, S.Pd

NIM. 2120203879102002

Lampiran Dokumentasi







CURRICULUM VITAE



Name : Juliati
 Date of Birth : 11 November 1984
 Reg. Number : 2120203879102002
 Address : Banua Baru
 Kecamatan : Wonomulyo
 Kota/Kab. : Polewali Mandar
 WA : 085146184212
 E-mail : juliati.hamzah1984@gmail.com

EDUCATIONAL BACKGROUND

1. SD : SDN 008 Sidodadi Wonomulyo
2. SMP : SMP Neg. 1 Tinambung
3. SMA : SMA PPS Modern Al-Ikhlas Lampoko
4. S1 : STAIN Parepare

FAMILIES

1. Father : Hamzah
2. Mother : Hasmira
3. Husband : Badaruddin
4. Children : Aqil Fakhri
Afiah Farwizah
Ariqah Farzanah
5. Sisters : Nursam
Misba
Nurjannah

JOB EXPERIENCES

1. Teacher at MAN 1 Polewali Mandar
2. Instruktur LKP ASIA DUTA Wonomulyo Polewali Mandar
3. Teacher at MAN 2 Polewali Mandar
4. Teacher at MTs and SMA DHI Lampa Mapilli
5. Teacher at PPM Al-Ikhlas Lampoko Kec. Campalagian
6. Teacher at MTs DDI Bonne-bonne Kec. Mapilli
7. Teacher at STM Soeparman Tumpiling Kec. Wonomulyo